

National Adult Literacy Agency (NALA)

Quality Assurance Manual



National Adult Literacy Agency
Áisíneacht Náisiúnta Litearthachta do Aosaigh

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Acronyms

Acronym	Explainer
ADDIE	Analysis, Design, Development, Implementation and Evaluation (Instructional Design Framework)
ALE	Adult Literacy Educator
ALL	Adult Literacy for Life
ALO	Adult Literacy Organiser
CAS	Common Awards System
CRM	Customer Relationship Management
DES	Department of Education and Skills
DLS	Distance Learning Service
EA	External Authenticator
ESOL	English for Speakers of Other Languages
ETA	Education, Training and Assessment Subcommittee
ETB	Education and Training Board
ETBI	Education and Training Boards Ireland
FET	Further Education and Training
GDPR	General Data Protection Regulation
HEA	Higher Education Authority
IT	Information Technology
LMS	Learning Management System
LWN	Learn with NALA
MIMLO	Minimum Intended Module Learning Outcome
MIPLO	Minimum Intended Programme Learning Outcome
MOU	Memorandum of Understanding

NALA	National Adult Literacy Agency
NFQ	National Framework of Qualifications
PLSS	Programme Learner Support System
PMDS	Performance Management and Development System
QA	Quality Assurance
QBS	QQI Business System
QQI	Quality and Qualifications Ireland
RAP	Results Approval Panel
RPL	Recognition of Prior Learning
TTS	Text to Speech
UDL	Universal Design for Learning
VLE	Virtual Learning Environment
WCAG	Web Content Accessibility Guidelines

Glossary of Terms

Adult Literacy Educator (ALE)

On Learn with NALA, Adult Literacy Educators are adult literacy tutors who support learners.

Adult Literacy for Life (ALL)

Adult Literacy for Life, a ten-year adult literacy, numeracy, and digital literacy strategy.

Blended learning

This refers to a mix of different teaching and learning techniques. For example, a blended learning approach can combine face-to-face tuition with computer-based learning.

A type of education where direct teaching occurs using a mix of on-campus instruction, with online components taking place synchronously, asynchronously or in combination.

CRM system

Customer Relationship Management system.

Education and Training Board (ETB)

Education and Training Boards are statutory education authorities with responsibility for education and training, youth work and a range of other statutory functions. Education and Training Boards manage and operate Community National Schools, Post-Primary Schools, Further Education (FE) colleges, and a range of adult and further education centres delivering education and training programmes. There are 16 ETBs in Ireland.

Further Education and Training (FET)

FET covers any education and training after second-level education and up to third-level education (higher level education). FET is for adults and young people aged over 16.

Formative assessment

Formative assessment is a key part of teaching and learning. It does not contribute to the final mark given. It informs how the learning progresses by giving feedback.

General Data Protection Regulation (GDPR)

The General Data Protection Regulation (GDPR) is a data privacy law. This came into effect in

the European Union on May 25, 2018. It aims to protect individuals' personal data and privacy, giving them rights over their data and imposing strict obligations on organisations that process this data. This data can be as simple as your contact details or may be more detailed information, such as your online browsing history.

Initial assessment

Initial assessment is used to identify learner's strengths and gaps in skills and knowledge. Initial assessment takes place at the beginning of a learning programme in order to inform a starting point for learning.

Learning Management System (LMS)

The core platform or infrastructure that most large providers use to support online learning experiences. For example: Brightspace, Moodle, Canvas.

Learn with NALA (LWN)

NALA's eLearning website www.learnwithnala.ie.

Memorandum of Understanding (MOU)

The Memorandum of Understanding is a document agreeing the responsibilities between NALA and a Registered Learn with NALA Centre.

National Adult Literacy Agency (NALA)

The National Adult Literacy Agency (NALA) is an independent charity committed to making sure people with unmet literacy, numeracy and digital literacy needs can fully take part in society and have access to learning opportunities that meet their needs.

National Framework of Qualifications (NFQ)

The National Framework of Qualifications is a system of ten levels. Each level is based on nationally agreed standards setting out what a person is expected to know and be able to do following a process of learning.

Online learning

Online learning allows people to gain knowledge and skills through the internet and can be either synchronous or asynchronous. Online learning is a flexible way of learning that allows people to learn at their own pace and at a time and place that suits them. People can access

educational materials, interact with instructors, complete assessments and gain certification online. Online learning uses a variety of teaching approaches to best suit the needs of the learner.

Programme Learner Support System (PLSS)

The Programme Learner Support System (PLSS) is an information technology system which is a joint initiative between SOLAS and the Education and Training Boards. NALA is also part of this system.

PLSS has three main elements:

1. fetchcourses.ie;
2. the National Programme Database; and
3. the National Course Calendar.

The three databases provide a way to collect data on Further Education and Training Programme outputs, outcomes and performance.

Quality and Qualifications Ireland (QQI)

Quality and Qualifications Ireland is a state agency responsible for promoting the quality and integrity of Ireland's further and higher education system.

QQI Business System (QBS)

QQI Business System (QBS) is the online service provided by QQI to facilitate the making of awards to learners. Authorised providers and centres can log into the QBS and enter learner, programme and result data. When it has been fully quality assured as valid and accurate, the provider can submit it for certification by QQI.

Recognition of prior learning (RPL)

RPL is a process by which prior learning is given a value. It is a means by which prior learning is formally identified, assessed and acknowledged. This makes it possible for an individual to build on learning achieved and be formally rewarded for it. The term 'prior learning' is learning that has taken place, but not necessarily been assessed or measured, prior to entering a programme or seeking an award. Prior learning may have been acquired through formal, non-formal, or informal routes (NQAI, 2005, p.2).

Recognition of Prior Learning is a process to evaluate the skills and knowledge a person has gained through life outside of formal education and training.

Registered LWN Centre

A centre that is registered with NALA to use LWN for certification. Current centres include ETBs, Disability Services, Local Community Initiatives, Organisations Working with Marginalised Groups and Youth Services.

SOLAS

The authority for further education and training in Ireland.

Summative assessment

Summative assessment demonstrates the extent of a learner's success in meeting the intended learning outcomes of a module or programme. Summative assessment determines the final mark given for the module. It is normally, though not always, used at the end of a unit of teaching.

Summative assessment is used to quantify achievement, to reward achievement, to provide data for selection (to the next stage in education or to employment). For all these reasons the validity and reliability of summative assessment are of the greatest importance.

Virtual Learning Environment (VLE)

A term used to describe the wider digital learning ecosystem of tools and platforms used for learning that support the LMS.

NALA Profile

About the National Adult Literacy Agency (NALA)

The **National Adult Literacy Agency (NALA)** is a registered charity, registered company and membership-based organisation governed by a voluntary **Board** and four subcommittees. NALA receives funding from the Government of Ireland by way of an annual grant from SOLAS.

We are committed to making sure people with unmet literacy, numeracy and digital literacy needs can fully take part in society and have access to quality learning opportunities that meet their needs. We believe literacy is a human right and collaborate with our partners to influence policy and practice to support the development of literacy, numeracy and digital literacy skills.

Findings from the Organisation for Economic Co-operation and Development (OECD) Adult Skills Survey 2023¹, shows the following:

- Around **1 in 5 adults**, aged 16 to 65 in Ireland, are at or below level 1 on a five-level literacy scale. That's 21% or around 700,000 people who do not have basic proficiency in **literacy**. At this level, a person may not be able to understand basic written information.
- Around **1 in 4 adults**, aged 16 to 65 in Ireland, score at or below level 1 in numeracy. That's 25% or around 835,000 people. At this level, a person may struggle with doing simple calculations like working out a bill or a household budget.

Other findings on digital skills from the Digital Economy and Society Index² (DESI, 2025), show that:

- Around **1 in 6 adults**, aged 16 to 74 in Ireland, struggle with basic digital tasks. That's 17% or about 640,000 people. This means people may have difficulty looking up a website or sending an email.

¹ Programme for the International Assessment of Adult Competencies (PIAAC) 2023. Available online at: <https://www.oecd.org/en/about/programmes/piaac.html>

² Ireland 2024 Digital Decade Country Report. Available online at: <https://digital-strategy.ec.europa.eu/en/factpages/ireland-2024-digital-decade-country-report>

These have devastating consequences for individuals, communities and the economy. People at the lowest literacy and numeracy levels earn less income, have poorer health and are more likely to be unemployed.

Since we were set up by volunteers in 1980, we have been a leading campaigning and lobbying force on adult literacy issues. We have been involved in national policy, tutor training and teaching resources, research and campaigns to support people with these unmet needs.

We also provide literacy tuition and online learning courses through our Learn with NALA distance learning and eLearning platform.

NALA currently has thirty-one staff organised in three teams led by a Chief Executive Officer.

NALA's core areas of work can be summarised:

- Advocacy, research and policy
- Learner provision and support including our Learn with NALA eLearning and Tutoring service
- Literacy awareness training and outreach
- Plain English service
- Practitioner provision and support

Our core funding comes from SOLAS to support the implementation of the following two national strategies:

- **Future FET: Transforming Learning**
- **Adult Literacy for Life**

Additional income comes from **NALA's Plain English Service**, membership fees, donations, royalties and sponsorship.

Vision

Our vision is that adult literacy is a human right. Everyone in Ireland should have the chance to develop their literacy, numeracy and digital skills to take part fully in society.

Mission

Our mission is to:

- campaign for literacy as a human right;
- be leaders and champion best literacy practice; and
- support organisations in their efforts to be literacy friendly.

Values

Our values guide and inform how we work with one another and interact with learners, partners, stakeholders and funders.

- **Potential:** We aim to make sure that everyone that we work with can achieve their learning and other ambitions.
- **Respect:** We listen carefully to everyone's views and treat everyone equally and fairly.
- **Inclusion:** We involve different voices and views, perspectives and people in our work.
- **Collaboration:** We work creatively and constructively with others to make things happen.
- **Equity:** We make sure that everyone has the same opportunities.

Organisation Structure and Chart

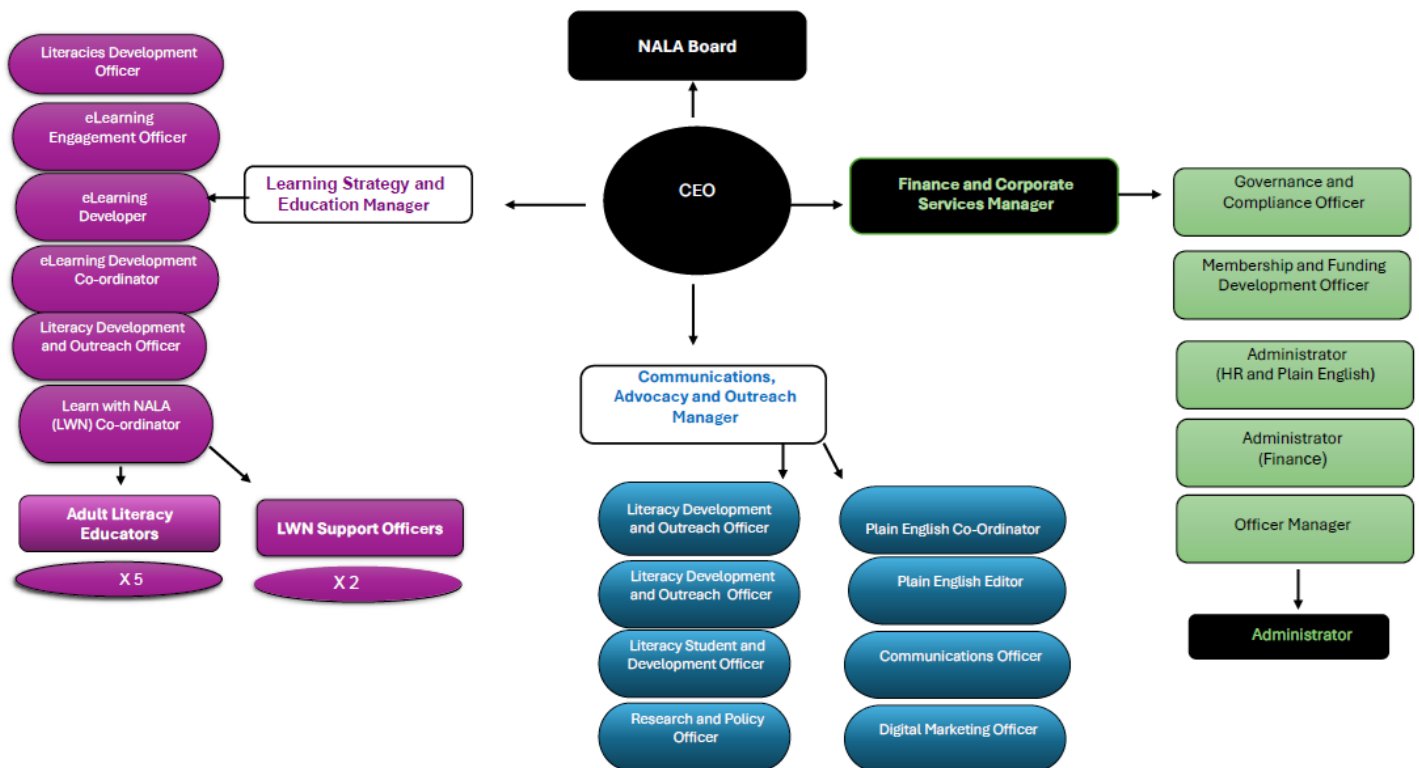


Figure 1 NALA Organisational Chart 2026

Further information can be found in:

- **NALA Annual Report and Financial Statements 2024**
- **Strategic Plan 2024-2030**
- **NALA's 1980 – 2020 – a Living History**

About Learn with NALA

NALA has a long track record in delivering literacy, numeracy and digital literacy programmes to adult learners at levels 1-4 through distance, blended and online provision (NALA 2022).

Since 2000, NALA has responded to identified gaps in adult literacy provision in Ireland by providing educational opportunities and resources to adult literacy learners and practitioners.

NALA's adult literacy provision involves personalised, confidential one-to-one distance learning tuition to learners and self-directed, flexible eLearning opportunities with recognition of prior learning (RPL) and national certification options.

The goals of NALA provision are:

- **Participation:** Increase the level of participation of adult literacy learners in learning opportunities by helping learners to overcome barriers to learning. These barriers include work and caring commitments, transport access as well as confidence and stigma around returning to education.
- **Personalised:** Meet adult literacy learners where they are at with learning designed to suit their goals and to increase their confidence. Learn with NALA provision is aligned with NALA's Guidelines for Good Adult Literacy Work (NALA, 2012) and The Wealth Model in Adult Literacy (NALA, 2018).
- **Pathways:** Provide certified learning opportunities and support learners in their onward learning journey to local adult literacy services and other progression options when they are ready to do so.

NALA has been offering 1-1 over the phone tuition and supports to adults with unmet literacy needs through its Tutoring Service (formerly Distance Learning Service) since 2000.

Learn with NALA (LWN), NALA's eLearning website, was launched in March 2020. It replaced the previous eLearning website, Write On, which was launched in 2008. LWN offers online learning opportunities, free of charge, to adult learners who wish to improve their literacy, numeracy and digital literacy skills. In September 2025, Learn with NALA was awarded the UNESCO Confucius Prize for Literacy as a global example of best practice in literacy in technological environments.

LWN offers programmes at Level 1, Level 2, Level 3 and Preparing for Level 3.

- Level 2 has been available as an accredited programme since 2008.
- Level 3 has been available as an accredited programme since 2010.
- Level 1 has been available as an accredited programme since 2026.

The current accredited programmes include:

- Level 1 Major Award in General Learning (12 minor awards available)
- Level 2 Major Award in General Learning (12 minor awards available)
- Level 3 Major Award in General Learning (13 minor awards available)
- Level 3 Major Award in ICT (13 minor awards available)
- Level 3 Major Award in Employability Skills (13 minor awards available).

NALA's Preparing for Level 3 programme is offered as non-accredited programme. Learners are awarded a NALA Certificate of Achievement for completing this non-accredited programme.

Learners engage with LWN directly or through LWN "Registered Centres" throughout Ireland who use LWN as blended learning tool to support their own local programmes. These centres go through a robust training and registration process to become a registered centre. Currently there are approximately 250 LWN Registered Centres. In 2024, 115 of these centres were 'active', that is, they had active learners using Learn with NALA in the calendar year. Registration of new centres has been paused numerous times, most recently in May 2025, due to constrained funding for staffing to provide centres with the required training and support.

Between 2000 and 2022, NALA supported 5,050 learners with 42,637³ one-to-one personalised over-the-phone tuition sessions and 14,428 learners to achieve 48,327 Quality and Qualifications Ireland (QQI) minor awards in literacy, numeracy and digital literacy at level 2 and 3⁴. NALA is one of the largest providers in Ireland delivering **27% of all QQI certification at level 2 in Ireland since 2008** (NALA 2024).

For further contextual information see the following recent NALA reports:

- **Learning with NALA** (2024)
- **Leading the way in online learning** (2022)
- **Distance Literacy: filling the gaps in a time of recession** (2013)

³ Report from NALA Salesforce up to 18 October 2023

⁴ <https://www.nala.ie/research/leading-the-way-in-online-learning/>

Scope of Provision

NALA's scope of provision was approved as blended learning, through QQI Reengagement in February 2020⁵.

NALA programmes are self-paced, flexible and personalised. There is no restriction on the length of time or the number of hours that a learner can take to complete the programme. There are no set timetables, schedules or attendance requirements. Some learners achieve the major award; others opt to take one or more modules.

Learner Profile

- Adults with unmet needs in literacy, numeracy and digital literacy.
- May be early school leavers or have had poor educational experiences
- Have experienced educational, financial and/or social disadvantage
- May not be in a position to access/attend other literacy, numeracy or digital literacy courses
- Want to improve their basic literacy, numeracy and digital literacy skills for work
- Want to achieve an accredited award at their own pace
- May not have achieved an accredited award for learning before or want to build on an award/s they have already achieved
- May be a low-income worker, apprentice, unemployed or be a member of a marginalised or disadvantaged community
- May have a learning or intellectual disability.

⁵ NALA Reengagement Panel Report, (January 2020). Available online at:

<https://qsdocs.qqi.ie/Downloads/National%20Adult%20Learning%20Agency%20Re%20Engagement%20Report%20and%20Response.pdf>

1. Governance and Management of Quality

Document Details Table

Document owner	Finance and Corporate Services Manager and Learning Strategy and Education Manager
Version number	03
Approved by	NALA Board
Date version 02 adopted	07 December 2022
Date of next review	Q4 2028
Review period	3 years (or earlier if necessary)
Related policies / procedures	• NALA Risk Policy • NALA Risk Register
Support documents	• NALA Constitution • NALA Strategic Plan 2024-2030 • Board Manual • Education, Training and Assessment Subcommittee Terms of Reference • Student Subcommittee Terms of Reference • Audit, Risk and Finance Subcommittee Terms of Reference • Literacy and Staff Policies and Governance Subcommittee Terms of Reference

Policy Statement - Governance

NALA is committed to good governance standards. We promote transparency, accountability and integrity in all aspects of our work. We strive for excellence and assuring quality in all its activities. As a small organisation where staff have overlapping responsibilities, we recognise

the value and need for having informed, appropriate oversight of significant decisions and constructive analysis of monitoring and review data. Having external members on our governance committees helps us to ensure that decisions on education and training matters are made independently of commercial considerations.

