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Reengagement Panel Report

Assessment of Capacity and Approval of QA Procedures

Part 1 Details of provider

Registered Business/Trading Name:	Chevron Training & Recruitment Ltd
Address:	Innovation House Anne Street Wexford Town Y35 WKF7
Date of Application:	17 December 2018
Date of resubmission of application:	January 2019
Date of evaluation:	26 April 2019
Date of site visit (if applicable):	26 April 2019
Date of recommendation to the Programmes and Awards Executive Committee:	13 June 2019

1.2 Profile of provider

Chevron Training & Recruitment Ltd ('Chevron') is a privately-owned training provider founded in 2005 initially delivering mandatory training across the security sector. In 2007 it moved into the energy and renewable sector delivering assessor and installer courses and in 2009/10 diversified into Early Years programmes at Levels 5 and 6 on the NFQ and Health and Social Care at Level 5. It is these two sectors which now form the main focus of Chevron's training and education function. They currently operate from a well-resourced facility in Welford town and employ 31 full-time staff, many of whom are long standing members of the team.

Chevron works with a range of learners, many of whom are in work or mature learners who are upskilling as part of a second career. It currently offers 38 validated programmes and in 2018 it put forward 866 learners for certification, 379 of which related to Major Awards and 559 to non-Major Awards. In 2017/2018, Chevron was selected to provide contracted training services for 3 ETB regions; Dublin North, Waterford/Wexford and Donegal. It has also developed higher education programmes in



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collaboration with the University of London and the University of Sunderland, and in 2016 it successfully achieved the ISO9001:2015 quality certification.

Chevron have developed Quality Management Systems in response to the changing needs of its stakeholders as the organisation has evolved, but it states that its core focus has been to ensure that all learners benefit through the delivery of a consistent, high quality training and education service. It is these processes that form the basis of the panel's evaluation of Chevron's capacity to deliver education and training programmes in line with QQI guidelines.

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Part 2 Panel Membership

Name	Role of panel member	Organisation
David Denieffe	Chairperson	Institute of Technology Carlow
Naomi Pasley	Panel Member	Hibernia College
Matthew Waters	Panel Member	An Cosán
Pamela Skerritt	Panel Member	Quality Consultant
Noel McStay	Report Writer	Quality & Training Consultant

Carmel Kelly, Manager for Programme Validation at QQI attended the site visit as an observer.

Part 3 Findings of the Panel

3.1 Summary Findings

Based on the information provided via the application and the site visit, the panel finds that the draft quality assurance procedures established by Chevron should be approved by QQI. The panel is satisfied that the provider has both the capacity and willingness to address the 6 specific advices identified in Section 6 of this report.

3.2 Recommendation of the panel to Programmes and Awards Executive Committee of QQI

	Tick <u>one</u> as appropriate
Approve Chevron Training & Recruitment Ltd draft QA procedures	X
Refuse approval of [the provider's – insert name] draft QA procedures with mandatory changes set out in Section 6.1 <small>(If this recommendation is accepted by QQI, the provider may make a revised application within six months of the decision)</small>	
Refuse to approve [the provider's – insert name] draft QA procedures	



Part 4 Evaluation of provider capacity

4.1 Legal and compliance requirements:

	Criteria	Yes/No/ Partially	Comments
4.1.1(a)	Criterion: Is the applicant an established Legal Entity who has Education and/or Training as a Principal Function?	Yes	Chevron certifies that it is compliant with all relevant legislation and regulatory requirements applicable to the provision of education and training in Ireland
4.1.2(a)	Criterion: Is the legal entity established in the European Union and does it have a substantial presence in Ireland?	Yes	Chevron is a privately owned limited company, established in 2005. It is based in Wexford and offers FE programmes across a number of occupational areas. A copy of the Certificate of Incorporation of Chevron legal entity (396772) has been submitted with this application.
4.1.3(a)	Criterion: Are any dependencies, collaborations, obligations, parent organisations, and subsidiaries clearly specified?	Yes	Chevron has developed collaborative working relationships with a range of providers and all details are clearly documented.
4.1.4(a)	Criterion: Are any third-party relationships and partnerships compatible with the scope of access sought?	Yes	There are no relationships that have been developed by Chevron that fall within the scope of this re-engagement process.
4.1.5(a)	Criterion: Are the applicable regulations and legislation complied within all jurisdictions where it operates?	Yes	Chevron's application details how it complies with all applicable regulations and legislation associated with education and training programmes.
4.1.6(a)	Criterion: Is the applicant in good standing in the qualifications systems and education and training systems	Yes	Chevron has been in operation since 2005. It currently offers 38 validated programmes up to NFQ Levels 5 & 6 with 938



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	in any countries where it operates (or where its parents or subsidiaries operate) or enrolls learners, or where it has arrangements with awarding bodies, quality assurance agencies, qualifications authorities, ministries of education and training, professional bodies and regulators.		learners being put forward for certification in 2018 with the majority of these being for Major Awards.
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Findings

The panel is satisfied that the legal and compliance requirements outlined in Section 4.1 are currently being met by Chevron.



4.2 Resource, governance and structural requirements:

	Criteria	Yes/No/ Partially	Comments
4.2.1(a)	Criterion: Does the applicant have a sufficient resource base and is it stable and in good financial standing?	Yes	Chevron has a long-term strategic plan in place to maintain the stability and financial standing of the organisation.
4.2.2(a)	Criterion: Does the applicant have a reasonable business case for sustainable provision?	Yes	Chevron has mechanisms in place to maintain the sustainability of its programmes. A Business Development Brief is produced and presented to the Academic Council to ensure the sustainability of all new programmes. The Management Board considers the financial viability of all programmes as part of its business oversight at its quarterly review meetings.
4.2.3(a)	Criterion: Are fit-for-purpose governance, management and decision making structures in place?	Partially	Although there are fit for purpose governance structures in place, the panel is of the view that the Terms of Reference for the management committees need further clarity.
4.2.4(a)	Criterion: Are there arrangements in place for providing required information to QQI?	Yes	All communications during the re-engagement process were timely and the Training Manager is the first point of contact with QQI.

Findings

Chevron has demonstrated that it has appropriate management structures in place with academic decision making independently carried out by the Academic Council. However, the panel is of the view that clear terms of reference need to be documented to provide clarity on the structures, purpose, roles and responsibilities of the quality committee, programme teams, and the quality procedures committee. This will facilitate the more effective signposting for staff and more clarity for the learner on the systems and processes relevant to their course of study.



4.3 Programme development and provision requirements:

	Criteria	Yes/No/ Partially	Comments
4.3.1(a)	Criterion: Does the applicant have experience and a track record in providing education and training programmes?	Yes	Chevron has been in operation since 2005 and has a sound record of delivering a range of education and training programmes.
4.3.2(a)	Criterion: Does the applicant have a fit-for-purpose and stable complement of education and training staff?	Partially	Chevron has an appropriate compliment of staff to deliver its training and education programmes and has contingency arrangements in place if the need arises. Notwithstanding this, the panel feels that the provision and the learning experience would be further enhanced through the deployment of an Educational Technologist.
4.3.3(a)	Criterion: Does the applicant have the capacity to comply with the standard conditions for validation specified in Section 45(3) of the Qualifications and Quality Assurance (Education and Training) Act (2012) (the Act)?	Yes	There are sound and documented processes in place for validation of new programmes which comply with the Qualifications and Quality Assurance (Education and Training) Act (2012).
4.3.4(a)	Criterion: Does the applicant have the fit-for-purpose premises, facilities and resources to meet the requirements of the provision proposed in place?	Yes	The majority of Chevron's programmes are delivered online but where premises are required (e.g. classroom or workshops), a Venue Checklist is used to assess



			their suitability. Criteria include space per delegate, IT and internet access, wheelchair accessibility, lighting and teaching aids.
4.3.5(a)	Criterion: Are there access, transfer and progression arrangements that meet QQI's criteria for approval in place?	Yes	The QA Manual covers Access, Transfer and Progression (ATP) arrangements including programme entry and progression opportunities, plus internal reviews and enhancement.
4.3.6(a)	Criterion: Are structures and resources to underpin fair and consistent assessment of learners in place?	Partially	There are sound assessment processes detailed in the QA Manual. However, the panel feels that there is a need for more clarity on the purpose and requirements for the first submission of completed work.
4.3.7(a)	Criterion: Are arrangements for the protection of enrolled learners to meet the statutory obligations in place (where applicable)?	Yes	Arrangements for the Protection of Enrolled Learner are well articulated in the QA Manual.

Findings

Chevron has a long history and proven track record in providing education and training programmes. It has developed robust systems and procedures to support programme delivery and assessment and a complement of well-qualified and experienced staff. To further strengthen its programme delivery, the panel would advise the deployment of an Educational Technologist with clear responsibilities to advice on appropriate tools and pedagogical processes to technology enhanced learning and further enhance the experience of learners who undertake on-line programmes of study with Chevron.

There are strong internal verification and cross-marking processes in place to protect the integrity of the internal assessment decisions made. However, the panel feels that there is a need for more clarity on the first submission of completed work from the learner to the tutor. Learners need to be clear on the



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function of this stage rather than it being part of the summative assessment process.

The Policies and Procedures Manual documents effective arrangements for the Protection of Enrolled Learners. Chevron has also confirmed that it has insurance arrangements in place to cover any Protection of Enrolled Learners (PEL) contingency.

Comprehensive information is available on all courses on the Chevron website including Course Entry Requirements and course information on all QQI accredited programmes. The Student Handbook provides a functional guide to what students need to know about both the organisation and their programme of study from registration through to certification.

4.4 Overall findings in respect of provider capacity to provide sustainable education and training

Chevron has demonstrated a strong commitment to developing sustainable programmes of education and training and has put in place sound quality assurance processes to underpin these programmes. It has impressive rates of staff retention and the organisation is committed to the continuing professional development of its team.

There are robust systems and processes in place to manage the submission, receipt, marking and return of assessment materials. However, as stated earlier in the report, there does need to be more clarity provided for the learner on the purely advisory nature of the first stage of submission of completed work.



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Part 5 Evaluation of draft QA Procedures submitted by Chevron Training & Recruitment Ltd

The following is the panel’s findings following evaluation of Chevron Training and Recruitment Ltd.’s quality assurance procedures against QQI’s Core Statutory Quality Assurance Guidelines (April 2016) and Topic Specific QA Guidelines –for Blended Learning. Sections 1-11 of the report follows the structure and referencing of the Core QA Guidelines.

1 GOVERNANCE AND MANAGEMENT OF QUALITY

Panel Findings:

Chevron has developed a management structure that clearly defines the demarcation between the Academic Committee, which is responsible for academic decision-making, and the Management Board, which is responsible for the corporate governance of the business.

