Peter
McVerry
Trust

Learning Centre - CMS
Opening doors to education

Quality Assurance Handbook

Contents

Introduction to PMVT Learning Centres

Mission Statement and Vision

Peter McVerry Trust Learning Centre CMS CLG (known, and referred to, as PMVT Learning Centre CMS CLG) works with young people who cannot access, and/or have been excluded from mainstream education due to a number of individual personal circumstances, for example: a lack of learning support, and/or educational, emotional, social, and/or behavioural challenges.

PMVT Learning Centre CMS CLG aims to provide young people with a high-quality education program which meets their individual learning needs and maximises their intrinsic abilities to engage in continued learning.

PMVT Learning Centre CMS CLG is a trauma-informed, strengths-based setting for young learners that aims to enable young people to recognise the positive impact education has on their future development. PMVT Learning Centre CMS CLG was founded on an ethos of non-judgemental support, empowerment, and equality. The programme offered in PMVT Learning Centre CMS CLG follows a person-centred approach with our learners, ensuring they experience positive educational support, respect, dignity, and autonomy. We adopt a holistic approach to learning, education, and training with an aim to create hope and stability, by providing a safe and meaningful learning environment for our learners. The vision of PMVT Learning Centre CMS CLG is one where all children prosper, have access to an education system, have further personal success, and can claim a genuine stake in society.

Commitment to Standards

PMVT Learning Centre CMS CLG's commitment to quality regarding materials, teaching, assessment, and Learner support is firmly established. PMVT Learning Centre CMS CLG offer a curriculum of classroom-based courses which are specifically designed and tailored to meet the individual needs of the learner group. PMVT Learning Centre CMS CLG believes in equal opportunities for all, and is available to every section of the community regardless of background or circumstance.

Section 1: Governance and Quality Management

1.1. Governance and Quality Management Policy

1.   Policy Statement

    1.1.   The first step to ongoing Quality Assurance is a level of independent and objective governance, as well as comprehensive and holistic Quality Assurance systems. PMVT Learning Centre CMS CLG are committed to meeting these criteria by embedding Quality Assurance measures in every organisational and operational level of PMVT Learning Centre CMS CLG.

2.   Purpose of this Policy

    2.1.   The purpose of the Governance and Quality Management Policy is to establish an independent and objective Quality Assurance System within PMVT Learning Centre CMS CLG by granting oversight to Governance Committees. Furthermore, this policy outlines the procedures and processes for PMVT Learning Centre CMS CLG's continuous Quality Assurance measures.

3.   Scope of this Policy

    3.1.   This policy covers all measures, processes, procedures, and associated policies introduced to ensure the ongoing Quality Assurance within PMVT Learning Centre CMS CLG.

    3.2.   This policy applies to PMVT Learning Centre CMS CLG, as well as all staff, volunteers, interns, and learners on placement working within PMVT Learning Centre CMS CLG.

4.   Glossary of Terms and Definitions

4.1.   **PMVT** – Peter McVerry Trust CLG

4.2.   **PMVT Learning Centre CMS CLG** – Peter McVerry Trust Learning Centre CMS CLG

4.3.   **Governance Committee**, within the scope of this policy, is defined as an objective and independent committee established to provide oversight that is free of commercial influences and maintains the organisational and academic integrity of PMVT Learning Centre CMS CLG.

4.4.   **Sub-Committee,** within the scope of this policy, is defined as a sub-committee to the Governance Committee, authorised to engage in academic operations subject to approval by the Governnace Committee.

4.5.   **QQI** – Quality and Qualifications Ireland

4.6.   **Quality Assurance**, as defined by QQI, are comprised of a range of policies and procedures across the organisation that ensure high quality on all levels of the organisation and clearly establish a framework of accountability, both internally and externally.

4.7.   **Quality Culture**, as established here, includes best practice Quality Assurance in all levels of the organisation. By recording all Quality Assurance measures, PMVT Learning Centre CMS CLG is committed to meet and maintain internal and external quality standards and to continuously aim to improve its quality.

5.   General Information

5.1.   Peter McVerry Trust and PMVT Learning Centre CMS CLG are committed to providing high-quality services to all its participants. It is the ethos of PMVT to provide support to marginalised individuals and to treat every person with warmth, dignity, and respect.

5.2.   PMVT Learning Centre CMS CLG commits to following the PMVT vision and values by creating safe and inclusive learning environments that are centred around each individual learner and their needs.

5.3.   The quality of the services provided by PMVT Learning Centre CMS CLG will be continuously evaluated and improved through a process of self-evaluation and self-monitoring.

5.4.   PMVT Learning Centre CMS CLG recognises and aims to maintain academic integrity through their Quality Assurance systems and procedures laid out within this policy. No actions shall be taken that may compromise that integrity.

5.5.   Ultimate responsibility of PMVT Learning Centre CMS CLG and Peter McVerry Trust CLG lies with the Chief Executive Officer who is responsible for the effective operations of PMVT and for achieving its strategic objectives.

5.5.1.   The CEO reports directly to the Board of Directors to ensure accountability.

5.6.   For visual representation of the structure of governance of PMVT Learning Centre CMS CLG please see Appendix I of this Quality Assurance Handbook.

5.7.   For visual representation of the interrelated operational and governance structure of PMVT Learning Centre CMS CLG please see Appendix II of this Quality Assurance Handbook.

5.8.   For an overview of PMVT Under 18s services and their connection to PMVT Central Supports, please see Appendix III of this Quality Assurance Handbook.

6.   Roles and Responsibilities

6.1.   It is the responsibility of the **Academic Governance Committee** to:

6.1.1.   Ensure adherence to all requirements relating to Quality Assurance, academic standards and integrity, reports and feedback, and also to consider all academic issues arising (occupancy, complaints, appeals etc.);

6.1.2. Delegate authority to the relevant sub-committees, as outlined within the Terms of References and this policy; and

6.1.3. Have final decision making authority over all academic procedures.

6.2. It is the responsibility of the **Programme Delivery and Assessment Sub-Committee** to:

6.2.1. Follow any and all guidelines on programme delivery and programme assessments as laid out by QQI, and as stated within this Quality Assurance Handbook.

6.2.2. Answer and report to the Academic Governance Committee as stated within their Terms of Reference.

6.3. It is the responsibility of the **Programme Development Sub-Committee** to:

6.3.1. Follow any and all guidelines on programme development as laid out by QQI, and as stated within this Quality Assurance Handbook

6.3.2. Answer and report to the Academic Governance Committee as stated within their Terms of Reference.

6.4. It is the responsibility of the **Appeals and Disciplinary Sub-Committee** to:

6.4.1. Follow any and all guidelines on appeals and disciplinary procedures as laid out by QQI, and as stated within this Quality Assurance Handbook

6.4.2. Answer and report to the Academic Governance Committee as stated within their Terms of Reference.

6.5. It is the responsibility of **PMVT Learning Centre CMS CLG** to:

6.5.1. Implement all necessary and appropriate Quality Assurance Systems in the form of policies, processes, and procedures;

6.5.2. Meet internal and external quality standards at all times.

6.6. It is the responsibility of the **Head of Service (HOS)** to:

6.6.1. Oversee and maintain the Quality Assurance system across PMVT Learning Centre CMS CLG.

6.7. For a full description of staff roles and responsibilities, please see Appendix IV.

7. Governance

7.1. PMVT Learning Centre CMS CLG acknowledges the need for objective and independent oversight on decisions such as:

7.1.1. Education and training programme development;

7.1.2. Education and training programme approval;

7.1.3. Learner assessment results and qualification approval; and

7.1.4. Self-evaluation reports and consequent self-improvement plans.

7.2. To achieve objective oversight, PMVT Learning Centre CMS CLG shall implement one Academic Governance Committee (See Appendix V for Terms of Reference).

7.3. The Academic Governance Committee shall delegate authority to the following sub-committees as appropriate:

7.3.1. The Programme Delivery and Assessment Sub-Committee (See Appendix VI for Terms of Reference);

7.3.2. The Programme Development Sub-Committee (See Appendix VII for Terms of Reference); and

7.3.3. The Appeals and Disciplinary Sub-Committee (See Appendix XXIX for Terms of Reference).

7.4. It is the purpose of the Academic Governance Committee to provide an independent body for decision-making, as well as an internal mechanism for self-evaluation and self-monitoring.

7.5. It is the responsibility of the Academic Governance Committee, including all current and future sub-committees and/or working groups established by them,

to oversee the quality of all activities and programmes within PMVT Learning Centre CMS CLG, and to uphold the ethos, vision, and values of PMVT and operate within the PMVT Code of Conduct.

8. Management of Quality Assurance

8.1. In order to form a coherent and comprehensive system of Quality Assurance, a range of policies and procedures shall be established. These policies and procedures shall be reviewed annually.

8.2. The interrelated operational governance structure with regard to Quality Assurance of PMVT Learning Centre CMS CLG can be found in Appanedix V of this Quality Assurance Handbook.

8.3. For ongoing Quality Assurance and the continuation of quality culture, PMVT Learning Centre CMS CLG shall undergo regular self-evaluations, self-monitoring (See Section 11 of this Handbook for more information), as well as external audits and reviews.

8.4. Information on the Management of Quality Assurance can also be found within the Tutor Handbook and within the QQI Quality Assurance Handbook available online on the PMVT website and in hard copy within PMVT Learning Centre CMS CLG.

9. Quality Assurance Systems

9.1. All elements of the Quality Assurance systems within PMVT Learning Centre CMS CLG shall follow and uphold the mission, vision, and values of Peter McVerry Trust CLG and PMVT Learning Centre CMS CLG.

9.2. All elements of the Quality Assurance system are owned by PMVT Learning Centre CMS CLG and embedded in a Quality Culture across the service.

9.3. The separation of programme development, programme delivery and assessment, and academic governance shall ensure independence and academic integrity within PMVT Learning Centre CMS CLG.

9.4. PMVT Learning Centre CMS CLG is aware of the risks associated with providing education to vulnerable young people and has implemented appropriate measures to address and manage such risks.

9.4.1. No actions may be taken to compromise the academic integrity of the PMVT Learning Centre CMS CLG, this includes, but is not limited to, partnerships with inappropriate organisations of any kind.

9.4.2. PMVT Learning Centre CMS CLG has developed a list of indicators to effectively and continuously monitor quality of service provision. Indicators for quality can be found in Section 11 of this Quality Assurance Handbook.

9.5. PMVT Learning Centre CMS CLG is committed to maintaining high quality standards and therefor engages in regular internal and external evaluations to ensure ongoing quality assurance and monitoring.

9.6. PMVT Learning Centre CMS CLG is taking a Documented Approach to Quality Assurance and a comprehensive list of all relevant policies and procedures can be found in Section 2 of this Handbook. All staff and learners will have access to relevant policies and procedures through the Learner and Guardian Handbook and the Tutor Handbook.

10. Embedding a Quality Culture

10.1. By implementing Quality Assurance measures on every organisational and operational level, PMVT Learning Centre CMS CLG is committed to a Quality Culture that can be tracked throughout the service.

10.2. PMVT Learning Centre CMS CLG is committed to meet internal and external quality standards through continuous and active improvement of procedures and practices.

10.3.   All procedures and practices within PMVT Learning Centre CMS CLG shall be within legislative, statutory, and regulatory frameworks, and will be periodically reviewed and assessed.

10.4.   PMVT Learning Centre CMS CLG will ensure that key internal and external stakeholders will be involved in participatory performance- and quality-reviews of relevant policies and procedures.

Section 2: A Documented Approach to Quality Assurance

2.1. Documented Approach to Quality Assurance

1. Policy Statement

1.1. To maintain ongoing Quality Assurance across PMVT Learning Centre CMS CLG, any and all policies and procedures shall be fully documented and made accessible. This Documented Approach to Quality Assurance ensures accountability and transparency by involving relevant stakeholders, and demonstrates a commitment to continuous quality improvement as it keeps Quality Assurance measures fit-for-purpose and encourages internal and external evaluations and reviews.

2. Purpose of this Policy

2.1. The purpose of the Approach to Quality Assurance Policy is to establish the commitment of PMVT Learning Centre CMS CLG to accountability and transparency. By choosing a Documented Approach to their Quality Assurance Systems, PMVT Learning Centre CMS CLG aligns with QQI guidelines easy review and evaluation of policies, practices, and procedures is facilitated.

3. Scope of this Policy

3.1. This policy covers all measures, processes, procedures, and associated policies introduced to ensure the ongoing Quality Assurance within all PMVT Learning Centre CMS CLG.

4. Glossary of Terms and Definitions

4.1. **PMVT** – Peter McVerry Trust CLG

4.2. **PMVT Learning Centre CMS CLG** – Peter McVerry Trust Learning Centre CMS CLG

4.3. A **documented approach to Quality Assurance** is defined as the continuous and ongoing recording of any and all Quality Assurance measures across PMVT

Learning Centre CMS CLG to promote a culture of responsibility and accountability.

5.   General Information/Underlying Principles

5.1.   PMVT Learning Centre CMS CLG is committed to providing high quality and high standard education to young people who have been excluded from mainstream education by providing support and treating each person with warmth, dignity, and respect. PMVT Learning Centre CMS CLG follows the PMVT vision and values by creating safe and inclusive learning environments that are centred around each individual learner and their needs.

5.2.   By taking a Documented Approach to Quality Assurance, PMVT Learning Centre CMS CLG takes responsibility and accountability for its service provision, policies, and procedures, and commits to regular and continuous review and improvement of all Quality Assurance measures.

6.   Roles and Responsibilities

6.1.   It is the responsibility of PMVT Learning Centre CMS CLG and all its staff members, volunteers, interns, and students on placement to comply with the contents of this policy and to ensure the ongoing and continuous documentation of Quality Assurance within PMVT Learning Centre CMS CLG.

7.   Documented Policies and Procedures

7.1.   To maintain accountability and consistency, PMVT Learning Centre CMS CLG shall take a Documented Approach to its Quality Assurance in its service provision.

7.2.   Any and all policies and procedures shall be informed by, and adhere to, PMVT ethos, vision, values, and Code of Conduct, as well as relevant external guidelines (e.g. QQI Quality Assurance Guidelines).

7.3.   Any and all policies and procedures are established with the aim to maintain effectiveness and promote equality, diversity, and innovation.

7.3.1. Due to the learner-centred service provision, all Quality Assurance procedures and processes will respond to the learners' needs. Learners and Social Care Workers have the flexibility to make appropriate adjustments where necessary.

7.4. PMVT Learning Centre CMS CLG is committed to continuous improvement by facilitating internal and external reviews to assure Quality Assurance policies and procedures are relevant and fit-for-purpose

7.5. All relevant policies and procedures for past, current, and potential staff and learners are available on the PMVT Learning Centres' website and from any staff member working in PMVT Learning Centre CMS CLG.

7.6. All Quality Assurance policies and procedures will be reviewed continiously and updated where necessary and appropriate on an annual basis.

8. A Comprehensive System

8.1. In line with a commitment to embed a developed Quality Assurance system across all levels of PMVT Learning Centre CMS CLG, a fully comprehensive list of all policies and procedures shall be available in Section 9 of this policy.

8.2. More information on documented Quality Assurance systems can be found in the Learner and Guardian Handbook, the Tutor Handbook, within the QQI Quality Assurance Handbook, online on the PMVT website, and in hard copy within PMVT Learning Centre CMS CLG.

9. A Full List of Quality Assurance Policies

9.1. [Governance and Quality Management Policy](#)

9.2. [Documented Approach to Quality Assurance Policy](#)

9.3. [Programmes of Education and Training Policy](#)

9.4. [Referrals, Placement, and Progression Policy](#)

Section 3: Programmes of Education and Training

3.1. Programmes of Education and Training Policy

1. Policy Statement PMVT Learning Centre CMS CLG provides high quality education for children and young people that have been excluded from mainstream education due to a number of circumstances; therefore, it is paramount to follow best practice in programme development and review in order to provide the best education and training programmes possible. As part of PMVT Learning Centre CMS CLG's ongoing Quality Assurance procedures, clearly establishing the processes for programme development ensures accountability and compliance with all relevant internal and external guidelines and requirements.

2. Purpose of this Policy

   2.1. The purpose of the Programmes of Education and Training Policy is to-

   2.1.1. Outline and establish the processes and procedures for developing existing and future programmes of education and training in PMVT Learning Centre CMS CLG;

   2.1.2. Reinforce ongoing Quality Assurance Systems such as the regular internal and external evaluations and reviews;

   2.1.3. Refer to the referrals, placement, and progression processes and procedures; and

   2.1.4. Assure all accredited teaching and learning programmes in PMVT Learning Centre CMS CLG are developed and delivered in line with QQI and NFQ guidelines.

3. Scope of this Policy

   3.1. This policy applies to PMVT Learning Centre CMS CLG and all its staff members, volunteers, interns, and students on placement.

4.   Glossary of Terms and Definitions

4.1.   **PMVT** – Peter McVerry Trust CLG

4.2.   **PMVT Learning Centre CMS CLG** – Peter McVerry Trust Learning Centre CMS CLG

4.3.   A '**programme of education and training**' is defined as a process of acquiring knowledge, skills, and/or competencies, and may include a course of study, a course of instructions, or an apprenticeship.

5.   General Information/Underlying Principles

5.1.   Approved programmes within PMVT Learning Centre CMS CLG may never compromise the academic integrity of PMVT Learning Centre CMS CLG or have the potential to cause any form of harm to the learners.

5.2.   All programmes within PMVT Learning Centre CMS CLG must uphold the mission, vision, and values of PMVT and PMVT Learning Centre CMS CLG, and must be designed in such a way that they will meet the learners' identified educational needs.

5.3.   All programmes within PMVT Learning Centre CMS CLG will always-

    5.3.1.   Be written using learning outcomes;

    5.3.2.   Be developed based on evidenced need;

    5.3.3.   Align with the relevant QQI award standards;

    5.3.4.   Be subject to internal evaluation and approval prior to submission for validation;

    5.3.5.   Comply with requirements of Access, Transfer and Progression; and

    5.3.6.   Be subject to ongoing monitoring and periodic review.

6.   Roles and Responsibilities

6.1.   It is the responsibility of the **Academic Governnace Committee** to:

6.1.1. Delegate authority with regards to programme development to the Programme Development Sub-Committee;

6.1.2. Receive reports from the Programme Development Sub-Committee on the development of programmes of education and training for final approval;

6.1.3. Submit approved programme proposals to QQI for validation.

6.2. It is the responsibility of the **Programme Development Sub-Committee** to:

6.2.1. Regularly and contiuously review programmes of education and training offered within PMVT Learning Centre CMS CLG using relevant QQI guidelines and staff and learner feedback;

6.2.2. Identify gaps in the programme delivery where they arise;

6.2.3. Establish a Programme Development Team, where necessary, to develop new programmes of education and training and/or adjustments to existing programmes of education and training;

6.2.4. Ensure the Programme Development Team is staffed with qualified individuals suitable for the task of programme development;

6.2.5. Formulate reports to the Academic Governance Committee for approval, following the reccomendations of the Programme Development Team and in line with all relevant QQI guidelines;

6.2.6. Ensure reports to the Academic Governance Committee, following the recommendations of the Programme Development Team, consider programme resources (including staffing and costing), programme content, and programme assessment;

6.2.7. Ensure all programme reccomendations made by the Programme Development Team follow QQI guidelines on Programme Development as outlind within this policy;

6.2.8. Vote in a democratic and respectful manner to decide if the programme should be approved or refuse the programme development request;

6.2.9. Ensure that any decisions are made independently of commercial considerations; and

6.2.10. Ensure there is no conflict of interest, undue influence or self-approval within programme development process.

6.3. It is the responsibility of the **Programme Development Team** to:

6.3.1. Developm programmes of education and training based on evidenced need and in line with all relevant QQI guidelines;

6.3.2. Submit reccomendations to the Programme Development Sub-Committee for review.

7. Programme Development and Approval

7.1. To uphold all requirements and guidelines given by QQI and the NFQ, and to ensure ongoing Quality Assurance, PMVT Learning Centre CMS CLG follows a strict programme development and approval process that maintains independence, objectivity, and academic integrity.

7.2. The Programme Development and Approval Process will be as follows:

7.2.1. To ensure all content is relevant and responsive to learners' needs, it is the responsibility of the Programme Development Sub-Committee to review educational programmes and propose and develop new ones, based on evidenced need.

7.2.2. The Programme Development Sub-Committee is to consider learner, guardian, and staff feedback when reviewing existing programes of education and training.

7.2.3. If a gap within the programme provision of PMVT Learning Centre CMS CLG is identified, the Programme Development Sub-Committee shall identify

sufficiently qualified subject matter experts to form the Programme Development Team. Authority for the programme development process shall be delegated to the Programme Development Team.

7.2.4. The Programme Development Team must ensure that any and all proposals for programme development are in line with QQI guidelines and critera.

7.2.4.1. Programmes of education and training must be designed with specific learning outcomes in mind, and in line with their intended NFQ level;

7.2.4.2. Programmes of education and training must be designed with relevant stakeholders in mind (i.e. considering learner, guardian, and staff feedback);

7.2.4.3. Programes of education and training must be based on evidenced need;

7.2.4.4. Programmes of education and training must have clearly defined expectations for learners regarding the workload;

7.2.4.5. Programmes of education and training must be subject to internal and external reviews;

7.2.4.6. Programmes of education and training must be designed with an intended delivery mode and learning environment in mind.

7.3. All proposals for programmmes of education and training must be submitted to the Progamme Development Sub-Committee for review before seeking approval from the Academic Governance Committee.

7.3.1. The Programme Development Sub-Committee may approve, decline, or offer feedback and revisions on the programme proposal.

7.3.1.1. If the proposal is approved, it must be forwarded to the Academic Governance Committee for final approval. The Academic Governance

Committee may approve, decline, or offer feedback and revisions on the programme proposal.

7.3.2. Following the Academic Governance Committee's response, the programme may either be initiated, not initiated, or revised as per the suggestions.

7.3.3. Should the programme be revised following the Academic Governance Committee's feedback, the programme proposal must once again go through the approval process.

7.3.4. If the programme has been approved by the Academic Governance Committee, where applicable, it will be submitted for validation by the QQI.

7.4. Please see Appendix VIII for a visualisation of the Programme Development Process.

8.   Programme Validation

8.1. All programmes submitted for validation to QQI will be fully compliant with any and all statutory, regulatory, and professional guidelines and requirements.

8.2. When designing a programme of education and training, the programme objectives and minimum outcomes shall be clearly stated and consistent with QQI award requirements.

8.2.1. Programmes will always be informed by, and based on, QQI award standards.

8.3. When formulating the programme concept and implementation plan, considerations will be given to all relevant stakeholders (e.g. the tutors, the learners, ect.).

8.3.1. PMVT Learning Centre CMS CLG commits to basing all programme provisions on evidenced needs and satisfactory rationale.

8.4. The programme design will clearly state the learning targets (e.g. knowledge, skills, competencies) to have been achieved by the potential learners prior to enrolment in the programme.

8.4.1. Due to the young ages of the learners and their complex backgrounds the aim of the PMVT Learning Centre CMS CLG is to retain these learners in education; therefore formal Recognition of Prior Learning is not applicable to PMVT Learning Centre CMS CLG's operational procedures.

8.5. PMVT Learning Centre curriculum will always be-

8.5.1. Well structured;

8.5.2. Achievement oriented;

8.5.3. Outline clear objectives and purposes of the programmes;

8.5.4. Comprehensive and systematic;

8.5.5. Consistent in crediting criteria; and

8.5.6. Consistent in duration and fulltime equivalent contact times.

8.6. To adequately deliver teaching and learning programmes, PMVT Learning Centre CMS CLG will ensure all staff are sufficiently qualified, capable, and available.

8.7. Before commencement of a programme, required resources will be pre-determined and made available; this may include, but is not limited to-

8.7.1. Stationary;

8.7.2. Technology;

8.7.3. Print and electronic materials;

8.7.4. Additional equipment where applicable.

8.8. PMVT Learning Centre CMS CLG will ensure the learning environment is always consistent with the learners' and the programmes' needs.

8.9. The programme assessment strategy is Quality Assured and undergoes an Internal Verification and External Authentication process.

8.10. Teaching and learning within PMVT Learning Centre CMS CLG is strategic and always aimed at the learners' needs.

8.10.1. Tutors and learners regularly receive and offer feedback on their performances to best identify areas of improvement.

8.11. PMVT Learning Centre CMS CLG has implemented several procedures to support learners in their education-

8.11.1. Each learner receives an Individual Crisis Support Plan and an Individual Student Support Plan;

8.11.2. Each learner is assigned a Social Care Worker for one-to-one support;

8.11.3. Reasonable accommodations are made where additional supports are required; and

8.11.4. PMVT Learning Centre CMS CLG has a detailed appeals and complaints procedure which is available in the Learner and Guardian Handbook and from any staff working in PMVT Learning Centre CMS CLG.

8.12. PMVT Learning Centre CMS CLG is overseen by the Academic Governance Committee which offers objective oversight and ensures the Quality Assurance Systems are maintained and fit-for-purpose.

9.   Programme Review

9.1. Internal and external evaluation, monitoring, and review procedures are part of the ongoing Quality Assurance Systems in PMVT Learning Centre CMS CLG, as outlined in Section 11 of this Quality Assurance Handbook.

9.2. To ensure all education and training programmes are fit-for-purpose, they are subjected to regular self-evaluations and internal reviews which identify gaps.

9.3. As part of the Quality Assurance System, and in line with QQI guidelines, PMVT Learning Centre CMS CLG employs an independent and objective Governance

Committee which has oversight over decision-making and programme development and delivery.

9.4. To ensure the needs of learners are met at all times, PMVT Learning Centre CMS CLG engages learners in decision-making processes through the annual Feedback assignment, end of module surveys, informal input during the Individual Student Support Plan and engaging in ongoing conversational feedback with learners.

9.5. A service report is produced monthly to provide a comprehensive overview of the service. It brings all matters to the attention of the Director of Services. Feedback is provided from the Head of Services upon submission and review of the service report.

9.6. An occupancy report is produced bi-monthly and tracks the retention and enrolment of learners. This occupancy report is submitted to the Board of Directors every two months.

9.7. For further information on programme review mechanisms, please refer to the following policies:

9.7.1. Internal Verification and External Authentication Policy (Section 6.2. of this Handbook)

9.7.2. Evaluation and Monitoring Policy (Section 11.1 of this Handbook)

9.7.3. Learner Feedback Policy (Section 11.2 of this Handbook)

10. Learner Admission and Progression

10.1. PMVT Learning Centre CMS CLG has developed a framework for referrals, placement, and progression processes and procedures which is based on the values of equal opportunity, fairness, and inclusivity. PMVT Learning Centre CMS CLG is person-centred, non-judgemental, and trauma-informed, and designed to support young people in their continuous learning experiences.

10.2.   Due to the young ages of the learners in PMVT Learning Centre CMS CLG, as well as their individual circumstances of exclusion from mainstream education, PMVT Learning Centre CMS CLG's goal is to reengage the learners in education, therefore there are currently no formalised procedures for the Recognition of Prior Learning.

10.3.   PMVT Learning Centre CMS CLG will always complete all necessary measures to avoid a placement closure instruction and must go through rigorous procedures prior to the closure of a learner placement. For more information, please see Section 3.2 of this Handbook and see within to Section 17 and 18 of the Referral, Placement and Progression Policy.

10.4.   Upon completion of the PMVT Learning Centre CMS CLG programme, all learners are supported in their subsequent educational and non-educational progressions.

10.5.   Due to the varied and complex needs of the learners, PMVT Learning Centre CMS CLG has a detailed admission and progression procedure which can be accessed through the Referrals, Placement, and Progression Policy (Section 3.2. of this Handbook).

10.6.   There is a running document for referrals that has been in operation since 2019. This document supports Peter McVerry Trust CLG to monitor enrolment and occupancy. All successful and incomplete referrals are recorded on this. New referrals are received continuously throughout the year. This document is supplied quarterly to the Academic Governance Committee for review.

10.6.1. There is an additional running document that monitors retention, progression, and completion. This has also been in operation since 2019 and is supplied quarterly to the Academic Governance Committee for review.

10.7.   In regard to progressions, young people are supported for up to two years upon graduation based on their level of need. Where it is necessary, PMVT Learning Centre CMS CLG will support past learners at any stage in their lives.

11.   Resources for Programmes

11.1.   The PMVT Human Resources Department monitors the staffing needs and also supports staff with pre-employee inductions.

11.2.   PMVT Learning Centre CMS CLG reports their finances to the Local Education Training Board and Head of Finance by submitting monthly draw downs.

11.2.1. Finances are accounted for through monthly Service Level Agreements.

12.   Learner and Programme Recognition

12.1.   All accredited teaching and learning programmes offered at PMVT Learning Centre CMS CLG are developed in line with NFQ standards for NFQ Level 3 and EQF Level 2 Certificates.

12.2.   Qualifications are awarded by QQI and give learners the opportunity to engage in further education, training, and development, such as engaging with the Leaving Certificate.

12.3.   All learners will be informed, prior to commencement of their placement, which qualifications they may achieve through PMVT Learning Centre CMS CLG. This information is also available on the webiste.

13.   Benchmarking

13.1.   PMVT Learning Centre CMS CLG do not participate in benchmarking programme indicators

13.2.   PMVT Learning Centre CMS CLG works with young people who have been excluded from mainstream education, the focus is not on the work of other providers, but on supporting a young person to achieve their individual best. Due to the vulnerability of the learner cohort, the aim is to support their individual learning objectives only and this cannot be compared with other programme providers.

3.2. Referrals, Placement, and Progression Policy

1. Policy Statement

1.1.   The Referrals, Placement, and Progression Policy clarifies the framework in which the referrals process is managed, all procedures relevant to a placement in PMVT Learning Centre CMS CLG and the progression plan for when a young person completes the program at PMVT Learning Centre CMS CLG.

1.2.   This policy will guide all staff and management at PMVT Learning Centre CMS CLG, and will support the work with external agencies who submit referrals for potential learners. The Referrals, Placement and Progression Policy will provide a framework of procedures which guide best practice when supporting a young person and their family to engage in, maintain, and positively progress from their placement at PMVT Learning Centre CMS CLG.

2.   Purpose of this Policy

2.1.   The purpose of the Referrals, Placement, and Progression Policy is to-

2.1.1.   Guide all staff, management, and external agencies on the methods of best practice in the areas of referrals, placements, and progression for all young people at the PMVT Learning Centre CMS CLG.

2.1.2.   Ensure all young people who are registered with PMVT Learning Centre CMS CLG complete the formal referrals procedure, are supported throughout their placement until the completion of their goals outlined in the Individual Student Support Plan, and are supported and empowered to explore all education pathways and/or employment opportunities.

2.1.3.   Ensure all young people experience a fair and equitable referral procedure.

2.1.4.   Best support the young person during their placement to avail of every opportunity to engage in a programme that best suits their individual learning needs and maximizes their potential.

2.1.5. Empower all young people to take an active role in the decision-making process on their Individual Progression Plans.

2.1.6. Ensure that all young people are given an equal opportunity to engage in a programme that best supports their chosen aims and objectives.

2.1.7. Ensure all young people at PMVT Learning Centre CMS CLG experience an inclusive, person-centred, and non-judgmental programme which takes a holistic approach to the provision of education and social care.

3. Scope of this Policy

3.1. This policy covers all PMVT Learning Centre CMS CLG management, staff, relief workers, students, and volunteers within the Peter McVerry Trust CLG. It also includes people from other agencies conducting 'in-reach' services in PMVT Learning Centre CMS CLG for the time they are on the premises.

4. Glossary of Terms and Definitions

4.1. **PMVT** – Peter McVerry Trust CLG

4.2. **PMVT Learning Centre CMS CLG** – Peter McVerry Trust Learning Centre CMS CLG

4.3. A '**referral**' is defined as the procedure by which an application has been received by PMVT Learning Centre CMS CLG for a student placement.

4.4. The '**referral and induction procedure**' relates to PMVT Learning Centre CMS CLG's managing an initial contact by a referrer, assessing suitability, and priority and deciding whether to offer the service to the young person.

4.5. A '**placement**' is defined as the period of time that the young person engages with PMVT Learning Centre CMS CLG. Each placement is determined on the individual learner's learning needs. Duration can vary from one school calendar year to three school calendar years. Learners may choose to leave or progress from the placement during the course of the school calendar year, this will be

managed by management and the learner's parent(s), guardian(s), or referring agent.

4.6. **'Progression'** is defined as the pathway in which a young person progresses toward completion of the program. Progression is viewed to be individualised and is based on the young person's needs and abilities. Young people are included in the progression process. Examples of progression are:

4.6.1. Return to mainstream education;

4.6.2. Engagement in further educational or training programs; and/or

4.6.3. Engagement in employment opportunities.

5. General Information/Underlying Principles

5.1. PMVT Learning Centre CMS CLG is committed to providing a fair and equal referral procedure to all young people who wish to attend PMVT Learning Centre CMS CLG.

5.2. PMVT Learning Centre CMS CLG will provide continued equal and non-judgmental support throughout the duration of the learner's placement and allow for appropriate individual educational and employment opportunities to be explored.

5.3. The aim is to provide all young people with early social care interventions to support them in maintaining their placements.

5.4. Empowerment of children and young people to avail of all potential opportunities for progression lies at the core of PMVT Learning Centre CMS CLG's mission.

5.5. PMVT Learning Centre CMS CLG will engage in best practice when supporting all young people and their families to complete and submit referrals to any external educational services the young person wishes to engage with.

5.6. PMVT Learning Centre CMS CLG is committed to providing and maintaining a positive and inclusive learning space for all young people at the PMVT Learning Centre CMS CLG.

6. Roles and Responsibilities

6.1. **PMVT Learning Centre CMS CLG** is responsible for-

6.1.1. The management, recording, and equal assessment of all referrals to PMVT Learning Centre CMS CLG.

6.1.2. Ensuring all referred learners are given an equal opportunity to avail of a placement at PMVT Learning Centre CMS CLG.

6.1.3. Ensuring all information gathered during the referral and induction phase is recorded on the learner's individual file.

6.1.4. Ensuring a new learner is given a fair and equal opportunity to positively engage in the induction phase of the placement.

6.1.5. Supporting all learners who are accepted into the PMVT Learning Centre CMS CLG Programme with an individualised progression plan based on the learner's expressed wishes.

6.2. The **Learning Centre Manager** is responsible for-

6.2.1. Ensuring a Student Profile Assessment is completed prior to the scheduling of a pre-assessment meeting.

6.3. The **Learning Centre Management and staff** are responsible for-

6.3.1. Ensuring all relevant information is gathered during the referrals process and that PMVT Learning Centre CMS CLG are best informed to support and promote the education and welfare of the referred learner.

6.3.2. Communicating all information regarding the referrals process to the referred learner, parent or guardian, and referring agency.

7.   Referrals and Child Protection

7.1.   PMVT Learning Centre CMS CLG is mindful of possible risks associated to a young person by being referred to PMVT Learning Centre CMS CLG.

7.2.   PMVT Learning Centre CMS CLG will participate in conducting a Pre-Placement Assessment which holistically considers the young person's behavioural, emotional, and social needs. This Pre-Placement Assessment will be conducted and recorded by the Centre Manager or a member of the Social Care Team in a Pre-Placement Student Profile (See Appendix IX) and will form part of the file for placement consideration.

7.2.1.   The aim of the Pre-Placement Assessment is to establish any possible risks based upon information available at the time of referral.

7.3.   PMVT Learning Centre CMS CLG will agree upon and implement a risk management strategy to known risks in a manner that considers the needs of the young person commencing a placement in PMVT Learning Centre CMS CLG.

7.4.   PMVT Learning Centre CMS CLG considers that the collective pre-placement risk assessment as an aid to planning for safe and successful referrals for all concerned.

8.   Criteria for Acceptance

8.1.   PMVT Learning Centre CMS CLG accepts referrals from any service working with a young person aged 12-17 years whose educational placement is at risk or has broken down due to educational, emotional, social, or behavioural concerns.

8.2.   All referrals to PMVT Learning Centre CMS CLG must be signed by the Educational Welfare Officer who is responsible for the school placement of the young person.

8.3.   PMVT Learning Centre CMS CLG is a drug free programme. If a young person referred to PMVT Learning Centre CMS CLG has a history of drug use, they are

supported to engage in addiction support services and provided with addiction awareness programmes.

8.4. Parents/Guardians must acknowledge and support national legislation (e.g. no smoking policy) and allow PMVT Learning Centre CMS CLG to engage with the young person's previous place of education/employment/residency.

8.5. PMVT Learning Centre CMS CLG has accepted referrals from schools, Education and Welfare officers, Traveller visiting tutors, social workers, local youth services staff, family centres, Probation and Welfare Services, Health Centres, psychological and psychiatrist services, counselling services, V.E.C, and parents, guardians, or care givers of the young person.

9. The Referrals Process

9.1. PMVT Learning Centre CMS CLG will provide a Referral Form (Appendix X) upon request. Once a completed Referral Form is received by PMVT Learning Centre CMS CLG, a file for consideration will be opened for the young person. All referrals received by PMVT Learning Centre CMS CLG must be signed by the Education Welfare Officer who is responsible for the young person (This information can be obtained from the school of origin).

9.2. The referral agent must return the completed Referral Form to PMVT Learning Centre CMS CLG, with a copy of the young person's birth certificate, any psychological reports and educational reports or assessments, and any information on historic or current engagement with An Garda Síochána.

9.3. A visit to PMVT Learning Centre CMS CLG by the parent(s)/guardian(s) and the young person can be requested through the Learning Centre Manager.

9.4. The Learning Centre Manager, or a member of the Social Care Team, will complete a Pre-Placement Risk Assessment in collaboration with a professional working with the young person or their family whom is noted on the Referral Form. If there is no suitable professional noted on the Referral Form, the

Learning Centre Manager or member of the Social Care Team will contact the parent(s) and/or guardian(s) of the learner to gather further information to support the Pre-Placement Risk Assessment.

9.5.   Once all information is gathered the parent(s)/guardian(s) and the learner will be invited to a Pre-Assessment Meeting.

9.6.   See also Appendix XI and XII for procedures and contingencies for referrals.

10.   Pre-Assessment Meeting

10.1.   Upon receiving the completed Referral Form and any additional documents, a Pre-Assessment Meeting will be arranged between PMVT Learning Centre CMS CLG, the referral agent, the parent(s)/guardian(s), and the young person.

10.2.   The Education Welfare Officer is invited to the Pre-Assessment Meetings but attendance is not compulsory and will not factor in any placement decisions. Despite this, a Pre-Assessment Meeting will not be facilitated if the Education Welfare Officer is unaware of the referral. A signed referral by the Education Welfare Officer is a requirement for placement consideration.

10.3.   The Learning Centre Manager and a member of the Social Care Team will meet with the young person, a family member, and the referral agent to discuss the referral by exploring-

10.3.1. Educational History;

10.3.2. Outline of any support needs that the referral agent, the individual, or the parent(s)/guardian(s) may be aware of;

10.3.3. Parent(s)/Guardian(s) feedback on the young person's engagement in previous school(s), behaviours, information on effective ways of dealing with behaviours etc.;

10.3.4. Young person's feedback on education to date, likes, and dislikes;

10.3.5. Medical History, and general and physical health;

10.3.6. The expectations of the parent(s)/guardian(s);

10.3.7. The expectations of the young person; and

10.3.8. Feedback from the referral agent.

11.   Placement Agreements and Waiting List Management

11.1.   The young person and their parent(s)/guardian(s) will sign a confirmation of placement agreement with PMVT Learning Centre CMS CLG. A probationary period applies for 4 weeks, after which a review is held.

11.2.   If there are no placements available at the time of referral, a referred learner will be placed on the waiting list, and PMVT Learning Centre CMS CLG will remain in regular contact with the learner and/or referral agent.

11.3.   The length for which a young person is on the waiting list, is dependent on the availability of placement, the need of the individual, and the supply of relevant documentation such as educational reports etc.

12.   Equal Opportunities Procedure

12.1.   The pre-placement process will be carried out in line with the PMVT Equal Opportunities Policy.

12.2.   Pre-placement meetings will be arranged in co-operation with the referral agent, the young person, and the parent(s)/guardian(s).

12.3.   All referrals are dealt with in the strictest of confidence. The young person's concerns and questions are paramount during this process.

12.4.   All referrals are submitted quarterly to the Academic Governance Committee for review.

13.   Student Profile Assessment

13.1.   Prior to the Pre-Placement Meeting, the Learning Centre Manager or a member of the Social Care Team will complete a Student Profile Assessment. This

assessment will support the learner's application by gathering information on the learner's individual needs.

13.2. PMVT Learning Centre CMS CLG consider the safety of the young people who attend PMVT Learning Centre CMS CLG as paramount. The Student Profile Assessment will cover areas of addiction, personal beliefs, history of abuse, history of self-harm, and history of violence. This is a non-judgemental assessment to support PMVT Learning Centre CMS CLG's abilities in meeting the individual needs of each learner's application.

13.3. Any further required assessments will be completed with the assigned Social Care Worker, the young person, and their parent(s)/guardian(s) at a meeting which will be held at PMVT Learning Centre CMS CLG. All information shared will be used to create an Individual Student Support Plan and Individual Student Crisis Plan which will promote the positive engagement of the learner in the program at the PMVT Learning Centre CMS CLG.

14. Placement Offer and Refusal of Placement

14.1. If the referral is deemed appropriate, there is a vacancy in the learner group, and PMVT Learning Centre CMS CLG can meet the needs of the young person, a placement at PMVT Learning Centre CMS CLG will be offered.

14.2. The placement may commence on a phased induction basis to enable the young person to integrate into the wider learner group at their own pace and with as much support as required from PMVT Learning Centre CMS CLG.

14.3. In such a case where a young person is not offered a placement with PMVT Learning Centre CMS CLG, or the Student Profile Assessment has deemed that PMVT Learning Centre CMS CLG cannot appropriately meet the young person's needs, the Centre Manager will contact the referral agency and the parent(s)/guardian(s) to explain why the decision of not offering a placement was reached and outline the future referral possibilities.

14.4. PMVT Learning Centre CMS CLG can make the appeals procedures available to a young person and the referral agent in the event that they are unsuccessful in securing a place with PMVT Learning Centre CMS CLG.

15. Induction Procedures and Processes

15.1. Upon acceptance of a placement in PMVT Learning Centre CMS CLG, a suitable timetable will be agreed upon between PMVT Learning Centre CMS CLG, the young person, and their parent(s)/guardian(s) to allow the young person to integrate with the wider learner group on a phased basis.

15.2. PMVT Learning Centre CMS CLG facilitates an annual induction period for new learners in May/June of the school calendar year in preparation for a new term start in late August/early September.

15.3. If the referral is submitted during the school calendar year, which does not allow for inclusion in the annual induction programme, the learner will be inducted on a phased basis during a two-week period. This may include daily presentation to PMVT Learning Centre CMS CLG for a 1-3-hour period to allow the learner to integrate with the programme and other learners at a pace that meets their individual needs.

15.4. During the induction process, PMVT Learning Centre CMS CLG will:

15.4.1. Assign a tutor and a Social Care Worker (Key worker) to the young person;

15.4.2. Provide the young person and their family with written information regarding structure and routines of PMVT Learning Centre CMS CLG, and ask that consent forms are reviewed, signed, and returned for the young person's individual file;

15.4.3. Introduce the young person to all learners and all members of staff;

15.4.4. Explain all relevant child protection policies and procedures to the young person, and their parent(s)/guardian(s) where possible;

15.4.5. Explain the strengths-based behaviour management policy and procedure;

15.4.6. Provide the young person with information on their rights and responsibilities; and

15.4.7. Explain other relevant policies and procedures to the young person.

15.5. The Learning Centre Manager is responsible for reporting any child protection concerns to Tusla and, at times, may be required to do so without the consent or knowledge of the parent(s)/guardian(s).

16.   Placement Sustainment Procedures

16.1. The placement sustainment procedures will be introduced by the Learning Centre Manager when it becomes apparent that a young person is at risk of a placement closure.

16.2. All supports will be shared with the young person and their parent(s)/guardian(s) and/or the referral agent to ensure all efforts are made in the attempt to avoid a placement closure instruction.

16.3. A placement closure instruction is always a last resort at PMVT Learning Centre CMS CLG.

16.4. The Learning Centre Manager will meet with the assigned tutor and Social Care Worker of the young person to discuss any highlighted concerns or difficulties that the young person or staff team are experiencing.

16.5. Where possible, the Learning Centre Manager will best support the staff team to explore continued areas of support and interventions for the young person to best manage behaviours in PMVT Learning Centre CMS CLG.

16.6. Where this has been completed, or where an incident requires a more rapid response, the Learning Centre Manager will instruct a Case Management Meeting-

16.6.1. A Case Management Meeting is a meeting where the full staff team (tutors, Social Care Workers, and the Learning Centre Manager) will meet to discuss any incidents, behaviours, and/or individual needs of the young person in an attempt to best support the young person in managing an incident or to address any noted areas of difficulty or concern;

16.6.2. The team will agree on areas of support required and will agree on actions to be undertaken to support the young person by the staff team;

16.6.3. The parent(s)/guardian(s) will be notified if a young person has been highlighted for Case Management and informed on which follow-up actions were agreed upon.

16.6.4. Case Management is reviewed monthly and a young person can be removed from Case Management Strategies with authorisation from the Learning Centre Manager.

16.7. In the event that a Case Management Strategy has been unsuccessful, the Learning Centre Manager and the Social Care Team will seek support from external agencies who may be best suited to provide in-reach support services to the young person and their family or, where required, staff at PMVT Learning Centre CMS CLG can support the young person and their family in completing a referral application.

16.7.1. YPAR (Young People At Risk) group in local areas can provide invaluable support to young people and their families.

16.7.2. CFNM (Tusla Child & Family Network Meetings) provide a vast range of supports to families and young people who may be at risk.

16.8. In the extreme case that an incident has occurred that cannot be managed by a Case Management Strategy or is deemed to be too high-risk and requires immediate response, the Learning Centre Manager will engage the support of the PMVT Director of Child and Family Services for guidance, and a placement

closure may be agreed upon. Examples of incidents which may results in immediate placement closure include:

16.8.1. Arson or any harmful fire safety related behaviour;

16.8.2. Serious assault of another young person or staff at PMVT Learning Centre CMS CLG;

16.8.3. Serious damage to property or buildings; and/or

16.8.4. Carrying a weapon on the premises.

17. Closure of Student Placement

17.1. The closure of a learner placement in PMVT Learning Centre CMS CLG must be the final action to be taken in a list of preliminary actions prior to a placement closure (see the placement sustainment procedure).

17.2. PMVT Learning Centre CMS CLG will only close a learner placement following an investigation to ensure all other possible measures have been completed to best support the learner.

17.3. A placement closure investigation will be conducted by the Learning Centre Manager and will be based on factual, recorded information which is retained by the PMVT Learning Centre CMS CLG staff team.