Our Education, Training and Assessment (ETA) Subcommittee has delegated responsibility from our Board to review policies and procedures related to provision, inform annual strategy and discuss ongoing operations, development and quality management.

We have external members on our ETA Subcommittee who have been selected on the basis of their expertise and knowledge of education and the sector we serve. We benefit from the expertise that these external members bring in terms of insights into practices in other organisations, insights into sectoral needs and existing standards and regulations.

Purpose

This policy aims to describe the quality assurance system and strategies in place in NALA in order to achieve high quality, and to monitor the effectiveness thereof.

The aim of this policy is to ensure that:

- All NALA employees, Board members and ambassadors are aware of and support the
- agency's approach to quality.
- An appropriate quality assurance system (a set of quality assurance policies and procedures) is in place to realise the vision and mission of the agency.
- Structures are in place to monitor and review the effectiveness of such policies.

Scope

This policy applies to the NALA Board, CEO, all employees and representatives.

Definitions

Quality: At NALA Quality is interpreted as a way of saying how good or bad something is.

Quality Assurance: Quality Assurance is best described as 'making promises and

providing evidence of keeping them'. Quality Assurance refers to the process of evaluating/assessing the extent to which the individual/team/agency is delivering on its promises.

Corporate and Academic Governance

The NALA Board has overall responsibility for the organisation and how it operates is set out in the **NALA Constitution** and Procedural Rules. The Board can have a maximum of 16 members: three officers (chairperson, vice-chairperson and honorary treasurer) and 11 directors and two co-opted directors. The Board is supported by a number of subcommittees each with their own terms of reference which report directly to the Board. Subcommittees can also create working groups to support and advise on their work:

- Education, Training and Assessment (ETA) Subcommittee
 - Technical Working Group
- Audit, Risk and Finance (ARF) Subcommittee.
- Literacy and Staff Policies and Governance (LSPG) Subcommittee
 - Organisational Review Working Group
- Student Subcommittee

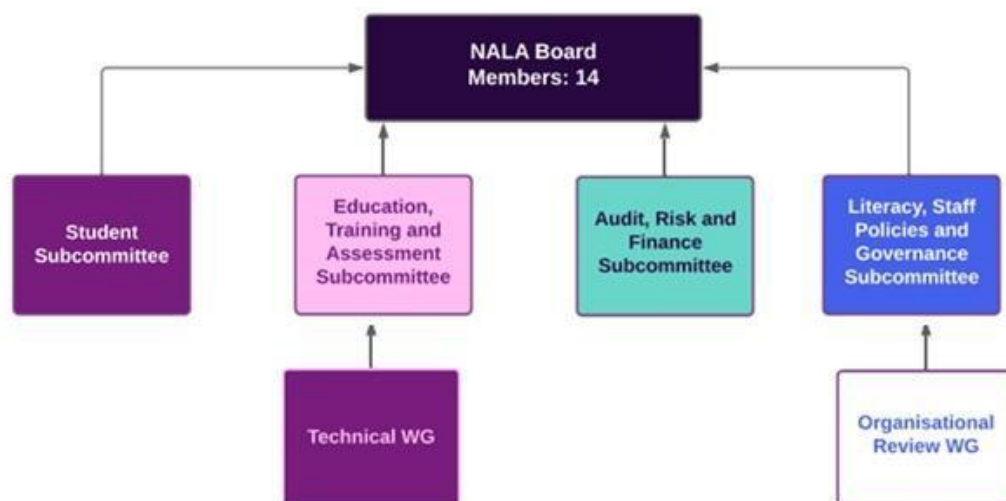


Figure 2: NALA Board and Subcommittee Chart 2026

Purpose and Essential Functions of the Board

The matters reserved for NALA's Board's consideration are as follows:

- Approval of NALA's strategic plans and annual operating and capital expenditure budgets.
- Approval of Projects outside the scope of the strategic plan.

- Approval and oversight of Litigation.
- Appointment/Removal of Auditors.
- Approval of borrowing/finance facilities.
- Approval of contract with term exceeding one year or financial liability of NALA exceeding €60,000.
- Annual Review of Risk and Internal Control.
- Appointment/Removal of CEO.
- Approval of new staff positions.
- Approval of Policies.

Education, Training and Assessment (ETA) Subcommittee

The NALA Board has formally delegated responsibility for maintaining oversight of the quality of programmes and learner support and engagement to the ETA Subcommittee, with the Board making ultimate decisions.

The ETA Subcommittee was established in June 2018 with the view to improving quality through the review of policies and procedures relating to education, learning, training and assessment at NALA. The ETA subcommittee is made up of a maximum of eight members, which must consist of two NALA Board members, two learners and the remaining members should bring expertise relevant to the remit of the subcommittee.

The chairperson of the ETA Subcommittee will be appointed from within its members.

Further details relating to the ETA Subcommittee is available in the NALA Education, Training and Assessment Subcommittee Terms of Reference.

Technical Working Group

In 2024, the ETA agreed to create a Technical Working Group to advise NALA on technical developments on Learn with NALA in response to QQI's Guidelines for Providers of Blended and Fully Online Learning Programmes,

- QQI Guidelines for Providers of Blended and Fully Online Learning Programmes
- Findings from NALA's 2023 Usability Study
- Findings from NALA's 2023 accessibility audit
- Any other areas of technical development where emerging trends such as Artificial Intelligence (AI) may impact Learn with NALA

The group reports to the ETA and is made up of voluntary technical experts in the field of online learning. Further details can be seen in the Technical Working Group Terms of Reference.

Literacy and Staff Policies and Governance (LSPG) Subcommittee

The LSPG Subcommittee support NALA's Board in assuring quality by:

- Monitoring and supporting policy development
- Overseeing the development and revision of NALA Staff policy
- Monitoring the organisation's succession planning
- Overseeing the governance of NALA

This responsibility is delegated to the subcommittee on behalf of NALA's Board.

Further detail relating the Literacy and Staff Policies and Governance is available in the NALA Literacy and Staff Policies, and Governance Subcommittee Terms of Reference.

Audit, Risk and Finance (ARF) Subcommittee

The ARF Subcommittee assist NALA in its quality assurance efforts by ensuring that there is a framework for accountability; for examining and reviewing all systems and methods of control, both financial and otherwise, including risk analysis and risk management; and for ensuring that NALA is complying with all aspects of the law, relevant regulations and good practice.

The main duties of the Audit, Risk and Finance subcommittee include, but are not limited to, the following:

- Compliance
- Financial Controls and Management
- External Audit
- Internal Audit
- Risk and Risk Management

Further detail relating the Audit and Finance subcommittee is available in the NALA Audit, Risk and Finance Subcommittee Terms of Reference.

Student Subcommittee (SSC)

A key component in ensuring that NALA continue to deliver both quality and relevant services to learners is the appointment of the Student Subcommittee. NALA's Board delegates responsibility to the NALA Student subcommittee to gather and discuss adult literacy student issues and to feedback those issues to the Board. The subcommittee is composed of up to fourteen students.

Where possible, at least one student will be from NALA's Board. If there are no students on NALA's Board, another member of the Board must join the SSC. The main aim of the Student Subcommittee is to gather and discuss adult literacy student issues and feed this back to the Board.

The main duties are to:

- attend each of the meetings.
- identify, and discuss, adult literacy student issues. Issues can be from people's own experience
- and from consulting with students in their area.
- review the issues that have come up together at meetings
- advise and make recommendations to NALA's Board
- guide and monitor the NALA Student Days.
- represent adult literacy students' issues and experiences (if asked by NALA and agreed).

Further details relating to the Student Subcommittee is available in the NALA Student Subcommittee Terms of Reference.

Results Approval Panel (RAP)

The RAP maintains oversight of assessment outcomes and trends and formally reviews and approves results data before we submit it for certification and issue results to learners. It reports to the ETA Subcommittee. Its membership, roles and responsibilities, and the scope of its decision- making authority are detailed in the Results Approval Panel Terms of Reference.

Risk Management

NALA has systems in place to ensure that we are not engaged in activities or partnerships that might undermine the integrity of the education programmes offered or the awards in the NFQ to which they lead. NALA maintains an overall risk register for the organisation with specific sub-sections on data protection, health and safety, Information and Communications Technology, Child Safeguarding and QQI provision.

The consideration of risk extends to:

- Complying with quality assurance standards and guidelines
- Maintaining academic integrity
- Planning to ensure capacity to provide adequate services to the number and type of learners recruited

Equality, Diversity and Inclusion

NALA's Equity, Diversity and Inclusion Policy outlines the organisation's commitment to promoting equality of opportunity and fair treatment for all. Rooted in the Employment Equality Act, 1998 and the Equal Status Act, 2000, the policy affirms NALA's stance against discrimination across nine protected grounds: gender, civil status, family status, sexual orientation, age, disability, race, religion, and membership of the Traveller community. It applies to all NALA employees, job applicants, learners, clients, and contractors, ensuring equality in employment practices, learner admissions, and service provision.

The policy defines both direct and indirect discrimination and outlines procedures to support fairness in employment, such as recruitment, access to training, terms and conditions, and promotions. It mandates reasonable accommodations for individuals with disabilities or additional needs, provided this does not impose a disproportionate burden on NALA. It outlines NALA's commitment and approach to making resources and services as accessible as possible to all. It also sets expectations for respectful conduct and protects individuals who raise concerns under the policy from victimisation. Breaches may result in disciplinary action.

For learners, the policy guarantees equality in access, participation, and outcomes in

educational services. NALA pledges to use inclusive and non-discriminatory language in all materials and to provide information about equality-related policies. Curriculum development and teaching should be accessible, should actively promote diversity and avoid bias. Complaints procedures are available to both staff and the public.

Regulatory Implications

All NALA education policies have been designed for online learning.

The following NALA corporate policies account for online provision:

- NALA Child Safeguarding Statement
- Data Protection
 - Data Protection Policy
 - LWN Privacy Statement
 - Record Retention Policy
 - Employee Privacy Policy
- Health and Safety
 - Health and Safety Statement
 - Environmental Sustainability Policy

Policy Statement - Management of Quality

Quality Assurance at NALA is viewed as a shared responsibility, in that it is both centralised and decentralised. Whilst the Board and CEO play a major role in 'driving' the agency's quality assurance system, all members of NALA are expected to strive for high quality in their activities. An ethos of individual pride and responsibility is encouraged in that responsibility for defining the quality of NALA's services rests with the individual staff and student ambassadors.

Scope of the QA System

The QA system is designed to meet our needs and the requirements set out by Quality and Qualifications Ireland (QQI) in the following QA Guidelines:

- **Core Statutory Quality Assurance Guidelines**, (April 2016)

- **Sector Specific Statutory Quality Assurance Guidelines** for Independent/Private Providers, (April 2016)
- **Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Programmes**, (October 2023)

The QA system applies to all activities associated with Learn with NALA education and training and to all staff, contractors, learners, and other stakeholders involved in education and training for or on behalf of NALA.

Purpose of QA System

We have designed our QA system to:

- Provide a road map for staff with clear policies and procedures that are easy to understand and implement.
- Provide confidence for learners that NALA will provide them with consistently high-quality programmes that meets their specific needs.
- Provide evidence that we comply with QQI requirements.
- Have a way of assessing and measuring how successful we are in assuring quality.
- Promote a culture of continuous feedback and improvement.

Responsibilities

The NALA Board is responsible for:

- Determining NALA's strategic direction and ensuring that it achieves its mission and goals whilst maintaining a high-quality service to all clients.
- Promoting a culture of continuous quality improvement.
- Ensuring that the QA system is embedded across the organisation.
- Taking on board proposals and recommendations from the ETA Subcommittee.
- Ensuring that the necessary resources are available to implement our QA system to a high standard.

The ETA subcommittee is responsible for:

- Monitoring the implementation, effectiveness and continuing relevance of the QA system.

- Making recommendations to the Board for resources required to manage and implement the QA system.
- Recommending new policies for approval.
- Checking alignment with QQI guidelines.

The CEO is responsible for ensuring:

- the QA system is implemented on a day-to-day basis.
- Staff, tutors and other users of the QA system are adequately trained and resourced to implement it and aware of their responsibilities with regard to the QA system.
- that the QA system is monitored regularly.

The Learning Strategy and Education Manager is responsible for:

- Ensuring quality is considered and applied to all areas of work carried out by their team.
- Managing the implementation of the QA system on a day-to-day basis.
- Monitoring and reporting on the implementation of the QA system.

The eLearning Development Coordinator is responsible for:

- Coordinating the development, updating and maintenance of the QA documentation.

The Governance and Compliance Officer is responsible for:

- Co-ordinating the on-going update and review of all organisational policies by NALAs Board and subcommittees.

Staff are responsible for:

- Assuring quality is considered and applied to their areas of work and responsibility.
- Engaging with and contributing to QA processes.
- Implementing QA policies and procedures in their respective areas.

Learners are responsible for:

- Participating in QA activities, such as feedback surveys and focus groups.
- Giving feedback to help shape and improve programmes and supports.

NALA's Strategic Plan

NALA's **Strategic Plan 2024-2030** outlines NALA's vision that adult literacy is a human right.

Everyone in Ireland should have the chance to develop their literacy, numeracy and digital skills to take part fully in society.

NALA's mission is to:

- Campaign for literacy as a human right;
- Be leaders and champion best literacy practice; and
- Support organisations in their efforts to be literacy friendly.

Our plan has four themes:

- Theme 1: Advocate (support and champion)
- Theme 2: Empower (provide a means to take more control over life, learning and development)
- Theme 3: Enable (make it possible)
- Theme 4: Evolve (change)

Performance Indicators

Annual work and implementation plans are created in line with NALA's strategic plan. Staff members work with their line managers and the CEO to identify a number of key initiatives which will ultimately lead to the execution of NALA's strategy across the relevant period. Success indicators are included in the implementation plan, the purpose of which is to enable staff to clearly communicate the outputs of their work and ultimately the overall impact these outputs are having. Updates on the Implementation Plans are presented to NALA's Board at every meeting for discussion and review. The updates are used to indicate and monitor performance in relation to NALA's mission as well as to provide a central source of essential information for those responsible for the planning and management of the agency.

Frequent Communication

Frequent communication is ensured by keeping staff fully informed of all quality assurance initiatives and developments at monthly staff meetings. The management team, consisting of the CEO, Learning Strategy and Education Manager, Communications, Advocacy and Outreach Manager and the Finance and Corporate Services Manager also meet bi-weekly. NALA staff meet once a month.

NALA's Board meet at least five times per year and subcommittees meet regularly to review various organisational issues.

The Charities Governance Code

The Charities Governance Code issued by the Charities Regulator under section 14(1)(i) of the Charities Act 2009, explains the minimum standards a charity trustees must meet to effectively manage and control their charity. NALA must declare its compliance with the Code on an annual basis to the Charities Regulator and this is included in our listing on the Charity Regulator's public register. NALA has declared its compliance with the Code, including the additional standards that apply to charities with high levels of income, complex organisational and funding structures and/or significant numbers of employees.

QA Schema

Learn with NALA content, programme design and learner support meet high standards of accessibility, relevance, accuracy and learner satisfaction.

- **Content accuracy:** All educational content is fact-checked, aims to be up-to-date, and is aligned with the minimum intended module learning outcomes (MIMLOs) for each award.
- **Accessibility:** The platform and materials follow WCAG standards where possible.
- **Pedagogical quality:** The content is learner-centred, clear, and aligned to learning outcomes.
- **Assessment quality:** Assessments accurately reflect learning outcomes and are fair and inclusive.
- **Usability:** The platform is easy to use and navigate and any new features are tested for usability before implementation.
- **User support:** Timely, clear support is available to learners.
- **Data protection:** Learner data is securely stored and handled.
- **Continuous improvement:** Regular review cycles inform improvements.

Quality monitoring methods include:

- **Checklists:** Content and accessibility checklists are completed before publishing modules.
- **Peer Reviews:** Content and delivery are reviewed by the LWN Development Team.
- **User Feedback:** Regular surveys, usability testing, and feedback is collected.
- **Analytics:** Platform data on usage, drop-offs, and completion rates is analysed.
- **External evaluations:** Content and platform evaluations take place to inform improvements.

The Learner and Quality Assurance

- We have learner representatives on the Education, Training and Assessment Subcommittee which meets four times per year.
- We include elements of our QA system which impact directly on learners in our discussions with learners at induction and during interactions with LWN Support Officers and Adult Literacy Educators.
- We ask learners to tell us what they think about the programmes and the systems that support both formally and informally.
- Learners may use the **Complaints Procedure**.
- The external evaluator communicates directly with learners as part of self-evaluation.

Version Control Table

A version control table at the end of policy and procedure documents, keeps track of all changes made to policies and procedures.

Version Control Table

Version	Date	Author	Approver	Description of change
1	07 September 2018	Internal Support Officer	LSPG and Board	Initial version
2	December 2022	Governance and Compliance Officer	LSPG and Board	Updates to information on strategic plan, organisational chart, Subcommittee information, PQASSO Quality Mark now Trusted Charity Mark..
3	10 December 2025	Learning Strategy and Education Manager and Finance and Corporate Services Manger	LSPG and Board	Put in new structure to policy. Updated in line with QA Guidelines.

2. Documented Approach to Quality Assurance

Document Details Table

Document owner	eLearning Development Coordinator
Version number	01
Approved by	NALA Board
Date of first approval	10 December 2025
Date of next review	Q4 2028
Review period	3 years (or earlier if required)
Related procedures	Writing Quality Assurance Procedures

Policy Statement

NALA's Quality Assurance system, and the documents we use to implement it, are designed to comply with the following QQI Quality Assurance Guidelines:

- **Core Statutory Quality Assurance Guidelines**, (April 2016)
- **Sector Specific Statutory Quality Assurance Guidelines** for Independent/Private Providers, (April 2016)
- **Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Programmes**, (October 2023)

Quality Assurance in NALA ensures quality standards in provision and promotes a culture of quality.

All Quality Assurance (QA) policies and procedures:

- Are fully documented and published on external or internal platforms.
 - External: NALA Quality Assurance section on www.nala.ie/publications/nala-quality-assurance-manual/
 - Internal: NALA **Quality Assurance Hub on SharePoint**.
- Are accessible to learners, staff and the public.
- Are appropriate to NALA's context.

Policies are approved by the NALA Education, Training and Assessment Subcommittee and are reviewed every three years.

QA procedures are reviewed yearly, or as needed, depending on operational changes.

Purpose

The purpose of this policy is to ensure that NALA has a high quality, easily accessible and transparent QA system.