It has established a number of appropriate entities including a Management Board, an Academic Committee, a Quality Committee, a Programme Development Committee and Programme Team structures, all of which are responsible for overseeing the quality of QQI programmes at Chevron. Although these entities are referred to in the Policies and Procedures Manual, the panel is of the view that clear terms of reference need to be documented to provide clarity on their structures, purpose,

2 DOCUMENTED APPROACH TO QUALITY ASSURANCE

Panel Findings:

Chevron has shown a strong commitment to embedding quality assurance systems across its provision of education and training programmes. It has developed a comprehensive Policies and Procedures Manual, which provides effective guidance on the quality assurance systems in place, which underpin its teaching and learning programmes.

Chevron has been regularly self-monitoring its manual and a system of version control within the document has enabled key changes to be tracked as the document has evolved. The manual is professionally presented, user friendly and easily perused.



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3 PROGRAMMES OF EDUCATION AND TRAINING

Panel Findings:

Chevron has been proactive in identifying and developing sustainable education and training programmes since 2005 and delivers both classroom-based and blended learning delivery, although the latter forms the majority of its current provision. Chevron has developed comprehensive systems and processes to underpin the delivery of these programmes and a management structure to monitor and maintain the quality of its provision. The New Programme Development Model within the Policies and Procedures Manual provides a clear and systematic view of the process of developing new programmes from the concept and scoping through to QQI validation.

Learners are well supported throughout their time with Chevron with a mix of both on-line and face to face engagements being built into their programmes and are supplied with the necessary information to assist them in their course of study and identify progression pathways on successful completion. However, the panel does recommend the further strengthening of the initial assessment processes to ensure the timely identification of any special requirement the learner may have and the opportunity for appropriate interventions to be put in place.

Chevron has built up a bank of suitably competent and experienced External Authenticators who are all familiarised with Chevron processes prior to engagement so as to ensure the standardisation of this external activity across all programmes.

Management at Chevron have demonstrated a commitment to continuous improvement with processes and outputs regularly reviewed to identify and improve the services provided to learners.

Feedback is sought from its stakeholders in the form of learner surveys carried out both during and after the completion of programmes and through employer surveys on the effectiveness of training courses.

4 STAFF RECRUITMENT, MANAGEMENT AND DEVELOPMENT

Panel Findings:

Chevron currently employs 31 full time members of staff and has demonstrated a commitment to the continuous development of skills and knowledge across their team with all programmes delivered by the organisation being made available to current staff members free of charge. Chevron is to be commended on its retention rate of staff with many of its core team being longstanding members of staff with up to 12 years' service. There is a documented Staff Recruitment Process within the Policies and Procedures Manual which provides transparency to this function. All new members of staff are provided with a staff handbook and are supported and coached by management.

Staffing is a standard agenda item for Management Review Meetings, including recruitment, development and motivation and the Academic Committee approves all new teaching staff roles. Resources including staffing are considered as part of programme development which is subject to both management and academic oversight. Staff resourcing also forms part of annual Programme Reviews, self-evaluations & internal audits. Resourcing is also considered as part of any new programme development and is included in any Business Development Brief.



5 TEACHING AND LEARNING

Panel Findings:

Pedagogical practices at Chevron have evolved from delivery within a classroom setting for the first assessor and installer courses in the energy and renewable sector to the majority of courses now being delivered through online or blended learning methodologies. The panel recognises the journey Chevron has undertaken as part of this re-engagement process and that transitional journey will continue since the introduction of a 3-year teaching and learning strategy in January 2017 to the end of 2020. This latest strategy was specifically designed to improve the quality of on-line and blended learning provision.

Chevron is also in the process of trialling a fixed enrolment approach to its Level 5 and 6 programmes with a view to creating a ‘learning community’ and thereby improving the quality of the learning experience for all those participating. There is a range of planned and ongoing developments in the teaching and learning programmes, all of which have resource implications for the organisation but the Management Board are committed to providing the required finances to facilitate these.

During panel discussions, Chevron was able to articulate the learner pathway from initial enquiry through to accreditation. It identified 5 clear stages of engagement: initial contact; pre-registration; registration and sign up; course study and certification. Each stage of the pathway was supported with effective interventions to ensure the learner gained a positive learning experience with both face-to-face and on-line support being made available at pertinent points along the journey.

All teaching and learning resources for on-line programmes are available on a VLE and all have a version control to ensure the currency and standardisation of the teaching programme. Although this approach is designed to ensure consistency and standardisation, tutors are encouraged to apply their own personal input to their delivery. To further support the development of teaching and learning strategies, the panel recommends the deployment of an Educational Technologist with clear responsibilities to advise on appropriate tools and pedagogical processes to technology enhanced learning and further enhance the experience of learners who undertake on-line programmes of study with Chevron Training.

Work experience placement is an essential part of the QQI level 5 and 6 programmes. Chevron has developed a comprehensive Work Placement Pack for all learners undergoing this component of their programme. The pack documents all relevant information for learners and placement providers including roles and responsibilities of all parties involved. A checklist is completed for all work experience placements prior to this activity being undertaken to ensure the suitability of the placements and the provision of appropriate learning opportunities to optimise the experience for the learner. It is the panel’s view that the work experience placement would be further enhanced through learner completion of the Tusla online Safeguarding Awareness programme as a mandatory component of the Garda vetting and work experience criteria. This will provide all learners with the necessary understanding of their role in protection of youth and the vulnerable person and would promote best practice in this regard.

There is a very well documented and systematic approach to programme evaluation and review within the Policies and Procedures Manual. This includes feedback being actively sought from the learner on the teaching and learning experience with systems in place to facilitate the analysis of this feedback with a view to improving the teaching and learning experience. The learner is also given the opportunity to



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voice their opinions and provide feedback on their experiences through being appointed as a Learner Representative on a Programme Review Committee.

6 ASSESSMENT OF LEARNERS

Panel Findings:

Chevron has well documented assessment policies and procedures in place which are aligned to the QQI document Assuring Assessment, Guidelines for Providers 2013. There are robust systems in place to ensure the security of assessment materials and a rigorous system of both internal verification and external authentication to protect the reliability and integrity of assessment decisions made at Chevron. All results are authenticated through the Results Approval Panel. There is a system in place to re-check the results submissions to learners prior to a confirmation e mail being sent out.

Learners are made aware of the associated assessment strategies early in their programme and both formative and summative assessment opportunities are effectively mapped into their programme of study. Learners are given timely feedback through the use of e-mail, discussion forums, computerised results and face to face engagements with their tutor.

The learner handbook provides learners with information on the assessment process including the Appeals Process. It is the panel's recommendation that this process needs to be further developed to ensure all stages are documented including the escalation to QQI as the final stage of the appeals process. This updated version needs to be included in information supplied to learners at an early stage in their programme.



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7 SUPPORT FOR LEARNERS

Panel Findings:

A comprehensive Student Handbook has been developed which documents the support systems and processes in place for learners at Chevron. There are sound systems in place to help and guide the learner through the Pre-registration and Sign Up stages and facilities to assess the suitability of learners to the model of delivery and an assessment of their proficiency in English. The panel, however, does recommend the further strengthening of this initial assessment processes to ensure the identification of any special requirements the learner may have and the opportunity for appropriate interventions to be put in place in a timely manner.

On the programme, learners are effectively supported through engagement with their tutor via face-to-face and online interactions. As a recent addition to the Pastoral Care systems, learners are allocated a dedicated Adviser to provide non-academic support while on their programme. This is in addition to a facility for referral to a counsellor if needed. Further support mechanisms are provided through the on-line discussion forums, webinars and mentoring support from their course adviser.

8 INFORMATION AND DATA MANAGEMENT

Panel Findings:

Chevron has effective policies and processes in place to protect information it holds on its Management Information System. The organisation maintains and shares data in accordance with Data Protection Act 2018/ General Data Protection Regulation (EU) 2016/679.

Information relating to the storage and use of all personal information is published in Chevron's Privacy Policy. The Management Board has primary responsibility for Information and Data Management and the QA Procedures Committee is responsible for the maintenance and ongoing review of Chevron's Privacy Policy. This policy is made available to learners and other interested parties on Chevron's website.



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9 PUBLIC INFORMATION AND COMMUNICATION

Panel Findings:

Chevron has developed a very professionally presented, comprehensive and informative website that effectively communicates information on Chevron as a QQI accredited provider. The website is easily navigated and accessible and gives up to date information on current provision.

10 OTHER PARTIES INVOLVED IN EDUCATION AND TRAINING (incl. Apprenticeships)

Panel Findings:

In 2016, Chevron were contracted to deliver training in Childcare and Health and Social Care for 3 ETB regions; Dublin North, Waterford/Wexford and Donegal. Appropriate Service Level Agreements are in place to define the terms and conditions of these arrangements.

Chevron has also developed collaborative relationships with the University of London and the University of Sunderland. Although these arrangements do not fall within the scope of the reengagement process, they do provide progressive pathways for learners who successfully complete their QQI course of study.



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11 SELF-EVALUATION, MONITORING AND REVIEW

Panel Findings:

The panel has found Chevron to be committed to on-going, forward-looking monitoring of its provision with a view to improving the overall effectiveness of its further education and training programmes and the internal quality assurance processes that underpin these. The panel is confident that Chevron has the capacity to conduct a rigorous self-evaluation of its provision. Chevron proposes to conduct self-evaluation on a 5 yearly cycle which the panel deems to be appropriate in the particular context.

12 TOPIC-SPECIFIC QA PROCEDURES: BLENDED LEARNING

Panel Findings:

Chevron has demonstrated to the panel its capacity to take responsibility for the overall governance of the delivery of blended and online programmes. The Management Board and Academic Committee with Programme Leaders ensure the overall quality of online content. The programme leader has responsibility to check that all online content meets QA standards and has oversight of delivery to ensure the programme outcomes are being met.

Learners have the opportunity to avail of an appropriate share of both face to face and online delivery to support them through their programme of study. E learning resources have been developed and adapted to meet the needs of blended learning, including a VLE platform (LearnUpon), virtual learning tools such as discussion forum and webinars, plus opportunities for online assessment and feedback via Turnitin where online rather than hard copy assessment is used. Careful consideration has been given to blended learning environments and the creation of online communities of learning and the development of peer support mechanisms within the learning process.

All teaching and learning resources for on-line programmes are available on a VLE and all have a version control to ensure the currency and standardisation of the teaching programme. Although this approach is designed to ensure consistency and standardisation, tutors are encouraged to apply their own personal input to their delivery.

Staff recruitment at Chevron actively seeks out individuals with online education skills to support future delivery of blended learning and Continuing Professional Development focuses on extending the skills and knowledge of staff in the use of technology in learning.