17.4. Prior to the closure of any school placement, PMVT Director of Services must be consulted and informed of all interventions completed. The final decision on all placement closures within PMVT Learning Centre CMS CLG will be made in consultation with PMVT Director of Services.

17.5. In the case of a placement closure, PMVT Learning Centre CMS CLG will continue to best support the continued education and learning of any exiting learners.

17.6. The Learning Centre Manager and the Social Care Team will attempt to seek alternative educational options for any exiting young person to ensure they can continue to engage in meaningful education and learning.

17.7. PMVT Learning Centre CMS CLG will advise the assigned Education Welfare Officer of the placement closure and will ensure the young person is supported by this service.

17.8. The PMVT Director of Services will ultimately make the final decision with the Head of Service and the Learning Centre Manager on all placement closures within PMVT Learning Centre CMS CLG.

18.   Closure of Student Placement Procedure

18.1. Prior to the closure of a learner placement, the Learning Centre Manager will meet with the young person and their tutor/social care worker to discuss and record any incident/behaviour noted in PMVT Learning Centre CMS CLG.

18.2. The Learning Centre Manager and Social Care Worker will meet with the parent(s)/guardian(s) and the young person to discuss and record the incident/behaviour and agree a plan to best support the young person manage the presenting challenge.

18.3. In the case that a presenting incident or behaviour is repetitive and disruptive to the classroom setting, interfering with other young people, and/or is causing harm to another young person or staff member, a period of suspension will be put in place.

18.3.1. All suspensions must be authorised by the Learning Centre Manager.

18.3.2. The Social Care Worker must contact the parent(s)/guardian(s) by phone to advise that a suspension has been instructed by the Learning Centre Manager.

18.3.3. The Learning Centre Manager will write to the parent(s)/guardian(s) where a suspension has been put in place and will be noted in the young person's individual file.

18.3.4. The young person will be assigned to the Case Management Group for additional supports.

18.4. The Learning Centre Manager, Social Care Worker, parent(s)/guardian(s) and the young person will meet prior to return from a period of suspension.

18.4.1. During this meeting an agreement will be made between all parties on how to move on from the suspension, and the young person will be asked to agree on a plan to best support their positive management of behaviour.

18.5. Should negative behaviours persist despite a period of suspension, further meetings will be arranged with the parent(s)/guardian(s) and the young person.

18.5.1. The Education Welfare Officer who is responsible for the child may be invited into PMVT Learning Centre CMS CLG at this point to best support the management of the placement.

18.6. Continuation of consistent negative behaviours, challenging incidents with young people or staff of PMVT Learning Centre CMS CLG, and/or cause of harm to another young person or staff can result in the closure of a placement in PMVT Learning Centre CMS CLG.

18.7. In special cases where there is extreme harm to another young person or staff member the above steps will not be put in place. Special cases may be:

18.7.1. Arson or any harmful fire safety related behaviour;

18.7.2. Serious assault of another young person or staff at PMVT Learning Centre CMS CLG;

18.7.3. Serious damage to the property or buildings; and/or

18.7.4. Carrying a weapon on the premises.

19. Progression Procedures

19.1. All young people who complete the programme of education and training in PMVT Learning Centre CMS CLG are supported to secure further education opportunities or areas of further development and training that are of interest to the young person at the time of progression.

19.2.   The overall objective of PMVT Learning Centre CMS CLG is to support the young person back to mainstream education settings where they will continue to complete the Leaving Certificate programme of education.

19.3.   In the case that the young person and their parent(s)/guardian(s) have decided that mainstream education is not the desired progression route, PMVT Learning Centre CMS CLG will support the young person to explore and investigate alternative areas of continued learning which are of interest to them.

19.4.   PMVT Learning Centre CMS CLG will support the young person to explore and investigate further developmental opportunities such as apprenticeships and employment, should this be the desired progression route of the young person.

19.5.   PMVT Learning Centre CMS CLG is mindful that, upon completion of their studies at the PMVT Learning Centre CMS CLG, learners may not have decided upon a progression route, or they might decide to return to further education later in life.

19.5.1. To ensure these learners are supported, all progressing 3rd year learners are given a progression pack which supports them in their continued learning options.

19.6.   A PMVT Learning Centre CMS CLG's Progression Pack includes, but is not limited to:

19.6.1. Locally based further education options;

19.6.2. Locally based apprentice and employment opportunities;

19.6.3. Colleges of Further Education where a Leaving Certificate is not a requirement for acceptance (e.g. Ballyfermot College & the Liberties College of Further Education);

19.6.4. A letter of reference.

20.   Appealing a Placement Decision

20.1.   In such a case that a learner with a referral for PMVT Learning Centre CMS CLG was not offered a placement, or a learner's placement was closed due to the reasoning outlined in Section 17 and Section 18 of this policy, the learner and/or their parent(s)/guardian(s) may appeal PMVT Learning Centre CMS CLG's decision.

20.1.1. Appeals regarding placement decisions must be made in writing within **30 calendar days** after the decision has been made.

20.1.2. The Appeals Panel will schedule and host an Appeal Review Meeting within **20 school days** after an appeal request has been received.

20.1.3. The Appeals Panel must come to a decision within **3 school days** of the Appeal Review Meeting.

20.1.4. The decision of the Appeals Panel will be final.

20.2.   For full details, please see the Appeals Policy (Section 6.3. of this Handbook).

Section 4: Staff Recruitment, Management, and Development

4.1. Staff Recruitment, Management, and Development Policy

1. Policy Statement

1.1. Staff members are a vital part of the provision of high-quality education within Peter McVerry Trust CLG Learning Centre CMS CLG and, thus, must be adequately and appropriately skilled, qualified, trained, and experienced to meet the learners' varied and complex needs and offer the best support possible. To ensure and enhance the continuous competencies of staff members, Peter McVerry Trust CLG and Peter McVerry Trust CLG Learning Centre CMS CLG shall provide opportunities for, and engage in an ongoing process of self-review and self-improvement, both organisationally and professionally.

2. Purpose of this Policy

2.1. The purpose of the Staff Recruitment, Management, and Development Policy is to clearly establish the recruitment and selection process for PMVT Learning Centre CMS CLG as per Peter McVerry Trust CLG hiring best practices. Furthermore, it is to reiterate the staff's responsibilities around self-evaluation, self-monitoring, and Continuing Professional Development.

3. Scope of this Policy

3.1. This policy applies to Peter McVerry Trust CLG Learning Centre CMS CLG and all its current and future staff members, interns, volunteers, and/or learners on work placements.

4. Glossary of Terms and Definitions

4.1. **PMVT** – Peter McVerry Trust CLG

4.2. **PMVT Learning Centre CMS CLG** – Peter McVerry Trust Learning Centre CMS CLG

4.3. **Continuing Professional Development (CPD)** is defined as the promotion and participation of professional development opportunities in the form of workshops on a range of topics and disciplines (e.g. leadership, school self-evaluation, health and wellbeing, new curriculum contents, ect.) and will be in line with all guidelines provided by the Department of Education and Skills and the Professional Development Service for Teachers (PDST)

4.4. **Competencies**, within the scope of Peter McVerry Trust CLG recruitment and selection processes, are defined as-

4.4.1. Descriptions of work tasks (i.e. what a person does in their role)

4.4.2. Behaviours (i.e. how a person performs in their role)

5.   General Information/Underlying Principles

5.1. As part of the ongoing Quality Assurance process and procedures in PMVT Learning Centre CMS CLG, staff recruitment is vital to maintaining high standards of service provision and safeguarding of participants.

5.2. PMVT Learning Centre CMS CLG will ensure that any and all staff in its employment will be adequately and appropriately skilled, qualified, trained, and experienced.

5.3. All Peter McVerry Trust CLG staff, including PMVT Learning Centre CMS CLG staff, engage in Continuing Professional Development to ensure they can meet participants' diverse and complex needs to the best of their abilities at all times.

5.4. This policy should be read in conjunction with the following:

5.4.1. Recruitment Policy (Section 4.2. of this Handbook); and

5.4.2. Continuing Professional Development Policy (Section 4.3. of this Handbook).

6.   Roles and Responsibilities

6.1. It is the responsibility of the **Peter McVerry Trust CLG HR Department** to-

6.1.1. Appropriately and adequately advertise available positions within PMVT Learning Centre CMS CLG; and

6.1.2. Complete the recruitment and selection process with candidates.

6.2. It is the responsibility of the **Director of Services** to-

6.2.1. Oversee the recruitment process for all new staff members to PMVT Learning Centre CMS CLG.

6.3. It is the responsibility of the **PMVT Learning Centre CMS CLG** to-

6.3.1. Go through the staff induction process with all new staff members in a suitable and timely manner;

6.3.2. Encourage all staff members to engage in self-evaluation and self-monitoring;

6.3.3. Provide opportunities of Continuing Professional Development and to encourage all staff members to engage in Continuing Professional Development.

6.4. It is the responsibility of **all staff members** to-

6.4.1. Be familiar with, and adhere to, the contents laid out in this policy;

6.4.2. Engage in self-evaluation and self-monitoring when required;

6.4.3. Engage in Continuing Professional development when required.

7.   Staff Recruitment

7.1. All PMVT Learning Centre CMS CLG staff must go through the established PMVT CLG recruitment and hiring process as laid out in the PMVT CLG Recruitment and Selection Policy.

7.2. All potential PMVT Learning Centre CMS CLG staff must, upon the advertising of the position, submit an application form. If the application was successful, the candidate will be short-listed. Short-listed candidates will be invited to an interview with the purpose of assessing the candidate's competencies and

suitability to the role. Upon successful completion of an interview, the candidate will be informed, in writing, of the next steps of the recruitment process.

7.3. Interview selection is based on the following criteria-

  7.3.1. Relevant experiences;

  7.3.2. Registration with the Teaching Council (if a qualified teacher);

  7.3.3. Appropriate qualifications; and

  7.3.4. Understanding of the learner cohort.

7.4. All PMVT Learning Centre CMS CLG staff must be subjected to the following pre-employment checks:

  7.4.1. Reference checks;

  7.4.2. Medical Assessment, including, but not limited to, urinalysis and/or drug screening;

  7.4.3. Garda Vetting; and

  7.4.4. Qualification Checks.

7.5. Upon successful completion of the recruitment process and commencement of employment, all PMVT Learning Centre CMS CLG staff will be subjected to a six-month probation period to adequately assess the suitability of the candidate to the role.

7.6. PMVT Learning Centre CMS CLG do not use substitute teachers.

7.7. For more information, please see the Recruitment Policy for Peter McVerry Trust CLG Learning Centre CMS CLG.

8.   Staff Management

8.1.   To ensure high quality within PMVT Learning Centre CMS CLG at all times, Peter McVerry Trust CLG will ensure that all staff members are appropriately and adequately skilled, qualified, trained, and experienced.

8.1.1.   All teaching staff must be registered with the Teaching Council and have a registered Teaching Council Number.

8.1.2.   All teaching staff must have completed a 3rd level qualification in education and training, and/or a higher a Diploma in Further Education, and/or a Master in Education.

8.1.3.   All social care staff must have completed a 3rd level qualification in Social Care, Youth and Community. Early Childhood, Social Science, Sociology or other related discipline.

8.2.   All new staff members to PMVT Learning Centre CMS CLG are given a thorough induction into the service. During the induction, the new staff member will meet the Learning Centre Manager for a service induction meeting. The Learning Centre Manager is to give a detailed overview of the service and its learners, staffing, as well as explain roles and responsibilities.

8.3.   All new staff members to PMVT Learning Centre CMS CLG, as part of their induction, will be introduced to the Peter McVerry Trust CLG Training Modules relevant to their new role, and must complete the Training Modules prior to commencement of their role.

8.4.   It is the responsibility of the Head of Service to induct all staff members to any new policies, processes, and procedures in a pre-term meeting prior to the start of the academic year, or during a staff meeting if changes are to be made during the year.

8.5.   Core roles and positions within PMVT Learning Centre CMS CLG are as follows, in order of authority and responsibility:

8.5.1. The Chairperson/CEO

8.5.2. The Director of Services

8.5.3. The Head of Services

8.5.4. The Learning Centre Manager(s)

8.5.5. The PMVT Learning Centre CMS CLG staff teams: administration, academic, and social care

8.6. For more information on the responsibilities of core roles and positions, please refer to Appendix IV.

8.7. For more information on the organisational structure of PMVT Learning Centre CMS CLG, please refer to Appendix I of this Quality Assurance Handbook.

9. Staff Absences

9.1. PMVT Learning Centre CMS CLG operates on a small scale with a low learner-to-staff ratio, this provides a flexibility to accommodate staffing needs in the timetable. Where possible, PMVT Learning Centre CMS CLG will strive to accommodate staffing schedules.

9.2. Staff availability is managed internally through timetable adaptations and classroom management.

9.3. PMVT Learning Centre CMS CLG does not recruit contract staff or substitute staff.

9.4. In a situation of tutor absence, the timetable will be adapted to accommodate all lessons without the staff member.

9.4.1. In such a case where a tutor is absent, learners will attend another classroom and will be taught by other available tutors to retain the daily structure.

10.   Staff Communication

10.1.   PMVT Learning Centre CMS CLG is committed to cultivating an environment of open and honest conversation between all members of staff on a continuous and regular basis.

10.2.   To achieve and maintain high quality provision of education, PMVT Learning Centre CMS CLG will engage in periodic self-evaluation and self-monitoring processes, as laid out in the Evaluation and Monitoring Policy (See Section 11 of this Handbook).

10.3.   Equity of opportunity to provide staff feedback is of great importance to PMVT Learning Centre CMS CLG. PMVT. Staff work closely with learners which puts them in a privileged position to suggest responsive actions that best meet the diverse needs of learners. All staff engage in regular staff meetings during which they are encouraged to give honest feedback.

10.3.1. In such a case where a staff member is unable to attend the staff meetings, they have the options to submit contributions *in absentia,* or to participate via the online platform Zoom. Additionally, all staff members receive minutes post-meeting.

10.4.   Staff meetings are held frequently. There are two significant meetings, one is held at the beginning of the academic year, the other is held at the end of the academic year.

10.4.1. At the beginning of the academic year the Head of Service invites staff to provide feedback on what they think would be appropriate for the participant group. This provides staff an opportunity to submit feedback to the Head of Service which can be brought to the Academic Governance Committee.

10.4.2. At the end of the academic year, the Head of Service invites all staff to provide feedback on what learnings from the year could inform changes for the next

year. This is an opportunity to submit feedback, and some of these suggestions are taken to the Academic Governance Committee by the Head of Service.

10.4.3. At the end of each academic year, a full annual review of all staff is carried out by PMVT Learning Centre CMS CLG.

11. Staff Development

11.1. As part of the ongoing Quality Assurance process, PMVT Learning Centre CMS CLG will foster an environment focused on professional development. To adequately promote ongoing staff development, and to fulfil its responsibilities to all learners, PMVT Learning Centre CMS CLG shall:

11.1.1. Offer and promote opportunities of professional development for teaching staff;

11.1.2. Encourage staff members to engage in academic activities to further their understanding of subject area(s); and

11.1.3. Provide an internal system of support to all staff members for the purpose of sharing resources, feedback, and advice.

11.2. All staff members participate in regular Cluster Days hosted by the Department of Education and Skills which provides staff the opportunity to engage with their community of practice.

11.3. PMVT Learning Centre CMS CLG encourages all staff members to provide ongoing conversational feedback on their own experiences with PMVT Learning Centre CMS CLG and its learners.

11.4. Tutors engage in regular staff meetings during which they can voice their experiences and seek support and/or advice.

11.4.1. All staff meetings facilitate the option of online participation through the online platform Zoom.

11.4.2. All staff meetings are recorded through Minutes. Minutes of staff meetings are distributed to all staff.

11.4.3. If a member of staff cannot participate in a staff meeting, they have the option to submit contributions *in absentia*.

11.5. All staff feedback received can be brought to the Academic Governance Committee for consideration.

11.6. Staff also come together and meet with PMVT Learning Centre – Carline at the beginning and end of the year. This is an important part of their self-led and team-led professional development and peer support. Both Learning Centres work with a very similar cohort that is extremely unique outside of the space of the Peter McVerry Trust CLG Learning Centres. These meetings are a valuable opportunity to share new learnings with peers.

12. Supervision

12.1. Staff will attend supervision with the Head of Service in 6-to-8-week intervals, for up to one hour.

12.1.1. Supervision is an opportunity for informal Continual Professional Development as it is an opportunity to address, analyse, and find solutions to blocks and barriers

12.1.2. It also supports staff to create plans of action which respond to learner needs and can be used as an opportunity for the staff to self-identify areas where they could potentially engage in Professional Development opportunities.

12.2. All staff engage with each other within PMVT Learning Centre CMS CLG and participate in self-led and team-led professional development and peer support.

12.3. For further information, please refer to the Continuing Professional Development Policy (Section 4.3 of this Handbook.)

13. Relevant Policies

13.1. PMVT Recruitment Policy

4.2. Recruitment Policy

1. Policy Statement

1.1. PMVT Learning Centre CMS CLG acknowledges that staff recruitment is a vital component to high quality service provision and commits to only hiring suitably qualified, skilled, and vetted professionals to provide the appropriate and adequate support for the young people attending PMVT Learning Centre CMS CLG.

1.2. All recruitment and selection processes shall be clear, unambiguous, and fair, and will be made in the best interest of both learners and staff. PMVT Learning Centre CMS CLG, as part of Peter McVerry Trust CLG, shall apply the same standards as its parent-organisation, and will use the recruitment and selection process and procedure to identify suitable candidates for a position.

1.3. In order to uphold efficient, professional, and compliant practices in relation to recruitment of staff (regardless of the nature of the contract), Peter McVerry Trust CLG applies the Competency Framework for the Homeless Sector. This framework was compiled by Adare HRM in conjunction with the Regional Homeless Executive, and in consultation with various homeless services throughout the sector.

2. Purpose of this Policy

2.1. The purpose of the Recruitment Policy is to:

2.1.1. Ensure the development and review of clear job descriptions with specific competencies associated with each role;

2.1.2. Ensure the effective advertising of positions within PMVT Learning Centre CMS CLG to a diverse pool of suitable candidates;

2.1.3. Establish a clear and equitable recruitment and selection procedure in line with all organisational, statutory, and legislative frameworks; and

2.1.4. Ensure candidates are selected on a merit-basis.

3.   Scope of this Policy

3.1.   This policy applies to all staff recruitment and selection activities within Peter McVerry Trust CLG for positions within PMVT Learning Centre CMS CLG, and includes the development of job descriptions, the posting of positions and the selection process.

4.   Glossary of Terms and Definitions

4.1.   **PMVT** – Peter McVerry Trust CLG

4.2.   **PMVT Learning Centre CMS CLG** – Peter McVerry Trust Learning Centre CMS CLG

4.3.   **Professional Profile**: a clear description of the experience, skills, qualifications, and other attributes required to fulfil the tasks outlined in the job description. This will constitute the selection criteria (both essential and desirable) used for short listing.

4.4.   **Job Description**: a clear job description focuses on the purpose of the post and principle responsibilities, and will include the following information:

4.4.1. Name and address of employer,

4.4.2. Title of position,

4.4.3. A position summary including a list of principle duties and responsibilities, reporting relationship; and

4.4.4. The key terms and conditions of employment.

4.5.   **Recruitment Panel**: a panel organised to manage the selection process.

4.6.   **Competencies**: there are a number of definitions of competencies, however most definitions are variations on two well-established themes:

4.6.1.   Competencies as descriptions of work tasks (i.e. what a person has to do in a job);

4.6.2.   Competencies of behaviour (i.e. how a person does their job).

4.7.   **Competency Framework**. "Competencies are critical behaviours that individuals demonstrate when undertaking job-relevant tasks effectively within a given organisational context or sector". A competency framework defines the knowledge, skills, and attributes needed for people within an organisation. Each individual role will have its own set of competencies needed to perform the job effectively. It is a structure that holds and organises the descriptions of behaviours that apply at all levels, for all job functions. It is the vehicle through which PMVT can communicate exactly what behaviours are required for:

4.7.1.   The success of each role;

4.7.2.   Successful delivery of service/support to the user/participant; and

4.7.3.   And for the success of the Organisation itself (i.e. achieving its mission).

4.8.   **Recruitment Agencies**: Where another Organisation is used to source candidates on behalf of PMVT, the Trust will ensure that all decisions are made in a fair manner, free from discrimination and that the best candidate is selected for the position.

5.   General Information/Underlying Principles

5.1.   As part of the PMVT Learning Centre CMS CLG's ongoing Quality Assurance process and procedures, staff recruitment is vital to maintaining high standards of service provision and the safeguarding of learners.

5.2.   The use of the competency framework in recruitment and selection will ensure that:

5.2.1. Recruitment procedures are applied thoroughly to all applicants, irrespective of who the applicant happens to be;

5.2.2. The interview process assesses the applicant on a wide range of skills and competencies;

5.2.3. All reasonable steps are taken to ensure that Peter McVerry Trust CLG eliminates applicants who are not suitable for working with vulnerable children and young people;

5.2.4. Those engaged in the recruitment processes are suitably trained to undertake this task;

5.2.5. The recruitment processes are transparent, adhere to best practice, and comply with the rules of natural justice, record keeping, and Human Resource Management;

5.2.6. The recruitment and selection process is compliant with the provisions of the Employment Equality Legislation.

6.   Roles and Responsibilities

6.1.   It is the responsibility of the **Peter McVerry Trust CLG HR Department** to-

6.1.1. Appropriately and adequately advertise available positions within Peter McVerry Trust CLG Learning Centre CMS CLG; and

6.1.2. Complete the recruitment and selection process with candidates.

6.2.   It is the responsibility of the **Director of Services** to-

6.2.1. Oversee the recruitment process for all new staff members to PMVT Learning Centre CMS CLG.

7.   Recruitment Process Stages
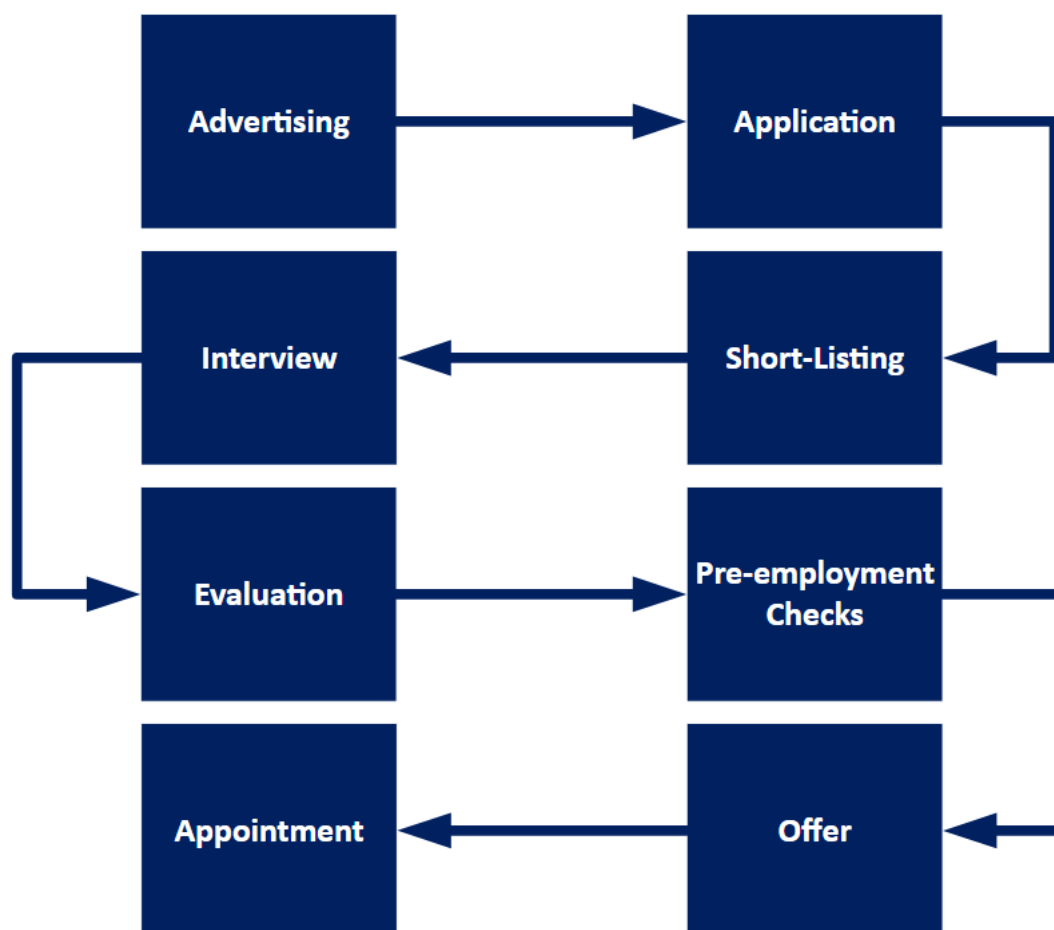
8.   Advertising

8.1.   Recruiting for the filling of existing positions should not happen automatically. As soon as notice of leave is given, a space should be made on the Agenda of the PMVT CLG Senior Management Meeting to review:

8.1.1. Whether the post needs to be filled or resources allocated to other work/departments etc;

8.1.2. What conditions will be offered for the new post; and

8.1.3. Whether the job description requires updating and change.

8.2. Where the decision is made that posts are to be recruited externally, recruitment of staff will be made from the widest possible field.

8.2.1. All vacancies (both temporary and permanent) will be advertised in line with Peter McVerry Trust's Equal Opportunities Policy;

8.2.2. Advertisements will contain an equal opportunities statement such as '*Peter McVerry Trust CLG is an equal opportunities employer*'.

8.2.3. Advertisements will be made internally, as well as on the website of Peter McVerry Trust CLG and relevent online websites (e.g. activelink).

9. Selection

9.1. All applicants who wish to be considered for a role must complete and submit the written or online application form.

9.2. Based on the information provided in the application, applicants may or may not be short-listed for further assessment.

9.2.1. Potential candidates must meet the minimum qualifications as advertised. Applications will be scored through a formal selection process scoring sheet.

9.3. Short-listing will not:

9.3.1. Make negative assumptions on the basis of perceived over qualification;

9.3.2. Make negative assumptions about overseas qualifications with which they are unfamiliar; or

9.3.3. Recommend for interview any individual who does not meet the minimum qualifications.

9.4. If a large number of candidates meet the essential criteria, those candidates who do not meet a determined number of the desirable criteria will be eliminated.

9.5. Non-short-listed candidates will be offered feedback upon request.

9.6. Short-listing criteria for PMVT Learning Centre CMS CLG will include-:

9.6.1. Relevant experiences;

9.6.2. Registration with the Teaching Council (if a teacher with an educational degree);

9.6.3. Appropriate qualifications; and

9.6.4. Understanding of the learner cohort.

9.7. Applicants who have been successfully short-listed will be invited for an interview with the Assessment Panel.

9.8. A representative from the PMVT CLG HR department will select appropriate questions, from a pool of competency questions, which match the requirements of the position. They will prepare an assessment form and marking scheme. Candidates will be invited to interview following a phone call and letter or email to confirm interview details.

9.9. Interviews will take place in a room that is quiet, comfortable, and without interruption.

9.10. At the start of the interview, the Chairperson of the Assessment panel will-

9.10.1. Introduce each panel member to the applicant;

9.10.2. Explain the purpose and structure of the interview to the applicant;

9.10.3. Indicate to the applicant that the panel will take notes;

9.11. The selection will be made based on the outcomes of all selection methods, including the interview performance and may also include work samples, work related tests, and/or personality/performance/psychometric tests.

9.11.1. Selection will be documented using a score sheet.

9.12. In some cases, it may be appropriate to offer a second interview. In such cases it is the responsibility of the Assessment Panel to agree a new set of questions and any additional selection methods that may be used.

9.13. Upon completion of the interview, each member of the Assessment Panel will review the merits of the candidates based on the evaluation tools and written score sheets.

9.13.1. Scores will be tallied with a view to the Assessment Panel agreeing on a set of candidates (in order of scores) who have scored sufficiently as to be considered appropriate for the role.

9.13.2. Scoring may be weighted in relation to certain criteria/competencies that are essential to the post.

9.13.3. The top candidate will be offered the role.

9.14. When the panel has made a final decision on the person(s) to be recommended for appointment, the decision will be clearly documented.

9.15. Where the panel is of the opinion that an offer of appointment should not be made, the decision will be clearly documented.

9.16. Consent to recruit is provided by the CEO.

9.17. The Chairperson of the Assessment Panel has the responsibility to contact the successful applicant with a provisional offer of contract, subject to proof of identity, relevant qualifications, satisfactory Garda clearance, staff declaration forms, satisfactory references, and other relevant information. Pre-employment medicals may be required for some positions.

9.18. Upon successful receipt of documentation, the successful applicant will be given a contract of employment.

9.19. If the successful applicant does not have satisfactory verification of identity, qualifications, employment declaration, or references, the pending offer is withdrawn.

9.20. Unsuccessful candidates who were interviewed will be informed that they were not successful and offered an opportunity for feedback.

9.21. Candidates who are deemed suitable, but were not the final candidate, can in some instances be kept on a panel for future vacancies.

10. Assessment Panel

10.1. To ensure an equitable and transparent recruitment and selection process, an Assessment Panel has been established. The standard Assessment Panel will consist of a minimum of two people. To avoid conflicts of interest:

10.1.1. Staff should avoid involvement in interviewing or hiring decisions for immediate family. If these circumstances should arise, the individual should resign from the Panel and a replacement must be found;

10.1.2. If a member of the Assessment Panel has a friendship or other form of relationship with the candidate, they should inform the Chairperson of the Assessment Panel prior to the commencement of the short-listing and interview process. If the Chairperson of the Panel judges that the individual's relationship with the candidate may compromise their ability to be neutral, the individual will be judged inappropriate for the process;

10.2. The Assessment Panel will be present for all interviews.

10.3. Please see Terms of References for the Assessment Panel (Appendix XIII)

11. Documentation

11.1. The selection process, decision process, and any supporting evidence, will be documented.

11.2. For each vacancy advertised, a file will be kept for 12 months from the date of appointment with the following:

11.2.1. Job description;

11.2.2. Professional Profile;

11.2.3. Job advertisement;

11.2.4. All application forms;

11.2.5. Written records of candidate assessments;

11.2.6. Any correspondence with candidates;

11.2.7. Final report and recommendation of the Assessment Panel signed by all Assessors.

11.2.8. Approval from the CEO in writing.

12.   Feedback and Appeals

12.1.   The Assessment Panel will notify all successful candidates on the result of their application and the candidate may request feedback.

12.2.   Any candidate who feels they have been discriminated against or that the process has been unfair in some way has the right of a complaint which can be exercised by writing to PMVT HR Department.

13.   Pre-Employment Checks

13.1.   The decision to offer a job to a particular candidate is critical. The candidate's skills and competencies will have been objectively tested; however, the accuracy of some of the information supplied by them must be verified. This verification may take place through a series of checks as laid out in this policy.

13.2.   Prior to making an offer to a successful candidate, PMVT and PMVT Learning Centre CMS CLG must run reference checks by contacting at least three previous employers.

13.2.1. One of the references should be from the most recent employer.

13.2.2. All references must be made in writing, using the PMVT Reference Check form, and will be verified via question over the phone.

13.3.   Peter McVerry Trust CLG may decide not to proceed with a candidate on the basis that-

13.3.1. There are discrepancies between the information provided by the candidate and the referee (even if these come to light when the individual has commenced employment);

13.3.2. Where a candidate's performance in their current role or past roles is deemed unsatisfactory;

13.3.3. Where a candidate is deemed unsuitable for a role;

13.3.4. Where there are concerns regarding a candidate's attendance or level of sick leave (on the basis of verified feedback);

13.3.5. Where other concerns are raised during the verification process.

13.4. In addition to reference checks, each potential employee must take part in a medical assessment. Medical checks and/or health declarations may take place after a candidate has been deemed successful at an interview and prior to the issue of the offer of the position. The purpose of a medical check is to assess a candidate's fitness for a particular role. Some medicals may take place during the employee's probation period. Medicals and/or health declarations may also be required where the candidate has disclosed particular health and or/addiction issues in the past.

13.4.1. Every potential employee must partake in a drug screening prior to commencement of their role.

13.5. All employees in PMVT and PMVT Learning Centre CMS CLG must apply for Garda Vetting to ensure they are suitable for working with vulnerable individuals.

13.6. PMVT will run qualification checks on all qualifications which are essential to the role. Candidates are asked to bring for inspection original qualification certificates and to obtain a letter of verification from the awarding body.

14.   Equality Statement

14.1.   Peter McVerry Trust CLG is an equal opportunities employer and may never discriminate against any one job applicant on the grounds of their gender, marital status, family status, sexual orientation, religion, age, disability, race, and/or membership of the Traveller community.

14.2.   Prior to any vacancy being advertised, Peter McVerry Trust CLG will determine the required skills, qualifications, competencies, and experiences required for the position.

14.2.1. Where the job has previously existed, the existing job description will be reviewed to ensure that requirements may be updated in line with any changes to the role.

14.2.2. Requirements for vacancies will be clearly set out as criteria in any job advertisement.

14.3.   All eligible staff may apply for all vacancies and are required to complete the relevant application form available on request from the PMVT HR Department.

14.4.   All applications will be evaluated against the pre-determined criteria to determine the suitability of a candidate for a particular post.

14.5.   Marking schemes are pre-set before any short-listing of applications commences.

14.6.   In line with sector guidelines, all prospective staff members must be two years verifiably drug free and not have had a criminal justice issue for a minimum of two years prior, to their application.

14.7.   In line with best practice, ex-participants of PMVT services will be eligible for consideration for vacancies, having not accessed the service for two years, and once they meet the criteria set out in the Professional Profile;

14.8.   Interviews are used to evaluate the suitability of candidates in line with the competencies identified as necessary to carry out the duties and responsibilities of each post.

14.9.   The assesment panel is provided detailed guidance as to how they are to conduct interviews, including guidance on assessing candidates and the requirements of Equality Legislation.

14.10. In addition to assessing the suitability of candidates by way of short-listing and facilitating interview/s, a variety of other assessment methods are used where applicable (e.g. written and verbal scenario questions, case studies, etc.).

14.11. Any candidate may avail of feedback, both at the short listing and interview stage, whether or not they have been successful at that stage of the process.

14.11.1.   Applications for feedback may be made to the PMVT HR Department;

14.12. Successful candidates are offered the available position, subject to the required documentation being presented and being satisfactory.

4.3. Continuing Professional Development Policy

1. Policy Statement

1.1.   PMVT Learning Centre CMS CLG aims to provide young people with high-quality education programmes which meet the learners' individual learning needs and maximise their intrinsic abilities to engage in continued learning. In order to support the young people engaging with PMVT Learning Centre CMS CLG, it is vitally important that staff are continually supported to improve their education and assessment skills. Engaging in this professional development is a means for staff to develop experience, qualifications, and expertise so they can best support young people to have further personal success.

2.   Purpose of this Policy

2.1.   The Professional Development Policy seeks to address, in a comprehensive and cohesive way, the professional needs and aspirations of PMVT Learning Centre CMS CLG and its staff members, and to encourage and support personal and professional development.

3.   Scope of this Policy

3.1.   This policy applies to school staff and school leaders employed to work in PMVT Learning Centre CMS CLG with the intention that it supports and nurtures the learning environment for all.

4.   Glossary of Terms and Definitions

4.1.   **PMVT** – Peter McVerry Trust CLG

4.2.   **PMVT Learning Centre CMS CLG** – Peter McVerry Trust Learning Centre CMS CLG

4.3.   **Continuing Professional Development**: CPD refers to the practices and procedures used to develop the knowledge skills and competencies of staff to improve their effectiveness and efficiency both as an individual, a part of a team, and in support to others

4.4.   **Competencies**, within the scope of PMVT recruitment and selection processes, are defined as-

4.4.1.   Descriptions of work tasks (i.e. what a person does in their role)

4.4.2.   Behaviours (i.e. how a person performs in their role)

4.5.   **Extra Personal Vacation Days** (EPV): A member of staff can take Extra Personal Vacation Days following completion of a CPD course during the summer months.

5.   General Information/Underlying Principles

5.1.   As the City of Dublin Education Training Board (CDETB) states, 'A CPD policy document should be perceived as a relevant and appropriate framework for guiding the design and development of CPD for an organisation. When it comes to implementation there should be a positive response to the policy and engagement with it'.

5.1.1.   Members of the Academic Team are guided by the requirements for professional development outlined by the Department of Education and Skills.

5.1.2.   Professional Development opportunities for the Junior Cycle are provided by the Professional Development Service for Teachers (PDST).

5.1.3.   There are a range of online and face-to-face workshops available to support tutors within their area of expertise.

5.1.4.   Attendance to Continuing Professional Development workshops is varied, it can be a national seminar, a workshop online, face-to-face, or a local event through an Education Centre Network school cluster.

5.1.5.   Staff are encouraged to select CPD courses that support their current role or future aspirations.

5.1.6.   Certain CPD days will be mandatory as they will inform the delivery of new curriculum as outlined by the Department of Education and skills, however, there is an expectation that class tutors will undertake some appropriate CPD during a calendar year.

5.1.7.   Class tutors are expected to maintain a record of any engagement in CPD courses.

6.   Roles and Responsibilities

6.1.   Junior Cycle for Teachers (JCT) supports schools in their implementation of the new Framework for Junior Cycle (2015) through the provision of appropriate CPD for school leaders and teachers.

6.2.   Summer Course Programme makes training courses available to tutors over the summer months. Its main objectives are the advancement of tutors' pedagogic and management skills.

7.   Training Courses

7.1.   In a situation where mandatory training is required and a staff member is selected to attend an approved full-time or part-time training in order to upskill or to be able to fully discharge responsibilities (e.g. First Aid, Health and Safety), the staff member will receive paid training leave.

7.2.   Where it is deemed necessary or appropriate, in order to ensure staff values are the same across the organisation, staff will be provided training or asked to attend training so that they have the appropriate expertise to provide the PMVT Learning Centre CMS CLG's scope of provision.

7.3.   Staff can expect to attend the below trainings as part of their induction and training process:

7.3.1.   Child protection;

7.3.2.   Managing challenging behaviour;

7.3.3.   Motivational Interviewing;

7.3.4.   Fire Safety;

7.3.5.   First Aid; and

7.3.6.   Induction and Ethos training.

7.4.   Where a request for funding support for further education is approved, it will generally be funded at the level of 25% of the course fees for up to 2 years.

7.5.   Where a request is made for time off and the request is approved, up to 50% of the hours required to attend lectures will be provided by Peter McVerry Trust CLG. As rosters and course requirements differ, every situation will be reviewed on a case-by-case basis

7.6.   All staff members participate in regular Cluster Days hosted by the Department of Education which provide opportunity to engage with their community of practice.

7.7.   Staff also come together and meet with Peter McVerry Trust CLG Learning Centre – Carline at the beginning and end of each year. This is an important part of their self-led and team-led professional development and peer support. Both Learning Centres work with a very similar cohort that is extremely unique outside of the space of the Peter McVerry Trust CLG Learning Centres. These meetings are a valuable opportunity to share new learnings with peers.

7.8.   In a systematic review of the empirical literature, Darling-Hammond et al. (2017[19]) find that successful professional development with demonstrated benefits for learner learning generally displays one or more of the following:

  7.8.1. It is content-focused;

  7.8.2. It incorporates active learning utilising adult learning theory;

  7.8.3. It supports collaboration, typically in job-embedded contexts;

  7.8.4. It uses models and modelling of effective practice;

  7.8.5. It provides coaching and expert support;

  7.8.6. It offers opportunities for feedback and reflection; and/or

  7.8.7. It is of sustained duration.

8. Supervision

8.1. Staff will attend on-site supervision for up to one hour every 6-8 weeks with the Head of Service.

8.1.1. This is an opportunity for informal Continual Professional Development as it is an opportunity to address analyse and find solutions to blocks and barriers.

9. Study Days

9.1. If the course is optional continuous development, or personal development related, it is expected that study time will take place in employees' own time.

9.2. All study leave must be pre-approved, granted, and agreed upon by the Manager in advance. The employee is required to give their manager at least 4 weeks' notice when making a request for study leave.

9.3. Study leave is granted solely at the discretion of Peter McVerry Trust CLG and only for courses approved by the Academic Governance Committee. The parameters around approved study leave are as follows:

9.3.1. One day per exam subject to a maximum of 3 days paid study leave per course year, inclusive of time off to sit the exam.

9.3.2. Where an employee is required to re-sit an examination, they will not be entitled to paid leave. Peter McVerry Trust CLG will not cover any fees related to re-sit examinations.

10. Extra Personal Vacation Days

10.1. A tutor is entitled to extra personal vacation days (EPV days) if they attend approved summer courses under Rule 58 of the rules for National Schools during the school year.

10.1.1. The EPV Days are earned by completing a course with an organisation approved by the Department of Education.

10.1.2. A tutor claiming an EPV day must present their certificate of completion to the school principal at the beginning of the school year as evidence of completion of an approved summer course and entitlement to EPV leave. On receipt of the certificate the principal may approve an EPV day.

10.1.3. The principal must retain a copy of the certificate.

10.1.4. EPV leave should be entered in the On-Line Claims System (OLCS).

10.2.　All tutor summer courses require approximately 20 hours of study and are taken between July and August when schools are not in session.

10.3.　EPV days are subject to Board of Management approval

10.4.　Under normal circumstances, substitute cover is not paid by the Department/ETB for EPV Leave. However, similar to the 2020/21 school year, due to the COVID-19 pandemic, the Department/ ETB will provide substitute cover for the first day of EPV Leave taken by a tutor in the 2021/22 school year.

11.　Relevant Policies

11.1.　To the Management Authorities of Recognised Primary Schools and the Chief Executives of Education and Training Boards - 84095_52f1d615-f321-4c29-be01-26dbe91dabbf.pdf

11.2.　Extra Personal Vacation Rule 58 of the Rules for National Schools can be accessed at: gov.ie - Extra Personal Vacation (www.gov.ie)

11.3.　The Teaching Council Ireland Section 7(2)(h) and 39 of the Teaching Council Act 2001.

Section 5: Teaching and Learning

5.1. Teaching and Learning Policy

1. Policy Statement

1.1.   PMVT Learning Centre CMS CLG is committed to ensuring the highest level of educational support and access for learners who can no longer access mainstream education, and ensuring that service delivery adheres to the highest standards and practices outlined by Quality and Qualifications Ireland (QQI) procedures and policies.

1.2.   There is a particular emphasis on those learners who present with complex low threshold needs and challenging behaviours. It is the mission of PMVT Learning Centre CMS CLG to cater to those learners' needs and offer support in their learning journeys and experiences.

2.   Purpose of this Policy

2.1.   The purpose of the Teaching and Learning Policy is to formulate comprehensive guidelines for the PMVT Learning Centre CMS CLG, to create healthy and inclusive teaching and learning environments for staff and learners, and to provide and promote high-quality education programmes.

3.   Scope of this Policy

3.1.   This policy outlines the supports to be provided to all learners attending PMVT Learning Centre CMS CLG by staff, relief staff, learners on placement, and volunteers within the organisation. It also includes people from other agencies conducting additional services in PMVT Learning Centre CMS CLG while they are on the premises.

4.   Glossary of Terms and Definitions

4.1.   **PMVT** – Peter McVerry Trust CLG

4.2.   **PMVT Learning Centre CMS CLG** – Peter McVerry Trust Learning Centre CMS CLG

4.3.   **CPD** – Continuing Professional Development

4.4.   A '**programme of education and training**' is defined as a process of acquiring knowledge, skills, and/or competencies, and may include a course of study, a course of instructions, or an apprenticeship.

4.5.   **Assessments**, as used by this policy, refers to the process of reviewing and grading learner assignments following the indicators set out by the pre-established learning outcomes.

5.   General/Principles

5.1.   PMVT Learning Centre CMS CLG is part of the Peter McVerry Trust CLG and thus adheres to and follow its mission, vision, and values.

5.2.   PMVT Learning Centre CMS CLG aims to provide high-quality education to young people aged 12 to 17 who cannot enter and/or have been excluded from mainstream education due to a number of circumstances (e.g. emotional, social and/or behavioural challenges, and/or a need for further learning supports and/or education).

5.3.   Education programmes will meet each learner's individual need and support them in continued learning that can have positive impacts on the learners' future developments. Emphasis is placed on learners' dignity, autonomy, and respect.

5.4.   PMVT Learning Centre CMS CLG will ensure that all teaching premises, facilities, and equipment remain appropriate and adequate by periodically conducting maintenance checks.

6.   Roles and Responsibilities

6.1.   It is the responsibility of PMVT Learning Centre CMS CLG and all its staff (paid and volunteers), including contracted third parties, to uphold and maintain the principles and procedures as laid out by this policy.

6.2. It is the responsibility of the Centre Manager(s) to enforce and periodically review this policy.

6.3. It is the responsibility of all staff members to support and assist the Centre Management to uphold the procedures outlined in this policy.

6.4. For explanations on staff roles and responsibilities within PMVT Learning Centre CMS CLG please see Section 4 of this Quality Assurance Handbook.

7. Assessment and Certification

7.1. In line with the Qualifications (Education and Training) Act 1999, education and training qualifications are rooted in standards of knowledge, skill, and competence. PMVT Learning Centre CMS CLG aims to reflect such standards in the design of its programmes and assessments.

7.2. When assessing learners' achievements, PMVT Learning Centre CMS CLG will follow the six principles of assessment, as set out by the QQI-

   7.2.1. Each learner is responsible for their learning achievements;

   7.2.2. Each assessment supports standards based on the minimum intended learning outcomes;

   7.2.3. Each assessment promotes and supports effective learning and teaching;

   7.2.4. Each assessment is credible, fair, and consistent;

   7.2.5. Each assessment is reviewed and renewed as necessary to adapt to evolving requirements; and

   7.2.6. Each learner is well informed of the nature and reasoning behind their assessments.

7.3. Assessment techniques will be decided upon based on how the learner might best demonstrate their learning achievements. Such techniques may include-

7.3.1. An **assignment**, which is carried out and must fulfil the specific brief designed by the tutor. An assignment is usually carried out within a short time period. An assignment should reflect a range of learning outcomes. Assignments must have clear guidelines and instructions.

7.3.2. A **portfolio**, which is a collection of work and/or a selection of pieces of work compiled by the learner in response to a clear and specific brief from the tutor or selected autonomously to showcase learning in a particular area.

7.3.3. A **skills demonstration**, which is used to assessed practical based learning outcomes in response to a clear and specific brief. Sufficient learner evidence must be made available from the skills demonstration for assessment, such as photographic or video evidence or a learner account of the task. A skills demonstration can take place in multiple settings as is appropriate to demonstrating eh learned skill.

7.4. Certifications through PMVT Learning Centre CMS CLG shall be awarded using the Irish National Framework of Qualifications (NFQ) (see Appendix XIV of this Handbook).