Scope

This policy is for all staff who are involved in the writing, editing, communication and review of NALA QA policies and procedures.

Principles

We use the following principles when designing quality assurance (QA) documents. These principles ensure that the QA documents are practical tools that support high standards, regulatory compliance and ongoing improvement:

Clarity and Accessibility

- Where possible, we write QA documents in plain English so that they can be easily understood by the reader.
- We follow NALA's plain English guidelines and we:
 - use the active voice;
 - avoid unnecessary jargon;
 - define acronyms;
 - avoid Latin and French expressions;
 - keep sentences short where possible;
 - use space to help text stand out; and
 - use a clear and readable font.
- We organise content with clear headings, subheadings, bullet points and tables or flowcharts where appropriate.

- Staff members review documents before they are issued to ensure accuracy and accessibility.

Consistency

- We follow a standard template across all QA documents:
 - Policies: Title, document details table, policy statement, purpose, scope, responsibilities, principles, flowcharts or diagrams (if applicable), version control table.
 - Procedures: Title, document details table, purpose, scope, responsibilities, steps for implementation, flowcharts or diagrams (if applicable), version control table.
- We use consistent terminology and definitions as set out in the QA Glossary.

Accountability and Roles

- We say who is responsible for writing, implementing, monitoring and reviewing the document and its associated processes.

Version Control

- We include version numbers on documents, approval dates, approver and review dates.
- We have a process for updating documents to reflect legislative, organisational or procedural changes.

Implementation and Training

- We ensure staff are made aware of QA policies and procedures and the process for reviewing and updating documents.

Structure of QA System

The NALA QA system lives on the QA Hub on SharePoint. Staff can access all components of the QA system from the QA Hub.

Components of QA System

- NALA Quality Assurance Manual: This includes all NALA QA policies.
- NALA QA procedures: These are standalone documents that are grouped under policy areas.

- Guides (Registered LWN Centre Tutor Guide, LWN Verifier Guide, LWN Staff Guide)
- Supports for writing Procedures:
 - Guidelines for writing QA Procedures (design, updating and communicating procedures)
 - QA Style Guide: The QA Style Guide includes information to assist document owners to write consistent policies and procedures. The style guide includes information on document structure, formatting guidelines, language, naming conventions, version control and accessibility.
 - Templates (Procedure template, policy template, terms of reference)
- Plain English Guidelines
- NALA QA Glossary: A list of terms we use with the definitions for those terms.
- Role Descriptions
- Terms of Reference
- QA Support documents: Forms we use to implement procedures e.g. internal verification form, learner evaluation form.
- QA Reference documents: Documents that provide pertinent details for consultation e.g. QQI Statutory Quality Assurance Guidelines, Qualifications and Quality Assurance (Education and Training) Act 2012
- NALA corporate policies: These are policies with an organisation-wide scope which are linked to our QA system. The QA system is integrated with other management systems, including health and safety, employment, child protection, data protection, finance, and human resources. The NALA policies log is a record of all NALA policies and QA policies and procedures. This includes information on versions, review cycle and the reviewing subcommittee. These corporate policies are linked from the NALA QA Hub.

Policies and Procedures

Policies and procedures are the fundamental components of our QA system. While they are related, they serve different purposes and have distinct characteristics. Policies and procedures are interdependent and must align to ensure our QA system is effective.

Policies are broad and overarching. They outline principles and have rules and guidelines to guide decision making and ensure compliance with regulations and standards.

Procedures are narrow and specific. They have detailed sets of instructions that describe

specific actions to be taken to implement a policy.

All NALA policy proposals must conform to a standard framework. This ensures essential information is consistently provided and is available to all those affected by the policy. Essential information includes when the policy was introduced, what it aims to achieve, and who has responsibility for its implementation.

A policy log, which is easily accessible and regularly updated, ensures all existing NALA policies are recorded on a central database. Proposals to introduce new or update existing policies require approval from the relevant subcommittee and ultimately the NALA Board before they can be considered as active.

Review Procedure

The relevant subcommittee reviews NALA policies and its related procedures, where applicable, at the policy's scheduled review interval. Upon completion of this review, feedback is provided to the document author. The policy is updated to reflect the subcommittee's feedback and presented to NALA's Board at its next meeting.

A draft workplan detailing policies which will require review in the upcoming year is presented to the subcommittees in their last meeting of the year, this meeting typically takes place in December. Following its approval, this annual workplan will be the basis for each individual meeting agenda in the following year.

Maintaining the QA System

There are guidelines on the development, updating and communicating of policies and procedures. We use templates in our QA system to help ensure that our QA processes, documents, and reports follow a uniform format and are consistent. The use of these templates also helps maintain a consistent level of quality across all our QA activities. All policies and procedures use the terminology and definitions in NALA's QA Glossary.

A relevant staff member is identified as the owner of a procedure. It is the responsibility of the staff member to ensure that the procedure is updated, implemented and communicated to the relevant stakeholders.

The eLearning Development Coordinator is responsible for overseeing the maintenance of the QA system.

Document Control

Document control is necessary to ensure that there is trust and accountability in the QA system. The following elements ensure that there is document control.

Document Identification

- Each document has a unique name a version number and issue date.
- Each document has an owner and review and approval dates.

Naming Convention for Files and Folders

- We use names for documents that clearly reflect their content. For example: “Assessment Appeals Procedure” or “Data Protection Policy”.
- We use consistent file naming conventions.

[Department/Area] – [Document Type] – [Title] – [Version].

For example:

3_ProgEdTraining_Procedure_Programme_Approval_V1

Version Control Table

Documents have a version control table which appears at the end of the document with the following columns: Version, Date, Author, Approver and Description of change.

Approval and Review

Documents are reviewed and formally approved by a Subcommittee or line manager.

We define review cycles in document details table. It is usually every 3 years for policies and 1 year for procedures, or sooner if needed.

Access and Distribution

The QA documents are available on the QA Hub on SharePoint. All staff have access to this. Only the most up to date versions, in pdf format, are available on the QA Hub. Old versions are kept in an archive folder.

Version Control Table

Version	Date	Author	Approver	Description of change
1	10 December 2025	eLearning Development Coordinator	ETA and NALA Board	Initial version

3. Programmes of Education and Training

Document Details Table

Document owner	Learning Strategy and Education Manager
Version number	04
Approved by	NALA Board
Date version 04 adopted	10 December 2025
Date of next review	Q4 2028
Review period	3 years (or earlier if necessary)
Related procedures	• Programme Approval Procedure • Programme Development Procedure • Programme Validation and Revalidation Procedure • Learn with NALA Admissions Procedure • Exemptions Procedure

Policy Statement

NALA is a provider of educational programmes and supports to adult literacy learners. It is our policy to develop and offer online programmes that meet an evidence-based need and the needs of our specific learner profile.

We aim to provide high quality, learner-centred programmes that align with:

- **Core Statutory Quality Assurance Guidelines**, (April 2016)
- **Sector Specific Statutory Quality Assurance Guidelines** for Independent/Private Providers, (April 2016)
- **Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Programmes**, (October 2023)
- Guidelines for Good Adult Literacy Work (**NALA, 2012**).

We use a systematic approach to identifying, proposing, designing, developing, approving, and delivering programmes. Programme design is based on clearly defined programme aims and learning outcomes.

Our programmes are online and are underpinned by a learner-centred approach. They are designed to provide flexible access to a suite of learning materials and assessment with the support of one-to-one tuition if required.

The programme content aligns with relevant standards, and accredited courses must be validated by QQI before we offer them to learners. All learning outcomes, on QQI accredited courses, must be appropriate for the National Framework of Qualifications (NFQ) level.

We aim to have admissions procedures that are fair and transparent. We aim to provide appropriate transfer and progression opportunities to learners. All programmes are approved by our Education, Training and Assessment Subcommittee to confirm that they are designed to a high standard and that learner needs are considered. We involve a range of stakeholders in the development and review of programmes to ensure that their needs are being met, and our programmes remain fit-for-purpose.

Purpose

The purpose of the policy is to ensure that all education programmes meet high-quality standards, align with NALA's mission and strategic plan and meet the needs of adult literacy learners. This policy outlines the criteria for the approval and development of new Learn with NALA (LWN) programmes.

Scope

This policy applies to all staff involved in the approval, design and development of programmes of education and training, that lead to awards on the NFQ.

Principles

- All LWN programmes are underpinned by a learner-centred approach to programme development and delivery.
- Modes of delivery, learning materials, assessment and support are selected and designed with adult literacy learner needs in mind.
- Programmes for adult literacy learners are developed to ensure learners have flexible access to an appropriate suite of learning materials and assessment with the support of one-to-one tuition if required.
- Learning outcomes and assessments are aligned and clearly communicated to learners.
- Programme material is designed to be accessible and Universal Design for Learning (UDL) principles are applied.

Responsibilities

- The **Education, Training and Assessment Subcommittee** maintains oversight of programme approval, design, delivery, quality and resources. The ETA is responsible for approving new programme proposals, reviewing the development of new programmes and reviewing the outcomes from evaluations of programmes.
- The **Learning Strategy and Education Manager** is responsible for overseeing the development of new programmes and ensuring that programmes follow procedures for approval, design and development.
- A member of the **LWN Development Team** coordinates the design and development of programmes.
- **LWN staff** aim to make a positive learning experience for learners in a supportive and respectful learning environment. NALA staff will ensure that learners have the opportunity to provide ongoing feedback about NALA programmes.

Overview of LWN Programmes

Through LWN we offer:

- A tutoring service for one-to-one synchronous tuition over the phone or online.
- An online learning service with asynchronous self-directed learning through a Virtual Learning Environment (VLE). The VLE has programmes at levels 1 to 3 on the National

Framework of Qualifications (NFQ). Programmes at level 2 and 3 lead to Quality and Qualifications Ireland (QQI) national awards.

Criteria for Approval of Programmes

NALA programmes must meet the following criteria to be considered for approval:

- **Alignment with NALA's mission and strategic plan:** New programmes must have an identifiable need, be in line with NALA's strategic plan, be sufficiently resourced, and have a clear set of objectives.
- **Academic quality:** New programmes leading to QQI awards must be developed to ensure that learners have achieved the minimum intended learning outcomes which are based on the knowledge, skills and competence framework of the National Framework of Qualifications (NFQ).
- **Staffing:** The programmes must be developed and delivered by qualified and experienced staff or external experts, as appropriate. Those developing and delivering online programmes must have expertise in the online environment.
- **Technological infrastructure:** NALA must have the necessary technological infrastructure to support online programmes, including a Learning Management System (LMS), technical support, and resources for both learners and staff for online self-directed programmes, and appropriate software for live online programmes.

Programme Approval Process

Ideas for new programmes may come from internal staff, external stakeholders, learner feedback or policy priorities. The Programme Approval Procedure sets out the detailed steps involved in approving a new programme.

In summary:

- The programme proposal is drafted by the appropriate NALA staff with agreement from the CEO. The proposal includes the programme rationale, alignment with strategy, target learner group, learning outcomes, delivery mode, resource implications, accreditation pathway.
- The programme proposal is reviewed by the Education, Training and Assessment Subcommittee, and if it is proposed as an accredited programme, it will also be reviewed by the NALA Board.

- The programme proposal will be reviewed against the criteria for approval (above) and if it is approved the development of the programme can begin.

Programme Design

The programme design and development processes in NALA are underpinned by the principles of good adult literacy work. Adult literacy learning is an active and expressive process. Learners have the right to explore their needs and interests, set their own goals and decide how, where and when they wish to learn. Learners' knowledge and skills are vital for the effective organisation of adult literacy work. Learners should have the opportunity to be involved in all aspects of provision. (NALA, 2012, p.23).

Design Model

NALA has been designing quality online learning content for adult literacy learners in Ireland since 2008. We incorporate elements of ADDIE, Bloom, Gagne, NALA's Guidelines for Good Adult Literacy Work and various literacy development frameworks in how we approach designing and building online learning content.

The design model follows these steps:

1. **Define desired outcomes** – Define learning outcomes that are aligned with NFQ levels.
2. **Determine acceptable evidence** – Work with Subject Matter Experts (SMEs) to determine evidence required to demonstrate competence in that outcome. Summative assessment is aligned with each outcome, using quizzes and portfolio tasks.
3. **Design learning activities and instruction** – Work with SMEs to develop learning and formative assessment activities that will lead to outcome achievement. Design multimodal content (text, video, audio) and interactive exercises with instant feedback. Use UDL principles and real-world scenarios to create inclusive content. Provide one-to-one tutor support and group tutor support.
4. **Spiky profile approach** – Adult literacy learners may have 'spiky profiles'. Learners may progress more quickly through some learning content that they have proficiency in. Learners are only required to learn what is determined to be a deficit in their knowledge and skills, so the learning experience is personalised.

Advantages of the Model

- **Clear learning pathways:** Modular design with clearly labelled units. Progress indicators so learners can see progression. Supports self-paced, asynchronous learning.
- **Outcome-focused:** Keeps all content purposeful and avoids content overload.
- **Scaffolded learning:** Step-by-step progression towards learning outcomes.
- **Easily mapped:** Each piece of content is aligned to specific learning outcomes.

Learning Environment

The LWN platform, is hosted on Brightspace, is a Learning Management System (LMS) created and owned by D2L. It is our central hub for online training, providing tools for content creation and delivery, learner enrolment and tracking, assessment and grading and communication and collaboration.

The LWN platform has been designed to support adult learners. Some of the key features that we have incorporated are:

- **Simple, Intuitive Design:** Easy-to-navigate interface with clear layout and minimal digital clutter — ideal for learners with unmet literacy needs or limited digital confidence.
- **Multimodal Content Support:** Learners can access content through text, video, audio, and interactive activities, catering to different learning styles.
- **Feedback and Motivational Tools:** Interactive quiz questions give learners automatic feedback. Tutors can give personalised feedback on portfolio assessment via text, voice or video notes. Badges and progress tracking help motivate and build confidence.
- **Mobile-Friendly:** Brightspace is a fully responsive mobile friendly website which allows learners to engage in learning on their phones. There is also an app available for Brightspace.
- **Accessibility and Inclusivity:** Compliant with WCAG accessibility standards where possible, including screen reader compatibility and alternative text support.
- **Data and Progress Tracking:** LWN Staff can monitor learner engagement and progress through simple dashboards which are useful for providing targeted support.

Technical Infrastructure

Delivery of high-quality online programme requires robust and scalable infrastructure and

technical support. The software, hardware and media infrastructure we have in place to support online provision includes:

Software

The Brightspace LMS offers:

- A quality experience for learners, NALA staff and Registered LWN Centre staff
- A high level of security and accessibility
- Feedback capability and features
- Recognition of Prior Learning features
- Scalability. It is able to accommodate NALA's growth in terms of the number of users and the volume of content without significant performance issues or cost increases.
- Effective tools for communication, collaboration, automated grading and feedback systems and assessment.
- Comprehensive reporting and analytics dashboards to track learner progress
- Robust security features, including data encryption, secure access controls, and compliance with data privacy regulations
- A strong track record of system reliability and uptime to minimise disruptions to learning.
- Customer support services, including training resources, documentation, technical support
- Responsive technical support

Brightspace is updated on a monthly continuous delivery model. We are guaranteed 99.9% global uptime, with a historical track record of exceeding that. The network operations centre team is available 24 × 7 to ensure LWN is always available to users.

Other Technologies

- SharePoint – SharePoint is a cloud-based platform from Microsoft which serves as a central hub to allow for the storage, sharing, collaboration and organisation of documents and information.
- D2L Course Merchant customer relationship management (CRM) – Course Merchant is D2L's shopping cart and e-commerce system. It allows you to manage course bookings, registers the learner into Brightspace and has a reporting function.
- Salesforce – Salesforce is a customer relationship management (CRM) technology. All learner calls and support sessions are managed through Salesforce.

- We use Microsoft Teams video conferencing platform to facilitate interaction and teamwork and for live, synchronous sessions and meetings.
- We use technologies suited to the learner for synchronous sessions.
- Software for developing engaging online learning materials - content creation tools/ media production tools - video production, video editing, image production, pdf production, worksheet templates (Camtasia, Canva, Premiere, Adobe Pro)
- Accessibility software such as ReadSpeaker that ensures our programmes are accessible to learners.

Hardware

- Brightspace is hosted on Amazon Web Services (AWS) for its cloud-based infrastructure. This ensures scalability, security, performance and global availability.
- High-speed internet access and a robust Wi-Fi network.
- Network security measures.
- Computers or laptops and phones for tutors and support staff.
- Webcams, microphones and headsets.

Key Considerations for Selection of Technologies

- The infrastructure must be able to accommodate growth in the number of learners and programmes.
- There must be robust security measures to protect data.
- Reliability. The infrastructure must be reliable to minimise downtime.
- Accessibly to learners with disabilities is a key consideration. This includes the ability to deliver learning in adherence with NALA's Equity, Diversity and Inclusion Policy.
- There must be adequate technical support for staff and learners.
- Alignment with requirements as set out in the NALA Statement of Internal Financial Controls. NALA operates in accordance with Public Procurement Guidelines.
- Continuous evolution. The systems chosen must be dynamic and capable of evolving over time in a sustainable fashion line with new approaches to online learning, regulations and legislation. For example, use of artificial intelligence in line with NALA's Artificial Intelligence Policy.

We regularly evaluate and update platforms to meet evolving needs and assess our current infrastructure capacity and identify areas for expansion.

We invest in reliable and scalable platforms and tools and plan for redundancy in critical systems. While the currency and life expectancy of digital learning materials and resources varies depending on the media, typically, we make provision to update digital content in line with the self- evaluation, monitoring and review policy.

Required Technology for Learners

- Learners must have access to a desktop, laptop, tablet or smartphone to use Learn with NALA.
- NALA does not provide devices to learners but will give advice on where to access devices, such as in local libraries.
- Learners should ensure that the operating system for their device is up to date. The link to this information is on Learn with NALA and learners can get support with this from the LWN Support Officers.

Support for Learners and Staff in Use of Technology

Learners

- Support is available from LWN Support Officers, Adult Literacy Educators, LWN Coordinator, LWN Development Team.
- Support materials are available such as Welcome guide, Frequently Asked Question bank (FAQ), Instructional Videos, report an issue form.

Staff

- D2L Customer Service Manager
- D2L Technical Account Manager
- Brightspace Community
- Conferences, webinars, courses.

Health, Safety and Welfare

We aim to make a positive learning experience for learners in a supportive and respectful learning environment. We provide information for learners through the LWN Support Officers and Adult Literacy Educators on the following:

- Referral to services and helplines for additional supports.
- Technical support and accessibility advice.
- Ergonomic guidance on use of appropriate chairs, display height, lighting and regular screen breaks.

NALA's Health and Safety Policy Statement outlines the framework for safeguarding health, safety and welfare in the workplace.

