Annual Quality Report
Bridge Mills Galway Language Centre
Reporting Period 2020-2021

[Higher Education Institution]

2022

Annual Quality Report
Bridge Mills Galway Language Centre
PART A: INTERNAL QA SYSTEM
Reporting Period 2020-2021

PREFACE

The **Annual Quality Report (AQR;** formerly AIQR) forms part of Quality and Qualifications Ireland's (QQI) quality assurance (QA) framework of engagement with Higher Education Institutions (HEIs). The AQR provides documentary evidence of the development and evolution of each institution's internal quality system. It provides QQI with assurance that internal QA procedures have been established and are being implemented consistent with regulatory requirements.

The AQR, particularly part A, should assist with **document management** in the institutional review process and will facilitate institutions in providing review teams with procedural QA documentation in preparation for the external review process. It is an important part of the evidence base considered by external **review teams** as part of QQI's CINNTE cycle of institutional reviews, demonstrating that the institution's internal QA system is aligned with QQI's Core and relevant Sector- and Topic-specific Statutory QA Guidelines, and with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG). It enables the review team to satisfy itself of compliance with these requirements for the purpose of the institutional review process.

Each AQR is **published in full on QQI's website**, providing transparency on the HEIs' assurance and enhancement of quality to external stakeholders. (As such, institutions should ensure that their submissions do not contain any data that they consider to be commercially sensitive.) Collectively, the AQRs comprise a single national repository of quality assurance practice in Irish higher education institutions.

Each year, QQI produces a synthesis report of the key themes highlighted across the AQRs, primarily arising from Part B of the reports.

CONTENTS

Guidelines on Completing the Report

The AQR is aligned with QQI's Core, Sector and Topic-specific Statutory Quality Assurance Guidelines and with the ESG (2015). A mapping of the ESG to QQI Core QA Guidelines is included in Table 1 below; the structure of Part A of this report template aligns with the first column of the table. Additional guidance on completing this template and reference material is included in each section. Institutions should adhere to this guidance and have regard to QQI Core, Sector and Topic-specific Statutory Quality Assurance Guidelines. **The guide text within each section should be deleted before submission of the report.**

Submission Process and Timeline

The deadline for submission of the AQR each year is in February of the relevant year, with the call for submission sent to institutions in November of the preceding year. Once the call for submission has been made, QQI will provide access to QQI's provider portal, QHub, to the designated institution contact(s) to facilitate submission of the report. Through QHub, each institution will have access to an editable version of its AQR for the previous reporting period. This document can then be amended/updated to reflect any changes or developments that occurred during the current reporting period before submitting the final report to QQI.

Completing the AQR

- When completing the AQR template, all relevant colleagues in the institution should be consulted.
- Consider whether external audiences will be able to understand the terminology used (particularly local abbreviations and acronyms); it may be helpful to include a glossary.
- Aim to avoid duplication in the report – where information is relevant to more than one section, the first mention may be referenced in subsequent sections.
- Provide reflections on what worked well, but also what may have been tried but did not work.

Report Structure

Part A: Internal QA System

Part A of the AQR comprises a record of each institution's current QA policies and procedures and should provide links to those policies and procedures. Private HEIs may provide links to the policies and procedures approved by QQI during initial access to validation (IAV) or reengagement. It is the responsibility of each HEI to ensure before submission of the AQR that all links are correct and functional, and that the policies and procedures referred to are the most up-to-date versions available. Given that the AQR is submitted in respect of a discrete reporting period, it may be helpful for institutions to establish a SharePoint/OneDrive folder (or similar) for each reporting period that contains the current versions of their policies and procedures, and that hyperlinks to these versions of the documents be provided in the AQR

Part A is to be completed only if there have been **material** changes to QA policies and procedures during the reporting period. Such changes may include the approval and implementation of new polices or procedures, or significant amendments to existing ones.

Part B: Quality Assurance (QA) and Quality Enhancement (QE)

Part B of the AQR documents and captures QA activities, developments and enhancements undertaken by institutions **during the reporting period** and their **impact**. Insofar as is possible, institutions should demonstrate in Part B how plans set out in the previous AQR were progressed during the reporting period – these may be plans linked to strategic objectives, to reengagement advices, or to institutional review recommendations.

Case Studies

In each reporting period, QQI may request updates on specific thematic areas or may invite the institution to submit case studies in response to specific topics. Further, institutions may include case studies to share good practice on topics of their choosing, demonstrating QA and QE in action. In formulating case studies, institutions are encouraged to reflect on and highlight areas that may be of interest to other institutions and would benefit from wider dissemination. Further guidance is provided in Part B.

Links to Reference Documents Cited in this Template[1]

Legislation

- Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended)
- Regional Technical Colleges Act 1992 (as amended)
- Technological Universities Act 2018
- Universities Act 1997

QQI Documents

Statutory QA Guidelines (QAG)

- Core QAG
- Sector-specific QAG for Independent/Private Providers
- Sector-specific QAG for Designated Awarding Bodies
- Sector-specific QAG for Institutes of Technology
- Topic-specific QAG for Providers of Statutory Apprenticeship Programmes
- Topic-specific QAG for Providers of Research Degree Programmes
- Topic-specific QAG for Blended Learning

Other QQI Policy Documents

- QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012
- QQI's Code of Practice for Provision of Programmes of Education and Training to International Learners, 2015
- QQI Policy Restatement on Access, Transfer and Progression, 2015

Other National/International References

- European Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015)
- IHEQN Guidelines on Collaborative Provision
- National Policy Statement on Ensuring Research Integrity in Ireland
- Ireland's Framework of Good Practice for Research Degree Programmes, 2019
- HEA National Framework for Doctoral Education
- The Salzburg Principles
- The Salzburg II Recommendations
- SOLAS Code of Practice for Employers and Apprentices
- UN Sustainable Development Goals

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[1] These links will be updated as further guidance documents are published.

PART A: INTERNAL QA SYSTEM

Table 1

Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG)

AQR Part A Section	QQI QAG Core Sub-section No.	QAG Core Sub-section Title	ESG Standard No.	ESG Standard Title
1.0 - *Internal QA Framework*	2.1	Governance and Management of Quality	1.1	Policy for Quality Assurance
	2.2	Documented Approach to Quality Assurance		
2.0 - *Programme Development and Delivery*	2.3	Programmes of Education and Training	1.2	Design and Approval of Programmes
4.0 - *QA of Research Activities and Programmes*				
8.0 - *Monitoring and Periodic Review*			1.9	On-going Monitoring and Periodic Review of Programmes
5.0 - *Staff Recruitment, Development and Support*	2.4	Staff Recruitment, Management and Development	1.5	Teaching Staff
2.3 - *Teaching, Learning and Assessment*	2.5	Teaching and Learning	1.3	Student-centred Teaching, Learning and Assessment
	2.6	Assessment of Learners		
3.0 - *Learner Resources and Supports*	2.7	Supports for learners	1.6	Learning Resources and Student Support
6.0 - *Information and Data Management*	2.8	Information and Data Management	1.7	Information Management
7.0 - *Public Information and Communication*	2.9	Public Information and Communication	1.8	Public Information
2.0 - *Programme Delivery and Development*	2.10	Other Parties Involved in Education and Training	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - *Monitoring and Periodic Review*				
9.0 - *Details of Arrangements with Third Parties*			1.2	Design and Approval of Programmes
2.0 - *Programme Development and Delivery*	2.11	Self-evaluation, Monitoring and Review	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - *Monitoring and Periodic Review*			1.10	Cyclical External Quality Assurance
4.0 - *QA of Research Activities and Programmes*	QAG for Providers of Research Degree Programmes			

Introduction and Overview of Institution

This is the AQR for Bridge Mills Galway Language Centre for the reporting period **1 September 2020 – 31 August 2021.**

It is to be submitted by **Friday, 25 February 2022**.

The AQR has been approved by the Academic Committee and is submitted by **Alan O'Connor (Training and Quality Manager) Bridge Mills Galway Language Centre (also referred to as BMGLC or the school in this documentation)**

1.0 Internal QA Framework

1.1 Governance and Management of Quality

The BMGLC is committed to the development and maintenance of a governance structure that is effective and fit for purpose, and protects the integrity of academic standards and processes. The following outlines the current governance and management structures, established at the school following a restructuring of the organisation in 2020.

The BMGLC is controlled by a Board of Directors. The Board of Directors provides strategic direction and corporate governance to the school. The Board of Directors appoints an Academic Committee to protect, maintain and develop the academic standards of the school. Responsibility for academic decision-making, and for overseeing and developing academic standards at the BMGLC, is therefore delegated to the Academic Committee by the Board of Directors. The Academic Committee provide oversight on the Quality Assurance Policies and Procedures. Research activities and associated QA are developed and reviewed by the Academic Committee (or appointed sub-committee as appropriate) . The Board of Directors appoints an independent chairperson to the Academic Committee, and there is a clear delineation of responsibility between the Board of Directors and the Academic Committee. This ensures:

"*Academic decision-making reflects the interests of learners and the maintenance of standards. It is independent of commercial considerations*"[2].

Specific responsibilities of the Academic Committee are discharged by subcommittees, including Programme Boards, the Examination Board and the Appeals Board. Each of these subcommittees has clearly defined terms of reference and reports to the Academic Committee.

Where appropriate, the BMGLC invites external input to its decision-making through engagement with consultants, accrediting bodies and sector specific organisations. Advice may be sought on specific areas of the school's development or operations, for example, quality assurance or marketing activities. Externality comes through the
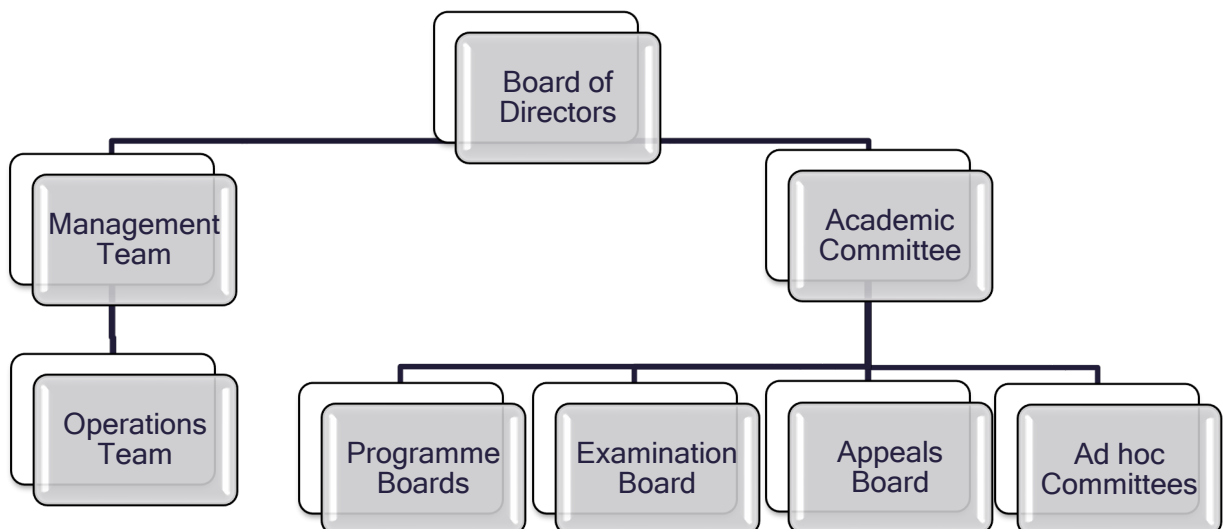
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[2] QQI *Core Statutory Quality Assurance Guidelines 2016,* p.6

provision of an independent chair of the Academic Committee and separate independent chair of the Examinations committee. Externality is also provided through external moderators who review course results and whose reports are considered by the examinations committees.

BMGLC is committed to developing and maintaining learner representation in governance and decision-making at the school. Currently, learner representation is present on the Academic Committee and Programme Boards. However, learner representation is acknowledged to pose a challenge to providers operating in the sector, due to the short-term duration of average enrolment. BMGLC's courses vary between 1 week and 25 weeks in duration. Some learners, who are resident or hold work & study visas are able to enrol in multiple, sequential courses at the school. However, these learners typically maintain up to 20 hours of employment alongside their studies. Therefore, compared to learners undertaking Further Education and Higher Education courses in Ireland, learners at the school are typically less available to participate in the school's governance processes. To address this, the school has developed multiple channels for eliciting feedback from learners on the academic, administrative and social aspects of their experience at the school and in Ireland. Collated feedback is formally reviewed at meetings of the Operations Team, Programme Boards, the Academic Committee and the Board of Directors. This ensures that the learner voice is consistently considered by those units of governance. The relevant policies and procedures pertaining to collection and collation of learner feedback are outlined in Section 12 p147 of the school's [QA Manual](). In addition, the school's complaints procedure provides learners with an alternative mechanism to make representations to the school about matters of general concern. The complaints policy and procedure is outlined in Section 3 p29 of the school's [QA Manual]()

The executive management of BMGLC is provided by the Managing Director, who reports to, and is a member of, the Board of Directors. The day to day running of the BMGLC rests with the school's management team, under the direction of the Managing Director. Some operational functions of the BMGLC are outsourced to appropriately expert external service providers.

The organisation chart is represented below.