7.5. Awards at Level 1, Level 2 and Level 3 are classified as *Successful* where a learner has achieved all the outcomes for the award (See Appendix XV of this Handbook).

7.6. Courses that lead to QQI certification are comprised of modules. Each module has clearly stated learning outcomes. For each module, where the required standard has been achieved based on the assessment and assessment criteria, the learner receives a credit. Different modules equal different credits.

8. Teaching and Learning

8.1. Staff members are appropriately qualified and experienced, and engage in Continuing Professional Development. PMVT Learning Centre CMS CLG are

invited to regular self-evaluations and self-monitoring to improve the quality of PMVT Learning Centre CMS CLG.

8.2. PMVT Learning Centre CMS CLG encourage regular dialogue between the learners and the tutors to receive feedback on the learners' learning experiences which may inform improvements in the teaching process.

8.3. PMVT Learning Centre CMS CLG provides a diverse and varied approach to delivering the QQI content. A multi-sensory mode of delivery is used to ensure that learners receive curriculum content in a way that is accessible to them.

8.4. PMVT Learning Centre CMS CLG engages in a person-centred approach to teaching and learning, always meeting learners 'where they are at', this ensures learners are challenged at a developmentally appropriate level and differentiation is offered as and where required.

8.5. Small class sizes facilitate one-to-one support and instructions for learners who may require additional support, thus allowing for flexible learning paths and teaching modes.

8.6. Learners are encouraged to select Junior Certificate 3 and QQI modules that suit their interests.

8.7. All programmes offered in PMVT Learning Centre CMS CLG are developed from evidenced needs and are designed to support the learners in the continuing educational development.

8.7.1. PMVT Learning Centre CMS CLG engages in best practice by delegating authority for the development of education and training programmes, and the delivery of education and training programmes, to separate sub-committee of the Academic Governance Committee

8.7.2. For more information please see the Programmes of Education and Training Policy (Section 3 of this Handbook) and the Terms of Reference for the

Programme Development Sub-Committee (Appendix VII) and the Programme Delivery and Assessment Sub-Committee (Appendix VI).

8.8. To effectively measure the quality of educational programmes, PMVT Learning Centre CMS CLG has developed clear quality indicators which can be found in the Evaluation and Monitoring Policy (Section 11 of this Handbook).

9. Delivery Methods

9.1. Programmes of education and training in PMVT Learning Centre CMS CLG may be provided through the following methods-

9.1.1. Directed Learning;

9.1.2. Group Discussions/Interactions;

9.1.3. Self-Directed Learning;

9.1.4. Lectures/Classes;

9.1.5. Practical Sessions;

9.1.6. Tutorials; and

9.1.7. In the future it is hoped to include Work Experience/Simulated Work environment to the delivery methods.

10. Continuing Professional Development

10.1. CPD ensures that PMVT Learning Centre CMS CLG content of programmes reflects advances in the relevant disciplines and that the pedagogic styles incorporate national and international effective practice. For more information, please see the Continuing Professional Development Policy (Section 4.3 of this Handbook).

11. Support for Learners

11.1. PMVT Learning Centre CMS CLG offers extensive and individualised support for all learners based on a trauma-informed and strengths-based model.

11.2. For more information on Support for Learners please refer to the following policies-

11.2.1. Support for Learners Policy (Section 7.1. of this Handbook)

11.2.2. Identifying and Facilitating the Diverse Needs of Learners Policy (Section 7.2. of this Handbook)

11.2.3. Challenging Behaviours Policy (Section 7.3. of this Handbook)

12. Learner Appeals

12.1. The process for learner complaints and appeals shall meet the same standards of credibility, fairness, and consistency as the assessment process.

12.2. An **appeal** is defined as the request from a lower authority (e.g. the learner) to a higher authority (e.g. PMVT Learning Centre Management) to review a decision made on a learner's progression, assessment, and/or reward.

12.2.1. PMVT Learning Centre CMS CLG aims to support learners in their appeals by providing transparency around assessment decisions and outcomes. Dissatisfaction or disappointment with assessment decisions and outcomes is not a valid ground for an assessment appeal.

12.2.2. In such a case that a learner wishes to appeal an assessment result, PMVT Learning Centre CMS CLG staff will support the learner in doing so.

12.2.3. All appeals must be made within **14 days** of receiving the result.

12.2.4. All appeals must be made in writing.

12.2.5. Only previously submitted and graded assessment work can be used as evidence for an appeal. No new evidence may be submitted. Any evidence not available will be assumed to not have been submitted or completed.

12.2.6. PMVT Learning Centre CMS CLG will process the appeal within a reasonable timeframe and will ensure that the appeal assessor is not the original assessor.

12.2.7. There is a cost of €50 per appeal. If the appeal is upheld, the fee will be returned in full.

12.2.8. Following completion of the appeals process, QQI will be informed by PMVT Learning Centre CMS CLG of the appeal outcome. QQI will make any required amendments to grades on the QQI Business System (QBS) and will re-issue a certificate for learners, as appropriate.

12.3. For more information, please see the Appeals Policy (Section 6.3 of this Handbook) and the Appeals Panel Terms of References (Appendix XXXV).

13.   Learner Complaints

13.1. A complaint is defined as a statement made about any action of the PMVT Learning Centre CMS CLG and/or its staff members that is perceived as being dissatisfying, unacceptable, and/or not fit for purpose (e.g. assessment results are perceived as being unfair or biased).

13.2. Complaints within PMVT Learning Centre CMS CLG fall under the PMVT Complaints Policy (Please see Appendixes XVI and XVII for PMVT Complaints Procedures and PMVT Complaints Form).

13.3. Individuals will be supported to make a complaint should they wish to do so.

13.4. All complaints will be put in writing so that they can be formally addressed, a young person can get assistance in competing the form if they wish. Once a complaint is written it must be submitted to the Academic Governance Committee for Review

13.5. Complaints related to child protection will be treated in line with Peter McVerry Trust's Child Protection and Safeguarding Policy. The Designated Liaison Person will be notified.

13.6. The Head of Services will be notified of the complaint, if a satisfactory solution cannot be obtained.

13.7. The Director of Services will be notified of the complaint.

13.7.1. If the Director of Services deems it necessary, the CEO will be notified of the complaint.

13.8. Peter McVerry Trust CLG Learning Centre CMS CLG will always attempt to manage complaints locally as much as is possible.

13.9. In the unlikely event that a satisfactory solution cannot be resolved, the complaint will be taken to the Academic Governance Committee for review and a solution will be sought there.

13.9.1. Contact detail for Ombudsman for Children's Office: Millennium House, 52-56 Great Strand Street, Dublin 1. Tel: 01-8656800.

14.   Relevant Policies and Documents

14.1. PMVT Child Protection and Safeguarding Policy

14.2. Children First Act 2015

14.3. HSA Guidelines on Managing Safety, Health and Welfare in Post-Primary Schools

14.4. QQI Qualifications Frameworks

Section 6: Assessment of Learners

6.1. Assessment for Learners Policy

1. Policy Statement

1.1.   PMVT Learning Centre CMS CLG is committed to providing assessment to learners that is fair, consistent, equitable, reliable, and valid. In addition to these commitments, the PMVT Learning Centre CMS CLG strives for the assessments to remain supportive and manageable for the learner while continually informing their future learning.

2.   Purpose of this Policy

2.1.   This policy covers the procedures required to ensure assessment is fair, consistent, equitable, reliable and valid for all learners, and aligns with QQI's Quality Assurance of assessment. The procedures outlined in this policy are applicable to all stages of assessment, as well as internal verification and external assessment. A robust assessment procedure ensures that PMVT Learning Centre CMS CLG is maintaining an equitable and valid form of assessment that ensures the integrity and validity of offered QQI courses.

3.   Scope of this Policy

3.1.   This policy covers all learners attending PMVT Learning Centre CMS CLG, staff, relief staff, learners on placement, and volunteers within the organisation. It also includes people from other agencies conducting additional services in PMVT Learning Centre CMS CLG while they are on the premises. This also applies to any learner engaged in a QQI module.

4.   Glossary of Terms and Definitions

4.1.   **PMVT** – Peter McVerry Trust CLG

4.2.   **PMVT Learning Centre CMS CLG** – Peter McVerry Trust Learning Centre CMS CLG

4.3. **Criterion Referenced**: Assessment for QQI awards is criterion-referenced (i.e., learners are assessed and the assessment judgment is made based on whether the learner has reached the required national standards of knowledge, skill, and competence for the award.)

4.4. **Formative assessment**: an assessment that provides feedback on learners' learning.

4.5. **Major Award**: A compound award is an award with prescribed component awards. It may be a major, supplemental, or special purpose award. A compound award is described by a 'certificate specification' and this includes 'certificate requirements' that detail all the associated component awards and the combinations of component awards that must be made/held before the compound award may be made/held. The overarching expected learning outcomes for a compound award are also included in its certificate specification. Compound awards are issued as 'certificates' (the detailed naming conventions are described in section 4) (QQI, 2014, p.9).

4.6. **Minor Award**: The term component or 'component award' is synonymous with the NFQ term 'minor award'. A component award is described by a 'component specification'. A component certificate may certify that an individual holds one or more named component awards (QQI, 2014, p.9).

4.7. **Module**: A module is also known as a component; completion of multiple specific components is required to obtain a major award.

4.8. **Summative assessment**: assessment to provide certification. It is usually in the form of a single exam which is then graded. The grade awarded provides an indication of, or a summary of a learner's learning

5. General Information/Underlying Principles

5.1. PMVT Learning Centre CMS CLG is guided by the same principles outlined by QQI on Quality Assuring assessment:

    5.1.1. Validity

    5.1.2. Reliability

    5.1.3. Fairness

    5.1.4. Quality

    5.1.5. Transparency

    5.1.6. Complementarity

6.   Roles and Responsibilities

6.1.   In order for the assessment process to operate to the highest Quality Assurance standards as outlined by QQI, staff have a responsibility to uphold the procedures outlined in this policy to ensure the assessment process is fair and consistent and operated with integrity.

6.2.   It is the role of **Academic and Social Care staff** to-

    6.2.1. Ensure that programme delivery supports learners to reach their full potential in the assessment process; and

    6.2.2. Ensure that all assignments are submitted with the appropriate documentation outlined in the Teacher Checklist (Appendix XXII).

6.3.   It is the role of the **Internal Verifier** to-

    6.3.1. Operate with the utmost integrity and fairness and ensure the internal verification checklist is completed thoroughly and accurately.

6.4.   It is the role of the **External Authenticator** to-

    6.4.1. Appropriately conduct authentication on the portfolio and assignment submissions.

6.5.   It is the role of the **Approval Panel** to-

6.5.1. Review and evaluate feedback from the Internal Verifier and External Authenticator.

6.5.2. Evaluate results and feedback received during the Internal Verification and External Authentication process; and

6.5.3. Suggest appropriate amendments to the Programme Delivery and Assessment Committee.

6.6. It is the role of the **Programme Delivery and Assessment Sub-Committee** to-

6.6.1. Oversee that each stage of the assessment process has been conducted in accordance with this policy.

7. Assessments Used in PMVT Learning Centre CMS CLG

7.1. Each component of the teaching and learning programme(s) offered in PMVT Learning Centre CMS CLG will be individually assessed using specific learning outcomes that must be achieved by the learners.

7.2. Assessment outcomes will be marked as 'successful' or 'unsuccessful'.

7.3. Component assessments may include a combination of differently weighted assessment techniques, such as a portfolio and a skills demonstration.

7.4. Assessment techniques will be chosen by appropriateness for the component content and desired learning outcomes.

7.5. Tutors will use a checklist to assess whether learners meet the agreed upon learning outcomes for each assessment techniques as well as overall programme objectives (see Appendixes XVIII-XX for examples).

7.5.1. The checklist will be used by the External Authenticator when authenticating the assessment procedures and results.

7.6. Assessment techniques will be decided upon, based on how the learner might best demonstrate their learning achievements. Such techniques may include-

7.6.1. An **assignment**, which is carried out and must fulfil the specific brief designed by the tutor. An assignment is usually carried out within a short time period. An assignment should reflect a range of learning outcomes. Assignments must have clear guidelines and instructions. The aim of an assignment is to demonstrate the knowledge obtained throughout the module in a summative manner.

7.6.2. A **portfolio**, which is a collection of work and/or a selection of pieces of work compiled by the learner in response to a clear and specific brief from the tutor or selected autonomously to showcase learning in a particular area. A portfolio is a demonstration of the learner's continuous learning following the programme objectives.

7.6.3. A **skills demonstration**, which is used to assessed practical based learning outcomes in response to a clear and specific brief. Sufficient learner evidence must be made available from the skills demonstration for assessment, such as photographic or video evidence or a learner account of the task. A skills demonstration can take place in multiple settings as is appropriate to demonstrating the learned skill.

8. Certification

8.1. Certifications through PMVT Learning Centre CMS CLG shall be awarded using the Irish National Framework of Qualifications (NFQ) (see Appendix XXII).

8.2. PMVT Learning Centre CMS CLG awards QQI certificates at Level 2 and Level 3.

8.2.1. Awards at Level 2 and Level 3 are classified as Successful where a learner has achieved all the outcomes for the award.

9. Systematic Oversight of Assessment Outcomes and Trends

9.1. The ensure the ongoing Quality Assurance of Assessments within PMVT Learning Centre CMS CLG, all assessment outcomes and trends must be overseen and monitored.

9.2.   The responsibility of oversight and monitoring lies with the Academic Governance Committee which shall delegate authority to the Programme delivery and Assessment Sub-Committee'.

9.3.   The Programme Delivery and Assessment Sub-Committee aims to:

9.3.1.   Ensures that the assessment processes, both internal and external, are conducted to the highest Quality Assurance standards.

9.3.2.   Reduce any areas of vulnerability in the programme delivery or assessment process through appropriate implementation of the Internal Verification and External Authentication process.

9.3.3.   Address issues arising following from Internal Verification and/or External Authentication process;

9.3.4.   Formulate recommendations for change following Internal Verification and External Authentication for approval by the Academic Governance Committee;

9.3.5.   Review the checklists upon completion of the Internal Verification and External Authentication;

9.3.6.   Provisionally approve new assessment instruments as recommended by staff if they are in line with QQI Guidelines, subject to approval by the Academic Governance Committee;

9.3.7.   Ensure any decisions on education and training matters are made independently of commercial considerations;

9.3.8.   Ensure there is no conflict of interest, undue influence, or self-approval within the programme delivery and assessment process;

9.3.9.   Review staff and learner feedback from evaluation opportunities and one-to-one staff supervision;

9.3.10. Monitor the entire assessment process by closely reviewing all feedback documentation;

9.3.11. Review and consider staff feedback to inform future programme delivery and assessment; and

9.3.12. Monitor learner portfolios at each quarterly meeting and identify ways programme delivery can be modified to ensure learner success

9.4. The Programme Delivery and Assessment Sub-Committee reviews and approves the reports from the Results Approval Panel. Where it is considered favourable, the Programme Delivery and Assessment Sub-Committee may recommend changes in regard to assessment outcomes and trends based on the reports of the Approval Panel

9.5. The Results Approval Panel is an internal panel that meets at the end of the Internal Verification and External Authentication process in November and June and approves the finalised results for learners in PMVT Learning Centre CMS CLG.

9.6. The Results Approval Panel aims to:

9.6.1. Ensures Quality Assurance and best practice in assessment for learners;

9.6.2. Reviews and finalises the results assigned;

9.6.3. Identifies the strengths in assessments currently undertaken within PMVT Learning Centre CMS CLG;

9.6.4. Analyses potential blocks and barriers in areas of assessments, and identifies solutions leading to a more fair, consistent, and equitable assessment policy;

9.6.5. Decides upon corrective actions upon conclusion of the results process to be implemented in advance of the next date of assessment to ensure continued quality service provision;

9.6.6. Informs the Programme Delivery and Assessment Sub-Committee of the corrective actions and requests and their approval to implement changes based on the identification of trends, gaps, and strengths.

10.   Assessing Areas of Vulnerability in Assessment

10.1.   The Academic Governance Committee will be responsible for reviewing learner feedback.

10.2.   Potential areas of vulnerability (clerical error, data administration etc.) will be minimised through Internal Verification.

10.3.   The External Authenticator ensures fair and consistent assessments of all learners throughout PMVT Learning Centre CMS CLG.

10.4.   The Approval Panel will be responsible for evaluating results and feedback received during the Internal Verification and External Authentication process and suggesting appropriate amendments to the Programme Delivery and Assessment Sub-Committee.

10.5.   The Programme Delivery and Assessment Sub-Committee ensures there is no conflict of interest, undue influence, or self-approval within the programme development process.

10.6.   Staff are guided by the learning outcomes and learner input in their Individual Student Support Plans when designing assessments for learners, this maintains reliable and valid assessment mechanisms.

10.7.   It is the aim of the PMVT Learning Centre CMS CLG to assure that assessment of learners is always fair and consistent. Reasonable accommodations will be made to ensure this. Some examples include, but are not limited to:

10.7.1. A scribe or reader;

10.7.2. Ensuring a quiet place for the learner to do their best work;

10.7.3. Extra time;

10.7.4. Rest periods;

10.7.5. Assistive technology;

10.7.6. Adapted writing materials or worksheets.

10.8. For more information on accommodating learners during the assessment process please see the Teaching and Learning Policy (Section 5.1. of this Handbook).

11. Systems to Promote Security in Assessment

11.1. The Junior Certificate is available to learners at PMVT Learning Centre CMS CLG. Level 2 Junior Certificate short courses and the QQI Level 3 General Learning Certificate, 'Learning is for Life', is also available. Detailed protocols and procedures are in place for scheduling examinations, notifying learners about scheduled examinations, copying examination papers, invigilating examinations, and marking papers.

11.1.1. Examinations are stored securely.

11.1.2. Confidentiality is maintained at all times.

11.1.3. Learner material is retained for a period of 10 years.

11.1.4. Individual Learning Records are kept and maintained.

11.1.5. Assignments and examinations are assessed in a reasonable and timely manner.

11.2. National standards identify the knowledge, skill, and/or competence that must be attained by a learner in order to achieve a specific award. These standards are expressed as learning outcomes and are outlined in the Award Specification (or Module Descriptors) for each named award.

11.3. To promote security and consistency across all assessments, the class tutor must devise the following:

11.3.1. An assessment instrument (Portfolio, assignment or skills demonstration);

11.3.2. Accompanying instructions;

11.3.3. Assessment Criteria; and

11.3.4. Marking Schemes.

11.4. Examples of the types of information that may be maintained by the assessor are as follows:

11.4.1. Learner's name;

11.4.2. Dates and details of learner feedback;

11.4.3. Copies of assessment briefs, examination papers, marking schemes, and outline solutions;

11.4.4. Copies of receipts issued to learners when submitting assessment material;

11.4.5. Attendance records for learners;

11.4.6. Assessment results achieved by learners;

11.4.7. Information on reasonable accommodations implemented for a learner through the ICSP and the ISSP.

11.5. Assessment evidence submitted by the learner should be recorded as having been received to prevent any disagreement between the learner and the assessor. Learner receipts or signatures are mechanisms which may be used to record this.

12. Informing and Governing the Conduct of Assessment

12.1. Courses that lead to QQI certifications are comprised of modules. Each module has clearly stated learning outcomes. For each module, where the required standard has been achieved based on the assessment and assessment criteria, the learner receives a credit. Different modules equal different credits.

12.2. In line with the Qualifications (Education and Training) Act 1999, education and training qualifications are rooted in standards of knowledge, skill, and competence. PMVT Learning Centre CMS CLG aims to reflect such standards in the design of their programmes and assessments.

12.3. When assessing learners' achievements, PMVT Learning Centre CMS CLG will follow the six principles of assessment, as set out by the QQI-

12.3.1. Each learner is responsible for their learning achievements;

12.3.2. Each assessment supports standards based on the minimum intended learning outcomes;

12.3.3. Each assessment promotes and supports effective learning and teaching;

12.3.4. Each assessment is credible, fair, and consistent;

12.3.5. Each assessment is reviewed and renewed as necessary to adapt to evolving requirements; and

12.3.6. Each learner is well informed of the nature and reasoning behind their assessments.

13. Deadlines

13.1. Where projects or assignments are used to assess achievements, setting the deadline for submission and the collection of such assignments is done on an individual basis by the class tutor. Assignment deadlines may be extended in exceptional circumstances (e.g., medical or Ad Misericordiam) in consultation between an individual learner (with the support of their Social Care Worker as appropriate).

13.2. It is good practice to offer repeat opportunities to engage with assessments. Repeat assessments are offered to learners who may have failed their initial assessment.

13.2.1. QQI will not be notified of repeat assessment activities. The final result is the only result returned to QQI.

13.3. The Internal Verifier cross-checks completed assignments to ensure that the assessment procedures have been applied consistently to all submitted activities and to verify the accuracy of the assessment results.

13.3.1. Please see Appendix XXIV for the Internal Verification Report.

13.3.2. For more information, please see the Internal Verification and External Authentication Policy (Section 6.2. of this Handbook).

13.4. Central to the Quality Assurance process is the External Authentication System. External Authentication ensures fair and consistent assessment of learners. External Authenticators scrutinise a sample of learner work, review learner evaluations, review the Internal Verification Checklist, and complete the External Authenticator Checklist.

13.4.1. For more information, please see the Internal Verification and External Authentication Policy (Section 6.2. of this Handbook).

14. Academic Malpractice

14.1. Academic malpractice is defined as an action taken by a learner which may result in an unfair advantage in relation to academic activities. Academic malpractice may involve, but is not limited to-

14.1.1. Plagiarism;

14.1.2. Cheating;

14.1.3. Fabrication/Forgery;

14.1.4. Impersonation.

14.2. Any failure to acknowledge other people's ideas and statements in an assessment is viewed by PMVT Learning Centre CMS CLG as academic fraudulence.

14.3. It is important to understand that a lack of understanding of what constitutes as academic malpractice is not an acceptable defence.

14.4. It is the action and not the intention that constitutes academic malpratice. Although it is acceptable to use information from books and the internet, it is not

acceptable to copy and paste large quantities of information from an internet website into assessment works and reference it.

14.5. It is essential that information is summarised by using one's own words and explanations as this proves that the learner has understood what they have written.

14.6. PMVT Learning Centre CMS CLG offers QQI courses at level 3, which offer limited potential for academic malpractice. However, PMVT Learning Centre CMS CLG is concerned with the prevention of plagiarism and provides all necessary supports and guidance to learners to prevent the occurrance of plagiarism.

14.7. In such a case where plagiarism is detected in a learner's work, the learner will be informed of their mistake and be given the opportunity to repeat the assessment. It is the responsibility of the Results Approval Panel to acknowledge and approve the re-submitted assessment.

15.   Assessment Support for Learners

15.1. Assessment of the module is planned in advance of the beginning of the module.

15.2. The assessment process addresses specific learning outcomes from within the module.

15.3. The assessment is fair to the learners and can provide reasonable accommodations to learners who may need it.

15.4. During the first week in Term 1, there is an assessment induction for learners in each subject.

15.5. During this induction, an assessment outline and assessment criteria is shared with the learners.

15.6. Due to the learner-to-tutor ratio, daily support and feedback can be offered to support learners to complete their assignments.

15.7.   Feedback is always constructive and related to the learning outcomes and assessment criteria.

15.8.   Feedback is also always timely and occurs within 5 days of the learner receiving their assessment result.

15.9.   Timely, one-to-one support is provided to each individual learner weekly.

15.10.   Deadlines and due dates are provided to the young people with significant and appropriate time for completion.

15.11.   Learners have an opportunity to self-grade themselves before their work is submitted for official grading.

16.   Learner Appeals

16.1.   There is an Appeals Process for QQI certification. PMVT Learning Centre CMS CLG aims to support learners in their appeals by providing transparency around assessment decisions and outcomes.

16.2.   The process for learner complaints and appeals shall meet the same standards of credibility, fairness, and consistency as the assessment process.

16.3.   An appeal is defined as the request from a lower authority (e.g., the learner) to a higher authority (e.g., PMVT Learning Centre CMS CLG Management) to review a decision made on a learner's progression, assessment, and/or reward.

16.4.   Dissatisfaction or disappointment with the result is not a ground for an assessment appeal.

16.5.   If a learner wishes to make an appeal a Social Care Worker will support them to complete this request.

16.6.   To facilitate appeals, PMVT Learning Centre CMS CLG will ensure:

16.6.1. All information will be given to all learners on the appeals process;

16.6.2. There are **14 days** from the receipt of results to appeal the grade a learner has achieved;

16.6.3. All appeals are made in writing;

16.6.4. All assessment work must remain at PMVT Learning Centre CMS CLG if a learner wishes to make and appeal. No new evidence can be submitted;

16.6.5. Any evidence not available will be assumed not to have been completed or submitted;

16.6.6. PMVT Learning Centre CMS CLG will process the appeal within a reasonable timeframe and will ensure that the appeal assessor is not the original assessor.

16.7. There is a cost of €50 per appeal. If the appeal is upheld, the fee will be returned in full.

16.8. Following completion of the appeals process, QQI will be informed by PMVT Learning Centre CMS CLG of appeal outcomes. QQI will make any required amendments to grades on the QQI Business System (QBS) and will re-issue a certificate for learners, as appropriate.

16.9. For more information, please the Appeals Policy (Section 6.3 of this Handbook).

17. Using Assessments to Inform Learner Progress

17.1. Learner assessment is based on a single final submission of a portfolio or assignment at the end of the school year.

17.2. To support learners in their educational endeavour there is a calendar of events folder for completion. This forms part of the assessment plan that breaks down the overall assignment into smaller, manageable activities.

17.3. Learners are provided with the criteria so that they understand how results are received in the assignment.

17.4.   The final end of year assignment involves summative assessment. This final year assignment is supported by the use of multiple formative assessments (assessments for learning).

17.5.   Following on from a planned exam or assessment there is an opportunity for each individual learner to meet with the subject tutor and evaluate their learning process and assessment outcome.

17.6.   Learners meet with the subject tutor and engage with them to explore how they feel they performed before results are shared.

17.7.   Learners review their assessment and self-identify gaps in their learning. This learner-led evaluation supports them to self-identify where they need to focus their effort, where supports are required, and where they are doing well.

17.7.1. Following this, a revised learning plan can be formed which is made in collaboration with the class tutor and Social Care Worker.

17.8.   Peer to peer evaluation and assessment was considered and trialled as a new assessment methodology in the academic year beginning 2021. It was decided that peer-to-peer assessment was not an appropriate methodology for the current cohort. This methodology will be trialled again for the academic year beginning 2022.

18.   Using National and International Outcomes to Inform Work

18.1.   Staff will engage in Continuing Professional Development.

18.2.   Assessment decisions and policies will be guided by national and international best practice.

18.3.   PMVT Learning Centre CMS CLG defers to QQI for national best practice and the national standards.

19.   Informing and Improving Future Practice

19.1.   PMVT Learning Centre CMS CLG engages in ongoing conversational feedback with their learners to ensure all teaching, learning, and assessment processes remain fit-for-purpose.

19.2.   As part of the annual learner assessments, learners are given an assignment that includes giving written feedback on PMVT Learning Centre CMS CLG and their QQI programmes.

19.3.   Learners engage in one-to-one consultation with their Social Care Worker regarding their Individual Student Support plan and Individual Crisis Support Plan, this informs class tutors' current and future work plans.

19.4.   For more information, please see the Learner Feedback Policy (Section 11.2 of this Handbook).

19.5.   Staff are encouraged to respond to learner need and can make suggestions for amendments and adjustments to programmes to the Programme Development Sub-Committee.

19.6.   A parent and guardian feedback form will be disseminated and feedback will be used to make adjustments to programme delivery, and programme development and assessment where possible.

20.   Approving New Assessment Instruments

20.1.   It is important to respond to the needs of learners with flexible assessment methodologies that are not singularly focussed on end-of-year exams.

20.1.1. PMVT Learning Centre CMS CLG shall always endeavour to provide means of assessment that suit the needs of the learners.

20.2.   Proposals of alternative assessment methodologies should always be based on evidenced need.

20.3.   It is the responsibility of the Programme Delivery and Assessmet Sub-Committee to identify gaps and barriers in learner assessments from learner, guardian, and staff feedback, as well as assessment outcomes and trends, and the reports from the Results Approval Panel.

20.4.   Where vulnerabilities in the assessment process have been identified, The programme Delivery and Assessment Sub-Committee may develop adjustments to mitigate the issues.

20.5.   Any and all assessments for learners within PMVT Learning Centre CMS CLG must always be-

20.5.1. Valid;

20.5.2. Reliable;

20.5.3. Fair;

20.5.4. Of high quality;

20.5.5. Transparent; and

20.5.6. Complimentary.

20.6.   Any changes proposed by the Programme Delivery and Assessment Sub-Committee are subject to appoval by the Academic Governance Committee.

20.7.   For more information, please see the Terms of Reference for the Programme Delivery and Assessment Sub-Committee.

21.   Assessment of Skills during 'Placement'

21.1.   PMVT Learning Centre CMS CLG engage in QQI courses to Level 3. At this time, there is no assignment that occurs on placement. As PMVT Learning Centre CMS CLG continues to grow, it hopes to increase its service provision and engage with courses that may require learners to go out on placement.

22. Assessment of Skills during Blended Learning

22.1. Due to the complex needs of learners, the decision has been made not to engage with blended learning. In the Programme Development Sub-Committee blended learning is a fixed agenda item.

23. Relevant Policies

23.1. QQI Policy for Determining Award Standards

6.2. Internal Verification and External Authentication Policy

1. Policy Statement

1.1.   This procedural document for PMVT Learning Centre CMS CLG ensures that the appropriate procedures are followed during the authentication process, this includes both the Internal Verification and External Authentication of assessments.

2.   Purpose of this Policy

2.1.   PMVT Learning Centre CMS CLG is committed to providing assessment to learners that is equitable, reliable, valid, and in line with QQI Quality Assurance Guidelines. Assessments must be fair and consistent to learners.

3.   Scope of this Policy

3.1.   This policy applies to all staff engaged in assessments in any capacity as well as any external authenticators. This also applies to any learner engaged in a QQI module.

4.   Glossary of Terms and Definitions

4.1.   **PMVT** – Peter McVerry Trust CLG

4.2.   **PMVT Learning Centre CMS CLG** – Peter McVerry Trust Learning Centre CMS CLG

4.3.   **Assessor**: The assessor is the individual who has designed the assignment or portfolio, in the context of this policy it is the class tutor.

4.4.   **Assessment**: The final end of year designed task (assignment or portfolio) that incorporates multiple tutor designed tasks.

4.5.   **Activities**: Tutor designed tasks that are provided to learners for completion throughout the year which are incorporated together to fulfil assignment criteria.

4.6.   **Internal Verifier**: The Internal Verifier is an individual member of staff selected by the Manager to review a sample of finalised assessments and finalised activities, and to ensure adherence to the QQI Quality Assurance Guidelines on fair and consistent assessment.

4.7.   **Moderation**: The External Authenticator moderates results to ensure they are in line with national standards.

5.   General Information/Underlying Principles

5.1.   PMVT Learning Centre CMS CLG is committed to the highest of standards in Quality Assurance, as demanded by Quality and Qualifications Ireland (QQI).

5.2.   To ensure independence and accountability, the Academic Governance Committee shall oversee crucial decision-making processes and always act independently from commercial interest.

5.3.   To maintain a fair and consistent assessment process for learners, PMVT Learning Centre CMS CLG engages in Internal Verification and External Authentication procedures as outlined in this policy.

5.4.   Please Appendixes XXII-XXXIII for the relevant documentations and checklists to support Internal Verification and External Authentication.

6.   Roles and Responsibilities

6.1.   It is the responsibility of **PMVT Learning Centre CMS CLG** to-

6.1.1.   Establish and document procedures pertaining to all elements of their authentication process, in line with QQI guidelines;

6.1.2.   Decide how the process of Internal Verification is to be implemented;

6.1.3.   Manage the Internal Verification process; and

6.1.4.   Assign Internal Verifiers.

6.2.   **Class tutors and Social Care Workers** are responsible for-

6.2.1. Ensuring the documentation is available and organised prior to internal verification; and

6.2.2. Ensuring all documentation needed for the Internal Verification process will be gathered, collated, and made available.

6.3. It is the responsibility of the **Manager** to-

6.3.1. Select the Internal Verifier following the assessment period to ensure all Internal Verification requirements are met.

7. Internal Verification Procedures

7.1. As part of the Quality Assurance systems, PMVT Learning Centre CMS CLG has developed Internal Verification procedures which ensure that-

7.1.1. The internal assessment procedures have been applied across the range of assessment activities; and

7.1.2. Assessment results are confirmed by checking learner evidence exists and marks and grades are recorded correctly.

7.2. Having an Internal Verification procedure ensures that learners' assessments are valid, reliable, and equitable.

7.3. The Internal Verifier is an individual member of staff, selected by the Manager to review a sample of finalised assessments and finalised activities and to ensure adherence to the QQI Quality Assurance Guidelines on fair and consistent assessment. Internal Verification is undertaken prior to the External Authentication process and the result's approval process.

7.4. Internal Verification of assessment procedures and assessment results takes place on a sampling basis. The sample will be based on an internal sampling strategy, appropriate to local context. Even though only a sample of portfolios/assignments will be verified internally, the entire class' work must be available for Internal Verification.

7.5.   The Internal Verifier should also confirm with PMVT Learning Centre CMS CLG what they should do in case an error, omission, irregularity, or issue arises. The Internal Verifier needs to be aware of these procedures so they can implement them while participating in the Internal Verification process.

7.6.   The Internal Verifier is a member of staff, but it cannot be the assessor.

7.7.   The below documentation must be available in order to follow the assessment procedures:

   7.7.1.   Copy of component specification;

   7.7.2.   Validated programme modules;

   7.7.3.   Completed provisional results sheet;

   7.7.4.   Assessment brief;

   7.7.5.   Examination paper;

   7.7.6.   Marking scheme;

   7.7.7.   Outline solution;

   7.7.8.   Assessment plan; and

   7.7.9.   Examination timetable.

7.8.   For the sample of learner portfolios, verification ensures that:

   7.8.1.   Assessment procedures have been followed as agreed upon in the Assessment for Learners Policy (Section 6.1. of this Handbook);

   7.8.2.   Checking the evidence in each portfolio matches the techniques in the component specification;

   7.8.3.   The work is signed by the learner indicating that it is their own work;

   7.8.4.   Deadline dates for submissions are issued to the learners;

7.8.5. Results are recorded correctly and transferred from learner evidence to marking sheets; and

7.8.6. Results are consistent with QQI grading bands.

7.9. The Internal Verifier will indicate that the sample of portfolios has been internally verified by completing the 'Internal Verification Checklist' (See Appendix XXIII of this Handbook) and the 'Internal Verification Report' (See Appendix XXIV of this Handbook).

7.10. If the Internal Verifier feels there is not a sufficient sample, they should inform the Centre Manager and can select additional portfolios.

8. The Role of the Internal Verifier

8.1. The role of the Internal Verifier is to:

8.1.1. Verify that the class tutor's assessment procedures have been applied across the range of assessment activities;

8.1.2. Confirm assessment results by checking learner evidence exists;

8.1.3. Confirm marks and grades are recorded accurately;

8.1.4. Check that the QQI facility for gaining exemptions for other certification is properly implemented; and

8.1.5. Complete an Internal Verification Report.

8.2. In order for the Internal Verifier to carry out the role, they will need to be familiar with:

8.2.1. Assessment requirements of the appropriate award; and

8.2.2. The PMVT Learning Centre CMS CLG Quality Assurance agreement and procedures, specifically in relation to fair and consistent assessment of learners.

8.3.   The Internal Verifier is an individual on staff, selected by the Manager to review finalised assessments before they are assessed externally.

8.4.   It is the responsibility of the Internal Verifier to ensure that:

8.4.1.   The component specification indicates the assessment technique and that this assessment technique was used to assess the learner;

8.4.2.   The validated programmes describe how assessments will be generated by specifying the weighting of each activity, the time allocated for each activity to be completed, the format of the assessment, and the assessment criteria;

8.4.3.   The learner assignment is in line with the programme description;

8.4.4.   Learner initials are present on the assignment/portfolio;

8.4.5.   Learner numbers are present on the assignment/portfolio;

8.4.6.   The name of the award is present on the assignment/portfolio;

8.4.7.   The course name and number is present on the assignment/portfolio;

8.4.8.   Assessment procedures are being followed;

8.4.9.   All necessary documentation is present (i.e. the assignment brief, the marking scheme, a copy of the examination paper)

8.4.10. Information on the assessment was provided to the learners (i.e. examination date, assessment plans, assessment brief, submission date ect.)

8.4.11. Assignments/Portfolios are grouped in alphabetical order;

8.4.12. The results awarded for each activity have been totalled correctly by the assessor and percentage marks are calculated correctly;

8.4.13. Assessment results are correct, fair, and reliable;

8.4.14. Results are transferred correctly from learner evidence to learner marking sheet records;

8.4.15. Results allocated are consistent with QQI grading bands;

8.4.16. Activities are organised in the same order in each assignment/portfolio;

8.4.17. Omitted or incomplete activities are noted within the teacher checklist; and

8.4.18. The correct number of assignments are included in the class submission.

9. Planning for the Internal Verification Process – the Tutor's Role

9.1. QQI defines Internal Verification as the process by which the provider's assessment policies and procedures are checked and monitored by the provider itself, on a sampling basis.

9.2. To support the Class Tutor in their Roles and Responsibilities, please see the procedural documentation:

9.2.1. Teacher Checklist – Preparing for the Authentication Process (See Appendix XXII).

10. Preparing for the Authentication Process (Internal and External)

10.1. To support the authentication process please see the 'Learning Centre Teacher Checklist' (See Appendix XXII).

10.2. Internal Verification takes place at the end of each academic year.

10.3. The Internal Verifier will be a member of staff and will be briefed of their role as Internal Verfier during the staff meeting at the beginning of the academic year.

10.4. All staff will be briefed on the roles and responsibilities of Internal Verifiers at the beginning of the school year during the first staff meeting. This ensures all staff are aware of what is expected of the Internal Verifier and how to support them.

10.5. It is the role of each class tutor to schedule the Internal Verification to allow sufficient timescale for the completion of the Internal Verification Report on the template provided by PMVT Learning Centre CMS CLG (See Appendix XXIV).

10.6. Both the Internal Verifier and the External Authenticator will use a Module Brief provided by the tutor to verify/authenticate the assessment procedures and results (See Appendixes XXX-XXXII for examples).

11. Providing a Sample

11.1. It is the responsibility of the class tutor to provide all assignments for the Internal Verifier to create a fair and balanced overview of the ability, learning styles, and strengths of the learners within the classroom.

11.2. See Appendix XXXIII for the Sample Strategy applied in PMVT Learning Centre CMS CLG.

12. Location

12.1. The Internal Verification process should take place within the classroom that the subject is taught in. This ensures that:

12.1.1. A secure location is provided;

12.1.2. The Internal Verifier can easily access the space; and

12.1.3. There is appropriate space for the Internal Verifier to review the documentation.

13. Supporting the Internal Verifier

13.1. The class tutor must support and facilitate the Internal Verifier to the best of their abilities when checking and confirming the assessment results.

13.2. The Internal Verifier must verify-

13.2.1. Adherence to the internal quality assured assessment procedures, by confirming that assessment policies and procedures have been implemented across all programmes; and

13.2.2. The assessment results for all learners measured by the modules' learning outcomes, using the Module Brief;

13.3. To establish that quality assured assessment procedures were used, the tutor must provide evidence that:

13.3.1. Appropriate assessment techniques, instruments, and related documentations were used by the assessor and were in line with the requirements of the minor award specifications;

13.3.2. Information on assessment was provided to learners (e.g. submission dates, examination regulations, timetables, and locations); and

13.3.3. Appropriate documentation was issued to learners (e.g. assessment guidelines/assessment briefs, assessment criteria).

13.4. To establish that learner results were recorded using appropriate documentation, the tutor must provide evidence that:

13.4.1. A result is recorded for all learners listed on their Module Brief, and

13.4.2. Assessment evidence is available for all learner results within learners' individualised portfolios.

13.5. To verify assessment results, the tutor must provide a sample of assignments that evidence:

13.5.1. Results are totalled and calculated correctly; and

13.5.2. Results are transferred correctly from learner evidence to learner marking sheets/records and consistent with QQI grading bands.

13.6. To verify the appropriate implementation of QQI's Recognition of Previously Certified Learning arrangements, the tutor must provide evidence that-

13.6.1. Results are entered correctly and the code assigned by QQI is appropriately entered in the certification system;

13.6.2. All original documentation relating to the exemption (including QQI correspondence, as appropriate) is available; and

13.6.3. Evidence is available for all learners presented for an award (i.e. evidence for all minors is available for the major award).

13.7.   The tutor must also ensure that the Internal Verifier is able to note and record any corrections made and/or irregularities identified. This includes notifying the appropriate staff and taking corrective actions, as per agreed procedures.

14.   In the Case of Irregularities or Errors

14.1.   In such a case that an issue should arise due to the Internal Verification, the Internal Verifier must inform the Head of Young People's Services (HoS)

14.2.   The HoS will notify the appropriate staff member(s).

15.   Corrective Action

15.1.   Upon completion of the Internal Verification process, the Internal Verifier will-

15.1.1. Provide the completed Internal Verification Report (See Appendix XXIV); and

15.1.2. Provide the completed Internal Verification Checklist (See Appendix XXIII).

15.2.   The Internal Verification Report is made available to the external examiner and the oversight committee with responsibility for assessment.

16.   External Authentication Process

16.1.   Central to the Quality Assurance process is the External Authentication System. External Authentication ensures fair and consistent assessment of learners. External Authenticators scrutinise a sample of learner work, review learner evaluations, and observe learners and tutors on placement where appropriate.

16.2.   A report is submitted each year by each External Authenticator.

16.3.   External Authenticators must sign a GDPR Data Processing Agreement on Plagiarism.

16.4. PMVT Learning Centre CMS CLG select appropriately trained and briefed External Authenticator(s) as outlined in Section 17 of this policy.

16.5. To support the External Authenticator in their Roles and Responsibilities, please see the procedural documentation:

16.5.1. External Authenticator Checklist (Appendix XXV);

16.5.2. Conducting External Authentication (Appendix XXVI);

16.5.3. External Authentication Report (Appendix XXVII); and

16.5.4. Report on Moderation of Assessment Results (Appendix XXVIII).

17. Selecting the External Authenticator

17.1. In selecting an appropriate External Authenticator, care will be taken by PMVT Learning Centre CMS CLG to ensure that the Authenticator:

17.1.1. Has technical/subject matter expertise within the appropriate award area/field of learning;

17.1.2. Has experience with delivering programme assessments or work in the industry/field;

17.1.3. Agrees to undertake appropriate training and to attend appropriate briefings;

17.1.4. Has the qualities necessary to interact with learners, assessors, and senior staff members, as appropriate;

17.1.5. Has appropriate administrative and I.T. skills;

17.1.6. Can undertake to operate within the code of practice and guidelines issued by QQI, as appropriate;

17.1.7. Is available to PMVT Learning Centre CMS CLG at appropriate times;

17.1.8. Is independent of PMVT Learning Centre CMS CLG to which they are assigned; and

17.1.9. Informs them of any potential conflict of interest that may compromise their role.

18. Timeframe for External Authentication

18.1. External Authentication is part of the Quality Assurance assessment processes and will take place after the learner assessment and the Internal Verification process. External Authentication will take place before the results approval process is implemented. In planning for External Authentication, consideration will be given to the following:

18.1.1. Other assessment related processes (e.g. Internal Verifications, results approvals, requesting certifications, and appeals);

18.1.2. Deadlines and key dates; and

18.1.3. QQI certification deadlines and key dates.

18.2. All major, special purpose, and supplemental award areas will have an External Authenticator assigned per annum and all minor awards will be authenticated at least once every two years.

19. Location

19.1. In choosing a location for External Authentication, care will be taken to ensure that all required documentation and equipment is available. The External Authenticator will also meet with staff and learners, as appropriate.

19.2. The location chosen will facilitate the External Authenticator to:

19.2.1. Confirm the fair and consistent assessment of learners;

19.2.2. Review the Internal Verification Report/s;

19.2.3. Apply the PMVT Learning Centre CMS CLG's sampling strategy;

19.2.4. Moderate assessment results;

19.2.5. Visit PMVT Learning Centre CMS CLG and meet with appropriate staff and learners;

19.2.6. Participate in the results approval process, if agreed;

19.2.7. Identify any issues/irregularities in relation to the assessment process;

19.2.8. Recommend results for approval;

19.2.9. Produce an External Authentication Report (see Appendix XXVII);

19.3. The following documentation must be made available for the External Authentication Process:

19.3.1. Relevant award specifications and validated programme modules;

19.3.2. All relevant assessment instruments and appropriate supporting documentation (e.g. briefs, examination papers, marking schemes, and outline solutions);

19.3.3. The assessment plan/s;

19.3.4. All learner assessment evidence;

19.3.5. All learner assessment results recorded on provisional results sheet/s;

19.3.6. List of assessors per programme module and/or class group;

19.3.7. Internal Verification Report/s;

19.3.8. Internal sampling strategy; and

19.3.9. Appropriate equipment to moderate assessment evidence produced in a multi-media format must also be provided, as appropriate.

20. Conducting External Authentication

20.1. Before conducting an External Authentication, the External Authenticator will confirm arrangements with PMVT Learning Centre CMS CLG.

20.2.   The External Authenticator will conduct the authentication process by completing:

20.2.1. The External Authenticator Checklist (See Appendix XXV);

20.2.2. The External Authentication Procedure (See Appendix XXVI);

20.2.3. The External Authentication Report (See Appendix XXVII);

20.2.4. The Report on Moderation of Assessment Results (See Appendix XXVIII);

20.2.5. The moderation of the assessment results by reviewing the learner evidence yielded by the internal sampling strategy; and

20.2.6. Report back to PMVT Learning Centre CMS CLG by completing the External Authentication Report.

20.3.   In order to moderate the assessment results, the External Authenticator will:

20.3.1. Review the award standards;

20.3.2. Review the QQI grading criteria; and

20.3.3. Confirm all assessment techniques and instruments are appropriate by using the Module Briefs provided by PMVT Learning Centre CMS CLG for each offered module.

21.   Results Approval

21.1.   In order to effectively manage assessment processes to the highest Quality Assurance standards, an appropriate Results Approval Panel has been established to approve the results of assessment outcomes following the Internal Verification and External Authentication process, identify any weaknesses and vulnerabilities in assessments, based on the outcome of the Internal Verification and External Authentication processes, and to further ensure all decisions on education and training remain independent of commercial considerations.

21.2. The Results Approval Panel will receive the Monitoring and Review Checklists from the Internal Verifier and the External Authenticator which will inform their meetings and decisions.

