

# Bridge Mills Galway Language Centre

The Bridge Mills, Bridge Street, Galway H91R1WF

## Quality Assurance Policy and Procedures 2019



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## **Mission Statement**

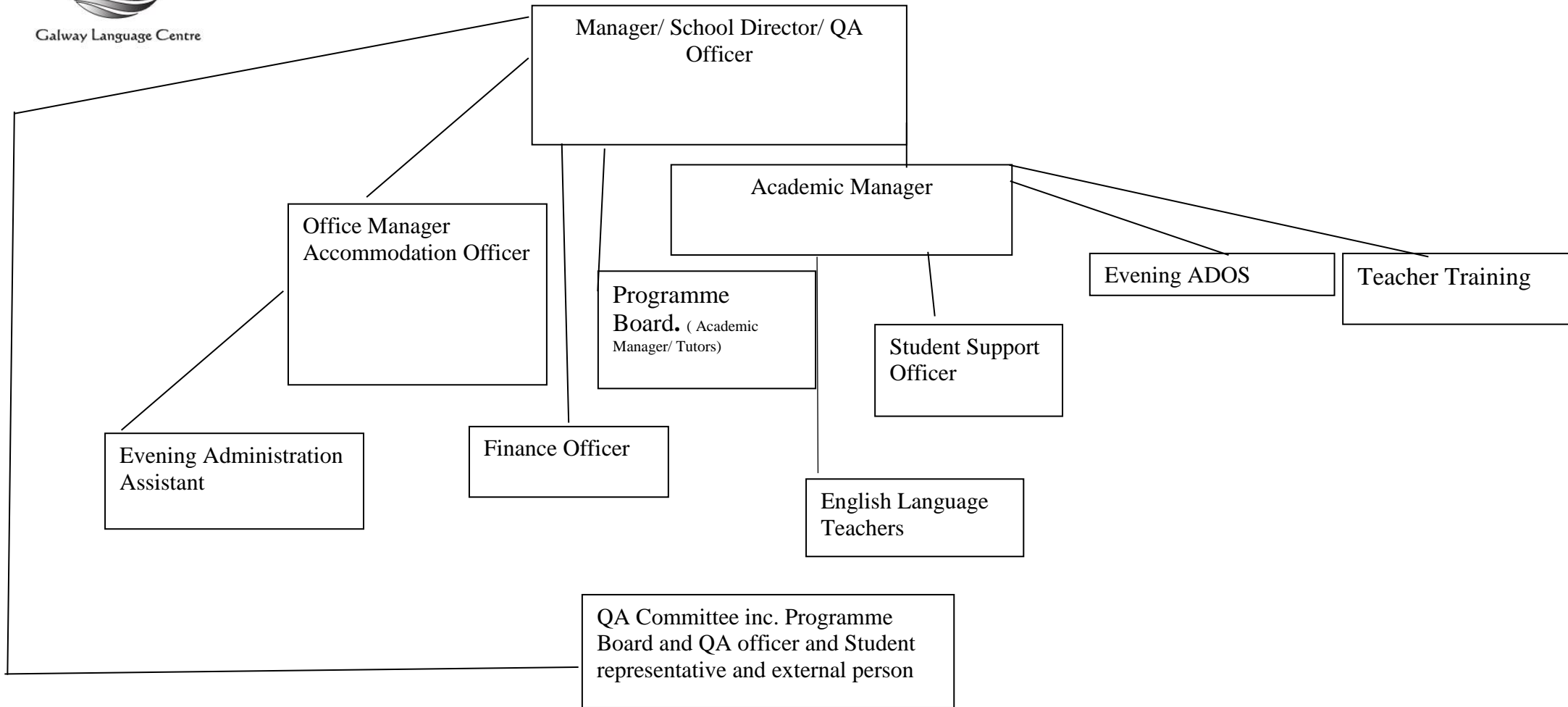
Bridge Mills Galway Language Centre is a family-run adult English language school, established in 1987.

Our Mission Statement is to be a leading language solutions provider and promote excellence in language education. We aim to provide the highest quality of language learning and to promote innovation and standard setting in language teaching, learning and teacher training



Galway Language Centre

## ORGANISATIONAL CHART



# **Bridge Mills Galway Language Centre - Programme Board**

## **TERMS OF REFERENCE:**

Programme Boards are responsible for monitoring and dealing with all issues associated with programme delivery.

The purpose of Boards is to provide a forum for the discussion of all matters, which affect the operation of a course. It should keep under review the academic quality of the course and ensure that the course is delivered in accordance with the aims and objectives defined at validation.

It should also ensure that the course is continuing to develop to meet the needs of its students and relevant groups. In doing so it should monitor:

- Feedback from students, tutors, and the operational team.
- Statistics relating to pass rates, progression, retention, employment and recruitment as appropriate.

The Boards membership and terms of reference should be reviewed annually. It is acceptable for a course committee to have responsibility for more than one programme of study providing the collective membership meets the minimum requirements for each individual course as described below. The operation of Boards shall be in accordance with the following:

- All Boards shall meet at least 2 times per year.
- The Chair of the Board shall normally be the Programme Leader.
- Minutes should be taken and recorded
- The Chair of the Board may decide to substitute a formal meeting with an online meeting subject to agreement of all participants
- Boards shall have the power to set up sub committees, panels or working parties as required.

## **Composition/Membership:**

- Chair - Programme Leader (if more than one programme is under consideration, the chair will be designated by the relevant Academic Programme Director)
- Other Programme Leaders (if more than one programme is under consideration)
- Module Leaders and tutors
- External representatives as appropriate (e.g. former graduates)

(The key posts on the Boards will be filled by Bridge Mills Galway Language Centre staff – e.g. School Director, Academic Manager, Student Support Officer, Tutors, Teachers, Administration)

## **Terms of reference**

The Boards shall have principal academic responsibility for the course, within the framework and policies formulated and the external Validating Body (where applicable). This responsibility shall include:

1. Determination and development of the course curriculum.
2. Advising on general course organisation and administration.
3. Review of programme delivery, academic regulations, admissions policy, assessment, and assessment methods as well as overall results and certification.
4. Monitoring and evaluation of the academic standards and effectiveness of the course and drawing up necessary action plans as a consequence (QA provider - Section 3).
5. Reviewing resources required by the course and making recommendations as appropriate.
6. Identifying needs for staff development required to maintain and enhance the academic standards of the course.
7. Production of annual course monitoring reports and other reports as required.
8. Collecting feedback from students, tutors and other stakeholders
9. Receiving reports on the operation of courses and ensuring that matters relating to the course's effectiveness and student satisfaction are followed up and monitoring QA and updating as needed. Reports should include and review:
  - Student enrolment numbers
  - Student completion rates
  - Student Feedback
  - Staff Feedback, satisfaction and complaints
  - Course cost analysis
  - Course improvements, adjustments, suggestions for improvement
10. Considering and implementing at course level, any other appropriate actions as may be determined
11. Development of new courses as needed.

## **ROLE**

**Language Teacher  
Teacher Training:**

## **RESPONSIBILITIES**

Teaching in one or more of the following areas as agreed:

- Language teaching
  - Private 1:1 Tuition.
  - TEFL Training Sessions.
  - Assessment of Teaching Practice.
  - English for Special Purposes.
  - TOEIC\TOEFL\TIE Preparation (and others as needed).
  - Cambridge Examination Preparation.
- 
- Oversee & maintain on-going lesson & attendance records
  - Attending training/self-development workshops.

**School Director  
Manager:**

- Overall financial management of school.
- Marketing in Ireland and overseas.
- Advertising (brochure production)
- Student placement testing (if needed).
- Dealing with agents.
- Office assistance where needed
- Dealing with staff contracts
- Employing new staff
- Staff performance reviews
- Assist in all areas of running the school – teaching / maintenance / training etc.
- Deal with student problems and queries relating to their course of study where needed
- Centre Exams Manager for Cambridge Examinations for Bridge Mills Galway Language Centre
- TIE examiner/Cambridge examiner



- Academic Manager:**
- Overseeing and maintaining administrative documents such as ACELS, EAQUALS, QQI.
  - Oversee & coordinate all teaching activities.
  - Support & advise teaching staff.
  - Deal with student problems and queries relating to their course of study.
  - Social and personal counselling of students (with Director & School Administration)
  - Maintain teaching materials.
  - Check student progress through consultation with teachers (weekly), especially regarding appropriate levels.
  - Oversee on-going lesson & attendance records kept by teachers.
  - Organise and/or present monthly teacher development seminars.
  - Function as liaison between teachers & director.
  - Attend professional meetings when necessary.
  - Meeting, testing and induction of students where needed.
  - Assist in organising all exam classes & tuition, especially Cambridge Exams, including practice exams & interviews.
  - Maintaining student academic records.
  - Lesson observation, including records and counselling, with teaching staff.
  - Mentor, oversee progress of any novice teachers.
  - Organise progress reports for professional students when required.
  - Student placement testing
  - Marketing (as needed).

**(Assistant Director of Studies)/ Student Support Officer**

- Social and personal counselling of students (with School Administration)
- Maintain teaching materials.
- Maintain on-going lesson & attendance records kept by teachers.
- Attend professional meetings when necessary.
- Meeting, testing and induction of students where needed.
- Lesson observation, including records and counselling, with teaching staff where needed
- Student placement testing (where needed).
- Prepare documents for long term students in relation to Student Visas.
- Conduct the Welcome Meeting & City Walk for new students.
- Assist in creating and maintenance of school social programme and activities.