The Bridge Mills
Galway Language Centre

Policy for the Quality Assurance Framework at BMGLC

QA Area (s)	- Governance and Management of Quality - Documented Approach to Quality Assurance
Applies to	■ Staff only ■ Learners only ■ X Staff and learners
Policy Owner	Managing Director

Purpose
The purpose of this policy is to outline the principles governing the creation and maintenance of quality assurance policies and procedures at BMGLC.

Scope
This is an overarching policy. It therefore has relevance to the activities of all staff (academic, administrative, operations) and students within BMGLC.

Policy
The Quality Assurance Framework at BMGLC is comprised of a set of quality assurance policies and associated procedures. Policies and procedures are supported functionally by a set of quality assurance resources. These are defined as follows:

a) **Quality Assurance Policy:** This sets out a principle or an intended course of action. Policies guide decision-making. Policies therefore establish the 'what to' in given situations.
b) **Quality Assurance Procedure:** This describes the specific actions undertaken to implement a policy. Procedures therefore guide the 'how to', not the 'what to'.
c) **Quality Assurance Resource:** This is a functional document that supports the implementation of policies and procedures. For example, an application form, checklist or handbook.

The development, monitoring and review of the Quality Assurance Framework at BMGLC will be:

i. Consultative (the opinions of students, staff and other stakeholders will be sought and appropriately considered).
ii. Undertaken based on the subsidiarity principle (functions that can be carried out efficiently by smaller or lesser bodies within the school will not be exercised by larger or greater bodies; delegation of functions to the former will be accompanied by support from the latter)[3].
iii. Based on evidence and expertise, both internal and external.
iv. Presented in usable formats, written in plain English and available to staff and the public as required[4].
v. Consistent, i.e. policies and procedures will not contradict each other.

Policies will be:
vi. Accompanied by a clear statement of purpose alongside who the policy applies to, responsibility for its implementation and the approving body.
vii. Based on clear and specific criterion, designed to guide how decisions are taken.
viii. Approved by the Board of Directors (if relevant to administrative or operational domains), the Academic Committee (if relevant to academic standards) or both (if relevant to both domains).
ix. Reviewed regularly on a two year cycle to ensure they remain implementable, aligned to the legislative and regulatory context, and are fit for purpose[5].

Procedures will be:
x. Developed to assist in the implementation of a parent policy; procedures cannot be developed in isolation.
xi. Designed for efficient and effective implementation.
xii. Approved by the Managing Director (if relevant to administrative or operational domains), the Academic Committee or its delegated subcommittee (if relevant to academic standards) or both (if relevant to both domains).
xiii. Regularly reviewed on a two year cycle (or more frequently as required) to ensure they do not entail unnecessary administrative requirements[6].

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[3] See Section 1.3 of Core Statutory Quality Assurance Guidelines 2016 (QQI).
[4] See Section 2.1 of Core Statutory Quality Assurance Guidelines 2016 (QQI).
[5] See Section 2.1 of Core Statutory Quality Assurance Guidelines 2016 (QQI).
[6] See Section 1.3 of Core Statutory Quality Assurance Guidelines 2016 (QQI).

Responsibility

- **The Board of Directors** is ultimate responsible for the development, approval, monitoring and review of quality assurance policies and procedures at the BMGLC.
- **The Academic Committee** is delegated responsibility by the Board of Directors for the development, approval, monitoring and review of all academic quality assurance policies and procedures.
- The **Academic Manager, Quality Officer** and relevant **Programme Leaders** have responsibility for the day to day management and implementation of the quality assurance policies and procedures within academic programmes.
- The **Operations Team** have responsibility for the implementation of the quality assurance policies and procedures within all operational and administrative activities.
- **All staff and students** at the BMGLC have responsibility for implementation of the quality assurance policies and procedures in the course of their work and studies.

Version:	Date Approved:	Approved by:
1.0		Academic Committee
	September 2019	Board of Directors

Related legislation, regulation or guidelines:

- Core Statutory Quality Assurance Guidelines 2016 (QQI).
- Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI).
- Assessment and Standards, Revised 2013 (QQI).
- Employment Equality Acts 1998 – 2015
- Disability Act 2005
- Data Protection Act 2018

- Code of Practice for Provision of Programmes of Education and Training to International Learners 2015 (QQI).
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015).

Peer Relationships with the Broader Education and Training Community

BMGLC has well-established relationships and good standing with a range of accreditation, recognition and service organisations within the ELE sector. These relationships are with reputable organisations and accreditation bodies and are summarised in the following sections.

Other Accreditation Bodies & Accreditation Requirements

Name of Accreditation Body	Details
ACELS	A quality assurance body for the English language teaching sector in Ireland, and the national body responsible for the oversight of inspection and recognition of English Language Teaching organisations. The school maintains and updates all necessary QA documentation in the DCF (Documented Curriculum Framework), copies of which are available in the office, staffroom and the school website. Website: http://www.acels.ie
EAQUALS	An international association which brings together education organisations with the aim of fostering excellence in language education.

	EAQUALS has Quality Assurance requirements to which members must adhere. Bridge Mills Galway Language Centre has met the required QA standard and is fully accredited by EAQUALS. The last review of the school involved an on-site inspection in 2021. Website: http://www.eaquals.org
Marketing English in Ireland (MEI)	An association of English language schools in Ireland with a primary focus on quality and assurance. MEI offers industry guidance and support to its members, who must all also be accredited by ACELS and QQI. The school renews its membership with MEI each year and completes an annual QA review. Website: http://www.mei.ie
Quality English	A marketing body which connects independent students with independent English language schools in English speaking countries. Members are carefully selected and monitored closely to ensure quality and standards are maintained. The school undergoes a QA review every 4 years with Quality English, the last of which was in 2018.

	Website: http://www.quality-english.com

Other organisations with which BMGLC is affiliated

Name of Accreditation Body	Details
Cambridge (Examinations Centre)	The school is a Cambridge Examinations Centre. Cambridge Examinations have their own QA processes in place which are given to the school via a Centre handbook. Spot inspections occur every 12 to 18 months, with the last inspection in December 2021) Website: http://www.cambridgeenglish.org
Cambridge (Admissions Testing Centre)	Testing for people studying at 3rd level who need a pre-entry test. Cambridge Admissions testing have their own QA, to which the school adheres. Website: http://www.admissionstesting.org
TIE (Test of Interactive English)	The TIE exam is recognised as a valid course exit examination which can be taken by visa-requiring student upon completion of their course of study. The school is a TIE Examinations Centre.

	Website: http://www.ielt.ie

1.2 Linked Providers, Collaborative and Transnational Provision

Not Applicable

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

<table>
<tr><td colspan="2" align="center">The Bridge Mills
Galway Language Centre

Policy for Development & Approval of Programmes</td></tr>
<tr><td>QA Area (s)</td><td>• Programmes of Education and Training
• Governance and Management of Quality
• Documented Approach to QA</td></tr>
<tr><td>Applies to</td><td>☒ Staff only

☐ Learners only

☐ Staff and learners</td></tr>
<tr><td>Policy Owner</td><td>Academic Coordinator</td></tr>
<tr><td colspan="2">**Purpose**

The purpose of this policy is to set out the principles for the development and approval of all programmes at BMGLC.</td></tr>
<tr><td colspan="2">**Scope**

This policy applies to non QQI programmes as well as those that will be proposed for validation to QQI. It therefore applies to all staff involved in the development and approval of programmes within BMGLC.</td></tr>
<tr><td colspan="2">**Policy**

BMGLC is committed to the systematic development of new programmes, through a process that allows sufficient time for appropriate internal and external stakeholder</td></tr>
</table>

consultation. The development of new programmes at BMGLC must align to the school's overall strategy and respond to evidence of demand from a target market. Therefore, proposed new programmes must meet a social need and provide educational opportunities for learners. New programmes must be sufficiently differentiated from existing programmes to avoid unnecessary duplication, and be compliant with the requirements of all regulatory and professional bodies.

The process of development for all new programmes at BMGLC must ensure a separation of responsibilities between those who produce/develop the material and those who approve it. The internal process for new programme approvals must also ensure that academic decision-making is distinct from corporate decision-making.

Responsibility

- The **Management Team** is responsible for reviewing the rationale and business case for the development of all new programmes proposed. The SMT is responsible for completing this review prior to the submission of a new programme proposal for approval to BMGLC's decision-making bodies.
- The **Board of Directors** is responsible for approving any significant financial investment required by a new programme proposal, prior to its submission to the Academic Committee.
- The **Academic Committee** is responsible for approving new programme proposals, making recommendations to the Board of Directors regarding academic resource requirements as needed, appointing Programme Development Subcommittees, monitoring the work of these subcommittees and approving all programme documentation prior to their commencement (non QQI programmes) or submission for validation (QQI programmes).
- For QQI programmes, the **Quality Officer** is responsible for assisting Programme Development Subcommittees in preparing programme documentation for submission.

Version 1.0	Date Approved:	Approved by:
		Board of Directors
	December 2019	Academic Committee

Related legislation, regulation or guidelines:

- Core Statutory Quality Assurance Guidelines 2016 (QQI).
- Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI).
- Policies and criteria for the validation of programmes of education and training 2017 (QQI)

- Policy and Criteria for Making Awards 2014 (QQI)
- Code of Practice for Provision of Programmes of Education and Training to International Learners 2015 (QQI).
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015).
- Assessment and Standards, Revised 2013 (QQI).

The Bridge Mills

Galway Language Centre

Procedure for Development & Approval of Programmes

QA Area (s)	- Programmes of Education and Training - Governance and Management of Quality - Documented Approach to QA
Applies to	☒ - Staff only ☐ Learners only ☐ Staff and learners
Policies this Procedure relates to	Policy for Development & Approval of Programmes

Procedure

Note: An idea or proposal for a new programme may be initiated by any member of staff at BMGLC. In the event that a new programme is developed by BMGLC, BMGLC retains all Intellectual Property in relation to the programme.

Steps:

1. The staff member/s proposing a new programme discuss the proposal with the Academic Coordinator, and obtain approval to complete a new programme proposal. The Academic Coordinator may elect to undertake an initial, informal discussion of the proposal with the Management Team prior to granting approval to the proposer/s.
2. If approval to complete a proposal is not granted, the process ceases.
3. If approval is granted, the Management Team review the completed proposal and make a determination as to whether or not the rationale and business case for the proposed programme is sound. This entails, but is not limited to, consideration of the following criteria:
   - The relevance of the proposed programme to the BMGLC strategy.
   - Whether there is demand for the proposed programme.

- Whether the proposed programme duplicates current programme offerings at BMGLC.
- The implications of regulatory requirements that would be relevant to implementation of proposed programme.

4. If the Management Team determine the proposal does not merit further consideration on the basis of these criteria, the process ceases.

5. If the Management Team determine the proposal merits further consideration, it is submitted to the Board of Directors for approval. The proposal must be accompanied by estimated costs for both programme development and programme delivery, identification of the physical resources required (facilities, support services) and an indicative programme fee.

6. If approval is not granted by the Board of Directors, the process ceases.

7. If the Board of Directors grant approval, the programme proposal is presented to the Academic Committee for advice and approval.

8. The Academic Committee review the proposal to determine whether it is aligned to BMGLC's academic profile, and whether the programme meets a legitimate educational need. The Academic Committee may formulate advice for the Board of Directors with regard to additional resource implications arising from the programme, for example, specific implications for the training and qualifications of teaching staff or the need to engage external expertise.

9. If the Academic Committee grants approval, pending any additional resource approval by the Board of Directors, the Academic Committee will move to appoint a suitably qualified Programme Development Subcommittee (PDS) in consultation with the Academic Coordinator. The appointment of individuals to the PDS is made on the basis of the following considerations:
   - Suitable qualifications and experience.
   - Subject matter or learning design expertise.
   - Availability to complete the work required within a specified timeline.
   - Ongoing availability to teach on the programme and contribute to its ongoing development.
   - Where possible, these will be internal members of staff. Where necessary, external expertise will also be engaged.

10. The PDS works to develop and document the programme systematically, informed where appropriate by the structure of QQI validation documentation. This process is informed by learner and stakeholder feedback, and acknowledged to be iterative.

11. The PDS provides updates to the Academic Committee as required during the process of development, and seeks advice as needed.

12. For QQI programmes, the PDS is assisted by the Quality Officer in compiling the completed programme documentation (and any associated materials) for approval by the Academic Committee.

13. The completed programme documentation is submitted to the Academic Committee for review and as an agenda item for decision/approval. If members of the PDS are also members of the Academic Committee, those members are required to absent themselves during discussion and decision-making related to the agenda item.

14. If the programme documentation submitted to the Academic Committee is not approved, the Academic Committee will provide feedback outlining areas of the submission where improvement is required, and steps 10, 11, 12 & 13 are repeated.

15. If the programme documentation submitted to the Academic Committee is approved:
   - For QQI programmes, the Quality Officer moves forward with submission of the documentation to QQI.
   - For non-QQI Programmes, the Academic Coordinator moves forward with implementation of the programme.

16. Post validation any conditions and/ or recommendations added to the programme will be reviewed and implemented by the Academic Committee as appropriate. Approval to offer a programme following validation is subject to the approval of the Managing Director.		
Version 1.0	Date Approved: December 2019	Approved by: Academic Committee

Related legislation, regulation or guidelines:

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- Code of Practice for Provision of Programmes of Education and Training to International Learners 2015 (QQI).
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015).
- Assessment and Standards, Revised 2013 (QQI).
- Awards Standards for Teaching English as a Second or Other Language at NFQ levels 6 -9

Other Parties Involved in Education and Training Peer Relationships with the Broader Education and Training Community

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	Testing for people studying at 3rd level who need a pre-entry test.