21.3. The Results Approval Panel will ensure-

21.3.1. That results are fully quality assured and signed off by PMVT Learning Centre CMS CLG prior to submission to QQI;

21.3.2. Appropriate decisions are taken regarding the outcome of the assessment and authentication processes;

21.3.3. Assessment decisions and results are reviewed, judged, and processed in a fair, consistent and transparent manner.

21.3.4. Quality Assurance and best practice are maintained and implemented on all levels of the assessment process;

21.3.5. Trends in learner outputs and possibilities for improvement (where necessary) are identified;

21.3.6. Strengths and weaknesses in the assessment process are identified;

21.3.7. Decisions and results are reviewed, judged, and processes in a fair, consistent, and transparent manner.

21.4. The Results Approval Panel must meet at least once during the certification period.

21.5. The Results Approval Panel will produce an Approval Panel Meeting Report (See Appendix XXXIV) to be reviewed by the Programme Delivery and Assessment Sub-Committee and the Academic Governance Committee.

21.6. For more information please refer to the Term of Reference of the Results Approval Panel (See Appendix XXIX).

22.   Appeals

22.1.   PMVT Learning Centre CMS CLG aims to support learners in their appeals by providing transparency around assessment decisions and outcomes. The process for learner complaints and appeals shall meet the same standards of credibility, fairness, and consistency as the assessment process.

22.2.   An appeal is defined as the request from a lower authority (e.g. the learner) to a higher authority (e.g. PMVT Learning Centre Management) to review a decision made on a learner's progression, assessment, and/or reward.

22.3.   Dissatisfaction or disappointment with the result is not a ground for an assessment appeal.

22.4.   If the learner wishes to make an appeal the tutor or individual key worker will support them to complete this request.

22.5.   To facilitate appeals, PMVT Learning Centre CMS CLG will ensure:

22.5.1. All information will be given to all learners on the appeals process;

22.5.2. There are 14 days from the receipt of results to appeal the grade the learner has achieved; and

22.5.3. All appeals are made in writing;

22.6.   All assessment work must remain at PMVT Learning Centre CMS CLG if the learner is making an appeal. No new evidence can be submitted.

22.7.   Any evidence not available will be assumed not to have been completed or submitted.

22.8.   The Results Appeals Panel will process the appeal within a reasonable timeframe and will ensure that the appeal assessor is not the original assessor.

22.9.   There is a cost of €50 per appeal. If the appeal is upheld, the fee will be returned in full.

22.10. Following completion of the appeals process, QQI will be informed by PMVT Learning Centre CMS CLG of the appeal outcomes. QQI will make any required amendments to grades on the QQI Business System (QBS) and will re-issue a certificate for learners, as appropriate.

22.11. For more information, please see the Appeals Policy (Section 6.3 of this Handbook).

23. Complaints

23.1. A complaint is defined as a statement made about any action of the PMVT Learning Centre CMS CLG and/or its staff members that is perceived as being dissatisfying, unacceptable, and/or not fit for purpose (e.g. assessment results are perceived as being unfair or biased). Complaints within PMVT Learning Centre CMS CLG fall under the PMVT Complaints Policy (Please see Appendix XVII for PMVT Complaints Form).

23.1.1. The PMVT Complaints Policy will be made available to all learners and their parent(s)/guardian(s) via the Learner and Guardian Handbook.

23.1.2. Contact detail for Ombudsman for Children's Office: Millennium House, 52-56 Great Strand Street, Dublin 1. Tel: 01-8656800.

6.3. Appeals Policy

1. Policy Statement

1.1. PMVT Learning Centre CMS CLG recognises and values the principles of natural justice and procedural fairness and is committed to ensure such principles are adhered to at all stages. PMVT Learning Centre CMS CLG will support any learner and/or their parent(s)/guardian(s) in their right(s) to appeal a decision made regarding the young person's assessment results, placement-closure, and/or placement-offer. An opportunity is given to ensure the case is treated fairly and

that mitigating circumstances can be raised and responded to. PMVT Learning Centre CMS CLG recognises that not everyone is confident in expressing their views and, thus, welcome appeals made by professional services on behalf of learners and their families/guardians.

2. Purpose of this Policy

2.1. The purpose of the Appeals Policy and Procedure is-

2.1.1. To ensure that learners and their parent(s) and/or guardian(s) are given every opportunity to respond to a learner's assessment results, should they wish to do so;

2.1.2. To ensure that learners and their parent(s) and/or guardian(s) are given every opportunity to respond to the closure of a child's placement at PMVT Learning Centre CMS CLG;

2.1.3. To ensure that learners and their parent(s) and/or guardian(s) are given every opportunity to respond to the decision where a placement is not offered to a potential learner;

2.1.4. To ensure that PMVT Learning Centre CMS CLG engages in a range of consultation methods with learners and their parent(s)/guardian(s); and

2.1.5. To ensure that systems are in place to appeal decisions made by management in hearing appeals.

3. Scope of this Policy

3.1. This procedure covers appeals made regarding a learner's assessment results.

3.2. This procedure covers appeals of closure of a learner's placement at PMVT Learning Centre CMS CLG.

3.3. This procedure covers the appeals process in the case that a referred learner was not offered a placement in PMVT Learning Centre CMS CLG and the holding of an appeal meeting.

4.   Glossary of Terms and Definitions

4.1.   **PMVT** – Peter McVerry Trust CLG

4.2.   **PMVT Learning Centre CMS CLG** – Peter McVerry Trust Learning Centre CMS CLG

4.3.   An **appeal** is defined as the request from a lower authority (e.g. the learner) to a higher authority (e.g. PMVT Learning Centre Management) to review a decision made on a learner's progression, assessment, and/or reward.

5.   General Information/Underlying Principles

5.1.   Learners and their parent(s)/guardian(s) have a right to appeal decisions made by PMVT Learning Centre CMS CLG.

5.2.   In such a case where a learner and/or their parent(s)/guardian(s) are dissatisfied with an assessment result they may appeal the assessment result.

5.2.1.   PMVT Learning Centre CMS CLG will always aim to offer transparency around assessment results and offer explanations in the case of any opacity.

5.3.   In the case where a learner's placement has been closed, the learner, with their parent(s) and/or guardian(s) may appeal that exclusion to the Appeals and Disciplinary Sub-Committee.

5.3.1.   Placement-closure will always be the last resort in PMVT Learning Centre CMS CLG. The aim is always to retain the learner in education.

5.3.2.   Any placement closure documentation that is issued by the Learning Centre Manager will outline this procedure to parent(s) and/or guardian(s) to ensure that they know how to appropriately exercise their right to appeal and to provide the information necessary to assist in appealing an exclusion.

5.4.   Potential learners who have not been offered a placement in PMVT Learning Centre CMS CLG may appeal that decision to the Appeals and Disciplinary Sub-Committee.

5.5.   The learner/parent/guardian has the right to appeal the decision of PMVT
Learning Centre CMS CLG and must do so in writing to the Appeals and
Disciplinary Sub-Committee as outlined below.

5.6.   In line with organisational ethos, the PMVT Learning Centre CMS CLG will accept
a second referral application for any learner at a later date. It is helpful if the
parties making an appeal understand that an appeal before the Appeals Panel is
a review of the record of the local decision. The Appeals and Disciplinary Sub-
Committee is responsible to ensure that due process was completed by the
Learning Centre Manager in determining the decision of a placement closure or a
placement not offered.

5.7.   The decision of the Appeals and Disciplinary Sub-Committee is final.

5.8.   Please find the Terms of Reference for the Appeals and Disciplinary Sub-
Committee in Appendix XXXV.

6.   Roles and Responsibilities

6.1.   It is the responsibility of the **Learning Centre Manager** to-

6.1.1.   Inform all learners and their parent(s)/guardian(s) of the appeals process as
outlined in this policy;

6.1.2.   Adhere to and comply with any procedures described in this policy; and

6.1.3.   Respect and follow the Appeals and Disciplinary Sub-Committee's decision.

6.2.   It is the responsibility of the **learner** and their **parent(s)/guardian(s)** to-

6.2.1.   Make themselves familiar with the contents of this policy prior to making an
appeal;

6.2.2.   Adhere to any obligations placed upon them by this policy (e.g. time frames);
and

6.2.3.   Respect and follow the Appeals and Disciplinary Sub-Committee's decision.

6.3.   It is the responsibility of the **Appeals and Disciplinary Sub-Committee** to-

6.3.1.   Receive appeal letters from learners and/or their parent(s)/guardian(s);

6.3.2.   To schedule and host Appeal Review Meetings, where applicable, with the learner, their parent(s)/guardian(s), and the Centre Manager;

6.3.3.   To ensure the learner was given fair and equal treatment by PMVT Learning Centre CMS CLG and its staff;

6.3.4.   To uphold or reverse the decision which was subject to the appeals process.

7.   Appealing an Assessment Result

7.1.   The process for learner complaints and appeals shall meet the same standards of credibility, fairness, and consistency as the assessment process.

7.2.   PMVT Learning Centre CMS CLG aims to support learners in their appeals by providing transparency around assessment decisions and outcomes. Dissatisfaction or disappointment with assessment decisions and outcomes is not a valid ground for an assessment appeal

7.3.   In such a case that a learner wishes to appeal an assessment result, a staff member of PMVT Learning Centre CMS CLG will support the learner in doing so.

7.3.1.   All appeals must be made within **14 days** of receiving the result.

7.3.2.   All appeals must be made in writing.

7.4.   The appeal will be brought before the Appeals and Disciplinary Sub-Committee for consideration.

7.4.1.   Only previously submitted and graded assessment work can be used as evidence for an appeal. No new evidence may be submitted. Any evidence not available will be assumed to not have been submitted or completed.

7.4.2. The Appeals and Disciplinary Sub-Committee will process the appeal within a reasonable timeframe and will ensure that the appeal assessor is not the original assessor.

7.5. There is a cost of **€50** per appeal. If the appeal is upheld, the fee will be returned in full.

7.6. Following completion of the appeals process, QQI will be informed by PMVT Learning Centre CMS CLG of the appeal outcome. QQI will make any required amendments to grades on the QQI Business System (QBS) and will re-issue a certificate for learners, as appropriate.

7.7. The decision of the Appeals Panel is final.

8. Appealing a Placement Decision

8.1. To begin the appeal process regarding placement decisions, the learner and/or the parent(s)/guardian(s) of the learner must write to the Appeals and Disciplinary Sub-Committee within **30 calendar days** asking for the decision to be appealed. The letter must contain the following information:

8.1.1. Name of the learner;

8.1.2. Address;

8.1.3. Date of Birth of the learner; and

8.1.4. Date of closure.

8.2. Once the Appeals and Disciplinary Sub-Committee of PMVT Learning Centre CMS CLG has received a letter requesting an appeal of the placement closure or placement not offered, a date will be set for the Appeal Review Meeting.

8.2.1. The Appeal Review Meeting will be held within **twenty (20) school days** after the request for an appeal has been received. A waiver permitting some flexibility in setting the actual date of the Appeal Review Meeting may be offered or requested.

8.2.2. The Appeals Panel will notify the learner and their parent(s)/guardian(s), and the Centre Manager in writing, giving at least **one week**'s notice, regarding the date, time, and location of the Review Meeting.

8.3. Review Meetings are facilitated by three members of the Academic Governance Committee with the learner, their parent(s)/guardian(s), and the Learning Centre Manager. For more information, please see the Terms of Refences for the Appeals and Disciplinary Sub-Committee (Appendix XXXV).

8.4. The Appeals and Disciplinary Sub-Committee will outline the appeals process and advise that the Review Meeting is to confirm that the learner was given fair and equal opportunities during the referral process, or in the case of a placement closure appeal, that the learner was given fair and equal opportunities to support the sustainment of the learner placement.

8.5. The learner, their parent(s)/guardian(s), or responsible agency for the learner, will be allowed the opportunity to present their case of appeal with an initial opening statement. A written report may be submitted by each of the parties prior to the meeting should this be required.

8.6. Following this local management, the Learning Centre Manager will present a review of the process(es) which PMVT Learning Centre CMS CLG undertook in supporting the young person to sustain their placement, any incident reports recorded by PMVT Learning Centre CMS CLG, and any interventions completed by PMVT Learning Centre CMS CLG to best support the learner to remain in education in PMVT Learning Centre CMS CLG. In the case where a placement was not offered to a referring learner, the Learning Centre Manager will be asked to present the process and documentation which were completed to support the decision of no placement offered.

8.7. The learner or their representative will have an opportunity to make a reply to the Learning Centre Manager's presentation.

8.8.   During or after these presentations, members of the Appeals and Disciplinary Sub-Committee may question both sides and request clarification of certain facts and circumstances relating to the placement closure or the placement not offered decision.

8.9.   Upon completion of the arguments and questioning by the Appeals and Disciplinary Sub-Committee, all those present will be excused by the Appeals and Disciplinary Sub-Committee. The members will take all information presented into consideration as they deliberate the review. The Appeals and Disciplinary Sub-Committee may call back any party for further questions during the course of deliberations.

8.10.   The Appeals and Disciplinary Sub-Committee will call all parties together to inform them of the final decision.

8.11.   The Appeals and Disciplinary Sub-Committee has up to **three (3) school days** to finalise its decision.

8.12.   The Appeals and Disciplinary Sub-Committee may do the following:

   8.12.1. Uphold the decision of the Learning Centre Manager, and/or

   8.12.2. Reverse the decision of the Learning Centre Manager and reinstate the learner or request that a second referral application be submitted at a later date.

8.13.   The Appeals and Disciplinary Sub-Committee is required to base consideration upon the written record of the Review Meeting, including documents produced at the hearing.

8.14.   The Appeals and Disciplinary Sub-Committee's's responsibility is to determine if the learner received a fair review.

8.15.   The decision of the Appeals and Disciplinary Sub-Committee is final.

Section 7: Support for Learners

7.1. Support for Learners Policy

1. Policy Statement

1.1.   PMVT Learning Centre CMS CLG is committed to providing young people with a high-quality education programme which provides the supports required to meet the learners' individual needs and maximise their intrinsic abilities to engage in continued learning.

2.   Purpose of this Policy

2.1.   The purpose of this policy is to ensure the support provided by PMVT Learning Centre CMS CLG to learners is clear, consistent, and suffices in meeting learners' needs and requirements. This promotes an inclusive and supportive setting and supports all learners to maintain engagement in education.

2.2.   In addition, this policy is responsive to ratification of the CRPD, Article 24(2) which obliges States, *inter alia*, to ensure that children can access an inclusive, quality, and free education on an equal basis with others in the communities in which they live.

3.   Scope of this Policy

3.1.   This policy outlines the supports to be provided by all staff, relief staff, substitute staff, and volunteers within the organisation. It also includes people from other agencies conducting 'in reach' services in the PMVT Learning Centre CMS CLG for the time they are on the premises.

4.   Glossary of Terms and Definitions

4.1.   **PMVT** – Peter McVerry Trust CLG

4.2.   **PMVT Learning Centre CMS CLG** – Peter McVerry Trust Learning Centre CMS CLG

4.3.   **CAMHS** – Child and Adult Mental Health Service

4.4.   **CPD** – Continuing Professional Development

4.5.   **SCW** – Social Care Worker

4.6.   **Individual Crisis Support Plan**: A support plan devised by the Social Care Worker and the young person to support them during times of escalation. This often includes triggers, prevention strategies, and an agreed upon escalation and de-escalation procedure.

4.7.   **Individual Student Support Plan**: A learner-centred and learner-led academic plan of work devised with the Social Care Worker.

4.8.   **Inclusion**: Inclusion involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures, and strategies in education to overcome barriers with a vision to provide all learners of the relevant age-range with an equitable and participatory learning experience and the environment that best corresponds to their requirements and preferences. Placing learners with disabilities within mainstream classes without accompanying structural changes to, for example, organisation, curriculum and teaching, and learning strategies, does not constitute inclusion (taken from the NCSE (2019) Policy Advice on Special Schools and Classes, p.17).

5.   General Information/Underlying Principles

5.1.   PMVT Learning Centre CMS CLG aims to provide high-quality education to young people aged 12 to 17 who cannot enter and/or have been excluded from mainstream education due to a number of circumstances (e.g. emotional, social and/or behavioural challenges, and/or a need for further learning supports and/or education).

5.2.   Additionally, PMVT Learning Centre CMS CLG aims to facilitate education programmes that meet each learner's individual need and to support them in continued learning that can have positive impacts on the learners' future developments. Emphasis is placed on learners' dignity, autonomy, and respect.

6.   Roles and Responsibilities

6.1.   It is the responsibility of **PMVT Learning Centre CMS CLG** and all its **staff** (paid and volunteers), including contracted third parties, to-

6.1.1.   Uphold and maintain the principles and procedures as laid out by this policy; and

6.1.2.   Support and assist management in the enforcement of this policy.

6.2.   It is the responsibility of the **Head of Service** to-

6.2.1.   Coordinate all learner supports (academic, behavioural, physical emotional etc.) listed within this policy; and

6.2.2.   Regularly meet with staff and monitor the effectiveness of the supports in both a long- and short-term capacity.

6.3.   It is the responsibility of the **Centre Manager(s)** to-

6.3.1.   Enforce and periodically review this policy.

6.4.   It is the responsibility of the **learner** to-

6.4.1.   Engage with their Social Care Worker to the best of their ability to devise an Individual Student Support Plan.

7.   Academic Support for Learners

7.1.   It is to be acknowledged that all learners enrolled with PMVT Learning Centre CMS CLG have been admitted because they require additional supports to what mainstream education can provide.

7.2.   In order to best support the needs of all learners, additional supports and access to the additional supports, are embedded within the day-to-day operations of PMVT Learning Centre CMS CLG.

7.2.1.   For this reason, there are many whole-school approaches which facilitate additional provision of support to all learners.

7.3.   Support is always highly individualised and learner-centred as well as strengths-based and trauma-informed.

7.4.   The Social Care Workers are one of the central elements to the successful inclusion of learners.

7.5.   Every learner has their own Indivudal Student Support Programme to meet their needs.

7.6.   There is an Individual Student Support Plan (See Appendix XXXVII) for each learner which has been developed with the learner's assigned Social Care Worker.

    7.6.1. The goal of the Individuali Student Support Plans is to provide a sense to the young person that they are in control of their own education

    7.6.2. The Individual Student Support Plan is created collaboratively with the learner and the Social Care Worker and the goal of the Individual Student Support Plan is to continue engagement in education by the young person.

7.7.   There is a whole-school Behaviour Management Strategy in place to provide additional behavioural support to all learners. Behaviours are clearly defined with positive interventions and prevention strategies clearly outlined for all staff (See Appendix XXXVI for more information)

7.8.   Learners are provided with very structured school timetables to ensure consistency and routine.

7.9.   Social Care Workers will work with learners who are close to graduating to investigate and secure progression routes after their pleacement with PMVT Learning Centre CMS CLG as part of the Progression Supports.

    7.9.1. Learners are supported to identify their own progression route through attending open days, learning about and applying to apprenticeships, re-engaging in education in a secondary school, or re-engaging in employment. No learner leaves without a progression route identified.

8.   Non-Academic Support for Learners

8.1.   All forms of support for learners are provided as required and where needed in a pro-active capacity.

8.2.   Daily support is provided to all learners. Where additional support is required by a particularly vulnerable young person that additional support is provided by the Head of Service (HoS).

8.3.   Weekly one-to-one counselling sessions for the young people are provided by an external child psychologist.

8.4.   The SCWs provides key-working sessions to learners to ensure access to further supports outside of the school setting.

8.5.   Key working sessions with a designated Social Care Worker takes place with learners daily on a one-to-one basis.

    8.5.1.   The key working sessions work holistically to simultaneously support the child within the classroom, but also to support their family outside of school.

8.6.   Individual Crisis Support Plans (See Appendix XXXVIII) are developed for the learners in response to the learner's personal circumstances (e.g. home environment) and how such circumstances may influence the learner's schooling experience. The focus of the Individual Crisis Support Plan is to always maintain the young person in education and to prevent placement breakdowns.

8.7.   Learners of PMVT Learning Centre CMS CLG also engage in workshops with local community organisations to provide information and additional support to learners.

    8.7.1.   To target potential early offenders, whole-school workshops are provided to all learners, addressing learners' needs for support.

    8.7.2.   Other workshops offered may address subjects such as cyberbullying and/or staying safe online.

9. Coordination, Monitoring, Evaluation, And Review of Supports

9.1. The Director of Child and Family Services oversees the operation of all services for young people.

9.2. PMVT Learning Centre CMS CLG is managed by the Head of Service (HoS).

9.2.1. The Individual Student Support Plans and Individual Crisis Support Plans are evaluated and reviewed monthly by the HOS.

9.2.2. The Head of Service will oversee caseloads of particularly vulnerable learners in order to involve Tulsa and other necessary supports external to PMVT Learning Centre CMS CLG both in school and at home.

9.3. Additional supports in the form of Individual Crisis Support Plans and Individual Student Support Plans are co-ordinated by the Social Care Workers monthly.

9.3.1. The Individual Student Support Plans and Individual Crisis Support Plans are monitored weekly by Social Care Workers and the learners themselves.

9.3.2. The Individual Student Support Plans and Individual Crisis Support Plans are evaluated and reviewed by Social Care Workers and the learners themselves.

9.4. Key working sessions are co-ordinated by the HoS and the Social Care Team.

9.5. Key working sessions are monitored, evaluated, and reviewed by the HOS.

10. Inter-Agency Collaborations

10.1. A holistic approach is taken to supporting learners which requires intense inter-agency collaboration. Communication is maintained both formally and informally through meetings, emails, phone calls, and key working sessions with the learners and families themselves. Some of the most frequently engaged with organisations are as follows:

10.1.1. Tusla;

10.1.2. Local secondary school principals;

10.1.3. Department of Education and Skills;

10.1.4. Local youth groups;

10.1.5. Rehab Group (National Learning Network);

10.1.6. Solas;

10.1.7. Liberties Training College; and

10.1.8. Candle Trust.

11. Communications and Supports for Parents

11.1. The importance of communication with parents and guardians is understood to be fundamental in successfully engaging all learners in their education.

11.2. Engagement is maintained through informal and formal procedures. In response to the Covid-19 pandemic, PMVT Learning Centre CMS CLG has adopted a hybrid model in maintaining communication with parents.

11.2.1. Daily contact with parents is upheld either face-to-face or on the phone.

11.2.2. Parent-tutor meetings to discuss learner progress are held twice a year before significant educational milestones. They usually are organised before Christmas upon the completion of Term 1 and before the Junior Certificate.

11.2.3. Graduation celebrations take place in June with a formalised certificate of completion.

11.3. Communication with parents regarding their child is important, but so is support for the parents themselves. Supporting parents and guardians enables and empowers them to better support the learners during their time in PMVT Learning Centre CMS CLG. There were efforts to organise a weekly art class for parents and a weekly peer support group for parents, but these were postponed due to Covid-19. Additional supports for parents and their access to them will be revisited for the upcoming academic year.

11.3.1. A weekly one-to-one counselling service is available to parents.

12.   Admission Requirements

12.1.   PMVT Learning Centre CMS CLG receives admissions from young people who can no longer access mainstream education due to a number of circumstances.

12.2.   Receipt of a referral is followed by a process whereby two Pre-Placement Student Profile Reports are sourced. These Pre-Placement Student Profile Reports are requested by liaising with organisations that the young person had contact with (e.g. the young person's school, a youth group they attended, CAMH's, ect.).

12.3.   The Pre-Placement Student Profile Report requests information on the young person's academic ability, behaviour, and social needs. The full details of this report can be viewed in Appendix IX.

12.4.   The Pre-Placement Student Profile report is reviewed and the young person and their parent(s)/guardian(s) are invited to a 30-minute pre-placement assessment meeting during which an open discussion based on the learning goals and needs of the young person is discussed.

12.4.1. A placement is offered based on this feedback.

12.5.   PMVT Learning Centre CMS CLG endeavours to always accept any referral for a learner, however, in the instance where a child has a psychological educational assessment with a diagnosis of a moderate learning disability resulting in an inability to engage in literacy activities PMVT Learning Centre CMS CLG are unable to offer a placement as they do not have the resources to meet the learner's needs.

12.6.   For more detailed information on the Referrals Process please see Section 3.2 of this Quality Assurance Handbook.

13.   Supports for Learners with Physical Disabilities

13.1.   In the instance where a child has a diagnosis of a physical disability that may prevent them from accessing stairs, PMVT Learning Centre CMS CLG is currently unable to accommodate for their needs and therefore cannot accept referrals from such children. It is planned to modify doors to make them wheelchair accessible and to provide new prefabs at ground level which will soon enable PMVT Learning Centre CMS CLG to be more inclusive to the physical needs of learners.

13.2.   Supports for learners with physical disabilities such as modified learning materials and adaptions to assignments and the classroom are devised through the learner-centred Individual Student Support Plans. Each plan responds to the unique needs of the learner.

14.   Support for International Students

14.1.   PMVT Learning Centre CMS CLG works with young people who can no longer access mainstream education. Learners have to have been engaged in a mainstream school in Ireland, which they have then disengaged from before an admission can be considered. For this reason, admissions to PMVT Learning Centre CMS CLG by international learners cannot be accepted. As such there are no particular supports made available to international learners.

14.2.   Where a learner referral is submitted and the learner's first language us not English, the learner would be provided with appropriate resources where required/possible. PMVT Learning Centre CMS CLG will manage such instances on a case-by-case basis using a holistic approach.

15.   Students Supporting Students

15.1.   There is a plan to create a student council and to have a head student representative for each class, but situating the learners back into a regular school

routine after the Covid-19 restrictions took precedence. This will be trialled in the forthcoming academic year of 2022/23.

16. Feedback

16.1. There is an opportunity for learner feedback conducted annually through the use of an academic assignment (See Section 11 of this Handbook) for learners that requests their perception of, and feedback and opinions on, PMVT Learning Centre CMS CLG. The purpose of this assignment is duplicitous. It is intended to provide the learners with literacy opportunities, but the information provided by learners is also used to shape decisions made within PMVT Learning Centre CMS CLG.

16.2. At the end of each of the provided modules, an End of Module Feedback Survey (See Section 11 of this Handbook) will be distributed to the learners to capture a more holistic opinion on the learners' experiences.

17. Relevant Policies

17.1. PMVT LGBTQI+ Policy (To be published)

17.2. Convention of the Rights of Persons with Disabilities (CRPD)

17.3. NCSE Policy Advice on Special Schools and Classes

7.2. Identifying and Facilitating the Diverse Needs of Learners Policy

1. Policy Statement

1.1. The Identifying and Facilitating the Diverse Needs of Learners Policy promotes an open environment in which each learner receives clear, consistent, and sufficient supports that meet their diverse and complex needs. PMVT Learning Centre CMS CLG commits to engaging in ongoing formal and informal risk assessments to

assure the health, safety, and wellbeing of all learners and staff and to offer timely and appropriate interventions where necessary. Peter McVerry Trust CLG endeavour to be person-centred and responsive to learner need, this policy outlines the processes we take to support our learner population in re-entering education.

2. Purpose of this Policy

2.1. The purpose of the Identifying and Facilitating Diverse Needs of Learners Policy is to-

2.1.1. Establish the processes and procedure of PMVT Learning Centre CMS CLG to identify and address the individual needs of each learner; and

2.1.2. To facilitate a safe environment for both staff and learners that conducts regular risk assessments and offers timely and appropriate interventions.

3. Scope of this Policy

3.1. This policy applies to all members of staff (paid and volunteer) working within, or in association with, PMVT Learning Centre CMS CLG.

4. Glossary of Terms and Definitions

4.1. **PMVT** – Peter McVerry Trust CLG

4.2. **PMVT Learning Centre CMS CLG** – Peter McVerry Trust Learning Centre CMS CLG

4.3. **Risks**, within the scope of this policy shall include, but may not be limited to-

4.3.1. Self-harm;

4.3.2. Suicide;

4.3.3. Risk of overdose;

4.3.4. Threat of violence to others; and/or

4.3.5. Threat of violence to the individual.

4.4. **Triggers**, within the scope of this policy, are defined as things that may cause an extreme emotional reaction, often in the form of overwhelm or distress. Triggers may stem from past traumas and/or experiences. Every individual may respond differently to different triggers.

4.5. **Diverse Needs**, as defined here, are the individual and often complex needs of learners in PMVT Learning Centre CMS CLG. Due to their unique circumstances and backgrounds, each learners has different requirements for supports and interventions which must be met on a case-by-case basis.

4.6. An **Individual Student Support Plan** is a learner-centred and learner-led academic plan of work devised with the Social Care Worker.

4.7. And **Individual Crisis Support Plan** is a learner-centred and learner-led behaviour management plan created in dialogue with the learner's Social Care Worker.

5.   General Information/Underlying Principles

5.1. PMVT Learning Centre CMS CLG aims to provide high-quality education to young people aged 12 to 17 who cannot enter and/or have been excluded from mainstream education due to a number of circumstances (e.g. emotional, social and/or behavioural challenges, and/or a need for further learning supports and/or education).

5.2. Additionally, PMVT Learning Centre CMS CLG aims to facilitate education programmes that meet each learner's individual need and to support them in continued learning that can have positive impacts on the learners' future developments. Emphasis is placed on learners' dignity, autonomy, and respect.

5.3. This policy should be read in conjunction with-

5.3.1. Referrals, Placement, and Progression Policy (Section 3.2. of this Handbook); and

5.3.2. Support for Learners Policy (Section 7.1. of this Handbook).

5.4.   This policy functions in addition to all PMVT operational policies, in particular-

5.4.1. PMVT Suicide, Self-Harm, and Self-Injury Intervention Policy;

5.4.2. PMVT Overdose Policy; and

5.4.3. PMVT Harm Reduction Policy.

6.   Roles and Responsibilities

6.1.   It is the responsibility of **PMVT Learning Centre CMS CLG** and all its **staff** to-

6.1.1. Provide adequate and appropriate support measures to the learner's individual and diverse needs.

6.2.   It is the responsibility of the **Centre Manager** to-

6.2.1. Conduct a Student Profile Assessment and identified potential risks for the learner prior to the Pre-Placement Meeting; and

6.2.2. Engage the learner and their parent/guardian in a Pre-Placement Meeting to discuss the learner's individual needs.

6.3.   It is the responsibility of the **Social Care Team** to-

6.3.1. Support the Centre Manager in the Pre-Placement Meeting;

6.3.2. Formulate an Individual Student Support Plan and an Individual Crisis Support Plan in collaboration with the learner; and

6.3.3. To engage in strength-based and trauma-informed timely interventions and provide support to all learners.

7.   Identifying Diverse Needs

7.1.   The diversity of learners' needs is ascertained before admission to PMVT Learning Centre CMS CLG through the admission requirements and strict assessment processes.

7.2.   PMVT Learning Centre CMS CLG will complete a Pre-Placement Student Profile
for each incoming learner in collaboration with the learner's post-primary school
of origin or another individual or agency who has been noted on the learner's
Referral Form. The Pre-Placement Student Profile helps PMVT Learning Centre
CMS CLG identify the diverse needs of the learners.

7.3.   Once potential needs have been identified, the learner and their parent and/or
guardian are invited to a Pre-Placement Meeting between the learner, their
parent/guardian, and the Centre Manager and a member of the Social Care
Team. The Pre-Placement Meeting further outlines needs of the learners that will
need to be anticipated and accommodated.

8.   Learner Risk Assessments

8.1.   As part of the Pre-Placement Student Profile, an initial Learner Risk Assessment
will be conducted, covering areas of-

8.1.1.   Addiction;

8.1.2.   Personal beliefs;

8.1.3.   History of abuse;

8.1.4.   History of self-harm; and

8.1.5.   History of violence.

8.2.   Identifying potential risks and triggers of the child or young person is paramount
to the delivery of ongoing and individual support to all learners in PMVT Learning
Centre CMS CLG and, furthermore, ensures the health and safety of all learners
and staff.

8.3.   In such a case that any risks have been identified in the course of the initial
Learner Risk Assessment, the learner's assigned Social Care Worker will engage
the learner and their parent(s)/guardian(s) in an open and empathetic
conversation with the aim of developing a strategy to address the identified risks.

8.3.1. All information shared with the Social Care Worker will be used to create an Individual Student Support Plan which will best promote the positive engagement of the learner in the teaching and learning programme.

8.4. PMVT Learning Centre CMS CLG engages in ongoing risk assessment and new risks may be identified at any time. Ongoing risk assessment includes, but is not limited to-

8.4.1. Disclosure of a learner to any member of staff;

8.4.2. Observations of risks (e.g. self-harm, suicide, harm to others) by any member of staff.

8.5. All risk assessments will be conducted in a confidential and responsible way by adequately and appropriately trained and qualified staff.

8.6. Due to the young ages of the learners, all serious risk assessments must be met with the appropriate actions as outlined in the Children First Guidelines and PMVT Child Protection and Safeguarding Policy.

8.7. It should be noted that staff are under a legal obligation to report any crimes committed or planned to be committed that pose a viable and realistic threat of violence. Participants should be informed of this on entry to the project and prior to a disclosure.

9. Facilitating Diverse Needs

9.1. PMVT Learning Centre CMS CLG aims to meet the diverse and complex needs of learners through continuous engagement and collaboration between the learners, the class tutors, and the Social Care Workers.

9.2. Within the classroom, diverse needs are met by applying adaptations to the curriculum as co-ordinated between the learner and the Social Care Worker in the Individual Student Support Plan.

9.3.   Support is always highly individualised and learner-centred as well as strengths-based and trauma-informed.

9.4.   The Social Care Workers are one of the central elements to the successful inclusion of learners within PMVT Learning Centre CMS CLG.

9.5.   It is acknowledged that events within the family home can create diverse needs amongst the young people and that these events can rapidly increase and decrease in severity.

9.6.   A holistic approach is taken to facilitating diverse needs and families will receive therapeutic supports in addition to the learners.

9.7.   An Individual Crisis Support Plan is a behaviour management plan that is created in dialogue with the learner and is unique to each learner's diverse needs. It is to be used as a guide for staff for the safe management of behaviours and potential triggers. The aim of an Individual Crisis Support Plan is to deescalate and avoid challenging behaviours and incidents in PMVT Learning Centre CMS CLG.

7.3. Challenging Behaviours Policy

1. Policy Statement

1.1.   PMVT Learning Centre CMS CLG is committed to providing high quality and inclusive education to children and young people who have been excluded from mainstream education. To achieve a positive and safe learning environment, PMVT Learning Centre CMS CLG has developed techniques of interventions for challenging behaviours that are designed to promote the young persons' strengths and capabilities.

1.2.   The overall focus of all behaviour management strategies is to support the young person to develop skills and pro-social behaviours. Eliciting the young person's own motivation is key, and positive social interaction is essential for every young person's development. The use of praise and recognition of young people's

achievements, academic success, and positive choices is acknowledged as essential on a day-to-day basis.

1.3.   Studies show up to six instances of praise or warmth should be used for every one criticism or direction given. This is particularly essential for young people with a range of complex needs who have had many challenging experiences in their lives before they register as a learner with PMVT Learning Centre CMS CLG. Genuine positive interactions during the day help to build the young person's sense of self and self-esteem. The aim should be to catch the young person when 'they are being good or making positive choices'.

1.4.   The steps outlined in this policy will establish possible intervention strategies to manage presenting behaviours. These intervention strategies follow a guided Therapeutic Crisis Intervention (TCI) approach to best supporting a young person in crisis.

2.   Purpose of this Policy

2.1.   The purpose of the Challenging Behaviours Policy is to-

2.1.1.   Ensure that all members of staff have a range of behaviour management strategies at their disposal that are intended to achieve positive outcomes for the young people in their care;

2.1.2.   Ensure that all staff understand the possible underlying reasons for young people's behaviours;

2.1.3.   Assist young people to examine possible underlying factors to their behaviour and how these behaviours impact their lives;

2.1.4.   Allow young people the opportunity to develop normal social learning by involving them in agreeing acceptable standards of behaviours;

2.1.5.   Ensure that young people are aware of and understand possible consequences to breaches of agreed standards of behaviour;

2.1.6. Ensure that PMVT Learning Centre CMS CLG has a range of approaches and techniques designed to respond effectively to challenging behaviours;

2.1.7. Ensure PMVT Learning Centre CMS CLG undertakes specific training according to patterns of behaviour that arise in each service. Staff teams should be encouraged and supported in upskilling and professionally developing in various topics, which, in turn, promote positive behaviour management;

2.1.8. Provide information to young people and their families concerning behaviour management approaches and techniques used in PMVT Learning Centre CMS CLG;

2.1.9. Provide written evidence of behaviour management techniques used by PMVT Learning Centre CMS CLG; and

2.1.10. Make records concerning behaviour management available for monitoring, review, and inspection by authorised personnel.

3. Scope of this Policy

3.1. This policy applies to PMVT Learning Centre CMS CLG as well as all its staff member (paid and volunteer).

4. Glossary of Terms and Definitions

4.1. **PMVT** – Peter McVerry Trust CLG

4.2. **PMVT Learning Centre CMS CLG** – Peter McVerry Trust Learning Centre CMS CLG

4.3. **TCI** – Therapeutic Crisis Intervention

4.4. **ICSP** – Individual Crisis Support Plan

4.5. **LSI** – Life Space Interviews

4.6. **Challenging behaviours**, as per this policy, are define as aggressive behaviours exhibited by a young person. The aggressive behaviours may be expressed both verbally and physically.

4.7. **Behaviour management** refers to the range of approaches and techniques used in PMVT Learning Centre CMS CLG to assist young people in developing positive ways of dealing with their experiences of everyday life.

5. General Information/Underlying Principles

5.1. PMVT Learning Centre CMS CLG takes a strengths-based, trauma-informed, non-judgemental approach to supporting each individual learner.

5.2. PMVT Learning Centre CMS CLG acknowledges that all behaviours are outward manifestations of a person's internal bodily processes, perceptions, emotions, thoughts, and intentions and must thus be considered within their context.

5.3. Therapeutic Crisis Intervention (TCI)

5.4. Individual Crisis Support Plan (ICSP)

6. Roles and Responsibilities

6.1. It is the responsibility of **all staff** members to-

6.1.1. Be familiar with the processes and procedures outlined in this policy;

6.1.2. Engage in any necessary training courses that may help improve their understanding behaviour management techniques.

7. Strengths-Based Approach to Managing Challenging Behaviour

7.1. PMVT Learning Centre CMS CLG is committed to always involving the young person and people with a bona fide interest in the young person's welfare in developing behaviour management techniques that aim to assist the young person move in a positive direction away from behaviour that has been shown to produce negative outcomes.

7.2. As part of the strengths-based approach to managing challenging behaviours, PMVT Learning Centre CMS CLG promotes, rewards, and reinforces behaviours that have led to positive outcomes for the young person.

7.3.   For transparency and clarity, PMVT Learning Centre CMS CLG has developed a standard of behaviours-

    7.3.1.   **S**pecific

    7.3.2.   **M**easurable

    7.3.3.   **A**chievable

    7.3.4.   **R**ealistic

    7.3.5.   **T**imed

7.4.   PMVT Learning Centre CMS CLG and their staff always encourage the children and young people in their care to discuss difficulties they may be experiencing in managing their behaviours.

7.5.   A young person in a time of crisis who is exhibiting challenging behaviours may not be subjected to degrading or humiliating treatments due to their behaviours.

    7.5.1.   When breaching the agreed standards of behaviours, PMVT Learning Centre CMS CLG and the learner will agree on restorative actions as an appropriate means of responding.

7.6.   PMVT Learning Centre CMS CLG engages in promoting natural consequences to reinforce positive behaviours and discourage negative behaviours.

7.7.   All staff members are trained in completing risk assessments to respond to concerns about the effects a young person's behaviour may be having on the ability of PMVT Learning Centre CMS CLG to provide a safe environment for their learners.

7.8.   PMVT Learning Centre CMS CLG will always consult with the young person, their parent(s)/guardian(s), the Education Welfare Officer, or any other supporting agency, if the young person's behaviour may be jeopardising their placement in PMVT Learning Centre CMS CLG.

8.   Therapeutic Crisis Intervention Strategies

8.1.   Staff at PMVT Learning Centre CMS CLG have been trained to utilise a Therapeutic Supportive Intervention approach when supporting a young person who is experiencing a time of crisis or is expressing challenging behaviour.

8.1.1.   Staff should, in all cases, reflect upon and implement the advised strategies so as to best support the young person exit the crisis safely and to best support other staff and young people at PMVT Learning Centre CMS CLG.

8.2.   To best support the safe management of the environment, engage the young person and provide emotional support, and to exercise self-control, the following self-reflection questions have been developed to review in a time of crisis situation:

8.2.1.   What am I feeling now?

8.2.2.   What does the young person feel, need or want?

8.2.3.   How is the environment affecting the young person or the situation?

8.2.4.   How do I best respond?

8.3.   Professional and personal reflection will best promote all staff to positively support a young person who is experiencing a time of crisis. Staff should respond in a timely manner to ensure the environment is safe for all persons involved. Staff should minimise risks and seek support from another staff member and follow the TCI guidelines of behaviour support techniques (See Appendix XXXIX)

8.4.   Behaviour Support Techniques to be followed by all staff when managing a challenging incident or time of crisis for a young person include:

8.4.1.   Manage the environment;

8.4.2.   Prompting;

8.4.3.   Caring Gesture;

8.4.4. Hurdle Help;

8.4.5. Redirection and distractions;

8.4.6. Proximity;

8.4.7. Directive Statements; and

8.4.8. Time Away.

8.5. Staff should pay particular attention to the area of active listening when managing a challenging incident or time of crisis for a young person. Active listening is a technique which-

8.5.1. Identifies and validates feelings for the young person;

8.5.2. Reduces defensiveness;

8.5.3. Promotes Changes;

8.5.4. Communicates that we care and understand;

8.5.5. Is an effective co-regulation strategy; and

8.5.6. Helps the young person(s) 'talk out rather than act out'.

8.6. Staff should always be mindful of their facial expressions, tone of voice, and the use of open or closed questions when supporting a young person during a time of challenging behaviour or crisis.

8.7. Staff should pay particular attention to the influence they can provide for a young person(s) who is experiencing a time of crisis. This is best promoted through the provision of emotional first aid to the young person(s).

8.7.1. Provide immediate support to reduce emotional intensity

8.7.2. Identify and resolve the underlying concerns causing distress

8.7.3. Attempt to retain the young person(s) in the classroom or in PMVT Learning Centre CMS CLG activities.

8.7.4. Drain emotions

8.7.5. Empathise

8.7.6. Give understanding

8.7.7. Clarify events

8.7.8. Maintain the relationship and lines of communication

8.7.9. Remind the young person(s) of the expectations and the immediate situation if necessary. This may not be best suited depending on the timing of the situation. This may be best communicated when the young person(s) is calm and returned to baseline.

8.8. Therapeutic Crisis Intervention strategies are completed to support the young person(s) to the Life Space Interview (LSI) stage of the behavioural support techniques, which include-

8.8.1. Returning the young person(s) to normal functioning;

8.8.2. Clarifying Events;

8.8.3. Repairing and restoring the relationship;

8.8.4. Teaching new coping skills;

8.8.5. Reintegrating the young person back into the class or group activity;

8.8.6. Isolating the conversation and moving to a positive space;

8.8.7. Exploring the young person's point of view;

8.8.8. Summarising the feelings and the content of the young person's point of view;

8.8.9. Connecting feelings to behaviours (e.g. "when you were angry you threw the chair");

8.8.10. Discussing alternate behaviours and supporting new methods of behaviour;

8.8.11. Planning, developing, and practicing new behaviour;

8.8.12. Using code words for support;

8.8.13. Reintegrating the young person back into the classroom or group work setting.

9. Individual Crisis Support Plan

9.1. The ICSP is part of the Therapeutic Crisis Intervention (TCI) approach to challenging behaviour. The ICSP is a plan that offers a current analysis of the young person's potential behaviour during a crisis and outlines the strategy for responding to this behaviour.

9.2. Staff are committed to a preventative approach to violent or aggressive behaviours by employing measures which include-

9.2.1. Conveying an understanding of the underlying causes of why the young person is in care;

9.2.2. Conveying an understanding of the psychological, social, and educational problems associated with being in care;

9.2.3. Maintaining and following the guidelines in the young person's ICSP;

9.2.4. Demonstrating a reasonable tolerance of certain displays of difficult and challenging behaviours in accordance with the young person's care plan and ICSP;

9.2.5. Providing structure, routines, and activities in consultation with the young person;

9.2.6. Recognising the young person's concerns as valid and responding to them appropriately; and

9.2.7. Taking steps to ensure that the young person knows their rights and responsibilities.

9.3. The Individual Crisis Support Plan has the function of-

9.3.1. Identifying any known triggers associated with a certain behaviour;

9.3.2. Detailing the young person's usual responses to known triggers;

9.3.3. Outlining the young person's subsequent pattern of behaviour;

9.3.4. Outlining the intervention technique which should be used to de-escalate the situation; and

9.3.5. Clarifying whether or not physical intervention is appropriate for the young person.

9.4. The Individual Crisis Support Plan should-

9.4.1. Give clear guidance on what interventions are acceptable and what interventions are not acceptable;

9.4.2. Reflect the young person's cultural background and early childhood experiences;

9.4.3. Be informed by current events in the young person's life; and

9.4.4. Be reviewed regularly and updated where necessary.

10. Understanding Challenging Behaviour

10.1. All staff are expected to gain understanding of challenging behaviours in order to meet them appropriately and offer adequate support to the young person.

10.2. One concept underlying challenging behaviours is Attachment Theory

10.2.1. Attachment Theory describes the bond between a child or young person and their caregiver. In order for children to thrive in a healthy manner, they must have had an opportunity to attach to a primary caregiver who can show them unconditional love and be a good enough caregiver in their life. It is through this relationship the young child feels safe to explore the world around them, allowing them to flourish into young adults who are more trusting, self-assured, happy, and emotionally in-tune.

10.2.2. Attachment Theory distinguishes between four types of attachment: secure, insecure/avoidant, insecure/ambivalent, and disorganised. These attachment styles of young people are evident in their interactions and relationships.

10.2.3. Many young people who reside in state care have at some point felt a rupture in their attachment to a primary caregiver and this in turn may shape how these individuals attach with others in the future.

10.2.4. Attachment Theory provides a framework for understanding the social and emotional behaviour of young adults who have experienced disrupted relationships or the trauma of loss. Many of the coping mechanisms developed by these youngsters are perceived by adults as 'problem behaviours'.

10.3. It is paramount for staff at PMVT Learning Centre CMS CLG to gain understanding of adolescence.

10.3.1. The developmental tasks of separation, identity formation, sexualisation, and the challenge of authority are a normal part of the transition from childhood to adulthood. Dependency needs shift from carers to peers. Discrepancies between physical maturity and psychological immaturity create anxiety and confusion. Outbursts are to be expected and, to a degree, tolerated, at PMVT Learning Centre CMS CLG as they would be in most family homes and young people are supported to develop appropriate communication skills and coping strategies.