**Finance Officer**

- Deal with payroll and host family payments monthly
- Liaise with accountant and external payroll staff
- Pay bills
- Send invoices where needed.
- Assist office /colleagues where needed.

**Evening Administration Assistant:**

- Evening management of school
- Maintains all mailing lists.
- General organising & administration of foreign language programme, including registration & collection of fees, maintaining records, liaising with foreign language teachers & class members, room allocation.
- Ordering of office, school & domestic supplies.
- Daily overseeing of general condition of classrooms & toilets.
- In charge of Post.
- Assists with filing of student data.
- Duties in connection with arrival of students: welcome packs, arrival list, contacting host families, etc.
- Miscellaneous duties in connection with departure of students.
- General assistance in disseminating information to prospective students.
- General office housekeeping.
- General assistance to other staff.
- Any other appropriate academic or administrative duties that may arise.
- Pass on queries from evening programme to relevant person

**Office Manager  
/Accommodation  
Officer:**

- Coordinates all aspects of school administration (with Director).
- Deals with phone, email & postal queries from prospective students, agents, etc.
- General dissemination of course information to incoming students & agencies
- Process confirmations & invoices for new bookings
- Confirm incoming arrival details & test times with prospective students/host families
- Deal with agencies (with School Director)
- Liaise with School Director / Academic Manager & administration staff in all matters.
- Oversee all office procedures & policies.
- Reception, registration and testing of students on arrival (where needed)
- Weekly coordination of class lists, room allocation etc. (where needed)
- Prepare & distribute current & projected class lists & room allocations.
- Reply to TEFL queries.
- Plan & promote school and student activities programme, including distribution of information to classes.
- Cambridge Examination administration assistance: booking courses, exam registration & collection of fees, sending registration forms & fees to exam offices, obtaining correct postal addresses from Students, liaising with exam office, tabulating & distributing results to Students & Teachers, and sending certificates to Students.
- Book ordering.
- Testing and placing students. (where needed)
- Social and personal counselling of students (with Academic Manager).
- Deal with Agents/Host Family related enquires & paperwork
- Responsibility for petty cash fund & other cash matters.
- Deal with complaints re: school policy, refunds, class changes, etc. (with Academic Manager/ Director)
- General assistance to students & teaching staff.
- Oversee the work of the Evening Administration Assistant
- Any other appropriate administrative or academic duties that may arise.
- Safety Officer/ First Aid Officer
- Marketing (as needed)

- Accommodation Role**
- Allocates students to host families
  - Inspects existing/new host families
  - Deal with host family problems (student and /or family problems)
  - Liaises with host families during students' stay
  
  - General student assistance (car rental, organising excursions, bike hire, general tourist information, etc.)

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

Bridge Mills Galway Language Centre will ensure that there is a system in place to oversee the education and training, research and related activity of the provider to ensure its quality. The QA structure enforces separation of responsibilities between those who produce/develop material and those who approve it.

The school is committed to the active development of a culture which recognizes the importance of quality, quality assurance, quality improvement and enhancement.

*This is achieved through:*

1. Governance in areas including;

- Education, training and related activities
- Internal and, where appropriate, external programme approval procedures
- Learner results prior to submission for approval as qualifications/awards and for certification
- Self-evaluation findings and programme and related service improvement reports, including agreed follow-up actions

2. Management of Quality Assurance including;

- The school's Mission statement to clarify its role as a provider of education and training programmes.
- Policies showing full understanding of the obligations of the school.
- The procedures designed to implement the policies.
- An internal self-monitoring system which will regularly check the effectiveness of the procedures
- A self-evaluation system through which the school will review and report on the quality of its own programmes and related services.
- A system for responding to the findings of self-monitoring and review.

### 3. Embedding a quality culture

- A school-owned quality system where all school's staff and learners are involved in quality assurance, and in which quality is accepted as a responsibility for all to improve upon.
- The assignment of specific quality assurance responsibilities. Policy and procedures are designed in consultation with all those involved in their implementation, as well as with key stakeholders.
- A holistic approach towards quality assurance where continuous improvement is key.
- A commitment to the provision of adequate resources to enable and facilitate the implementation of the quality assurance.
- A balanced approach to the implementation of quality.

<b>Bridge Mills Galway Language Centre</b>			
<b>Procedure Title:</b> 1.1	<b>1.1 Governance</b>	<b>Version:</b> 1.0	<b>Date:</b> October 2018
<p><b>Purpose:</b></p> <p>To ensure that the school is managed well, fit for purpose for the programmes it runs.</p> <p>To ensure there is a system of governance in place to oversee teaching and training and other research activities to ensure quality. This includes decision makers and those who approve decisions.</p> <p>To have an overview on Education and training, Internal (and where needed external programme) approval, review of learners' results prior to submission for certification and self-evaluation with follow up actions.</p>			
<b>Staff Involved:</b> Academic Manager / School Director			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	



<p>Manage the school well to meet all the requirements of its QA policies and procedures including:</p> <ul style="list-style-type: none"> <li>• Maintaining its status as an established legal entity</li> <li>• Support the QA system financially ensuring the school is in good financial standing</li> <li>• Manage risks that may affect the business or programmes it runs</li> <li>• Comply with regulations and state requirements</li> <li>• Provide required information to QQI as needed</li> <li>• Manage the school within its capacity limits</li> <li>• Employee staff as needed with roles and responsibilities</li> <li>• Develop new programmes as needed</li> </ul>	<p>School Director Programme Board</p>	<p><b>Tax certificate</b> <b>Accreditation statements</b> <b>Company statements</b> <b>Organisational chart with Roles and Responsibilities and terms of reference</b></p>
<p>Meeting with those in charge of governance to assess if QA objectives remained aligned with the overall mission of the school and obligations to external stakeholders are being met</p>	<p>School Director / Academic Manager/ Student Support Office/ Administration / Teaching Staff</p>	<p><b>Minutes of meeting</b></p>
<p>Meeting with all staff to ensure they understand the QA and their role in the QA of the school</p>	<p>All staff</p>	<p><b>Minutes of meeting</b></p>
<p>Meeting of Academic decision makers to ensure programmes are fit for purpose and to review results before submission to external bodies for authentication</p>	<p>Academic Manager / Student Support Officer/ Teachers/Programme board</p>	<p><b>Minutes of meeting</b></p>

Meeting to assess risk and avoid damaging the integrity of the school, and working within the school capacity.	Academic Manager / School Director	<b>Minutes of meeting</b>
Meeting to assess feedback both internal and external and develop appropriate responses	Academic Manager /School director / Teaching Staff	<b>External reports</b> <b>Internal feedback</b> <b>Minutes of meeting</b>
<b>Monitoring</b>		
<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>
Academic Manager /School Director	Every year or as needed	Review and amend actions as needed

## Bridge Mills Galway Language Centre

<b>Procedure Title:</b> 1.2	<b>1.2 Management of Quality Assurance</b>	<b>Version:</b> 1.0	<b>Date:</b> October 2018
<p><b>Purpose:</b> To ensure QA procedures are managed appropriately and include processes of work, roles and responsibilities of those involved, self-monitoring, analysis of findings from evaluations (internal and external) and appropriate response, and maintenance of resources and finances appropriate to the workings of the organisation.</p>			
<b>Staff Involved:</b> Academic Manager / School Director			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	
To review and ensure Mission statement remains relevant and fulfilled	School Director	<b>Mission statement</b>	
Write policies and procedures showing how QA is managed and improved on	School Director/Academic Manager/ Student Support Officer /Administration staff	<b>QA Policies and Procedures</b>	
Monitor internally how systems are working	School Director/Academic Manager/ Student Support Officer	<b>Updated Policies and Procedures</b>	
Self-evaluate systems of operation with input from students and external organisations on how programmes work	School Director/Academic Manager/ Student Support Officer	<b>Student feedback Reports from external organisations</b>	
Respond to feedback from all sources	School Director/Academic Manager/ Student Support Officer	<b>Minutes of meeting Updated Policies and Procedures</b>	
<b>Monitoring</b>			
<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>	

School Director / Academic Manager/ Student Support Officer/ Administration staff	Every Year	Review policies and procedures
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## Bridge Mills Galway Language Centre

<b>Procedure Title:</b> 1.3	<b>1.3 Embedding a quality culture</b>	<b>Version:</b> 1.0	<b>Date:</b> October 2018
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**Purpose:**

To promote a culture which recognises and promotes the importance of quality, QA and its continuous development for staff and students.

To review policies and procedures and respond to change as needed as part of what the school does in its day to day activities.

To ensure a balanced organisational wide approach to the implementation of QA policies and procedures.

**Staff Involved:** Academic Manager / School Director / Teaching staff / Administration

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Assign QA responsibilities to key staff members	School Director	
Meetings to review all QA systems and feedback from all staff (can be part of monthly staff meetings) with commitments to resource/finance changes as needed	All staff	<b>Minutes of meetings</b>
Quarterly feedback sessions with students on their experiences in the school	Student Support Officer	<b>Student Feedback</b>
Feedback from students on their experiences on 1 <sup>st</sup> Wednesday of course, end of course with opportunity to submit feedback at any time via on site survey monkey feedback	Student Support Officer / Academic Manager	<b>Survey Monkey results</b>
Respond to feedback appropriately and external input on QA and review QA policies and procedures in the light of self and external evaluation and feedback	School Director	<b>Updates policies and procedures</b>

### Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
School Director / Academic Manager/ Student Support Officer/ Administration staff	Every Year (or as needed)	Review policies and procedures



## **2. Documented Approach to Quality Assurance**

Bridge Mills Galway Language Centre will ensure its quality assurance system is fully documented with robust, documented policies and associated procedures for the assurance of the quality and standards of provision.