Cambridge (Admissions Testing Centre)	Cambridge Admissions testing have their own QA, to which the school adheres. Website: http://www.admissionstesting.org
TIE (Test of Interactive English)	The TIE exam is recognised as a valid course exit examination which can be taken by visa-requiring student upon completion of their course of study. The school is a TIE Examinations Centre. Website: http://www.ielt.ie

External Partnerships and Second Providers

BMGLC does not currently use second providers to deliver any of its programmes. This includes QQI validated and non QQI validated programmes.

If for any reason this situation changes, BMGLC is fully aware of its obligation to develop QA procedures for collaborative provision and to have these approved by QQI. In any such instance, BMGLC would develop procedures to include provision for due diligence on the reputation, legal status, standing and financial sustainability of the other party/second provider and all other relevant areas as needed.

2.2 Admission, Progression, Recognition & Certification

The Bridge Mills **Galway Language Centre** **Procedure for Access to QQI TESOL Programme**	
QA Area (s)	• Programmes of Education and Training
Applies to	

	☐ Staff only
	☐ Learners only
	☒ Staff and learners
Policies this Procedure relates to	Policy for Access, Transfer and Progression

Procedure:

1 Purpose

This procedure details the steps taken by BMGLC staff to collect, store, review and assess applications from Prospective Learners for its QQI-validated TESOL programme in a fair, equal and consistent manner[1].

2 Responsible Persons

A. The Applicant is responsible for initial contact to BMGLC about the school's TESOL programme, and for ensuring all subsequently submitted documentation is both factual and verifiable.
B. Members of Office Staff, overseen by the Office Manager, are responsible for the collection and storage of the Applicant's details and documentation, ensuring GDPR compliance.
C. The Academic Coordinator and/or Programme Leader are responsible for liaising with the Applicant prior to programme commencement, and are responsible for assessing all relevant documentation to make a fair determination of eligibility against programme eligibility criteria.

3 Definitions

Prospective Student/**Learner** – refers to any person who has communicated with BMGLC or its agents with regard to becoming a student at the school, but who has not submitted an application or made a fee payment.

Applicant – refers to a person who has submitted an application for enrolment, and may or may not have made a fee payment.

Registered Student/Learner – refers to a person who has submitted an application for enrolment, is in compliance with all conditions and regulations for enrolment to a programme and has made payment of fees due.

4 *Eligibility and Entry Requirements*

BMGLC welcomes applicants of all backgrounds to apply for its QQI TESOL Programme, and each applicant's eligibility is assessed by trained staff in a fair, transparent and consistent manner. Notwithstanding, certain eligibility criteria and entry requirements must be met by all Applicants who wish to be considered for a place on the programme.

4.1   The minimum age of applicants for the QQI TESOL programme is 18 years old. Any applicant submitting documentation below this minimum age will, regrettably, be unsuccessful.

4.2   Applicants must hold a minimum education standard to enter 3rd level education or Equivalent .

4.3   Applicants in possession of a third-level qualification should provide details of this in their

application, along with a photocopy of their degree. (Applicants are advised that a third-level degree (NFQ Level 7 or higher) is required, along with a QQI TESOL qualification, for teaching in an ACELS-accredited school in Ireland.

4.4   In the case of Applicants whose mother tongue is not English, evidence of English language ability at a CEFRL C1 level or above is required. This can be demonstrated via an IELTS, TOEFL, or CPE certificate, or with evidence that they have undertaken a third-level course through English in an English-speaking country.

4.5   Applicants are required to write a short Personal Statement outlining why they wish to

participate in the programme. This Personal Statement forms part of the

assessment of eligibility carried out by the Academic Coordinator and/or Programme Leader.

4.6   Prior to enrolment onto the course, applicants will be required to make themselves available for either a face-to-face or a phone interview with the Academic Coordinator (AC) or the Programme Leader. This interview allows both parties (staff and applicant) to ask questions, address concerns and provide further information, where necessary. It also provides learners with the opportunity to disclose learning disabilities or differences which may require additional support or reasonable accommodation.

5   *Access for candidates to the TESOL programme, not holding certificate qualifications proving education standard to enter 3rd level education:*

BMGLC is committed to recognising the achievements and attainments of Prospective Learners, and the knowledge and skills they may have gained from prior studies as well as professional or life experience. BMGLC encourages applications from mature learners or learners returning to study after a prolonged period in non-educational settings.

Please refer to BMGLC's *Policy and Procedure for the Recognition of Prior Learning and Access to programmes (5.8 and 5.9 of the QA Manual)* for specific details.

6   *Procedure for Applications and Admission to BMGLC's QQI TESOL Programme*

6.1. On receipt of an enquiry from a Prospective Learner, a Member of Office Staff sends the Prospective Learner: (1) programme information and (2) relevant documentation.

6.1.1. Programme information:
- Aim of the course
- Accreditation of Programme (QQI)
- Overview of Course Content
- Entry requirements
- A list of course dates for the given year
- Course fees

- Required input hours
- Minimum/Maximum number of students per course
- Post-completion certification details (awarding body, title of award, award-type and framework level designation of the award)

6.1.2. Relevant Documentation:

- Booking Form (for personal details, previous qualifications and experience, personal statement, et al)
- Trainee Agreement
- Transcripts/Copies of third-level qualifications

6.2. On receipt of a completed Booking Form, Trainee Agreement, and transcripts/copies of relevant Qualifications, the applicant's details and the relevant programme details are entered into the school's booking administration system, "Fidelo", by a Member of Office Staff.

6.3. The Applicant's documentation is assessed by a trained member of staff (i.e. the Academic Coordinator or Programme Leader) against the eligibility criteria. In the case of doubt, the Academic Coordinator and Programme Leader may consult with one another to reach a fair conclusion.

6.4 If the application is unsuccessful, the process ceases. In the case of an Applicant's appeal against this decision, the Policy and Procedure for Appeals is referred to.

6.5 If the application is approved, the Academic Coordinator or Programme Leader relays the decision to a Member of Office Staff, who then requests payment of the
deposit from the Applicant.

6.6 Once the Applicant has paid the deposit, a receipt of payment is issued by Member of Office Staff, along with the Applicant's account overview and the mandatory pre-course task.
Applicants are informed that while the Pre-Course Task is compulsory, it is not
assessed. The Pre-Course task is not reviewed in advance. Rather, the

Applicant will bring it with them on their first day of the course. Review of this Pre-Course Task is timetabled for day one of the course.

6.7 Applicants are advised that the balance of the fees is due in full one week before the first day of the course. When the Applicant pays the remainder of their course fees, they are asked to send a payment confirmation or bank transfer receipt along with it so that the payment can be tracked. Once the balance of the fees has been paid, a receipt of payment is issued by a Member of Office Staff and the Registered Student / Trainee is now fully enrolled in the programme.

6.8. The Trainee is sent initial Course Materials by a Member of Office Staff. This packet includes observation forms, lesson plan templates, and course booklets, among others.

6.9 Prior to the commencement of each TESOL course, Trainees are contacted or   interviewed either by the Academic Coordinator or Programme Leader to address any questions or concerns, and/or to provide further information. This also provides the opportunity for the learner to disclose learning disabilities or differences which may require additional support or reasonable accommodation.

6.10 When Trainees arrive at the school on their first day, they are asked to report in at reception, where they are then given their class details and the remainder of the Course Material (i.e. Handbook, Timetable, Booklets).

<u>Note:</u> *BMGLC aims to reply to all Prospective Learners/Applicants/Registered Students within 48 hours.*

- [1]"Entry Arrangements", QQI Policy Restatement: Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training 2015.

Version 1.0	Date Approved:	Approved by:
		Academic Committee
	January 2020	Board of Directors

Related legislation, regulation or guidelines:

- QQI Policy Restatement: Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training 2015.
- Core Statutory Quality Assurance Guidelines 2016 (QQI).
- Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI).

- Awards Standards for Teaching English as a Second or Other Language at NFQ levels 6 -9

The Bridge Mills

Galway Language Centre

Policy for Access, Transfer and Progression

- Programmes of Education and Training

☒· Staff only

☐ Learners only

☐ Staff and learners

Academic Coordinator

Purpose

The purpose of this policy is to set out the principles underpinning Access,

Transfer and Progression at BMGLC, in alignment with the requirements of the

Qualifications and Quality Assurance Act (2012), as per QQI's 2015 policy restatement.

Scope

This is an overarching policy that establishes principles applied to all programmes of education and training at BMGLC. Within that scope, procedures are programme specific.

Policy

Definitions

Access – refers to the process by which learners may commence a programme of education and training, having received recognition for the knowledge, skill or competence required.

- **Initial Access** - refers to a learner commencing at the initial stage of a programme.
- **Advanced Access** - refers to a learner commencing at a post-initial stage of a programme. *N.B. Currently, advance access is not permitted on the 10 ECT SPA TESOL programme, as its structure is a singular module, and the programme is too short in duration for advanced access to be considered practicable.*

Transfer – refers to the process by which learners may transfer from one programme of education and training to another programme, having received recognition for knowledge, skill and competence acquired.

Progression – refers to the process by which learners may progress from one programme of education and training to another programme of a higher level.

Policy statement

Access

BMGLC is committed to providing fair, equitable and consistent access to all applicants to its programmes, and will ensure the following:

- Entry arrangements for all programmes will be clear.
- Decisions on allocation of places on programmes will be transparent.

- Appropriate arrangements will be in place to facilitate an appeals process.
- Statements of the knowledge, skill and competence needed as a basis for successful participation will be made for all programmes.
- If an award in the National Framework of Qualifications is recognised as a demonstration of eligibility for entry to a programme, a clear definition of that award will be provided. If required, specific levels of attainment required in that award will also be provided.
- In the context of QQI programmes, mechanisms will be in place to facilitate Recognition of Prior Learning.

Transfer and Progression

BMGLC is committed to identifying, where available, any transfer and progression routes into and onwards from all programmes leading to awards in the framework. Where these are found to exist, any particular attainments required to facilitate access to a programme leading to an award at the next level will be specified. Where appropriate and feasible, necessary adaptations will be made to programmes to facilitate participants in making successful transitions.

Responsibility

- The **Academic Committee** is responsible for approving the Access, Transfer and Progression opportunities set out in programme specific procedures by Programme Development Teams.
- The **Academic Coordinator** has ultimate responsibility for the implementation of policy and procedure pertaining to Access Transfer and Progression.
- The **Programme Leader** is responsible for assisting the Academic Coordinator in the implementation of policy and procedure specific to the programme they are responsible for.
- The **Quality Officer** is responsible for monitoring and maintaining the overall alignment of BMGLC's policy and procedures pertaining to Access, Transfer and Progression to QQI's guidelines and policy statements.

Approved by:	
Academic Committee	

Related legislation, regulation or guidelines:

- QQI Policy Restatement: Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training 2015.
- Core Statutory Quality Assurance Guidelines 2016 (QQI).
- Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI).
- Policies and criteria for the validation of programmes of education and training 2017 (QQI)
- Awards Standards for Teaching English as a Second or Other Language at NFQ levels 6 -9

For assessment of learners, moderation and procedures for checking, rechecking and appeals please see Section 8 of the School's QA Manual

2.3 Procedures for Making Awards

Not Applicable

2.4 Teaching, Learning and Assessment
Teaching and Learning

BMGLC have developed a Learning and Teaching Strategy that articulates and guides best practice within the school. The strategy is aligned to the school's mission statement:

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

The BMGLC Learning and Teaching Strategy rests on three key pillars of activity. These are: curriculum development, staff development and programme monitoring & review. Each of these areas of activity is guided by specific policies and procedures within the school's Quality Assurance Framework (QAF).

<u>Visual Representation of BMGLC Learning and Teaching Strategy</u>

Mission Statement
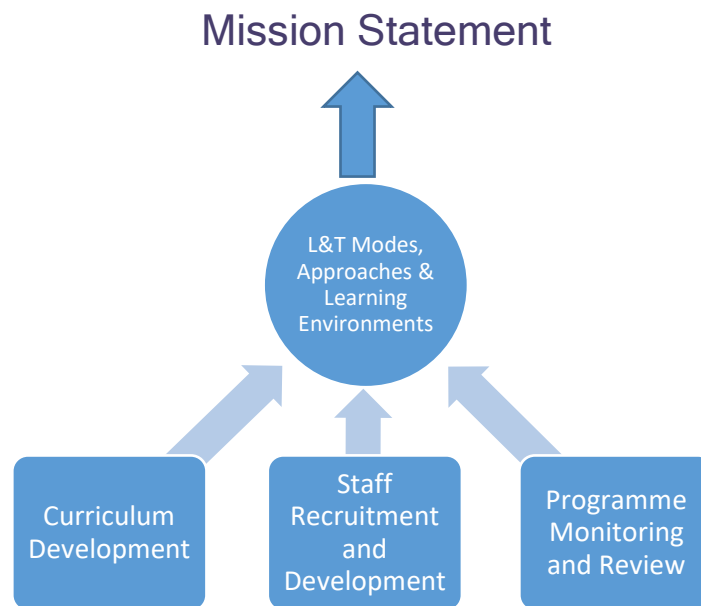
<u>Integration of the Quality Assurance Framework to the Learning and Teaching Strategy at BMGLC</u>

The QAF provides a foundation for the effective realization of the Learning and Teaching Strategy in day-to-day practices at the school. Three key pillars of activity support this:

<u>Pillar 1: Curriculum Development</u>

This encompasses all activity pertaining to ongoing review and enhancement of the curriculum, including both learning materials and pedagogic approaches. Curriculum review and enhancement activities at BMGLC are responsive to the changing needs of learners, the evolution of practices in TESOL, and technological developments in the education sector.