10.4. Another underlying concept within PMVT Learning Centre CMS CLG is early childhood trauma which may lead to Developmental Trauma Disorder. Due to a lack of self-protection and inability to escape adverse experiences in childhood, traumatized children and young people develop other defences, or maladaptive responses, described as fight, flight, freeze, and fawn types (4-Fs).

10.4.1. **Fight** responders possess a considerable need to control their environment, are typically disruptive or argumentative, and may display violent or aggressive behaviour toward others, such as bullying.

10.4.2. **Flight** personalities will flee or avoid their chaotic life, as seen in young people who run away from home, become overactive, develop a compulsive or obsessive nature, or strive for perfectionism.

10.4.3. **Freeze** types isolate themselves, engaging in dissociative activities such as excessive sleeping or constant use of the television or computer.

10.4.4. **Fawn** responders are considered submissively co-dependent, sacrificing self-identity and healthy personal boundaries to sustain relationships or avoid rejection.

10.4.5. Behaviours resulting from the 4-Fs often cause a young person to be characterized as difficult, disobedient, rebellious, withdrawn, lazy, shy, or hyperactive. Within a traumatized and defenceless environment, the 4-Fs may be used interchangeably and serve as a young person's primary coping skills, while causing intellectual, social, sensory, and/or motor developmental delay or arrest.

10.5. Disrupted attachment history and experience of childhood trauma also has a detrimental effect on development. The development of stress responses, immune responses, and neurotransmitter systems are inhibited in the absence of a warm, reciprocal relationships in childhood. The 'social brain' – the part that learns how to manage feelings – is under-stimulated. In dealing with difficult behaviour, Social Care Workers are mindful of the young person's capacity to regulate the feelings that threaten to overwhelm them and are prepared to help them learn how to self-regulate.

10.5.1. Paramount to offering support in PMVT Learning Centre CMS CLG is the young person's possibility of change. Attachment is a dynamic process and circumstances may bring about a change from insecure to secure attachment, with implications for improved, pro-social behaviour, emotional and psychological recovery, and satisfying, fulfilling relationships in adulthood.

11.   Procedures for the Resolution of Challenging Behaviours

11.1.   Staff follow TCI for schools' strategies when managing behaviour with a young person(s) as per training completed.

11.2.   This strategy best promotes the staff member to be a supportive and understanding responder to a young person who is experiencing a time of crisis.

11.3.   Following on from the resolution of the incident, staff must complete the following actions:

11.3.1. Complete an incident report and forward it to the manager for review;

11.3.2. Share the recorded information with the staff team during the daily debrief;

11.3.3. Ensure all staff are aware of the interventions completed to support the young person;

11.3.4. Update the young person(s) ICSP to ensure all relevant information is recorded and shared with the manager and staff team;

11.3.5. During the LSI stage of the TCI strategy the staff member is advised to discuss the possible outcomes which would be required to complete in responding to an incident of challenging behaviour. This supportive conversation can include the young person in determining alternative outcomes which best support a change of behaviour going forward (e.g. Involving the young person in what they feel is an appropriate outcome depending on their level of engagement at the time.);

11.3.6. During the daily debrief with the manager, an appropriate supportive intervention will be agreed upon in response to an incident of challenging behaviour;

11.3.7. Unless directed by the manager, the manager or a member of the social care staff will hold the responsibility of communication with the parent(s) and/or

guardian(s) of the young person in relation to an incident of challenging behaviour in PMVT Learning Centre CMS CLG;

11.3.8. The staff member who was present during the incident or who was the lead responder during a time of crisis for the young person(s) will hold the responsibility of completing the incident report. Staff should pay particular attention to the framework and language used when documenting an incident report and are advised to consult the Centre Manager should they require support.

11.3.9. Where possible, staff will be included in the discussion regarding the outcome for the young person(s) and the manager will take into consideration the views of the staff team but will, however, retain full responsibility for the decided outcome.

11.4. Depending on the incident and the risks involved as a result of the incident, the manager, with input of the staff team, will advise on the most appropriate response to managing the incident.

11.5. Staff must always aim to achieve the most positive outcome for the young person(s) to support the learner to:

11.5.1. Adapt and expand their thinking;

11.5.2. Understand and recognise their thoughts and emotions;

11.5.3. Develop new coping skills; and

11.5.4. Express remorse where possible and make positive choices going forward.

12. Potential Outcomes

12.1. Following from an incident of challenging behaviour or a time of crisis, the Social Care staff/designated keyworker will meet the young person to explore the incident and resolve any immediate concerns.

12.2.   The Centre Manager will support the resolution to best promote the young person to re-integrate into the classroom or group activity session.

12.3.   The parent(s)/guardian(s) will be contacted to be informed of the incident or to request their support in resolving the concern for the young person(s).

12.4.   Where required, the Centre Manager may invite the young person(s), their parent(s)/guardian(s) and their key worker to a meeting which is designed to achieve the best possible supportive outcome for the young person(s).

12.5.   The young person(s) may be supported to another class group.

12.6.   The young person(s) may be given a one-day suspension.

12.7.   The young person(s) may be given up to a 3-day suspension as a result of a serious incident.

13.   In the Case of Suspension

13.1.   Serious incidents which may result in the suspension of the child or young person include-

13.1.1. Incidents of violence towards other learners;

13.1.2. Incidents of violent towards staff;

13.1.3. Continuous bullying or intimidation of other learners; and/or

13.1.4. Continuous refusal to engage in the program despite numerous attempted supportive interventions.

13.2.   In such a case that child or young person is facing suspension due to a serious incident, the parent(s)/guardian(s) of the young person is notified immediately and requested to collect the learner.

13.3.   The parent(s)/guardian(s) is notified of the reasons for the suspension, the duration of the suspension, and the actions required for the young person(s) return to PMVT Learning Centre CMS CLG.

13.4. The Centre Manager may require a meeting with the young person, their parent(s)/guardian(s), and their key worker prior to a return to PMVT Learning Centre CMS CLG.

13.5. Depending on the risk associated with the incident, the young person may be asked to complete an 8-week step-down programme with the Alternative Learning Program (ALP) in the local area prior to returning to PMVT Learning Centre CMS CLG.

13.5.1. The Centre Manager will retain responsibility for the instruction of a step-down to the ALP program outcome.

13.6. In the case where a suspension or step-down action has been instructed to a young person(s) the manager and the Social Care Team, with the involvement of the young person and their parent(s) and/or guardian(s), will engage in a Placement Sustainment Agreement.

14. Placement Sustainment Agreement

14.1. A Placement Sustainment Agreement is a documented agreement between all parties (PMVT Learning Centre CMS CLG staff and management, the young person, and their parent(s)/guardian(s)) outlining the responsibilities of PMVT Learning Centre CMS CLG to complete positive intervention strategies to best support the young person maintain their placement with PMVT Learning Centre CMS CLG, and the responsibilities of the young person to engage in the programme positively and allow staff to support them to make positive choices regarding their behavioural management and develop new coping skills to best support the personal development of the young person.

14.2. Examples of the commitments that may be agreed upon in a Placement Sustainment Agreement:

14.2.1. Weekly/Twice weekly key working sessions;

14.2.2. Engagement with the counsellor on a weekly basis;

14.2.3. One-to-one educational support from the education staff team;

14.2.4. Referral to alternative supportive community-based agencies (e.g. HSE Addiction Support with D. Murray in Bridge House, YPAR (Young People at Risk in Clondalkin group), Crosscare Youth Services, SWIFT Juvenile Support Team, Cummus Family Support in Clondalkin)

14.3. In the event where all positive interventions have been unsuccessful in supporting the young person to maintain their placement with PMVT Learning Centre CMS CLG the Centre Manager will take council from the Board of Management in deciding upon a placement closure notification.

14.4. A placement closure notification will always be the final response in responding to challenging behaviour. The Centre Manager will have informed the parent(s) and/or guardian(s) of the potential of a placement closure notification during the Placement Sustainment Agreement meeting. A placement closure notification will be completed by the Centre Manager and all parties involved will be notified in writing.

14.5. PMVT Learning Centre CMS CLG will accept a second referral for consideration in the case where a young person has received a placement closure notification. A minimum period of time for the acceptance of a second referral for consideration is 3 months.

Section 8: Information and Data Management

8.1. Information and Data Management Policy

1. Policy Statement

1.1.   Peter McVerry Trust CLG recognises its duty of care towards all children and young persons participating in PMVT Learning Centre CMS CLG and is committed to providing the best services to those they assist and support. To safeguard and protect the privacy and rights of all participants, in particular of the children and young people attending the programmes offered at PMVT Learning Centre CMS CLG, PMVT Learning Centre CMS CLG commits to only collected relevant and accurate information and to store and process that information responsibly and safely. Information and data shall be used in regular self-evaluation and self-monitoring processes and procedures to assure ongoing quality control and improvement.

1.2.   Peter McVerry Trust CLG operates under strict Confidentiality and Data Protection policies which fall in line with the Data Protection Act 2018 and the General Data Protection Regulations 2018.

2.   Purpose of this Policy

2.1.   The purpose of the Information and Data Management Policy is to-

2.1.1. Outline the scope and purpose of data collection in the everyday functions of PMVT Learning Centre CMS CLG;

2.1.2. Commit to a best-practice data management system which allows for internal and external quality reviews; and

2.1.3. Safeguard and protect young people's identities and privacies when providing information on PMVT Learning Centre CMS CLG to the public.

3.   Scope of this Policy

3.1.1. This policy covers all staff members, volunteers, interns, learners on placement, and/or contracted third parties working in and/or with PMVT Learning Centre CMS CLG.

4.   Glossary of Terms and Definitions

4.1.   **PMVT** – Peter McVerry Trust CLG

4.2.   **PMVT Learning Centre CMS CLG** – Peter McVerry Trust Learning Centre CMS CLG

4.3.   **Personal data and/or information**, within the scope of this policy, shall be defined as any private details that may directly or indirectly identify the data/information subject, such as any and all contact details, assessment results, subject choices, subject results, and/or rewarded awards.

4.4.   **Confidentiality** is defined as the preservation of all personal data and/or information obtained through PMVT by any staff member, volunteer, learner, and/or contracted third party during and after their involvement with PMVT. No staff member, volunteer, learner, and/or contracted third party may disclose such data and/or information in any way without first obtaining written consent of the information/data subject.

4.5.   Confidentiality may be extended under the following circumstances-

4.5.1. If a participant discloses that they have, or intend to, perpetrate acts of sexual and/or physical violence on another person;

4.5.2. If a participant has committed, or intends to commit, a criminal act;

4.5.3. If a participant has participated in, intends to participate in, or is at risk of participating in, self-harm and/or attempted suicide;

4.5.4. If any issues in relation to Child Protection arise.

5.   General Information/Underlying Principles

5.1.   Data collection is part of the PMVT Learning Centre CMS CLG's operational functions and part of an ongoing quality assessment and assurance process.

5.2.   Collected data may include, but is not limited to, -

5.2.1.   Relevant details on learner demographics to formulate learner profiles;

5.2.2.   Assessment results and learner achievements; and

5.2.3.   Drop-out and completion rates.

5.3.   The purpose of the collected data is continuous evaluation of PMVT Learning Centre CMS CLG's performances and may be used in internal and/or external reviews and reports as outlined in Section 7 and Section 9 of this policy.

5.4.   Peter McVerry Trust CLG recognises its duty of care towards all children and young persons participating in PMVT Learning Centre CMS CLG and acknowledges its legal obligations regarding Data Protection and Confidentiality, as outlined in the Data Protection Act 2018 and the General Data Protection Regulation 2018. Peter McVerry Trust CLG obtains, processes, and archives personal information and data regarding its employees and participants in the course of its operational functions and is committed to protecting such information and data.

5.5.   In the case of extended confidentiality, as defined in Section 4 of this policy, the disclosure of personal data and/or information does not constitute a breach of confidentiality.

6.   Roles and Responsibilities

6.1.   It is the responsibility of the **PMVT Learning Centre CMS CLG** and all its **staff** members to-

6.1.1.   Collect appropriate quantitative and qualitative data on PMVT Learning Centre CMS CLG and the learners; and

6.1.2. Safeguard and protect all children and young people attending their programmes by taking all necessary measures to maintain their confidentiality.

6.2. It is the responsibility of the **Administration Team** to-

6.2.1. Maintain accurate and reliable learner records.

6.3. It is the responsibility of the **Social Care Team** to-

6.3.1. Maintaining all learner files and ensuring all relevant documentations are recorded and regularly reviewed.

6.4. It is the responsibility of **PMVT IT Department** to-

6.4.1. Maintain the security and sustainability of all digital and electronic information systems and electronic devices used by PMVT Learning Centre CMS CLG.

7. Information Systems

7.1. To inform decisions on policies, procedures, and everyday operational functions in PMVT Learning Centre CMS CLG, relevant information on the learner body will be collected.

7.2. All collected data shall be reliable and accurate and may include-

7.2.1. Personal information (e.g. names, date of birth, addresses, medical history, PPSN, ect.);

7.2.2. Next of Kin and/or legal guardian;

7.2.3. Attendance records;

7.2.4. Assignment grades and examination results;

7.2.5. Psychological assessments (if applicable);

7.2.6. Pre-Placement Meeting Notes

7.2.7. Individual Crisis Support Plan and Individual Learning Plan; and

7.2.8. Learner Feedback.

7.3. All learners are to be made aware of PMVT Learning Centre CMS CLG Policies and Procedures on information and data collection and management and give their consent for their information and data to be used in pre-established ways by PMVT Learning Centre CMS CLG.

7.4. Peter McVerry Trust CLG and PMVT Learning Centre CMS CLG recognise the importance of confidentiality and data protection and shall take the necessary measures to keep all information systems secure.

8. Learner Information Systems

8.1. PMVT Learning Centre CMS CLG operates on a soft and hard copy recording system.

8.2. Learner files are created upon referral of a learner and all relevant information relating to the learner will be located in their learner file.

8.3. Hard copy learner files may incorporate-

8.3.1. Referral form;

8.3.2. Personal History Form;

8.3.3. Next of Kin Information;

8.3.4. Copy of Student's Birth certificate;

8.3.5. Any relevant Medical, Educational, or Psychological reports;

8.3.6. Any relevant social work reports;

8.3.7. PMVT Learning Centre CMS CLG Consent Forms.

8.4. In addition to the learner files, PMVT Learning Centre CMS CLG will keep records of-

8.4.1. Daily case notes;

8.4.2. Attendance records

8.4.3. The Individual Crisis Support Plan (ICSP);

8.4.4. The Individual Student Support Plan (ISSP);

8.4.5. Communication records (e.g. with students' families);

8.4.6. End of term/year reports;

8.4.7. A copy of the learner's Junior Certificate results/QQI awards and any other achievement they received during their time of placement.

8.5. All hard copy documents are safely stored in a fire-proof cabinet in the staff office.

8.6. All soft copy files are stored on an organisational SharePoint that only authorised staff members have access to.

8.7. Centre Manager(s) and staff have access to both hard and soft copy files relating to PMVT Learning Centre CMS CLG and its learners.

9.   Management Information Systems

9.1. As part of the ongoing Quality Assurance measures within PMVT Learning Centre CMS CLG, all recorded data and information on learners will be used for self-evaluation and self-monitoring in regards to the quality and success indicators as set out by the Evaluation and Monitoring Policy (Section 11.1. of this Handbook).

9.2. Roles and responsibilities for all staff are clearly established and all staff are familiar with their position within PMVT Learning Centre CMS CLG and PMVT.

9.2.1. The Academic Governance Committees and its Sub-Committees hold a minimum of quarterly meetings, or as appropriate, to discuss their respective agendas which may include tracking attendance, results, referrals, occupancy, and feedback.

9.2.2. For more information on the Governance Committees, please see their respective Terms of References.

9.3. Starting in the academic term 2022/2023, PMVT Learning Centre CMS CLG will be using the data management software Salesforce for data records and storage.

10. Record Maintenance and Retention

10.1. PMVT commit to retaining information on participants of PMVT Learning Centre CMS CLG for only such a time as is deemed necessary for the purpose for which the information was initially collected. All records shall be stored in a secure way that is protected against unauthorised access.

10.2. After the expiration date of collected information any and all copies of the data will be destroyed in an appropriate and permanent manner.

10.3. Relevant information will be made available to staff members of PMVT Learning Centre CMS CLG as appropriate to ensure high-quality service provision by encouraging self-evaluation and self-monitoring. All staff members operate under PMVT Confidentiality and Data Protection policies and procedures.

10.4. QQI hold an online database of learners' certificates. Should a learner require an additional copy of their results a €20 fee must be paid.

10.5. Peter McVerry Trust CLG Learning Centre CMS CLG retains a photocopy of learners QQI certificates in hard copy in a locked and fire proof safe. A copy of the photocopy will be available to learners if they require a photocopy of their results.

10.6. All hard copy files and documents are retained for 10 years after the learner's graduation.

11. Data Protection and Freedom of Information

11.1. Peter McVerry Trust CLG acknowledges that confidentiality can never be absolute, therefore absolute confidentiality can never be guaranteed; however,

PMVT Learning Centre CMS CLG are committed to protecting the privacy, identity, and data of their staff members and participants to the best if its ability and in line with the legislative framework set out by the Data Protection Act 2018 and the General Data Protection Regulations 2018.

11.2. Any and all data collected by PMVT Learning Centre CMS CLG shall be protected and kept confidential, unless PMVT Learning Centre CMS CLG and/or individual staff members have reason to be concerned about a child's and/or young person's health and safety.

11.3. In line with Articles 15 and 17 of the General Data Protection Regulations 2018, every person, including children and/or young people, has the right to request access to their own personal data, as well as the right to have said data erased upon request.

11.4. PMVT Learning Centre CMS CLG will additionally-

11.4.1. Only share information with a third party if said party has been authorised to receive the information;

11.4.2. Only share relevant information about a child and/or young person in such a way that maintains the child/young person's dignity;

11.4.3. Store and retain any and all information regarding a child/young person in a secure way that is protected against unauthorised access.

11.5. All learners have the right to access the information and data held on them by PMVT and PMVT Learning Centre CMS CLG through the Data Subject Access Request Form (Appendix XXXXV).

12. IT Security

12.1. PMVT Learning Centre CMS CLG provides laptops to staff members to use in an operational capacity. All laptops are stored in a locked cupboard and are for staff use only. The laptops are the property of Peter McVerry Trust CLG. They are password protected and receive the security measures as outlined in this policy.

12.2.   PMVT Learning Centre CMS CLG provides mobile phones for their Social Care Team staff. These phones are the only phones to be used to communicate with learners, their families, and relevant organisations. The mobile phones are the property of Peter McVerry Trust CLG. They are password protected and receive the security measures outlined below.

12.3.   Learners have access to a computer room should they wish to use a computer. These computers are the property of Peter McVerry Trust CLG and receive the security measures outlined below. Learners also have a learner login and password.

12.4.   Security Measures: All electronic devices and services used by Peter McVerry Trust CLG adhere to the highest of security standards which are reviewed periodically. The PMVT IT Department engages in periodic internal and external Quality Assurance and Security Reviews and audits.

12.5.   PMVT staff exclusively uses Microsoft 365 Cloud for all electronic devices and for Peter McVerry Trust CLG Staff Email (Outlook) and Files (SharePoint/OneDrive). This system is secured to very high security standards as follows-

12.5.1. Lockdown (with "Intune" software): Access to Peter McVerry Trust CLG Microsoft 365 resources is only possible from PMVT built Windows PC/Android phones (i.e. access to PMVT Microsoft 365 resources is NOT possible from any non-PMVT device in e.g. an internet cafe/library etc.). iOS, macOS and "Windows 10" devices are also not used and blocked for access to PMVT Office 365 resources.

12.5.2. Encryption: All Laptops are encrypted with centrally managed "Sophos" enterprise software.

12.5.3. Operating System/Patching: All PMVT Staff Computers are Windows 10 and have an automatic patching system (datto RMM).

12.5.4. Anti-Virus: All Computers (PCs and Laptops) are protected/updated automatically with Sophos Anti-Virus, Anti Malware. Additionally, Sophos

Intercept X was installed on all Computers as to isolate any potentially infected computers from the network and prevent the spread of any virus.

12.5.5. Multi-Factor Authentication (MFA): This is in process of being rolled out for all Peter McVerry Trust CLG Staff user accounts.

12.5.6. Screen Lock: Screen Idle time-out is enforced to lock staff screens after 15 minutes of idle time.

12.5.7. Backups (only IT Department has access): IT have inbuilt Microsoft 365 backup and additional 3rd party backup (Skykick).

12.5.8. Salesforce Systems have Multi-Factor Authentication for extra security.

12.5.9. Wifi (only IT department has access): Secure centrally managed Ubiquity access points with high password levels enforced.

12.5.10.   Internet Protection (only IT department has access): All Computers are protected with Sophos to prevent access to non-desirable web-sites (e.g. pornographic, violent etc) and attempted access to non-desirable web-sites is recorded.

12.5.11.   Peter McVerry Trust CLG enforce complex passwords as per the PMVT Password Policy.

12.5.12.   All devices used by Peter McVerry Trust CLG staff and services are encrypted and protected by Anti-Virus software and Firewalls. They are reviewed and checked daily.

12.6.   Monitoring: PMVT IT Department conduct daily monitoring/checks with online and email sign-off of suspicious emails, Firewall checks, Sophos Anti-Virus/Malware/Intercept X checks on PCs, Microsoft 365 checks on Health, Risky Sign-Ins/Risk Detections.

12.7.   Quality Assurance: PMVT IT Department have extensive policies and procedures which are fit-for-purpose. Terms and conditions for the usage of electronic

devices and services are clearly established in the PMVT IT Security, Electronic Mail and Internet Acceptable Usage Policy. Please also see the Internet Use and Social Media Agreement in Appendix XXXX.

13.   Relevant Policies

13.1.   PMVT Safeguarding and Child Protection Policy

13.2.   PMVT Data Management Policy

13.3.   PMVT Confidentiality Policy

13.4.   PMVT Learning Centres Code of Conduct

13.5.   PMVT IT Security, Electronic Mail and Internet Acceptable Usage Policy

13.6.   PMVT Password Policy

8.2. Data Protection Policy

1. Policy Statement

1.1.   This policy is to implement the rules as set out by the General Data Protection Regulations (GDPR) 2018 which provide a framework on how to collect, process, store, and use personal data. The GDPR gives each individual the right to know which data is held on them, why the data is held, whom it can be disclosed to, and, if requested, to gain access to their personal data, to correct and/or amend it, and/or to erase it.

1.2.   Peter McVerry Trust CLG and Peter McVerry Trust CLG Learning Centre CMS CLG will follow and enforce all obligation arising from the GDPR.

2.   Purpose of this Policy

2.1.   The purpose of the Data Protection Policy is to appropriately protect the rights and personal data of individuals according to the General Data Protection

Regulations, commonly known as GDPR, and the Data Protection Act 2018. Furthermore, it shall ensure that any and all personal data regarding individuals will only be processed with the individual's knowledge and, where applicable, consent.

2.2.   This policy shall establish clear guidelines and standards for the handling of personal data which must be adhered to by all staff members.

3.   Scope of this Policy

3.1.   This policy covers all, past and present, Peter McVerry Trust CLG Board Members, shareholders, staff members, relief staff members, interns, students, and volunteers, across all services and departments. It also applies to relevant third parties contracted by the organisation.

4.   Glossary of Terms and Definitions

4.1.   **PMVT** – Peter McVerry Trust CLG

4.2.   **PMVT Learning Centre CMS CLG** – Peter McVerry Trust Learning Centre CMS CLG

4.3.   A **Data Controller** is an organisation or body which uses personal data. Peter McVerry Trust CLG is a data controller and is required to notify the Data Protection Commissioner of the types of personal data that the organisation processes and the purposes for which it is being (or is to be) processed.

4.4.   **Data Portability** refers to the right of a data subject to receive their personal data in a structured, commonly used and machine-readable format, and to have the right to transmit that data to another controller under a DSAR.

4.5.   A **Data Processor** is any organisation processing data on PMVT's behalf.

4.6.   **Data Protection** is the duty the data controller has to ensure personal data is kept safe and processed under data protection laws.

4.7.   **Data Protection Commissioner (DPC)** is Ireland's independent public authority set up to uphold information rights by promoting good practice, ruling on

complaints, providing information to individuals and organisations and taking appropriate action (including fines for noncompliance) when the law is broken.

4.8. A **Data Subject** is a living individual about whom the data relates.

4.9. **Data Subject Access Request (DSAR)** is the rights of the data subject (individual) to request a copy of their data under a formal process.

4.10. The **General Data Protection Regulation (GDPR)** came into effect on 25th May 2018 and requires the organisation to be transparent to data subjects and demonstrate accountability for all data processing activities.

4.11. **Office of the Data Commissioner (ODC)** is the Government organisation that enforces data protection legislation. The ODC can issue Enforcement Notices and prosecute Data Controllers.

4.12. **Personal Data** is Data relating to an individual who is or can be identified, directly or indirectly, either from the data or from the data in conjunction with other information that is in, or is likely to come into, the possession of a person. Examples include, but are not limited to: names, addresses, dates of birth ect.

4.13. A **Privacy Notice** is the right of an individual to be informed about the way in which their personal information is shared and stored.

4.14. **Processing** means the storage, transfer, viewing, access, analysis, and deletion of personal data.

4.15. **Special Category Data** is data relating to religious or other beliefs, sexual life, physical or mental health conditions, race or ethnic origins, ethnicity, political opinions, trades union memberships, and/or criminal records.

4.16. **Third Party** is any legal entity or person who is not the Data Controller.

5.   General Information/Underlying Principles

5.1.   To meet any and all General Data Protection Regulations and the legal responsibilities that come with them, PMVT shall follow the eight principles of data protection as set out below:

5.1.1.   Information must be obtained and processed fairly.

5.1.2.   The information may only be kept for one or more specified, explicit, and lawful purposes.

5.1.3.   The information may only be used and disclosed in ways that are compatible with these purposes.

5.1.4.   The information must be kept safe and secure.

5.1.5.   The information must be accurate, complete, and up-to-date.

5.1.6.   The information must be adequate, relevant, and not excessive.

5.1.7.   The information must only be retained for as long as it is necessary for the purpose or purposes.

5.1.8.   If the individual wishes to see their personal data, a copy must be available to them on request.

5.2.   This policy is informed and compliant with the 14 Fundamentals for Child-Oriented Approaches to Data Processing (the "Fundamentals") as proposed by the DPC-

5.2.1.   Floor of Protection;

5.2.2.   Clear-Cut Consent;

5.2.3.   Zero Interference;

5.2.4.   Know your Audience;

5.2.5.   Information in Every Instance;

5.2.6. Child-Oriented Transparency;

5.2.7. Let Children Have Their Say;

5.2.8. Consent doesn't Change Childhood;

5.2.9. Your Platform, Your Responsibility;

5.2.10. Don't Shut Out Child Users or Downgrade Their Experience;

5.2.11. Minimum User Ages Aren't an Excuse;

5.2.12. A Precautionary Approach to Profiling;

5.2.13. Do a DPIA; and

5.2.14. Bake it in.

5.3. When engaging in any processing operations of children's and young people's data, the best interest of the child shall always be in the forefront of decision-making by PMVT Learning Centre CMS CLG.

6. Roles and Responsibilities

6.1. It is the responsibility of **all members of staff** (paid and volunteer) to-

6.1.1. Complete mandatory training, concerning the protection of personal data;

6.1.2. Observe this policy and all its procedures in the performance of their duties;

6.1.3. Collect and process appropriate information, in accordance with the purposes for which it is to be used;

6.1.4. Ensure data is accurately maintained on Peter McVerry Trust CLG information management systems;

6.1.5. Adhere to PMVT's 'Clear Desk and Desktop' practice at all times;

6.1.6. Notify their line manager immediately in the case of a Data Subject Access Request;

6.1.7. Understand that breaches of this policy may result in disciplinary action;

6.1.8. Ensure all participant documentations are consistent, adequate, and in line with best practice.

6.2. It is the responsibility of the **Manager and Head of Department** to-

6.2.1. Ensure all staff have completed GDPR training during induction;

6.2.2. Ensure compliance with PMVT's retention periods;

6.2.3. Ensure Privacy Notices are issued to participants at assessment or upon receipt of service;

6.2.4. Liaise with the Data Protection Officer on all Data Subject Access Requests and data protection breaches.

6.3. It is the responsibility of the **Compliance and Regulation Team** to-

6.3.1. Manage PMVT's IT security and staff access with PMVT's IT provider;

6.3.2. Support the Data Protection Officer with Data Subject Access Requests;

6.3.3. Support the Data Protection Officer to manage and respond to data protection breaches;

6.3.4. Manage the participant data retention periods and ensure effective deletion of data in liaison with data processors;

6.3.5. Conduct internal audits to ensure compliance with the Data Protection Policy and Procedure;

6.3.6. Provide data protection information and guidance to staff.

6.4. It is the responsibility of the **IT Department** to-

6.4.1. Ensure and maintain all electronic devices and softwares used by PMVT in accordance with data protection best practice;

6.4.2. Keep record of any electronic devices lent out to PMVT staff;

6.4.3.   Ensure any and all electronic devices are returned to the IT Department for redeployment;

6.4.4.   Keep IT security up-to-date and fit-for-purpose.

6.4.5.   It is the responsibility of the Data Protection Officer to-

6.4.6.   Maintain the Data Protection Policy and Procedure and support procedures and guidance;

6.4.7.   Maintain the Data Protection Breach Register;

6.4.8.   Act as the contact point for the Peter McVerry Trust CLG Board and the Irish Data Protection Commissioner;

6.4.9.   Manage and advise on Data Subject Access Requests and data protection breaches;

6.4.10. Liaise with managers and department heads to conduct Data Protection Impact Assessments on new services and systems;

6.4.11. Submit reports of data protection management to the Research and Services Committee on a quarterly basis and to the board annually.

6.5.   It is the responsibility of the **Chief Executive/Board of Directors** to-

6.5.1.   Ensure sufficient resources are allocated and maintained to ensure effective data protection within the organisation;

6.5.2.   Review and approve the PMVT Data Protection Policy and Procedure;

6.5.3.   Provide a direct point of contact for the Data Protection Officer to report to and liaise with in relation to data protection breaches;

6.5.4.   Review data protection breach reports from the Data Protection Officer and approve recommendations or corrective actions required.

7.   The Fundamentals

7.1.   Floor of Protection

7.1.1. This policy applies to PMVT Learning Centre CMS CLG, its learners, and any staff and contracted third parties working with PMVT Learning Centre CMS CLG. Therefore, PMVT Learning Centre CMS CLG is taking a holistic approach to high and standardised levels of data protection which are designed to always protect the rights of child users.

7.2.   Clear-Cut Consent

7.2.1. PMVT Learning Centre CMS CLG will always ensure consent is given to data processing operations by the children and young people of PMVT Learning Centre CMS CLG. Consent must always be freely given, specific, informed, and unambiguous (See Section 8.6 of this policy for more information).

7.3.   Zero Interference

7.3.1. Under the GDPR, PMVT Learning Centre CMS CLG has legal bases to process personal data, including personal data of children and young people.

7.4.   Know Your Audience

7.4.1. PMVT Learning Centre CMS CLG is an educational service provider to children and young people aged 12-17, therefore any and all policies and procedures, including data protection, will be to the highest of standards and designed to protect the rights of the child.

7.5.   Information in Every Instance

7.5.1. Just as consent will always be sought by the child data subject, learners and their parent(s)/guardian(s) will be given information about the data processing operations taking place at PMVT Learning Centre CMS CLG (See Section 8.6 of this policy for more information).

7.6.   Child-Oriented Transparency

7.6.1. PMVT Learning Centre CMS CLG will be transparent about the data they collect, process, and store, and provide concise, intelligible, and accessible information to the learners that is appropriate to the age of the child or young person.

7.7.   Let Children Have their Say

7.7.1. PMVT Learning Centre CMS CLG recognises the right of the child as data subjects in their own right and encourages their learners to exercise their right at any time, as long as they have the capacity to do so and act in their own best interest.

7.8.   Consent doesn't Change Childhood

7.8.1. PMVT Learning Centre CMS CLG acknowledges that a child or young person and/or their parent(s)/guardian(s) giving consent to a data processing operation is no justification to treat the child or young person as an adult.

7.9.   Your Platform, Your Responsibility

7.9.1. PMVT Learning Centre CMS CLG does not engage in providing or selling online/digital-based services. However, consent will always be sought from both the child/young person and their parent(s)/guardian(s).

7.10.   Don't Shut Out Child Users or Downgrade their Experience

7.10.1. Any and all services provided by PMVT Learning Centre CMS CLG are designed for children and young people. Service provision will always be with the child's best interest in mind while also aiming for the best possible experience and highest quality.

7.11.   Minimum User Ages Aren't an Excuse

7.11.1. All learners of PMVT Learning Centre CMS CLG are between the ages of 12 and 17, and PMVT Learning Centre CMS CLG engages in the highest standards of

data protection to minimise any risks associated with engaging with PMVT Learning Centre CMS CLG.

7.12.   A Precautionary Approach to Profiling

7.12.1. PMVT Learning Centre CMS CLG does not engage in profiling or auto-mated decision making in regard to children's and young people's data.

7.13.   Do a Data Protection Impact Assessment

7.13.1. PMVT Learning Centre CMS CLG is committed to undertaking Data Protection Impact Assessments when introducing new data processing opperations to minimise any data protection risks that may occur within the services and to maximise the rights and protection of the learners.

7.14.   Bake it in

7.14.1. PMVT Learning Centre CMS CLG engages in high data protection measures by design and by default to offer the best possible protection to learners across services.

8.   Data Collection and Processing

8.1.   Data collection and processing is part of the operational functions of both Peter McVerry Trust CLG and PMVT Learning Centre CMS CLG and necessary to provide high quality services to all learners and participants.

8.2.   Peter McVerry Trust CLG and PMVT Learning Centre CMS CLG pledge that all information obtained and processed in the course of its operational functions will be done so fairly and lawfully.

8.3.   In compliance with the GDPR, Peter McVerry Trust CLG Learning Centre CMS CLG needs to collect and process personal data about participants, employees, suppliers, and contractors to be able to-

8.3.1.   Meet charitable objectives and provide effective support across all services;

8.3.2.   Meet the performance requirements of contracts;

8.3.3. Submit accurate accounts of work done by PMVT Learning Centre CMS CLG to funding bodies;

8.3.4. Submit accurate accounts of work done by PMVT Learning Centre CMS CLG as required by service level agreements;

8.3.5. Perform tasks carried out in the public interest or exercise a statutory authority vested in PMVT Learning Centre CMS CLG;

8.3.6. Perform tasks in connection with legal proceedings or obtaining legal advice;

8.3.7. Comply with employment law obligations;

8.3.8. Comply with internal obligations under legislation; and

8.3.9. Ensure Peter McVerry Trust CLG does not discriminate against people on the grounds of race, gender, age, disability, religion, sexuality, civil status, family status, and/or being a member of the travelling community.

8.4. When requesting personal data, Peter McVerry Trust CLG shall always ensure that-

8.4.1. The individual knows the purpose for collecting and processing the data;

8.4.2. The individual knows how to access, amend, and/or erase the data;

8.4.3. Data will only be collected if it is necessary, adequate, and not excessive;

8.4.4. Data shall only be used in accordance with the limited purpose for which it was collected;

8.4.5. Data shall be routinely and consistently reviewed for accuracy;

8.4.6. Data shall only be retained for as long as it will be contractually and legally necessary;

8.4.7. Data will be disposed of securely and responsibly after the end of the retention period;

8.4.8. Technical and organisational security measures are in place to protect against unauthorised or unlawful processing, accidental loss, damage, or destruction, of data;

8.4.9. Data shall not be transferred outside of the Republic of Ireland without adequate protection; and

8.4.10. Data shall not be rented or sold to third parties.

8.5. All participants of PMVT services sign their referrals/applications to evidence consent for their information to be shared with us.

8.6. All participants of PMVT services are issued with a Privacy Notice (see Appendix XXXXI) to communicate what personal data Peter McVerry Trust CLG will collect and process. It informs them of their rights to access, amend, and/or erase personal data.

8.6.1. The Privacy Notice will be given to participants at time of induction to the service.

8.7. The following information relating to learners' needs, supports, and risk management will be collected, processed, and stored securely:

8.7.1. First and Second Name;

8.7.2. Date of Birth and Gender;

8.7.3. Address and Contact Details;

8.7.4. Ethnicity, Disability, and Literacy;

8.7.5. Next of Kin and GP Details;

8.7.6. Economic Status;

8.7.7. PPS Number and Medical Card Number;

8.7.8. Relevant medical, psychological, and educational history

8.7.9. Initial needs and risk assessment information;

8.7.10. Ongoing support information and risk management information;

8.7.11. Ongoing contact and engagement information;

8.7.12. Ongoing communication records;

8.7.13. Incidents, safeguarding, and complaints information; and

8.7.14. Final placement outcomes and placement closure information.

9. Storage of Hard Copy Data

9.1.   A hard copy file will be maintained for current learners engaged with PMVT Learning Centre CMS CLG.

9.2.   All hard copy learner files will be stored in one (or more) secure, fireproof filing cabinet(s) located in the staff office of PMVT Learning Centre CMS CLG.

9.3.   The Centre Manager(s) must ensure a common filing system is implemented and maintained within their service, and all staff ensure they are familiar with the system as to be able to store and access hard copy information as required.

9.4.   No hard copy learner information is to be left out of a file and/or unsecured in a staff office, unless requested otherwise by a manager.

9.4.1.   Individual documents which are component parts of a learner file, that are required during a casework meeting or other learner supports, may be removed from the file for this purpose, and will be returned to the file as soon as possible after contact with the learner or within 48 hours. While learner information is held away from the participant file in the staff office under the circumstances above, care is to be taken to protect the information by ensuring it is stored securely by the responsible person.

9.5.   Peter McVerry Trust CLG operates a 'Clear Desk and Desktop' practice (See Section 11 of this Policy) in all staff offices and services to ensure no personal information of a sensitive or confidential nature is left unsecure at any time. This is maintained and monitored through:

9.5.1. Providing staff with suitable storage for hard copy data;

9.5.2. Dynamic inspections by Service Managers and Department Heads;

9.5.3. Service and office audits by the Data Management Team and Data Protection Officer; and

9.5.4. The Peter McVerry Trust Data Protection Breach Register.

10. Storage of Soft Copy Data

10.1. Peter McVerry Trust CLG Learning Centre CMS CLG maintains the following electronic processing and storage systems-

10.1.1. Shared Network PC Directories;

10.1.2. Microsoft Outlook;

10.1.3. Intranet;

10.1.4. Website; and

10.1.5. CCTV.

10.2. The following databases are used to process and store participant information-

10.2.1. Microsoft SharePoint (organisation locked);

10.2.2. Starting in the academic term 2022/2023: Salesforce (a secure cloud-based participant record database).

10.3. The following security and data protection measures are in place-

10.3.1. All computerised data processing systems are accessed by named log-ins only and password protected.

10.3.2. Individual passwords are not shared and will be changed as prompted by the system administration protocols.

10.3.3. Access to electronic records is subject to administrative permissions.

10.3.4. Remote access to information requires an authentication code.

10.4. Participant files or data are not to be stored on local PCs or laptops at any time.

10.5. Electronic documents containing participant information may be sent externally to individual named recipients by email, where possible using an encrypted system. The email header must be marked as 'confidential'.

11. Data Retention and Archiving

11.1. In line with all legislative requirements given by the GDPR and the Data Protection Act 2018, PMVT shall not retain any data for longer than is necessary for the purpose(s) for which the data was originally obtained.

11.2. Records may be made available for inspections by the Department of Jobs, Enterprise, and Innovation.

11.3. Records may be used as evidence in the event of a Rights Commissioner or Labour Court investigation or a complaint.

11.4. Any data pertaining to individuals under the age of 18 will always be retained indefinitely. Data pertaining Under 18s Services will be held for 10 years before being permanently and responsibly destroyed.

11.5. For more information see PMVT Data Retention and Archiving Policy.

12. Clean Desk and Desktop

12.1. Staff are required to ensure that all sensitive/confidential information in hardcopy or electronic form is secure in their work areas at the end of the day and when they are expected to be gone for an extended period.

12.2. Computer workstations must be locked when the workspace is unoccupied, and completely shut down at the end of the work day.

12.3.	Any restricted or sensitive information must be removed from the desk and locked in a drawer when the desk is unoccupied and at the end of the work day.

12.4.	File cabinets containing restricted or sensitive information must be kept closed and locked when not in use or when not attended.

12.5.	Keys used for access to restricted or sensitive information must not be left at an unattended desk.

12.6.	Laptops, tablets, and/or other portable computing devices must be either locked with a locking cable or locked away in a drawer and may not be left out in the open when unattended.

12.7.	Passwords may not be left in accessible locations. It is best practice to remember a password and not write it down.

12.8.	Documents containing restricted and/or sensitive information should be shredded immediately using the office shredder.

12.9.	Whiteboards containing restricted and/or sensitive information should be erased.

12.10.	The usage of mass storage devices such as CDROM, DVD, or USB drives is prohibited. No sensitive material will be given access offsite.

12.11.	All printers and fax machines should be cleared of papers as soon as they are printed; this helps ensure that sensitive documents are not left in printer trays for the wrong person to pick up.

12.12.	Restricted or sensitive information may not be stored on computers and/or laptops outside of the PMVT-owned server.

13. IT Security

13.1. PMVT use Microsoft 365 Cloud enterprise systems for PMVT Staff Email (Outlook) and Files (SharePoint/OneDrive). This system is secured to very high security standards as follows-

13.1.1. Lockdown (with "Intune" software): Access to PMVT Microsoft 365 resources is only possible from PMVT built Windows PC/Android phones (i.e. access to PMVT Microsoft 365 resources is NOT possible from any non-PMVT device in e.g. an internet cafe/library etc.). iOS, macOS and "Windows 10" devices are also not used and blocked for access to PMVT Office 365 resources.

13.1.2. Encryption: All Laptops are encrypted with centrally managed "Sophos" enterprise software.

13.1.3. Operating System/Patching: All PMVT Staff Computers are Windows 10 and have an automatic patching system (datto RMM).

13.1.4. Anti-Virus: All Computers (PCs and Laptops) are protected/updated automatically with Sophos Anti-Virus, Anti Malware. Additionally, Sophos Intercept X was installed on all Computers as to isolate any potentially infected computers from the network and prevent the spread of any virus.

13.1.5. MFA (Multi-Factor Authentication) is in process of being rolled out for all PMVT Staff user accounts.

13.1.6. Firewalls: Central Supports offices are protected by Firewalls and reviewed and checked daily.

13.1.7. Screen Lock: Screen Idle time-out is enforced to lock staff screens after 15 minutes of idle time.

13.1.8. Quality Assurance/Security Reviews: PMVT IT Department participate in regular internal and external security reviews and audits.

13.1.9. Backups (only IT Department has access): IT have inbuilt Microsoft 365 backup and additional 3rd party backup (Skykick).

13.1.10. Salesforce Systems have MFA for extra security.

13.1.11. Wifi (only IT department has access): Secure centrally managed Ubiquity access points with high password levels enforced.

13.1.12. Internet Protection (only IT department has access): All Computers are protected with Sophos to prevent access to non-desirable web-sites (e.g. pornographic, violent etc) and attempted access to non-desirable web-sites is recorded.

13.1.13. PMVT enforce complex passwords.

13.1.14. Quality Assurance: PMVT IT Department have extensive policies and procedures which are fit-for-purpose.

13.1.15. Monitoring: PMVT IT Department conduct daily monitoring/checks with online and email sign-off of suspicious emails, Firewall checks, Sophos Anti-Virus/Malware/Intercept X checks on PCs, Microsoft 365 checks on Health, Risky Sign-Ins/Risk Detections.

13.2. All staff are instructed to follow best practice in data protection and privacy for electronic devices and services.

13.2.1. See PMVT IT Security, Electronic Mail and Internet Acceptable Usage Policy.

13.2.2. See PMVT Password Policy.

13.2.3. See PMVT Server/Web Access Policy.

14. PMVT Phones and Computers

14.1. To assist staff in their everyday tasks, they may be issued a PMVT-owned mobile phone and/or computer.

14.2. All PMVT-owned electronic devices (i.e. phones, laptops, ect.) must be returned to PMVT IT Department when requested to do so and/or upon leaving PMVT.

14.3. PMVT IT Department will delete any and all data (e.g. photos, SMS and other messages, ect.) from the device as well as any content relating to any participants of PMVT, before redeploying the device.

14.3.1. Content relating to any participant that may be required by a service for continuity of provision will be updated on PMVT CRM in the participant's file.

14.4. PMVT IT Department will ensure, before preparing a device for redeployment, that no outstanding DSAR exist regarding the information held on the device.

14.4.1. In such a case that an outstanding DSAR exists regarding the information held on the device, IT Department will retrieve the information before deleting the data and redeploying the device.

14.5. Any staff member in possession of a PMVT-owned electronic device who is taking Annual Leave, must leave their device with their Line Manager.

15. CCTV

15.1. Closed Circuit Television (CCTV) Systems are in operation across PMVT services for the purpose of-

15.1.1. Protecting PMVT buildings and assets during and after hours;

15.1.2. Promoting and ensuring the health and safety of participants, staff, and visitors;

15.1.3. Preventing bullying;

15.1.4. Reducing incidences of crime and anti-social behaviour (e.g. theft, vandalism, ect.)

15.1.5. Ensuring that PMVT operational policies are respected and PMVT is properly managed.

15.2. PMVT owes a duty of care under the Safety, Health and Welfare at Work Act 2005 and utilises CCTV Systems to help uphold that duty.

15.3. PMVT will only use CCTV Systems in professional, ethical, and legal manners. The use of CCTV security technologies for nefarious purposes is strictly prohibited.

15.4. All images obtained by CCTV security technology is categorised as personal data and therefore covered by the General Data Protection Regulation and Data Protection Act 2018.

15.5. PMVT Learning Centre – CMS display adequate and visible signage that informs people of the usage of CCTV Systems in the following locations-

15.5.1. In the reception area(s); and

15.5.2. At the staircase.

15.6. Any images captured by the CCTV Systems will be stored securely and responsibly for a maximum of 28 days.

15.6.1. Exceptions occur if the image identifies an issue and is retained for the specific context of an investigation/prosecution of the identified issue.

15.7. Access to the CCTV System is restricted to authorised personnel only (i.e. Service Manager and IT Manager).

15.8. CCTV footage may be requested/accessed by-

15.8.1. An Garda Síochána in the course of an investigation;

15.8.2. TUSLA and/or any other statutory body charged with child safeguarding;

15.8.3. PMVT's insurance company;

15.8.4. Individuals (or their legal representatives) subject to court order;

15.8.5. The Data Subject (or their legal representatives) following a Data Subject Access Request.

16.   Disclosure of Data

16.1.   Participants of PMVT services sign an Information Sharing Consent Form (Appendix XXXXII) which is part of the Support Agreement. The Information Sharing Consent From sets out with whom personal information may be shared on the participant's behalf on a regular basis, in order to carry out the required support and meet the participants' needs. Participants can request to review this agreement at any time.