It sets out our commitment to quality in terms of programme provision, research and related activities as appropriate. It also refers to arrangements for the internal evaluation of procedures and continuous improvement of the effectiveness of the policies and procedures to ensure ongoing effectiveness as provider circumstances change. Policies and procedures found to be ineffective will be amended or replaced as needed.

### ***This is achieved through:***

Writing policies and procedures informed by QQI quality assurance guidelines

Ensure they are fully documented and available publicly (published) as well as making necessary information available to staff and the public as required in usable formats

Ensure they are fit for purpose and appropriate to the school's context

They have formal standing within the school and form part of strategic management

They include a role for learners and other stakeholders, promoting a culture of quality and facilitating diversity and supporting innovation

Policy and procedures will also cover any elements of the school's activities that are subcontracted to, or carried out by, other parties both at home and abroad

They will demonstrate accountability as a given, but always aim for continuous improvement and are reviewed periodically to ensure they are fit for purpose and remain effective and are consistent with the requirements of relevant legislation.

**Bridge Mills Galway Language Centre**

<b>Procedure Title:</b> 2.1	<b>2.1 Documented Policies and Procedures</b>	<b>Version:</b> 1.0	<b>Date:</b> October 2018
<b>Purpose:</b> To ensure policies and procedures are relevant to the school, up to date and inclusive of all stakeholders.			
<b>Staff Involved:</b> Academic Manager / School Director / Teaching staff / Administration			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	
Hold a meeting to write documented policies and procedures	All staff	<b>Minutes of meeting</b>	
Relevant staff contribute and writes policies and procedures	School Director / Academic Manager/ Student Support Officer/ Administration staff	<b>Policies and Procedures</b>	
<b>Monitoring</b>			
<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>	
School Director / Academic Manager/ Student Support Officer/ Administration staff	Every Year	Review policies and procedures	



<b>Bridge Mills Galway Language Centre</b>			
<b>Procedure Title:</b> 2.2	<b>2.2 A Comprehensive System</b>	<b>Version:</b> <b>1.0</b>	<b>Date:</b> October 2018
<p><b>Purpose:</b> To ensure policies and procedures are embedded in all the school's activities, inclusive of all staff, in corporate and academic domains. They are translated into practice with participation of all staff.</p>			
<b>Staff Involved:</b> Academic Manager / School Director / Teaching staff / Administration			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	
Refer to policies and procedures in staff meetings (every 6 months) – gain feedback as needed	All staff	<b>Minutes of meetings</b>	
<b>Monitoring</b>			
<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>	
Academic Manager	Every 6 months	Review staff feedback and amend policies and procedures (as needed)	
School Director / Academic Manager/ Student Support Officer/ Administration staff	Every Year	Review policies and procedures	

### **3. Programmes of Education and Training**

Bridge Mills Galway Language Centre is committed to develop, deliver and review a range of programmes and services that respond to the needs of learners and in doing so we will promote equality, innovation and partnership.

**Procedures in relation to Programme Development can be achieved in a number of ways;**

***Identifying learners needs:***

We can identify the needs of the target group by having an open day or a focus group to identify needs, by attending local area meetings or consulting with representative bodies or on a one to one basis with candidates.

Evaluation sheets and programme reviews also provide valuable feedback which can be used to develop future programmes.

***Programme design:***

We will design programmes to meet required standards for certification following appropriate syllabus design.

***Programme approval:***

We will maintain standards and apply for approval to run courses as well as approval of course results as is required by recognition agencies such as to meet required standards for certification following appropriate syllabus design.

***Programme planning:***

We will plan programmes to meet required standards for certification following appropriate syllabus design and adjust delivery where possible to take into account learner needs.

***Programme delivery:***

We will provide tutors access to training either in house or externally with training centres where appropriate.

***Keeping records of attendance, progress and certification.***

Enrolment/Registration Forms / Attendance records /Progress reports etc. must be completed by the tutor and records will be kept in the school.

Certification at end of course will be provided by the office upon successful completion of the course.

***Provision and maintenance of learning resources:***

We will ensure in so far as is reasonable that learners have access to premises, facilities, and resources especially those with a disability.

This can be achieved by for example:

Producing brochures, web site pages in other languages depending on the budget or by getting the help of a translator.

Providing special assistance for those with learning disabilities.

***Programme review:***

A programme review will be carried out at the end of a programme to ensure it is meeting the intended needs. This can be achieved by;

Carrying out an evaluation report at the end of the programme.

And/or

Using an external evaluator to get feedback and a report from the group about the programme and what could be improved in the future.

**PROTECTION FOR LEARNERS**

Bridge Mills Galway Language Centre will provide information which may lead to an alternative learning opportunity to learners in the event of a programme being terminated early.

We will provide information on programmes in which are of equivalent nature and where this is not possible with providers in other towns and cities offering similar programmes.

The school also has learner protection in place as a member of MEI

### Bridge Mills Galway Language Centre

<b>Procedure Title:</b> 3.1	<b>3.1.1 Programme Development and approval</b>	<b>Version:</b> 1.0	<b>Date:</b> October 2018
<p><b>Purpose:</b> To design programmes to meet required standards for certification following appropriate syllabus design with explicit learner outcomes, in consultation with learners and other stakeholders as needed to meet evidenced needs. Programmes will follow QQI Core Validation Policy and Criteria for education and training programmes (or appropriate certification guidelines).</p>			
<p><b>Staff Involved:</b> School Director / Academic Manager /Programme Board /(Employers)</p>			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	
Plan meetings with Tutors/Employers – discuss evidenced for need for programme development /review	Academic Manager	<p><b>Agendas</b> <b>Minutes of meetings</b></p>	
<ul style="list-style-type: none"> <li>• Contact Certification body (and learners as needed) for Syllabus guidelines for course so as to align with relevant awards standards. Include information from external expertise as needed (and recognition of prior learning where appropriate for new programmes).</li> <li>• Benchmark against comparable</li> <li>• Discuss Transfer and Progression options with other providers (as needed)</li> <li>• Review feedback from existing programme assessment in any development of programmes(6.1)</li> <li>• Discuss programme outcomes with employers as needed</li> </ul>	Academic Manager (Other providers and Employers)	<p><b>Emails</b></p>	
Decide on learner workload, how learners can progress between programmes (where possible) and how programmes are compliant with regulatory requirements as needed Plan mode of delivery for the programme.	Academic Manager / Tutors /Programme Board	<p><b>Minutes of meetings</b></p>	
Plan placement opportunities or work practice as needed or required in discussion with employers	Academic Manager / Tutors	<p><b>Timetable for course</b></p>	
<b>Monitoring</b>			
<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>	
Manager /Programme Board	Every Year	Review existing Syllabus with any up to date changes required.	

<b>Bridge Mills Galway Language Centre</b>			
<b>Procedure Title:</b> 3.1	<b>3.1.2 Programme Approval</b>	<b>Version:</b> 1.0	<b>Date:</b> October 2018
<b>Purpose:</b> To check standards and approve courses			
<b>Staff Involved:</b> Academic Manager			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	
Meetings with tutors	Academic Manager/Tutors	<b>Minutes of meetings</b>	
Internally approve course using external guidelines, internal feedback etc. as appropriate before publication	Academic Manager / Tutors	<b>Minutes of meeting</b>	
Submit to external body for programme approval	Academic Manager	<b>Programme submission documentation e.g. TEFL</b>	
<b>Monitoring</b>			
<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>	
Manager	As needed	Review existing Approvals with any up to date changes required.	

### Bridge Mills Galway Language Centre

<b>Procedure Title:</b> 3.1	<b>3.1.3 Review Cycle of existing programmes</b>	<b>Version:</b> 1.0	<b>Date:</b> October 2018
<b>Purpose:</b> Programmes are reviewed at regular cycles to ensure their relevance.			
<b>Staff Involved:</b> Academic Manager / Programme Board			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	
Meetings with tutors	Academic Manager /Tutors	<b>Minutes of meetings</b>	
<ul style="list-style-type: none"> <li>Carrying out an evaluation report at the end of the programme (including resources review – human, financial, physical as appropriate). Report discussed by Programme Board and sent to School Director (QA Officer) for implementation.</li> <li>Evaluation should include successful completion by learners, learner feedback, take up of programmes, financial viability of programme etc.</li> </ul>	Academic Manager/Tutors /Programme Board	<b>Learner Evaluation form</b> <b>Evaluation report including resources review and personnel requirements</b>	
Monitoring			
Monitor (Job Title)	Frequency	Monitoring Method(s)	
Academic Manager	As needed	Review Learner evaluation forms and feedback received.	
Academic Manager /Programme Board	Monitor programmes with regard to expiration of programme validation	Review feedback and reapply for validation as needed (every 5 years or as appropriate)	
Academic Manager	As needed	Review programme provision, with additional QA as needed.	