Programme Development Process

The Programme Development Procedure sets out the detailed steps involved in developing a new programme. In summary:

- A member of the LWN Development Team coordinates the working group for the project.
- The working group can be made up of developers, subject matter experts (SMEs), Adult Literacy Educators, management and external experts as required.
- The programme will be reviewed at key points in the development, both internally and by the Education, Training and Assessment Subcommittee.
- The Education, Training and Assessment Subcommittee will review a sample lesson where relevant and will be involved in the review of QQI validated programmes.

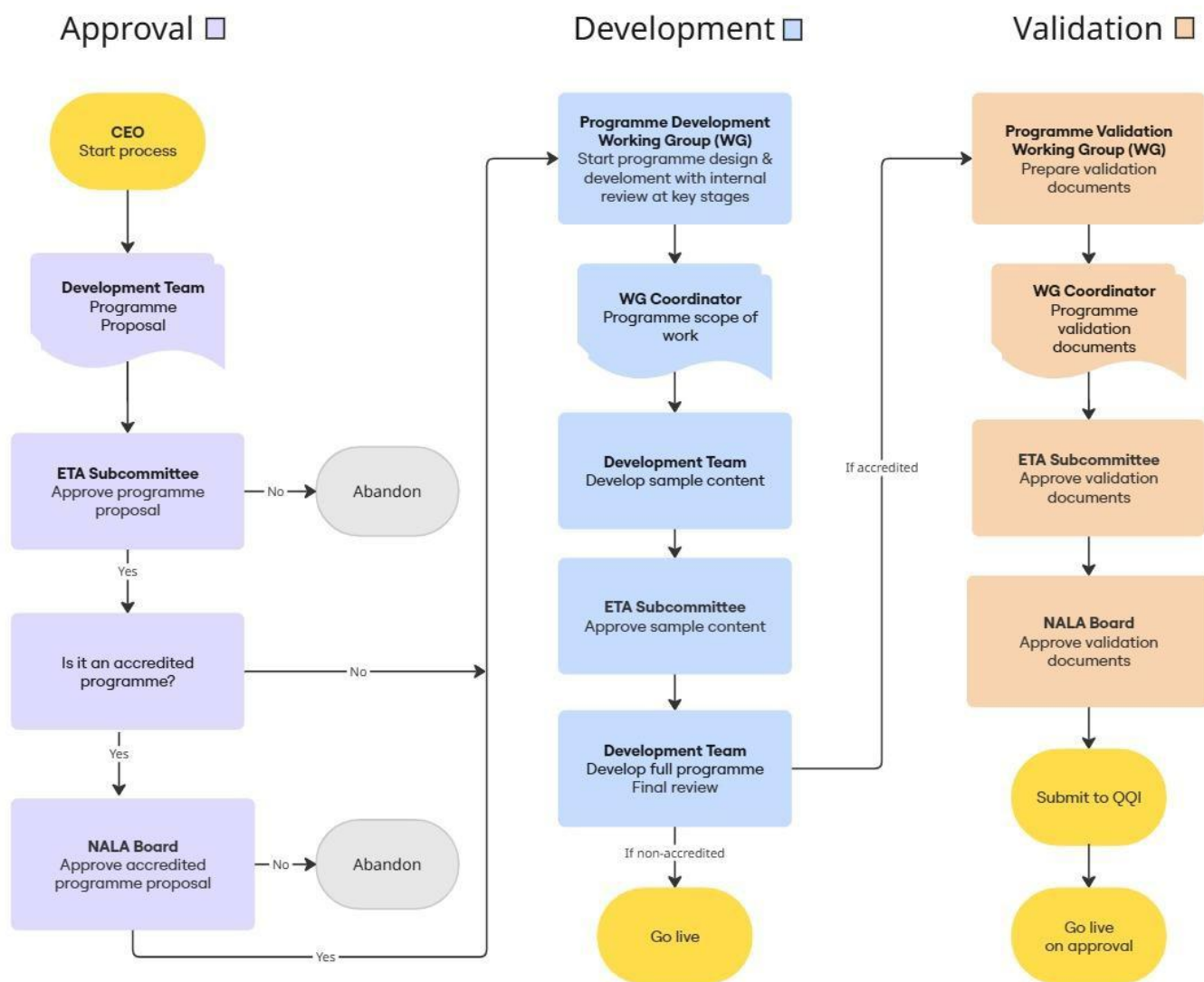


Figure 3: NALA Programme Approval, Development and Validation process

Programme Validation and Revalidation

NALA secure QQI validation before enrolling learners on any programme leading to a QQI award. Validation is usually for a maximum of five years and then automatically lapses unless renewed through revalidation. The process of revalidation is similar to that of programme validation. NALA carry out a self-evaluation of programmes to coincide with revalidation and use the data from this review to inform and support the revalidation process. We review our capacity to uphold the terms and conditions of validation when we are reviewing programmes and check that our programmes meet the validation criteria. Further details can be found in the Programme Validation and Revalidation Procedure.

Recognition of Prior Learning (RPL)

RPL is a process that acknowledges the skills and knowledge gained outside formal education and training. It can be used to gain entry, receive exemptions from certain parts of a programme, or attain a full qualification. Learn with NALA uses a Recognition of Prior Learning (RPL) tool in programmes leading to QQI awards that uses assessment to allow learners receive qualifications for what they have previously learnt but for which they have never received formal certification.

This RPL tool is available at level 2 and level 3 and allows learners, who have skills but no qualifications, to get a formal qualification. The RPL tool allows learners who receive 100% on an initial assessment to move forward to the summative assessment of that module without having to complete the eLearning content and interactive assessments associated with that module. This flexibility is important to accommodate the 'spiky profiles' that many adult literacy learners have. If the learner receives 100% on the summative assessment, then they can move forward to submit for the award or to the portfolio section if required.

If the learner achieves lower than 100% in the initial assessment the RPL tool recognises what the learner has answered incorrectly and points the learner to the relevant eLearning assessment on that module. The learner only has to complete eLearning content and interactive assessments for learning outcomes which they did not pass in the initial assessment.

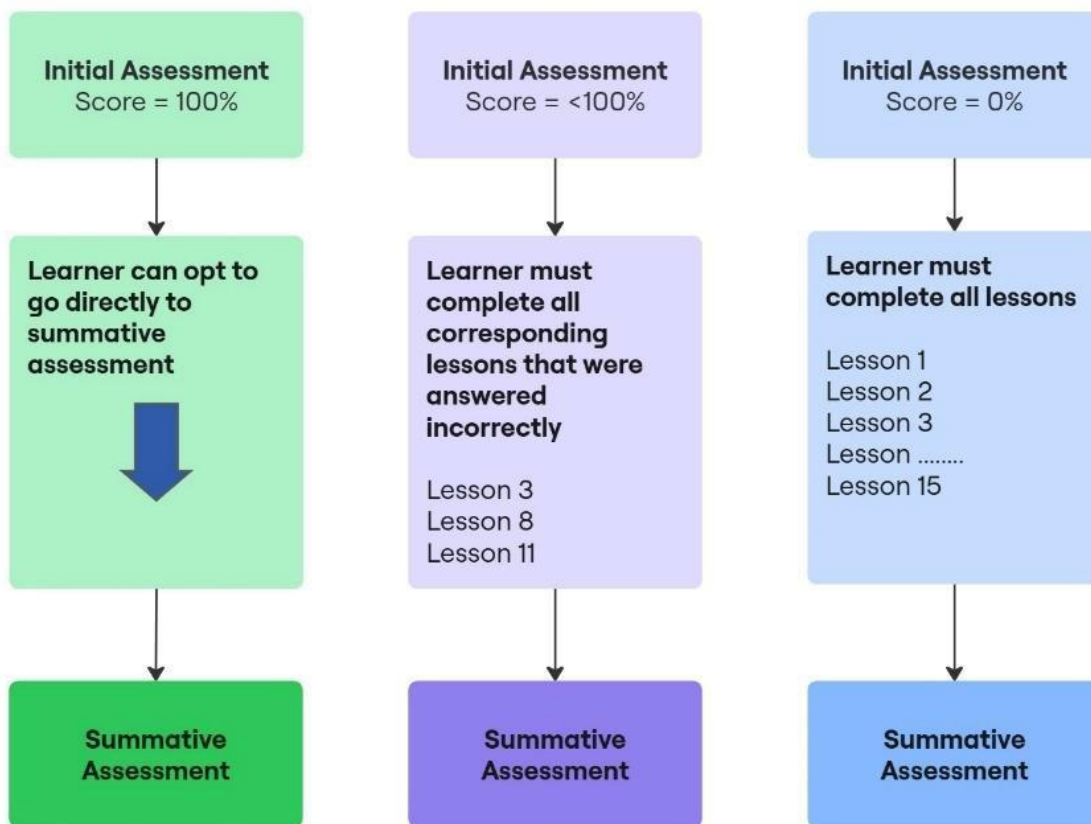


Figure 4: Recognition of Prior Learning on Learn with NALA

Admissions

NALA is committed to working with adult literacy learners who wish to improve their literacy, numeracy and digital literacy skills. We implement a consistent and fair approach to admissions. We operate a continuous intake system and learners, regardless of when they join, receive a seamless and supportive learning experience. We give prospective learners information on the programme content, the demands of the programme, the entry criteria and the admissions process before they apply. As part of admission, learners are introduced to NALA's expectations regarding participation, assessment, and academic integrity.

The LWN Coordinator is responsible for managing the admissions process. The details for admissions to both the LWN Tutoring Service and the LWN Online Services are included in the LWN Admissions Procedure.

In general, the entry requirements are:

- Tutoring Service
 - 18 years +

- Access to a phone (landline or mobile)
- Resident in the Republic of Ireland
- Be able to carry out a conversation in English
- Online Service:
 - 16 years +
 - Access to a computer, tablet or smartphone and the internet
 - Resident in the Republic of Ireland with a Personal Public Service Number (PPSN) number

Details on the verification of learner identity and academic integrity can be found in the following sections:

- **Assessment of Learners**
- **Supports for Learners**

Transfer and Progression

Transfer and progression opportunities on the National Framework of Qualifications (NFQ) facilitate lifelong learning and mobility for learners. This is particularly important for our learner profile who may not have had earlier opportunities to progress in education. It is our responsibility as a provider to ensure that our learners are aware of the transfer and progression opportunities within the NFQ that are open to them as a result of successfully completing a LWN programme. This helps them to navigate their educational and career paths, ensuring that their learning is recognised across different stages and areas of their personal and professional development.

We include transfer and progression information in programme information and on our website. We explain the NFQ and the level and type of award to which our programmes lead and how learners might use their FET credits to progress. We encourage learners to talk to us about available transfer and progression pathways within and outside of NALA.

Learn with NALA Skills Checker

NALA has developed an online skills checker. The NALA Skills Checker is a web application that allows learners to self-assess their literacy, numeracy and digital skills, explore their learning goals and find out about learning opportunities that would suit them. This skills checker is available online at: <https://skillscheck.nala.ie/>.

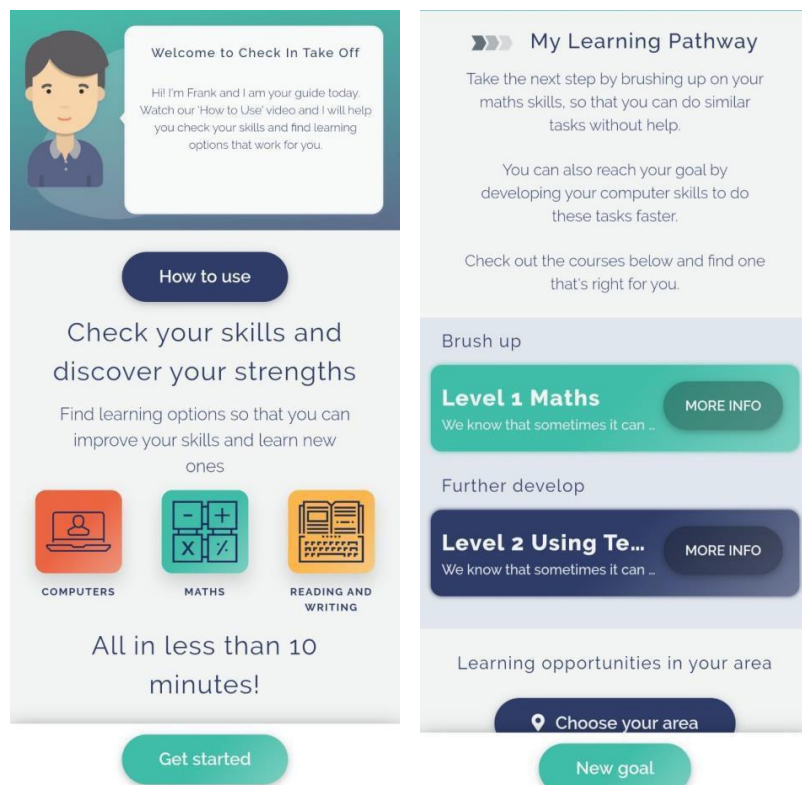


Figure 5: NALA Skills Checker Web Application

The NALA Skills Checker uses real-world task-based assessments. Each task encourages the user to picture themselves in a situation and reflect on how well they could deal with the situation in terms of the specific skills needed. These tasks are linked to learning outcomes at levels 1 to 4.

Based on the user's self-assessment, the NALA Skills Checker recognises a learner's existing skills and strengths, as well as identifying the skills that could be developed. Learners are then provided with information on relevant online and local face-to-face learning opportunities, such as NALA's Learn with NALA online course options or local course options provided by the Education and Training Boards.

Version Control Table

Version	Date	Author	Approver	Description of change
1	27 June 2018	eLearning Development Coordinator	NALA Board	Initial version
2	23 October 2019	eLearning Development Coordinator	ETA and Board	Update references from WriteOn and Distance Learning Service to Learn with NALA, updating roles.
3	22 November 2023	eLearning Development Coordinator	ETA and Board	Information on Tutoring Service, criteria for approval, updating roles.
4	10 December 2025	Learning Strategy and Education Manager	ETA and Board	Put in new structure to policy. Separated Programme Development, Evaluation and Review policy into two sections 3 Programmes of Education and Training and 11 Self-evaluation, Monitoring and Review. Updated in line with QA Guidelines

4. Staffing – Recruitment, Management and Development

Document Details Table

Document owner	Learning Strategy and Education Manager
Version number	03
Approved by	NALA Board
Date version 03 adopted	10 December 2025
Date of next review	Q4 2028
Review period	3 years (or earlier if necessary)
Related procedures	NALA Staff Handbook: • Section A: Equal Opportunities and Dignity and Work Policies • Section B: Employee Leave Policies • Section C: Discipline and Grievance Procedures • Section D: People Policies • Section E: Information Technology, Internet, Email and Phones • Section F: Health and Safety • Section G: Organisation Policies
Support documents	• Organisational Chart • Annual Training and Development Log • LWN Job Descriptions

Policy Statement

NALA recognises the importance of recruiting staff who are passionate about NALA's mission and vision. We aim to recruit, manage, develop and resource staff who:

- are committed to adult literacy;
- have appropriate expertise and competencies; and

- are learner-focused and committed to achieving NALA aims.

The Line Manager / Hiring Manager leads out on the recruitment, selection, management and development of staff that report to them (**See Figure 1**). All new positions must first be approved by the Board.

Purpose

The aim of the recruitment process is to appoint the most suitable person for the role. Recruitment will take place after evaluation of the need for the role against NALA's needs, plans and budget.

This policy also ensures that

- recruitment is in keeping with NALA's equal opportunities policy;
- recruitment and selection of suitably qualified staff will be made from the widest possible field;
- internal and external applications will be treated equally; and
- positions will be advertised internally and externally.

Scope

This policy applies to any person who applies for a position in NALA, regardless of the outcome. This policy also applies to all NALA staff involved in the recruitment process.

Responsibilities

The following listed people are involved in NALA's recruitment process; the CEO, the hiring manager, the Office Manager and the elected selection panel.

Responsibilities of each of the above listed people can vary depending on the role which is being filled. Shared responsibilities include creating a job and person specification, advertising the job, reviewing applications, shortlisting, interviewing, reference checks, induction and performance management.

Recruitment and Selection

Recruitment and selection of NALA staff working on Learn with NALA follows NALA's overall Recruitment and Selection Policies and Procedures (See NALA Staff Handbook, section D.1).

Selection Criteria for LWN staff

As outlined in NALA's Recruitment and Selection Policy (See NALA Staff Handbook, section D.1), the skills, experience and qualifications necessary for a role are identified and documented in the Job Description before a position is advertised. Candidates are shortlisted and interviewed on the basis of this criteria.

NALA does not hire contractors for programme delivery.

All Learn with NALA staff are required to complete a task relevant to their role during the interview process such as a reporting / writing task, a presentation, a demonstration / role play of tutoring / learner support or a technical task.

For staff involved in programme delivery (LWN Coordinator and Adult Literacy Educators), the following essential criteria are included in the job description:

- 5 years' or more experience in a similar role
- A Bachelor's degree or equivalent in a relevant field such as Adult Education
- Experience with implementing quality assurance policies and procedures.
- Experience of online learning management systems (LMS)
- Experience of delivering technology enhanced learning and, or blended delivery
- Excellent organisational, communication and IT skills particularly with Microsoft Office, Salesforce or other CRM systems
- Strong interpersonal skills and attention to detail to effectively deal with clients, stakeholders and staff members with efficiency, patience and empathy.
- The capacity to manage a diverse workload, be self-motivated and prioritise responsibilities
- Problem solving and critical thinking skills
- Communication, organisation and time management, team working skills
- Understanding and appreciation of NALA's mission and values.

Induction and Initial Training

NALA's induction procedure is followed for all new staff on Learn with NALA. The following areas are a mandatory part of induction and training for new Learn with NALA staff:

Publications:

- **NALA's Strategic Plan**
- **History of NALA**
- **Quality Assurance Manual**
- **NALA Guidelines for Good Adult Literacy Work**
- **The Wealth Model in Adult Literacy: transformative learning in action**
- **What's in it for me - The benefits of engaging in adult literacy learning in Ireland**
- **Leading the way in online learning**
- **Learning with NALA**
- **Literacy Now**
- **Literacy for Life**
- **Literacy Impact**
- **Learn with NALA Guide for Tutors**

Online courses:

- **Understanding adult literacy, numeracy and digital literacy**
- **Becoming literacy friendly**

Resources:

- Internal QA Hub
- Learner journal
- Learner welcome pack Systems training:
- Salesforce
- SharePoint
- Microsoft Teams
- Learn with NALA LMS

Adult Literacy Educator staff are also required to complete / become familiar with the following during induction and initial training:

- Publications:
 - **Getting started as an adult literacy tutor**
 - **Curriculum Development: An evolving model for adult literacy and numeracy education**
 - **Curriculum Development in Intensive Tuition in Basic Adult Education**
 - **Mapping the learning journey**
 - **Preparing Learning Materials**
- Online courses:
 - **Introduction to Integrating Literacy**
 - **A practical guide to integrating literacy**
 - **Preparing learning materials**
- Resources
 - **Learner workbooks**
 - **Learner worksheets – Step into Learning**
 - **Learner worksheets – That's Interesting**
 - **Published library of tutor / learner resources**
 - Internal library of shared tutor/learner resources

Additionally, staff have access an extensive libraries of **research, teaching guidelines and reference books, categorised video resources** as well as **NALA events including an annual programme of events for adult literacy practitioners** to inform their practice.