Relevant Documents: See <u>*BMGLC QA MANUAL*</u>

- Policy & Procedure for Development & Approval of Programmes <u>QA Manual</u> p46
- Policy & Procedure for the Update of Programmes of Education & Training <u>QA Manual</u> p52
- Terms of Reference – Programme Boards <u>QA Manual</u> p11
- Policy & Procedure on Assessment <u>QA Manual</u> p89

Pillar 2: Staff Recruitment and Development

This includes the recruitment of high calibre teaching staff, and provision of strategically aligned Continuing Professional Development (CPD) for all staff engaged in teaching or academic support. Opportunities for CPD are facilitated internally under the direction of the Academic Coordinator and the Academic Committee. Staff are additionally supported to pursue external CPD opportunities, such as attendance at conferences or further studies, on a case-by-case basis.

Relevant Documents:

- Policy & Procedure for Recruitment and Induction of Teaching Staff QA Manual p71
- Policy for Professional Development of Teaching Staff QA Manual p78

Pillar 3: Programme Monitoring & Review

This encompasses all ongoing monitoring and review activities that provide insights to the learner experience within BMGLC programmes, including those related to the quality of teaching. Feedback is routinely collected from learners on both in class and out of class aspects of their experience at BMGLC. This is supplemented by the collection of feedback from teaching staff and other stakeholders in relation to programme delivery, and data on student outcomes and completion. All of these indicators are reviewed by Programme Boards, the Academic Coordinator, the Quality Officer and the Academic Committee, and decisions may be taken in relation to areas identified for improvement. Teaching staff are also routinely observed by team leaders or the Academic Coordinator, and provided with feedback and guidance on teaching performance as necessary.

Relevant policies and procedures:

- Chapter 2 - Governance and Management of Quality QA Manual p6
- Policy and Procedure for Ongoing Review of QAF Documentation QA Manual p44
- Policy for Monitoring Effectiveness of Teaching Staff QA Manual p75
- Policy & Procedure for Ongoing Monitoring & Periodic Review of Programmes QA Manual p50

The Bridge Mills

Galway Language Centre

Policy for Assessment

QA Area (s)	Assessment of Learners
Applies to	☐ Staff only ☐ Learners only ☒ Staff and learners
Policy Owner	Academic Coordinator

Purpose

The purpose of this policy is to set out the principles underpinning Assessment of Learners at BMGLC, in alignment with QQI's Assessment and Standards, 2013 and the Core Statutory QA.

Scope

This policy applies specifically to QQI validated programmes. Therefore, it is intended to interface with the programme specific assessment strategy of the QQI Level 7 SPA TESOL Certificate Programme.

Policy

Assessment

The assessment of learning is understood at BMGLC as a complex process. In the context of BMGLC programmes, assessment of learners entails appropriately and experienced qualified persons making inferences about a learner's knowledge, skills or competence. This is always based on appropriate evidence, and evaluations are criterion-referenced, meaning they are made with reference to pre-defined standards.

BMGLC is committed to carrying out assessment in a fair, transparent and consistent manner. The principles underpinning assessment of learners enrolled on QQI programmes at BMGLC are designed to reflect QQI policy, and are as follows:

Learners are responsible for

- demonstrating their achievement of the learning outcomes
- undertaking assessment in a fair and honest manner

Assessment methods

- support credible evaluations of the achievement of learning outcomes
- support effective teaching and learning
- are regularly reviewed and improved
- are valid, fit for purpose and reliable
- incorporate reasonable accommodations
- are completed in a timely manner and results communicated to the learner

Assessment processes

- Are transparent and easily accessed by learners and other stakeholders
- Are clearly communicated to learners within a programme
- Are equitable, and reflect QQI's guidelines
- Are subject to internal moderation and external authentication
- Include procedures to facilitate learners seeking a recheck, review or appeal of an assessment decision

Responsibility

- The **Academic Committee** is responsible for approving this policy and associated procedures pertaining to assessment, and delegating appropriate responsibility to the Exam Board.
- The **Academic Coordinator** with the help of the **Programme Leader** has ultimate responsibility for the implementation of policy and procedure pertaining to Assessment in the context of a specific programme.
- The **Quality Officer** is responsible for monitoring and maintaining the overall alignment of BMGLC's policy and procedures pertaining to Assessment to QQI's guidelines and policy statements.

Version 1.0	**Date Approved:**	**Approved by:**
		Academic Committee
	December 2020	

Related legislation, regulation or guidelines:

- Assessment and Standards, Revised 2013 (QQI).
- Core Statutory Quality Assurance Guidelines 2016 (QQI).
- Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI).

The Bridge Mills

Galway Language Centre

Procedure for External Examining

QA Area (s)	• Assessment of Learners • Self-evaluation, Monitoring and Review
Applies to	☒ Staff only ☐ Learners only ☐ Staff and learners
Policies this Procedure relates to	Policy for Assessment

Procedure

The external examiner plays a key role in ensuring that assessment procedures are fit-for-purpose, valid, reliable, fair and consistent. External examination ensures the quality of the overall programme and learner performance, and highlights areas to be addressed or enhanced. The external examiner is also involved in the consideration of borderline cases. BMGLC welcomes recommendations and feedback from external examiners. The reports of external examiners are considered by the Exam Board, Programme Boards and the Academic Committee, and contribute to BMGLC's self-monitoring and review processes.

Steps:

1. In every instance, the external examiner is provided with the following: the module descriptor and MIPLOs, learner results, a record of internal moderation outcomes, assessment briefs, marking schemes & the internal verification report.
2. The external examiner randomly samples assessments from each band of attainment, and is additionally provided with any assessments which were problematic during internal moderation.
3. The external examiner determines if the learners' attainment is sufficient to meet the standards required for the relevant award in the discipline, and is appropriate to the marks/grades allocated.
4. The external examiner returns a report summarising the above and making any recommendations to the Programme Leader, for review and discussion at the subsequent meeting of the Exam Board.

N.B. The external examiner may additionally observe students undertaking teaching practice on a semi-regular basis. In those instances, the external examiner observes a live assessment process.

Version 1.0	Date Approved: February 2020	Approved by: Academic Committee

Related legislation, regulation or guidelines:

- Assessment and Standards, Revised 2013 (QQI).
- Core Statutory Quality Assurance Guidelines 2016 (QQI).
- Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI).

Learning Environment

BMGLC are committed to ensuring a consistently high standard of learning environment is provided for all learners.

Classroom facilities are equipped with free Wi-Fi, and are carefully monitored to ensure lighting, ventilation, heating and furnishings are conducive to learning. Classrooms have sufficient breakout space to facilitate pair and group work. Projection equipment and teacher laptops are available in classrooms to facilitate use of multimedia and digital tools.

In addition, informal learning and social spaces are made available to all enrolled learners. These include the student library, listening lab and student common room. The school social programme further supports language students by providing opportunities for them to engage in authentic interactions and informal learning opportunities within the wider community.

The Bridge Mills

Galway Language Centre	
Policy for Copyright Compliance	
QA Area (s)	● Teaching and Learning
Applies to	☐ Staff only ☐ Learners only ☒ Staff and learners
Policy Owner	Quality Officer

Purpose

The purpose of this policy is to establish and detail the school's copyright compliance measures in relation to the reproduction, distribution and exhibition of copyrighted material.

Scope

This policy applies to all students and staff (academic, operational, administrative) at BMGLC.

Policy

Given its nature, the reproduction, distribution and exhibition of materials is inevitable within BMGLC. With this in mind, BMGLC will:

1. Comply with Irish copyright legislation and purchase all necessary copyright licences and comply with the terms of these licences.

   The *Licence Certificate issued by the Irish Copyright Licensing Agency GLC. (ICLA) grants BMGLC a licence to copy certain material protected by copyright, as long as this copying is done on the premises and does not breach the ICLA's excluded works list. The excluded*

works list is available next to the Licence Certificate.

Similarly, the Umbrella Licence Certificate issued by the Motion Picture Licensing Company (MPLC) ensures copyright compliance for the legal use of all DVD/Bluray, streaming, downloads or broadcast produced and/or distributed by MPLC-affiliated producers.

2. Display these licences and associated guidelines in areas where the reproduction, distribution and exhibition of materials may occur. This includes staff notice boards, next to the staffroom and photocopier, and near or around staff computers.

3. Educate all staff on copyright use and legislation, including, but not limited to, referencing/crediting authors, photocopying allowances/restrictions, and the proper use of digital material.

4. Respect all creator rights, including the rights of third-party material owners, and the rights of teachers or students who have developed material during or prior to their tenure in the school.

The Quality Officer is responsible for ensuring staff and students are given all relevant information in relation to copyright use and copyright legislation.

Responsibility

- The **Academic Coordinator** and **Quality Officer** are responsible for ensuring staff and students are aware of and comply with the school's policy on the Reproduction, Distribution and Exhibition of Copyrighted Material.
- All **staff** and **students** at the BMGLC are responsible for adhering to the policy and procedure for the Reproduction, Distribution and Exhibition of Copyrighted Material.

Version 1.0	**Date Approved:**	**Approved by:**
		Board of Directors
	January 2020	Academic Committee

Related legislation, regulation or guidelines:

- Irish Copyright Licensing Agency CLG. Terms and Conditions of Language Schools License (2014) and User Guidelines (2016).
- Motion Picture Licensing Company DAC. Umbrella Licence Agreement Terms and Conditions (2017).

The Bridge Mills

Galway Language Centre

Procedure for Copyright Compliance

QA Area (s)	● Teaching and Learning
Applies to	☐ Staff only ☐ Learners only ☒ Staff and learners
Policies this Procedure relates to	Policy for Copyright Compliance

Procedure

1. Each respective licence issued to BMGLC **must** be displayed in areas where the reproduction, distribution and exhibition of materials may occur (e.g. next to every photocopier in the school, as well as on notice boards near or around a computer).
2. Current staff must be informed on Copyright policies and procedures. This is done via an information workshop given by the Quality Officer which will establish copyright legislation and day-to-day guidelines.
3. New teachers are informed on the school's Photocopying Policies and Procedures during Induction.
4. All students, current and future, must be informed on copyright policies and procedures. This is done via in-class announcements, with reference to Copyright guidelines and where they can be found in the school.
5. When an item of Copyright Material is reproduced, distributed or exhibited, the onus is on the individual student or member of staff to ensure the author/owner of the work is given due credit.
6. When an item of Copyright Material is reproduced, distributed or exhibited, the onus is on the individual student or member of staff to ensure the work, or the amount of this work, does not breach copyright (e.g. ICLA or MPLC Terms and Conditions).

   The Terms and Conditions for both ICLA and MPLC *licences are on-display in the school and should be referenced in the event of uncertainty to ensure adherence.*

Version 1.0	Date Approved:	Approved by:
		Board of Directors
	January 2020	Academic Committee

Related legislation, regulation or guidelines:

- Irish Copyright Licensing Agency CLG. Terms and Conditions of Language Schools License (2014) and User Guidelines (2016).
- Motion Picture Licensing Company DAC. Umbrella Licence Agreement Terms and Conditions (2017).

3.0 Learner Resources and Support

Student Services Officer

The Student Services Officer has responsibility for the coordination and delivery of high quality student support at the Bridge Mills Galway Language Centre. They are an important point of contact for learners on a day to day basis, and take functional responsibility for coordinating the collection of learner feedback and the logging of learner complaints.

Responsibilities Include:

- Proactively contributing to the development and evolution of learner support services of the Bridge Mills Galway Language Centre.
- Maintaining currency with quality assurance guidelines and codes of practice pertaining to learner support and provision of education and training to international learners; proactively working to align and maintain services at the school with these.
- Dealing directly with student queries, problems and issues unrelated to their course of study.
- Coordinating the collection and collation of student feedback; preparing regular reports on student feedback for the Operations Team, Academic Committee and Managing Director as appropriate.
- Coordinating logging and reporting of student complaints.
- Providing referrals to professional health, welfare and counselling services to learners as appropriate; ensuring that information pertaining to these is readily available throughout the school to all learners.
- Coordinating, maintaining and collating on-going lesson & attendance records kept by teachers.
- Coordinate the greeting of new students; coordinate and deliver new student induction
- Assisting in learner placement testing as required.
- Conducting the *Welcome Meeting* & *City Walk* for new students.
- Coordinating, reviewing and developing the school social programme and activities.
- Preparing documents for Student Visa holders as needed.
- Attending professional meetings and undertaking other reasonable duties as required.

Reporting
- The Student Services Officer reports to the Academic Coordinator.

Supports for Learners

<table>
<tr><td colspan="2" align="center">The Bridge Mills

Galway Language Centre

Policy for Learner Support</td></tr>
<tr><td>QA Area (s)</td><td>•   Supports for Learners</td></tr>
<tr><td>Applies to</td><td>☐ Staff only

☒ *Learners only*

☐ Staff and learners</td></tr>
<tr><td>Policy Owner</td><td>Student Support Officer</td></tr>
</table>

Policy

BMGLC is committed to providing all learners with a fair, accessible and supportive learning environment which allows them to study effectively and with minimum disruption. This is done through careful consideration of learner needs, which are routinely monitored through ongoing learner feedback.