<b>Bridge Mills Galway Language Centre</b>			
<b>Procedure Title:</b> 3.2	<b>3.2.1 Learner admission, progression/transfer and recognition</b>	<b>Version:</b> <b>1.0</b>	<b>Date:</b> October 2018
<p><b>Purpose:</b> To ensure that information facilitating successful participation in our programmes is available to all learners with learners receiving appropriate induction to both the school and the programmes of the school. The admission process is clear with clear completion procedures. The school will cooperate with QQI as the national reference point for EQF (European Qualifications Network) and NARIC (National Academic recognition Information Centre).</p>			
<b>Staff Involved:</b> Manager/ Academic Manager			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	
Complete programme information provided for each course including details around ATP (Access, Transfer and Progression)	School Director	<b>Brochures and promotional information</b> <b>Website</b> <b>International partners</b>	
Oral Communication	School Director/ Administrator	<b>Brochure / oral discussion of courses with individuals</b>	
<b>Monitoring</b>			
<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>	
School Director	As needed	Review brochures and website and keep up to date	



**Bridge Mills Galway Language Centre**

<b>Procedure Title:</b> 3.2	<b>3.2.2 Learner admission</b>	<b>Version:</b> 1.0	<b>Date:</b> August 2011
<b>Purpose:</b> To ensure fair and consistent approach to how learners are selected and entered onto programmes.			
<b>Staff Involved:</b> School Director / Academic Manager			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	
Complete pre-course information providing information around entry to programmes (including recognition of prior learning as appropriate)	School Director	<b>Brochures and promotional information</b> <b>Website</b>	
Application form (including any prior learning) to be completed by applicant	School Director /Academic Manager	<b>Application form</b>	
Interview / Skills assessment	Academic Manager	<b>Interview task</b>	
<b>Monitoring</b>			
<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>	
School Director	As needed	Keep brochures and website up to date	

**Bridge Mills Galway Language Centre**

<b>Procedure Title:</b> 3.2	<b>3.2.3 Recognition of Prior learning</b>	<b>Version:</b> 1.0	<b>Date:</b> October 2018
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**Purpose:** To ensure that recognition is given to prior learning (including non-formal and informal learning as appropriate) for entry/credit in line with ATP (Access, Transfer and Progression), NFQ (National Framework of Qualifications) and EQF (European Qualifications Framework)

**Staff Involved:** Academic Manager

<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>
Interview	Academic Manager	<b>Application form</b>
Contact relevant body for verification of former qualifications or decision on recognition of prior learning	Academic Manager	<b>Copies of Email</b>
For non-native speakers – recognition of certification of courses taken in other colleges as appropriate	Academic Manager	<b>Copies of Email</b> <b>Certification recognition (NARIC certification as appropriate)</b>

**Monitoring**

<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>
School Director	As needed	Keep up to date with new awards and awarding bodies

**Bridge Mills Galway Language Centre**

<b>Procedure Title:</b> 3.2	<b>3.2.4 Monitor and act on learner progression and/or transfer</b>	<b>Version:</b> 1.0	<b>Date:</b> October 2018
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**Purpose:** To assess how learners are progressing and completing courses (or transferring to other courses as appropriate).

**Staff Involved:** Academic Manager

<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>
Gain feedback from learners as courses progress	Academic Manager	<b>Survey Monkey</b>
Assess successful completion of courses by learners	Academic Manager	<b>Course results</b>
Record completion and non-completion rates, no. of enrolled learners, transfer to other programmes.	Academic Manager	<b>End of course report – sent to Academic Board and School Director</b>

**Monitoring**

<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>
School Director	As needed	Review surveys and certification

**Bridge Mills Galway Language Centre**

<b>Procedure Title:</b> 3.3	<b>3.3 Programme Development, Amendment and Review</b>	<b>Version:</b> 1.0	<b>Date:</b> October 2018
<b>Purpose:</b> Programme deliver is monitored and reviewed to evaluate benefit of the programme to learners			
<b>Staff Involved:</b> Academic Manager /Manager /Programme Board			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	
Meetings with tutors and review programme content, appropriacy and learner outcomes.  Review the workload, learner progression and completion rates and assessment procedures as well as external feedback  Review quality assurance procedures as appropriate	Academic staff    School Director	<b>Minutes of meetings</b> <b>External reports (e.g. TEFL Moderation)</b> <b>Reports of review</b>	
Update / Amend programme content  Inform 3 <sup>rd</sup> parties as appropriate	Academic Manager/ School Director	<b>Syllabus for programmes</b> <b>School Website</b> <b>Email</b>	
<b>Monitoring</b>			
<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>	
School Director /Programme Board	Periodically	Review programmes, reports/outcomes sent to School Director for inclusion in updating Policies and Procedure as needed	

**Bridge Mills Galway Language Centre**

<b>Procedure Title:</b> 3.4	<b>3.4.1 Protection of Learners</b>	<b>Version:</b> 1.0	<b>Date:</b> October 2018
<b>Purpose:</b> To detail arrangements which will protect learners to comply with provisions set out in Protection of Enrolled Learners, Protocols for Implementation of Part 6 of the 2012 Act.			
<b>Staff Involved:</b> Academic Manager / Manager			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	
Sourcing of information on other providers and issue a statement on protection for learners on school website	Academic Manager / School Director	<b>Student Handbook</b> <b>School website</b>	
Provide information to learners as needed	Academic Manger	<b>Meeting record</b>	
Facilitation of transfer of learners as needed	Academic Manager	<b>Meeting record</b>	
<b>Monitoring</b>			
<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>	
Academic Manager / School Director	Yearly	Review minutes of meetings and transfers to other courses	

## **4. Staff Recruitment, Management and Development**

Bridge Mills Galway Language Centre will take responsibility for the quality of its staff and for providing them with a supportive environment that allows them to carry out their work effectively.

*This is achieved through:*

### Staff Recruitment:

To have clear recruitment criteria and a clear recruitment process in place to select appropriately skilled staff to fulfill a role. Positions will be advertised to allow all suitable applicants apply. Procedures for recruitment will address roles and responsibilities, academic professional standards and probation periods.

### Staff Communication:

Views of staff will be collected and used on an ongoing basis to improve the staff environment and workplace. Staff will be informed of issues relating to their programme areas.

### Staff Development:

To have a process in place to identify and meet the training and development needs of staff. Training will be provided In House as well as externally through attendance at conferences and training sessions. Staff will be encouraged to use innovative teaching methods as well as new technologies to enhance the learning environment.

## Bridge Mills Galway Language Centre

<b>Bridge Mills Galway Language Centre</b>			
<b>Procedure Title:</b> 4.1	<b>4.1 Staff Recruitment</b>	<b>Version:</b> <b>1.0</b>	<b>Date:</b> October 2018
<p><b>Purpose:</b></p> <p>To take responsibility for the quality of staff and for providing them with supportive environments to help them carry out their work effectively in the context of all the training and education activities and related services of the school.</p> <p>To have clear recruitment criteria and a recruitment process in place to select appropriately skilled staff to fulfill a role in keeping with employment legislation. Appraisal of teaching, including assessment, forms part of the selection procedures for teachers.</p>			
<b>Staff Involved:</b> Academic Manager / School Director			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	
<b>Staff Recruitment</b>			
Teaching Position advertised in the press /online including Programme needs /Responsibilities / Qualifications and experience required	Academic Manager /School Director	<b>Job Advert</b> <b>Review of programme personnel needs where appropriate (3.1.3)</b>	
CV received – candidates shortlisted based on Role/Experience /Qualifications required/Programme needs	Academic Manager /Academic Manager	<b>CVs (ecopies)</b>	
Interviews (include discussion on codes of conduct)	Academic Manager /School Director	<b>Interview guidelines</b> <b>Interview assessment notes</b>	
Selection and Appointment with probation period	Academic Manager	<b>Acceptance letter / Staff contract / Job description</b>	
<b>Management</b>			
Feedback on staff	Student Support Officer / Academic Manager	Quarterly meetings with students to gather feedback Feedback given to staff	

Maintaining and enhancing academic standards and pedagogical standards	Academic Manager	Training sessions in house and externally
Staff training (see staff development 4.3)	Academic Manager /Senior Staff	Certification of training
Performance Management (see staff development 4.3)	School Director	Staff complete Personal Performance review
Reviewing of staff profiles on an ongoing basis regarding pay and development opportunities	School Director	
<b>Monitoring</b>		
<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>
Academic Manager	Every Year	Review recruitment and allocation process.



**Bridge Mills Galway Language Centre**

<b>Procedure Title:</b> 4.2	<b>4.2 Staff Communication</b>	<b>Version:</b> <b>1.0</b>	<b>Date:</b> October 2018
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**Purpose:** To ensure clear, effective and open communication with staff with regard to programmes (all training and education activities and related services of the school) and services they deliver.  
To keep staff informed of issues relating to the programme areas they deliver.  
To promote self-monitoring and programme review on a periodic and ongoing basis.