Management and Development

NALA has a team of highly experienced and qualified tutors, support staff, development staff and management who work on Learn with NALA. The Learn with NALA team consists of the following staff:

- Learning Strategy and Education Manager
- LWN Coordinator
- Adult Literacy Educators (5)
- LWN Support Officers (2)

- eLearning Developer and Content Creator
- eLearning Development Coordinator
- eLearning Engagement Officer
- Literacy Development and Outreach Worker

The lines of communication and reporting are clearly depicted on the NALA Organisation Chart (**See Figure 1**), detailed in all job descriptions and outlined during staff induction.

NALA is fully committed to supporting and recognising the individual and collective contributions of staff in the advancement of NALA's objectives.

Management and development of NALA staff working on Learn with NALA follows NALA's overall staff policies. For more see NALA Staff Handbook:

- Section A: Equal Opportunities and Dignity at Work Policies
- Section B: Employee Leave Policies
- Section C: Discipline and Grievance Procedures
- Section D: People Policies
- Section E: Information Technology, Internet, Email and Phones
- Section F: Health and Safety
- Section G: Organisation Policies

Staff Training and Development

As outlined in the Staff Handbook section G.13 Training and Development Policy and Procedure:

- all staff are required to participate in an annual programme of mandatory training.
- through PMDS, staff can, with their line managers, identify appropriate training and education options to meet their performance and development needs each year.

Additionally, NALA makes a range of options available to Learn with NALA staff to support their continued professional development including:

- A tailored annual programme of training for ALEs and LWN Support Officers including in-person training days.

- Access to **Learnovate Member** content including a research library, events, podcasts and recordings on digital education.
- Access to a **DCM Learning Member** content including courses and events.
- Access to a dedicated Employee Assistance Programme (EAP).

NALA has an overall budget annually for staff training as well as a dedicated annual budget for Learn with NALA professional development which is managed by the Learning Strategy and Education Manager.

Operations and Communication

NALA's Learning Strategy and Education Manager leads all educational programme projects in the implementation plan and coordinates an annual planning, delivery and review process with collaboration and continuous improvement at its core. This involves:

- Agreeing a budget for educational programme projects based on the overall annual budget.
- Establishing and leading collaborative working groups with agreed goals and programmes of work for both operations / service delivery as well as development.
- Drafting and collaboratively agreeing terms of reference for the team and working groups to include: the purpose / goals of the group, the membership of the group, agreed meeting schedule and formats, a schedule and approach to mid-year and end of year reviews, and agreement on how the group communicates and records progress.
- Agreeing project plans including goals, key performance indicators, resources, project leads, collaborators and supporters as well as a reporting schedule for each project.
- Scheduling, planning and facilitating team meetings, working group meetings, planning sessions, mid-year reviews and end-of-year reviews.
- Conducting individual Performance Management and Development System (PMDS) meetings with team members linked to agreed programmes of work.
- Reporting updates to the NALA management team, subcommittees and Board at agreed intervals during the year.
- Compiling mid-year and end of year reports outlining performance against objectives, key statistics, evaluation feedback from users and stakeholders, reflections from staff and outcomes for each project.

- Ensuring insights gained from the annual review process inform planning for the following year.

All Learn with NALA staff report directly or indirectly to the Learning Strategy and Education Manager (**See Figure 1**) and are part of team and working group structures. Each team and working group have terms of reference, regular meetings, Microsoft Teams Channels, Microsoft Loop Workspaces and programmes of work. This work is documented, organised and managed through the use of technology such as Microsoft Office, Teams, Loop and SharePoint, Salesforce and D2L's Customer Relationship Management (CRM) and reporting dashboards.

Staff and Quality Assurance

Staff members have primary responsibility for implementing our QA system which in turn ensures the quality of our programmes and learner supports.

- NALA's Quality Assurance forms part of mandatory induction and training for all Learn with NALA staff.
- We have programme team meetings once a month all programme team members review progress, discuss any areas of concern and give feedback. These meetings facilitate networking and sharing of learning among staff and may also identify training needs.
- We involve ALEs in programme development and review processes.
- We have at least one adult literacy practitioner as a member of our Education, Training and Assessment Subcommittee.
- Learn with NALA staff are involved in the ongoing development and enhancement of our QA system.
- Our eLearning Development Coordinator ensures that staff members are informed about changes in the QA system that impacts on their work.
- There are staff members on both the Education, Training and Assessment Subcommittee and Result Approval Panel.

Version Control Table

Version	Date	Author	Approver	Description of change
1	07 September 2016	Internal Support Coordinator	NALA Board	Initial version
2	07 February 2018	Internal Support Coordinator	NALA Board	Updated in preparation for re-engagement
3	10 December 2025	Learning Strategy and Education Manager	ETA and NALA Board	Put in new structure to policy. Updated in line with QA Guidelines

5. Online Teaching and Learning

Document Details Table

Document owner	Learning Strategy and Education Manager
Version number	03
Approved by	NALA Board
Date version 03 adopted	10 December 2025
Date of next review	Q4 2028
Review period	3 years (or earlier if necessary)
Related procedures	• Designing Learning Materials • Programme Development Procedure
Support documents	• LWN Learner Charter

Policy Statement

NALA is committed to providing high-quality online learning opportunities to adults who wish to improve their literacy, numeracy and digital literacy skills. NALA has been a provider of blended and online learning programmes since 2008. These programmes are delivered through the eLearning website, Learn with NALA, which is hosted on Brightspace, NALA's Learning Management System. NALA do not offer face-to-face programmes.

This policy is informed by:

- **NALA Guidelines for Good Adult Literacy Work**, (2012)
- **QQI Core Statutory Quality Assurance Guidelines**, (April 2016)
- **QQI Sector Specific Statutory Quality Assurance Guidelines** for Independent/Private Providers, (April 2016)
- **QQI Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Programmes**, (October 2023)

Online teaching and learning processes in NALA are underpinned by the principles of adult education and good adult literacy work as set out in NALA's Guidelines for Good Adult Literacy Work. Online courses offer flexibility to the adult learner and allow them to set their own goals and decide how, where and when they wish to learn. The online environment aims to be supportive and respectful.

NALA's Quality Assurance policies and procedures are informed by QQI's Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Programmes (2023). The NALA Compliance with Blended and Online Guidelines Checklist details how NALA's policies and procedures adhere to these guidelines.

Purpose

The aim of this policy is to ensure that learners are provided with high-quality online teaching and learning opportunities in a supportive and respectful learning environment. The programmes are informed by research and are critically reflected upon and continuously improved upon through self-monitoring and evaluation. This policy sets out the scope and principles for online teaching and learning.

Scope

The Online Teaching and Learning Policy covers all online courses for adult learners on the eLearning website Learn with NALA (LWN) (www.learnwithnala.ie). It does not cover the Professional Development online courses.

NALA's Online Teaching and Learning Policy is for:

- Adult learners who are using Learn with NALA (LWN):
 - Direct learners who engage with NALA
 - Centre learners in Registered LWN Centres
- LWN Team:
 - NALA Adult Literacy Educators (ALEs)
 - Learn with NALA Support Officers
 - Learn with NALA Coordinator
 - eLearning Engagement Officer

- eLearning Developer and Content Creator
- eLearning Development Coordinator
- Literacy Development and Outreach Worker
- Learning Strategy and Education Manager

Definition of Online Learning

There are many definitions of online learning. NALA's definition is guided by NALA's Guidelines for Good Adult Literacy Work.

“Online learning allows people to gain knowledge and skills through the internet and can be synchronous or asynchronous or both. Online learning is a flexible way of learning that allows people to learn at their own pace and at a time and place that suits them. People can access educational materials, interact with instructors, complete assessments and gain certification online. Online learning uses a variety of teaching approaches to best suit the needs of the learner.”

Principles

Online teaching and learning processes in NALA are underpinned by the principles of adult education and good adult literacy work.

- NALA's overall work is based on the five principles from the Guidelines for Good Adult Literacy Work⁶.
- Adult literacy work is based on a philosophy of adult education which is concerned with personal development and social action.
- Adult literacy learning is an active and expressive process. Students have the right to explore their needs and interests, set their own goals and decide how, where and when they wish to learn.
- Adult literacy work respects different beliefs, cultures and ways of being. An ethical code of trust and confidentiality underpins all aspects of the work.
- Students' knowledge and skills are vital for the effective organisation of adult literacy work. Students should have the opportunity to be involved in all aspects of provision.

⁶ (NALA, 2012) (p.23) Guidelines for Good Adult Literacy Work, Available online at: <https://www.nala.ie/publications/nala-guidelines-for-good-adult-literacy-work/>

- Adults learn best when the decision to return to learning is their own and the environment is supportive, relaxed and friendly.

NALA's online teaching and learning is based on the **following 8 principles**:

1) Learner Centered

- Learners are provided with a supportive and respectful online learning environment.
- NALA ensure that learners are supported to use the eLearning website through learner support information and LWN support services.
- Learners have quality online teaching and learning opportunities that meet their needs. Learners have the option to go forward for QQI certification.

2) Quality Assurance

- NALA is responsible for the academic standards and quality assurance of programmes delivered through online learning.
- NALA ensure that policies and procedures in relation to quality assurance are appropriate for the online learning environment.

3) Designed for Online

- All Learn with NALA programmes are designed for online learning. NALA design teaching, learning and assessment strategies that are specifically for online learning.
- NALA ensure that the technical infrastructure supports online delivery and is reliable.
- NALA ensure that technical support for programmes is in place.

4) Accessibility

- NALA design online teaching and learning content specifically for adults with unmet literacy, numeracy and digital literacy needs.
- NALA strives to follow accessibility standards, Universal Design for Instruction and Universal Design for Learning principles in course design.

5) Academic Integrity

- NALA promotes and monitors academic integrity of assessment through
 - designing assessment to include features such as randomisation of questions.
 - the use of assessment interactions that are not conducive to plagiarism.

- implementing internal assessment and internal verification processes that are designed to detect academic misconduct; and
- aligning assessment strategy with our Academic Integrity Policy (See Appendix 1).

6) Staff Professional Development

- NALA ensure that all strategies and processes for the appointment, induction, training, professional development and performance management arrangements for teaching and support staff are appropriate and specific to an online learning environment.
- NALA provide continuous professional development for the LWN team in the delivery, assessment and quality assurance of online learning.

7) Data Security

- NALA ensure security of learner's data and the integrity and reliability of its online learning and support systems in accordance with **NALA's Data Protection Policy** and Record Retention Policy.

8) Legal Compliance

- NALA ensure arrangements are in place for compliance with any legal, regulatory or statutory obligations required for an online learning context.



Figure 6: NALA's Principles of Online Teaching and Learning

NALA also works to improve the online teaching and learning practices in adult literacy education in a wider context. This work involves:

- promoting a learner-centred approach;
- facilitating, listening to, and hearing the learner voice;
- developing teaching and learning resources for online learners;
- commissioning and sharing research;
- running events and webinars to highlight key issues in adult literacy and share literacy expertise in the digital space; and
- supporting the professional development of tutors and other practitioners.

Responsibilities

Learners

Learners will ensure that they adhere to the **Terms and Conditions** of using Learn with NALA.

This includes the learner:

- Agreeing to the rules and code of conduct as set out in the LWN Learner Charter.
- Meeting the stated entry requirements for each course they are enrolled in.
- Agreeing to receipt of automatic email notifications based on their activity on Learn with NALA.
- Agreeing to being contacted with offers of support from NALA.

NALA

NALA will:

- Ensure that learners have access to quality online learning opportunities.
- Strive to ensure that learners have a positive learning experience in a supportive and respectful learning environment.
- Ensure that LWN is accessible to adults with unmet literacy, numeracy and digital literacy needs.
- Provide continuous professional development for NALA staff in the delivery, assessment and quality assurance of online learning.
- Ensure it has the technical infrastructure and technical support for online programmes.

- Ensure arrangements are in place for compliance with any legal, regulatory or statutory obligations required for an online learning context.
- Ensure that data is managed in accordance with NALA's Data Protection Policy, Record Retention Policy and any other policy or procedure that may be required to comply with the European Union (EU) General Data Protection Regulation and the Data Protection Acts 1988 to 2018.

Teaching and Learning Strategies

We use a variety of methods:

- Asynchronous and self-paced modules
- Synchronous one-to-one and group tutorials

Learners can choose to:

- Study directly with NALA with phone and online support from NALA tutors (Adult Literacy Educators) and LWN Support Officers
- Attend a LWN Registered Centre for in-person support by their tutors, teachers, carers, personal assistants.

The Learning Model

Our focus is to provide high-quality learning opportunities to adults who wish to improve their literacy, numeracy and digital literacy skills at a level and pace that suits them and their lifestyle.

- Learn with NALA is a **user-friendly online learning platform** with programmes designed to suit our learner profile.
- Learn with NALA is **learner centered** and allows learners to study at their own pace and at their own convenience and overcomes geographical barriers by providing access for learners in remote areas.
- There is **good communication and support** for learners. We provide clear instructions, technical support, and communicate regularly with learners throughout the programme. **One-to-one tuition** is available both over the phone and online.
- We offer clear, concise modules based on **clearly stated learning outcomes** which mirror the Minimum Intended Learning Outcomes (MIMLOs) in the QQI award specifications.

- We design **asynchronous programme content** that promotes active learner engagement and interactivity. We include multi-modal content, a mix of text-based materials, video, audio and interactive activities to cater to diverse learning preferences. We ensure that all digital content is purposeful. We aim to avoid content overload for learners.
- Learn with NALA has **clear learning pathways**. Information is modular and consistent which supports self-paced, asynchronous learning. We scaffold learning, which encourages step-by-step progression towards learning outcomes. We embed progress indicators so learners can track their own progress.
- We are guided by plain English and Universal Design for Learning (UDL) principles to make content as **inclusive** as possible within the given resources available.

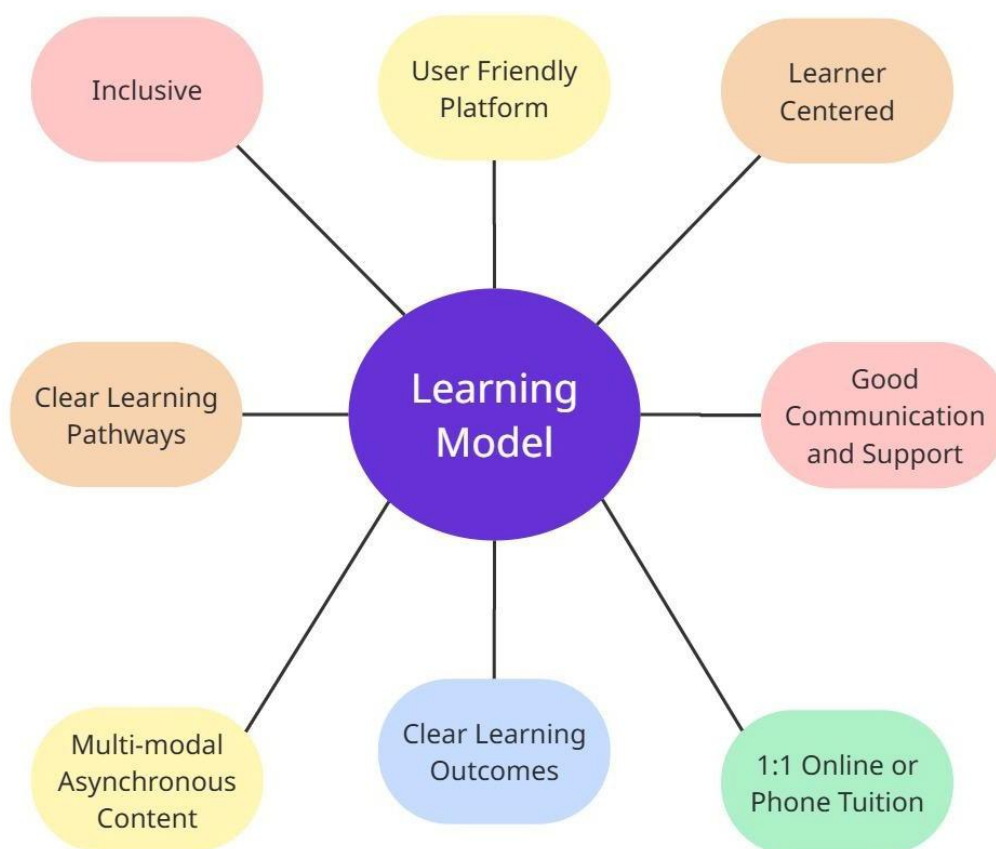


Figure 7: Learning Model

Tutoring model

NALA's Adult Literacy Educators provide one-to-one online tutorials giving personalised guidance and support. These sessions are flexible, allowing learners to schedule tutorials at a time that suits them and their lifestyles. Tutors address specific learning difficulties, provide feedback on assignments, and offer personalised learning strategies during tutorials.

Assessment

Both formative and summative assessments are aligned with the learning outcomes. This ensures that content is easily mapped and aligned to learning outcomes.

Formative Assessment

- There are short online quizzes within each module to assess understanding.
- Instant feedback is given during the formative assessment.

Learners are encouraged to try activities multiple times. Repetition is a powerful tool for reinforcing memory.

Summative Assessment

- There is a comprehensive online End Test for each module using questions selected from a randomised bank of questions. Randomised questions help ensure fair and objective assessment.
- The learner must answer each question correctly to pass.
- Additional summative assessment in the learner portfolio is used to assess outcomes that cannot be assessed in the End Test.

Learners can avail of multiple additional resources outside of the programme content.

Version Control Table

Version	Date	Author	Approver	Description of change
1	16 May 2018	Distance Learning Service Coordinator	NALA Board	Initial version
2	09 March 2022	LWN Coordinator	ETA and Board	Updated references from WriteOn and DLS to LWN. Updated roles.
3	10 December 2025	Learning Strategy and Education Manager	ETA and Board	Put in new structure to policy. Updated in line with QA Guidelines Incorporated Online Learning Policy and renamed to Online Teaching and Learning.