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Evaluation of draft QA Procedures - Overall panel findings

The Panel wishes to commend Chevron staff at all levels for their judicious approach to the reengagement process and their drive towards developing systems and procedures to underpin the quality of their training and education programmes.

The panel is happy to recommend approval of Chevron's draft quality assurance procedures but have identified 6 statements of Specific Advice in Section 6.2 of this report that it feels would further enhance the quality of Chevron's provision.



Part 6 Mandatory Changes to QA Procedures and Specific Advice

6.1 Mandatory Changes

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6.2 Specific Advice

1. The deployment of an Educational Technologist with clear responsibilities to advise on appropriate tools and pedagogical processes to technology enhanced learning and further enhance the experience of learners who undertake on-line programmes of study with Chevron Training.
2. The further strengthening of their initial assessment processes to ensure the identification of any special requirements the learner may have and the opportunity for appropriate interventions to be put in place in a timely manner.
3. Clear terms of reference need to be documented to provide clarity on the structures, purpose, roles and responsibilities of the Academic Committee, the Quality Committee and the Programme Development Committee.
4. Further clarity on the purpose of the first submission of completed work from the learner to the tutor. Learners need to be clear on the advisory function of this preliminary submission rather than it being a stage of the summative assessment process.
5. The work experience placement should be further enhanced through the learners completing the TUSLA online Safe guarding Awareness programme to provide all learners with the necessary understanding of their role in protection of youth and the vulnerable person and promote best practice in this regard.

Part 7 Proposed Approved Scope of Provision for this provider

NFQ Level(s) – min and max	Award Class(es)	Discipline areas
Levels 5 & 6	Major, SPA, Minor	Childcare, Healthcare, Social Care, Horticulture, Animal Welfare, Construction, Energy, Security



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Part 8 Approval by Chair of the Panel

This report of the panel is approved and submitted to QQI for its decision on the approval of the draft Quality Assurance Procedures of Chevron Training & Recruitment Ltd.

Name:

DAVID DENIEFFE

Date: 29th May 2019



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Annex 1: Documentation provided to the Panel in the course of the Evaluation

Document	Related to
QA Manual	Quality Assurance Procedures
Application Form and Supporting Evidence	Organisational information and capacity

Annex 2: Provider staff met in the course of the Evaluation

Name	Role/Position
Karl Fitzpatrick	Managing Director
Dave Collins	Training Manager
Michael Kelly	Quality Assurance Co-ordinator
Áine McKenna	Programme Leader/Academic Committee member
Elaine O'Brien	Programme Leader/Academic Committee member
Shelly Jordan	Course Administrator

Appendix: Provider response to the Reengagement Panel Report



Private & Confidential

Ms Deirdre Stritch
Quality and Qualifications Ireland (QQI)
26/27 Denzille Lane
Dublin 2
D02 P266

28th May 2019

Dear Deirdre,

Chevron Training & Recruitment Limited (PU00019) – Reengagement

With regard to the reengagement panel report, we would like to place on record our thanks to the panel for their constructive approach during the onsite visit and also the wider team at QQI for their help during the reengagement process. Over the past two years, we have invested time, people and resources into the reengagement process and learned a lot which has helped contribute to our organisational knowledge and the positive outcomes.

A note of factual changes is attached in the specified format (mainly typos rather than actual issues). With regard to section 4.2 Findings (page 10), we would query the wording here as the Terms of Reference ('ToR') of the Academic Committee were included with the application. However, we take on board the need to formalise the ToRs for the other committees. We have included Shelly Jordan in Annexe 2 as she was also involved in responding to queries on the day.

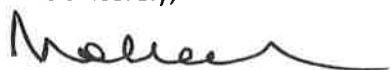
With regard to section 6.2 Specific Advice, we can update QQI as follows:

No.	Advice	Response/Update	Target/Completion Date
1	The deployment of an Educational Technologist with clear responsibilities to advise on appropriate tools and pedagogical processes to technology enhanced learning and further enhance the experience of learners who undertake on-line programmes of study with Chevron Training.	We had appointed an in-house lecturer in an educational tech role in 2018. However, since then this person moved into corporate training. A replacement has now been appointed and is due to start their development as an Educational Technologist (including training by external providers).	June 2019
2	The further strengthening of the initial assessment processes to ensure the identification of any special requirements the learner may have and the opportunity for appropriate interventions to be put in place in a timely manner.	This has already been added to the learners' onboarding questionnaire on our CRM and our Learner Pathway is being updated accordingly.	May 2019

3	The further development of the Appeals Process to include the escalation to QQI as the final stage of the process. This updated version needs to be included in information supplied to learners at an early stage in their programme	The Appeals Process has been updated in the QA Manual and draft Learner Handbook.	May 2019
4	Clear terms of reference need to be documented to provide clarity on the structures, purpose, roles and responsibilities of the Academic Committee, the Quality Committee and the Programme Development Committee.	As flagged above, ToR are in place for Academic Committee (Appx A, tab 3). Drafts of ToRs for the Quality Committee, Programme Development Committee, etc. will be added to the agenda for 8 July 2019 Academic Committee meeting.	July 2019
5	Further clarity on the purpose of the first submission of completed work from the learner to the tutor. Learners need to be clear on the advisory function of this preliminary submission rather than it being a stage of the summative assessment process.	In order to augment the information in the learner handbook, this point has been listed as a fixed agenda item for all Induction webinars.	May 2019
6	The work experience placement should be further enhanced through the learners completing the TUSLA online Safe guarding Awareness programme to provide all learners with the necessary understanding of their role in protection of youth and the vulnerable person and promote best practice in this regard.	All work experience elements of ECCE and SNA programmes now include TUSLA's 'Introduction to Children First' e-learning course. Previously tutors have guided learners towards this programme as, in our experience, it was mandatory in all work placement settings in the sector. However, we have now made it a mandatory requirement for all our ECCE/SNA programmes.	May 2019

Once again, many thanks to the panel for the constructive feedback which will benefit learners and Chevron as an organisation. Please feel free to call me if there are any points in the above you would like to discuss or clarify.

Yours sincerely,



Michael Kelly
Project Manager
Chevron Training and Recruitment Limited

Enc: Factual Accuracy Feedback Form

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Panel Report

Extension of Scope of Provision to include Higher Education and Training QA Approval

Assessment of Capacity and QA Procedures

Part 1 Details of provider

1.1 Applicant Provider

Registered Business/Trading Name:	Chevron College
Address:	Anne Street, Wexford, County Wexford, Y35 WKF7
Date of application:	15 th November 2021
Date of resubmission of application:	14 th April 2022
Date of online Panel meeting with provider:	2 nd February 2022
Date of reconvened panel meeting (if applicable):	17 th May 2022
Date of recommendation to the Programmes and Awards Executive Committee:	7 th April 2022 and 14 th July 2022

1.2 Profile of provider

Established under the trading name of Chevron College, the privately owned training provider engaged with FETAC in 2005, to deliver accredited training programmes in the security sector across Ireland. From 2007 onwards, the company expanded its suite of programmes. Around 2009/2010, the company began offering early years programmes on the National Framework of Qualifications (NFQ) at levels 5 and 6 and health and social care at level 5. These two discipline areas are the main stay of programmes offered by Chevron College, although its overall scope of provision encompasses childcare, healthcare, social care, horticulture, animal welfare, construction, energy, and security.

Chevron College successfully reengaged with QQI for approval of quality assurance (QA) procedures in 2019 and is currently eligible to deliver QQI validated programmes at NFQ levels 5 and 6, inclusive of major, minor and special purpose awards via face-to-face and blended learning delivery modes.



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Collaborations in the higher education and training (HET) sector

From 2015, in response to learner feedback and market demand, Chevron College explored potential progression routes into higher education and training for its cohort of learners.

Subsequently, a series of collaborations were instigated with providers of HET programmes. In 2015/2016, a NFQ level 8 comparable award, which is an online Bachelor of Arts (BA) Honours childcare degree programme at level 6 on the United Kingdom (UK) Regulated Qualifications Framework (RQF) was developed by Chevron College, approved and offered in collaboration with the University of East London. A level 9 comparable award, a two-year Master of Arts (MA) in Early Childhood Care, Education & Management at level 7 on the UK RQF followed in 2019, as a progression pathway for Early Learning and Care (ELC) graduates who wish to further develop their skillset.

In 2018, another NFQ level 8 comparable award, at level 6 on the UK RQF provided a progression pathway, with the introduction of an online Health and Social Care degree programme, developed in collaboration with the University of Sunderland.

In 2021, a level 9 comparable award, a blended Masters in Business Administration at level 7 on the UK RQF was developed with a healthcare management route and was approved for delivery in collaboration with Wrexham Glyndŵr University (WGU). The start date of this programme has been deferred.

To reflect its growing profile within the education sector and its strategy to develop its own suite of HET programmes at NFQ levels 7 and 8, the company has recently rebranded as Chevron College.

The learner cohort includes school leavers, those currently in employment, mature learners and those who wish to re-enter the workforce by upskilling for a new career.

Rationale for Extension of Scope of Provision

Chevron College's extension of scope of provision application is informed and influenced by from more than 5 years' experience in collaborative delivery of higher education and training programmes. These relationships have strengthened Chevron College's commitment to offer an excellent experience in higher education and training and ensure that all learners receive appropriate supports throughout their programme. Chevron College acknowledges the experience it has gleaned from these collaborations has enhanced and augmented its understanding and knowledge of academic integrity, robust documented QA procedures, staff skillsets, commercial considerations etc.

In submitting an application for an extension of scope of provision, Chevron College's primary focus is a proposed new NFQ level 8 programme, a Bachelor of Arts (BA) in Early Childhood Education and Care. The proposed programme will replace the existing comparable level 6 on the UK RQF childcare degrees offered in collaboration with the University of East London. The first intake of the programme is proposed to be October 2022, depending on a successful extension of scope of provision and a subsequently successful validation application.

The secondary focus in an extension of scope of provision is to develop Chevron College's Springboard offerings from NFQ level 6 to level 8. Chevron College currently delivers a comparable level 9 on the UK RQF, a Postgraduate Certificate in Leadership and Change for Springboard, in partnership with the University of Sunderland.