**Staff Involved:** All teaching staff and Academic Management

<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>
Monthly Staff meeting – staff can give feedback as needed on all areas Staff feedback surveys	Academic Manager	<b>Minutes of meeting</b> <b>Survey Monkey</b>
Notices on staff notice board of programmes of work, regulations etc.	Academic Manager	<b>Notices</b>
Reports from external organisations, syllabus / programme information	School Director /Academic Manager	<b>Teacher area on school website</b>

**Monitoring**

<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>
Manager	Each month	Minutes will be review and acted upon.
School Director /Academic Manager	Every 6 months	Review website information and staff feedback

## Bridge Mills Galway Language Centre

<b>Procedure Title:</b> 4.3	<b>4.3 Staff development</b>	<b>Version:</b> 1.0	<b>Date:</b> October 2018
<p><b>Purpose:</b></p> <p>To have a process in place to identify and meet the training and development needs of staff and offer professional development</p> <p>To encourage scholarly activity to strengthen the links between teaching, ongoing research and development within the relation educational fields (in the context of all the training and education activities and related services of the school)</p> <p>To encourage innovative teaching and use of new technologies (For newly qualified staff see Staff Induction 4.3.1)</p>			
<b>Staff Involved:</b> Academic Manager / School Director			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	
<ul style="list-style-type: none"> <li>• The school encourages and facilitates on-going training and development of staff in line with the strategic plans of the centre – Staff complete a Personal Professional Development (PPD) plan to help identify their professional needs or</li> <li>• Staff request emerging training as needed through meetings schedule</li> </ul>	Staff and School Director	<b>PPD form</b>	
In house training scheduled	Academic Manager /Tutors	<b>Training report</b> <b>Records of training</b> <b>Updated Training records</b>	
Class observations for ongoing development and assist teachers in teaching development and assessment skills	Academic Manager /Senior teaching Staff	<b>Feedback form</b>	
Peer Observations – teaching staff to staff observations to learn from each other and assist teachers in teaching development and assessment skills	All teaching staff	<b>Peer feedback form</b>	
External training scheduled to facilitate staff engagement with a community of practice in their specialist field	External Tutor	<b>Training report</b> <b>Records of training</b> <b>Updated Training records</b>	

**Monitoring**

<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>
Academic Manager / School Director	Every Year	Review training events

### Bridge Mills Galway Language Centre

<b>Procedure Title:</b> 4.3.1	<b>4.3.1 Staff Induction and support for newly qualified staff</b>	<b>Version:</b> 1.0	<b>Date:</b> October 2018
<b>Purpose:</b> All new staff have access to induction training into new role and support in initial stages of development.			
<b>Staff Involved:</b> Academic Manager			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	
Initial meeting with Academic Manager	Academic Manager	Email	
Induction Process	Academic Manager	Induction check list	
Distribution of staff handbook	Academic Manager	Staff handbook (also on teacher area of website)	
Class observation	Academic Manager	Observation form	
<b>Monitoring</b>			
<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>	
Academic Manager	Every Year	Review induction process and handbook.	

## **5. Teaching and Learning**

It is the policy of the Bridge Mills Galway Language Centre to ensure the quality of the learning experience is monitored and improved on an ongoing basis. We commit ourselves to foster professional development for learners and staff in teaching and learning. The learning environment will;

- Respect the needs of learners
- Consider different modes of delivery as appropriate
- Encourage learner autonomy
- Promote mutual respect between staff and learners
- Have a learner complaints and appeals procedure in place

Bridge Mills Galway Language Centre commits itself to engaging with the national and international learning community to enhance learning at the school on an ongoing basis and ensure that each programme environment is appropriate to the contexts in which learning occurs, whether on site or off site, or working with partner organisations for programme delivery.

Materials, resources and equipment will be maintained and updated to reflect current practice as needed to support the learners.

**Bridge Mills Galway Language Centre**

<b>Procedure Title:</b> 5.1	<b>5.1 Teaching and Learning</b>	<b>Version:</b> 1.0	<b>Date:</b> October 2018
<b>Purpose:</b> To ensure the quality of learning experience is monitored regularly and to identify and recognise good learning experiences			
<b>Staff Involved:</b> Academic Management / Programme Board			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	
Gain feedback from learners on the resources and learning environment	Academic Management	<b>End of course feedback</b> <b>Mid-course survey e.g. TEFL</b> <b>In class survey</b>	
Gain feedback from trainers and teachers on the learning / teaching environment	Academic Management	<b>Staff meeting feedback</b>	
Gain feedback from external inspectors associated with the school programmes	Academic Manager	<b>Reports /Feedback from external organisations</b>	
Review feedback and feedback of good learning experiences to assist programme development and improvement	Academic Manager	<b>Programme Development (3.1.1)</b>	
<b>Monitoring</b>			
<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>	
School Director /Programme Board	Each year	Review feedback from trainers /staff / learners/ external organisations to improve programme development	

**Bridge Mills Galway Language Centre**

<b>Procedure Title:</b> 5.2	<b>5.2 A Provider Ethos that Promotes Learning</b>	<b>Version:</b> 1.0	<b>Date:</b> October 2018
<b>Purpose:</b> To provide an open community that values critical reflection and foster professional development. Staff are suitably qualified and programme content reflects current national and international best practice.			
<b>Staff Involved:</b> Academic Management /Manager			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	
Assess learners before enrolment to ensure needs can be met and appropriate learning pathways can be developed to meet learners' diverse needs e.g. health appointments, learning difficulties  (e.g. Learners with physical disabilities cannot be catered for as the building is a listed building without a lift.)	Academic Management	<b>Pre-course interview /assessment</b>	
Deliver programmes in diverse ways where possible (e.g. provide additional tutor support for dyslexia, one to one tutorial for learners with learning difficulties)	Academic Management	<b>Course review</b>	
Evaluate pedagogical methods used for learning and adjust as needed	Academic Manager	<b>Staff meeting and feedback</b>	
Encourage learner autonomy with guidance	Training staff /Teachers	<b>Advise learners on homework / external research as appropriate</b>  <b>Use approaches in class to encourage learner autonomy and promote learner training</b>	
Promote learner / teacher respect	All staff	<b>Student handbook promoting communication and respect between learner and organisation and its staff</b>	
Procedures for dealing with learner complains and appeals	Academic Manager and Manager	<b>Complains procedure</b> <b>Appeals procedure</b>	
<b>Monitoring</b>			
<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>	
School Director	Each year	Review procedures and any complaints / appeals and their outcomes	

**Bridge Mills Galway Language Centre**

<b>Procedure Title:</b> 5.3	<b>5.3 National and International Best Practice</b>	<b>Version:</b> 1.0	<b>Date:</b> October 2018
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**Purpose:** To enhance teaching and research through engaging with national and international community of practice.

**Staff Involved:** All teaching staff and Academic Management

<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>
Attend national training meetings	Training staff /Teachers	<b>Registration at national events /meetings</b>
Attend international training meetings	Training staff /Teachers	<b>Registration at international events / meetings</b>

**Monitoring**

<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>
School Director	Each year	Through staff CPD meetings where training sessions can be decided on to suit staff needs



<b>Bridge Mills Galway Language Centre</b>			
<b>Procedure Title:</b> 5.4	<b>5.4 Learning Environments</b>	<b>Version:</b> <b>1.0</b>	<b>Date:</b> October 2018
<b>Purpose:</b> To ensure programme environments are appropriate			
<b>Staff Involved:</b> Academic Management			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	
Ensure context in which learners are working is properly equipped to support learning	Academic Management	<b>Materials for students</b> <b>Resource Library</b> <b>ACELS/Eaquals requirement checklist</b>	
Ensure learning environments are appropriate when working offsite or with other organisations or in any off-campus learning situation	Academic Management	<b>Site report using ACELS/Eaquals requirements</b> <b>Access to appropriate resource or online resources as appropriate</b>	
Ensure premises and equipment where programmes are run are adequate to meet learners' needs	Academic Manager /School Director	<b>Maintenance of resources</b> <b>Review of WiFi facilities</b> <b>Site report using ACELS/Eaquals requirements</b>	
<b>Monitoring</b>			
<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>	
School Director	Each year	List of resources on file for learners Report review of resources /Equipment (fault repairs)	

## **6. ASSESSMENT OF LEARNERS**

It is the policy of the Bridge Mills Galway Language Centre to establish and provide an assessment framework which shows the school's approach to the assessment of learners in both formal assessment (e.g. Examination certification from Cambridge Examinations, TIE examinations, TOEIC Examinations, TEFL Certificate) and in-house assessment (bi-weekly tests). The assessment of learners is designed to measure or infer the achievement of learning.

Assessment must be conducted fairly, professionally and respectfully at all times with due regard to all stakeholders from programme development to learner appeals. Feedback and correction provide the students with invaluable information on their language learning progress and an analysis of how effective the language programme is.

### ***This can be achieved in a number of ways:***

#### Assessment materials

The teachers are provided with Progress Tests which are designed in coordination with the course books. The Progress Test is a blend of grammar, listening, speaking, and writing.

#### Assessment processes

During the bi-weekly in-house tests the teachers and students are encouraged to approach the exam with the same attitude as if it were a formal examination. Records are kept and feedback is given on areas that the student is doing well and areas that need improvement. Ongoing assessment with regard to TEFL candidates.

#### Learner work

Students can be assessed in a variety of ways. Some of the following are used in assessment; class presentations, listening tasks, grammar tests, writing tests, and project work.

#### Record of learner assessment maintained by the provider

A record of all exams (or assessments) is kept by the teacher in their weekly register. The areas which are looked at are; vocabulary, phonology, language skills, language use, and test results.

#### Review

Periodic review of testing methods, procedures, materials and approaches and appeals will be carried out with input from staff, students and management to best meet student needs.

