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

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.

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, Manger 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 one 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 (If this recommendation is accepted by QQI, the provider may make a revised application within six months of the decision)	
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

	in any countries where it operates (or where its parents or subsidiaries operate) or enrols 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.

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.

![QQI logo] QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

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

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 leaner on the purely advisory nature of the first stage of submission of completed work.

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.

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 leaner 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 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 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

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.

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 leaner 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.

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.

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.

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

6.2 Specific Advice

1. 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 Training.
2. The further strengthening of their initial assessment processes to ensure the identification of any special requirements the leaner 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

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

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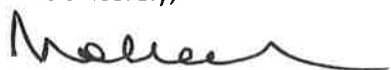
With regard to section 6.2 Specific Advice, we can update QQI as follows:

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