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Part 2 Panel Membership

Name	Role of Panel member	Affiliation (Organisation and Job Title)
Professor Martin McKinney	Chair	Professor Emeritus of Computing, Ulster University
Mr Sam Cogan	Panel member	Online Academic Programme Supervisor, National College of Ireland
Dr Marion Palmer	Panel member	Former Head of Department of Technology and Psychology, Dun Laoghaire Institute of Art, Design and Technology
Ms Evelyn Flynn	Panel member	Student, Royal College of Surgeons in Ireland
Ms Laura Devlin	Report Writer	Formerly Dun Laoghaire Institute of Art, Design and Technology

Part 3 Findings of the Panel

3.1 Summary Findings

3.2 Recommendation of the Panel to Programmes and Awards Executive Committee of QQI

	Tick <u>one</u> as appropriate
Approve Chevron College's draft QA procedures	✓
Approve Chevron College's draft QA procedures subject to conditions(s) set out in Section 6.1	
Refuse approval of Chevron College's draft QA procedures pending mandatory changes set out in Section 7.1 <small>(If this recommendation is accepted by QQI, the provider may make a revised application within six months of the decision)</small>	
Refuse to approve Chevron College's draft QA procedures	



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Part 4 Evaluation of draft QA Procedures submitted by Chevron College

The following is the Panel's findings following evaluation of quality assurance procedures against QQI's Core Statutory Quality Assurance Guidelines (April 2016) and relevant sector and topic specific guidelines including Blended Learning. Sections 1-11 of the report follows the structure and referencing of the Core QA Guidelines.

1 GOVERNANCE AND MANAGEMENT OF QUALITY

The Panel is asked to evaluate the adequacy of the proposed governance structures in respect of independently managing programmes at degree level. Issues to consider will include but not be limited by the following:

- *Experience and expertise in higher education and training (HET) on academic committees*
- *Clarity of governance structure and reporting lines*
- *Composition and terms of reference of the various committees*
- *Academic independence*
- *Alignment of governance with Mission*
- *Risk management*
- *Resource management*
- *Decision making and follow up actions management*

Panel Findings:

At the initial online Panel visit which took place on 2nd February 2022, Chevron College outlined to the Panel the planning undertaken in preparation for an extension of scope of provision application. Conversations were initiated as early as 2013 around the major issues of finance, staff skillsets, independent QA procedures, and the requisite academic expertise for the HET sector. Chevron College commissioned an "Evaluation of QA and Report on Provider Readiness" and this was carried out by an Independent Education Consultant who reviewed the following documentation:

- Chevron Training QA Manual V.5 November 2018
- Chevron Training QA Manual Appendices Updated February 2019
- Chevron Training QQI Reengagement Panel Report 2019

The evaluation also reviewed the level of HE expertise necessary for an Academic Committee.

Following this evaluation, recommendations were made to Chevron College to ensure it was sufficiently prepared with the necessary policies, structures and expertise for the successful extension of scope application. This advice was echoed in a subsequent desk review of Chevron College's proposed QA procedures for HET provision.

The Panel noted in response to these recommendations that Chevron College has sought to augment the independent decision making and HET expertise on the Academic Committee. An external Chair of the Academic Committee was appointed in July 2021 and this was a specific and senior new role. This appointment was conceived as a recommendation from the independent review and submitted to management for consideration by the Director of Academic Affairs.



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The appointee is independent of Chevron College, has no prior commercial engagement with the organisation, and has considerable experience in higher education and training and quality assurance. Chevron College considered this appointment to be a matter of good practice and pertinent to its application to QQI for an extension of scope of provision. Additionally, the appointment further extended the separation between academic and corporate governance. Chevron College was confident that both further and higher education and training expertise will be represented on the Academic Committee by external members.

Prior to the online visit in February, the Panel requested clarification on the sub-committees of the Academic Committee. The Panel noted that the committees for Research and Appeals were referred to as 'sub-committees'. Others, such as QA Policy/Procedures, Programme Boards, Board of Examiners, Results Approval, Academic Conduct and Disciplinary Panel, were referred to as 'subordinate' committees. Chevron College's aim was to differentiate between the functions of academic governance and academic operational matters. However, in the Panel's view, this was confusing and could create a false distinction between the functions of the various groups. The Panel suggested Chevron College utilises the standard term for HET structures, which is 'sub-committee'. In relation to this, the Panel was of the opinion that the minutes of all sub-committee meetings should be noted by the Academic Committee, to ensure overarching feedback on all academic issues. A mandatory change (No.3) was proposed by the Panel in relation to this – see Section 7.1 of this report.

The Panel identified gaps in some of the documented management reporting lines. For example, page 40 of the QA Manual (QAM) delineated the management structure, but it was not clear who managed the cohort of fifty academic staff or exactly who they report to. Chevron College's practice was to address issues within a particular academic team, in consultation with the Programme Leader or the Director of Academic Affairs. There are three higher education Programme Leads and 5 for further education programmes. The Programme Leader job specification is detailed on pages 27 and 28 of the QAM. It is a wide-ranging role encompassing induction, staff continuous professional development (CPD), teaching and learning (T&L) etc. but the academic management aspect of this post was not highlighted in the document. The broad reach of this role was also noted in the evaluation of Chevron College's QA documentation as carried out by the Independent Educational Consultant.

It was the view of the Panel that a diagram delineating the reporting lines would provide a clearer picture of how the QA structures work overall. A schedule of meetings for all committees should be included in the information. The frequency of meetings for the Quality Policy & Procedures Committee was not stated. A routine review of all Terms of Reference for committees and sub-committees would be of benefit, to ensure all information is included using the standard template developed by Chevron College for this purpose. The information could be augmented with an overarching diagram and a schedule of meetings. The Panel proposed a mandatory change (No. 1) in relation to these issues – see Section 7.1 of this report.

The Panel noted the Terms of Reference were detailed in the QAM for the Academic Committee, the Programme Board and the Board of Examiners. The latter encompassed procedures for the Results Approval Panel, the Appeals Board and the Academic Misconduct Panel; however the terms of office for these three panels were not included.



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As the Board of Examiners are carrying out the ratification of results, the Panel was of the view that a representative from the Quality Policy and Procedures Committee should be co-opted onto the Board. The Panel proposed a mandatory change (No. 2) in relation to this – see Section 7.1 of this report. The President of Chevron College, as beneficial owner of the business, is excluded from attending Academic Committee meetings. This ensures separation of academic and corporate interests in the decision-making process. Along with the recently appointed independent External Chair of the Academic Committee, it is proposed that a further external member with experience in the provision of childcare courses at HET level will also be appointed.

Chevron College's Mission Statement declares a commitment to excellence in education and training provision and seeks to ensure learners receive appropriate high-quality support throughout their educational journey. The Management Board sets the organisation's strategy and business goals. The Management Board meets monthly, setting objectives and measuring progress against strategic corporate goals. A review and update of the wording of Chevron College's Mission Statement and Learner Charter was approved by the Management Board subsequent to the report by an Independent Educational Consultant. At the time of the online Panel visit on 2nd February 2022, the Panel noted the publication of the Learner Charter on the website had yet to be implemented.

The Panel noted that in response to advice following on from the evaluation by an Independent Educational Consultant, Chevron College was devising a course of action designed to mitigate potential risks associated with any higher education and training programmes that may be validated. Chevron College had proposed that it will empanel an Audit and Management Committee, as a sub-committee of the Management Board, to consider any identified risks. The membership of this committee will be the President, the Financial Controller and an external member with appropriate experience.

In discussion with the Panel, Chevron College outlined its sound financial standing. There is a five year strategic plan in place. Chevron College enjoys good relationships with its banking organisation and with Enterprise Ireland who has approved funding of €50,000 under its Key Manager Support scheme towards the appointment of an Educational Technologist. Chevron College was confident it has a strong financial and business model which will support it into the future. The role of the Finance Team is to manage budgets and cash flows, day-to-day business operations, payroll, banking, debtor controls and creditor management. The Finance Team meets monthly and provides financial reports to the auditors and the Management Board.

In relation to governance, the Panel proposed three mandatory changes (Nos. 1, 2 and 3) as detailed above and summarised in Section 7.1 of this report.

Following a desk review of Chevron College's resubmission documentation on 17th May 2022, the Panel is satisfied that the three mandatory changes identified in February under the governance criteria have been satisfactorily addressed.



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Mandatory change number 1

The name of the Academic Committee has been changed to the Academic Council, to reflect the high level of responsibility attached to the remit of this Committee. The QA Manual has been updated to include a reporting structure diagram, which delineates clearly the chain of command. An indicative schedule of meetings for Academic Council and sub-committees has also been included in the QA Manual.

Mandatory change number 2

The membership of the Board of Examiners has been updated to include the QA Coordinator.

Mandatory change number 3

Part of the QA Coordinator's role is responsibility for scheduling sub-committee meetings and ensuring that minutes are circulated to the Academic Council for review. These will be noted or discussed as appropriate.

2 DOCUMENTED APPROACH TO QUALITY ASSURANCE

The Panel is asked to evaluate the adequacy of the documented quality assurance procedures. Issues to consider will include but not be limited by the following:

- *Comprehensiveness of the quality assurance manual for all activities*
- *Clarity, structure, and accessibility*
- *Relevance to new scope of provision*
- *Coverage of different modes of programme delivery e.g. college based, online, blended, workplace etc.*
- *Ease of maintenance*
- *Communication to staff and learners*

Panel Findings:

At the initial online Panel visit which took place on 2nd February 2022, Chevron College's aim in re-evaluating its QA documentation was to incorporate a focus on delivering programmes of higher education and training. Monitoring and review of QA documentation was overseen by the Quality Policy & Procedures Committee. The revision of the QA Manual was undertaken following a desk review of the procedures, in preparation for an extension of scope of provision application. Chevron College's positive collaborations with providers of higher education and training informed its approach to devising a QA system relevant for NFQ levels 7 and 8 programmes.

The implementation of recommendations contained in the review resulted in improvements to the overall calibre of documented QA processes and procedures. However, it was the view of the Panel that there remained information gaps and a lack of clarity in some areas. For example, the Panel had a particular concern around blended learning guidelines as they were detailed in the document, particularly in light of the Chevron College's application to extend its scope of provision.

The blended learning strategy needed to be embedded across all QA documentation and the information, as it was presented, was limited. The standard ratio between face-to-face delivery and blended learning delivery was not clear in the document, while processes that may be happening on the ground were not recorded in the QA Manual. These omissions could be problematic for new staff, who would have insufficient instructional resources to refer to.



The Panel queried how training for staff was facilitated to ensure quality teaching, without adequately documented procedures. Chevron College accessed blended learning resources from its collaborative partner (University of Sunderland) but needed to develop its own suite of instructional resources, to align with the Irish higher education and training system.