External input from examination /certification bodies regarding assessment improvements will be implemented (e.g. TEFL feedback)

## Bridge Mills Galway Language Centre

<b>Procedure Title:</b> 6.1	<b>6.1 Assessment of Learners and certification and end of course reporting</b>	<b>Version:</b> <b>1.0</b>	<b>Date:</b> October 2018
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**Purpose:**

To ensure that the quality of and processes of assessment (formal leading to certification and in-house) meet the standards of fairness, consistency, and fitness for purpose as a mode of assessment. In particular, they are straightforward, efficient, timely, secure and transparent informing the learner progress.

To deal with plagiarism in a fair and transparent way

To resolve issues between external assessment and internal tutors

**Staff Involved:** School Director / Academic Manager / Student Support Officer / Teachers / Programme Board

<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>
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**Assessment of Learners**

<p>Assessment framework is developed and includes materials used for assessment, processes for supervision of testing, learner work where appropriate and records of learner achievement</p> <p>Fair and consistent assessment of learners will comply with QQI policy protocols including Assessment and Standards, CAS assessment guidelines and Assessment protocols and conventions.</p>	<p>School Director / Academic Manager / Student Support Officer / Programme Board</p>	<p><b>Students' entry tests.</b></p> <p><b>Student homework</b></p> <p><b>Class registers</b></p> <p><b>Student certificates</b></p> <p><b>Assessment report</b></p>
<p>Learners are informed of testing procedures and have a responsibility to participate and take tests. Information on external exam testing dates (as appropriate) is advertised in school and on school website.</p> <p>Assessment feedback is provided to learners as soon as it becomes available to inform learners of their progress</p>	<p>Academic Manager / Teachers</p>	<p><b>Bi-weekly exams</b></p> <p><b>TEFL Assignments</b></p> <p><b>Formal certification</b></p> <p><b>In school posters on programmes of work</b></p> <p><b>Assignment feedback TEFL</b></p>
<p>In cases of suspected Plagiarism Learners will be informed of issues and asked to clarify sources of materials used.</p> <p>Where Plagiarism is proven learners will have to resubmit materials using own work.</p>	<p>Academic Manager</p>	<p><b>Emails</b></p> <p><b>Resubmission of assignments</b></p>
<p>Exams and tests are reviewed to suit the learning outcomes of the course as needed</p>	<p>Academic Manager</p>	<p><b>Bi-weekly exams</b></p>

		<b>TEFL Assignments Assessment report</b>
Exam results are reviewed  Where a disagreement arises between Tutors and External authenticator a recheck of results will be requested by school before feedback is given to learners.	Teachers /Programme Board/ External Authenticators	<b>BI-Weekly exams External authenticators report Emails</b>
Feedback to students to support effective learning and show progress to learners	Academic Manager /Tutors	<b>Exam results Assignment results</b>
Procedures are followed to ensure credibility and security	Centre Manager (CEM) Cambridge TIE Centre Manager Academic Manager	<b>Training meetings for invigilators/examiners External training as appropriate (e.g. Cambridge CEM training, TIE training/standardisation)</b>
Certification requests are dealt with following successful completion of courses – Certificates may be produced internally or requested from an external body (E.g. Cambridge, QQI etc.)	Academic Manager / School Director/Administration Programme Board	<b>Certificates</b>
End of course reports are completed for all learners – these may include recorded results for learners not completing course allowing transfer to other courses or for recognition of prior learning at another time.	Academic Manager	<b>Reports Assessment report</b>
<b>Management</b>		
Records	Student Support Officer / Teachers	<b>Exam registration forms and weekly class registers.</b>
<b>Monitoring</b>		
<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>
Academic Manager /Programme Board	Ongoing	<b>Assess exam procedures and assessment materials. Update information relevant to teachers and in turn students; changes to bi-weekly tests (or assignments – TEFL), new placement tests, new systems of record keeping.</b>

		<b>Feedback sent to Programme board/Exam board to inform Programme Development and Review (3.1.1)</b>
Academic Management	Ongoing	<b>Periodic review and feedback from learners on assessment methods, procedures and materials – Changes made as needed.</b>
Academic Management	Ongoing	<b>Review and benchmark with similar programme providers to identify potential vulnerability in the Quality assurance of Assessment and to compare programme outcomes and other programme data. Feedback sent to Programme board/Exam board to inform Programme Development and Review (3.1.1)</b>

**Bridge Mills Galway Language Centre**

<b>Procedure Title:</b> 6.2	<b>6.2 Development and approval of new assessment procedures</b>	<b>Version:</b> <b>1.0</b>	<b>Date:</b> October 2018
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**Purpose:**

To ensure that the quality of and approval of new assessment procedures.

**Staff Involved:** School Director / Academic Manager / Programme Board

<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>
Review new methods/instruments of assessment suggested by external parties, learner feedback and /or Assessment reports (6.1)	Academic Manager / Programme Board	<b>Assessment report reviewed</b> <b>Moderation report - TEFL</b>
Decide on new / adapted assessment procedures/instruments	Academic Manager / Teachers	<b>New procedures</b>
Feedback to Learners, Programme board, Tutors	Academic Manager	<b>Minutes of meeting</b>

**Monitoring**

<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>
Academic Manager /Programme Board	Ongoing	<b>Assess procedures and assessment materials. Update information relevant to teachers and in turn students</b> <b>Feedback sent to Programme board/Exam board to inform Programme Development and Review (3.1.1)</b>

## **7.SUPPORTS FOR LEARNERS**

It is the policy of Bridge Mills Galway Language Centre to continually monitor the standards of the resources and support structures we have in place for the benefit of the students. We regularly gather feedback from students and teachers to ensure that we implement up-to-date methodologies and ensure the standard of our services.

*This can be achieved in a number of ways:*

We endeavour to integrate the learner in this process as much as possible: Learners are regularly asked to give feedback regarding their ongoing experiences in the school. They provide feedback not only on the quality of learning available to them but also on the extra services we provide as an English Language centre such as accommodation placement, extra-curricular activities, and the performance of the administration staff.

Pastoral Care:

Students understand that there are many forms of support available to them. This includes academic support from their teachers and the academic administration staff, accommodation support from the accommodations officer, advice on extra-curricular activities from the office administration staff, and support regarding visas, banking, and work-related issues from the Student Support Officer.

Academic Support:

Learners have access to a wide range of supports related to their academic programmes. The programmes of work and learning aims for each level are visible throughout the school. In addition to this there are extra workshops and classes designed to help the student improve in specific areas of their learning. The school also supplies a computer room and a library to make the learning experience of the student more complete. To compliment this the staff are regularly involved in Continual Professional Development.

Learner Representation:

In our feedback sessions (which take place in the first and last weeks of their course, and also each quarter or via email / SurveyMonkey at any time) the learners have the chance to voice their opinions on a wide range of topics related to the school.

Guidance:

We provide appointment-based consultations with students as needed. It is an opportunity for a student to get guidance and feedback on their progress and the options available to them in the future.



## Bridge Mills Galway Language Centre

<b>Procedure Title:</b> 7.1	<b>7.1 Supports for learners /Learner Complaints</b>	<b>Version:</b> 1.0	<b>Date:</b> October 2018
<p><b>Purpose:</b></p> <p>To ensure that the quality of the resources and support structures for the learners are monitored on an ongoing basis and as a result are improved upon and expanded as necessary. These improvements are identified, where needed, through consultations with the learners.</p> <p>To ensure learners can issue Complaints and have Grievances heard and resolved.</p>			
<p><b>Staff Involved:</b> Academic Management / Administration Staff / School Director</p>			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	
<b>Supports for Learners</b>			
Learner resources and supports are integrated to ensure they are fit for purpose (Reviewed with regard to programme needs, programme reviews and feedback) The resources are highlighted to learners	Academic Manager/ Student Support Officer	<b>School website</b> <b>Student welcome meeting day 1</b> <b>Notices in classrooms</b>	
Learners have access to services related to programmes including library, academic and non-academic support, administrative support and other relevant services (Administrative and support staff are suitably qualified and engage with their own CPD)	All staff and administrative staff	<b>School website</b> <b>Library materials and resources</b>	
Learners can give feedback in all areas of concern (Complaints Procedure)  Learners are encouraged to give feedback on QA Policies and Procedures	Student Support Officer	<b>Mid-week feedback in 1<sup>st</sup> week</b> <b>Exit survey</b> <b>Survey monkey in house feedback</b> <b>Email</b> <b>In school Survey every quarter</b>	
Guidance is given to learners where appropriate before enrolling in a programme including accurate relevant information	Administration staff	<b>School website</b> <b>School brochures</b>	
Pastoral care is provided to learners to assist in any area they have difficulties (personal, educational etc.) International students also need help with renting accommodation, getting a PPS number, Tax office, Immigration office, Banking etc.	Academic Manager/ Student Support Officer	<b>Complaints record</b>	
<b>Monitoring</b>			

Monitor (Job Title)	Frequency	Monitoring Method(s)
Student Support Officer	Ongoing	<p><b>Review Feedback from Learners (Complaints etc.) and update information relevant to learners e.g. visa regulations, working entitlements, act on student feedback, etc.</b></p> <p><b>Resources are reviewed with regard to national and international standards</b></p>

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

It is the policy of Bridge Mills Galway Language Centre to have reliable information and data (including student personal details, contact information, continuous assessment results, subject choices and results, awards conferred and classification of the award) to inform decision-making and to ensure the school knows what is working well and what needs attention.

Data is stored to enable compliance with data protection legislation including controls on access to student data, backup and storage and learners are informed that data is collected and stored and for what purposes (The School Director is The Data Protection Officer).