16.2.   Only under exceptional circumstances will participant information be shard without their consent:

16.2.1. In line with the Children's First Act 2015 in the case of a concern in relation to child protection, including, but not limited to potential harm to themselves and/or others, and risks associated with a serious crime;

16.2.2. A small number of situations where confidentiality would be limited as would be required by law.

16.3.   Participant information, including, but not limited to, the presence or a person within PMVT Learning Centre CMS CLG must not be disclosed to general enquirers.

16.4.   PMVT Learning Centre CMS CLG will seek consent from a learner and/or their parent(s)/guardian(s) before sharing their personal data with a third party, such as a regulatory body or audit inspector.

16.5.   If a learner and/or their parent(s)/guardian(s) do not wish information about them to be shared, and they are in a position to advocate for their own best interest, then their wishes will be respected. This should be recorded in the summary section of their Support Plan or Risk Management Plan. A manager should always be notified if it is identified that a significant need may not be met or that a risk may increase through an inability to share information.

16.6.   To ensure best practice, Peter McVerry Trust CLG provides its staff with the following resources:

16.6.1. Third Party Disclosure Guidance (see Appendix XXXXIII)

16.6.2. Seven Golden Rules of Information Sharing (see Appendix XXXXIV)

16.7.   A learner and/or their parent(s)/guardian(s) may sometimes call a staff office and wish to discuss a subject that involves disclosing information over the phone. In this case, staff must ensure the person on the phone is the subject to whom the data relates. If unsure, staff must check the identity by requesting:

16.7.1. The learner's date of birth;

16.7.2. When the learner started attending PMVT Learning Centre CMS CLG;

16.7.3. The name of the learner's Social Care Worker or Centre Manager;

16.8.   If PMVT Learning Centre CMS CLG should engage in regular information sharing with a third party, both parties must sign an Information Sharing /Service Level Agreement, and share information fairly and lawfully.

16.9.   If consent to share a one-off piece of information is given verbally (e.g. a learner agreeing a SCW can provide information to the Local Authority over the phone on their behalf while they are present) then this should be recorded on the relevant action record.

17.   Data Subject Access Requests

17.1.   In line with Articles 15 and 17 of the General Data Protection Regulations 2018, every person has the right to request access to their own personal data, as well as the right to have said data erased upon request. This includes paper (hard copy) and electronic (soft copy) records.

17.2.   If a Data Subject Access Request relates to a child (0 – 17 years and adolescents up to their 18th birthday), the child still has a legal right to access their personal data. Even if the child is too young to understand the implications of subject

access rights, the data Peter McVerry Trust CLG holds about them is still their personal data and does not belong to anyone else, such as a parent or guardian. It may however, be deemed reasonable that those with parental responsibility may also exercise right of access on behalf of the child.

17.3. Before responding to such a Data Subject Access Request associated with a child or young person, due consideration must be given as to whether the data subject is mature enough to understand their rights. If the manager is confident they can understand their rights, then the response should be to the child/young person and not the parent(s)/guardian(s). Considerations should also take into account-

17.3.1. Where possible, the child's level of maturity and their ability to make decisions like this;

17.3.2. The nature of the personal data;

17.3.3. Any court orders relating to parental access or responsibility that may apply;

17.3.4. Any duty of confidence owed to the child or young person;

17.3.5. Any consequences of allowing those with parental responsibility access to the child's or young person's information. This is particularly important if there have been allegations of abuse or ill treatment;

17.3.6. Any detriment to the child or young person if individuals with parental responsibility cannot access this information; and

17.3.7. Any views the child or young person has on whether their parent(s)/guardian(s) should have access to information about them.

17.4. Learners and/or their parent(s)/guardian(s) may request to access personal data using a Personal Data Subject Access Request Form (Appendix XXXXV). This process will be managed as set out in the PMVT Personal Data Subject Access Procedure.

17.5.   Access to records can only be refused if the disclosure has not had the permission to be shared or otherwise would cause serious harm to the physical or mental health of the participant or other individuals in the records.

17.5.1. For more information, please refer to the PMVT Data Subject Access Request Policy.

17.5.2. For further guidance, Managers should contact the Data Protection Officer.

18.   Data Protection Breaches

18.1.   A data protection breach, within the scope of this policy, shall be defined as:

18.1.1. The loss or theft of data;

18.1.2. The loss or theft of IT equipment;

18.1.3. Unauthorised access or use of data;

18.1.4. Unauthorised sharing of information or inappropriate disclosure;

18.1.5. Non-secure disposal of data;

18.1.6. Hacking or corruption of security systems;

18.1.7. Information obtained by deception.

18.2.   On discovery of a data protection breach (or a possible breach) PMVT staff must notify the Data Protection Officer within **24 hours** and complete a Data Breach Notification Form (See Appendix XXXXVI). The following information must be provided:

18.2.1. Nature of the breach, type of data, and data subjects involved;

18.2.2. Date and time of breach, and when it was discovered;

18.2.3. Any IT systems or IT system failures involved;

18.2.4. Whether the data subjects are aware of the breach;

18.2.5. Any actions already taken by staff.

18.3.   The Data Protection Officer will follow Data Protection Commission ("DPC") guidelines to ensure:

18.3.1. Identification and classification of the breach;

18.3.2. Containment and recovery;

18.3.3. Assessment of on-going risk;

18.3.4. Notification of the breach;

18.3.5. Evaluation and response.

18.4.   The Data Protection Officer will inform the Senior Management Team and CEO/Board of all major data protection breaches immediately, and will report on minor breaches through a Data Breach Register at quarterly updates to the Board/Research and Service Committee.

18.5.   If the Data Protection Officer assesses that the breach will present a risk to an individual's rights and freedoms, it must be reported to the DPC within **72 hours**. Such risks will include:

18.5.1. Loss of control over personal data or limitation of their rights;

18.5.2. Discrimination;

18.5.3. Identity theft, fraud, or financial loss;

18.5.4. Unauthorised reversal of pseudonymisation or anonymization;

18.5.5. Damage to reputation;

18.5.6. Loss of confidentiality of personal data;

18.5.7. Any other significant economic or social disadvantage to the individual concerned.

18.6.   In the case of a data breach, the Data Protection Officer and Executive Management Team will ascertain whether there are any legal or contractual requirements to notify any third parties (e.g. funders, police, insurance.)

18.7. Where the risk of the data breach is high to the data subject(s) (e.g. risk of identity theft, financial fraud, or if the loss or compromise of sensitive data), Peter McVerry Trust CLG will notify the data subject and will:

18.7.1. State how and when the breach occurred and what data was involved;

18.7.2. Explain what PMVT have done to contain the breach;

18.7.3. Advise the data subject what else they can do to protect themselves;

18.7.4. Provide a named person who they can contact for further information or advice;

18.7.5. Provide details of the complaints process.

18.8. All data protection breaches will be recorded on the Peter McVerry Trust Data Breach Register by the Data Protection Officer.

18.9. Once the data protection breach is contained and all required reporting completed, the Data Protection Officer will review:

18.9.1. Causes of the breach;

18.9.2. The effectiveness of PMVT's response;

18.9.3. Organisational learning; and

18.9.4. Corrective actions required.

18.10. The findings of the Data Protection Officer's review will be reported to the Executive Management Team and Board of Directors.

19. Relevant Policies

19.1. PMVT Data Subject Access Request Policy

19.2. PMVT Password Policy

19.3. PMVT IT Security, Electronic Mail and Internet Acceptable Usage Policy

19.4. PMVT Server/Web Access Policy

19.5.   PMVT Data Retention and Archiving Policy

Section 9: Public Information and Communication

9.1. Public Information and Communication Policy

1. Policy Statement

1.1.   Publications of relevant informational and promotional material of PMVT Learning Centre CMS CLG are an integral part of communicating their vision and goals to potential learners and their families. To maintain high quality and standards, PMVT Learning Centre CMS CLG is committed to publishing only information that is accurate and appropriate and in line with any and all child protection and safeguarding policies and procedures. All public information must be approved prior to publication. In line with the goal for ongoing Quality Assurance, the procedures and processed for publications of information, as laid out in this policy, shall be periodically reviewed and kept fit-for-purpose.

2.   Purpose of this Policy

2.1.   The purpose of the Public Information and Communications Policy is to-

2.1.1.   Establish which information will be published on programmes within PMVT Learning Centre CMS CLG; and how such information will be published;

2.1.2.   Develop and establish standardised approval mechanisms within the Communications Office to review and approve all publications, and to ensure their accuracy;

2.1.3.   Safeguard and protect young people's identities and privacies when providing information on PMVT Learning Centre CMS CLG to the public.

3.   Scope of this Policy

3.1.   This policy covers all staff members, volunteers, interns, students on placement, and/or contracted third parties working in and/or with PMVT Learning Centre CMS CLG.

4.   Glossary of Terms and Definitions

4.1.   **PMVT** – Peter McVerry Trust CLG

4.2.   **PMVT Learning Centre CMS CLG** – Peter McVerry Trust Learning Centre CMS CLG

4.3.   **Public Information**, within the scope of this policy, shall be defined as any published information regarding PMVT Learning Centre CMS CLG and/or its offered programmes, including, but not limited to, promotional material, such as leaflets and websites and/or all media statements.

5.   General Information/Underlying Principles

5.1.   Peter McVerry Trust CLG commits to only publishing information that has been reviewed, approved, and found to be accurate and appropriate.

6.   Roles and Responsibilities

6.1.   It is the responsibility of the **PMVT Learning Centre CMS CLG** to-

6.1.1.   Collect appropriate quantitative and qualitative data on PMVT Learning Centre CMS CLG and the learners for usage in periodic evaluations and reviews.

6.2.   It is the responsibility of the **Administration Team** to-

6.2.1.   Maintain accurate and reliable learner records for current and historical reviews and Quality Assurance Evaluations;

6.3.   It is the responsibility of the **PMVT Communications Office** to-

6.3.1.   Assure any and all information published on PMVT Learning Centre CMS CLG is accurate and appropriate.

7.   Public Information

7.1.   PMVT ensures that any and all information published will be accurate and appropriate, and commits to not engaging in the publishing of misinformation.

7.2.   All public information on PMVT Learning Centre CMS CLG must be approved by the PMVT Communications Office prior to publishing, this includes, but is not limited to-

   7.2.1.   All informational literature and other communication materials;

   7.2.2.   The PMVT Logo; and

   7.2.3.   Any and all productions of film, photographs, and/or television programmes

7.3.   Before the publications of any material, PMVT Communications Office is responsible for reviewing and approving the request; this includes promotional materials on, and ongoing evaluation reports of, PMVT Learning Centre CMS CLG.

7.4.   PMVT Communications Office operate under PMVT Confidentiality and Data Protection policies as well as the PMVT Code of Conduct, and are thus obligated to maintain confidentiality on any and all personal data/information.

7.5.   If PMVT Communications Office find material to be unsuitable for publication, it is the responsibility of the Head of Service to rectify this and adjust the material accordingly.

8.   Learner Information

8.1.   The PMVT Learning Centre CMS CLG website shall hold all relevant information for past, current, and future learners regarding available teaching and learning programmes, including, but not limited to, offered teaching programmes, available awards and their titles, and referral and admission requirements and procedures.

8.2.   A student charter is available to all learners in the Learner and Guardian Handbook, outlining expectations for PMVT Learning Centre CMS CLG and learners, the referral and registration process, the programmes and courses offered to learners of PMVT Learning Centre CMS CLG, details on assignments and assessments, and the complaints and grievances procedures for learners.

8.3.   All learner information shall be regularly reviewed and updated as necessary.

9.   Publication of Quality Assurance Evaluation Reports

9.1.   To adhere to internal and external requirements PMVT Learning Centre CMS CLG will process and analyse collected data in holistic and appropriate ways to produce regular Quality Assurance Evaluation Reports and use the outcomes of the Quality Assurance Evaluation Reports to formulate quality improvement plans.

9.2.   Relevant information related to the Quality Assurance process will be published on the PMVT website.

9.3.   Additionally, and in line with organisational practice, Annual Reports will be produced and published.

10.   Social Media

10.1.   It is recognised by Peter McVerry Trust CLG Learning Centre CMS CLG that social media plays a vital role in every-day communication and therefore occasionally engages in publishing information via their social media account (e.g. Instagram).

10.2.   Any and all information shared via social media will adhere to the same principles and requirements as other publications.

10.2.1. Before sharing information on any social media account, it must first be approved by PMVT Communications Office and, if necessary, adjusted accordingly to fall in line with all privacy, data protection, child safeguarding, and organisational policies regarding public information.

10.2.2. For more information on this, please see the Internet Use and Social Media Agreement (See Appendix XXXX).

11.   Relevant Policies

11.1.   PMVT Safeguarding and Child Protection Policy

11.2.   PMVT Data Management Policy

11.3.   PMVT Confidentiality Policy

11.4.   PMVT IT Security, Electronic Mail and Internet Acceptable Usage Policy

Section 10: Other Parties Involved in Education and Training

10.1. Third Parties Policy

1. Policy Statement

1.1.   PMVT Learning Centre CMS CLG are a provider of unique education and training programmes to vulnerable children and young persons aged 12 to 17 who have been excluded from mainstream education and aim to achieve their Junior Certificate qualification. Due to this unique position, PMVT Learning Centre CMS CLG do not, traditionally, engage in partnerships with third parties outside of their statutory requirements.

2. Purpose of this Policy

2.1.   The purpose of the Third Party Policy is to establish the scope and code of conduct for any relation- and partnerships PMVT Learning Centre CMS CLG may enter with non-PMVT organisations and individuals.

3. Scope of this Policy

3.1.   This policy applies to Peter McVerry Trust CLG Learning Centre CMS CLG.

4. Glossary of Terms and Definitions

4.1.   **PMVT** – Peter McVerry Trust CLG

4.2.   **PMVT Learning Centre CMS CLG** – Peter McVerry Trust Learning Centre CMS CLG

4.3.   An **external party**, as per this policy, shall be any person who is not in any way affiliated with Peter McVerry Trust CLG.

5. General Information/Underlying Principles

5.1.   Involving external third parties in certain aspects of education and training programme provision may provide engagement with the broader education and

training community, external expertise and/or broadened programme provision, and external governance oversight.

5.1.1. PMVT Learning Centre CMS CLG encourages staff members to engage in Continuing Professional development to attend Cluster Days hosted by the Department of Education.

5.1.2. PMVT Learning Centre CMS CLG do not enter partnerships with third party providers of education and training.

5.1.3. PMVT Learning Centre CMS CLG follows best practice by ensuring external oversight over their Academic Governance Committee and by implementing External Authentication processes and procedures to authenticate learner assessment results.

6. Roles and Responsibilities

6.1. It is the responsibility of **Management** to observe and enforce the contents of this policy.

7. Peer Relationships

7.1. Engaging in the wider education and training community is important for ongoing self-improvement and Continuing Professional Development, therefore staff in PMVT Learning Centre CMS CLG are encouraged to further their own learning and education by engaging in peer relationships (e.g. Cluster Days as organised by the Department of Education).

7.2. PMVT Learning Centre CMS CLG does not host events for the wider education and training community.

7.3. For more information, please see-

7.3.1. Staff Recruitment, Management and Development Policy (Section 4.1. of this Handbook)

7.3.2. Continuing Professional Development Policy (Section 4.3. of this Handbook)

8.   External Partnerships

8.1.   PMVT Learning Centre CMS CLG does not engage in partnerships with external providers.

9.   Panellists, Examiners, and Authenticators

9.1.   As part of a larger Quality Assurance Procedure, external individuals are invited to-

   9.1.1. Sit on PMVT Learning Centre CMS CLG's Governance Committees;

   9.1.2. Carry out the External Authentication process for learner assessment results.

9.2.   Engaging external parties in such processes ensures independence and maintain the academic and organisational integrity of PMVT Learning Centre CMS CLG.

9.3.   Any external individuals invited to work with PMVT Learning Centre CMS CLG shall be without conflict of interests and will be monitored by PMVT Learning Centre – CMS.

9.4.   For more information on external Governance Committee members, please see-

   9.4.1. Governance and Quality Management Policy (Section 1.1. of this Handbook)

   9.4.2. Terms of Reference Academic Governance Committee (Appendix V)

   9.4.3. Terms of Reference Programme Delivery and Assessment Sub-Committee (Appendix VI)

   9.4.4. Terms of Reference Programme Development Sub-Committee (Appendix VII)

9.5.   For more information on the External Authenticator, please see-

   9.5.1. Internal Verification and External Authentication Policy (Section 6.2. of this Handbook).

Section 11: Self-Evaluation. Monitoring, and Review

11.1. Evaluation and Monitoring Policy

1. Policy Statement

1.1.   Internal and external evaluations and reviews are an integral part of the continuous Quality Assurance processes and procedures within PMVT Learning Centre CMS CLG. It is important to periodically engage in monitoring processes to maintain a high standard of service provision and best practice, and to stay up-to-date with the most recent legislative and statutory guidelines.

2. Purpose of this Policy

2.1.   The Evaluation and Monitoring Policy has the aim to establish a mechanism of internal and external ongoing Quality Assurance in the form of regular evaluations and reviews. The purpose of evaluations is to review and report on educational programmes offered within PMVT Learning Centre CMS CLG, as well as the quality of learning materials and tutors, and any and all operational procedures, to maintain effective practices, and improve areas that require improvements.

3. Scope of this Policy

3.1.   This policy covers PMVT Learning Centre CMS CLG and all its staff members (paid and volunteer).

4. Glossary of Terms and Definitions

4.1.   **PMVT** – Peter McVerry Trust CLG

4.2.   **PMVT Learning Centre CMS CLG** – Peter McVerry Trust Learning Centre CMS CLG

4.3.   **Internal evaluations**, within the scope of this policy, shall be defined as the ongoing process of self-monitoring and self-reviewing within PMVT Learning Centre – CMS to assure continuous high quality of service provision.

4.4. **External Evaluations**, are defined as the authentication and quality review of an independent third body not affiliated with Peter McVerry Trust CLG.

5. General Information/Underlying Principles

5.1. PMVT Learning Centre CMS CLG is committed to providing the best education possible and will therefore undergo regular self-evaluation and self-monitoring periods to ensure best practices are maintain and, where applicable, improved.

5.2. As part of the ongoing Quality Assurance process, as well as the External Authentication procedure, PMVT Learning Centre CMS CLG will engage in periodic external evaluations to review operational procedures, programme delivery, and service quality.

6. Roles and Responsibilities

6.1. It is the responsibility of the **Chairperson** to-

6.1.1. Oversee good governance on recruitment and management;

6.1.2. Ensure PMVT Learning Centre CMS CLG is adhering to all relevant health and safety regulations

6.2. It is the responsibility of the **Director of Child and Family Services** to-

6.2.1. Ensure PMVT Learning Centre CMS CLG is fully compliant with child protection and safeguarding policies and procedures;

6.2.2. Support Centre Managers in daily operations of PMVT Learning Centre CMS CLG.

6.3. It is the responsibility of the **Head of Young Service (HOS)** to-

6.3.1. Ensure daily operations of PMVT Learning Centre CMS CLG are compliant with good governance practice;

6.3.2. Ensure PMVT Learning Centre CMS CLG are fully compliant with relevant health and safety regulations, policies, and procedures.

6.4.   It is the responsibility of the **Centre Manager(s)** to-

6.4.1.   Oversee daily operations of PMVT Learning Centre CMS CLG;

6.4.2.   Oversee, supervise, and manage performances of all staff members working within PMVT Learning Centre CMS CLG;

6.4.3.   Ensure all staff have completed relevant and appropriate training and Continuing Professional Development programmes.

6.5.   It is the responsibility of the **Administration Team** to-

6.5.1.   Oversee and complete daily administrative operations;

6.5.2.   Oversee the recording and tracking of learner referrals;

6.5.3.   Communicate any relevant information to the Centre Manager(s) and HoS.

6.6.   It is the responsibility of the **Educational Team** to-

6.6.1.   Ensure the syllabus is compliant with all relevant and updated correspondences from the Department of Education;

6.6.2.   Ensure all learners are given equal opportunities to engage with the educational programme offered in PMVT Learning Centre CMS CLG and to oversee subject assignments, project work, and any additional requirements within QQI criteria, and within time sensitive guidelines;

6.6.3.   Ensure each learner has an Individual Student Supprt Plan and to support each learner in their educational goals and objectives;

6.6.4.   Communicate any potential concerns for a child or young person's wellbeing to the Centre Manager(s), the HoS, and/or a member of the Social Care Team.

6.7.   It is the responsibility of the **Social Care Team** to-

6.7.1.   Be present in their assigned classrooms and to provide trauma-informed and strengths-based support to all learners;

6.7.2. Provide timely social care interventions and to manage and coordinate timely responses to any disruptions to the classroom environment;

6.7.3. Provide one-on-one key working sessions to their assigned learners including weekly meetings, communications with parents and/or legal guardians, and supporting access to external community-based supportive interventions.

7. Self-Evaluation and Self-Monitoring

7.1. PMVT Learning Centre CMS CLG aims to provide high quality education and are dedicated to upholding such quality. Thus, PMVT Learning Centre CMS CLG shall undergo regular self-evaluation and self-monitoring processes.

7.2. PMVT Learning Centre CMS CLG measures the quality of programme delivery and learner success based on learning habits and behaviours demonstrated by the learners. The learner-to-tutor ratio is significantly lower than in mainstream secondary schools which means that all staff have a strong working relationship with each learner and a clear understanding of each learner's unique needs and their personalised learning profile (which informs the Individual Student Support Plan and the Individual Crisis Management Plan). Understanding how learners learn, enables PMVT Learning Centre CMS CLG and its staff to measure quality and success in concrete and measurable terms as well as figurative terms.

7.3. To appropriately measure the quality of PMVT Learning Centre CMS CLG, the following indicators have been identified:

7.3.1. **Attendance** - An increase in the consistency or the regularity of attendance indicates the young person, and the young person's family's, improved engagement with PMVT Learning Centre CMS CLG. It is also representative of the quality of instructions being delivered and relationship building that is occurring. There is a correlation between improved attendance and the young person's belief that attending PMVT Learning Centre CMS CLG is worthwhile.

7.3.2. **Engagement** - Learners spend as much time in the classroom as they can. An increase in lesson time can be tracked through the Individual Student Support Plan. This increase in time spent engaging in lessons is indicative of the quality and success of the class tutor and Social Care Workers' lesson plans, support plans, differentiation, and behaviour management methods.

7.3.3. **Communication** - Familial and individual communication with class tutors and Social Care Workers is pivotal in supporting each learner's unique needs. The Individual Student Support Plan and Individual Crisis Support Plan are responsive and reflexive to learners' needs and dependent on dialogue and communication. When learners and families engage with PMVT Learning Centre CMS CLG's Plans through open and honest communication, it improves the quality of module delivery.

7.3.4. **Wellbeing** – Learners' engagement with the Social Care Workers, counsellors, or supportive external agencies is recorded. The holistic development of learners is reliant on their engagement with these services, as they work collaboratively to provide a service that supports their wellbeing on every level. Increased engagement with the services, or initiation in engagement in these services, is counted as a measurement of quality and success.

7.3.5. **Behaviour** - Incidents of behaviour are measured by using an incident tracker. The number of incidents occurring within a particular timeframe may serve as an indicator for measuring the quality and success of the learners' experiences. This measurable data can be used to identify periods of difficulty or triggers for a learner and, thus, their Individual Student Support Plan and Individual Crisis Support Plan can be adjusted accordingly to reduce the number of incidents of challenging behaviour.

7.3.6. **Attendance at meetings** - Increased engagement with one-to-one lessons and evidence within the ISSP and ICSP showing that the learner is communicating with the class tutor and Social Care Worker, are indicators of quality instruction taking place in PMVT Learning Centre CMS CLG. Reviews of the Individual

Student Support Plan and Individual Crisis Support Plan facilitate the monitoring of quality and success within PMVT Learning Centre CMS CLG.

7.3.7. **Grades** - QQI grades awarded annually, and marks received for assignments, support PMVT Learning Centre CMS CLG's measures of quality and success. An increase in percentages awarded demonstrates the quality of instruction delivered by class tutors and Social Care Workers as well as their commitment to differentiation in the curriculum.

7.4. **Individual Plans –** The Individual Student Support Plan and the Individual Criss Support Plan are indicators of a learner's academic experience and threshold while in PMVT Learning Centre CMS CLG. The Support Plans are amended in collaboration with the Social Care Worker and learner weekly. The Individual Plans offer great insight into a learner's progress and can act as a rich and detailed indicator of a young person's learning experiences.

7.5. **Student Feedback Forms** – Learners are invited to provide feedback at the conclusion of each module. Learner feedback is evaluated by the Programme Delivery and Assessment Committee to ascertain what during the assessment period was helpful/supportive

7.6. Areas of interest for the self-evaluation and self-monitoring process are as follows:

7.6.1. Governance and Quality Assurance (Section 1 of this Handbook)

7.6.2. Programmes of Education and Training (Section 3 of this Handbook)

7.6.3. Staff Recruitment, Management, and Development (Section 4 of this Handbook)

7.6.4. Teaching and Learning (Section 5 of this Handbook)

7.6.5. Support for Learners (Section 7 of this Handbook)

7.7.   To assure ongoing Quality Assurance, the findings of each self-evaluation and internal review shall inform decisions made within PMVT Learning Centre CMS CLG going forward, in the form of a quality improvement plan which lays out the necessary steps to address the identified gaps.

7.8.   PMVT Learning Centre CMS CLG is, first and foremost, a support system for young learners who have been excluded from mainstream education, and shall never take any actions that may compromise that objective.

8.   Staff Feedback

8.1.   PMVT Learning Centre CMS CLG encourages all staff members to provide ongoing conversational feedback on their own experiences with PMVT Learning Centre CMS CLG and its learners.

8.2.   Tutors engage in regular staff meetings during which they can voice their experiences and seek support and/or advice.

8.2.1.   All staff meetings facilitate the option of online participation through the online platform Zoom.

8.2.2.   All staff meetings are recorded through Minutes. Minutes of staff meetings are distributed to all staff.

8.2.3.   If a member of staff cannot participate in a staff meeting, they have the option to submit contributions *in absentia*.

8.3.   All staff feedback received, can be brought to the appropriate Academic Governance Committee for consideration.

8.4.   Staff will attend supervision for up to an hour on-site every 6 to 8 weeks with the Head of Services

8.4.1.   This is an opportunity for informal Continuing Professional Development as it is an opportunity to address, analyse, and find solutions to blocks and barriers.

8.4.2. It also supports staff to create plans of action which respond to learner needs and can be used as an opportunity for the staff to self-identify areas where they could potentially engage in additional Professional Development opportunities.

9. External Evaluations and Reviews

9.1. All offered programmes in PMVT Learning Centre CMS CLG will undergo periodic internal and external reviews, evaluating teaching and learning methods and outcomes.

9.2. Parents are recognised as leading contributors to their child's academic success and provided many opportunities to give feedback on their young person's learning. Parents are invited to:

9.2.1. Reflect on their experience of PMVT Learning Centre CMS CLG at the end of the academic year and asked to complete the parent(s)/guardian(s) feedback form (See Appendix XXXXIX);

9.2.2. Review learner's progress during parent-tutor meetings; and

9.2.3. Suggest feedback following completion of significant assignments.

9.3. The assignment assessment process is evaluated externally by the External Authenticator.

9.4. The data collected throughout the reviews will be used to recommend and suggest programme structure and delivery amendments to the Programme Development Sub-Governance Committee by the Programme Development Team, subject to approval by the Academic Governance Committee.

9.5. For more information see the Internal Verifications and External Authentications Policy (Section 6.2 of this Handbook).

11.2. Learner Feedback Policy

1. Policy Statement

1.1. Feedback is an important part in assuring ongoing high quality within PMVT Learning Centre CMS CLG, and to always provide the best possible support to learners by listening to their needs and requirements.

2. Purpose of this Policy

2.1. The purpose of the Learner Feedback Policy is to establish and outline the mechanisms and processes with which learner feedback will be received and recorded.

3. Scope of this Policy

3.1. This policy is intended for PMVT Learning Centre CMS CLG and all its staff members (paid and volunteer), as well as its learners, and any and all contracted third parties working on the premises.

4. Glossary of Terms and Definitions

4.1. **PMVT** – Peter McVerry Trust CLG

4.2. **PMVT Learning Centre CMS CLG** – Peter McVerry Trust Learning Centre CMS CLG

4.3. A **'learner'**, within the scope of this policy, and in the context of PMVT Learning Centre CMS CLG, shall be defined as any learner enrolled with PMVT Learning Centre CMS CLG.

4.4. A '**Social Care Worker**' is an appropriately trained and qualified member of staff who is responsible for the emotional, psychological, physical, and educational wellbeing of the learners by ensuring ongoing support and developing adequate measures and procedures.

4.5. **'Feedback'**, as per this policy, is defined as formal and informal communications between the learners and the staff on the quality of PMVT Learning Centre CMS

CLG's educational programme delivery and structure, and support mechanisms for learners.

5.   General Information/Underlying Principles

5.1.   As part of the support offered to learners within PMVT Learning Centre CMS CLG, an environment of open and honest dialogue between all staff and all learners shall be cultivated, encouraging learners to voice their experiences in PMVT Learning Centre CMS CLG. As part of the continuous Quality Assurance and assessment process, PMVT Learning Centre CMS CLG will engage in, and subject themselves to, ongoing conversational feedback from learners.

5.2.   The wellbeing of learners is a priority within PMVT Learning Centre CMS CLG and each learner shall be provided with the best support which is tailored to their individual needs.

5.3.   PMVT Learning Centre CMS CLG works with vulnerable children and young people, most of which have diverse and complex needs, making structured feedback inappropriate, therefore, a primarily informal approach to learner feedback has been chosen.

6.   Roles and Responsibilities

6.1.   It is the responsibility of the **learners** to-

6.1.1.   Give feedback to PMVT Learning Centre CMS CLG to the best of their abilities.

6.2.   It is the responsibility of the **PMVT Learning Centre CMS CLG** and all its **staff** to-

6.2.1.   Seek out, fairly consider, accept, and act on any and all feedback received;

6.2.2.   Improve PMVT Learning Centre CMS CLG according to reasonable and reasible suggestions and in the learners' best interests.

7. Continuous Learner Feedback

7.1. Feedback is given and received within PMVT Learning Centre CMS CLG every single day. Learners are encouraged to voice their opinions of, and experiences with, their classes and tutors on a regular basis.

7.2. Within the scope of the ongoing support of learners within PMVT Learning Centre CMS CLG, learners will have regular meetings with their assigned Social Care Worker during which they are encouraged to discuss additional needs and supports they may require, and to share their feedback on PMVT Learning Centre CMS CLG.

7.3. Learners give feedback on their learning experiences both before and after conducting an exam to their assigned Social Care Worker. Additionally, the Social Care Worker engages in conversations with the Learners' parents and/or guardians to give and receive feedback.

7.4. PMVT Learning Centre CMS CLG engages in weekly key working meetings with each individual learner during which the learner is encouraged to provide feedback on their experience in PMVT Learning Centre CMS CLG and to suggest improvements that can be made to help PMVT Learning Centre CMS CLG and its staff to best meet their needs.

8. Learner Feedback and Experience Exercise

8.1. An annual academic assignment (Appendix XXXXVII) shall be given to the learners, requesting the learner to give their perceptions of, and feedback and opinions on, PMVT Learning Centre CMS CLG.

8.2. The purpose of this assignment is duplicitous. It is intended to provide the learners with literacy opportunities, but the information provided by learners is also used to shape decisions made within PMVT Learning Centre CMS CLG.

9.   End of Module Feedback Survey

9.1.   To capture more learner feedback, outside of an annual academic assignment, PMVT Learning Centre CMS CLG distribute an End of Module Feedback Survey (See Appendix XXXXVIII) to all learners upon completion of each module.

9.2.   The aim of the Feedback Survey is to capture learners' experiences with each individual module and to encourage anonymous and open suggestions of improvement for PMVT Learning Centre CMS CLG.

9.3.   The feedback also offers an opportunity to the learner to self-reflect on their own learning progress.

10.   Family and Guardian Feedback

10.1.   In addition to learner feedback, PMVT Learning Centre CMS CLG also collect feedback directly from the learners' parent(s) and/or guardian(s) in the form of a Family and Guardian Experience and Feedback Report (Appendix XXXXIX).

10.2.   The purpose of this report is to gain an understanding of the parent(s)/guardian(s) experiences with PMVT Learning Centre CMS CLG and to offer an opportunity for suggestions for additional support that may be offered to the learners.

11.   Responding to Learner Feedback

11.1.   Following the collection of feedback via the Student Feedback and Experience Exercise, the End of Module Feedback Survey, and the Family and Guardian Experience and Feedback Report, all responses will be reviewed by the Programme Development Sub-Committee.

11.2.   Learners will be engaged in group discussions regarding their feedback, and suggestions made throughout the exercise will be discussed for future programme development.

11.3.   Due to the Covid-19 pandemic, no learner council is currently in place. This will

be reviewed in the academic year 2022/2023.

Section 12: Protection of Enrolled Learners

12.1. Protection of Enrolled Learners Policy

1. Policy Statement

1.1. An integral part to Quality Assurance is the rights of the learners to complete a programme of education and training they are enrolled in. In line with legislative and statutory regulations, PMVT Learning Centre CMS CLG has Protection for Enrolled Learners arrangements in place to ensure learners are able to complete their education in case Peter McVerry Trust Learning Centre CMS CLG should fail as a provider.

2. Purpose of this Policy

2.1. The purpose of the Protection for Enrolled Learners Policy is to ensure enrolled learners of PMVT Learning Centre CMS CLG are protected in line with the Qualifications and Quality Assurance (Education and Training) Act 2012. This policy clearly sets out the rights of the enrolled learners and the responsibilities of Peter McVerry Trust Learning Centre CMS CLG.

3. Scope of this Policy

3.1. This policy applies to all enrolled learners of Peter McVerry Trust Learning Centre CMS CLG.

4. Glossary of Terms and Definitions

4.1. **PMVT** – Peter McVerry Trust CLG

4.2. **PMVT Learning Centre CMS CLG** – Peter McVerry Trust Learning Centre CMS CLG

4.3. **QQI** – Quality and Qualifications Ireland

4.4. **Protection for Enrolled Learners (PEL)** aims to safeguard a learner's academic journey. It refers to arrangements made for specific programmes to ensure that a learner can complete the programme that they have begun if their programme is

no longer offered by their provider for any reason. A programme in which a learner has enrolled may no longer be offered if a provider stops trading or is unable to continue to offer the programme, for example when it does not have appropriately qualified staff or appropriate physical resources such as equipment.

4.5.   **Enrolled Learners** are defined as learners who are enrolled with an organisation (i.e. PMVT Learning Centre – CMS) for a programme of education and training.

4.6.   A **programme of education and training** is defined as a process of acquiring knowledge, skills, and/or competencies, and may include a course of study, a course of instructions, or an apprenticeship.

4.7.   **Alternate provider** is defined as an entity, other than the original provider (i.e. PMVT Learning Centre – CMS) that provides, organises, or procures a similar programme of education and training.

4.8.   A **similar programme of education and training** is one that leads to the same award type in the same field of learning at the same NFQ level, and with broadly similar learning outcomes. A programme which meets these requirements may be deemed as similar regardless of differences in mode, duration, or place of delivery. In all such cases, the point of reference will be the original validation requirements.

5.   General Information/Underlying Principles

5.1.   As per the Qualifications and Quality Assurance (Education and Training) Act 2012, learners enrolled in a programme of education and training have a right to protection. The 2012 Act applies to all academic providers and courses of a duration of 12 weeks or longer, where fees have been charged.

5.2.   The 2012 Act seeks to ensure that-

5.2.1.   Learners have the opportunity to complete a programme leading to an award; or

5.2.2. Learners are refunded the moneys most recently paid if a programme ends before they complete it; and

5.2.3. Learners are provided with adequate and accurate information about the programme that they wish to pursue and about the protection in place for them in the event that the programme ceases prior to their completion.

5.3. As part of the ongoing Quality Assurance procedures at PMVT Learning Centre CMS CLG, and in line with the 2012 Act and QQI protocols, enrolled learners of PMVT Learning Centre CMS CLG shall be-

5.3.1. Protected if PMVT Learning Centre CMS CLG should become incapable of providing a complete programme of education and training; and

5.3.2. Fully informed of the scope, provision, and limitations of their rights as enrolled learners.

6. Roles and Responsibilities

6.1. It is the responsibility of **PMVT Learning Centre CMS CLG** to-

6.1.1. Source adequate alternate providers to offer PEL arrangements;

6.1.2. Communicate any in-place PEL arrangements to current and future learners of PMVT Learning Centre CMS CLG;

6.1.3. Communicate the activation of PEL arrangements to QQI and learners.

7. Statement of Compliance

7.1. PMVT Learning Centre CMS CLG hereby commits to-

7.1.1. Submitting adequate documentation of all PEL arrangements with alternate providers for validated QQI programmes to QQI;

7.1.2. Only entering academic bonding arrangements with alternate providers that separate legal entities and financially independent from PMVT Learning Centre CMS CLG; and

7.1.3. Only entering academic bonding arrangements with alternate providers that have the capacity to meet their obligations in the agreed upon PEL arrangement.

8. Information for Learners

8.1. In line with QQI protocol, PMVT Learning Centre CMS CLG shall make information on PEL publicly accessible to all current and future learners of PMVT Learning CMS CLG, as well as their parent(s)/guardian(s).

8.2. PMVT Learning Centre CMS CLG commits to publishing the following information on its website and all relevant promotional and informational material-

8.2.1. The name of the awarding body (or bodies) making the award;

8.2.2. The title of the programme and the award to which it leads;

8.2.3. Whether the award is recognised within the National Framework of Qualifications (NFQ), and if so the level of that recognition within the NFQ and whether the award is a Major, Minor, Special Purpose or Supplemental award as identified within the NFQ;

8.2.4. That successful completion of the programme by the learner does not lead to an award, but to a certificate of completion or similar, where that is the case;

8.2.5. Where the provider is required to have procedures for access, transfer and progression in place under Section 56 of the 2012 Act, a statement of how those procedures apply to that programme;

8.2.6. The details of the arrangements for PEL that the provider has in place, in accordance with Section 65(4) of the 2012 Act, or where no PEL arrangements are in place, that this fact be made clear.

8.3. PMVT Learning Centre CMS CLG shall, furthermore-

8.3.1. Notify enrolled learners of any changes to PEL arrangements within 14 days of becoming aware of the changes; and

8.3.2. Make available all relevant information to future learners before enrolment by sharing the contact details of the alternate providers and the names of the alternate programmes and informing the future learner that, in the event of a PEL arrangement being activated, the learner's personal data may be shared with the alternate provider(s) and QQI.

9. Arrangements for PEL

9.1. In compliance with all relevant legislative and statutory regulations, PMVT Learning Centre CMS CLG has PEL arrangements in place with the following alternate providers-

9.1.1. Clogher Road Community College (see Appendix XXXXX for MOU)

9.1.2. Liberties Training Centre (See Appendix XXXXXI for MOU)

9.2. The arrangements in place comprise of the agreement that the learner may attended and complete a similar programme of education and training to the one they attended at PMVT Learning Centre CMS CLG at one of the alternate providers in case PMVT Learning Centre CMS CLG should become incapable of providing the programme itself.

9.3. For each alternate provider, formal agreements have been made, in writing, and QQI has been informed of the academic bonding between PMVT Learning Centre CMS CLG and the alternate providers.

10. Activating PEL Arrangements

10.1. A PEL arrangement may be activated when-

10.1.1. PMVT Learning Centre CMS CLG fails to provide a programme of education and training of three months' duration or longer for any reason;

10.1.2. An enrolled learner has begun, but has not completed, a programme of education and training of three months' duration or longer and PMVT Learning

Centre CMS CLG ceases to provide the programme before that programme is completed for any reason; and/or

10.1.3. QQI withdraws programme validation for PMVT Learning Centre CMS CLG for any reason while learners are enrolled.

10.2. In such a case where a PEL arrangement needs to be activated, PMVT Learning Centre CMS CLG must immediately inform QQI and the alternate providers.

10.3. PMVT Learning Centre CMS CLG must, in the case of the activation of PEL arrangements, devise a plan of action which is to be communicated to all enrolled learners as soon as practicable and informs them of the situation and of what to expect next.

Appendix I – Structure of Governance
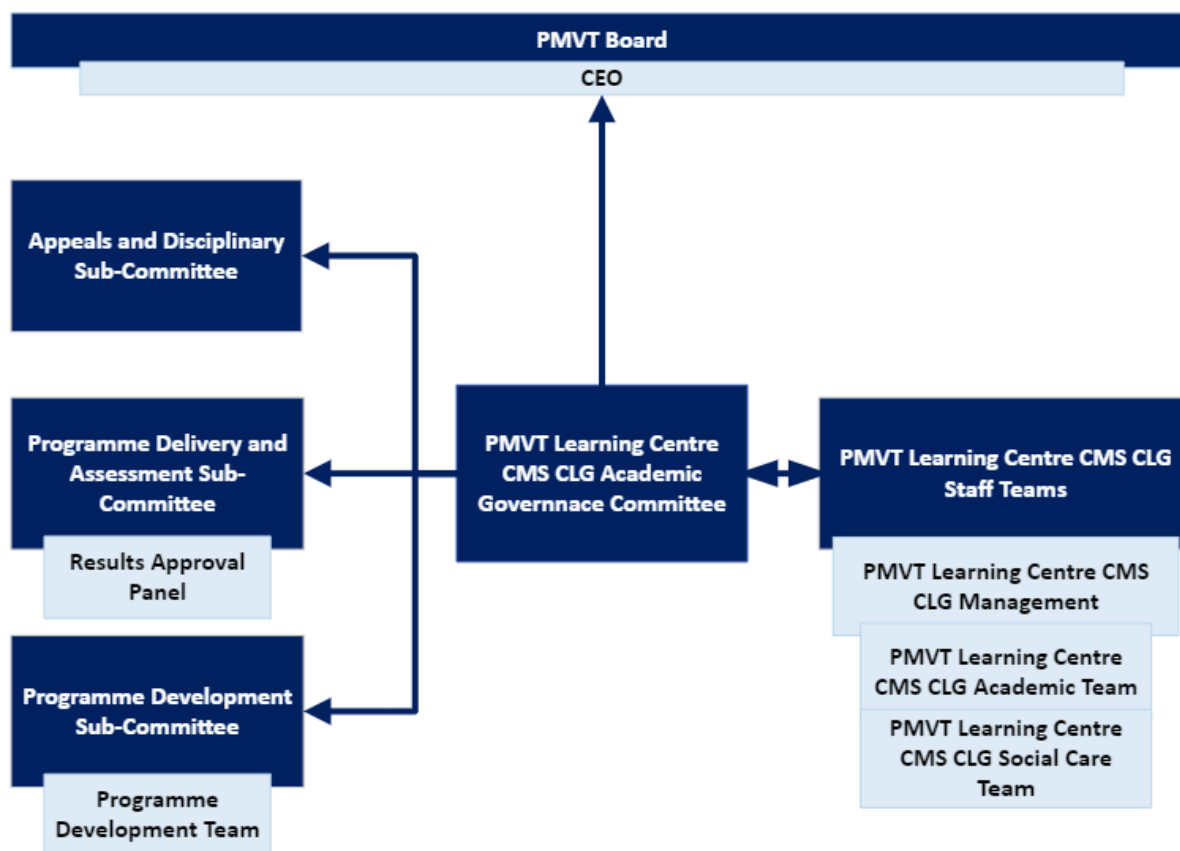
Appendix II – Interrelated Operational and Governance Structure
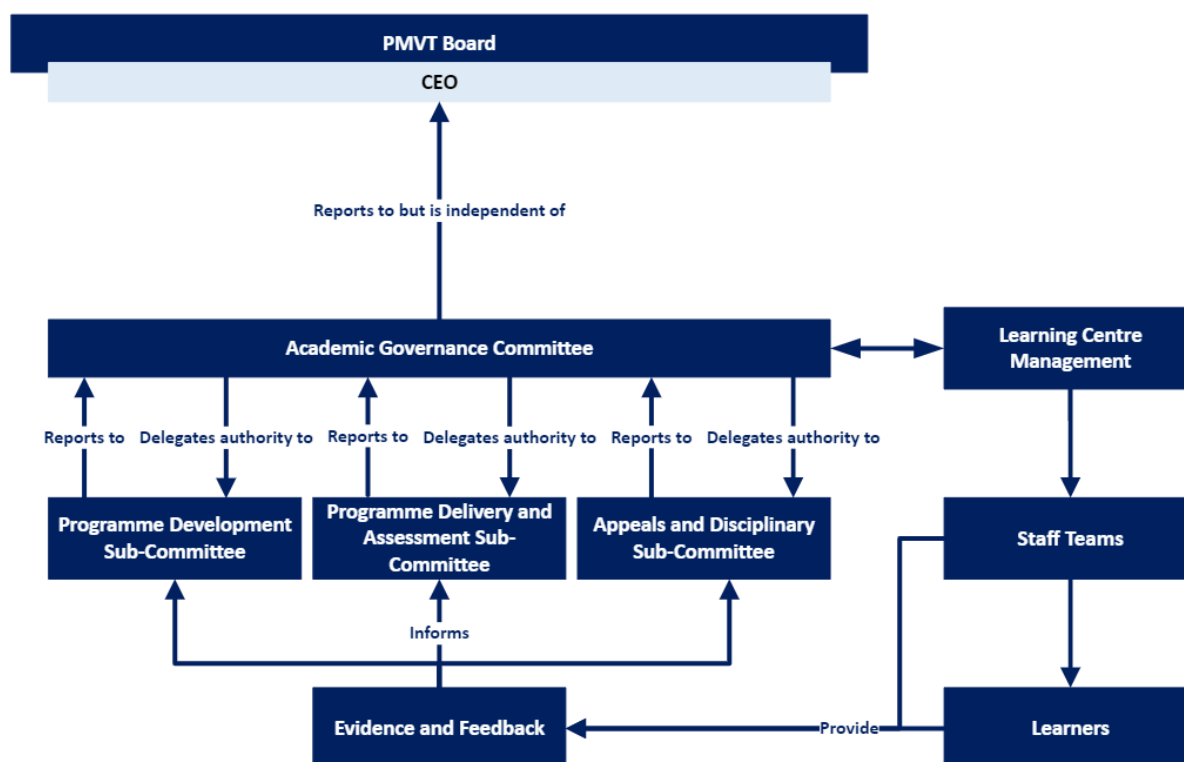
Appendix III – Under 18s Services and Central Support
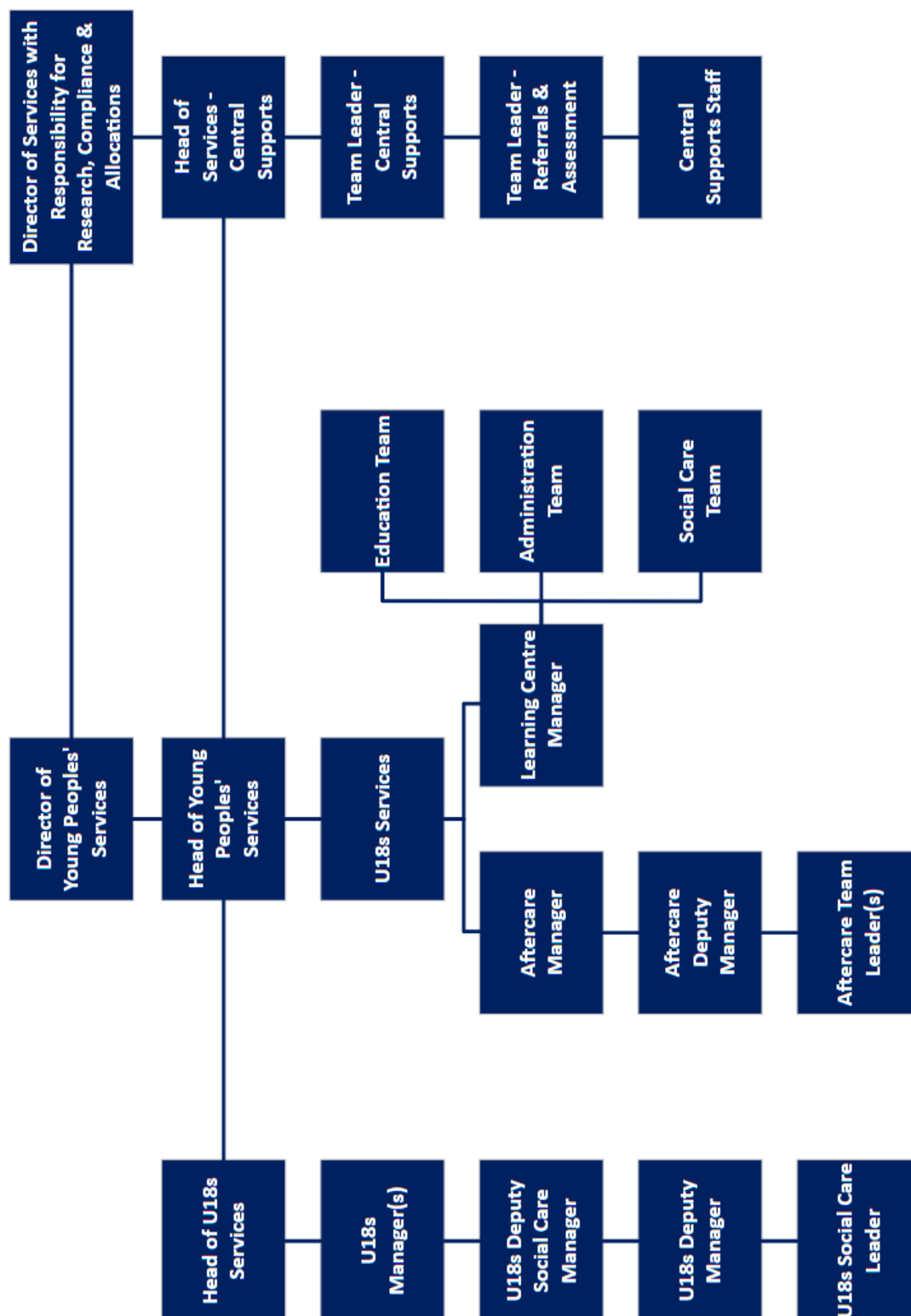
Appendix IV – Staff Roles and Responsibilities

CEO/Chairperson

The CEO and Chairperson has ultimate responsibility for decision making in the organisation in respect of programmes of education and training. He is responsible for the effective operations of PMVT Learning Centres. The Chairperson is responsible for ensuring the Learning Centres operate with clear and appropriate governance. The Chairperson oversees the management of the boundaries between the day-to-day management of the Learning Centres and the Board of Directors.