The Panel referred Chevron College to the following specific areas of QQI's Statutory QA Guidelines for Providers of Blended Learning Programmes (2018), in order to address the following areas identified by the Panel as crucial:

- 3.1.1. A strategic plan for online learning...
- 3.1.3 Staff engaged to support online learners...
- 3.1.4 Clear parameters on data protection...
- 3.2.2 Contingency arrangements in the event of platform...
- 3.2.5 Intellectual property rights and software licensing...
- 3.3.1 Make available benchmark or specification documents...
- 4.1.2 Curriculum content and student support...
- 4.1.6 Information for individuals developing online...
- 4.2.1 All materials and media (for example audio-visual...
- 4.2.1 There are nominated academic/professional moderators...
- 4.3.5 Processes for learner records are...
- 5.1.1 Information on the extent to which face-to-face attendance...
- 5.1.3 Requirements for access, bandwidth...
- 5.2.2 Mechanisms that monitor and/or moderate standards...
- 5.2.5 Arrangements that make reasonable effort...

The Panel proposed a mandatory change (No. 4) in relation to blended learning – see Section 7.1 of this report.

The Panel noted that a full policy on the recognition of prior learning (RPL) had not yet been developed; it was Chevron College's intention to write this following a successful extension of scope of provision application. The Panel noted a lack of clarity and insufficient detail on the RPL process outlined in the QA documentation, which could prove problematic for students to understand exactly what criteria was required for admissions and progression. The Panel proposed a mandatory change (No. 8) in relation to this – see Section 7.1 of this report.

Elsewhere in the QA documentation, information on the roles and responsibilities of teaching staff had been expanded and included explicit reference to the requirements for teaching staff in higher education and training.

With respect to induction, the Panel noted that new staff attend a formal induction session and receive training on Chevron College's quality assurance requirements. All students are required to attend an induction process, including a one-to-one session with their Studies Advisor.



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Chevron College communicates information to staff, students and stakeholders primarily through its website and also through brochures and flyers. The QA Manual is available on the website as is a Privacy Statement. The Director of Academic Affairs is responsible for progressing all quality assurance policies and procedures, and this includes the publication of quality-related materials on the website. Chevron College also uses less formal communication channels (e.g. web chat, Facebook, Twitter, LinkedIn) in order to reach out to learners and other stakeholders.

The Panel commended the work carried out to date on the revision of Chevron College's QA documentation. However, given the issues discussed above, the Panel was of the opinion that an overall review of the documentation would be of benefit, to ensure Chevron College formally documents practice as it happens on the ground and that all QA processes are fully articulated. The Panel proposed a mandatory change (No. 7) in relation to this – See Section 7.1 of this report. This mandatory change also pertained to the others proposed by the Panel, given that they all related to Chevron College's adherence to documented quality assurance criteria as defined by QQI.

In relation to the documented approach to QA, the Panel proposed three mandatory changes (Nos. 4, 7 and 8) as detailed above and summarised in Section 7.1 of this report.

Following a desk review by the Panel of Chevron College's resubmission documentation on 17th May 2022, the Panel is satisfied that the three mandatory changes identified in February under the documented approach to QA criteria have been satisfactorily addressed.

Mandatory change number 4

The issue of blended learning was a main focus of concern at the initial online Panel visit in February 2022. The Panel is now happy with the considerable work undertaken by Chevron College to address all the issues. The key issue of the strategy plan for blended learning has been addressed, with the Programme Development Manager undertaking responsibility for the implementation of the strategy. The Panel commends the creation of the Programme Development Manager role, a senior post reporting to the Director of Academic Affairs. This appointment will ensure blending learning is being managed at a high level.

Intellectual property rights - another key area of concern for the Panel - for programme material developed are now clearly articulated in academic staff contracts and the staff handbook. Chevron College is committed to updating its data policy, in line with the Panel recommendations. An external General Data Protection Regulation (GDPR) expert has been engaged, to assist with ensuring full compliance with GDPR requirements. The Panel notes contingency strategies are now in place in the event of platform, hardware or software failures.

The information on face-to-face synchronous teaching is now very clear for learners prior to enrolment, at induction and is also outlined in the programme handbook.

Mandatory change number 7

The QA Manual, all policy documents and material for publication are currently being reviewed as part of the rebranding process and will be completed by 1 July 2022. The Panel notes there is still some historical references in the documentation to previous structures, but are confident these cosmetic issues will be updated in due course.



Mandatory change number 8

The Panel was provided with the new RPL policy and welcomes this development. It is Chevron College's intention to carry out a review of the document no later than the end of the year. The Panel suggests maintaining a log of applications would be a useful exercise, to monitor consistency of the process.

Chevron College is engaging with an external RPL expert to deliver training on RPL assessment and to review the procedures to ensure they are fit for purpose.

3 PROGRAMMES OF EDUCATION AND TRAINING

The Panel is asked to evaluate the adequacy of the quality assurance of HET programmes. Issues to consider will include but not be limited by the following:

- *Programme design, development, and approval processes*
- *Incorporation of HET standards, conventions, and systems, including ECTS*
- *Learner admission and RPL processes*
- *Benchmarking to other HET providers, nationally and internationally*
- *Stakeholder consultation*
- *Learning resources*
- *Management of workplace learning*
- *Design and maintenance of online content*
- *Programme monitoring and oversight*
- *Programme review and revalidation*

Panel Findings:

At the initial online Panel visit which took place on 2nd February 2022, Chevron College indicated its intention to develop a BA in Early Childhood, with an exit award at NFQ level 7 and an honours degree award at NFQ level 8. This development was subject to the approval of its extension of scope of provision application. Its intention was also to develop Springboard offerings from NFQ level 6 to level 8. The revised QA document (page 55, 4.5.5) referred to an additional step in the development stage of a new programme, whereby an external subject matter review would be implemented for all proposed higher education and training programmes.

The Panel noted that the Director of Academic Affairs was the central academic role that approved all virtual learning environment (VLE) learning content; this was a legacy issue from the further education and training side of the College and would be reviewed as the current arrangement was not sustainable. The intention was to incorporate additional expertise and experience in the approval process for any proposed higher education and training programmes.

Programme content had been designed to combine asynchronous (remote, internet-based) learning with synchronous learning events (face-to-face workshops/interactive webinars). Chevron College had utilised webinars to commence the work with instructions recorded for students. The Panel noted that pre-recorded workshops (aimed at interaction) were not ideal in asynchronous mode. The Panel had a concern around the language in the documentation in relation to programme learning outcomes. The language was vague and needed to be more specific and appropriate in relation to descriptors for higher education and training programmes. The Panel offered an item of specific advice (No. 5) for Chevron College to consider – see Section 7.2 of this report.



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CO CREATES is the model of instructional design used by Chevron College and plays an important part in its Teaching and Learning Strategy. CO CREATES is an evidence-based approach that will be at the core of any new higher education and training programme developed by Chevron College and will incorporate lectures, workshops/webinars, project-based learning and learner feedback. All staff who teach at Chevron College complete a mandatory intensive training programme to support them to master and implement the CO-CREATES model of instructional design.

Appendix 1 of the T&L Strategy contains the Graduate Attribute Handbook. This detailed guide is a companion document to the T&L Strategy and lays out the expectations for students in cultivating the requisite skills for employment opportunities.

Chevron College had engaged with relevant internal and external stakeholders to garner views on the teaching, learning and assessment processes at the College. It had also updated its Academic Integrity Strategy, based on feedback from focus groups across its suite of further education and training programmes and from its collaborations in the higher education and training sector. Employers, staff and students were asked for feedback on what they considered were the attributes and skills required to support graduates to succeed in the work environments.

The Panel noted a reliance by Chevron College on the plagiarism tool Turnitin and advised that consideration be given to other options for managing plagiarism. Turnitin has limited and specific functionality and assessments must be written for use with the software. This can restrict innovation and creativity within the assessment process. For programmes in the child and social care domains, a practical video for example would be more an appropriate way to confirm academic integrity. The Panel proposed a mandatory change (No. 5) – see Section 7.1 of this report.

As discussed under documented QA processes earlier in this report, Chevron College's approach to blended learning required an overall review to ensure it meets all the specific requirements relating to blended learning delivery, as outlined in QQI's Statutory QA Guidelines for Providers of Blended Learning Programmes (2018). In relation to this, see the Panel's proposed mandatory change (No. 4) in Section 7.1 of this report.

On page 69 of Chevron College's QA Manual, there is a graphic on the admission process while page 153 provides step-by-step details of the enrolment process. Applicants are required to provide evidence of their qualifications with an authenticated copy retained for the College files. Confirmation of English proficiency is required for learners whose first language is not English. Any requests for reasonable accommodations should be submitted at this time. The Panel was satisfied with the Admissions/Enrolment criteria in the QA documentation, noting clear information is provided for potential applicants. Recognition of prior learning can be used for module(s) exemption, entry to a programme where an applicant does not have standard entry requirements, advanced entry to a programme, and a transfer between programmes.

As a private provider, Chevron College's benchmarking options differ from those in the public education sector, where the scope for comparison is much broader. Chevron College is committed to developing peer relationships which will afford opportunities to explore current issues and share best practice.



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Attendance at conferences and seminars provides further opportunities to meet other education and training professionals.

Chevron College's engagement with QQI is ongoing, consulting and taking advice in relation to quality criteria, contributing to White Papers etc. and higher education and training initiatives are shared via Chevron College's collaborative partners in the United Kingdom (UK).

Learner data is stored securely on the Learner Management System (LMS) and the Customer Relationship Management (CRM) System. This data informs academic and management decision-making and reports are considered at Programme Self-evaluations, benchmarking exercises, tutor key performance indicator (KPI) reviews, Academic Committee meetings and Management Review Meetings. The Panel commends the Learner Management System in operation at the College for its easy navigation and useful content.

Data available includes:

- Completion rates, award levels and grade analysis
 - Mid-course evaluations and post-course feedback
 - Tutor/learner ratios
 - Assignment submission rate
 - Drop-out rates
- Learner enrolment, programme numbers and progression paths

Placements are currently administered under the QA processes of the collaborative providers in the UK, and Chevron College was cognisant of the fact that new stand-alone structures will be required for any proposed higher education and training programmes in the pipeline. Its intention was to have a Placement Officer, a Mentor and a Supervisor. Payment for placements is not permitted, with the exception of the NFQ levels 5 and 6 Early Learning and Care programmes where payment may be allowed due to the number of hours worked. This information should be clarified in the Placement Handbook. Feedback takes place over three sessions throughout the duration of the placement. The Mentor's report and the student's portfolio are submitted for grading by a Chevron College assessor.

Page 14 of Chevron College's Teaching, Learning and Assessment Strategy describes in detail the approach to teaching methods and the theory behind these methods. The inclusion of specific curricular supports for all programmes would be of benefit in the Teaching, Learning and Assessment Strategy and also in the Programme Handbook, to ensure applicants are informed from the outset about what physical resources are available.

In relation to physical resources and placements, the Panel offered an item of specific advice (No. 2) for consideration by Chevron College – see Section 7.2 of this report.

The Director of Academic Affairs, Programme Leaders, tuition and administration teams monitor programmes in diverse ways. Regular contact is maintained with QQI and healthcare and childcare employers. Formal monitoring of programme is via Programme Board meetings, Academic Committee meetings and Management Board meetings.