*This can be achieved in a number of ways:*

### Learner Information Systems

Having clear and secure data management systems to store data.

### Information for Future Planning

Analyze data to help further planning of programmes.

### Records Maintenance and retention and data Sharing

Make data available to external organisations as requested.  
Maintain data for a set period of time as stated.

## Bridge Mills Galway Language Centre

<b>Procedure Title:</b> 8.1	<b>8.1 Information Systems</b>	<b>Version:</b> <b>1.0</b>	<b>Date:</b> October 2018
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**Purpose:**

To provide reliable information and data (including personal details, contact information, continuous assessment results, subject choices and results, awards conferred and classification of the award) to inform decision-making and to ensure the school knows what is working well and what needs attention.

To provide reports which are communicated to staff and management for self-monitoring and planning purposes. The information gathered reflects the context and mission of the provider. This supports the ongoing operation of QA and monitoring for improvements.

**Staff Involved:** Academic Manager / Administration Staff

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Record data on enrolment forms when students join a course	School Administration	<b>Enrolment forms</b>
Transfer data to the school Management systems	School Administration	<b>School data management system</b>
Record attendance / performance /content on class lists	Teachers	<b>Class registers</b>
Produce reports on student enrolment / performance etc.	School Administration	<b>Class list / Student results</b>

### Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
School Director (Data Protection Officer) / School Administration	Every year	Review data management and how it is working and in compliance with GDPR regulations.

**Bridge Mills Galway Language Centre**

<b>Procedure Title:</b> 8.2	<b>8.2 Learner Information Systems</b>	<b>Version:</b> 1.0	<b>Date:</b> October 2018
<b>Purpose:</b> To maintain student data and information which is comprehensive and clear and securely stored. This data can be used for internal quality management and improvement or for producing reports for external information requirements (e.g. form the basis of making and certifying QQI awards).			
<b>Staff Involved:</b> Administration Staff			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	
Record attendance / performance /content on class lists	Teachers	<b>Class registers</b>	
Transfer attendance records as well as results of examinations to data base.	Student Support Officer	<b>School database</b>	
<b>Monitoring</b>			
<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>	
School Director (Data Protection Officer) / School Administration	Every year	Review data management and how it is working	

<b>Bridge Mills Galway Language Centre</b>			
<b>Procedure Title:</b> 8.3 / 8.4	<b>8.3 / 8.4Management Information Systems and information for future planning</b>	<b>Version:</b> 1.0	<b>Date:</b> October 2018
<b>Purpose:</b> To manage data storage and sent to where it is needed for further analysis when requested by an external organisation or for future planning by the school (following GDPR guidelines).			
<b>Staff Involved:</b> School Administration			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	
Store data on school management system	School Administration / Student Support Officer	<b>School data base</b>	
Information review for future planning	School Director / Academic Manager		
<b>Monitoring</b>			
<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>	
School Director / School Administration	Every year	Review data management and how it is working and complying with GDPR requirements.	

**Bridge Mills Galway Language Centre**

<b>Procedure Title:</b> 8.5	<b>8.5 Completion rates</b>	<b>Version:</b> 1.0	<b>Date:</b> October 2018
<b>Purpose:</b> To collect completion rates for internal and external review			
<b>Staff Involved:</b> School Administration / Student Support Officer			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	
Record attendance rates and in class test results (as required)	Teachers	<b>Class registers</b>	
Test results and attendance recorded	Student Support Officer	<b>School database</b>	
Produce student reports for student or external body	Academic Manager / Student Support Officer	<b>Student report</b> <b>Application for certification (e.g. TEFL)</b>	
<b>Monitoring</b>			
<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>	
School Director / School Administration	Every year	Review data management and how it is working	

**Bridge Mills Galway Language Centre**

<b>Procedure Title:</b> 8.6	<b>8.6 Records Maintenance and retention</b>	<b>Version:</b> <b>1.0</b>	<b>Date:</b> October 2018
<b>Purpose:</b> To maintain quality related records including registers, evaluation reports, minutes of meetings, follow up reports (including data that forms the basis of making and certifying QQI awards) etc.			
<b>Staff Involved:</b> School Administration / Student Support Officer			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	
Maintain records on school data base (1 year) as well as paper records of class registers (2 years GNIB requirements).	Student Support Officer / School Administration	<b>Class registers</b> <b>School databases</b>	
Maintain school enrolment forms with student data (1 year)	School Administration	<b>Enrolment forms</b>	
<b>Monitoring</b>			
<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>	
School Director / School Administration	Every year	Review data storage and how it is working and in compliance with GDPR regulations.	



**Bridge Mills Galway Language Centre**

<b>Procedure Title:</b> 8.7	<b>8.7 Data protection, Security and freedom of information</b>	<b>Version:</b> <b>1.0</b>	<b>Date:</b> October 2018
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**Purpose:**  
To enable compliance with data protection legislation including controls on access to student data, backup and storage.

To ensure learners, know that personal data will be collected and for what purpose it will be used and shared (if relevant) and that it is secure

**Staff Involved:** School Administration / Student Support Officer / School Director

<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>
Maintain / update records that comply with data protection legislation Ensure data is secure and only released to those who need it	Student Support Officer / School Administration	
Inform learners about what data is collected, stored and shared	School Director	<b>Statement on school website</b>

**Monitoring**

<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>
School Director (Data Protection Officer) / School Administration	Every year	Review data storage and how it is working

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

It is the policy of Bridge Mills Galway Language Centre to have clear and up to date information available about programmes it offers including any research and relates services, certification where appropriate and assessment reports on quality assurance evaluations.

Comprehensive course information is provided through brochures, the website and published materials form the school.

*This can be achieved in a number of ways:*

Through student review evaluation of programmes

Through ongoing formal and informal communications with staff.

Through external reports from organisations e.g. Eaquals, Quality English, ACELS.

Through QA reviews of programmes and their developments.

**Bridge Mills Galway Language Centre**

<b>Procedure Title:</b> 9.1	<b>9.1 Public Information</b>	<b>Version:</b> <b>1.0</b>	<b>Date:</b> October 2018
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**Purpose:**  
 To ensure clear, effective and relevant programme and award information is made available.  
 To ensure information is clear, accurate, up to date and accessible.

Information must include if a programme leads to an award, the name of the awarding body, the title of the award and if the award is on the NFQ and at what level. It must also include if the award is subject to Access, Transfer and Progression and how this is done and details of protection for learners must be included.

Information must also be published on programmes not leading to awards

Reports must be prepared and published on quality assurance procedures as decided by QQI

**Staff Involved:** School Director / Administration Staff

<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>
Programme information prepared for publication	School Director	<b>Updates programme information</b>
Information reviewed for accuracy pre-publication	Academic Manager	
Publish information	School Director	Website Reports

**Monitoring**

<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>
School Director	Every year or if certificate awarding body recommends changes	Review of certification requirements and make changes as needed

## Bridge Mills Galway Language Centre

<b>Procedure Title:</b> 9.2	<b>9.2 Learner Information</b>	<b>Version:</b> <b>1.0</b>	<b>Date:</b> October 2018
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**Purpose:**

To ensure clear, effective and relevant programme and award information is made available to prospective and current learners.

To ensure information is honest, transparent and facilitates comparison.

Information must include if a programme leads to an award, the name of the awarding body, the title of the award and if the award is on the NFQ and at what level. It must also include if the award is subject to Access, Transfer and Progression and how this is done and details of protection for learners must be included.

**Staff Involved:** School Director / Administration Staff

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Programme descriptions are written with academic staff input and review of external certification requirements as needed.	School Director	<b>Brochure</b> <b>School Website</b>
Programme information prepared for publication	School Director	<b>Updates programme information</b>
Information reviewed for accuracy pre-publication	Academic Manager	
Publish information	School Director	Website Reports

### Monitoring

Monitor (Job Title)	Frequency	Monitoring Method(s)
School Director	Every year or if certificate awarding body recommends changes	Review of certification requirements and make changes as needed

### Bridge Mills Galway Language Centre

<b>Procedure Title:</b> 9.3	<b>9.3 Publication of QA Evaluation Results</b>	<b>Version:</b> <b>1.0</b>	<b>Date:</b> October 2018
<b>Purpose:</b> To allow key findings of the results of quality evaluations be made available (Compliant with GDPR requirements) on the school website in an accessible format (and a quality improvement plan as needed)			
<b>Staff Involved:</b> School Director			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	
Prepare report on key findings from quality evaluations  Evaluations will come from external sources (awarding bodies reports) as well as internal student and staff feedback	School Director	<b>Student feedback</b> <b>Staff Feedback</b> <b>Awarding body feedback</b> <b>Evaluation report</b>	
Programme information prepared for publication	School Director	<b>Updates programme information</b>	
Information reviewed for accuracy pre-publication	Academic Manager		
Publish information	School Director	Website Reports	
<b>Monitoring</b>			
<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>	
School Director	Every year or as needed	Feedback reports review. Results fed back into review process	

## **10. OTHER PARTIES INVOLVED IN EDUCATION AND TRAINING**

Bridge Mills Galway Language Centre will take responsibility for the quality of any programmes delivered nationally or internationally with its own staff or with staff from external organisations. All agreements with external organisations will be published on the school website.

### ***This is achieved through:***

#### **Peer relationships:**

To ensure all awards and accreditations are offered with reputable bodies subject to appropriate internal and external QA procedures in agreement with QA procedures of Bridge Mills Galway Language Centre.