This document outlines the systems and resources available to all learners enrolled at BMGLC, which are routinely monitored, reviewed and updated.

1. Learning Environment

   The school is dedicated to creating a positive, safe and supporting learning environment, providing students with reasonable access to support services and

routinely serviced facilities. The school monitors and acts upon learner feedback in relation to this on an ongoing basis.

2. Learner Induction

On day one of each new programme, all new students are given an induction talk in the school by the Student Support Officer. This gives new students an opportunity to meet other new students, and to receive important information pertinent to their time in the school. The induction talk covers a broad range of subject including:

- Details about the school and classes
- How to deal with issues in class
- How to deal with host family issues
- Information on visa applications for visa-requiring students
- Details about the Exit Exam which visa-requiring students must take
- School Social Programme
- Borrowing books in the school
- The Students Room
- Bike and Car hire in Galway

3. Student Handbook

All students are provided with a Student Handbook at the point of enrolment. This Handbook includes information about:

- Things to do in Galway
- School Activities
- Cultural Norms
- Study Advice
- Tests and Exams
- Visa rules
- Safety information
- Host family and Accommodation
- Additional Support Services

4. Counselling Services

Student welfare is considered a top priority at Bridge Mills Galway Language Centre, and any student who is experiencing difficulty or distress during their time in the school is encouraged to talk to the Student Support Officer, who can advise on external counselling services. This information is also available in the Student Handbook which is provided to every student upon enrollment.

5. Student Support Officer

The Student Support Officer has responsibility for the coordination and delivery of high-quality student support at Bridge Mills Galway Language Centre. He/She is an important point of contact for learners on a day-to-day basis, and takes functional responsibility for coordinating the collection of learner feedback and the logging of learner complaints.

The Student Support Officer works in the school's office and is available to talk to in the office throughout the day, or can be contacted via email (support@galwaylanguage.com).

6. Complaints & Appeals

An integral part of the school's Quality Assurance Framework is the development and implementation of Policies and Procedures addressing learner complaints and appeals. These can be invoked by any learner who feels they may have been unfairly disadvantaged. Please refer to the school's Quality Assurance Manual for specific Policies and Procedures regarding complaints and appeals.

7. Learner Representation

The Academic Committee is due to meet three times in any given year, and each meeting of the Committee will have a learner representative who can provide valuable insight and feedback on behalf of the student body. This representation ensures that learners enrolled in Bridge Mills Galway Language Centre are given an active voice, reinforcing the school's commitment to open communication and transparency.

8. Students Room, Library and Computers

The school provides students with a functional Students Room, fitted with free-to-use computers, photocopier, water cooler, tables and chairs for studying, and noticeboards with information pertinent to their time in the school. The school also provides free WiFi to all students.

The school operates a book borrowing scheme, whereby students can request to borrow any book available to them in the school and are charged a €5 deposit. This deposit is refunded when the student returns the book, provided the book is in the same good condition as when they borrowed it.

9. Access to Information

All learners have a right to request access to information relevant to their time in the school. Learners wishing to request information pertaining to their visa, counselling, support services, attendance, classes or performance in school are asked to go to the

office, where the Student Support Officer and Academic Coordinator are on hand to assist. Where a student is wishing to get involved in the school's social programme, sign up for workshops, travel in or around Ireland, get information on services in Galway, or has questions or feedback on school facilities, Members of Office Staff, the Office Manager, the Student Support Officer, and the Academic Coordinator are on hand to assist.

Responsibility

1. All **learners** are responsible for acting upon information and resources provided to them relevant to their time in the school, or as a result of a request.
2. The **Student Support Officer** has responsibility for the coordination and delivery of high-quality student support at Bridge Mills Galway Language Centre, and should be available on a day-to-day basis to guide or assist students where necessary.
3. The **Academic Coordinator** is responsible for the promotion of excellence in student support, dealing directly with student queries or issues, reviewing student feedback and developing action plans as appropriate.
4. **All Members of Staff** are responsible for assisting learners where assistance is clearly needed or requested.

Version 1.0	**Date Approved:**	**Approved by:**
	February 2020	Academic Committee

Related legislation, regulation or guidelines:

- Core Statutory Quality Assurance Guidelines 2016 (QQI).
- Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI).

4.0 QA of Research Activities and Programmes

Not Applicable

5.0 Staff Recruitment, Development and Support

Management Team

Purpose

The Management team provides leadership to staff at the Bridge Mills Galway Language Centre, and ensures effective coordination between the academic and administrative functions of the school.

Composition and Membership

  I.   Managing Director
  II.   Academic Coordinator
  III. Office Manager

Functions and Responsibilities

The Management Team:

  I.   Manages the school's day to day academic and administrative activities
  II.   Manages budgets and the allocation of the school's resources
  III. Is responsible for the recruitment, induction and line management of staff
  IV.   Provides advice to the Managing Director on all areas of responsibility

Meetings

The team meets formally once per month, and convenes informal meetings as necessary.

Operations Team

Purpose

The Operations Team provides an open forum for administrative staff and the management team of the Bridge Mills Galway Language Centre to review performance, communicate plans and activities and address any improvements needed in the day to day running of the school.

Composition and Membership

  i.   Managing Director
  ii.   Training and Quality Manager
  iii. Academic Coordinator
  iv.   Student Services Officer
  v.   Office Manager
  vi.   Host Family Coordinator
  vii. Evening Administrator

viii.   Financial Administrator

ix.   Intern

Functions and Responsibilities

The Operations Team:

i.   Reviews, plans and monitors day to day operations.

ii.   Makes recommendations to Boards and Committees as appropriate.

iii.   Reviews sales and marketing activity.

iv.   Reviews quality assurance and accreditation related services.

Meetings

The team meets formally once per month, and convenes informal meetings as necessary.

The Bridge Mills

Galway Language Centre

Procedure for Staff Recruitment and Management

QA Area (s)	• Staff Recruitment, Management and Development
Applies to	☒ Staff only ☐ Learners only ☐ Staff and learners
Policies this Procedure relates to	Policy for Staff Recruitment, Management and Development
Purpose:	

To have fair, clear and consistent recruitment criteria and a recruitment process in place in line which is compliant with all relevant employment legislation and upholds BMGLC's commitment to hiring the best candidate for a given position.

Procedure:

1. When, for whatever reason, it is deemed necessary to undergo a recruitment process for a given position or positions, it is the responsibility of the relevant member of Management to produce a job specification. This job specification should, at a minimum, include:
   a. The job title and its place within the school's organisational structure
   b. A broad description of the role and a list of duties and responsibilities
   c. Specific skills, qualifications or expertise needed to effectively carry out of the responsibilities of the role
2. The job specification is then advertised both internally and externally.
3. The relevant member of Management reviews all CVs and applications submitted for a given position, assessing them fairly and justifiably against the listed criteria.
4. After reviewing all CV and application submissions, the relevant member of Management creates a short-list of candidates. The short-listing of candidates should be conducted in a fair, unbiased, and non-discriminatory manner.
5. In the unlikely event that no candidate fulfils the criteria, a review will be taken of the job specification before it is advertised again.
6. All short-listed candidates will be contacted prior to their interview to inform them of what to expect in the interview.
7. All interviews should be conducted in a fair and consistent manner, taking consideration of the school's Interview Guidelines and Employment and Equality Legislation.
8. Upon completion of interviews, candidates are reviewed and their referees contacted.
9. Where a candidate is successful in their application, they shall be contacted and notified by the relevant member of Management, with a request to complete Garda vetting of the candidate -a process which is initiated by BMGLC (a requirement of the School's Child Protection Policy). If a candidate refuses to allow BMGLC vet them the application cannot be processed further.
10. Where a candidate is unsuccessful in their application, they shall be contacted and notified by the relevant member of Management.
11. Following successful vetting all new staff are given a letter of acceptance and the Staff Handbook and go through induction training specific to their role. This is conducted by the relevant member of Management.
12. A contract of employment is issued to the staff member within 5 working days of acceptance of the position by the candidate.

Responsibility

1. **Members of Management**, in the context of Staff Recruitment, can refer to either the **Managing Director** or the **Academic Coordinator**.
   - The **Managing Director** is responsible for recruitment and appointment of staff in the Operations branch of the school. This includes Administrative Staff.

- The **Academic Coordinator** is responsible for the recruitment and appointment of staff and in the Academic branch of the school. This includes teachers and teacher-trainers.
2. The **Candidate** is responsible for ensuring all information submitted to the school in their CV and Application is up to date, accurate and verifiable.

Version 1.0	Date Approved:	Approved by:
		Academic Committee
	January 2020	Board of Directors

Related legislation, regulation or guidelines:
- Core Statutory Quality Assurance Guidelines 2016 (QQI).   - Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI).

	The Bridge Mills Galway Language Centre **Policy for Staff Development**
QA Area (s)	Assessment of Learners
Applies to	☒ Staff only ☐ Learners only ☐ Staff and learners
Policy Owner	Academic Coordinator
Purpose	

The purpose of this policy is to set out the principles for Staff Development at BMGLC, in alignment with QQI's Assessment and Standards, 2013 and the Core Statutory QA Guidelines.

Scope

This policy applies to all part-time and full-time staff at BMGLC, inclusive of those holding teaching, administrative, management or support roles.

Policy

BMGLC is committed to the provision of opportunities for Continuing Professional Development (CPD) of all staff. Opportunities for CPD may occur internally or externally, and are enhancement-focused. Although indicative activities may overlap, CPD is understood as distinct from Management of Staff Performance, which takes place within a more supervisory and potentially remedial context.

CPD for all staff is actively promoted by BMGLC leadership and management. Examples of CPD activities that BMGLC may support include, but are not limited to, the following:

- Attendance at in-house workshops and seminars;
- Attendance at externally facilitated workshops, conferences or industry events;
- Membership or affiliation of the school community to professional bodies in the sector;
- Mentoring and coaching of junior staff;
- Observation of teaching by a senior colleague;
- Peer observation schemes;
- Accredited and non-accredited learning.

Support for CPD may entail:

- Time release;
- Payment for hours spent engaged in CPD activities;
- Full/partial financial support as appropriate.

To ensure that the allocation of BMGLC's resources to CPD remains closely aligned to the school's strategy and mission, and that decision-making is conducted in a fair, transparent and appropriate manner, staff are required to follow the associated *Procedure for Staff Applications for Continuing Professional Development Support*.

As BMGLC's resources are not unlimited, the allocation of support for CPD funding always entails a consideration of factors including:

- The strategic value of the proposed activity to the school;
- The cost of the proposed activity;
- The potential impact of the proposed activity on the quality of learning and teaching, student learning and the student experience;
- The appropriateness of the proposed activity to career stage of the relevant staff member(s);
- The potential for benefits/learning from the proposed activity to be shared/disseminated within the school community by the relevant staff member(s);
- The workplace behaviour and performance of the relevant staff members(s);
- The length of time the relevant staff member has been employed by the school.

Responsibility

- The **Academic Committee** is responsible for approving this policy and associated procedures pertaining to staff development, making recommendations to the **Board of Directors** on staff development, and delegating appropriate functional responsibility for managing staff development to the **Academic Coordinator**.
- The **Academic Coordinator** is responsible for making recommendations to the **Academic Committee** pertaining to staff development, and obtaining approval from the **Managing Director** for staff development activities that have funding or resource requirements.
- The **Managing Director** is responsible for approving the allocation of funding and other resources for the purpose of staff development.
- The **Quality Officer** is responsible for monitoring and maintaining the overall alignment of BMGLC's policy and procedures pertaining to Staff Development to QQI's guidelines and policy statements.

The Bridge Mills

Galway Language Centre

Procedure for Staff Applications for Continuing Professional Development Support

QA Area (s)	• Staff Recruitment, Management and Development
Applies to	☒ Staff only

	☐ Learners only
	☐ Staff and learners
Policies this Procedure relates to	Policy for Staff Development

Purpose:

To ensure that the allocation of BMGLC's resources to CPD remains closely aligned to the school's strategy and mission, and that decision-making is conducted in a fair, transparent and appropriate manner

Procedure:

1. The staff member/s applying for CPD support are encouraged to seek advice and input on their proposed application informally with both peers and managers prior to submitting a formal application if they wish.
2. The staff member applying for CPD sends an email to their manager outlining the following:
   I. The specific nature of the CPD they wish to engage with (e.g. formal study or conference attendance; dates, locations and other practical information)
   II. The specific nature of the support requested from BMGLC (e.g. allocated time, financial support, mentoring)
   III. The potential value/benefit of the CPD to the staff member as an individual
   IV. The potential value/benefit to BMGLC as a community
3. The staff member's manager considers the application, referring to the criteria outlined in the *Policy for Staff Development.*
4. Where the request has *no or negligible* resource implications the relevant manager (usually the Academic Coordinator or Office Manager) may approve the request as they deem appropriately, and communicate the outcome directly to the staff member.
5. Where the request has resource implications, the relevant manager brings the request to the Managing Director along with a recommendation to approve or not approve the request.
6. Following discussion between the relevant manager and the Managing Director, a decision is reached and the outcome communicated to the staff member by their manger.
7. Where an application is approved, this may be conditional. Any conditions will be communicated to the staff member at the time at the same time the outcome is communicated. *An example of a condition would be: attendance at a conference being sponsored by the school conditional to the staff member facilitating a CPD session for peers based on learning from that conference after their return.*

Responsibility

- The **Relevant Manager**, is responsible for evaluating applications for CPD in line with the Policy for Staff Development, and bringing applications with resource implications to the Managing Director for discussion.
- The **Managing Director** is responsible for evaluating applications brought to their attention, taking into account the recommendation of the relevant manager and the cost/resource implications.
- The **Staff Member** is responsible for providing relevant, truthful and specific information regarding the CPD application.