The Chairperson will co-ordinate the Board of Directors to ensure that there are appropriate policies and procedures in place for the effective management of the Learning Centres.

The Chairperson is responsible for overseeing good governance on recruitment and management, and ensuring the Learning Centres adhere to all child safeguarding and child protection policies and procedures. The Chairperson is responsible for ensuring that PMVT Learning Centres are fully compliant with relevant and up-to-date health and safety regulations.

Director or Child and Family Services

The Director for Child and Family Services works with the Head of Young People's Services to support the Learning Centre Managers and the day-to-day operations of PMVT Learning Centres.

The Director of Child and Family Services is responsible to ensure that PMVT Learning Centres are fully compliant with child safeguarding and child protection policies and procedures.

The Director of Child and Family Services oversees the effective and transparent recruitment process for all new staff in PMVT Learning Centres.

Head of Young People's Services (HOS)

The Head of Young People's Services (HOS) is responsible for overseeing the Quality Assurance of Peter McVerry Trust CLG Learning Centres. They work with the Centre Managers to ensure the day-to-day operations of the Learning Centres are compliant with good governance practice.

The HOS will work with the Learning Centre Managers to ensure all learners are supported to engage in education in a safe and supported environment where each learner is valued and heard.

The HOS is responsible to ensure Peter McVerry Trust CLG Learning Centres are fully compliant with relevant health and safety regulations, organisational policies, and procedures.

The HOS is responsible for ensuring all policies and procedures follow QQI Quality Assurance guidelines and are appropriately and consistently implemented across the Peter McVerry Trust CLG Learning Centres.

The HOS is responsible for co-ordinating all learner supports provided to each learner.

The HOS is responsible for regularly meeting with staff and monitoring the effectiveness of the learner supports in both a long- and short-term capacity.

All Governance Committees report to the HOS and in turn the HOS must report to all Governance Committees. The HOS must inform all staff of any decisions that may affect the conduct of programme and/or service delivery during any staff meetings.

Centre Manager

- Peter McVerry Trust CLG Learning Centre – Carline
- Peter McVerry Trust Learning Centre CMS CLG

The Peter McVerry Trust CLG Learning Centre manager is responsible for the day-to-day operations of the Learning Centres. The Centre Manager is responsible for ensuring learners are engaging in a safe and supported educational space where they are respected, valued and heard.

The Learning Centre Manager is responsible for ensuring all staff have completed all relevant and appropriate training and are engaging in appropriate, Continuing Professional Development.

The Learning Centre Manager is responsible for the provision of supervision and performance management to all staff in the Peter McVerry Trust CLG Learning Centres.

The Learning Centre Manager is responsible to ensure all payroll duties are completed and forwarded to the Head of Service and Peter McVerry Trust CLG Finance Department within scheduled monthly deadlines.

The Learning Centre Manager is responsible to ensure the building and grounds are fully compliant with health and safety regulations and are fully compliant with current fire safety guidelines.

PMVT Learning Centre staff teams

Administration

The Administration Team are responsible for the day-to-day administration operations of the Learning Centre.

The Administration Team oversees the recording and tracking of learner referrals.

The Administration Team is responsible for overseeing each and every referral, and ensuring they are all treated equally and in line with the PMVT Learning Centre referral process and procedure.

The Administration Team co-ordinate the communications of the Learning Centres and ensure the Centre Manager and HOS are updated regularly.

Academic

The Academic Team is responsible for the provision of national guided subject syllabus as per all relevant and updated correspondence from the Department of Education.

The Academic Team is responsible for ensuring each learner is given equal opportunities to engage in the education programme in PMVT Learning Centres.

The Academic Team ensures that all learners have completed subject assignments, project work, and any additional requirements within the QQI criteria and within time sensitive guidelines.

The Academic Team is responsible for provision of a safe and inclusive classroom environment where all learners have the opportunity to engage in a strengths-based approach to the provision of education. The Education Team is responsible for ensuring all learners are treated fairly and equally in line with PMVT Policies.

The Academic Team are responsible to inform the HOS, centre manager or where appropriate a member of the social care team when they have a concern or are aware of any child protections concerns that involve any learner registered with PMVT Learning Centres.

The Academic Team is responsible for ensuring each learner has an Individual Student Support Plan which is created with the learner and shared with the learner's assigned key worker and guardian. This is to ensure the learner is supported to reach their individual educational goals and objectives.

The Academic Team is responsible for ensuring the smooth operations of the educational timetable and to ensure each class is supported by a member of the Educational Team at all times. The Education Team is responsible for the communication of any changes to the timetable or daily work plan with the Social Care Team and the Centre Manager.

Social Care

The Social Care Team is responsible for ensuring they are present in their assigned classrooms as per the Learning Centres' daily social care plans. This daily plan enables the learners to engage in a trauma-informed, strengths-based approach to education.

The Social Care Team is responsible for providing timely social care interventions which best support the management of positive behaviour and retain the young learner in a positive and engaging educational space.

The Social Care Team is responsible for managing and co-ordinating the timely response to any disruptions to the classroom environment and for ensuring each learner is supported to access social care supports to address and review where they may be experiencing a difficulty in the Learning Centre.

The Social Care Team is responsible for providing one-on-one key working sessions to their assigned learners, which includes weekly key working meetings, communication with

guardians, and support to access and avail of external community-based supportive interventions.

The Social Care Team is responsible for communicating any changes to the daily social care plan to the tutors and Centre Manager.

The Social Care Team is responsible for ensuring each learner's file is kept up to date, and all documentation is recorded and reviewed regularly. This Includes the learner's consent forms, Individual Crisis Support Plans, and daily case notes.

The Social Care Team is responsible for maintaining a positive and professional communication with the learner's guardians throughout the duration of the learner's placement with PMVT Learning Centres.

Appendix V – Terms of Reference Academic Governance

Committee

Academic Governance Committee

- To ensure appropriate and adequate separation academic and commercial operations, and in line with QQI Guidelines, the Academic Governance Committee will be responsible for the independent and objective governance of PMVT Learning Centre CMS CLG, as well as the maintenance of its Quality Assurance systems.
    - o The Academic Governance Committee shall have no influence over commercial and/or financial decisions made by the PMVT Board of Directors.
    - o The Academic Governance Committee submit reports to the PMVT Board of Directors including, but not limited to-
        - ▪ Ongoing Quality Assurance;
        - ▪ Programme development and delivery
        - ▪ Learner assessments and achievements;
        - ▪ Occupancy numbers.
- It is the responsibility of the Academic Governance Committee to ensure adherence to all requirements relating to Quality Assurance, academic standards and integrity, reports and feedback, and also to consider all academic issues arising (occupancy, complaints, appeals etc.).
- Decisions shall be made via a voting process as laid out within these Terms of Reference
- Due to the scope of PMVT Learning Centre CMS CLG, the following Sub-Committees shall be established and tasks shall be delegated to them, as appropriate-
    - o Programme Development Sub-Committee
    - o Programme Delivery and Assessment Sub-Committee
    - o Appeals and Disciplinary Sub-Committee

Roles and Responsibilities

- It is the responsibility of the **Academic Governance Committee** to:
    - o Ensure the continuous Quality Assurance of PMVT Learning Centre CMS CLG, as per QQI Guidelines;
    - o Maintain the academic standards and integrity of PMVT Learning Centre CMS CLG;

- o Delegate tasks and responsibilities regarding programme development, programme delivery and assessment, and appeals and disciplinary actions to the relevant Sub-Committee as required, and-
    - Receive reports and feedback from the relevant Sub-Committee;
    - Consider and evaluate the reports and feedback from the relevant Sub-Committee;
    - Approve, decline, or suggest changes to the reports and feedback from the relevant Sub-Committee.
- o Consider any and all academic issues arising within PMVT Learning Centre CMS CLG;
- o Have the final decision-making authority over all academic processes and procedures within PMVT Learning Centre CMS CLG;
- o Analyse and review, at every meeting, the potential to engage in blended learning with regards to available resources and within the context of the current learner-body; and
- o Ensure minutes are taken at each Committee meeting and distributed to Committee members post-meeting.
- It is the responsibility of the **External Chairperson** to -
    - o Maintain the academic integrity of the Academic Governance Committee by remaining independent and unbiased;
    - o Determine the order of the agenda;
    - o Nominate and appoint new Committee members where applicable;
    - o Cast the final, deciding vote where there is a tie among Committee members.

Membership Profile

- A member external to Peter McVerry Trust CLG and Peter McVerry Trust CLG Learning Centre CMS CLG to act as the Chairperson
- PMVT Director of Child and Family Services
- PMVT Director of Services with Responsibility for Allocations, Research, and Compliance
- PMVT Head of Young People's Services
- PMVT Head of Activation and IPS
- PMVT Research and Policy Officer
- PMVT Social Care Worker
- PMVT Learning Centre CMS CLG Tutor

Meeting Schedule

- At the beginning of the academic year to review staff feedback.
- At the end of the academic year to review staff feedback, parent and guardian feedback, and review the site-specific risk register.
- Quarterly as, and when, required.

Meeting Attendance

- The quorum is the number of members who must be present in order for the Committee to conduct its business. The Quorum for the Academic Governance Committee is achieved when four members and the external Chairperson are in attendance.
- Members of the Academic Governance Committee are expected to attend three quarters of all meeting in a given year.
- If a member cannot attend a meeting, they should contact the Chairperson as soon as possible in order for the Quorum to be maintained.
- The Academic Governance Committee will keep a list of attendance for each meeting.
- If two consecutive meetings are missed by a member of the Committee, the Chairperson will be in contact with the member to discuss their membership going forward.
- With the exception of extenuating circumstances (e.g. illness), if three consecutive meetings are missed, by default, the member will have resigned from the Committee and will be notified by the Chairperson.

Sub-Committees

- Due to the limited resources available to PMVT Learning Centre CMS CLG, the decision was made to establish relevant Sub-Committees of the Academic Governance Committee to delegate authority to if and when appropriate.
- The following Sub-Committees have been established-
    o Programme Development Sub-Committee
    o Programme Delivery and Assessment Sub-Committee
    o Appeals and Disciplinary Sub-Committee
- The Academic Governance Committee shall delegate authority to the relevant Sub-Committee to ensure the continued and uninterrupted, high-quality provision of day-to-day operations within PMVT Learning Centre CMS CLG.
- The Sub-Committees must report to the Academic Governance Committee.
    o Members of the Sub-Committees may not vote on their own proposals.

Appendix VI – Terms of Reference Programme Delivery and Assessment Sub-Committee

Programme Delivery and Assessment Sub-Committee

- Due to the limited size and resources of PMVT Learning Centre CMS CLG, it was found that self-sufficient Governance Committees for all matters of academic operations would not be sustainable. Therefore, relevant Sub-Committees of the Academic Governance Committee have been established.
- Decisions are made by the Programme Delivery and Assessment Sub-Committee via a voting process.

Roles and Responsibilities

- It is the responsibility of the **Programme Delivery and Assessment Sub-Committee** to-
  o Ensures that the assessment processes, both internal and external, are conducted to the highest Quality Assurance standards.
  o Reduce any areas of vulnerability in the programme delivery or assessment process through appropriate implementation of the Internal Verification and External Authentication process.
  o Address issues arising following from Internal Verification and/or External Authentication process;
  o Formulate recommendations for change following Internal Verification and External Authentication for approval by the Academic Governance Committee;
  o Review the checklists upon completion of the Internal Verification and External Authentication;
  o Provisionally approve new assessment instruments as recommended by staff if they are in line with QQI Guidelines, subject to approval by the Academic Governance Committee;
  o Ensure any decisions on education and training matters are made independently of commercial considerations;
  o Ensure there is no conflict of interest, undue influence, or self-approval within the programme delivery and assessment process;
  o Review staff and learner feedback from evaluation opportunities and one-to-one staff supervision;

o   Monitor the entire assessment process by closely reviewing all feedback documentation;

o   Review and consider staff feedback to inform future programme delivery and assessment; and

o   Monitor learner portfolios at each quarterly meeting and identify ways programme delivery can be modified to ensure learner success.

o   Ensure minutes are taken at each meeting and distributed to all members of the Sub-Committee post-meeting. Minutes must also be submitted to the Academic Governance Committee.

- It is the responsibility of the **Chairperson** to-

o   Maintain the academic integrity of the Programme Delivery and Assessment Sub-Committee by remaining independent and unbiased; and

o   Determine the order of the agenda; and

o   Nominate and appoint new members where applicable.

Membership Profile

- PMVT Head of Young People's Services to act as the Chairperson
- PMVT Learning Centre CMS CLG Tutor
- PMVT Learning Centre CMS CLG Social Care Worker
- External Local Youth Services Representative

Meeting Schedule

- At the beginning of the academic year
- Following meetings will be held quarterly or as appropriate.

Meeting Attendance

- The Quorum is the number of members who must be present in order for the Sub-Committee to conduct its business. The Quorum for the Academic Governance Committee is achieved when two members and the Chairperson are in attendance.
- Members of the Sub- Committee are expected to attend three quarters of all meeting in a given year.
- If a member cannot attend a meeting, they should contact the Chairperson as soon as possible in order for the quorum to be maintained.
- The Sub- Committee will keep a list of attendance for each meeting, to be reported to the Academic Governance Committee.
- If two consecutive meetings are missed by a member of the Sub-Committee, the Chairperson will be in contact with the member to discuss their membership going forward.
- With the exception of extenuating circumstances (e.g. illness), if three consecutive meetings are missed, by default, the member will have resigned from the Sub-Committee and will be notified by the Chairperson.

Appendix VII – Terms of Reference Programme Development Sub-Committee

Programme Development Sub-Committee

- Due to the limited size and resources of PMVT Learning Centre CMS CLG, it was found that self-sufficient Governance Committees for all matters of academic operations would not be sustainable. Therefore, relevant Sub-Committees of the Academic Governance Committee have been established.
- Decisions are made by the Programme Development Sub-Committee via a voting process.

Roles and Responsibilities

- It is the responsibility of the **Programme Development Sub-Committee** to-
    - Uphold all requirements and guidelines given by QQI and the NFQ, and to ensure ongoing Quality Assurance with regards to programme development;
    - Follow a strict programme development and approval process that maintains independence, objectivity, and academic integrity;
    - Receive programme proposals from the Academic Team and the Social Work Team through the Centre Manager and/or Head of Service;
    - Review programme proposals from the Academic Team and the Social Work Team through the Centre Manager and Head of Service;
    - Evaluate the programme development requests and ensure they meet the programme criteria outlined below;
    - Forward all Programme Development requests to the Academic Governance Committee for approval;
    - Ensure that any decisions are made independently of commercial considerations;
    - Ensure there is no conflict of interest, undue influence or self-approval within programme development processes;
    - Review and consider staff and learner feedback to inform future programme development;
    - Review and consider family and guardian feedback annually at the end of the academic year to inform future programme development; and
    - Ensure minutes are taken at each meeting and distributed to all members of the Sub-Committee post-meeting. Minutes must also be submitted to the Academic Governance Committee
- It is the responsibility of the **Chairperson** to-

o Maintain the academic and financial integrity of the Programme Development Governance Committee by remaining independent and unbiased;

o Determine the order of the agenda; and

o Nominate and appoint new Committee members where applicable

Membership Profile

- PMVT Head of Activation and IPS to act as the Chairperson
- PMVT Learning Centre CMS CLG Tutor
- External ETB Representative

Meeting Schedule

- At the beginning of the academic year so that internal verifiers are briefed on the role in line with the return-to-work induction and classroom preparation.
- Following meetings will be held quarterly or as appropriate.

Meeting Attendance

- The Quorum is the number of members who must be present in order for the Committee to conduct its business. All members of the Sub-Committee must be present for a Quorum to be achieved.
- Members of the Sub-Committee are expected to attend three quarters of all meeting in a given year.
- If a member cannot attend a meeting, they should contact the Chairperson as soon as possible in order for the quorum to be maintained.
- The Sub- Committee will keep a list of attendance for each meeting, to be reported to the Academic Governance Committee.
- If two consecutive meetings are missed by a member of the Sub-Committee, the Chairperson will be in contact with the member to discuss their membership going forward.
- With the exception of extenuating circumstances (e.g. illness), if three consecutive meetings are missed, by default, the member will have resigned from the Sub-Committee and will be notified by the Chairperson.

Appendix VIII – Programme Development Process
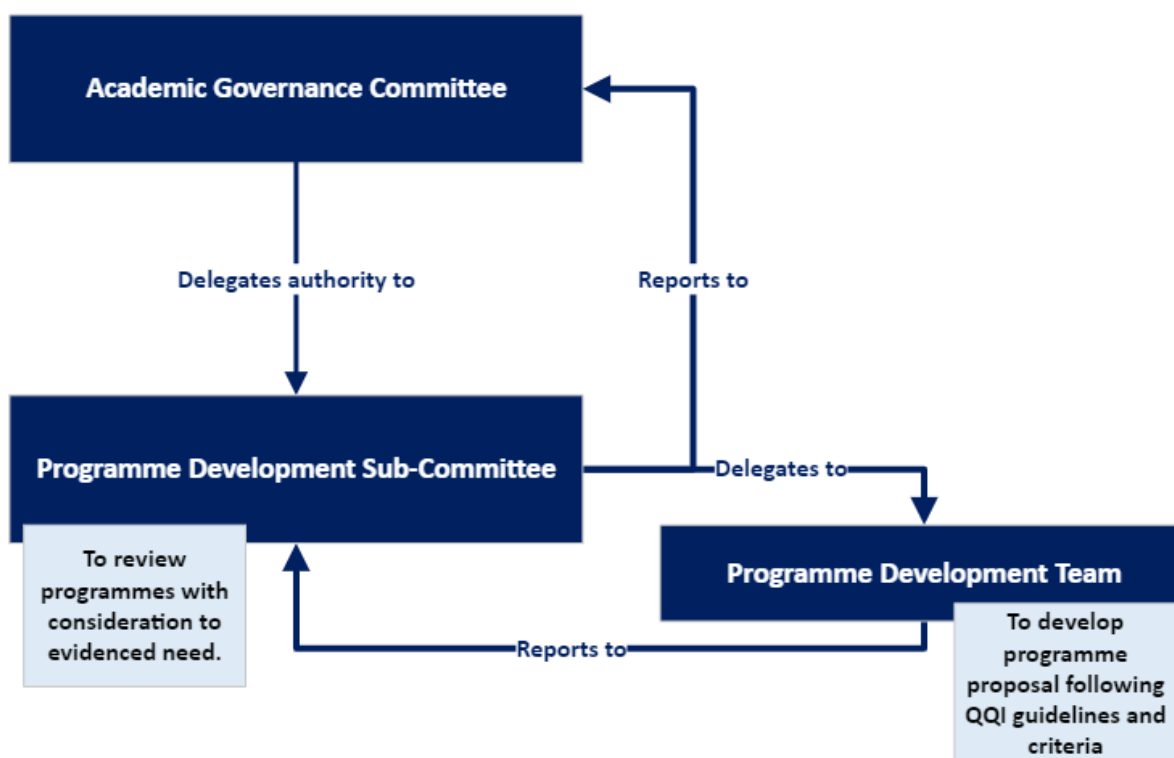
Appendix IX – Pre-Placement Student Profile

Pre-Placement Student Profile

Student	
Person of contact	
Relationship to student	
Professional Agency	
Staff completing Student Profile	
Date	

Please obtain a brief review of student in the following areas:

Attendance & Behaviour Support Needs	
1. **Attendance** (Incl. Any suspensions/ school place at risk of expulsion)	**Level of Risk (L / M/ H)**
2. **Behaviour in a classroom setting -**	**Level of Risk (L / M/ H)**
3. **Communication with peers and other adults**	**Level of Risk (L / M/ H)**
Social & Emotional Support Needs	
4. **Concerns/ issues in the community?**	**Level of Risk (L / M/ H)**
5. **Anger or violent incidents in the classroom/ school**	**Level of Risk (L / M/ H)**
6. **Incidents of bullying or cyber bullying**	**Level of Risk (L / M/ H)**

Academic Support Needs	
7. **Literacy Levels – Current Reading levels**	**Level of Risk (L / M/ H)**
8. **Mathematic Level – Current Results**	**Level of Risk (L / M/ H)**
9. **Comprehension / Critical & Analytical Thinking Ability**	**Level of Risk (L / M/ H)**

Other comments:
Please outline further information shared.

_____
_____
_____
_____
_____
_____
_____

Appendix X – Referral Form

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PMVT Learning Centre Referral Form
Page 1 of 4
STRICTLY CONFIDENTIAL

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PMVT Learning Centre – Carline PMVT ☐   Learning Centre- CMS ☐

By applying for a place at PMVT Learning Centre you acknowledge that your personal data (including special category personal data) shall be processed by PMVT Learning Centre.
For more information on personal data we collect about you, why we collect it, who we share it with, how long we keep it for and your rights please see our GDPR Policy, copy available on request

Referral Agency
Name of Referral Agency:
Address of Referral Agency:
Telephone No.:
Name of Referral Person:
Your Position:
Reason for Referral:
Date of Application:

Personal Details of Young Person
Name:
Address:
Telephone No.
Date of Birth:
PPSN:
Medical Card No.
Male x   Female x

Parents' Details/Guardian Details
Parent/Guardian Name:
Relationship to young person:
Address:
Telephone No.:
Mobile No.:

PMVT Learning Centre Referral Form
Page 2 of 4
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School History

School Name:	
Contact Name:	
Position:	
Contact No.	
Email Address	

Attendance History

Total absences over the last academic year:
Does this young person have a school placement:
Previous school attended:
School name:
Contact name:
Position:
Contact No.:
Email Address:
Current school year:
Does this young person have a school to sit the Junior Cert:

Health

Illness/Disability/Allergies:
Recurring Illness:
Psychiatric/Psychological Service Involved: If yes, please give details:
Does this young person have diagnosed special education needs:
Has this young person been assessed by an Education Psychologist:
Reports:
Is this young person on medication: If yes, please give details:

PMVT Learning Centre Referral Form
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STRICTLY CONFIDENTIAL

Other Services Involved

Educational Welfare Officer:

    Address:

    Telephone No.

Social Worker/Probation Officer/ J.L.O.:

    Address:

    Telephone No.:

Other:

    Address:

    Telephone No.:

Are you aware of any Child Protection/Welfare concerns?

Reports included: Yes x No x

Behavioural Difficulties

Has this young person displayed any challenging behaviours in school?

If yes, please give details:

Substance Misuse

Are there concerns regarding Alcohol/ Drug Use:

If yes, please give details:

Most Recent Drug/Alcohol Use

Type (i.e. Cannabis).	Date Used	Urine Analysis

PMVT Learning Centre Referral Form
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Has this young person ever been a victim of violence?

If yes, please give details:

Has this young person ever been involved in an incident of violence:

If yes, please give details:

Coping Skills/Social Skills

Any information you feel is necessary for us:

Declaration of Understanding

I declare that the above information is correct/accurate to the best of my knowledge.

Parent/Guardian _____   Date _____

Referral Agent _____   Date _____

Application reviewed and signed by:

Education Welfare Officer: _____

Signature: _____

Region: _____

Contact No. _____

Email: _____

Please attach, if possible:
- Education Assessment Report
- Previous School reports

Appendix XI – Procedure for Referrals

Step	Action	Records to complete	Persons to consult
1	Review the completed referral form and any additional reports received from the referral agent and or parent /guardian. Complete a pre-placement risk assessment	1.Referral register 2.Pre-placement risk assessment document	Centre Manager Centre Manager/ Social Care Team
2	Complete a pre-assessment meeting and complete a risk assessment form in consultation with the referring agent, parent/guardian and the young person.	Collective Risk Assessment	Centre Manger SCW Referring agent Young Person
3	Agreed a suitable timetable to ensure the young person can integrate into PMVT Learning Centre on a phased basis.		SCW Parent/Guardian Young person
4	Assign the new learner to a teacher and SCW	Young person's information record	Centre Manger Young person Teacher & SCW Administration

Appendix XII – Contingencies for Referrals

"What if…."	Recommended action	Records to complete	Persons to consult
1) The young person / family refuses the offered placement	Inform the education welfare officer and proceed to the pre-assessment phase of the new awaiting referral.	Referrals record	Centre Manger EWO School of origin.
2) The young person refuses to engage with the pre-assessment & induction process?	No placement will be offered to any young person unless they are fully committed to engaging in the program of PMVT Learning Centre.	Individual Daily Case Notes	Centre Manger Parent/ Guardian EWO
3) The center does not receive all information and documentation required for the young person's file within the agreed timeframe?	PMVT Learning Centre will contact the parent/guardian to ensure all paperwork is received. Failing which a meeting with the centre manager will be arranged to explore blocks and barriers and support the management of any concern.	Individual person file	Centre Manager Parent/ Guardian
4) The young person is offered a placement in PMVT Learning Centre but never presents?	Daily contact will be made with the parent/guardian to ensure the attendance is monitored. PMVT Learning Centre will support attendance with daily bus collects where possible, depending on locality. PMVT Learning Centre will complete home visits to the family to best support the attendance of the young person to the program.	Individual daily Case notes Meeting with Parent/ Home Visit record.	Centre Manager Parent/ guardian EWO

Appendix XIII – Terms of Reference Assessment Panel

Recruitment Assessment Panel

- An Assessment Panel has been established to ensure consistent and standardised interview process that is equitable and transparent and can provide timely feedback.

Aims

The aims of the Assessment Panel are to ensure:

- An equitable and transparent recruitment process;
- An equitable and transparent selection process;
- A consistent and standardised interview process; and
- All staff are aware of their unique roles and responsibilities during the recruitment process to ensure an efficient recruitment process.

Roles and Responsibilities

The Recruitment Panel is established to fulfil the quality assurance process of the interview stage of the recruitment process.

The Chairperson of the Assessment Panel has the responsibility to:

- Prepare an assessment form and marking scheme;
- Run the interview professionally and in accordance with the structure outlined in the recruitment policy;
- Notify all successful candidates, in writing, on the result of their application and the candidate may request feedback;
- Where necessary, notify applicants that they were unsuccessful;
- Contact the successful applicant with a provisional offer of contract subject to; proof of identity, relevant qualifications, satisfactory Garda clearance, staff declaration forms, satisfactory references, and pre-employment medical (if required).

Members of the Assessment Panel have the responsibility to:

- Document the interview process;
- Review the merits of the candidates based on the evaluation tools and written score sheets;
- Ensure the top candidate is selected; and
- Agree on a set of candidates (in order of scores) who have scored sufficiently as to be considered appropriate for the role.

Staffing

- The Assessment Panel shall be staffed by a minimum of two members of Peter McVerry Trust CLG staff.
- The two members of staff who should always be present for vacancies of the PMVT CLG Learning Centres are the Head of Human Resources and the Head of Services.
- To avoid conflicts of interest:
  - Staff should avoid involvement in interviewing or hiring decisions for immediate family. If these circumstances should arise the individual should resign from the panel and a replacement must be found.
  - If a member of the Assessment Panel has a friendship or other form of relationship with the candidate, they should inform the Chairperson of the Assessment Panel prior to the commencement of the short-listing and interview process.
  - If the Chairperson of the panel judges that the individual's relationship with the candidate may compromise their ability to be neutral, the individual will be judged inappropriate for the process;

Meeting Schedule

- The Assessment Panel shall meet whenever there is an interview to take place for a vacancy within the PMVT CLG Learning Centres.

Agenda

- Applicants who have been successfully short-listed will be invited for an interview with the Assessment Panel by a member of the Peter McVerry Trust CLG Human Resources Team.
- A representative from the HR Department will select appropriate questions, from a pool of competency questions, which match the requirements of the position.
- The HR Representative will prepare an assessment form and marking scheme.
- Candidates will be invited to interview following a phone call and letter or email to confirm interview details.
- Interviews will take place in a room that is quiet, comfortable, and without interruption.

At the start of the interview, the Chairperson of the panel will-
- Introduce each panel member to the applicant;
- Explain the purpose and structure of the interview to the applicant;
- Indicate to the applicant that the panel will take notes;
- The selection will be made based on the outcomes of all selection methods, including the interview performance and may also include work samples, work related tests, and/or personality/performance/psychometric tests.
- Selection will be documented using a score sheet;
- Upon completion of the interview, each member of the Assessment Panel will review the merits of the candidates based on the evaluation tools and written score sheets.

- Scores will be tallied with a view to the Assessment Panel agreeing on a set of candidates (in order of scores) who have scored sufficiently as to be considered appropriate for the role.
- In some cases, it may be appropriate to offer a second interview. In such cases it is the responsibility of the Assessment Panel to agree a new set of questions and any additional selection methods that may be used.
- Upon completion of the interview, each member of the Assessment Panel will review the merits of the candidates based on the evaluation tools and written score sheets.
- Scores will be tallied with a view to the Panel agreeing on a set of candidates (in order of scores) who have scored sufficiently as to be considered appropriate for the role.
- Scoring may be weighted in relation to certain criteria/competencies that are essential to the post.
- The top candidate will be offered the role.
- When the Panel has made a final decision on the person / persons to be recommended for appointment, the decision will be clearly documented.
- Where the panel is of the opinion that an offer of appointment should not be made, the decision will be clearly documented.
- Consent to recruit is provided by the CEO.
- The Chairperson of the Assessment Panel will notify all successful candidates, on the result of their application and the candidate may request feedback.
- Any candidate may avail of feedback, both at the short listing and interview stage, whether or not they have been successful at that stage of the process.
- Applications for feedback may be made to the HR Department;
- Any candidate who feels they have been discriminated against or that the process has been unfair in some way has the right of a complaint, which can be exercised by writing to PMVT CLG Human Resources Department.

Appendix XIV - Irish National Framework of Qualifications (NFQ)
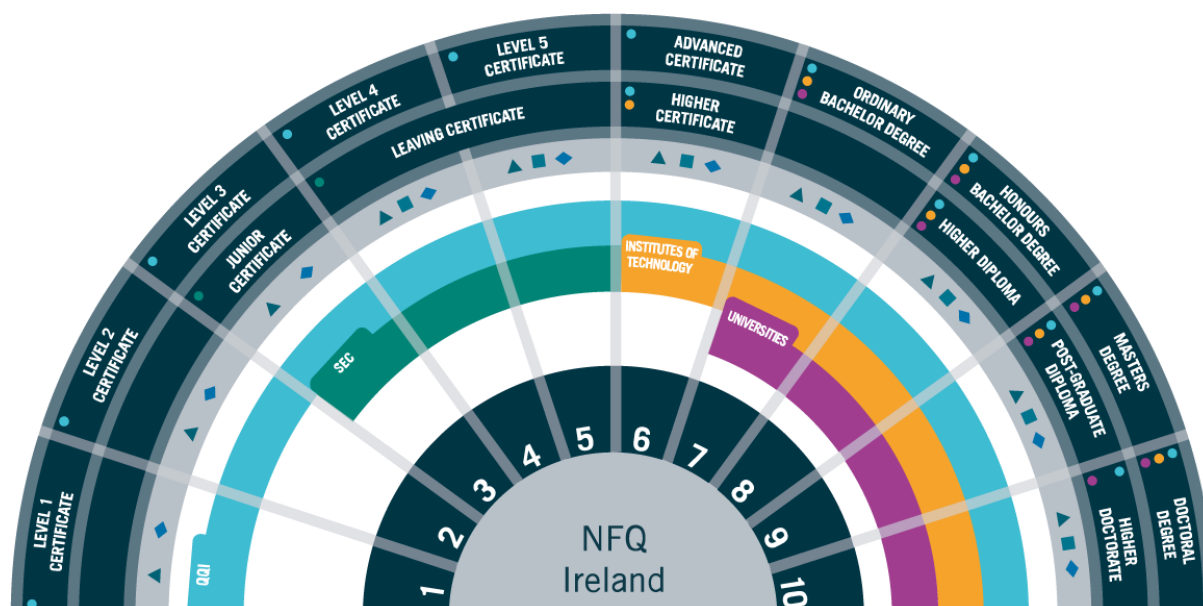
Appendix XV - QQI Grading Criteria Levels 1-3

	Successful		
	Level 1	**Level 2**	**Level 3**
Grading Criteria	The learner has achieved the learning outcomes for the award in a structured and supported learning setting. The outcomes have been achieved with significant support and direction from the assessor, but the learner has demonstrated sustentative achievement on their own.	The learner has achieved the learning outcomes for the award in a structured and supported setting with clear direction from the assessor. The learner has demonstrated some autonomy of action and has taken limited responsibility for the activities and for generating evidence.	The earner has achieved the learning outcomes for the award with some supervision and direction. The learner has demonstrated autonomy of action and has taken responsibility for generating appropriate evidence.

Appendix XVI – PMVT 5 Stages of Complaint

Stage 1 – Informal Complaint – Local resolution at the point of contact. Staff member will seek assistance from the service management. Team Leader/Service Manager to find a suitable and satisfying solution within 5 working days.

If the complainant is not satisfied, progress to **Stage 2** is by way of a written complaints form.

Stage 2 – Written complaint and investigation – Complete a complaints form, signed and dated. Acknowledge on same or next working day. Dealt with within 10 working days, if it takes longer to resolve complainant must be notified of progress by phone or by writing.

If the complainant is not satisfied, progress to **Stage 3**, within 30 working days of Stage 2 outcome.

Stage 3 – Internal review – Review by the Director of Services must be acknowledged within 3 working days. Review to be completed within 30 working days of receiving the request. Formal letter must state whether the complaint has been upheld, and whether any further action will be taken.

If the complainant is not satisfied, progress to **Stage 4**. Request must be made within 10 working days of Stage 3 outcome.

Stage 4 – Compliance Department – Compliance Department to review entire complaints procedure within 2 working weeks. Outcome of review to be communicated to complainant.

All actions taken and outcomes reached throughout a complaints procedure must be appropriately and adequately recorded.

Appendix XVII – PMVT Complaints Form

PMVT Complaint Form
Service Details
Service Name & Address: · Date of Complaint:
Details Of Individual Submitting Complaint
Your Name: · Address: Contact Details:
Nature of Your Complaint: Please Identify the key issue of the complaint.
Previous Informal Complaint:
Informal Complaint Made Prior to This? *Yes* ☐   *No* ☐   Date Informal Complaint Made: _____   To Whom was the Complaint?   _____
Details of any Actions to Resolve the Compliant:
Details of complaint (including names of any persons involved and witnesses if any). Please continue overleaf if required:

Signature: _____   Date: _____

_____

Disclaimer
Please return your complaint for the attention of the Manager. Formal complaints will be responded to within 5 working days, with a time frame for resolution of the complaint. Possible outcomes are: an explanation, an apology, action taken to address the problem, admission of fault, change of decision, recommendation to change policy or procedure.

Signatures

Participant Signature: _____ **Date:** _____
Staff Signature: _____ **Date:** _____

For Office use Only:

Manager Receiving Complaint:	Date Received:
Follow Up Action identified by Service Manager:	
Details Outcome & Resolution:	
Date Complaint Resolved: _____	**Manager Signature:** _____

Appendix XVIII – Checklists for Breakfast Cookery (3N0895)

Checklist 1

Worksheets	Checked
Healthy eating	
Healthy/non-healthy food	
Garnishing	
Food and hygiene	
Abbreviations in cookery	
Food terminology	
Storing food	
Cross-contamination	
Irish breakfast collage	
Continental breakfast collage	

Checklist 2

Skills demonstration	Checked
Plan breakfast	
Prepare breakfast	
Serve breakfast	
Evaluate breakfast	
Cost/quality	

Appendix XIX – Checklists for Computer Literacy (3N08881)

Checklist 1

Worksheets	Checked date	Signature
Functions of input and output devices		
Input and output 1 and 2		
Interacting with computers		
Difference between hardware and software		
Safe and healthy computing		
Energy saving		
Word puzzle		

Checklist 2

Skills demonstration	Checked date	Signature
Instructions for Microsoft Word		
Instructions for Microsoft Excel		
Instructions for Microsoft Paint		
Instructions for Creating an email account and sending an email		

Appendix XX – Checklists for Health and Fitness (3N0531)

Checklist 1

Worksheets	Checked
Healthy lifestyle through fitness	
Healthy/non-healthy food	
Daily calorie intake	
Good eating practices	
Factors that affect fitness	
Collage of stress factors	
Muscle parts	

Checklist 2

Skills demonstration	Checked
Diary of physical activities Sports activities	

Appendix XXI – NFQ Level of Indicators

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9	LEVEL 10
KNOWLEDGE BREADTH	Elementary knowledge	Knowledge that is narrow in range	Knowledge moderately broad in range	Broad range of knowledge	Broad range of knowledge	Specialised knowledge of a broad area	Specialised knowledge across a variety of areas	An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning	A systematic understanding of knowledge, at, or informed by, the forefront of a field of learning	A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of a field of learning
KNOWLEDGE KIND	Demonstrate by recognition or recall	Concrete in reference and basic in comprehension	Mainly concrete in reference and with some comprehension of relationship between knowledge elements	Mainly concrete in reference and with some elements of abstraction or theory	Some theoretical concepts and abstract thinking, with significant depth in some areas	Some theoretical concepts and abstract thinking, with significant underpinning theory	Recognition or limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas	Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)	A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning	The creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy review by peers
KNOW-HOW & SKILL RANGE	Demonstrate basic practical skills and carry out directed activity using basic tools	Demonstrate limited range of basic practical skills, including the use of relevant tools	Demonstrate a limited range of practical and cognitive	Demonstrate a moderate range of practical and cognitive skills and tools	Demonstrate a broad range of specialised skills and tools	Demonstrate comprehensive range of specialised skills and tools	Demonstrate specialised technical, creative or conceptual skills and tools across an area of study	Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity	Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry	Demonstrate a significant range of the principal skills, techniques, tools, practices and/or materials which are associated with a field of learning; develop new skills, techniques, tools, practices and/or materials
KNOW-HOW & SKILL SELECTIVITY	Perform processes that are repetitive and predictable	Perform a sequence of routine tasks given clear direction	Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems	Select from a range of procedures and apply known solutions to a variety of predictable problems	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems	Formulate responses to well-defined abstract problems	Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes	Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing	Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques	Respond to abstract problems that expand and redefine existing procedural knowledge
COMPETENCE CONTEXT	Act in closely defined and highly structured contexts	Act in a limited range of predictable and structured contexts	Act within a limited range of contexts	Act in familiar and unfamiliar contexts	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts	Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts	Act in a wide and often unpredictable variety of professional levels and ill defined contexts	Exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent contexts
COMPETENCE ROLE	Act in a limited range of roles	Act in a range of roles under direction	Act under direction with limited autonomy; function within familiar, homogeneous groups	Act with considerable amount of responsibility and autonomy	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups	Accept accountability for determining and achieving personal and/or group outcomes; take significant or supervisory responsibility for the work of others in defined areas of work	Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups	Take significant responsibility for the work of individuals and groups; lead and initiate activity	Communicate results of research and innovation to peers; engage in critical dialogue; lead and originate complex social processes
COMPETENCE LEARNING TO LEARN	Learn to sequence learning tasks; learn to access and use a range of learning resources	Learn to learn in a disciplined manner in a well-structured and supervised environment	Learn to learn within a managed environment	Learn to take responsibility for own learning within a supervised environment	Learn to take responsibility for own learning within a managed environment	Learn to evaluate own learning and identify needs within a structured learning environment; identifying learning needs	Take initiative to identify and address learning needs and interact effectively in a learning group	Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically	Learn to self-evaluate and take responsibility for continuing academic/professional development	Learn to critique the broader implications of applying knowledge to particular contexts
COMPETENCE INSIGHT	Begin to demonstrate awareness of independent role for self	Demonstrate awareness of independent role for self	Assume limited responsibility for consistency of self-understanding and behaviour	Assume partial responsibility for consistency of self-understanding and behaviour	Assume full responsibility for consistency of self-understanding and behaviour	Express an internalised, personal world view, reflecting engagement with others	Express an internalised, personal world view, manifesting solidarity with others	Express a comprehensive, internalised, personal world view manifesting solidarity with others	Scrutinise and reflect on social norms and relationships and act to change them	Scrutinise and reflect on social norms and relationships and lead action to change them

This 10-Level Grid of Level Indicators forms part of the determination of the national framework of qualifications under section 7(a) of the Qualifications (Education and Training) Act, 1999. Note: The outcomes at each level include those of all the lower levels in the same sub-strand.

Appendix XXII – Teacher Checklist for Authentication Process

Learning Centre Teacher Checklist - Preparing for the Authentication Process (IV & EA)

Name of Teacher:_____ Component Name and Code:

Learner Group Name: Number of Learners entered for Assessment:

Please ensure the following are in place for the authentication process:	Please tick when complete, or mark n/a if not applicable
Copy of component specification	
Copy of validated programme module	
Assessment plan available	
Assessment briefs	
Examination papers/Skills Demonstration Instructions	
Marking Schemes	
Outline solutions	
Correct number of assessment portfolios	
Assessment portfolios in alphabetical order	
Correct assessment techniques apply	
All evidence marked marks totalled correctly percentage marks calculated and grades awarded correctly	
Completed learning marking sheet attached to each portfolio	
Completed provisional results sheet	
Marks transferred correctly to provisional results sheet	
Integrated assessment evidence is clearly identified	
Results entry procedures for exemptions (credits for other certification) applied correctly	
Learner authorship statement signed	
Deadline dates indicated on assessment brief	
Learner feedback recorded on assessment brief	

Teacher Signature: **Date:**

Appendix XXIII – Checklist for Internal Verification

Learning Centre Internal Verification Checklist

Name of Teacher: _____ **Component Name and Code:**
Learner Group Name: **Number of Learners entered for Assessment:**

Provisional Results Sheet	Component Specification	Assessment Briefs	Examination Papers	Outline Solutions	Marking Schemes		Assessment Plan	Examination Timetable
	Items to be Checked for ALL Learners				Yes	No	**Comments**	
	Does the number of portfolios match the provisional results sheet							
	Is there a mark assigned to every learner listed on the provisional results sheet							
	Items to be checked for the selected sample of learner evidence				Yes	No	N/A	**Comments**
	Does the evidence in each portfolio match the techniques in the component specification/validated programme?							
	Are learner marking sheets attached to each portfolio?							
	Are marks totalled/percentage marks calculated/grades allocated correctly?							
	Are the marks transferred correctly from learner marking sheets to the provisional results sheet?							
	Where credits for other certification (exemptions) apply is the correct documentation in the portfolio to verify this?							
	Is there a signed statement/s in the portfolio indicating that the work is the learner's own?							
	Is there evidence that deadline dates for the submission of assessment evidence were issued to learners?							
	Is there evidence that feedback was given to learners?							