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Revalidation of programmes is managed by the Academic Committee as part of programme review. The Director of Academic Affairs is responsible for implementing the recommendations by the committee to revalidate a programme. The Director of Academic Affairs and Programme Administrators maintain a log of scheduled programme revalidation dates (normally every 5 years or on such date as agreed between Chevron College and QQI).

Following a desk review by the Panel of Chevron College's resubmission documentation on 17th May 2022, the Panel is satisfied that the two mandatory changes 4 and 5 identified in February under the programmes of education and training criteria have been satisfactorily addressed.

Mandatory change number 4

This has been covered under Part 2 above (documented approach to QA).

Mandatory change number 5

The Panel notes that except where otherwise stated, Chevron College is still committed to submitting assignments to Turnitin. However its response to this issue indicates a clear commitment to developing and testing new assessment methods and strategies, consequently the Panel is satisfied with this approach as long as there is appropriate feedback and comment provide for learners. The Panel is of the view that going forward, Chevron College's blended learning and teaching strategies will inform practice.

In relation to two items of specific advice (numbers 2 and 5), Chevron College has indicated in its response that it is working to address all items of 'specific advice' suggested by the Panel during the online visit in February. The intention is to have these in place for the 2022/23 academic year. While these are not mandatory, should Chevron College decide against implementation, a rationale for such a decision should be retained so as to be available to any future review by QQI.

4 STAFF RECRUITMENT, MANAGEMENT AND DEVELOPMENT

The Panel is asked to evaluate the adequacy of the quality assurance of staff resources in respect of HET provision. Issues to consider will include but not be limited by the following:

- *Staff recruitment process and criteria*
- *Specification of responsibilities*
- *Maintenance of academic and pedagogical standards for teaching staff*
- *Communication with staff*
- *Professional Development of staff*

Panel Findings:

At the initial online Panel visit which took place on 2nd February 2022, it was evident in discussion with the Panel that Chevron College was cognisant of the need for significant augmentation of quality criteria required for an extension of scope of provision to include higher education and training, specifically in relation to QA documented policies and procedures, staff development, assessment and learner supports. The Panel acknowledged revisions made to date by Chevron College to its QA documentation, in response to recommendations contained in the evaluation carried out by an Independent Educational Consultant and also in response to the external desk review of the proposed QA Manual for higher education.



In its extension of scope of provision application letter, Chevron College made reference to specific amendments to its QA documentation in relation to the roles, responsibilities and qualifications required by teaching staff for the higher education and training sector. These amendments were detailed in Sections 2 (pp 25- 26), 7.2 Staff Recruitment (p.71), and 7.3 Staff Development (p.74) of the QA Manual.

The selection criteria for all teaching staff outlines the standard minimum and desirable specifications for the role, including:

- Level of qualifications, typically one level higher than the level of delivery
- Experience, teaching or industry expertise
- Experience relevant to blended learning delivery

In discussion with Chevron College, investment in staff resources for the purposes of extending into higher education and training was explored. Three new roles were planned to support the transition to NFQ level 8 i.e., Head of Student Supports, Academic Librarian and an Educational Technologist. Enterprise Ireland had provided financial support of €50,000 towards the Educational Technologist post. Pending the recruitment of this post, funding was available for staff to enrol on training courses to improve their expertise in the use and development of technological enhanced material. Other staff were participating in training for the new CO CREATES model. Blended learning training for staff was facilitated using resources from the University of Sunderland, contextualised for the Irish education sector.

In relation to staff induction, the Panel proposed a mandatory change (No. 6) relating to the development of a checklist of activities that will be implemented at academic staff induction. Additionally, to accommodate skills sharing and professional development among staff, the Panel offered an item of specific advice (No. 3) for consideration by Chevron College – see Section 7 of this report for details of the mandatory change and the specific advice.

Staff appraisals are managed by the Director of Academic Affairs and supported by Human Resources. These occur once a month for new staff, and annually for more experienced staff. The Operations Manager is responsible for overall staff communications via the staff notice board and email bulletins. Staff meet on a regular basis with managers, to identify any training needs. Managers monitor progression and performance and encourage staff to provide feedback on training and professional development needs.

Following a desk review by the Panel of Chevron College's resubmission documentation on 17th May 2022, the Panel is satisfied that the mandatory change 6 under staff recruitment, management and development criteria has been satisfactorily addressed. The Panel notes the inclusion of the checklist of activities for staff induction is a positive step which has been signed off by management.

In relation to the item of specific advice (number 3), see Chevron College's response under Part 3 above.



5 TEACHING AND LEARNING

The Panel is asked to evaluate the adequacy of the quality assurance of teaching and learning in HET programmes. Issues to consider will include but not be limited by the following:

- *Teaching and Learning Strategy(ies) appropriate to higher education and training, in person, in the workplace and / or online*
- *Underpinning Philosophy(ies)*
- *Resourcing*
- *Monitoring of quality of teaching and learning*
- *Professional development of teaching staff*
- *Learner complaints and appeals*

Panel Findings:

At the initial online Panel visit which took place on 2nd February 2022, Chevron College outlined its approach to teaching and learning, which is driven by the CO CREATES model of pedagogical principles, devised by the College in 2021. This model is at the heart of Chevron College's Teaching and Learning Strategy and has been developed to support teaching, learning and assessment across all higher education and training programmes.

The functions of the four stages of the model consist of:

1. Lecture; to explore preliminary thinking requirements
2. Webinars and workshops; to aid critical analysis of applied knowledge
3. Problem based learning; to demonstrate learning with weekly project work, which is part of formative assessment
4. Feedback; to provide a scaffold of student learning. Tutor led teaching shifts from being an expert instructor to that of a facilitator of learning which helps to augment the knowledge scaffold for the student

Module delivery is a combination of synchronous and asynchronous activities. Synchronous delivery mainly takes place during live webinars (a minimum average of one hour weekly) and one face-to-face classroom session per module. The Panel noted that blended learning delivery seems to be asynchronous and queried the ratio of face-to-face versus online delivery and the appropriateness of recorded workshops for asynchronous content.

As mentioned earlier in this report under Programmes of Education and Training, the Panel proposed a mandatory change (No. 4) in relation to blended learning – see Section 7.1 of this report. Additionally in relation to resources, the Panel offered an item of specific advice (No. 2) for consideration by Chevron College – see Section 7.2 of this report.

Following induction, an online introduction to each module on the VLE provides further information to learners on the teaching, learning and assessment process. Learners also have access to a student support module on the VLE with information on how to approach a module, IT and AT skills, study skills, referencing and academic writing and a FAQ section. Tutors and lecturers are available to respond to any queries or concerns.



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Prior to enrolment, prospective learners are contacted by one of Chevron's Training Consultants to discuss the course of interest and their suitability for blended learning. The Programme Administrator deals with day-to-day administrative matters, such as enrolment queries and technical issues. Tutors and lecturers are available to respond to any queries or concerns via email following enrolment. If necessary, a follow-up phone or Zoom call can be arranged.

Academic policies and procedures are developed and approved by the Academic Committee. This committee meets four times a year and monitors programme delivery, quality assurance and review academic decision making. The Director of Academic Affairs works closely with Programme Leaders in resourcing programme content, new programme design and developing overall teaching and learning policies.

In discussion, the Panel explored the opportunities for staff development in the context of higher education and training. The updated QA Manual (page 71) refers to the roles and responsibilities of teaching staff with reference to the qualification levels required for staff engaged in the higher education and training sector. The Panel referred to the opportunities offered by external communities of practice. For example, the National Forum for the Enhancement of Teaching and Learning provides excellent opportunities for peer engagement where staff can exchange views and access resources.

The Panel was advised of a ring-fenced budget included in Chevron College's annual financial plan, for staff training and development. The Director of Academic Affairs develops a training plan to facilitate upskilling in blended learning, instructional design, pedagogic practices etc., with sign off by the Academic Committee. Benchmarking of staff qualifications and pedagogical skills is an integral part of Chevron College's staff recruitment process (page 75 of the QA Manual).

In relation to appeals, the Panel flagged the inevitable increase in appeals which will follow on from any of the higher education and training programmes Chevron College proposes to offer. In particular, these appeals will likely relate to marks on the borderline between one band grade and the next level up. This will result in an increased workload for the External Chair. Chevron College included a new section on Appeals in the QA Manual, which outlines a separate assessment process for students on higher education and training programmes, as opposed to students on the further education and training (FET) programmes. This section details provision for extenuating circumstances, the External Examiner policy, and an expanded Re-check Review and Appeals Process in relation to an academic judgement.

Regarding complaints, it was noted that learners may make a complaint about the quality of the programme design or learning resources, the conduct of a member of staff, the delivery of a programme, or any associated services provided by the College (page 164 of the QA Manual). The Complaints Policy applies to all students in relation to any of Chevron College's services, with the exception of academic appeals.

Following a desk review by the Panel of Chevron College's resubmission documentation on 17th May 2022, the Panel is satisfied that the mandatory change 4 has been satisfactorily addressed.

Mandatory change number 4

This has been covered under Part 2 above (documented approach to QA).

In relation to the item of specific advice (number 2), see Chevron College's response under Part 3 above.



6 ASSESSMENT OF LEARNERS

The Panel is asked to evaluate the adequacy of the quality assurance of assessment on HET programmes. Issues to consider will include but not be limited by the following:

- *Assessment design and approval processes*
- *Fairness and consistency*
- *Sectoral conventions in assessment*
- *Security*
- *Academic integrity*
- *Information for learners*
- *Learner data management*
- *External examining*
- *Recheck and appeal processes*
- *Professional Development of staff*

Panel Findings:

At the initial online Panel visit which took place on 2nd February 2022, Chevron College informed the Panel that its proposed model for higher education and training programmes would be a blend of directed and self-directed learning, with a mix of synchronous and asynchronous delivery. Each module will have a separate section within LearnUpon with a clear assessment schedule around a sequence of weekly topics. Diagnostic, formative and summative assessment will be a part of the schedule. Assessments will be structured to avoid bottle necks during the academic year and thus ensure a balance in the student workload. Information on assessment will be communicated to students via the programme's webpage, at induction, and in programme handbooks.

Cognisant of a need to augment its approval processes for the assessment of students on higher education and training programmes, Chevron College proposed a separate arrangement from that for FET programmes. This new process would be administered through a Board of Examiners structure, linked to an expanded appeals process.