6. Assessment of Learners

Document Details Table

Document owner	LWN Coordinator
Version number	03
Approved by	NALA Board
Date version 03 adopted	10 December 2025
Date of next review	Q4 2028 (or sooner if needed)
Review period	3 years
Related procedures	• Assessment of Learners • Corrective Action • Internal Verification • External Authentication • Results Approval • Reasonable Accommodation • Late Submissions • Learner Appeals • Academic Integrity Policy

Policy Statement

This policy outlines NALA's approach to assessing learners who are undertaking online courses on Learn with NALA (LWN) which lead to awards at Levels 1, 2, and 3 of the National Framework of Qualifications (NFQ). It ensures fair, consistent, and quality-assured assessment practices that align with:

- QQI's **Quality Assuring Assessment Guidelines for Providers** Revised 2013 (Version 2 - revised 2018)
- Note there are draft **QQI Quality Assuring Assessment, Interim Guidelines for Providers 2024**

We are committed to providing assessments that are:

- **Fair:** All learners have an equal opportunity to demonstrate their learning.
- **Transparent:** Learners understand what is expected of them and how they will be assessed.
- **Valid:** Assessments accurately measure what they are intended to measure.
- **Reliable:** Assessments produce consistent results over time and across different Learn with NALA Online Assessors.
- **Accessible:** Assessments are designed to accommodate the diverse needs of learners, including those who need reasonable accommodation. We work hard to remove any barriers to assessment for learners.
- **Supportive:** Assessment is seen as a way to help learners develop and progress, not just to judge them.

Purpose

The aim of this policy is to ensure that learners are provided with a range of assessment opportunities which supports the teaching and learning process and which also lead to certification.

Scope

NALA's Assessment of Learners policy applies to all stakeholders who are involved in the assessment of programmes leading to awards in the NFQ.

Assessment Principles

Our assessment practices are guided by the following principles:

- Assessments consider the adult learning context, focusing on practical application and real-world skills.
- Assessment is an integrated ongoing part of the learning process, not just a final event. Learners are assessed regularly and constructively in ways which support the teaching and learning process.
- We use a range of assessment methods to suit different learning outcomes and learner preferences.

- Assessment criteria are clear, communicated in advance, and linked directly to learning outcomes.
- Assessments reflect real-life tasks and situations.
- Our assessment practices are reviewed regularly to ensure their effectiveness, relevance, and alignment with QQI guidelines and best practice.

This assessment policy is made available to all learners through the LWN platform. NALA staff involved in the design, delivery, and assessment of programmes are fully aware of the policy through staff induction, ongoing training and consultation about the policy.

Responsibilities

Learners:

- Understand and adhere to assessment requirements.
- Complete and submit assessments by agreed deadlines and in agreed formats.
- Act on feedback provided.
- Act with integrity.
- Ask for help if they need it.
- Let NALA know if there any circumstances that may affect their ability to complete assessments (e.g., disability, illness).

Learn with NALA Online Assessors (ALEs and LWN Support Officers):

- Carry out assessment activities as detailed in the programme descriptor and as agreed at validation.
- Explain assessment requirements clearly to learners.
- Provide ongoing support and guidance to learners.
- Mark assessments fairly and consistently according to NALA's marking guidelines.
- Provide constructive feedback to learners.
- Identify learners who may need additional support.

The Learn with NALA(LWN) Coordinator:

- Is NALA's internal verifier.
- Monitors and reviews assessment practices to ensure ongoing compliance with this policy and QQI guidelines.

- Has overall responsibility for the management and coordination of assessment, authentication and certification.

The Programme Design Team:

- Design programmes with clear learning outcomes and appropriate assessment strategies.

The Results Approval Panel (RAP):

- Maintains oversight of the assessment processes.
- Approves results.
- Makes recommendations to the Education, Training and Assessment Subcommittee.

NALA's Assessment Framework

NALA use an assessment framework which ensures learners are constructively assessed, in a manner which scaffolds learning, supports learner progression and works to build evidence of learners' achievement of learning goals. For those working towards certification this evidence supports their journey to certification.

NALA's assessment framework includes:

- **Initial assessment** which assesses learner's strengths and gaps in skills and knowledge on entry. This includes Recognition of Prior Learning.
- **Formative assessment** which supports the teaching and learning process and does not lead to certification.
- **Summative assessment** which leads to certification and provides evidence of achievement of learning outcomes.

Initial Assessment

Initial assessment is available at level 2 and level 3 and comprises one question per learning outcome.

The pass mark for initial assessment is 100%. All questions are randomised. If the learner passes the initial assessment tasks they can move forward to the summative assessment which is called the End Test. If the learner does not answer all the questions in the initial assessment correctly, they are directed to take the lessons associated with the questions they

answered incorrectly. The learner can view whether they have passed the initial assessment (Tasks) by going into: My Progress and viewing Grades. This is indicated as either 'Pass' or 'Go to Lesson'. (Figure 8).

 Centre E, cattest20263
cattest20263

Maths Level 3
July 2026-June 2028

In progress

Summary

Grades

Content

Assignments

Quizzes

  Listen 

Grades Progress

Current Grade
In progress

Final Grade

Course Progress

In progress

Feedback

Last Modified: Jul 17, 2026 3:13 PM

Graded Items

Task 17 - Maths Level 3

Pass

Feedback

Last Modified: Jul 8, 2026 11:31 PM

Task 16 - Maths Level 3

Pass

Feedback

Last Modified: Jul 8, 2026 11:31 PM

Task 15 - Maths Level 3

Pass

Feedback

Last Modified: Jul 8, 2026 11:30 PM

Task 14 - Maths Level 3

Go to Lesson

Feedback

Last Modified: Jul 8, 2026 11:30 PM

Task 13 - Maths Level 3

Go to Lesson

Feedback

Last Modified: Jul 8, 2026 11:30 PM

Figure 8: Grades View Showing Initial Assessment

Formative Assessment

Formative assessment in LWN is used to help identify learner’s needs, strengths and interests. Formative assessment is used to measure performance and the achievement of individual learning goals. It is used to inform what the Adult Literacy Educator and learner will work on

next or to help identify other education programmes where the learner may progress to. Learners are actively involved in this process. This follows the principles outlined in the Guidelines for Good Adult Literacy Work (**NALA, 2012**) which states that learners have the right to set their own goals and be involved in all aspects of provision.

Formative assessment is available on Learn with NALA at Levels 1, 2 and 3 and in the Preparing for Level 3 section. Formative assessment is integrated throughout the Lesson content in each course. Learners can use these formative assessments to assess their skills. Formative assessment gives the learner insight into their progress and allows them to reflect on their learning and to set further goals. The learner gains feedback on the questions that they answered correctly or incorrectly. The learner can see their progress by viewing Content in the My Progress section.

Summative Assessment

Summative assessment on Learn with NALA is an eLearning assessment which is used to check final skills for an award. This is called the End Test. Some awards require additional assessment activities which are completed in the learner's portfolio section on Learn with NALA. These additional activities involve real-world tasks with evidence uploaded into the online portfolio or posted to NALA. Features of summative assessment include:

- At level 1 and level 2, one assessment block on the summative assessment relates to one learning outcome.
- At level 3, two assessment blocks on the summative assessment relate to one learning outcome.
- The pass mark for each question in the summative assessment is 100%.
- If the learner does not answer all the questions in the summative assessment correctly, they are directed to re-do the lessons associated with the questions they answered incorrectly.
- If the learner scores 100% in the summative assessment they have passed the End Test. This is scored automatically on the system.
- Some courses require the learner to carry out additional assessment work which is detailed in the learner portfolio. This is assessed by Learn with NALA Online Assessors and scores are recorded on the system.

The learner can view whether they have passed the summative assessment questions (End test questions) by going into: My Progress and viewing Grades. This is indicated as either 'Pass' or 'Redo'.



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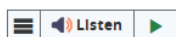
Managing personal finances
 Level 3
 July 2026-June 2028

In progress

Summary

Grades

Content



Grades Progress

Current Grade

In progress

Final Grade

Course Progress

[Feedback](#)

In progress



Last Modified: 16 July 2026 2:15 PM

Graded Items

End test question 14.2 - Managing personal finances Level 3

[Feedback](#)

Pass



Last Modified: 14 July 2026 3:40 PM

End test question 14.1 - Managing personal finances Level 3

[Feedback](#)

Redo



Last Modified: 14 July 2026 3:39 PM

End test question 13.2 - Managing personal finances Level 3

[Feedback](#)

Pass



Last Modified: 14 July 2026 3:39 PM

Figure 9: Grades View Showing Summative Assessment

Purpose of Assessment

The purpose of assessment processes is to gather information and supply evidence of learners' progress towards their individual learning goals, including those which include working towards certification. The purpose of assessment is to:

- **Confirm Learning:** Verify that learners have achieved the programme learning outcomes.
- **Provide Feedback:** Give learners constructive feedback on their progress and areas for improvement. We provide regular and meaningful feedback throughout the programme.
- **Guide Learning:** Help learners identify their strengths and weaknesses and plan their next steps.
- **Certify Achievement:** Enable learners to receive QQI certification.
- **Maintain Quality:** Ensure the quality and integrity of NALA programmes and QQI awards.

Overview of the Assessment Process

The LWN Team will ensure that learners are informed about assessment opportunities available to them and that assessments are secure, reliable and delivered in a timely manner. The LWN Team will ensure that learners are actively involved in their own assessment and that assessment is fair and consistent.

Assessment

- Assessment policies, processes and procedures are developed, implemented and agreed with QQI and regularly reviewed and updated.
- The programme design team devises initial, formative and summative assessment strategies, assessment instruments and assessment criteria.
- Assessment is ongoing throughout the programme, allowing for regular feedback and opportunities for learners to demonstrate progress.
- Immediate feedback is programmed into the initial, formative and summative assessment interactive questions. Learners see this feedback immediately on completion on the interactive questions.
- Learners submit their additional assessments electronically via the Learn with NALA platform in the portfolio section. Learners complete these assessments according to the specified instructions and deadlines.
- Learn with NALA Online Assessors assess these additional assessments in the learner portfolio. Marks are assigned according to pre-defined marking criteria.
- Constructive and timely feedback is provided to learners, highlighting strengths and areas for development. Learners can access this feedback through the LWN platform, and they are notified when it has been completed.
- Learn with NALA Online Assessors record this feedback and assessment outcomes through the LWN platform.
- The Learn with NALA system records all assessment outcomes, and this is available to learners in the grades section of the My Progress tool. This is available to Learn with NALA Online Assessors and registered centre tutors in the grades section of the Class Progress tool.

Internal Verification

- A sample of assessed work from each programme is internally verified by the LWN Coordinator according to the LWN Sampling Strategy. This ensures consistency and fairness of marking. This process ensures that marking standards are applied consistently across all learners and Adult Literacy Educators. It also verifies that assessment results are recorded accurately.

External Authentication

- The External Authenticator reviews a sample of assessed work. This process provides an independent assurance of the quality and standard of assessment. The LWN Coordinator appoints an External Authenticator according to the External Authenticator Procedure. We do not use the same authenticator for more than four consecutive certification periods.
- The External Authenticator moderates assessment results by sampling learner evidence according to QQI Guidelines for External Authenticators.

Results Approval and Issue

- The LWN Coordinator convenes meetings of the Results Approval Panel (RAP).
- The RAP reviews, approves and sign-off assessment results.
- The RAP makes recommendations and reports to the Education, Training and Assessment Subcommittee.
- Learners get instant access to their grades on the LMS and are informed that they have been put forward for a QQI Award.
- The LWN Coordinator informs learners as to what approximate date the QQI award certificates will be posted out.

Certification

- Once the RAP have approved and signed-off on assessment results, the LWN Support Officer submits learner results to QQI via the QBS.
- Learners are allowed 10 working days to lodge an appeal.
- The LWN Coordinator processes appeals.
- The LWN Coordinator issues award certificates.

Consistency of Assessment

All assessment results are recorded on the Learn with NALA administration system.

Additional assessment activities are completed in the learner's online portfolio on Learn with NALA. Instructions on assessments are available to the learner in their online portfolio and support is available through the LWN Support Officers. The portfolio assessments are assessed by Learn with NALA Online Assessors.

Learn with NALA Online Assessors follow guidelines to ensure that all work is assessed fairly and consistently. The LWN Coordinator oversees additional assessment activities.

Assessments are subject to the NALA internal verification process and external authentication process.

Academic Integrity of Assessment

NALA is committed to ensuring that all assessments on Learn with NALA are fair, valid and reliable. NALA maintains procedures to protect both the security and credibility of assessments on Learn with NALA.

- All learners are expected to complete assessments honestly and independently. The Academic Integrity Policy sets out the principles of honesty, fairness and responsibility.
- Learners are made aware of academic integrity through information on the Learner Charter, Learn with NALA website and from interactions with LWN staff.
- NALA ensures that academic integrity is considered and adhered to when designing programmes and assessment on LWN. Assessments on LWN include real world tasks and portfolio assessments which are not conducive to cheating or plagiarism. Learners are reminded at the summative assessment stage that work needs to be their own.
- LWN staff receive training on academic integrity and monitor learner assessments on a continual basis.
- LWN staff adhere to the Academic Misconduct Procedure for all potential incidents of academic misconduct.

Verification of Learner Identity

Confirming learner identity for our learner profile requires a balance of security and simplicity. We keep the verification process as simple and straight-forward as possible, so it is not a barrier to learners.

Registered LWN Centres confirm the identity of learners using LWN. This is detailed in the Registered LWN Centre MOU. <https://www.nala.ie/publications/learn-with-nala-memorandum-of-understanding/>

NALA Direct learners register directly on LWN.

Methods for verification of learner identity for direct learners include:

Registration and account creation

- Each learner creates a unique username and secure password for access to LWN.

Learner declarations

- Learners electronically accept a declaration confirming that they are the registered learner, that all information provided is accurate and that they will complete assessment tasks independently.
- Learners declare that they follow the rules and codes of conduct as set out in the Learner Charter including rules on academic integrity.

Personal information and documentation

- Learners provide personal details at registration (full name, address, date of birth, email address and PPSN).
- During support calls and synchronous assessment sessions with NALA staff, learners are asked to verify their name, address, date of birth and PPSN.
- Where required, proof of identity (e.g. official ID such as passport, driver's licence, Public Services Card) may be requested and verified by the LWN Support Officer. This occurs when:
 - the learner is being put forward for a Major Award;
 - there is a conflict / mismatch with the learner's information on the QQI Business System (QBS). (NALA submits learner data to this system twice a year);

- there is a data gap / conflict / mismatch with the learner's information on the SOLAS Programme and Learner Support System (PLSS). (NALA submits learner data to PLSS four times a year);
- there is a suspicion that academic misconduct has taken place.
- NALA reserve the right to ask for additional documentation or information to verify a learner's identity.

Ongoing authentication during programme participation

- Learners must provide secure login credentials for all access to learning and assessment activities.
- Learners are asked to provide personalised tasks as part of some additional assessments in the portfolio section.

Assessment specific verification

- LWN Online Assessors may conduct brief online interviews with learners to discuss assessments and verify learner authorship.

Data security and privacy

- All identity verification processes comply with NALA's Data Protection Policy.
- Only authorised staff may access learner identity information, and it is used solely for verification and quality assurance purposes.

Security of Assessment

NALA ensures that all learner material, including work produced for the assessment of teaching and learning and for certification is kept secure and confidential. All NALA staff adhere to the Information and Data Management Policy and Procedures and have attended training on data protection.

Security of eLearning Material

The LMS has secure submission for assessments. Information on learners' details, assessments, passwords and results are stored in the Learn with NALA administration system. Access to this is restricted to the relevant role. There are several different roles on Learn with NALA such as learner, Centre tutor, Verifier, NALA staff and Admin. These roles all have

different levels of access. The Learn with NALA Online Assessor and other staff involved in the assessment process have access to view learner assessments.

Learners create their own password on Learn with NALA which allows them access to their own Learn with NALA account and online portfolio. Learners have the ability to change their password from the login page. Learners can view their own assessment work in their online portfolio.

Learners have access to information on their results on the grades view of the 'My Progress' section of their Learn with NALA account.

The LMS has a security certificate which means that the website is secure and information you send or get through the website is private.

Security of Physical Material

All incoming post, including learner material, is opened and date stamped by the Office Manager, except where an item is marked as 'Private and confidential'. All learner material is passed to the appropriate staff and logged on the Learn with NALA administration system. Learner material such as practice worksheets are forwarded to the relevant Adult Literacy Educator. All Learn with NALA assessment material is kept secure in a locked filing cabinet in the NALA office. Assessment material is reviewed by the LWN Coordinator. All assessment outcomes are recorded on the Learn with NALA administration system. Learn with NALA Online Assessors have access to assessment outcomes for their learners on the Learn with NALA administration system and they can communicate these results to their learner. Learners can also contact the LWN Support Officers to get an update on assessment.

Reasonable Accommodation for Assessment

While all assessment online is designed to be accessible, we acknowledge that there may be still be cases where reasonable accommodation is required. We provide reasonable accommodations for learners with disabilities or specific learning needs in line with relevant legislation and QQI guidelines. We ask learners to let us know of any such needs in advance. We implement reasonable accommodation in a fair and impartial manner that does not advantage or disadvantage the learner. Learners who need to be accommodated contact the LWN Coordinator who reviews their needs and makes the necessary arrangements. The

LWN Coordinator liaises with the learners' Adult Literacy Educator or centre tutor if necessary to agree arrangements for implementing the reasonable accommodation.

A Reasonable Accommodation in Assessment Application Form is available, and a log of all reasonable accommodation is kept by the LWN Coordinator on SharePoint. The log contains details such as their PPSN, award, assessment details, details of the reasonable accommodation, supporting evidence, action taken and the outcome.

Submission of Assessment

Learners must submit assessments on or before the submission deadline which is shared with learners as an announcement on the LMS. If a learner misses the deadline, their assessment will be put forward in the following assessment round. A learner may contact the LWN Coordinator about a late submission to request that it go forward for the current round. Details of reasons for this must be provided to the LWN Coordinator who will in turn inform the learner about the decision made. Details of the outcome will be stored in the Learn with NALA administration system. Further details can be found in the Late Submissions Procedure.

Internal Verification

The Internal Verification panel is convened to review adherence to Quality Assurance procedures and to sample submissions. The Internal Verification panel is made up of the LWN Coordinator, a member of management, members of the LWN Team and a learner representative. The Internal Verification panel has the following responsibilities:

- to verify agreed assessment procedures were followed;
- to verify that the evidence has been developed in accordance with the techniques and instruments agreed in the validated programme; and
- to verify that grades have been awarded in line with QQI requirements.

The LWN Coordinator completes and signs the Provisional Learner Group Results form that is generated from QBS. Further operational details can be found in the LWN Administration Guidelines.