Signed: Date:

Appendix XXIV – Internal Verification Report

Internal Verification Report

Learning Centre:	
Registered Number:	
Date of Internal Verification:	

Named award(s) and codes:	

Names and signatures of staff member(s) that completed internal verification for above awards	Name	Signature

Appendix XXV – External Authenticator Checklist

External Authenticator Checklist

Preparing for External Authentication	
Attend external authenticator briefing, as required	
Be familiar with relevant external authentication guidelines	
Be familiar with QQI award structures, as appropriate	
Be familiar with QQI award standards: • Component specifications • QQI grading criteria • QQI grade bands • Grid of level indicators from National Framework of Qualifications (NFQ	
Be familiar with QQI assessment principles and technique	
Be familiar with QQI's Recognition of Previously Certified Learning arrangements	
• Agree terms and conditions for the authentication process with provider • Dates/times/venues • Volume of work – award(s) (names, code and levels) and numbers of • assessment portfolios to be authenticated by each authenticator • Paperwork to be completed and the time allocated to this • The date by which the external authentication report will be completed • Other responsibilities – for example, providing feedback to appropriate • personnel and availability to the results approval panel • Remuneration (if appropriate)	

Confirm, with the provider, the availability of:

- Validated programmes
- ALL relevant assessment instruments and appropriate supporting documentation (assessment briefs, examination papers, marking schemes,
- Outline solutions and assessment plan(s))
- ALL learner assessment evidence
- ALL learner assessment results recorded on appropriate results sheet(s)
- List of assessors per programme module and/or class group
- Internal verification report(s)
- The provider's sampling strategy
- Appropriate equipment to moderate assessment evidence produced in a multi-media format, if required

Appendix XXVI – Conducting External Authentications

Conducting External Authentication	
Review the internal verification report	
Ensure that the selected sample: • is sufficient in size • reflects the spread of grades including results that are borderline between the grades • includes evidence from each assessor and programme • reflects ALL centres	
Read the assessment briefs, examination papers and associated documentation	
Ensure any special requirements related to the award are documented	
Determine the cut-off points by moderating results at the borderline marks: • Pass/Unsuccessful (Referred) • Distinction/Merit • Merit/Pass	
Transfer moderated marks to appropriate column on appropriate results sheet(s)	
Sign the marking sheet(s) in the portfolio	
Complete the moderation process for the remainder of the sample	
Sign the appropriate results sheet(s)	
Authenticate the findings/outcomes of the internal verification report(s)	
Identify any issues arising, concerns, examples of good practice and areas for improvement for inclusion in the external authentication report	
Document ALL changes made during moderation (to be attached to the external authentication report)	
Give constructive feedback to appropriate personnel	
Complete external authentication report by agreed date	
Contact QQI if you have serious concerns with regard to the integrity of the provider's assessment process	
Attend results approval panel meeting (if agreed)	

Signed: Date:

Appendix XXVII – External Authentication Report

External Authentication Report

Learning Centre Name:	
Registered Number:	
Date(s) of External Authentication Process:	

Indicate sample basis and sample size:	

Named award(s) and codes:	

External Authenticator details:	Name: Address/contact details:

Appendix XXVIII – Report on Moderation of Assessment

Results

Report on Moderation of Assessment Results

Please complete for each named award/group of assessment results being authenticated	Have the results been internally verified?		Was the evidence assessed in accordance with techniques outlined in the Award Specification?		Are the results presented consisted with national standards for the award (if no, identify which results have been changed)		Comments, actions, points
Component Award Title	Yes	No	Yes	No	Yes	No	Comments

Report on Moderation of Assessment Results

Component Awards moderated	
Number of grades changed	
% of grades changed	

Describe examples of good practice observed and identify concerns	
Outline areas for improvement	

External Authenticator print name	**External Authenticator Signature**	**Date**
Principal print name	**Principal Signature**	**Date**

Appendix XXIX – Terms of Reference Results Approval Panel

Results Approval Panel

The Approval Panel is to meet at the end of the Internal Verification and External Authentication Process in November and June and approve the finalised results for learners in the Learning Centres.

Aims

The Results Approval Panel aims to:

- Ensure quality assurance and best practice in assessment for learners.
- Review the results assigned.
- Identify trends in learner output.
- Look for commonalities within the learners' work that showcase what the Learning Centres are doing well and where they can improve.
- Identify the strengths in assessment currently within the Learning Centres.
- Analyse potential blocks and barriers in areas of assessment and identify solutions leading to a more fair, consistent and equitable assessment policy.
- Inform the Programme Delivery and Assessment Sub-Committee of any potential blocks and barriers as they occur to implement changes based on the identification of trends, gaps, and strengths.
- Meet as required to review and approve assessment results.
- Review Internal Verification and External Authentication report(s).
- Agree to the submission of final results to QQI to request certification.
- Recommend that results be made available to learners.
- Identify any issues arising in relation to the results and makes recommendations for corrective action.

Roles and Responsibilities

- It is the responsibility of the Approval Panel to report to the Programme Delivery and Assessment Sub-Committee.
- The Approval Panel may suggest changes to the Programme Delivery and Assessment Sub-Committee based on the Internal Verification Report and the External Authentication Report.
- It is the responsibility of the Approval Panel to maintain and ensure best practice on all levels of the learner assessment process.

- It is the responsibility of the Approval Panel to review assessment results after the Internal Verification and External Authentication process and prior to submission of results to the QQI.
- It is the responsibility of the Approval Panel to identify strengths and weaknesses in the assessment process and to recognise trends in learner outputs.

Membership Profile

- Learning Centre Manager
- Internal Verifier
- A nominee of the Academic Governance Committee

Meeting Schedule

- As required after assessment periods conclude

Agenda

- Review the Internal Verification report.
- Identify areas of good practice.
- Complete gaps and blocks analysis.
- Review the External Authentication.
- Identify areas of good practice.
- Complete gaps and blocks analysis.
- Decide corrective action in regard to gaps and blocks identified by Internal Verifier and External Authenticator.
- Ensure results are consistent with national standards.
- Approve the Results.
- Ensure results are fully quality assured.
- Agrees to the submission of final results to QQI to request certification.
- Recommend that provisional results be made available to learners.
- Submit a report and meeting minutes to the Programme Delivery and Assessment Sub-Committee based on findings.

Appendix XXX – Module Brief Breakfast Cookery (3N0895)

Company name is a QQI registered provider.

PMVT Learning Centre CMS

Provider Registration Code: 41128I

Program title: Learning is for life

QQI Component Certificate

Breakfast Cookery

Brief

QQI award details

Certificate

Code	Level	Certificate
3M0874	3	General

Component

Component Code	Component level	Component Title
3N0895	3	Breakfast Cookery

Programme objectives

All learning outcomes must be assessed
Portfolio/collection of work   20%
Skills Demonstration   80%

Outcomes will be marked   Successful or unsuccessful

Worksheets, Assignments and individual pieces of work will assist the learner in

1. Explaining the basic principles of food safety and associated legislation
2. Explaining the organisation of a professional kitchen
3. Using kitchen terminology, weights and measures appropriately
4. Explaining how different degrees of cooking affect foods
5. Demonstrating basic techniques of tasting, recognition of food freshness and garnishing finished dishes
6. Demonstrating basic cookery processes including grilling, poaching, shallow frying and boiling and simmering
7. Demonstrating basic techniques for preparation of hot and cold cereals and breads

Skills Demonstration

Learners will:
- Assist in preparing and presenting a full Irish cooked and a continental breakfast, plated and buffet style, using a range of fresh and convenience produce
- Comply with current food safety and hygiene legislation and regulation in personal and supervised work practices
- Demonstrate a basic understanding of the food cost and quality control cycle.

Planning will include

- Choose between an Irish and a continental breakfast. What ingredients are needed? What utensils are needed?

Preparation
- Preparing food with regards for health and safety

Presentation
- Making the presentation of the dish look appetizing

Evaluation
- Evaluating food with regard to health and nutrition

Appendix XXXI – Module Brief Computer Literacy (3N08881)

Company name is a QQI registered provider:

PMVT LEARNING CENTRE CMS

Provider Registration Code: 41128I

Program title: Learning is for Life

Computer Basics in Everyday Life

QQI Component Certificate

Computer Literacy

Brief

QQI award details

Certificate

Code	Level	Certificate
3M0874	3	General

Component

Component Code	Component level	Component Title
3NO8881	3	Computer Literacy

Programme objectives

All learning outcomes must be assessed

Portfolio/collection of work   60%
Skills Demonstration   40%

Portfolio/collection of work;

Will include;
- Worksheets 30 marks
- Assignments 30 marks
- Individual pieces of work 40 marks

Worksheets, Assignments and individual pieces of work will assist the learners in;
- Outline how information affects everyday life to include social Networking, commerce, e-government and e-learning
- Explain commonplace information Technology concepts and terminology relating to computer types, computer hardware, application software and the internet
- Describe information security considerations including password protection, viruses and provision of personal details
- Outline the functions of the main hardware elements of a computer including input, output and storage devices
- Use a computer application to create a file by performing all required steps including assessing the application, entering data using the keyboard and mouse, printing the file and storing the file application
- Apply relevant environmental impact reduction, health, safety and personal hygiene procedures when working in an ICT

Skills Demonstration

Learners will:

- Use a range of keyboard capabilities including text entry, numeric data entry, function keys, application keys, multifunction keys, symbols, cursor control, caps locks and number lock
- Use a computer application to create a file by performing all required steps including accessing the application, entering data using the keyboard and mouse, printing the file and storing the file application

Will include:

- 60 marks for spreadsheet
- 20 marks for word document
- 20 marks for Microsoft paint/internet demonstration

Assignments will be provided by tutor

Appendix XXXII – Module Brief Health and Fitness (3N0531)

Company name is a QQI registered provider.

PMVT Learning Centre CMS

Provider Registration Code: 41128I

Program title: Learning is for life

QQI Component Certificate

Health and Fitness

Brief

QQI award details

Certificate

Code	Level	Certificate
3M0874	3	General

Component

Component Code	Component level	Component Title
3N0531	3	Health and Fitness

Assessment

All learning outcomes must be assessed
- Portfolio/collection of work   60%
- Skills Demonstration   40%

Portfolio/collection of work:

Will include:
- Worksheets   30 marks
- Assignment sheets   30 marks
- Diary   40 marks

Worksheets, Assignments and Diary will assist the learner to:
- Explain commonplace Information Technology conc1 Describe the concepts underpinning a healthy lifestyle, including healthy eating, physical activity, and stress management
- Demonstrate an understanding of the food pyramid, calorie intake, and the factors that affect calorie intake
- Identify the benefits of good eating practices on a healthy, stress-free life
- Demonstrate an understanding of physical fitness, including the factors that affect fitness, its components, and the mental and physical benefits of physical activities
- Demonstrate knowledge of the safety factors that must be considered when taking part in physical activities, including warming up and cooling down, and stretches for major muscles
- List local leisure facilities and the activities they provide
- Demonstrate a basic understanding of stress, the common factors that cause stress, and methods of managing stress
- Outline the effects of smoking and substance abuse on physical and mental health
- Maintain a lifestyle diary, recording food intake, physical activity, and stressors
- Design a balanced meal

- Demonstrate exercises that incorporate the components of fitness
- Reflect on own personal life style practices, including changes made as a result of new learning
- Demonstrate the application of communications, team working and quality awareness in a health and fitness environment

Will include evidence of an understanding of:
- Concepts of a healthy lifestyle
- Calorie intake
- Good eating practices
- Demonstrate an understanding of physical fitness
- Safety factors that affect fitness
- Local leisure facilities and activities
- Demonstrate an understanding of stress

Skills Demonstration

Learners will include evidence of:

- Warm up
- Display
- Participation and teamwork
- Cooling down
- Evaluation

Appendix XXXIII – Sample Strategy

Sample Strategy:

Assessment portfolios for ALL minor awards will be internally verified and externally authenticated.

The sampling strategy for provider/centre name will be applied by the internal verifier and the external authenticator. A minimum of 12 assessment portfolios will be included in the sample. If there are 12 or less assessment portfolios for a minor award, all portfolios will be internally verified and externally authenticated.

If there are more than 12 assessment portfolios, the sample will be selected using the following formula: $\sqrt{n} + 1$, where n is the total number of assessment portfolios in a specified range. See table below:

Number of Portfolios	Minimum Sample Size
0-12	All
13-144	13
145-169	14

Where the same minor award is offered in a number of courses (and/or locations) in provider/centre name, these portfolios may be combined for the purposes of sampling. If this is the case, the assessment portfolios will be clearly identified per course (and location) and per assessor so the internal verifier and the external authenticator can ensure the sample chosen includes assessment portfolios from each course (and location) and each assessor.

Assessment portfolios selected by the external authenticator must include the following in the sample, so as to allow the external authenticator to determine the cut-off points between the grades:

- Lowest Pass Highest Unsuccessful
- Lowest Distinction Highest Merit
- Lowest Merit Highest Pass

The remaining number of assessment portfolios will be randomly chosen, across all the grade bands, until the sample quota is reached.

Appendix XXXIV – Approval Panel Meeting Report

Results Approval Panel Meeting Report

Date of Meeting: Chairperson:

Attendees		
Name	**Role in Centre**	**Signature**

Review of Reports	
Internal Verification Report Reviewed	
Issues arising/evidence of good practice	
External Authentication Report Reviewed	
Issues arising/evidence of good practice	

Corrective Action if Recommended by the Results Approval Panel

Results Approval	
Final results approved:	
Declaration of quality assured assessment results:	

Signed by Chairperson: Date:

Appendix XXXV – Terms of Reference Appeals and Disciplinary Sub-Committee

Appeals and Disciplinary Sub-Committee

- The Appeals and Disciplinary Sub-Committee is to review, and subsequently uphold or oppose, an appeal made in regard to an assessment result, placement-closure, and/or placement-not-offered decision after-
  - Reviewing and re-checking submitted learner assignments; or
  - Hosting an Appeal Review Meeting during which all involved parties are given an opportunity to make their case and bring forth evidence if they so choose.
- The Appeals and Disciplinary Sub-Committee shall furthermore establish and enforce any disciplinary actions which may be required to be taken against a learner of PMVT Learning Centre CMS CLG.

Roles and Responsibilities

- It is the responsibility of the **Appeals and Disciplinary Sub-Committee** to-
  - Review assessment results; placement-closure, and/or placement-not-offered decisions made by the Learning Centres;
  - Settle learner appeals in the case of assessment results, placement-closure, and/or a placement-not-offered decisions;
  - Ensure the fair and equal treatment of any and all learners making an appeal regarding assessment results, placement-closure, and/or a placement-not-offered decisions;
  - Advice on, and carry out, disciplinary actions as necessary, subject to the approval of the Academic Governance Committee; and
  - Ensure minutes are taken at each meeting and distributed to all members of the Sub-Committee post-meeting. Minutes must also be submitted to the Academic Governance Committee.

Assessment Result Appeals

- A learner may appeal an assessment result they are unsatisfied with within 14 days of receiving the result.
  - An appeal must be made in writing.
- The Appeals and Disciplinary Sub-Committee must review the appellant's assessment results by re-checking previously submitted evidence for the assessment.
  - No new evidence may be submitted by the learner.

- The Appeals and Disciplinary Sub-Committee must review the assessment results within 5 days.
- The original assessor may not sit on the Appeals and Disciplinary Sub-Committee.
- The Appeals and Disciplinary Sub-Committee, upon reaching a verdict, must inform the student of their decision and, where applicable, inform the QQI to make required amendments to the student's grades on the QQI Business System (QBS).
- The Appeals and Disciplinary Sub-Committee's decision is final.

Placement Appeals

- In such a case that a learner or their parent(s)/guardian(s) is unsatisfied with a placement-closure or a placement-not-offered decision, they may appeal that decision.
- The Appeals and Disciplinary Sub-Committee will receive the appeal request and schedule an Appeal Review Meeting with the learner, their parent(s)/guardian(s), and the Centre Manager within 20 school days.
  - The Appeals and Disciplinary Sub-Committee must give all involved parties at least one week's notice before holding the Appeal Review Meeting.
  - The Appeals and Disciplinary Sub-Committee must appoint a minute-taker for the Appeal Review Meeting.
  - During the Appeal Review Meeting, the Appeals and Disciplinary Sub-Committee may accept evidence from all involved parties relating to the placement-closure or placement-not-offered decision.
  - The Appeals and Disciplinary Sub-Committee must reach a verdict within 3 school days.
  - The decision of the Appeals and Disciplinary Sub-Committee is final.

Disciplinary Actions

- In such a case where PMVT Learning Centre CMS CLG judges it necessary to take disciplinary actions against a learner, the Appeals and Disciplinary Sub-Committee is delegated authority by the Academic Governance Committee.
- PMVT Learning Centre CMS CLG will always attempt to resolve conflicts and/or concerns in constructive and learner-centred ways.
- The Appeals and Disciplinary Sub-Committee may advice the Academic Governance Committee on changes to the disciplinary procedures.

Membership Profile

- PMVT Director of Child and Family Services to act as the Chairperson
- PMVT Head of Young People's Services
- Individual external to PMVT and PMVT Learning centre CMS CLG to provide independent oversight

Meeting Schedule

- The Appeals and Disciplinary Sub-Committee shall meet when appropriate.

Appendix XXXVI – Behaviour Management Strategy

The table below is designed to gather staff's input and feedback in our attempt to develop a strategic supportive framework in response to managing challenging behaviour and incidents in the Learning Centre.

All staff are asked to note their opinions, suggestions and comments in regard to what you feel would be the best method in responding to challenging behaviour in the learning centre. It is important to reflect on the Learning centre's ethos, our strength-based approach to supporting learners and our TCI framework for working with young people in the learning centre.

All comments are welcomed.

Title of Behaviour	Prevention/ Positive Intervention	Natural Outcome for student
Name Calling of staff	**Initial Stage of Referral:** • Discussion on behaviour expectations and self-regulation supports are discussed during the referral meeting.	
Name Calling of other students		
Bullying & Intimidation of staff/students. This refers to: • Targeted and repeated abuse. • Isolating student from peers • Online intimidation • Physical contact of another student	**Initial Stage of Referral:** • Discussion on behaviour expectations are discussed during the referral meeting. • ICSP documented upon induction & shared with staff • Risk Assessment of classroom placement • Supportive interventions in place: Key Working, counselling support.	
Use of mobile phone in the classroom • Refusal to volunteer phone to reception as per centre guidelines • Repeated refusal to volunteer phone to reception.	**Initial Stage of Referral:** • Discussion on expectations and guidelines during the referral meeting. • Positive discussion around the reasons for the guidelines and encouragement to follow	
Disruption of class lesson • Throwing objects in classroom		

• Interruption of another student learning		
Smoking / Drinking or the misuse of substances in the learning centre or on the grounds • Repeated incidents of above		
Abusive Behaviour toward staff or students • This is more serious than previously noted name calling. • Abusive behaviour can be threatening behaviour.		
Aggressive & Violent Behaviour • The incident may be an isolated incident and may not be directly linked to bullying. • Unprovoked violent behaviour towards another student. • Violent behaviour towards a member of staff		
Property Damage		
Serious health & safety concerns. • Tampering with fire safety equipment		
Other:		
Other:		
Other:		

Appendix XXXVII – Individual Student Support Plan

PMVT Learning Centre – CMS
Individual Student Support Plan

Name of Student: _____ Current School Year: _____

Name of Teacher: _____ Name of SCW: _____

Previous Educational Assessment Details:

_____

_____

_____

Record of any diagnosis shared with PMVT Learning Centre – CMS:

_____

_____

Educational Goals agreed with Student & teacher:

_____

_____

Social Support Goals agreed with Student & Social Care Worker:

_____

_____

Signed by Student: _____

Signed by Teacher: _____ **Social Care Worker**: _____

Date: _____ **Review Date**_____

Appendix XXXVIII – Individual Crisis Support Plan

Individual Crisis Management Plan

This document is a tool to guide and inform all staff in the safe management of individualised behaviours and potential triggers for the young people in PMVT Learning Centre – CMS.

The aim of this document is to support staff and young people in creating a plan of action where the young person may require staff support in managing their behaviour with the intention to de-escalate and avoid challenging behaviour and incidents in the Centre.

Name of young person	
Date of ICSP	
Name of SCW	

Current areas of concern for the young person:

Known high risk behaviours of the young person:

Agreed Intervention Strategies:

These are agreed responses that a staff member will put into action when the young person is displaying high risk behaviours. These responses are agreed between the young person and the SCW.

Pre-Crisis Stage:

| |
| |

Triggering Stage:

| |
| |

Escalation Stage:

| |
| |

Outburst Stage:

| |
| |

Recovery Phase:

| |
| |

Emergency Contacts

Review Date for ICMP _____

Signed (Staff) Signed (Manager) _____

Signed (Young Person) _____
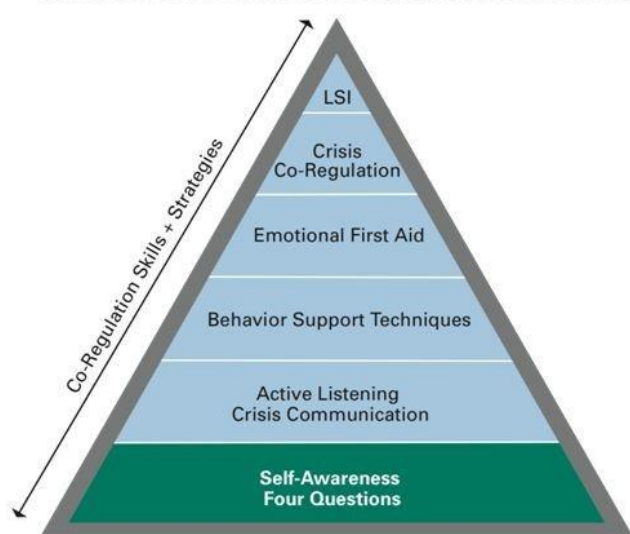
Faxed/Emailed to Social Worker Yes   No

Appendix XXXIX – TCI Guidelines of Behaviour Support

Techniques

How Do I Respond? (TCI)

SKILLS BUILDING FOR CO-REGULATION STRATEGIES IN TCI

Co-Regulation Skills + Strategies

Pyramid levels (top to bottom):
- LSI
- Crisis Co-Regulation
- Emotional First Aid
- Behavior Support Techniques
- Active Listening Crisis Communication
- Self-Awareness Four Questions

Life Space Interview

What to Do, Say and Think in Crisis
Dynamic Risk Assessment

Respond & Resolve the Immediate Crisis

Manage the Environment, Prompt,
Caring, Help, Distract, Redirect, Move
closer, Direct, Time Away

Verbal and Non verbal Responses

What the child is saying, How I'm
feeling, How the environment is
affecting, Best response?

Appendix XXXX – Internet Use and Social Media Agreement

Young people will observe good "etiquette" (i.e.: *etiquette on the Internet)* at all times and will not undertake any actions that may bring the CMS Learning Centre into disrepute.

Young People are not allowed to access the following on the CMS Learning Centre's computers/laptops:

- Your email account, Gmail, Hotmail, Yahoo etc.
- Social networking sites e.g. Facebook, Twitter, Instagram or any other social media platform.
- Multiplayer
- Obscene material
- Pornography
- Any form of Cyber Bullying
- You must not introduce virus's that may damage the Centre's network

Social Media outside of the CMS Learning Centre's times

Parents are responsible to monitor their child's online activities. Issues that arise outside of CMS time cannot be dealt with by the CMS Learning Centre.

Young People do not have access to their phones at CMS as per our Policy.

We agree to the above

Parent/Guardian_____ Date_____

Young Person _____ Date_____

CMS Manager _____ Date_____

Appendix XXXXI – Privacy Notice

Privacy Notice - Learners

In order to provide you with the best possible support, Peter McVerry Trust Learning Centres, as part of Peter McVerry Trust, will need to collect, process, and store your personal information. Peter McVerry Trust takes your privacy and the protection of your personal data very seriously. Collecting these details helps us to provide services to you, and to improve our services to best meet your needs.

Once you provide us with your information, Peter McVerry Trust Learning Centres has the right to process this data according to our Data Protection Policy and Procedure. Your data will be handled with the utmost care, respect, and in accordance with all relevant regulations, such as the General Data Protection Regulation (GDPR).

In relation to the processing of your personal data, Peter McVerry Trust will:

- Process your data in line with the law and inform you of the reason for collection;
- Only use your personal data for the purpose for which it was collected and processed;
- Only collect personal data that is necessary for the provision of a service to meet your support needs;
- Ensure your personal information is accurate and kept up to date as necessary;

What is your personal information?

Personal information is information that relates to you and allows you to be identified. Personal information relating to your needs, supports, and risk management will need to be collected by Peter McVerry Trust.

Information we will collect includes:

- First and Second Name;
- Date of Birth and Gender;
- Address and Contact Details;
- Ethnicity, Disability, and Literacy;
- Next of Kin and GP Details;

- Economic Status;

- PPS Number and Medical Card Number;

- Relevant medical, psychological, and educational history

In providing you with a service, Peter McVerry Trust will also collect information in relation to service engagement, such information may include:

- Initial needs and risk assessment information;

- Ongoing support information and risk management information;

- Ongoing contact and engagement information;

- Ongoing communication records;

- Incidents, safeguarding, and complaints information; and

- Final placement outcomes and placement closure information

Certain types of personal information are categorised as 'special' under the law, this is information that relates to the following:

- Racial or ethnic origin;

- Political opinions;

- Membership of a trade union;

- Religious or similar beliefs;

- Physical or mental health or condition;

- Sexuality;

- Criminal convictions or alleged criminal activity.

Peter McVerry Trust will seek personal information from the above categories only if it is required by law, or for specific interventions in the delivery of your support plan.

Why do we collect your personal information?

Whenever you communicate with us, we may need to obtain personal information about you in order to enable us to perform tasks and assist us in the effective delivery of services, to meet your current needs, support you to progress, and improve services based on anonymized data.

We will only request personal information that is necessary for us to provide you with support, and you can refuse to provide personal information any time if you deem any requests to be inappropriate.

Peter McVerry Trust Learning Centres need to collect and process your personal information to be able to:

- Meet charitable objectives and provide effective support across all services;
- Meet the performance requirements of contracts;
- Submit accurate accounts of work done by PMVT Learning Centres to funding bodies;
- Submit accurate accounts of work done by PMVT Learning Centres as required by service level agreements;
- Perform tasks carried out in the public interest or exercise a statutory authority vested in PMVT Learning Centres;
- Perform tasks in connection with legal proceedings or obtaining legal advice;
- Comply with employment law obligations;
- Comply with internal obligations under legislation; and
- Ensure PMVT does not discriminate against people on the grounds of race, gender, age, disability, religion, sexuality, civil status, family status, and/or being a member of the Traveller community.

Who can we share your personal information with?

We will not share your personal information with general enquiries. To help meet your support needs, we might request you to give consent to share your personal information on our Consent to Share Form. You are not obligated to consent to share information to receive services by Peter McVerry Trust. However, there are limits to confidentiality and we may have to provide your personal information without consent in the following situations:

- In line with Children's First Act 2015, where there is a concern in relation to child protection;
- If we believe you have serious intent to harm yourself or another individual;
- If we are concerned that you are at risk associated with a serious crime;

- A small number of situations where confidentiality would be limited as would be required by law.

How do we Store/ Process Your Personal Information?

Peter McVerry Trust stores personal data in both hard copy (paper) and soft copy (electronic) format. When we refer to soft copy format, we mean that your information is stored on Salesforce or on a database on our servers. Storing information within the cloud is one of the most secure ways to store personal information. This is due to the various levels of security that cloud databases provide.

We occasionally use personal data that has been anonymised for research, reporting, and analysis to improve our services.

How long do we store your personal information?

Peter McVerry Trust stores your personal information securely while you are accessing our services. Once you leave PMVT Learning Centres, your personal information will be held for 10 years, then will be deleted.

- Sometimes, it might be necessary to store sensitive personal information in your learner file. Such sensitive personal information could include:
    - Your birth certificate
    - Your passport
    - Communications between us and you/your family
    - Appointment cards
- When we keep such items in your file, our staff will return them to you once you leave the Learning Centres. Should your placement with us close unexpectedly, we will contact you or your family to return any personal documents we may have on file. If we won't be able to contact you, you can provide us with a third party to receive personal documents for you.
- If we are unable to return any personal documents, we have to follow procedures and store them with your learner file.

Your rights with your personal information:

The Right to be Informed

The DDPR gives you the right to be informed about what happens to your data. We will always be open and transparent about how we use your personal information, and if you have any questions or concerns, you can ask one of our staff members about data privacy, or read our Data Protection Policy.

The Right to Access

You have a right to ask us what personal information we hold about you and to request a copy of your information, regardless of your age. This is known as a 'Data Subject Access Request' (DSAR). You can put your request in writing on a Personal Data Request From. We would need to confirm your identity before providing you with access. Please make the request through any member of staff.

If you are seeking to obtain specific information (e.g. about a particular matter or from a particular time period), it helps if you clarify the details of what you would like to receive in your written request. If someone other than your parent(s) or guardian(s) is requesting information on your behalf, they will need written confirmation from you to show your consent for us to release this and a proof of ID (both yours and theirs).

If you are under the age of 18, you still have a legal right to your personal data, however, it may be decided that your parent(s)/guardian(s) may exercise the right of data access on your behalf. PMVT Learning Centres will always give due consideration to your individual circumstances before sharing your personal data with a parent/guardian if you, or they, make a DSAR.

We have **30 calendar days** within which to provide you with the information you have asked for.

The Right to Rectification

You can ask us to rectify your personal data if it is inaccurate or incomplete. Please help us keep our records accurate by keeping us informed if your details change.

The Right to Erasure

The right to erasure is also known as 'the right to be forgotten'.

In some circumstances, you can ask us to delete or remove your personal data where there is no compelling reason for it to be held. This is not an absolute right, and we will need to consider the circumstances of any such request. Our reasons will also be guided by the provisions of our retention schedule.

The Right to Object and Restrict Processing

In some circumstances you can ask us to restrict processing, for example if you disagree with the accuracy of personal data or if we are processing data on the grounds of legitimate interests whilst we consider whether our legitimate grounds override those of yours.

The Right to Withdraw Consent

If we are relying on your consent to process your personal data, you have the right to withdraw consent at any time.

The Right to Data Portability

You have the right to receive copies of personal data we hold about you in a commonly used and easily storable format. Peter McVerry Trust will follow its Subject Access Request procedures for requests for personal data.

The Right with Respect to Automated Decision Making and Profiling

You have a right not to be subjected to automated decision-making (including profiling) when those decisions have a legal (or similarly significant) effect on you. You are not entitled to this right when the automated processing is necessary for us to perform our obligations under a contract with you, it is permitted by law, or if you have given explicit consent.

This Statement is subject to change. Updates to the Privacy Notice will be circulated around your service. We are committed to protecting the privacy and integrity of your personal information and will ensure it is processed fairly and lawfully.
Peter McVerry Trust is a registered charity (Registration Charity Number: 20015282), (Company Registration Number: 98934) with registered offices at 29 Mountjoy Square, Dublin 1, D01 C2N4.
Peter McVerry Trust is registered with the Irish Data Commissioners Office as a Data Controller.

Appendix XXXXII – Information Sharing Consent Form

PMVT Participant Consent to Share

Having gained a complete overview of your current situation, Peter McVerry Trust staff will help refer you to external services specific to your various needs. To facilitate you to access services, PMVT staff will need to share and release your information with the relevant personnel in each service and in order to do so, we must obtain your consent. You do not have to provide consent if you do not wish to do so. If you choose to provide consent, it can be withdrawn at any time. If you do not wish to provide consent, we will be unable to contact other services on your behalf, but you are welcome to do so on your own.

Service	Contact Name	Contact Details	Withdrawal of Consent Date
Referral Agent/ Agency			
General Practitioner			
Prescribing Clinic/ Health Provider			
Mental Health Support			
Counsellor			
Social Worker			
Aftercare Worker			
Solicitor or Legal Representative			
Social Worker			
Probation Officer			
Community Welfare Officer			

Please note that when you sign a consent to share form and personal information is shared with the service/provider listed above Peter McVerry Trust no longer controls the use of this personal information. The service/ provider becomes a controller of this information in their own right and must adhere to data protection regulations. If you wish to access the personal data provided to them you must contact the service/provider listed above.

Consent:

I (print name) _____ ☐ **give** / ☐ **do not give** my consent for Peter McVerry Trust to release/ seek personal information.

Participant Signature: _____   Date: _____

Staff Signature: _____   Date: _____

It is your right to withdraw your consent at any time, if you wish to do so.

Withdrawal of Consent:
I (print name) _____ hereby withdraw my consent for the Peter McVerry Trust to release/ seek personal information.
Participant Signature: _____   Date: _____ Staff Signature: _____   Date: _____

Appendix XXXXIII – Third Party Disclosure Guidelines

Guidance – Third Party Disclosure
DISCLOSURE

Disclosure without a Participant's Consent

- Only under exceptional circumstances, will a participant's information be disclosed without their consent.
- In Line with the 2015 Children First Act, where there is a concern in relation to child protection and safeguarding.
- If there are reasonable grounds to believe the client is at risk of harming themselves or others.
- If there are reasonable concerns that are associated with a serious crime.
- A decision to share information contrary to the participant's wishes should only be made if other considerations apply e.g. on public interest grounds, as in situations where other vulnerable people may be at risk.
- Other exceptional examples of when confidential information may be shared are when an organisation requires the information to discharge its statutory rights.

Disclosure to Third Parties

- Peter McVerry Trust will normally seek consent from the client concerned before sharing their personal records with a third party, such as regulatory bodies, audit inspectors or volunteers.
- Participants' details, including the presence or otherwise of a person within Peter McVerry Trust services must not be disclosed to general enquirers.
- If the client does not wish information about them to be shared and they are mentally competent, then their wishes are to be respected.
- There are only certain situations when relevant information about a client may be shared with a third party. Part of the data protection registration requires that we declare any third parties to whom we may have to share certain parts of this information.

An Garda Síochána

- (Including other department of the Justice to assist in the prevention and detection of crime, and/or assist in the apprehension or prosecution of offenders).
- If a request is from a criminal justice agency to confirm whether a certain person lives at a certain address, the information may be provided but only if the request is made in writing and the relevant sections of the General Data Protection regulations 2018 have been quoted.
- If there is no court order, no other information has to be provided. Find out why the information is needed if you are not sure; refer the request to the relevant senior operational manager who will help you to decide whether to provide further information.
- If there is a court order insist on seeing it. You are obstructing the course of justice if a court order for information is ignored.

- If the Police do not have a warrant, permission to enter and search must be sought from a member of the Senior Management Team. If permission is granted, a staff member should be present; items should only be removed and a receipt issued.
- Participants should be made aware that Peter McVerry Trust staff will not collude with criminal activity and will report any illegal behaviour they witness or strongly suspect.

Solicitors & Other Legal Advisers

- If a solicitor or other legal advisor requires information which is necessary for legal proceedings or the provision of legal advice they are entitled to this information. Staff members should ensure that only information necessary for these purposes is revealed. For example, a client needing advice on possession proceedings for rent arrears would not need to see documents relating to harassment.
- Solicitors requesting information that will not be used for the purposes of legal proceedings or the provision of legal advice must provide the service user's written authorisation.

Social Services

- A participant's name and address can be provided. We will inform social services if we believe that a child or vulnerable person may be at risk.
- In the instance of Peter McVerry Trust being involved in a Case Conference or if action is being taken under a section of the Mental Health Act, staff may be obliged to disclose information which the client may consider to be confidential, i.e. changes in behaviour, mood, ability to manage etc. If the staff member's opinion is sought, they should communicate substantiated, factual information and observations.

Local Authority Housing / Department Social Protection

- We will only provide information necessary to process a claim. At signup participants are asked to sign a consent form so that we can discuss their claim. The Dept of Social Protection should only request information related to a participant's claim. Staff will provide sufficient information to expedite the claim e.g. DOB, PPSN, Address, Tenancy commencement date etc.

Contractors

- All contractors are bound by Peter McVerry Trust's Data Protection Policy and Procedure and should provide copies of their own policies as part of any tender process.
- If staff are aware that particular participants may present a risk to others, appropriate information about potential risks should be passed on to those at risk e.g. maintenance contractors if they are visiting the client concerned.
- Staff will ensure that sensitive information is restricted where possible.
- Security or agency staff should not have access to information unless there is risk to them.
- Information may be needed by the emergency services in a crisis, is required to be kept as designated within local emergency procedures.

Utility Services Providers

- A current participant's name, address, and tenancy commencement date can be provided.

- If utility companies are attempting to trace a former client do not give out a forwarding address but forward mail to the named recipient.

Friends, Family & Advocates

- Staff will not disclose client information, addresses or phone numbers without a participant's permission. Participant's friends or family seeking information will be referred to the client directly or a message or correspondence taken to pass onwards.

External Auditors

- Local authority commissioning teams or other commission bodies may request to see files during audits. We will request that PMVT Service Teams make individual requests to participants before allowing them access to files. However, participants need to be aware that we will allow internal staff auditors to see individual files.

References or Requests from Other Agencies about Former & Current Participants

- If we receive requests for references e.g. from banks, building societies, loan companies, the participant's written and signed authorisation must be supplied with the request.
- Where we are approached by other agencies about former participants the request for information must be put in writing and passed to a manager to approve the release of any details. Our intention is to ensure that no individual is put at serious risk by us failing to share information.

The Media

- All information requests from any media agency will be referred to a member of the Senior Management Team.

Appendix XXXXIV – Seven Golden Rules of Information Sharing

Guidance Document: The Seven Golden Rules for Information Sharing

Reference

The following is general guidance by the UK's Government to help inform data sharing, which has been updated in correspondence to GDPR 2018. For more guidance on GDPR and Data Protection, please see *PMVT General Data Protection Regulation Policy & Procedures.* The following Seven Golden are taken directly from the HM Government website.

HM Government, July 2018, *Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers*, accessed January 2019.

Seven Golden Rules for Information Sharing

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.

2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Appendix XXXXV – Data Subject Access Request Form

Data Subject Access Request Form *page 1 of 2*
Access Request Form
Request for a copy of Personal Data under the Data Protection Act 1988 and Data Protection (Amendment) Act 2003 and the General Data Protection Regulation (EU) 2016/679.
Important: Proof of Identity must accompany this Access Request Form (e.g. Official / State photographic identity document such as driver's licence, passport).

Full Name:	
Contact Number:	
Email Address:	
Address:	

*We may need to contact you to discuss your access request

Data Subject Access Request

I, _____ (insert name) wish to make an access request for a copy of any personal data that Peter McVerry Trust holds about me. I am making this access request under the EU General Data Protection Regulation.

Please provide relevant information and timescales to access your request,

Signature:	Date:

Data Subject Access Request Form *page 2 of 2*

Checklist

Have you
☐ Completed the Access Request Form in full?
☐ Signed and dated the Data Access Request Form?
☐ Included a photocopy of official / State photographic identity document (drivers licence, passport, etc.)

Note to Peter McVerry Trust: *PMVT should satisfy itself as to the identity of the individual and make a note that identity has been provided, but PMVT should not retain a copy of the identity document.*

Please return this form the following address:
Data Protection Officer
Peter McVerry Trust
29 Mountjoy Square
Dublin 1
D01 C2N4
Email: dataprotection@pmvtrust.ie

For Internal Use Only

Date received by Peter McVerry Trust:	
Has proof of identification been verified:	
Date of access request verification:	
Has access request been accepted or declined?	
Date Issued to Data Subject:	

Appendix XXXXVI – Data Breach Notification Form

Notification of Personal Data Breach Form *page 1 of 4*

For providers of publicly available electronic communications networks or services in accordance with Commission Regulation (EU) 611/2013

Where a Data Breach has occurred and has been detected the service manager must notify senior management immediately.

The PMVT Notification of Personal Data Form must be completed and submitted to PMVT Data Protection Office – dataprotection@pmvtrust.ie

Section 1: Identification of the Provider

1. Name of the Provider: _____

2. Identity and contact details of the data protection officer or other contact point where more information can be obtained:

Name –Service Manager: _____

Phone Number: _____

Email: _____

Name of Service: _____

Postal Address: _____

_____

_____

3. Is it a First Notification ☐   or Second Notification ☐?

Initial information on the personal data breach (for completion in later notification, where applicable).

4. Date and time of incident (if known, where necessary an estimate can be made) and of detection of incident
    a. Date and time of incident:
       Date: _____ Time: _____
    b. Date and time of detection of the incident:
       Date: _____ Time: _____

5. Circumstances of the personal data breach (e.g. loss, theft, copying)

Notification of Personal Data Breach Form page *2 of 4*

Section 1: Identification of the Provider *continued…*

6. Nature of the personal data concerned.

7. Technical and organisation measures applied (or to be applied) by the provider to the affected personal data

8. Relevant use of other providers (where applicable)

Section 2: Further Information on the Personal Data Breach

ODPC Ref Number (if advised):

9. Summary of the incident that caused the personal data breach (including the physical location and the storage media involved)

Notification of Personal Data Breach Form page *3 of 4*
Section 2: Further Information on the Personal Data Breach *continued…*
10. The number of subscribers or individuals concerned:
11. Potential consequences and potential adverse effects on subscribers or individuals
12. Technical and organisational measures taken by the provider to mitigate potential adverse effects
Possible Additional Notification to Subscribers or Individuals
13. Content of notification
14. Means of communication used:
15. Number of subscribers or individuals notified:

Notification of Personal Data Breach Form page *4 of 4*

Section 2: Further Information on the Personal Data Breach *continued…*

Possible Cross-border issues

Personal data breach involving subscribers or individuals in other Member States

  Yes ☐   No ☐

Notification of other competent national authorities

  Yes ☐   No ☐

Other Authorities Notified

Outcome / Further Actions Required *(identify timelines, persons responsible…)*

Appendix XXXXVII – Student Feedback and Experience

Exercise

PMVT Learning Centre
Student Feedback and Experience

Name of Student: _____ **Current School Year:** _____

Name of Teacher: _____ **Name of SCW:**_____

My placement experience:

_____

_____

_____

_____

_____

_____

What I liked about my placement:

_____

_____

_____

_____

_____

_____

Suggestions to support future students of the learning centre:

_____

_____

_____

Appendix XXXXVIII – End-of-Module Feedback Survey

PMVT Learning Centre
Feedback Survey

Name of Module:	_____	**Current School Year:**	_____
Name of Teacher:	_____	**Name of SCW:**	_____

What were my goals for this programme?

_____

_____

_____

What did I enjoy most about the learning activities contained in the programme?

_____

_____

_____

What did I learn from this programme?

_____

_____

_____

What would have made learning less stressful for me?

_____

_____

_____

Any other comments:

_____

_____

_____

Appendix XXXXIX – Family and Guardian Experience and Feedback Report

Dear Student, parents, guardians & care givers,

We continually evaluate and review our educational program social care supports in PMVT Learning Centres, as we aim to meet the needs of our students and maximise their educational and social care experience.

We are coming to the end of our academic year, we are reaching out to all our families to ask them how you have experienced our Learning Centre this year, and if you would like share any recommendations for our service going forward.

We welcome all feedback and the form can be returned by using the self-addressed envelope included or your student can return it to a member of the team.

Please don't hesitate to contact us directly if you have any further questions,

Kind Regards,

_____

Sarah Morrissey

Our experience of PMVT Learning Centre:

_____

_____

_____

_____

What I liked about my placement:

_____

_____

_____

_____

Suggestions to support future students of the PMVT Learning Centre:

_____

_____

_____

_____

Name of Student: _____

Name of Parent/ Guardian: _____

This form does not have to be signed if you wish to remain anonymous.

Appendix XXXXX – Protection for Enrolled Learners with Clogher Road Community College (Memorandum of Understanding)

To QQI,

I am the principal of The Provider and am duly authorised to make this statement on its behalf.

We confirm that arrangements are in place between this organisation and Peter McVerry Trust CLG Learning Centre – CMS to comply with Section 65(4) (a) of the Qualifications and Quality Assurance (Education and Training) Act 2012 in respect of learners on the programme listed below leading to a QQI Award.

[General Certificate] [QQI Level 3] [Learning is for Life] [3M0874]

We confirm that this arrangement covers the full period of accreditation of the programme.

We confirm that the arrangements in place will cover a maximum of [15] learners enrolled on the programme at any given time.

In the event that [Peter McVerry Trust CLG Learning Centre - CMS] ceases to provide the programme, before their learners have achieved the above award, we [Clogher Road Community College] have agreed that the learners on the above programme(s) may transfer into the following similar programme at this organisation so that they can complete the programme.

- Computer Literacy

  QQI Level 3 Award Code: 3N0881

- Health & Fitness

QQI Level 3 Award Code 3N0531

- Personal Effectiveness

  QQI Level 3 Award Code 3N0565

- Breakfast Cookery

  QQI Level 3 Award Code 3N0895

This includes, as a minimum:

- completion of delivery of the programme

- assessment of learners, including internal verification and external

authentication arrangements

- the processing of results for certification.

We confirm that we have the capacity in terms of space, facilities, staff and all other relevant resources to fulfil our obligations under this PEL arrangement.

Yours sincerely,

Lesley Byrne

DocuSigned by:

Lesley Byrne

A8927BB29800476...

Appendix XXXXXI – Protection for Enrolled Learners with

Liberties Training Centre (Memorandum of Understanding)

Leanne Young, Manager

Liberties Training Centre

Oliver Bond Street

Dublin 8

D08 Y6W3

01-6727704

24.09.22

To QQI,

I am Leanne Young of Liberties College and am duly authorised to make this statement on its behalf.

We confirm that arrangements are in place between this organisation and [CMS Learning Peter McVerry Trust], Unit 2, The Court, Bridgefoot Street, Dublin 8 D08 TF86 to comply with Section 65(4) (a) of the Qualifications and Quality Assurance (Education and Training) Act 2012 in respect of learners on the programme listed below leading to a QQI Award.

Programme Title: Learning is for Life

QQI Award Title: General Learning

Award Type: Major

NFQ Level: 3

QQI Award Code: 3M0874

We confirm that this arrangement covers the full period of accreditation of the programme.

We confirm that the arrangements in place will cover a maximum of 15 enrolled on the programme at any given time.

In the event that CMS Learning Peter McVerry Trust ceases to provide the programme, before their learners have achieved the above award, we Liberties Training Centre have agreed that the learners on the above programme(s) may transfer into the following similar programme at this organisation so that they can complete the programme.
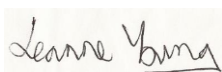
- **Computer Literacy**
  QQI Level 3 Award Code: 3N0881
- **Health & Fitness**
  QQI Level 3 Award Code 3N0531
- **Personal Effectiveness**
  QQI Level 3 Award Code 3N0565
- **Breakfast Cookery**
  QQI Level 3 Award Code 3N0895

This includes, as a minimum:

- completion of delivery of the programme
- assessment of learners, including internal verification and external authentication arrangements
- the processing of results for certification.

We confirm that we have the capacity in terms of space, facilities, staff and all other relevant resources to fulfil our obligations under this PEL arrangement.

Yours sincerely,

Leanne Young