Assessment techniques used will include projects, portfolios, written examinations, skills demonstrations, case studies and supervisors' reports. All assessments are checked for academic integrity through the Turnitin tool. The Panel noted some good work carried out by Chevron College on its Academic Integrity document but is of the opinion that Turnitin can present difficulties for blended learning in relation to plagiarism and security. The tool can have limitations for more practical disciplines. For example, a practical video demonstration would be a more useful way of demonstrating the integrity of an assessment in the area of childcare. As mentioned earlier in this report under Programmes of Education and Training, the Panel proposed a mandatory change (No. 5) in relation to this – see Section 7.1 of this report.

In order to enhance fairness and transparency around appeals of assessments, Chevron College revised the appeals process in the QA Manual to an expanded three stage process of recheck, review and appeal. This enhanced process reflects best practice in the sector for programmes at higher education and training level and reflects criteria as outlined in QQI's Revised Assessment and Standards (2013).



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In discussion, the Panel noted the importance of students being made aware of all module and programme learning outcomes, as this knowledge is crucial and feeds into learner expectations around academic achievement. The Panel referred Chevron College to the QQI Revised Assessment and Standards (2013) as the requisite reference guide.

As mentioned previously in this report under Governance, the Panel proposed a mandatory change (No.2) in relation to the membership of the Board of Examiners and also proposed a mandatory change (No. 3) in relation to receipt of all sub-committee minutes by the Academic Committee. These two mandatory changes relate to the inter-connectedness of the reporting lines around examinations and appeals. The Board of Examiners feeds into the Results Approval Panel, with the Academic Committee ultimately signing off on examination results.

For attendance requirements for External Examiners at Results Approval Board meetings, the Panel offered an item of specific advice (No. 4) for consideration by Chevron College – see Section 7.2 of this report.

Chevron College accesses QQI's QBS system through a password-protected link via www.qqi.ie. This is used by programme administrators to upload learner data in support of learner certification and also access other QQI systems, e.g., validation services and Q-help.

In discussion, Chevron College outlined plans for staff training in the area of blended learning. Staff will complete a module and apply aspects of the Teaching and Learning Strategy to the content. The intention is to give staff content where theoretical aspects of their teaching can be explored. This will be a valuable support and staff will have an opportunity to evaluate assessment. While this is not yet official policy, it is the intention to have it in place for all higher education and training programmes.

Following a desk review by the Panel of Chevron College's resubmission documentation on 17th May 2022, the Panel is satisfied that the three mandatory changes (2, 3 and 5) have been satisfactorily addressed.

Mandatory change number 2

See Part 1 of this report (governance).

Mandatory change number 3

See Part 1 of this report (governance).

Mandatory change number 5

See Part 3 of this report (programmes of education and training).

In relation to the item of specific advice (number 4), see Chevron College's response under Part 3 above.



7 SUPPORTS FOR LEARNERS

The Panel is asked to evaluate the adequacy of the quality assurance of learner supports in respect of HET provision. Issues to consider will include but not be limited by the following:

- Identification of learner needs for support
- Benchmarking
- Support needs of online learners
- Information and guidance for learners
- Learner feedback mechanisms
- Access to services
- Learner representation

Panel Findings:

At the initial online Panel visit which took place on 2nd February 2022, Chevron College confirmed it had expanded the information in the QA Manual on student supports (pp. 149- 164). The Panel noted the information on blended learning supports was limited within the documentation and advised Chevron College to reflect on its current blended learning supports in order to identify what is required to augment these, in the context of delivery of NFQ level 8 programmes. This advice was part of an overall review required for blended learning, referred to earlier in this report under Documented QA. The Panel proposed a mandatory change (No. 4) in relation to this – see Section 7.1 of this report.

Chevron College does have a strong student support team in place, with the recent appointment of a Head of Student Support, assisted by two student advisors, counsellors, customer and administrative support and a financial officer. Further development of in-house library services was also underway with the proposed appointment of an Academic Librarian. There is a designated higher education Administrator in place to deal with enrolments, checking qualifications, results, assignments, maintaining spreadsheets etc. The Learner Management System is a very efficient tool in the maintenance of student data. Chevron College analyses data with that of its benchmarking partners, to identify trends and compare against the available national numbers. Statistics on learner numbers, programmes, certification, grades etc. are examined.

All HET programme boards have a student representative. Each year students nominate a representative from their class to act as spokesperson. Training is provided by the College for these class representatives. Part of the remit of a programme board is to monitor the provision of student supports whether academic, technical or reasonable accommodations. The class representatives also meet the programme team on a monthly basis to discuss any issues. The membership of the Academic Committee also includes a student representative. Students are provided with a Programme Handbook at induction which contains relevant information on supports available. Students can seek advice from administration staff or from their lecturer/tutor.

Following a desk review by the Panel of Chevron College's resubmission documentation on 17th May 2022, the Panel is satisfied that mandatory change 4 has been satisfactorily addressed.

Mandatory change number 4

This has been covered under Part 2 above (documented approach to QA).



8 INFORMATION AND DATA MANAGEMENT

The Panel is asked to evaluate the adequacy of the quality assurance of information and data management in respect of HET provision. Issues to consider will include but not be limited by the following:

- IT Infrastructure
- Learner data management and security
- Management Information Systems
- Programme metrics generation
- Monitoring of learner engagement
- Data retention

Panel Findings:

At the initial online Panel visit which took place on 2nd February 2022, the Panel noted the QA Manual provided comprehensive detail on Chevron College's management of data. Learner records are stored in line with effective information technology (IT)/data management practice and Chevron College's Data Protection & Office Security Policy. Data is maintained and shared in accordance with Data Protection Act 2018 / General Data Protection Regulation (EU) 2016/679. A Data Protection Officer oversees this area, reporting to the College President. This reflected an awareness of Chevron College's obligations in relation to data protection. Page 172 of the QA Manual contains a graph outlining the Management Information System, used as a tool to support future planning.

Student retention and progression is measured from the commencement of study. All students complete a Learner Verification Process on commencing their programme. This 'learning contract' verifies prior awards for entry purposes and confirms IT skills. Storage of hard copy assessments is in a locked storeroom, and these are destroyed once certification is achieved and any appeal time expired. Shredding is undertaken by a reputable firm, with certificates of destruction provided to the Director of Academic Affairs.

Digital information on learners is retained for 5 years in order to support the delivery of current or any future training or education services, in accordance with the privacy policy. Individuals have the right to have their information removed on written request prior to the expiry of this period

Data management platforms used are cloud-based and include:

- BrightOffice – a CRM platform utilised in its training service provider configuration
- Microsoft Office 365 – email, word processing and spreadsheets to support both day-to-day office work and mobile working
- LearnUpon – a VLE/LMS used to distribute course content to learners and monitor learner engagement and progress. Learners studying online and on blended programmes also have access to the LearnUpon VLE

In relation to security and privacy issues around specific software, the Panel offered an item of specific advice (No. 1) for Chevron College to consider – see Section 7.2 of this report.

Following a desk review by the Panel of Chevron College's resubmission documentation on 17th May 2022, the Panel is satisfied there were no issues to be addressed under this criterion.

In relation to the item of specific advice (number 1), see Chevron College's response under Part 3 above.



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9 PUBLIC INFORMATION AND COMMUNICATION

The Panel is asked to evaluate the adequacy of the quality assurance of published information in respect of the provider and its HET provision. Issues to consider will include but not be limited by the following:

- *Communications strategy*
- *Responsibility for approval of content*
- *Programme information for learners*
- *Protection for Enrolled Learners*
- *Publication of QA reports*

Panel Findings:

At the initial online Panel visit which took place on 2nd February 2022, the Panel was informed that the Management Board is responsible for ensuring the quality and accuracy of public communications. The Academic Committee oversees the quality and accuracy of any academic-related content. Public information and other communications are reviewed internally prior to release. All prospective and current learners have access to the type of awards offered, the awarding body and the NFQ level. Access, transfer and progression opportunities associated with any programme and arrangements for the protection of enrolled learners (PEL) are also communicated to potential students. On enrolment, the insurance company is given details of all students on a programme and details of the PEL arrangements in place are communicated to students in the programme handbook.

Learner information is overseen by the Director of Academic Affairs who, along with the Academic Committee approves content relating to programmes, entry requirements, assessment, work experience, career opportunities etc. The Programme Handbook includes course summary and specific guidance notes are made available to learners via the pre-course information webpage and form part of the induction process for learners.

For online learners, access to information is via the website at: <https://chevrontraining.ie/pre-course-information/> which details competency requirements for online and blended courses e.g. how to use a web browser, using Zoom etc. Guidance in relation to online study skills forms part of the pre-course information on the website, with a focus on specific skills required in the context of online learning; these are computer skills and any technology requirements, English language competency, modes of communication, engagement/time management and motivation.

There is a full-time web designer and digital marketing team in place to oversee the communication of content to all stakeholders through its website, brochures, flyers and other promotional material. The current versions of the QA Manual and a privacy statement are available online. It is Chevron College's policy to publish all QQI evaluation reports. Key findings from quality evaluations will be published as soon as practicable after an evaluation. The Director of Academic Affairs is responsible for progressing all quality assurance policies.

Following a desk review by the Panel of Chevron College's resubmission documentation on 17th May 2022, the Panel is satisfied there were no issues to be addressed under this criterion.



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10 OTHER PARTIES INVOLVED IN EDUCATION AND TRAINING (incl. Apprenticeships)

The Panel is asked to evaluate the adequacy of the quality assurance of relationships with other parties involved in its HET provision. Issues to consider will include but not be limited by the following:

- Collaborative programmes, if any
- Community of practice
- External examiners
- Benchmarking
- Other regulators with a role in programmes offered
- Other awarding bodies

Panel Findings:

At the initial online Panel visit which took place on 2nd February 2022, Chevron College confirmed it does not engage with any second providers in the delivery of its QQI accredited programmes. Chevron College currently offers programmes accredited by other accreditation bodies; these collaborations are in place to deliver higher education and training programmes and include partnerships with the University of Sunderland, University of East London and Wrexham Glyndŵr University.

The appointment of all external experts is overseen by the Director of Academic Affairs, in consultation with the relevant programme leader. The role and responsibilities of all external experts, including the recruitment of any expert panel members will be reviewed by the External Chair of the Academic Committee. All appointments will be subject to approval by the Academic Committee. The Director of Academic Affairs and individual programme leaders will establish a panel of external examiners for each of its higher education and training programmes. All examiners must be qualified in their specified subject area. The Director of Academic Affairs will arrange an induction for each newly appointed External Examiner. External Authenticators with evidence of specific skills and expertise will be nominated to the panel for consideration by QQI.

Page 185 of the QA Manual details the thorough arrangements in place between Chevron College and employers who facilitate work placements. The student's progress is monitored for the duration of the work placement. Students will be supported by the Programme Leader, Placement Lead, Placement Officer, their Placement Supervisor and the Placement Mentor.