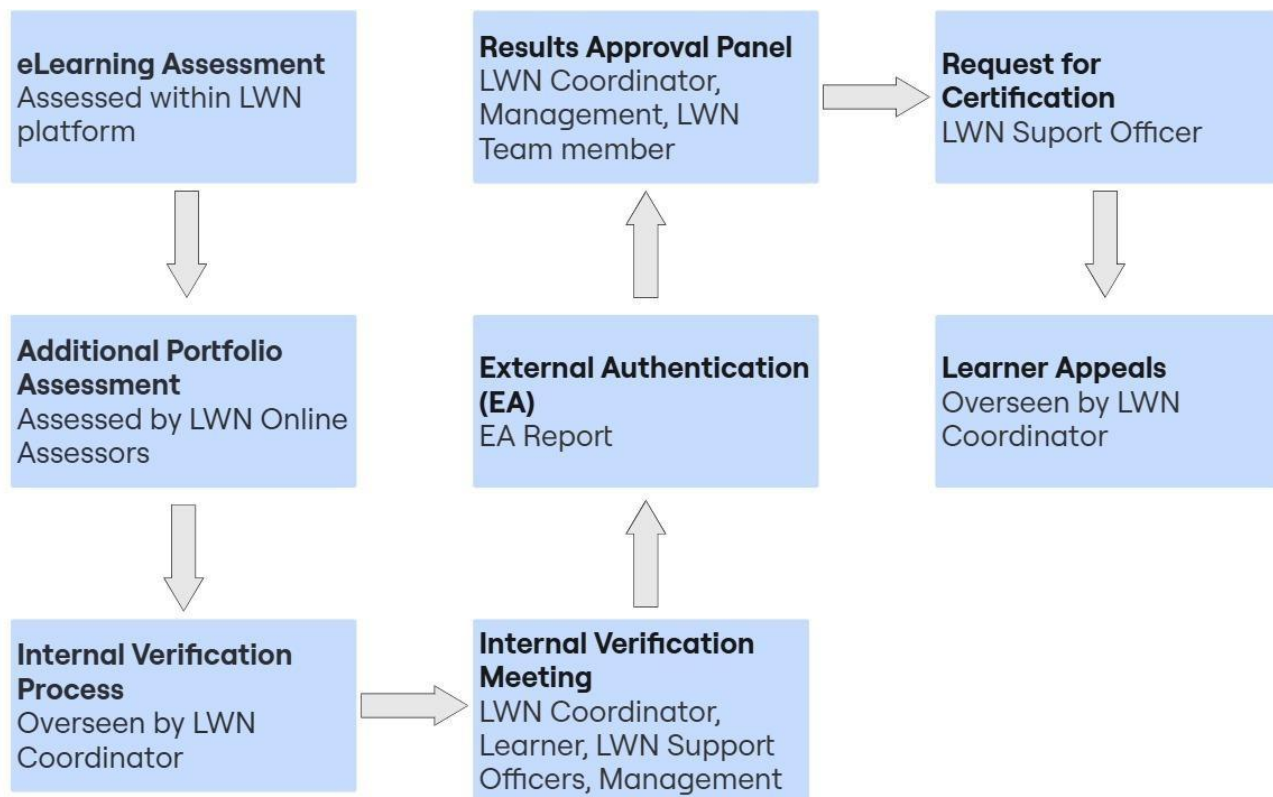


Figure 10: NALA Assessment Process

External Authentication

The aim of External Authentication is to:

- Check that the assessment evidence presented for authentication has been fairly and consistently assessed.
- Confirm that the assessment processes are fair, consistent, and valid.
- Verify that the results presented meet the national standards for the related award(s).

The ETA Subcommittee approves the appointment of External Authenticators (EA) which is arranged in line with NALA's procurement policy. EAs must meet NALA's selection criteria. The LWN Coordinator manages the procurement process and maintains evidence of suitability. We do not contract the services of the same external authenticator for more than four successive certification periods. Applicants will be required to attend for interview and once successful will be placed on the NALA External Authenticator panel. Being placed on the panel does not guarantee employment during this period.

Selection Criteria

NALA will ensure that External Authenticators:

- Have technical and subject matter expertise within the appropriate award area or field of learning.
- Have a minimum of two years' experience of working in this field.
- Have a minimum of two years' experience of authentication.
- Have knowledge and experience of awards, assessment and standards.
- Have experience of delivering programme assessment in the field.
- Agree to undertake appropriate training and to attend appropriate briefings.
- Understand NALA's context, approach and learner profile.
- Have the qualities necessary to interact with learners, Learn with NALA Online Assessors and senior staff members, as appropriate.
- Have administrative and IT skills. The External Authenticators will be accessing evidence through NALA's eLearning website <https://www.learnwithnala.ie/>
- Can undertake to operate within the code of practice and guidelines issued by QQI, as appropriate.
- Are available to NALA at appropriate times.
- Are independent of NALA.
- Inform NALA of any potential conflict of interest that may compromise their role.

The LWN Coordinator:

- In consultation with NALA's Finance and Corporate Services Manager, issues a contract to the External Authenticator setting out terms, conditions and expectations. This contract is signed by the LWN Coordinator and the authenticator before authentication starts.
- Liaises with the External Authenticator before, during and after his/her visit and ensures that NALA staff are available if s/he needs to contact them during the process.
- Presents the External Authenticator report to the Results Approval Panel meeting.

The External Authenticator carries out authentication according to NALA's External Authentication procedure. External Authentication is key to the fair and consistent assessment of learners. This procedure provides the External Authenticator with a structure for carrying out their role and ensures that the process is done in a systematic coherent, professional and transparent manner.

In addition to this procedure the External Authenticator will also need to be familiar with the following documents:

- NALA Assessment of Learners Procedures
- Quality Assuring Assessment Guidelines for External Authenticators (2015)
- QQI Quality Assuring Assessment Guidelines for Providers (2013)

Results Approval

The purpose of our results approval process is to formally review and approve results data and to confirm the integrity of our assessment results before we submit results to QQI for certification and issue them to learners. This process ensures that appropriate decisions are taken regarding the outcome of our assessment and authentication processes.

The Results Approval Panel (RAP) operates according to the Results Approval Panel Terms of Reference. The RAP meets for every certification round.

The Results Approval Panel considers the Internal Verifier Report and the External Authenticator Report. It confirms that results are fully quality assured and makes the final decisions with regard to the outcomes of the assessment process. It also agrees corrective actions if needed.

The Results Approval Panel report is formally signed off by the Chair prior to requesting certification by QQI.

Submission of Results and Issuing of Award Certificates

When results are approved by the Results Approval Panel, the LWN Coordinator double checks all data for certification for accuracy and reliability with the LWN Support Officer, who submits them to QQI for certification via the Quality Business System, QQI's secure online system.

When we receive the award certificates from QQI the Learn with NALA Support Officer records receipt and stores them in a locked press until they issue them to learners either by registered post or at an awards ceremony.

If an award certificate is lost, QQI can provide either a Record of Awards or a Replacement Certificate. There is a €100 fee for a replacement certificate. Learners must apply online directly to QQI via the QQI website for a replacement certificate and must supply proof of identity.

Learner Appeals

We have a clear and transparent appeals process for learners who want to query or challenge an assessment decision (after results have been approved by the RAP). This process is communicated to learners at induction and in the Learner Charter. The appeals process is as follows:

- Learner discusses their concerns with Learn with NALA Support Officer who tries to resolve the issue informally.
- If unresolved, a formal appeal can be lodged with the Learn with NALA Coordinator who investigates the issue and makes a decision.
- If still unresolved, the Chair of the Results Approval Panel appoints an independent party to investigate and make a final decision.
- Learn with NALA Coordinator communicates the final decision to the learner in writing.

Corrective Action

NALA has a process to deal with errors, omissions and other actions which impact on the validity of the assessment processes. When an issue is identified by a staff member a full investigation will take place. The LWN Coordinator will be contacted and will take the necessary action to deal with the issue. The LWN Coordinator will contact the appropriate party and will allow the appropriate party to respond. The LWN Coordinator will agree the action, and this will be documented and sent to the Education, Training and Assessment Committee. The LWN Coordinator will notify QQI if necessary.

Version Control Table

Version	Date	Author	Approver	Description of change
1	13 April 2018	Tutor Coordinator	NALA Board	Initial version
2	13 April 2021	LWN Coordinator	ETA and Board	Updates based on move from WriteOn to LWN. Updated roles. Skills Checker.
3	10 December 2025	LWN Coordinator	ETA and Board	Put in new structure to policy. Updated in line with QA Guidelines

7. Learner Supports

Document Details Table

Document owner	eLearning Engagement Officer
Version number	03
Approved by	NALA Board
Date version 03 adopted	10 December 2025
Date of next review	Q4 2028
Review period	3 years (or earlier if needed)
Related procedures	• Supports for Learners • Complaints Procedure

Policy Statement

The National Adult Literacy Agency (NALA) is committed to making sure that adults with literacy and numeracy difficulties can fully take part in society and have access to learning opportunities that meet their needs.

NALA is committed to:

- Providing equitable, inclusive, and timely support for all online learners.
- Promoting learner autonomy while ensuring help is available when needed.
- Ensuring that supports are appropriate for adult learners, including those with literacy and numeracy needs or other educational barriers.

Learn with NALA (LWN) works with individuals who want to improve their literacy, numeracy and basic digital skills. Learners taking LWN online courses can work online at a place of their choice with support from NALA or in a Learn with NALA registered centre with access to the same support from NALA. Learners can access the LWN Tutoring Service where they will be supported by an Adult Literacy Educator. Learners also have access to LWN Support Officers who are available from Monday to Friday during 9.30am-5pm. Learners come from many

different backgrounds with a wide variety of learning goals, strengths, needs and interests. Support for the learner is built into all elements of the programme.

This policy outlines our commitment to providing comprehensive and inclusive learner support that empowers our learners to achieve their full potential on Learn with NALA. We recognise that our learners bring diverse experiences and may face unique challenges when engaging in online learning. We are dedicated to fostering an environment where all learners can succeed and progress to further levels of education, community involvement or employment. We regularly review our support services to ensure they are effective and responsive to learner needs.

Purpose

The aim of this policy is to ensure that learners are supported throughout their engagement with Learn with NALA.

NALA's work is informed by the Guidelines for Good Adult Literacy Work, (NALA, 2012). This states that literacy learners are not to be the passive subjects of studies but rather should be actively involved in defining their own experience and in planning the action to be taken to address literacy difficulties in society.

Scope

NALA's Supports for Learners policy is for:

- Learners engaging in Learn with NALA
- Adult Literacy Educators engaging in Learn with NALA
- Individuals who contact NALA Learn with NALA Support Officers
- All NALA staff who are in contact with learners

Principles

This policy is underpinned by the following principles:

- **Accessibility:** Learners can access support in a variety of ways. We strive to make all learning materials and support services as accessible as possible to learners with diverse needs, including those with disabilities and those using assistive technologies.
- **Equality:** We are committed to providing equitable access to support for all learners, regardless of their background, prior educational experience, or individual circumstances.
- **Clarity:** Support information is clear, easy to find, and easy to understand.
- **Responsiveness:** Support services are responsive and respectful to learners' contexts. We tailor support to meet individual requirements.
- **Flexibility:** We appreciate the importance of flexibility in online learning and provide support that accommodates the diverse schedules and commitments of adult literacy learners.
- **Continuous Improvement:** Learner support is regularly reviewed and improved feedback and data.

Responsibilities

- All NALA staff who are in contact with learners are responsible for ensuring that learners are informed about educational supports available to them and that NALA supports are delivered in a timely manner.
- NALA will ensure that information and resources will be made available to learners on www.nala.ie and www.learnwithnala.ie.
- NALA will respect learners' privacy and confidentiality at all times.

Learners:

- Engage with the support offered and provide feedback to improve services.

eLearning Engagement Officer:

- Oversight of learner support systems and implementation of this policy.

LWN Coordinator:

- Managing learner issues.

Adult Literacy Educators:

- Provide tutoring support, monitor learner progress, and refer learners as needed.
- Inform learners about supports available to them LWN Services Team:
- Ensure timely resolution of user difficulties.

LWN Development Team:

- Ensure timely resolution of technical and platform issues.

LWN Support Officers:

- Motivational support, technical issues with LWN, support in using LWN.
- Inform learners about supports available to them

Supports for Learners

Pre entry and induction support

At the start of a programme there is explicit information and helpful resources on the different types of learning support, technical, and other supports available to learners. This is provided through an orientation course, a help section, information packs, learner packs, welcome emails and intelligent agents.

NALA:

- Provides clear, information about courses, entry requirements, and the supports available.
- Offers a user-friendly online induction that introduces learners to:
 - The platform and how to use it
 - How to access learning resources
 - How to get help (academic, technical)
- Makes available optional one-to-one guidance or phone-based support for new users.

Learning Support

NALA:

- Strives to write learning content using plain English
- Strives to make learning as accessible as possible to learners with literacy needs, subject to resources.
- Provides automated and tutor feedback that supports independent learning.
- Makes experienced adult literacy tutors available to assist with learning via one-to-one or group sessions. This is carried out over the phone and online.

- Makes LWN Support Officers available to assist with general learning queries via phone and email.
- Offers formative feedback opportunities that encourage progress.
- Makes group tutorials available to learners in order to reinforce learning and provide opportunities to interact with tutors and peers.
- Provide information sessions which help learners to:
 - develop their information literacy skills
 - familiarise them with core digital tools and platforms
 - develop their digital literacy
 - develop their understanding of academic integrity
- Provide comprehensive and accessible online learning materials, including e-books, videos, interactive exercises, and supplementary resources.
- Provide resources and guidance on effective study techniques, time management, and online learning strategies.
- Provide clear and timely feedback on formative assessments, with opportunities for preparation for summative assessment

Technical Support

NALA:

- Provides a technical helpdesk to provide assistance with online platform issues, software problems, and other technical difficulties. This support will be available during key hours via phone and email.
- Maintains user-friendly design across all platforms and devices.
- Ensures guidance is available for common technical issues (e.g. logging in, navigating the platform).
- Monitors and improve technical functionality based on learner feedback.
- Provides comprehensive online tutorials and guides on using LWN
- Strives to provide accessible learning materials for learners with disabilities e.g. Text-to-Speech
- Gives learners as much advance notice as possible about the dates of planned upgrades or outages to the LWN platform and schedule maintenance work to minimise disruptions to study time.

Personal and Social Support

- Opportunities for learners to connect with each other, build relationships, and provide peer support.
- Signposting to external support services. Information and referral to relevant external support services, such as ETB literacy services and career guidance.
- Information and guidance on progression pathways to further and higher levels of education and training.

Learner Engagement and Feedback

NALA:

- Encourages regular feedback from learners about their experience with the platform and support services.
- Provides opportunities for learners to participate in surveys, focus groups or outreach calls.
- Where possible, acts on feedback to improve learner support and service delivery.
- Publishes changes or improvements made in response to learner feedback.

Monitoring and Review

- Learner support will be monitored through learner analytics, satisfaction surveys, and completion data.
- An annual review of learner support services is conducted through the Annual Monitoring Report (see section 11) to identify strengths and areas for improvement.

Version Control Table

Version	Date	Author	Approver	Description of change
1	07 February 2018	DLS Coordinator	NALA Board	Initial version
2	23 June 2021	DLS Coordinator	ETA and Board	Updates to support model
3	10 December 2025	eLearning Engagement Officer	ETA and Board	Put in new structure to policy. Updated in line with QA Guidelines

8. Information and Data Management

Document Details Table

Document owner	Learning Strategy and Education Manager
Version number	03
Approved by	NALA Board
Date version 03 adopted	10 December 2025
Date of next review	Q4 2028
Review period	3 years (or earlier if necessary)
Related procedures and policies	• Data Protection Policy • Employee Privacy Policy • Record Retention Policy
Support documents	• Business Continuity Plan • LWN Privacy Statement • Nala.ie Privacy Statement

Policy Statement

The Information and Data Management policy outlines NALA’s approach to the effective management of information and data within NALA aligning with Core Guideline 8 of the QQI Core QA Guidelines. NALA’s Data Protection Policy, Employee Privacy Policy and Record Retention Policy inform and guide our approach to Information and Data Management.

We recognise the critical role of reliable information and data in informed decision-making, self- monitoring, planning, and demonstrating the quality and effectiveness of our programmes.

Aggregated data on learner enrolment, attendance, completion rates, and overall achievement is presented to the ETA committee annually in our Annual Monitoring Report

(see section 11).

We have processes in place to ensure that staff and governance committees have the necessary data to effectively monitor programme quality, make informed decisions, and contribute to the continuous improvement process. Access to different levels and types of information is controlled based on roles and responsibilities, ensuring data security and confidentiality.

Purpose

This policy outlines how Learn with NALA collects, manages, protects, and uses information and data in a manner that complies with Quality and Qualifications Ireland (QQI) statutory QA guidelines, data protection legislation, and best practice in online and blended learning provision.

Scope

This policy applies to all personal, academic, administrative, and technical data generated through the Learn with NALA platform and associated services.

It covers:

- Learner data
- Registered centre staff data
- Learning analytics
- System-generated data
- Third-party data interactions

Principles

Information and data management at Learn with NALA is guided by the following principles:

- **Transparency:** Learners and staff are informed of what data is collected and why.
- **Confidentiality and Security:** Data is securely stored and only accessed by authorised personnel.
- **Integrity and Accuracy:** All data is maintained in an accurate, timely, and consistent manner.

- **Learner-Centredness:** Data use enhances learner engagement, support, and success.
- **Compliance:** Adherence to GDPR, Data Protection Acts, and QQI QA guidelines.

Responsibilities

Audit Risk and Finance Subcommittee

- Oversight of data governance, compliance, and risk management

Learning Strategy and Education Manager

- Ensures data policies align with QA standards and supports audit and review

Governance and Compliance Officer

- Leads on GDPR compliance and responds to data subject requests

Adult Literacy Educators and LWN Support Officers

- Use data appropriately to support learner progress

Learners

- Responsible for accurate self-reported information

LWN Systems

The Learn with NALA Virtual Learning Environment (VLE) involves three core systems, below.

- An eCommerce and Customer Relationship Management (CRM) system called Course Merchant from D2L. This is where learners find out what courses are on offer and register for courses through our website. This system collects and maintains learner registration and enrolment data and pulls learner engagement and assessment data from the LMS to generate reports.
- A Learning Management System (LMS) called Brightspace from D2L. This is the system where learners logon and take their asynchronous courses. This system collects, maintains and reports on learner activity, engagement, progress and assessment outcomes.
- A Salesforce system where learner session and call information are recorded when learners receive synchronous support 1:1 or in groups over the phone or through Zoom. This system is used to collect, maintain and report on the learner profile and support received from NALA

staff. This system is also used to collect and maintain registered centre profile, staff and support information.

Microsoft 365 (Teams, Outlook, Office, SharePoint, Loop) is also used internally for day-to-day communications and operations.

We have data protection and security agreements in place with D2L governing both the eCommerce and Customer Relationship Management System and Learning Management System.

Data management and processing on our VLE adhere to our Data Protection Policy and records of processing activity are maintained in the NALA Records of Processing Activity (ROPA) log.

Our VLE is structured to ensure that necessary information is stored efficiently with access permissions maintained for relevant staff.