Version 1.0	Date Approved: January 2020	Approved by: Academic Committee Board of Directors

Related legislation, regulation or guidelines:

- Core Statutory Quality Assurance Guidelines 2016 (QQI).
- Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI).

6.0 Information and Data Management

Protection Governance Framework

Purpose

GDPR places onerous accountability obligations on controllers and processors to demonstrate compliance.

The purpose of the Data Protection Governance Framework is to ensure Bridge Mills Galway Language Centre has good governance in the management of personal data processed as a controller and a processor.

Objective

To ensure personal data processed as a controller and/or a processer is monitored, controlled and recorded by the appropriate members of Bridge Mills Galway Language Centre throughout the lifecycle from creation, processing, storage, transmission, deletion and destruction of personal data. Privacy by design and data protection by default must be standard practice for processing all personal data within Bridge Mills Galway Language Centre.

To provide an accountability approach by: -

Documenting policies and procedures to be implemented by all staff

Building a culture of data protection in the office, on client site and while transferring data

Educating all staff to ensure data protection encompasses the whole lifecycle of data in use, in transit and in rest whether physical or logical

Providing the infrastructure for ongoing, efficient data protection management

Developing a data protection risk mitigation strategy (specifically for the individual)

Embedding data protection risk management throughout Bridge Mills Galway Language Centre

Empowering Partners and Managers to assume responsibility for ensuring maintenance of Accountability Framework.

Scope

The scope of this policy is to cover all categories of personal data held on various data subjects including but not limited to: -

Students

Guardians

Teachers

Educational Partners

Host Families

Potential candidates for employment

Employees

Contractors

Sole Traders/Partnerships personal data

Sole Traders/Partnerships business personal data

Companies

Suppliers

Personal data is information relating to an identified or identifiable natural person ('data subject'). Identifiable natural person is one who can be identified, directly or indirectly, name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.

Data Protection Management

Bridge Mills Galway Language Centre will assign the management of personal data to Director@galwaylanguage.com. The role will include: -

Provide external training providers to inform Bridge Mills Galway Language Centre of their obligations under GDPR

Coordinate the monitoring of compliance to GDPR with the assistance of external consultants and management

Alert management when Data Protection Privacy Impact Assessments are required

Report to management

Being a member of the Data Breach committee

Data Protection Policy – Organisation

Everyone has rights with regards to how their personal information is handled. During Bridge Mills Galway Language Centre activities we may collect, store and process personal information about staff, students, guardians, host families, educational partners, clients and service providers, and recognise the need to treat this data in an appropriate and lawful

manner. Bridge Mills Galway Language Centre is committed to complying with its obligations in respect to all personal data it handles.

The school will identify key data that will be used as key performance indicators e.g. minimum and maximum learner numbers per programme, learner progression/learner attrition or drop-out rates, completion rates , graduation / certification rates including grade analysis and career paths of graduates where appropriate. This data will be analysed appropriately and reviewed by the Academic Committee and reported to the Board as performance indicators.

The types of personal data that Bridge Mills Galway Language Centre may be required to handle includes details of current, past and prospective employees, students, guardians, educational partners, host families, suppliers, customers and others that Bridge Mills Galway Language Centre communicates with. The information, which may be held on paper or on a computer or other media is subject to certain legal safeguards specified in the General Data Protection Regulation (GDPR) (EU) 2016/679 and other regulations. The GDPR impose restrictions on how Bridge Mills Galway Language Centre may collect and process data.

In accordance with GDPR, Patrick Creed is the designated 'Data Protection Lead' (DPL) within Bridge Mills Galway Language Centre and is responsible for all aspects of the Data Protection Policy and implementation of same.

This policy does not form part of any employee's contract of employment and it may be amended at any time. Any breach of this policy will be taken seriously and may result in disciplinary action up to and including dismissal.

Purpose and Scope of the Policy

This policy sets out Bridge Mills Galway Language Centre's rules on data protection and the legal conditions that must be satisfied in relation to the collection, obtaining, handling, processing, storage, transportation and destruction of personal and sensitive information.

If an individual considers that the policy has not been followed in respect of personal data about themselves or others, they should raise the matter with the DPL.

Definition of Data Protection Terms

Data – Information which is stored electronically, on a computer, or in certain paper-based filing systems. This includes IT systems and CCTV systems.

Data Subjects - For the purposes of this document includes all living individuals about whom Bridge Mills Galway Language Centre holds personal data.

Personal Data – Data relating to a living individual who can be identified from the data (or from that data and other information that is in, or likely to come into the possession of the data controller). Personal data can be factual (such as a name, address or date of birth) or it can be an opinion (such as a performance appraisal).

Data controllers – The individuals or organisations who control and are responsible for keeping and use of data.

Data users – Employees whose work involves using personal data. Data users have a duty to protect the information they handle by following Bridge Mills Galway Language Centre's data protection security policies at all times.

Processing – Performing any operation or set of operations on data including: -

Obtaining, recording or keeping data

Collecting, organising, storing, altering or adapting the data

Retrieving, consulting or using the data

Disclosing the information or data by transmitting, disseminating or otherwise making it available

Aligning, combining, blacking, erasing or destroying the data

Sensitive personal data – Information about a person's racial or ethnic origin, political opinions, religious or similar beliefs, trade union membership, physical or mental health condition or sexual life, criminal convictions or the alleged commission of an offence. Sensitive personal data can only be processed under strict conditions and will usually require the express consent of the person concerned.

Data Protection Principles

Anyone processing personal data must comply with the eight enforceable principles of good practice. These provide that personal data must be: -

Obtained and processed fairly

GDPR's are intended not to prevent the processing of personal data, but to ensure that it is done fairly and without adversely affecting the rights of the data subject. The data subject must be told who the DPL is, in this case Patrick Creed, the purpose for which the data is to be processed by Bridge Mills Galway Language Centre and the identities of anyone to whom the data may be disclosed or transferred.

For personal data to be processed lawfully, certain conditions must have been met. These may include, among other things, requirements that the data subject has consented to the processing, or that the processing is necessary for the legitimate interest of the data controller

or the party to whom the data is disclosed. When sensitive personal data is being processed, more than one condition must be met. In most cases the data subject's explicit consent to the processing of such data will be required.

Kept only for one or more specified, explicit and lawful purposes

Personal data may only be processed for the specific purposes notified to the data subject when the data was first collected or for other purposes specifically permitted by GDPR. This means that personal data must not be collected for one purpose and used for another. If it becomes necessary to change the purpose for which the data is processed, the data subject must be informed of the new purpose before any processing occurs. Any employee personal data collected by Bridge Mills Galway Language Centre is used for ordinary Human Resources purposes. Where there is a need to collect employee data for another purpose, Bridge Mills Galway Language Centre will notify the employee of this and where it is appropriate will get employee consent to such processing.

Used and disclosed only in ways compatible with these purposes

Personal data should only be collected to the extent that it is required for the specific purposes notified to the data subject. Any data which is not necessary for that purpose should not be collected in the first place.

Kept safe and secure

Bridge Mills Galway Language Centre and its employees must ensure that appropriate security measures are taken against unlawful or unauthorised processing of personal data, and against the accidental loss of, or damage to, personal data.

GDPR require Bridge Mills Galway Language Centre to put in place procedures and technologies to maintain the security of all personal data. Personal data may only be transferred to a third-party data processor if the third party has agreed to comply with those procedures and policies or has adequate security measures in place.

The following must be maintained: -

Confidentiality – Only people authorised to use the data can access it. Bridge Mills Galway Language Centre will ensure that only authorised persons have access to an employees' personal file and any other personal or sensitive data held by Bridge Mills Galway Language

Centre .Employees are required to maintain the confidentiality of any data to which they have access.

Integrity – Personal data is accurate and suitable for the purpose for which it is processed.

Availability – Only authorised users should be able to access the data if they need it for authorised purposes

Security Policy / Procedures include: -

Secure lockable desks and cupboards. - Clear desk policy, all desks and cupboards remain locked when not in use. (Personal information is always considered confidential) and treated with extra precautions ensuring no one can see work that contains the same.

Methods of disposal. – Paper documents must be shredded. All removable media should be wiped and physically destroyed when no longer required.

Equipment – Data users should ensure that individual monitors do not show confidential information to passers-by and that the screen saver starts as soon as their PC is unattended.

ISO 27001 - Compliance is required to all Policies with regards to ISO27001, including the IT Security Policy documents.

Kept accurate, complete and up to date

Personal data must be accurate and kept up to date. Information which is incorrect, or misleading is not accurate, and steps should be taken to check the accuracy of any personal data at the point of collection and at regular intervals afterwards. Inaccurate or out-of-date data should be destroyed. Employees should ensure that they notify the DPL and Human Resources of any relevant changes to their personal information so that it can be updated and maintained accurately. Examples of relevant changes to data would include a change of address.

Adequate, relevant and not excessive

Retained for no longer than is necessary for the purpose or purposes for which it was collected

Personal data should not be kept longer than is necessary for the purpose. For guidance in relation to data retention to data retention employees should contact their manager. Bridge Mills Galway Language Centre has various legal obligations to keep certain employee data for a specified period. In addition, Bridge Mills Galway Language Centre may need to retain personal data for a period to protect its legitimate interests.

Provided to data subjects as requested

Data must be processed in line with data subject's rights. Data subjects have a right to: -
Request access to any data held about them by the Data Controller

Prevent the processing of their data for direct marketing purposes

Ask to have inaccurate data amended

Prevent processing that is likely to cause or distress to themselves or anyone else

Dealing with Subject Access Requests

A formal request from a data subject for information that Bridge Mills Galway Language Centre holds about them must be made in writing. Any employee who receives a written request in respect of data held by Bridge Mills Galway Language Centre should forward it to the Data Controller.

Providing Information Over the telephone

Any employee dealing with telephone enquiries should be careful disclosing any personal information held by Bridge Mills Galway Language Centre over the phone. The employee should: -

Check the identity of the caller to ensure that information is only given to a person who is entitled to that information

Suggest that the caller put their request in writing if the employee is not sure about the identity of the caller and in circumstances where the identity of the caller cannot be verified

Refer the request to their manager and/or the Data Controller for assistance in difficult situations. No employee should feel forced into disclosing personal information.

Direct Marketing

At Bridge Mills Galway Language Centre, it is our policy not to contact any potential individuals without their permission. To comply with this policy, our pre-sales employees are requested to ensure the following: -

Do not call or email another organisation until it is confirmed that they have a web presence or already in the public domain with their contact details such as address and telephone number published on the same.

When a call is made, permission must be sought to get the correct contact information such as the relevant decision maker with regards to IT purchasing. A record must be kept of whom our employee spoke to and date and time of the call.

All email contact must contain an 'Opt-Out' clearly identified options.

We do not market via Postal, Text or Fax.

All Opt-Outs must be respected (telephone or electronic) by deleting the contact permanently.

Policy Review

Bridge Mills Galway Language Centre will continue to review the effectiveness of this policy to ensure it is achieving its stated objectives on at least an annual basis and more frequently if required considering changes in the law and organisational or security changes.

Data Information and Management [QA Manual](#) p117

7.0 Public Information and Communication

The Bridge Mills Galway Language Centre **Policy for Public Information and Communication**	
QA Area (s)	• Public Information and Communication
Applies to	☒ Staff only ☐ Learners only ☐ Staff and learners
Policy Owner	Office Manager

Policy

BMGLC is committed to the publication of "clear, accurate, up to date and easily accessible"[1] information, and ensures that all information published by the school or external sources (i.e. Agents) is monitored for accuracy and honesty on an ongoing basis.

Information, in this context, is any information about the school that is available publicly or specifically promoted. It can, therefore, refer to any of the following:

1. Essential and legal details about the school.
   (e.g. full name, location of school, directors and key staff, legal and accreditation status, contact details)

   These are available on the school website, and through official documentation which is available upon request.

(Reviewed and updated, where necessary, annually)

2. Programmes of Education and Training, their respective accreditation/validation status, and the awards they may lead to, where relevant. This includes the name of the awarding body, the title of the award and whether the award is recognized in the National Framework of Qualifications (NFQ) and if so, the award type and level.

   - For all TESOL Training programmes, it is clearly stated that graduates wishing to teach within Ireland will have to be Garda vetted prior to taking up a teaching position, and graduates wishing to teach elsewhere should check the specific requirements of that context/country.

   These are available on the school website, in the Quality Assurance Manual, and through official documentation which is available upon request.

   (Reviewed and updated, where necessary, annually)

3. Access, Transfer and Progress (ATP), Recognition of Prior Learning Procedure (RPL) and other relevant (Prospective) Learner information in relation to Programmes of Education and Training.

   These Policies and Procedures are available in the Quality Assurance Manual.

   (Reviewed and updated as and when appropriate)

4. The school's Quality Assurance Framework and Key Publications (e.g. QA Manual).

   This information is available in the Quality Assurance Manual*, which is available on the school website and upon request.*

   (Reviewed and updated throughout the year)

5. Information for Prospective and Enrolled learners, including details of Protection for Enrolled Learner (PEL) arrangements if PEL is a requirement.