Opportunities for staff to engage in the development of peer relationships and communities of practice within the sector include attending conferences and seminars, engagement with QQI and Education and Training Boards to share experiences and identify current issues, benchmarking data with other providers, and participating in Enterprise Ireland's educational initiatives.

Following a desk review by the Panel of Chevron College's resubmission documentation on 17th May 2022, the Panel is satisfied there were no issues to be addressed under this criterion.



11 SELF-EVALUATION, MONITORING AND REVIEW

The Panel is asked to evaluate the adequacy of internal evaluation, corrective and improvement processes related to HET programmes. Issues to consider will include but not be limited by the following:

- *Responsibility for internal quality assurance reviews*
- *Schedule of monitoring / evaluation*
- *Reporting of findings*
- *Follow up on findings*
- *Publication of findings*

Panel Findings:

At the initial online Panel visit which took place on 2nd February 2022, the Panel was informed that revalidation of programmes is managed by the Academic Committee as part of programme review. The Director of Academic Affairs is responsible for implementing the recommendations by the committee to revalidate a programme. The Director of Academic Affairs and Programme Administrators maintain a log of scheduled programme revalidation dates (normally every 5 years or on such date as agreed between Chevron College and QQI).

Chevron College's QA Manual outlines the Self Evaluation and Review (SER) process (pages 185-191). All FET programmes undergo self-evaluation within a five year period. A plan is developed by the Director of Academic Affairs in consultation with Programme Leaders and the administration team. The plan is approved by the Academic Committee and implemented by the QA Policy & Procedures Committee, who appoints a Self-Evaluation Team for each project. On completion of each self-evaluation project, the QA Policy & Procedures Committee will update the QA document with the findings of the review and, if required, the Programme Leader will implement a Programme Improvement Plan. The Director of Academic Affairs is responsible for scheduling programme reviews and oversees proposed programme changes and improvements recommended by the Academic Committee arising from the programme review process.

Chevron College indicated that on successful achievement of an extension of scope of provision application, the policy on internal monitoring and review activities would be updated to reflect criteria for higher education and training programmes. A proposed institution level annual monitoring report for submission to QQI will document the schedule of review activities, in alignment with QQI reporting timelines. A draft annual Quality Assurance Report was included in the QA Manual appendices; this conformed to the QQI format for reporting.

Chevron College has various processes in place for monitoring QA in the delivery of its programmes. Appendix E in the QA Manual Appendices document sets out clearly how virtual learning environments, work placements, webinars, workshops and live lectures are monitored. Similarly, Appendix F provides substantial detail on how learner supports are monitored.

Following a desk review by the Panel of Chevron College's resubmission documentation on 17th May 2022, the Panel is satisfied there were no issues to be addressed under this criterion.



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Part 5 Evaluation of draft QA Procedures – Overall Panel findings

At the initial online Panel visit which took place on 2nd February 2022, Chevron College's QA documentation indicated considerable work has been undertaken in the revision of its academic systems, policies and procedures, reflecting a recognition and response to the findings of an Independent Educational Consultant and a desk review of its previous QA procedures. However, the Panel had identified remaining gaps around some aspects of QA structures, particularly as they related to Chevron College's application for an extension of scope of provision, to include levels 7 and 8 programmes on the National Framework of Qualifications. The main areas of concern for the Panel revolved around Governance, QA Documentation, Blended Learning, Assessment and Staff; the Panel proposed a series of mandatory changes in relation to these issues, as detailed in Section 7.1 of this report.

The Panel also recommended items of specific advice for Chevron College to consider, as outlined below in Section 7.2 of this report.

Following a desk review by the Panel of the resubmission documentation on 17th May 2022, the Panel is satisfied that all mandatory changes have been satisfactorily addressed. **The Panel therefore recommends to QQI approval of Chevron College's draft QA procedures, which now meet criteria for an extension of scope from further Education and training (FET) to higher education and training (HET).**

Chevron College provided the Panel with a template, detailing its responses to all the concerns raised during the initial panel visit in February. The Panel found the template very useful, facilitating easy tracking of all the amendments and updates made by Chevron College to its QA processes.

The Panel notes the considerable work that has gone into reviewing the blended learning process, which was an area of considerable concern for the Panel during the initial panel visit in February. A redevelopment of the policy was undertaken. Content delivery, assessment design and teaching methodologies have all been revised.

The Panel was provided with a diagram of the Academic Council structure, the new blending learning document, an indicative schedule of committee meetings, the new RPL policy with clear appeals and decision making process included, and a checklist of activities for staff induction. It was obvious that considerable time and effort has gone into the revised documentation and the Panel commends Chevron College on the calibre of its updated resubmission.



Part 6 Conditions of QA Approval

6.1 Conditions of QA Approval

Not applicable

Part 7 Mandatory Changes to QA Procedures and Specific Advice

7.1 Mandatory Changes

Mandatory changes as at 2nd February 2022 are listed as follows. At the desk review of 17th May 2022, the Panel notes all mandatory changes have been successfully addressed by Chevron College.

1. Chevron College must develop an overarching diagram of the reporting structure of its QA and in particular the work of the Academic Committee and draw up a schedule of meetings for this committee and its various sub-committees. This will ensure clarity on how QA operates in its totality.
2. Chevron College must ensure the inclusion of QA staff on the Board of Examiners and update the membership of the Committee to reflect this.
3. Chevron College must ensure all sub-committee meeting minutes are received by the Academic Committee.
4. Chevron College's Blended Learning processes require considerable improvement in the context of providing higher education and training programmes. Specifically, the following areas refer:
 - 3.1.1. A strategic plan for online learning...
 - 3.1.3 Staff engaged to support online learners...
 - 3.1.4 Clear parameters on data protection...
 - 3.2.2 Contingency arrangements in the event of platform...
 - 3.2.5 Intellectual property rights and software licensing...
 - 3.3.1 Make available benchmark or specification documents...
 - 4.1.2 Curriculum content and student support...
 - 4.1.6 Information for individuals developing online...
 - 4.2.1 All materials and media (for example audio-visual...
 - 4.2.1 There are nominated academic/professional moderators...
 - 4.3.5 Processes for learner records are...
 - 5.1.1 Information on the extent to which face-to-face attendance...
 - 5.1.3 Requirements for access, bandwidth...
 - 5.2.2 Mechanisms that monitor and/or moderate standards...
 - 5.2.5 Arrangements that make reasonable effort...
5. Chevron College must review the assessment within the higher education and training provision. The use of Turnitin as a sole method of submission is not appropriate for HET. Review



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the scope of use of this tool on assessments to avoid stifling assessment creativity. Chevron College should reference the QQI Assessment and Standards document and The National Forum for the Enhancement of Teaching and Learning website for guidance on assessment policy and procedures.

6. Chevron College must develop a checklist of activities that will be implemented at academic staff induction. This should include development of VLE content, avoiding staff plagiarism on VLE and on the development of material.
7. Chevron College must review documentation in light of the above mandatory changes, ensuring consistency of language, terminology etc.
8. Chevron College must provide a clear policy and associated procedures for RPL.

7.2 Specific Advice

Specific advice as at 2nd February 2022 are listed below. See Chevron College's response to items of specific advice under Part 4.3 of this report.

1. Develop a GDPR Policy for specific software. Chevron College could review the DCU GDPR policy, which is a very good resource. GDPR information should be included in the Tutor Handbook.
2. Articulate at programme level the precise learner requirements for engagement in the programme (e.g. computer resources etc.) and whether placements are paid or not.
3. Consider having good practice days/events.
4. Confirm the attendance criteria for external examiners.
5. Review the policy on the development of programme learning outcomes and their availability to learners.



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Part 8 Proposed Approved Scope of Provision for this provider

NFQ Level(s) – min and max	Award Class(es)	Discipline areas
level 5 – level 8	Special purpose, minor, major	Childcare, Social Care, Healthcare, Horticulture, Animal Welfare, Construction, Energy, and Security
Delivered via part time, full time, face-to-face and blended learning modes		

Part 9 Approval by Chair of the Panel

This report of the Panel is approved and submitted to QQI for its decision on the approval of the draft Quality Assurance Procedures of Chevron College.

Name: Professor Martin McKinney

Date: 08 June 2022

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Annexe 1: Documentation provided to the Panel in the course of the Evaluation

Document	Related to
Draft QA Manual and Appendices	All Sections
Extension of Scope Letter	Legal & Compliance Requirements and Resource, Governance & Structural Requirements
External Evaluation and Desk Review of QA Documentation	All Sections
ELC Programme Handbook	Support for Learners
Job Profiles and Roles	Staff Recruitment, Management & Development
Module Guide/Placement Handbook	Support for Learners
Student Handbook	Support for Learners
Research Ethics Committee Terms of Reference	Governance & Structural Requirements
RPL Application Form	Support for Learners
Draft Academic Integrity Policy	Support for Learners
Teaching and Learning Strategy	Staff Recruitment, Management & Development
Programme Board Template	Programmes
Module Descriptor	Programmes
System of Student Support	Support for Learners
Additional documentation for desk review on 17 th May 2022	
RPL Policy	Support for Learners
Blended Learning Policy	Teaching & Learning/Assessment
Draft QA Manual and Appendices updated	All Sections
Indicative Schedule of Committee Meetings	Governance

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Revised Academic Governance Diagram	Governance
Staff Induction Checklist	Staff Recruitment, Management and Development
Cover Memo Template, with Changes Made	All Sections

Annexe 2:**Provider staff met in the course of the Evaluation on 2nd February 2022**

Name	Role/Position
Karl Fitzpatrick	President
Brian Denton	Company Director
Dave Collins	Director of Academic Affairs
Orlaith McCaul	External Independent Chair
Aine McKenna	Senior Lecturer
Mary Kate O'Reilly	QA Coordinator
Donna Doyle	Programme Lecturer
Aoife Birney	Head of Student Support (Apologies, due to illness)
Shelly Jordan	HE Administrator

Provider staff met in the course of the reconvened panel meeting on 17th May 2022

Karl Fitzpatrick	President
Aine McKenna	Senior Lecturer
Dave Collins	Director of Academic Affairs

Appendix: Provider response to the FET to HET QA Approval Panel Report



8 June 2022

Quality and Qualifications Ireland (QQI)
26-27 Denzille Lane
Dublin 2
D02 P266

Panel Reengagement Report Formal Response

Dear PAEC Members,

On behalf of Chevron College, I am delighted to accept the Panel's recommendation to QQI of approval of Chevron's draft QA procedures for an extension of scope from further Education and training (FET) to higher education and training (HET).

I would like to take this opportunity to thank the Panel and QQI for their consideration and feedback. This process has been very beneficial for Chevron College.

Yours faithfully

Dave Collins

Dave Collins

Director of Academic Affairs