#### **External Partnerships:**

A contract will be agreed with external providers involved in running programmes to include upholding QA procedures of Bridge Mills Galway Language Centre as well as clearly outlining the roles and responsibilities of each partner, the financial accountability of each partner and the legal status of each partner.

The QA agreements must comply with the QQI Policy for Collaborative Programmes, Transnational Provision and Joint Awards 2012 (as appropriate).

#### **Expert panelists:**

Expert panellists will be hired, who do not hold conflict of interests with Bridge Mills Galway Language Centre, to ensure quality of programmes and results attained. The school shall review these panellists on each engagement and maintain a list of all panellists used to authenticate programmes.

#### **European Commitments:**

All QA policy and procedures also respect any European standard, guidelines and directives in addition to The European Approach for the Quality Assurance of Joint Programmes (as appropriate).

**Bridge Mills Galway Language Centre**

<b>Procedure Title:</b> 10.1	<b>10.1 Peer relationships with the broader education and training community</b>	<b>Version:</b> 1.0	<b>Date:</b> October 2018
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**Purpose:** To provide learning outcomes attained by learners (for QQI and non QQI approved qualifications).

To ensure other awards, accreditations, collaboration, arrangements and partnerships, both in Ireland and abroad, offered through or by the provider are organised with reputable bodies and are subject to appropriate internal and external quality assurance procedures.

To publish on the school website the nature of all such arrangements in place (national and international)

**Staff Involved:** School Director

<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>
Choose reputable providers with appropriate QA to run programmes e.g. Cambridge Examinations, Trinity Examinations	School Director	<b>Partnership agreement</b>
Keep accreditations and details of courses and accreditations up to date on the school website	School Director	<b>School Website</b>

**Monitoring**

<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>
School Director	Yearly or as needed	Review reports /exam results / QA procedures

<b>Bridge Mills Galway Language Centre</b>			
<b>Procedure Title:</b> 10.2	<b>10.2 External partnerships and second providers</b>	<b>Version:</b> 1.0	<b>Date:</b> October 2018
<p><b>Purpose:</b> To produce clear guidelines to engage with external partnerships and second providers including sub-contracting of provision, research or other partnerships in programme or research provision or related services both at home and abroad as appropriate.</p> <p>To provide for due diligence on the reputation, legal status, standing and financial sustainability of any such parties or second providers involved in provider provision or related services.</p> <p>To publish all such relationships including transnational relationships.</p>			
<b>Staff Involved:</b> School Director			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	
<p>To produce clear guidelines with external partnerships on the programme being run, the partners roles and responsibilities and QA requirements including the legal status of all partners.</p> <p>Agreed QA procedures (and who is responsible for QA) must be agreed with the external partners which comply with QQI Policy for Collaborative Programmes, Transitional Provision and Joint Awards 2012.</p> <p>Agreed responsibility for programme delivery, assessment and Quality Assurance.</p> <p>Legal, reputational and compliance requirements, Resource, governance and structural requirements and Programme development and provision requirements must be agreed and met.</p>	School Director	<b>Partnership agreement</b>	
To agree on financial accountability of all partners in the working relationship.	School Director	<b>Partnership agreement</b>	
Publish all relationships on the school website	School Director	<b>School Website</b>	
<b>Monitoring</b>			
<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>	
School Director	Yearly	Review website and partnership agreements as well as feedback from candidates.	



**Bridge Mills Galway Language Centre**

<b>Procedure Title:</b> 10.3	<b>10.3 Expert panellists, examiners and authenticators</b>	<b>Version:</b> <b>1.0</b>	<b>Date:</b> October 2018
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**Purpose:**  
 To produce criteria and procedures for the recruitment and engagement of external, independent, national and international experts (where appropriate), including the selection and recruitment of expert panel members and/ or Moderators for TEFL.

To produce ethical guidelines (relating to the selection and participation of such external experts) for the experts including a declaration by the external expert of any interests that could conflict, or might appear to conflict, with the role or responsibilities proposed by the provider.

To review Independence and expertise each time a person is engaged because both are subject to change.

To collate and monitor the names and affiliations of expert panellists, examiners, moderators and/or authenticators and other external experts.

**Staff Involved:** School Director

<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>
To produce clear guidelines on the requirements of external expert panellists, examiners and authenticator.	School Director	<b>Job description of external candidate</b>
Advertise position (See 4.1 Staff recruitment)	School Director	<b>See 4.1</b>
To agree declaration by external candidate on any conflict of interests.	School Director	<b>Contract with expert e.g. Moderator</b>
To collate and monitor the names and affiliations of expert panellists, examiners, moderators and authenticators and other external experts.	School Director	<b>List of external candidates recorded</b>

**Monitoring**

<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>
School Director	Yearly or as needed	To review Independence and expertise each time a person is engaged because both are subject to change.

## **11.SELF-EVALUATION, MONITORING AND REVIEW**

Bridge Mills Galway Language Centre commits itself to take responsibility for the review and self-evaluation of quality, including review of programmes of education and training (research and related services) as a fundamental part of the provider quality assurance system.

The purpose of such self-evaluation is to review, evaluate and report on the education, training, research and related services provided by the school and the quality assurance system and procedures which underpin these.

The process of review is overseen by the School Director/QA Officer including contributions from all staff and students and employers and external sources.

In doing so, the outcomes and oversight of existing effective practices are identified and maintained, while areas needing improvement are addressed.

**Bridge Mills Galway Language Centre**

<b>Procedure Title:</b> 11	<b>11.1 School internal reviews, self – evaluation and monitoring</b>	<b>Version:</b> <b>1.0</b>	<b>Date:</b> October 2018
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**Purpose:** To conduct reviews of QA systems (internal and external) and take appropriate follow up actions as needed.

**Staff Involved:** School Director / Academic Manager

<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>
Ongoing internal self – monitoring will be conducted via monthly staff meetings, student feedback etc.	Academic Manager / Student Support Officer	<b>Updating of Policies and Procedures</b> <b>Feedback from students</b> <b>Meetings minutes</b>
Staff meeting to self-evaluation of Overall Policies and Procedures (every year)	All staff	<b>Minutes of meetings</b> <b>Updated Policies and Procedures</b>

**Monitoring**

<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>
School Director /Programme Board	Yearly	Review feedback and changes to Policies and Procedures and Programme delivery as needed

**Bridge Mills Galway Language Centre**

<b>Procedure Title:</b> 11	<b>11.2 Internal Self-monitoring</b>	<b>Version:</b> <b>1.0</b>	<b>Date:</b> October 2018
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**Purpose:** To conduct appropriate self-monitoring that yields appropriate quality measures to inform QA Policies and Procedures. Develop an action plan to act on outcomes.

**Staff Involved:** School Director / Academic Manager /Student Support Officer

<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>
Setting objectives for what is to be achieved in the year ahead regarding QA Prioritise the key objectives and include a review of process of work	School Director / Staff	<b>Planning objectives recorded</b>
Student feedback to assess student satisfaction and identify points for improvement	Academic Manager / Student Support Officer	<b>Feedback from students (quarterly, weekly and end of course)</b>
Keeping track of students who take external assessed exams and results achieved	Student Support Officer	<b>Spreadsheet of exiting students who take exams and results achieved</b>
Evaluate courses	All Staff	<b>Course evaluation form</b>
Review Objectives and outcomes	School Director /Academic Manager	<b>Outcomes related to set objectives recorded (note key objectives and related outcomes)</b>
Produce a self-evaluation report and develop an action plan from self-monitoring results including actions to be take and who is responsible. (see 11.3)	School Director	<b>Self- Evaluation report Action Plan</b>

**Monitoring**

<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>
School Director	Yearly	Review objectives and outcomes and Action Plan

**Bridge Mills Galway Language Centre**

<b>Procedure Title:</b> 11	<b>11.3 Self- evaluation, improvement and enhancement</b>	<b>Version:</b> <b>1.0</b>	<b>Date:</b> October 2018
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**Purpose:** To produce a self – evaluation report and action plan focussing on impact on students and other stake holders.

**Staff Involved:** School Director / Academic Manager /Programme Board

<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>
Following self-evaluation (11.2) produce self-evaluation report	School Director / Academic Manager	<b>Self-Evaluation report</b>
Produce Action Plan	Academic Manager / School Director	<b>Action Plan</b>

**Monitoring**

<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>
School Director /Programme Board	Yearly	Review objectives and outcomes and Action Plan

**Bridge Mills Galway Language Centre**

<b>Procedure Title:</b> 11	<b>11.4 Engaging with external quality assurance</b>	<b>Version:</b> 1.0	<b>Date:</b> October 2018
<b>Purpose:</b> The school's QA system is connected to external QA obligations including the Quality Assurance (Education and Training) Act, 2012 and all other national and international systems relevant to the school			
<b>Staff Involved:</b> School Director / Academic Manager			
<b>Method(s) used to carry out this procedure</b>	<b>Who does it</b>	<b>Evidence generated by this procedure</b>	
Review QA systems with regard to external obligations and statutory requirements	Academic Manager/School Director /Student Support Officer	<b>Revised QA policies and procedures</b> <b>Reports from external bodies e.g. Equals report</b>	
<b>Monitoring</b>			
<b>Monitor (Job Title)</b>	<b>Frequency</b>	<b>Monitoring Method(s)</b>	
Academic Manager/School Director /Student Support Officer	Yearly	Update Policies and Procedures	

Appendix 1- QA Flowchart