   This information is given in the welcome pack to students, during the induction talk, in the Student Handbook, in the Quality Assurance Manual, on the website and at school conferences and events.

   (Reviewed and updated annually)

6. School Social Programme and School Activities.

   This information is available through *Social Media, School Noticeboards, and Printed handouts in the office.*

   (Updated weekly and monthly)

7. Information Provision and Data Management

   This information includes *details of how the school processes and manages data is available on the school website and in the Quality Assurance Manual.*

   (Reviewed and updated, where necessary, annually)

8. Marketing Materials

This information is available through brochures which are available in the office, and through o*nline advertisements (e.g. Promoted Posts on Social Media), and at conferences, workshops and events where BMGLC has an active presence.*

(Reviewed and updated, where necessary, annually)

Where information provision involves active engagement with the public/stakeholders, all communications shall be conducted in an honest, respectful and friendly manner.

Agents

BMGLC has dealings with a number of Agents on a regular basis, and the school takes very seriously Principle 2 of the London Statement which requires Agents to "provide current, accurate and honest information in an ethical manner"[2].

For this reason, the school has specific processes in place for the ongoing and routine monitoring of Agents Communications. Please refer to the *Procedure for Agents Communications Monitoring* for details.

Responsibility

- **Members of Office Staff**, overseen by the **Office Manager**, are responsible for the dissemination of all public information, and ensuring these documents are up-to-date. This inherently requires close communication with other members of staff who have oversight of specific documentation.
- The **Quality Officer** oversees the authorship, maintenance and review of all documentation relevant to the Bridge Mills Galway Language Centre's Quality Assurance Framework.
- **Programme Leaders**, under the guidance of the **Academic Coordinator**, are responsible for the ongoing development and review of academic programmes, and producing programmes review documentation.
- The **Managing Director** is responsible for the maintenance and review of all legal documentation pertinent the school and its operations.
- The **Academic Committee** is responsible for approving all changes and updates to documentation that, in any way, directly affects or has an impact on the Academic Framework of the school.

Version 1.0	Date Approved: March 2020	Approved by: Academic Committee

Related legislation, regulation or guidelines:

- [1]Core Statutory Quality Assurance Guidelines, 2016 (QQI) - Section 9
- [2]Statement of Principles for the Ethical Recruitment of International Students by Education Agents and Consultants (Known as 'The London Statement'), 2012
- Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI).

BMGLC sources many of its students through links with Educational Agents who sell school courses locally in different countries. The school has a procedure for communicating with different educational agents and agencies.

<table>
<tr><td colspan="2" align="center">The Bridge Mills
Galway Language Centre

Procedure for Agent Communications Monitoring</td></tr>
<tr><td>QA Area (s)</td><td>
• Public Information and Communication
• Self-Evaluation, Monitoring and Review</td></tr>
<tr><td>Applies to</td><td>
☒ Staff only

☐ Learners only

☐ Staff and learners</td></tr>
</table>

Policies this Procedure relates to	Policy for Public Information and Communications

Purpose

This Procedure details the steps taken by BMGLC to ensure information disseminated by Agents to Prospective Learners, and information available publicly on Agents' websites, is "clear, accurate, objective, up to date and easily accessible."[1]

Procedure

BMGLC has dealings with a number of Agents on a regular basis, and the school takes very seriously Principle 2 of the London Statement which requires Agents to "provide current, accurate and honest information in an ethical manner"[2].

With this in mind, the monitoring of Agents and their respective websites is conducted in the following manner:

1. BMGLC provides all Agents with updated information each April. This information is pertinent to all Prospective Learners and the school requests that Agents update their websites and documentation within <u>one month</u> of receipt of this information.
2. Following this, each month a random selection of 25% of Active Agents is chosen for review by Administration (Agents with accurate information are not rechecked until all Active Agents have been checked once).
3. Agents who have not yet updated their information are given <u>two weeks</u> to do so or risk penalties from the school. Agents who fail to act in this time frame will be issued a notice from the school that their Agent agreement may be terminated in the following 30 days if they do not update their information. The school will issue a reminder at 14 days.
4. Monitoring continues each month throughout the year, ensuring all published information is accurate.
5. BMGLC will respond with immediate action, to any information given to it at any time, about inaccurate information being presented about BMGLC by its Agents.

Responsibility

1. **Administrative Staff**, overseen by the **Office Manager**, are responsible for updating school information, disseminating the updated information to relevant stakeholders, the periodic

review and monitoring of Agents, and contacting Agents where they find dishonest or outdated information.

2. **Agents** are responsible for ensuring all information and documentation related to BMGLC which is available publicly or disseminated to Prospective Learners is honest and up to date.

3. The **Managing Director** is responsible for advising on penalties pertaining to Agents who are found to be providing Prospective Learners with dishonest and/or outdated information.

Version 1.0	Date Approved: February 2020	Approved by: Academic Committee

Related legislation, regulation or guidelines:

- [1]Core Statutory Quality Assurance Guidelines, 2016 (QQI) - Section 9
- [2]Statement of Principles for the Ethical Recruitment of International Students by Education Agents and Consultants (Known as 'The London Statement'), 2012
- Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI).

8.0 Monitoring and Periodic Review

Documented Approach to Quality Assurance

The BMGLC is controlled by a Board of Directors. The Board of Directors provides strategic direction and corporate governance to the school. The Board of Directors appoints an Academic Committee to protect, maintain and develop the academic standards of the school. Responsibility for academic decision-making, and for overseeing and developing academic standards at the BMGLC, is therefore delegated to the Academic Committee by the Board of Directors. The Board of Directors appoints an independent chairperson to the Academic Committee, and there is a clear delineation of responsibility between the Board of Directors and the Academic Committee.

The development, monitoring and review of the Quality Assurance Framework at BMGLC will be:

- Consultative (the opinions of students, staff and other stakeholders will be sought and appropriately considered).

- Undertaken based on the subsidiarity principle (functions that can be carried out efficiently by smaller or lesser bodies within the school will not be exercised by larger or greater bodies; delegation of functions to the former will be accompanied by support from the latter)[7].
- Based on evidence and expertise, both internal and external.
- Presented in usable formats, written in plain English and available to staff and the public as required[8].

Consistent, i.e. policies and procedures will not contradict each other

The Bridge Mills Galway Language Centre **Policy for the Quality Assurance Framework at BMGLC**	
QA Area (s)	- Governance and Management of Quality - Documented Approach to Quality Assurance
Applies to	■ - Staff only ■ Learners only ■ X Staff and learners
Policy Owner	Managing Director
Purpose The purpose of this policy is to outline the principles governing the creation and maintenance of quality assurance policies and procedures at BMGLC.	
Scope This is an overarching policy. It therefore has relevance to the activities of all staff (academic, administrative, operations) and students within BMGLC.	
Policy The Quality Assurance Framework at BMGLC is comprised of a set of quality assurance policies and associated procedures. Policies and procedures are	

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[7] See Section 1.3 of Core Statutory Quality Assurance Guidelines 2016 (QQI).
[8] See Section 2.1 of Core Statutory Quality Assurance Guidelines 2016 (QQI).

supported functionally by a set of quality assurance resources. These are defined as follows:

d) **Quality Assurance Policy:** This sets out a principle or an intended course of action. Policies guide decision-making. Policies therefore establish the 'what to' in given situations.
e) **Quality Assurance Procedure:** This describes the specific actions undertaken to implement a policy. Procedures therefore guide the 'how to', not the 'what to'.
f) **Quality Assurance Resource:** This is a functional document that supports the implementation of policies and procedures. For example, an application form, checklist or handbook.

The development, monitoring and review of the Quality Assurance Framework at BMGLC will be:

- Consultative (the opinions of students, staff and other stakeholders will be sought and appropriately considered).
- Undertaken based on the subsidiarity principle (functions that can be carried out efficiently by smaller or lesser bodies within the school will not be exercised by larger or greater bodies; delegation of functions to the former will be accompanied by support from the latter)[9].
- Based on evidence and expertise, both internal and external.
- Presented in usable formats, written in plain English and available to staff and the public as required[10].
- Consistent, i.e. policies and procedures will not contradict each other.

Policies will be:
- Accompanied by a clear statement of purpose alongside who the policy applies to, responsibility for its implementation and the approving body.
- Based on clear and specific criterion, designed to guide how decisions are taken.
- Approved by the Board of Directors (if relevant to administrative or operational domains), the Academic Committee (if relevant to academic standards) or both (if relevant to both domains).
- Reviewed regularly on a two year cycle to ensure they remain implementable, aligned to the legislative and regulatory context, and are fit for purpose[11].

Procedures will be:

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[9] See Section 1.3 of Core Statutory Quality Assurance Guidelines 2016 (QQI).
[10] See Section 2.1 of Core Statutory Quality Assurance Guidelines 2016 (QQI).
[11] See Section 2.1 of Core Statutory Quality Assurance Guidelines 2016 (QQI).

- Developed to assist in the implementation of a parent policy; procedures cannot be developed in isolation.
- Designed for efficient and effective implementation.
- Approved by the Managing Director (if relevant to administrative or operational domains), the Academic Committee or its delegated subcommittee (if relevant to academic standards) or both (if relevant to both domains).
- Regularly reviewed on a two year cycle (or more frequently as required) to ensure they do not entail unnecessary administrative requirements[12].

Responsibility

- **The Board of Directors** is ultimate responsible for the development, approval, monitoring and review of quality assurance policies and procedures at the BMGLC.
- **The Academic Committee** is delegated responsibility by the Board of Directors for the development, approval, monitoring and review of all academic quality assurance policies and procedures.
- The **Academic Manager, Quality Officer** and relevant **Programme Leaders** have responsibility for the day to day management and implementation of the quality assurance policies and procedures within academic programmes.
- The **Operations Team** have responsibility for the implementation of the quality assurance policies and procedures within all operational and administrative activities.
- **All staff and students** at the BMGLC have responsibility for implementation of the quality assurance policies and procedures in the course of their work and studies.

Version:	Date Approved:	Approved by:
1.0		Academic Committee
	September 2019	Board of Directors

Related legislation, regulation or guidelines:

- Core Statutory Quality Assurance Guidelines 2016 (QQI).
- Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI).
- Assessment and Standards, Revised 2013 (QQI).
- Employment Equality Acts 1998 – 2015
- Disability Act 2005
- Data Protection Act 2018

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[12] See Section 1.3 of Core Statutory Quality Assurance Guidelines 2016 (QQI).

- Code of Practice for Provision of Programmes of Education and Training to International Learners 2015 (QQI).
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015).

Expert Panellists, Examiners and Authenticators

Explicit criteria and processes for the recruitment and engagement of external examiners are outlined in the School QA Manual Section 8.5 p96: Procedure for the Recruitment & Selection of External Examiners.

The recruitment process for any external, independent, national or international experts that BMGLC may need to engage will ensure, as per the Procedure for the Recruitment & Selection of External Examiners, that a declaration is made of any interests that could conflict, or might appear to conflict, with the role or responsibilities proposed by the provider.

<table>
<tr><td colspan="2" align="center">The Bridge Mills

Galway Language Centre

Procedure for the Recruitment & Selection of External Examiners</td></tr>
<tr><td>QA Area (s)</td><td>• Assessment of Learners
• Self-evaluation, Monitoring and Review</td></tr>
<tr><td>Applies to</td><td>☒ Staff only

☐ Learners only

☐ Staff and learners</td></tr>
</table>

Policies this Procedure relates to	Policy for Assessment

Definitions

1. **Moderation Body:** An independent body which connects Providers to independent subject-matter experts who externally examine/moderate a given programme.

2. **Nominee:** An independent subject-matter expert assigned to a Provider by a Moderation Body, but who has yet to be approved by the Provider's Academic Committee.

3. **External Examiner:** An independent subject-matter expert assigned to a Provider by a Moderation Body who has been approved by the Provider's Academic Committee and undergone a formal induction process.

Overview

Considering the key role External Examiners play in ensuring that assessment procedures are fit-for-purpose, valid, reliable, fair and consistent, it is pivotal for the External Examiner to be, as described by QQI, "an independent expert who is a member of the broader community of practice within the programme's field."[1]

For this reason, the nomination and appointment of External Examiners is assessed carefully and thoroughly by the Academic Coordinator with the approval of the Academic Committee. In the context of BMGLC, External Examiners are required only for the QQI TESOL Programme.

Procedure

1. It is the responsibility of the Academic Coordinator to recruit External Examiners for the QQI TESOL programme. This is done via contact with an independent Moderation Body, which connects providers to independent, subject-matter experts.
2. External Examiners are appointed by the Moderation Body for a maximum period of two years, after which the Moderation Body is responsible for appointing a new independent, subject-matter expert.
3. Once an External Examiner has been selected by the Moderation Body, the Nominee must sign a declaration that no conflict of interest exists between them and the Provider, and declaring any interests that might appear to conflict with the proposed role and responsibilities.
4. The Provider's Academic Committee must review and approve the nomination.

5. If the Academic Committee does not approve, the nomination of the External Examiner is considered unsuccessful. Should this event arise, the process may proceed in a number of given ways:
   a. Where, for whatever reason, a minor issue exists, the Provider or Moderation body (whoever is better equipped to deal with the issue) may be afforded time to rectify the problem. If, following this, the Committee is happy that the issue has been resolved, the nomination may be considered successful.
   b. Where, for whatever reason, a major issue exists, the Academic Coordinator, Academic Committee and Moderation Body should take the relevant course of action. This is determined on a case-by-case basis.
6. If the Academic Committee approves, the nomination of the External Examiner is considered successful, the induction of the External Examiner may commence, and they are provided with information and documentation by the Academic Coordinator relevant to the given programme.
7. The Academic Coordinator, through consultation with the Managing Director, arranges remuneration for the services of the External Examiner.

Responsibility

1. The **Academic Coordinator** is responsible for the recruitment of External Examiners for the QQI TESOL Programme via contact with an external Moderation Body.
2. The **Moderation Body** is responsible for assigning Providers with External Subject-Matter Experts. The Moderation Body is also responsible for all administrative aspects of external moderation.
3. The **Academic Committee** is responsible for approving the nominated External Examiner.
4. The **External Examiner (or 'Nominee', prior to approval)**, is responsible for verifying and maintaining absolute impartiality as long as they remain in appointment to a Provider.

Version 1.0	**Date Approved:**	**Approved by:**
	February 2020	Academic Committee

Related legislation, regulation or guidelines:

- Assessment and Standards, Revised 2013 (QQI).
- Core Statutory Quality Assurance Guidelines 2016 (QQI).
- Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI).

Self-Evaluation, Monitoring and Review

The Bridge Mills

Galway Language Centre

Policy for Self-Evaluation, Monitoring and Review

QA Area (s)	Assessment of Learners
Applies to	☒ Staff only ☐ Learners only ☐ Staff and learners
Policy Owner	Academic Coordinator

Purpose

The purpose of this policy is to set out the framework for Self-Evaluation, Monitoring and Review at BMGLC, in alignment with QQI's Core Statutory QA Guidelines.

Scope

This policy applies directly or indirectly to all members of the BMGLC community, inclusive of learners, and staff holding teaching, administrative, management or support roles.

Policy

BMGLC is committed to maintaining robust and systematic processes for review and self-evaluation as part of the school's overall quality assurance framework. Internal self-monitoring and self-evaluation processes are systematically integrated within the school's overall Quality Assurance Framework. Responsibilities for activities pertaining to this are clearly delineated within the Terms of Reference for various units of governance at the school and within the individual role descriptions outlined in the management structure in Chapter 2 of the QA Manual. These are particularly emphasized within:

- ToR Board of Directors
- ToR Academic Committee
- ToR Programme Boards
- ToR Examination Board

- Role & responsibilities: Managing Director
- Role & responsibilities: Academic Coordinator
- Role & responsibilities: Quality Officer
- Role & responsibilities: Student Support Officer
- Role & responsibilities: Programme Leader

In addition, the following policies and procedures provide direct guidance to Self-Evaluation, Monitoring and Review activities at the school:

- Policy for the QAF at BMGLC
- Procedure for Development of New Policies and Procedures
- Policy for Ongoing Review of QAF Documentation
- Procedure for Ongoing Review of QAF Documentation
- Policy for the Update of Programmes of Education and Training
- Procedure for the Update of Programmes of Education and Training
- Procedures for Collection of Learner and Staff Feedback
- Procedure for Monitoring Teaching Staff Performance
- Policy and Procedure for Complaints
- Policy and Procedure for Appeals

BMGLC's internal Quality Assurance Framework has been designed to align with the school's external QA obligations. BMGLC engages actively with QQI and additionally with a range of sector specific recognition/accreditation bodies (these are listed in Chapter 13 of the QA Manual). The outcomes of all external review processes are considered by the Academic Committee and the Board of Directors, and, where appropriate, action planning is instigated to address identified weaknesses.

Responsibility

- The **Academic Committee** is responsible for approving this policy and associated policies and procedures, and making recommendations to the **Board of Directors** on Self-Evaluation, Monitoring and Review.
- The **Academic Coordinator, Quality Officer and Student Support Officer** are jointly responsible for making recommendations to the **Academic Committee** pertaining to Self-Evaluation, Monitoring and Review.
- The **Quality Officer** is responsible for monitoring and maintaining the overall alignment of BMGLC's policy and procedures pertaining to Self-Evaluation, Monitoring and Review to QQI's guidelines and policy statements.

Policy Version 1.0	Date Approved:	Approved by:
	March 2020	Academic Committee

Related legislation, regulation or guidelines:
- Core Statutory Quality Assurance Guidelines 2016 (QQI).

- Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI).

The Bridge Mills

Galway Language Centre

Procedures for Collection of Learner and Staff Feedback

QA Area (s)	• **Programmes of Education and Training** • **Staff Recruitment, Management and Development** • **Self-Evaluation, Monitoring and Review**
Applies to	☐ Staff only ☐ Learners only ☒ Staff and learners
Policies this Procedure relates to	Policy for Self-Evaluation, Monitoring and Review

Procedure:

This document details the internal processes taken by the school to systematically gather feedback from learners and staff

The information gained through feedback provides invaluable insights to inform decision-making, guide continual improvement and enhance standards across the organization. Both staff and learner feedback are collected and reviewed on an ongoing basis.

1. Learner Feedback may be collected in the following ways:
    a. New students are asked to provide feedback on the first Wednesday of their stay. This collection of feedback is carried out by the Student Support Officer.
    b. The Academic Coordinator and Student Support Officer conduct a school-wide survey every quarter. Feedback is subsequently recorded and appropriate actions are taken to address them.

    c. Students can provide feedback by speaking with the Academic Coordinator or Student Support Officer in the office. Issues raised are recorded and appropriate actions are taken, where necessary, to address them.

    d. At the end of their course of study, all learners are provided with an exit questionnaire where they can provide comments and feedback on their experience in the school and their programme of education. (There are separate feedback documents for learners on ELE Programmes and learners on the QQI TESOL Programme)

    e. Where learner feedback refers directly to staff performance, appropriate actions may be taken by the Academic Coordinator to ensure the relevant member(s) of staff is/are both aware of an existing issue (although specific, identifying details will remain confidential) and that action must be taken to address the issue.

    f. If actions are initiated to address an issue, a further review is taken after a reasonable amount of time has passed to verify whether or not the actions taken are successful.

2. Staff Feedback may be collected in the following ways:

    a. Staff meetings which are held every four weeks provide teachers with an open channel for feedback and to raise concerns or issues. The meetings are chaired by the Academic Coordinator and all feedback is recorded. This means of feedback can provide a good indication of consensus, as more than one teacher may be experiencing a particular issue.

    b. Annual staff performance reviews give all staff the option to raise concerns. As these meetings are with the Managing Director, any feedback which falls under the remit of the Academic Coordinator may be referred as appropriate.

    c. Staff can provide feedback and raise concerns or issue by speaking with the Academic Coordinator. This feedback is recorded and appropriate actions are taken, where necessary, to address them.

Responsibility

1. The **Academic Coordinator** and/or **Student Support Officer** are responsible for the collection, review and monitoring of staff and learner feedback, and initiating any necessary actions to address issues/concerns/problems arising from feedback.
2. All **Staff** and **Learners** are responsible for providing, when requested or by choice, honest and relevant feedback.
3. The **Quality Officer** is responsible for working with the **Academic Coordinator** and/or **Student Support Officer** to ensure that feedback is collated and presented in appropriate formats to the appropriate units of governance for review (including the Programme Boards and Academic Committee)

Version 1.0	**Date Approved:** February 2020	**Approved by:** Academic Committee
Related legislation, regulation or guidelines:		

- Core Statutory Quality Assurance Guidelines 2016 (QQI).
- Sector Specific (Independent/Private) Statutory Quality Assurance Guidelines 2016 (QQI).

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	
Awarding bodies	
QA bodies	1

1. Type of arrangement (PRSB/awarding body/QA body)	QA Body
Name of body:	EAQUALS
Programme titles and links to publications	https://www.eaquals.org/
Date of accreditation or last review	March 2021
Date of next review	March 2023 (mid-term review)

9.2 Collaborative Provision

Not Applicable

9.3 Articulation Agreements

Not Applicable

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	0
Awarding bodies	0
QA bodies	0

9.2 Collaborative Provision

Type of arrangement	Total Number
Joint research degrees	0
Joint/double/multiple awards	0
Collaborative programmes	0
Franchise programmes	0
Linked providers (DABs only)	0

9.3 Articulation Agreements

Articulation agreements - Total number	0

Annual Quality Report
Bridge Mills Galway Language Centre
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2020-2021

PART B: INTERNAL QA SYSTEM

Guidelines on Completing Part B

As outlined in the general guidelines for this template (p.5), **Part B** of the AQR documents and captures QA activities, developments and enhancements undertaken by institutions **during the reporting period** and their **impact**.

Insofar as is possible, institutions should demonstrate in Part B how plans set out in the previous AQR submission were progressed during the reporting period – these may be plans linked to strategic objectives, to reengagement advices, or to institutional review recommendations.

Part B of the AQR is an opportunity for self-reflection and critical evaluation of the effectiveness of QA activities over the reporting period. Institutions are encouraged to reflect both on what worked well and what did not work well, and to consider impact measures, using both quantitative and qualitative evidence (metrics, benchmarks and feedback/judgement) in how they led to specific QA improvements and enhancement.

Part B provides evidence of quality improvement and enhancement and impact[13] of QA activities within the totality of an institution's QA system.

Section 1 pertains to internal quality assurance implementation and developments since the previous reporting period.

Section 2 deals with institutional analysis of IQA enhancements and impacts including activities undertaken in respect of academic integrity, and the enhancements and impacts resulting from same.

Section 3 relates to IQA developments and plans for the next reporting period.

Section 4 provides an opportunity for institutions to illustrate IQA in action through case studies in relevant thematic areas.

Institutions are invited, if they wish to do so, to use case studies to demonstrate quality in action and to highlight areas of practice for dissemination at any point in this part of the report.

Case Studies

QQI recommends that written case studies should:
- Be between half a page and two pages in length;
- Relate to a specific time- and subject-bound issue;
- Include an introduction that sets out a brief overview of contextual matters;
- Include any relevant supporting data and data analysis;
- Include links to any sources cited;
- Include a clear concluding paragraph with overview of key outcomes/learning.

Although case studies will generally be in written form, institutions may also provide links to audio-visual/multimedia case studies. QQI does not prescribe a format for case studies.

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[13] The National Forum for the Enhancement of Teaching and Learning in Higher Education have considered impact and measures leading to development and improvement specifically in terms of teaching and learning. See: https://www.teachingandlearning.ie/wp-content/uploads/NF-2020-Insights-from-Practice-About-Impact-in-Teaching-and-Learning-web-ready.pdf.This is a very useful reference, though impact in the context of this report should be considered

Bridge Mills Galway Language Centre received Quality Assurance approval in May 2021 and then received approval for its QQI Special Purpose Award in TESOL in August 2021. BMGLC did not begin providing the course until September 2021 which is outside the reporting period of 2020 - 2021 to examine the Internal Quality Assurance Enhancement and Impact. BMGLC has no previous Annual Quality Reports to compare and/or contrast nor did it run any programmes in the reporting period up to August 2021.

1.0 Quality Implementation and Developments

1.1   Strategic QA Updates

Not Applicable

1.2   Update on Planned QA Objectives identified in Previous AQR

Not Applicable

1.3 Governance and Management
1.3.1 QA Governance Meetings Schedule

Not Applicable

1.3.2 QA Leadership and Management Structural Developments

Not Applicable

1.4   Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

Not Applicable

1.4.2 Expert Review Teams/Panels[14] involved in IQA

Not Applicable

(i) Expert Review Team/Panel Size and Related Processes

Not Applicable

(ii) Composition of Expert Review Teams/Panels involved in IQA

Not Applicable

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[14] QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

2.0 IQA System – Enhancement and Impacts

Not Applicable

2.1 Initiatives within the Institution related to Academic Integrity

Not Applicable

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

BMGLC will now look to see its QA documentation in action , how it applies to the everyday workings of the school and the programmes it runs. The Academic committee in its meetings will look to review the QA and examine any changes that need to be made with its implementation.

3.2   Reviews planned for Upcoming Reporting Periods

BMGLC will next look at the other QA documentation it holds with accreditations for Eaquals, ACELS, Quality English and MEI. The plan will be to integrate the QA documentation so that the school holds just one QA Manual that will encompass all the varied requirements of QA for the differing organisations that recognise the school and its programmes.

- In the year ahead the school will look to integrate its ACELS QA documentation with its QQI QA manual as a first step. This work will be led by a sub-committee of the academic committee.
- The school will also look to change its classroom materials to include more eLearning possibilities starting with its course book materials used for long term learners
- The school will look to explore the possibility of running courses online and developing an application for an extension to its QA to include online learning for accredited programmes

3.2.1   Reviews planned for Next Reporting Period
- The school will look to integrate its Eaquals QA documentation with its QQI QA manual. This work will be led by the appointed sub- committee of the academic committee (as above).

- The school will also look to change its classroom materials to include more eLearning possibilities with its course book materials used for shorter term learners
- The school will continue to explore the possibility of running courses online and developing an application for an extension to its QA to include online learning for accredited programmes

3.2.2   Reviews planned beyond Next Reporting Period
- The school will look to integrate other QA documentation with its QQI QA manual. This work will be led by the appointed sub- committee of the academic committee (as above)

- Development and delivery of online learning programmes (where possible)

4.0   Additional Themes and Case Studies

The school will look to review the lessons it has learned from teaching online and what opportunities this will present for the school in its future. A general assessment of the school's ecommerce abilities and academic development using new technologies and eLearning will also be carried out.