Our VLE systems are designed to be robust, comprehensive, and capable of effectively managing learner data:

- We maintain secure and confidential records for all current learners, including personal details, contact information, progress, assessment results, records of support provided, and any relevant personal circumstances (handled with utmost sensitivity and in compliance with data protection legislation). Historical records are securely archived and retained in accordance with our Record Retention Policy
- The systems can generate a range of internal quality reports essential for management. These include reports on learner progress, completion rates, support rates and feedback summaries. See section 11 for more details. These reports are used by programme teams and the ETA Committee to monitor programme effectiveness and identify areas for improvement.
- Our systems are capable of generating data required by QQI. This includes data for programme validation, provider quality reports and certification rounds.
- The system can produce statistical reports and other information required for both internal use and external reporting obligations, such as data for the QQI database of programmes and awards.

Security and Sustainability LWN Systems

Our IT infrastructure and software is regularly maintained and updated to ensure optimal performance and security.

- We implement various security measures, including, for example firewalls, anti-virus software, intrusion detection systems, password policies, multi-factor authentication where appropriate, to protect our systems and data from unauthorised access and cyber threats.
- All staff receive training on data protection processes, emphasising their responsibilities in maintaining the security and confidentiality of learner and organisational data.
- We have a contract with an external IT support provider to address any technical issues and ensure the ongoing functionality of our information systems.
- We have a contract with an external data protection service provider that supports operational data privacy within NALA.

We maintain third party contracts with suppliers which outline data protection and security agreements and references. Our LMS and CRM systems are supplied by D2L who partner with Amazon Web Services and agreements in place between NALA and D2L outline:

- How environment security is maintained through a durable infrastructure and compliance with security and compliance certifications.
- Access and authentication supports
- Data transfer security arrangements
- Application security testing protocols
- Backup and recovery protocols
- Security features and controls such as unique user verification, password policies and application logs.
- How customer data is separated and stored
- Disaster recovery arrangements
- Data storage, backup and failover capabilities

For more, see executed agreement with:

- D2L;
- NALA Course Merchant Data Processing Agreement; and
- NALA's Business Continuity Plan.

Data Protection

LWN systems are designed to be fully compliant with all relevant data protection legislation and adheres to NALA's Data Protection Policy. The following principles guide our approach to data protection:

- We implement strict access controls to ensure that personal data is only accessible to authorised personnel based on their roles and responsibilities.
- We have robust data backup systems in place to prevent data loss and ensure business continuity in the event of system failures.
- We make it clear to learners what personal data we collect, why we collect it, how we will use it, and who we will share it with when necessary and legally permissible.
- We obtain informed consent for the collection and processing of personal data where required and respect learners' rights regarding access, rectification, erasure, restriction of processing, and data portability, in accordance with data protection legislation.
- We implement appropriate technical and organisational measures to ensure the security and confidentiality of personal data, protecting it against unauthorised access, processing, loss, destruction, or damage.

Access Control on LWN Systems

Access to LWN systems and learner data, particularly sensitive assessment information, is controlled based on roles and responsibilities. Staff are granted only the necessary access to perform their duties. This controlled access ensures data security while providing the necessary information to relevant stakeholders for effective quality assurance and monitoring activities.

- Support staff have access to relevant administrative data necessary for their roles, with appropriate safeguards for sensitive information.
- The programme team has access to data relevant to the programme and learners.
- Technical and quality assurance staff have broader access to oversee overall quality trends and performance data.
- Senior management and governance committees have access to summary reports and key performance indicators to inform strategic decision-making.

Data Analytics

Our information systems are designed to generate regular and ad-hoc reports that are directly relevant to programme review and evaluation processes and enable programme teams and governance committees to track progress against targets and identify trends.

We identify and utilise appropriate quantitative and qualitative measures to benchmark our performance and track key performance indicators (KPIs). These indicators help us to identify what is working well and areas that require attention.

As set out in section 11, we systematically collect and analyse data mined from the LWN platform to gain insights into learner progress and programme quality through dashboard and reports. This includes data on numbers of unique learners, numbers of 1:1 and group sessions, login rates, enrolment rates, course engagement rates, completion rates, QQI award success rates, progression and referral rates and learner satisfaction rates. This data is benchmarked against previous years and analysed in our annual monitoring report.

The data is also available at course level, centre level and individual learner level allowing our staff to gain insights to inform improvements and interventions at a macro level while also tailoring supports and interventions at an individual level.

We monitor and report on completion rates for all our QQI-validated programmes and are view them as a key indicator of programme effectiveness. Low completion rates or significant variations across modules may trigger internal reviews to understand the underlying causes and implement adjustments. The programme teams track these rates and report on them to the ETA Subcommittee through the Annual Monitoring Report to identify any significant trends or areas of concern.

If any member of the programme team needs additional data, for example, if they want to analyse performance on specific learning outcomes to identify areas where individual students or the cohort are struggling, they raise it at a programme team meeting. The eLearning Engagement Officer investigates what is involved in producing the new data set and if it is clear how having the data could lead to quality improvement, and there is capacity to draw down the data, they will make the data available.

Version Control Table

Version	Date	Author	Approver	Description of change
1	25 May 2018	Internal Support Coordinator	ARF and Board	Initial version
2	27 April 2022	Internal Support Coordinator	ARF and Board	Updates including GDPR
3	10 December 2025	Learning Strategy and Education Manager	ETA and Board	Put in new structure to policy. Updated in line with QA Guidelines

9. Public Information and Communication

Document Details Table

Document owner	Learning Strategy and Education Manager
Version number	02
Approved by	NALA Board
Date version 02 adopted	10 December 2025
Date of next review	Q4 2028
Review period	3 years (or earlier if needed)
Related procedures	Approving Public Information

Policy Statement

We recognise that effective and appropriate communication is important in achieving our aims and objectives. It is also important to our credibility as a publicly accountable organisation. All our communications are underpinned by and guided by our organisational values: potential, respect, inclusion, collaboration and equity (See **NALA Profile**).

We leverage technology to enhance communication and engagement. We adhere to data protection regulations and ensure that all personal data information is handled securely. We regularly evaluate the effectiveness of communication strategies and make adjustments as needed.

We comply with the terms of Section 67 of the Qualifications and Quality Assurance (Education and Training) Act 2012 QQI which requires provider institutions to specify:

- Details of the award
- Name of the awarding body
- Title of the award
- Whether the award is recognised within the NFQ
- Level of that recognition

- Whether the award is a Major, Minor, Special Purpose or Supplemental
- If completion of a programme does not entitle the learner to an award
- A statement of the procedures for access, transfer and progression which apply to the programme

This policy is aligned to the following:

- NALA Annual Communications Strategy
- NALA Brand guidelines

Scope

This policy applies to all external communications relating to the provision of programmes and supports that lead to awards on the NFQ.

Communications Principles

- We use reliable and consistent ways to communicate with applicants, learners and stakeholders.
- We make sure all our information (about programmes, fees, using technology) is easy to understand and readily available.
- We use plain English and always respect our audiences.
- We always give accurate, honest and up-to-date information in our communications.
- We respond to questions and requests for information quickly and efficiently.
- We consider people who might need extra help understanding information, like those with disabilities or those who speak different languages.
- We want to know if our communication is working. We ask for feedback from learners and stakeholders about how we communicate, and we use what they say to improve how we communicate.

Responsibilities

- The NALA Board has overall responsibility for the quality of all public information.
- The ETA Subcommittee maintains oversight of the quality of programmes.

- The Learning Strategy and Education Manager, in conjunction with the Communications, Advocacy and Outreach Manager, is responsible for the quality assurance of external communications relating to NALA programmes.
- The Learning Strategy and Education Manager is responsible for communicating with QQI.

Communicating with Prospective Learners

We provide the information to prospective learners that helps them to make informed choices about whether a programme is the best fit for them. We explain the demands of the programme and the demands of online learning and discuss their personal circumstances. We make prospective learners aware of the programme terms and conditions on our website. We also talk through this information with prospective learners who contact us by phone. We do not overwhelm prospective learners with all this information, but tailor it to their circumstances.

This information includes:

- A summary of the available learning opportunities.
- Entry requirements for the programme.
- Key considerations for online learning, including the level of commitment needed for both synchronous and asynchronous activities. Help with assessing if the programme is suitable for their goals and circumstances.
- Step-by-step guidance on accessing and navigating the Learn with NALA (LWN) platform, along with the resources available to support learners.
- Information about support options, including one-to-one tutoring, group sessions, and the dedicated helpline.
- A breakdown of the modules offered, intended learning outcomes, NFQ award details (level, class, award type, credits), key dates, and an outline of the teaching, learning, and assessment approach, including how to submit assessments.
- Accessibility measures to support learners with disabilities or specific learning needs.
- The appeals process for challenging assessment outcomes.
- Overview of the academic integrity policy.
- How feedback is provided, including timing and format.
- Assurance of programme quality, relevance, and recognition.
- Learner support services and how to access them.

- Opportunities for transfer and progression within the education system.
- Data protection policies covering the use of digital tools, including how personal data is collected, used, stored, and who has access.
- An invitation to attend an online information session to explore programme options and understand what to expect from online learning.

Communicating with Stakeholders

We regularly communicate with stakeholders including:

- Learners (current, past and prospective)
- Registered LWN centres
- NALA staff (full time, part time and contract)
- NALA's Board
- NALA Education, Training and Assessment Subcommittee
- NALA members
- People who support people with literacy and numeracy difficulties (tutors, ALOs, FET directors and providers, SOLAS, ETBI and ETBs and others)
- Policy makers
- Organisations (public sector and industry: providing information to the public)
- Government agencies and departments such as QQI, SOLAS, the Department of Further and Higher Education, Research, Innovation and Science.
- Community organisations
- Public (including media: journalists and researchers)
- Others (EU bodies, interested parties)

When communicating with stakeholders, we tailor our approach and channels to the needs, interests and communication preferences of each audience ensuring that the information is accessible and inclusive.

Channels of Communication

We use a number of channels to communicate with learners and stakeholders including:

- NALA website
- LWN website

- Dialogue and meetings – individual, team, staff, working and advisory groups
- SharePoint, MS Teams
- Telephone calls for personal contact and addressing individual concerns
- Email for personalised updates and notifications.
- LMS announcements, widgets, intelligent agent emails and assessment feedback emails.
- WhatsApp
- Written materials - brochures, reports, and other documents.
- Stakeholder events and seminars
- The media
- LWN Ezines
- NALA publications – annual reports, strategic plans
- Social media - Facebook, YouTube, LinkedIn, Instagram, X.
- Word of mouth – shares, comments, blogs, online forums and reviews
- Paid traditional or digital advertising

The channel(s) used for the communication are chosen based on the objective of the communication, the needs and preferences of the audience, the message being communicated and the budget allocated.

Publication of QA Documents and Evaluation Reports

We publish our QA documents and key findings from QA evaluation reports in an easily accessible format and location on the NALA website as soon as practicable after the evaluation event and in line with QQI requirements. We review these documents annually and make sure the most recent version is available publicly. We publish:

- **NALA Quality Assurance Manual**
- **Learn with NALA Learner charter**
- **Learn with NALA Professional development learner charter**
- **Research reports** on Learn with NALA
- Provider quality reports
- Research and evaluations of the service
- Submissions to QQI consultations

Publication of Information Related to QQI

The QQI Award brand logo is strictly controlled and is only available to us to use in promoting our programmes leading to QQI awards. By reproducing the QQI Award logo we are agreeing to the terms and conditions of usage. We understand we are not permitted to use the QQI corporate logo.

As a provider recognised by QQI, we comply with QQI's requirements regarding the provision of QQI information.

- We are aware that if we provide enrolled learners with information which is false or misleading in any material respect we are committing an offence.
- We respond and address any concerns raised by QQI as a matter of urgency.
- The Communications, Advocacy and Outreach Manager ensures that references to QQI and the NFQ that we publish are correct and accurate and that we use only the current versions of the NFQ graphic and the QQI award brand.
- We always use the QQI Award provider branding and logo and appropriate wording when displaying the brand on our website and in our literature and marketing materials.
- We check the information and guidance relating to provider branding annually on QQI QHub and make whatever changes are needed.
- As part of our programme review process, we review the information contained on the QQI register of providers and the database of awards and programmes and update QQI with regard to any changes.
- We review and update our organisational chart as required and inform QQI of any organisational changes that may impact on our relationship with QQI.
- The eLearning Development Coordinator is the main point of contact with QQI and is responsible for the timely distribution of communications from QQI to whoever they impact.

Version Control Table

Version	Date	Author	Approver	Description of change
1	16 May 2018	Communications Manager	Board	Initial version
2	10 December 2025	Learning Strategy and Education Manager	ETA and Board	Updates to previous communications policy to align with QQI Guidelines.

10. Other Parties Involved in Education and Training

Document Details Table

Document owner	Literacy Development and Outreach Worker
Version number	03
Approved by	NALA Board
Date version 03 adopted	10 December 2025
Date of next review	Q4 2028
Review period	3 years (or earlier if necessary)
Related procedures	• Registered Learn with NALA Centre Procedure • Centre Registration Procedure • Deletion of Inactive Centre Tutor Accounts Procedure

Policy Statement

Collaboration with external parties is central to all of NALA's work. NALA is a membership organisation and there is extensive engagement with external parties and stakeholders throughout our work. One of the values of **NALA's Strategic Plan 2024-2030** is collaboration: to work creatively and constructively with others to make things happen. NALA has extensive engagement with external parties to add value to the delivery of the 10-Year Adult Literacy for Life Strategy and the Further Education and Training (FET) Strategy and as it relates to literacy, numeracy and digital skills. it relates to literacy, numeracy and digital skills.

Learn with NALA offers QQI accredited courses at levels 1 to 3 of the National Framework of Qualifications. Learn with NALA also has non-accredited courses which support students to progress from level 2 to level 3. NALA only offers awards from QQI.

In relation to Learn with NALA, we collaborate with Registered Learn with NALA (LWN) Centres who wish to use LWN as a teaching, learning and assessment tool. NALA has formal written agreements in place with Registered LWN Centres which clearly specify the roles and responsibilities and service provision quality assurance procedures.

Purpose

The aim of this policy is to set out NALA's approach to working with Registered LWN Centres.

Scope

NALA's Other Parties Policy is for all NALA staff involved in Learn with NALA and Registered LWN Centre staff.

Principles

- **Clearly defined relationships**
 - Establish formal, written agreements (Memorandum of Understanding (MOU)), with all Registered LWN Centres.
 - Clearly define roles and responsibilities, legal accountability, data protection obligations, content delivery and support services.
- **Transparency**
 - Ensure that learners and staff are aware that NALA is the first provider of the programme and is responsible for assessment, verification, results approval, appeals and provision of teaching and learning support on the LWN programme.
- **Technical and legal compatibility**
 - Verify technical compatibility and legal compliance on:
 - Data protection and GDPR responsibilities.
 - Accessibility and support for all learners, regardless of location.

Responsibilities

- The NALA CEO approves all Memorandums of Understanding (MOUs) with Registered LWN Centres
- The Learning Strategy and Education Manager is responsible for monitoring Registered LWN Centre arrangements.
- The Literacy, Development and Outreach Worker is responsible for delivering training to Registered LWN Centres, centre registration and managing the relationship with centres.
- The LWN Support Officers are responsible for Registered LWN Centre administration and general support to centres.
- It is the responsibility of management in NALA to provide guidance on managing external relations to ensure they are working towards achieving NALA's objectives as set out in NALA's Strategic Plan.

Registered Learn with NALA Centres

Learners engage either directly with the LWN platform, or through Registered LWN Centres located throughout the Republic of Ireland. These centres use the LWN platform as a teaching, learning and assessment tool. The centre may support a learner to complete the LWN programme or use the LWN programme as a resource to support delivery of their own local programme.

Whichever model the learner opts for, they register directly with NALA and NALA is always the first provider of the LWN programme. The LWN programme is delivered under NALA's quality assurance system and NALA is responsible for the quality of the programme, learner support and assessment.

Registered LWN Centres are not-for-profit organisations who work directly with adults who have unmet literacy, numeracy and digital literacy needs. They include:

- **Education and Training Boards (ETBs)**
Adult Literacy Services, Community Training Centres, Adult Education Services, Further Education Centres.
- **Local Community Initiatives**
Community Training Centres, Carers Centres.

- **Organisations Working with Marginalised Groups**

Homeless organisations, Traveller Centres, Mental Health organisations.

- **Disability Centres**

National Learning Networks, RehabCare, Headway, Cope Foundation, National Rehabilitation Hospital, Enable Ireland, Irish Wheelchair Association.

- **Youth Programmes**

Youthreach, Probation projects, Learning Support Services, Youth Services.

Registered LWN Centre Criteria

- Centres working with adults (age 16+) who have unmet literacy, numeracy and digital literacy needs.
- Centres under the following categories:
 - ETBs, Local Community Initiatives, Organisations Working with Marginalised Groups, Disability Centres, Youth Programmes.
- Centres must be based in the Republic of Ireland.
- Centres must be not-for-profit organisations.

Registration Process

Centres go through a robust application, registration and training process to become a Registered LWN Centre. All Registered LWN Centres are approved by the NALA CEO.

The steps for approval are detailed in the Registered LWN Centre Procedure and in summary include:

- Centres apply through the **LWN Centre Application** form.
- The Literacy, Development and Outreach Worker reviews the application.
- When all items are deemed in order, and there is availability, the Registered LWN Centre is approved by the NALA CEO.
- The Literacy, Development and Outreach Worker oversees the centre training and technical set up.

Registered LWN Centres Responsibilities are set out in the Registered LWN Centre Procedure (See Appendix 2).

Version Control Table

Version	Date	Author	Approver	Description of change
1	06 February 2019	eLearning Development Coordinator	ETA and Board	Initial version
2	26 October 2022	LWN Coordinator	ETA and Board	Minor updates
3	10 December 2025	LWN Support and Outreach Officer	ETA and Board	Minor updates

11. Self-evaluation, Monitoring and Review

Document Details Table

Document owner	Learning Strategy and Education Manager
Version number	04
Approved by	NALA Board
Date version 04 adopted	10 December 2025
Date of next review	Q4 2028
Review period	3 years (or earlier if needed)
Related procedures	• Monitoring • Programme Review • Centre Feedback • Learner Feedback

Policy Statement

We are committed to delivering a best-in-class service to learners aligned with our ethos, mission and vision. This is achieved through continuous improvement of our services to ensure they are:

- informed by best practice;
- meet the evolving needs of learners;
- adhere to existing and emerging QQI quality assurance and programme standards; and
- comply with legislation.

Our aim is to establish a culture of continuous improvement through regular evaluations and the use of multiple feedback mechanisms for learners, staff, centres and other stakeholders. We monitor and evaluate all aspects of our programmes and learner supports on an ongoing basis.

Regular evaluation is a key element of good adult literacy work. Programmes are monitored on an ongoing basis and evaluations take place at key points in the programme.

Purpose

The purpose of this policy is to ensure that NALA programmes are critically reflected upon and continuously improved upon through self-evaluation, monitoring and review. This is achieved by creating a systematic and ongoing process to reflect on and critically evaluate our operations and will:

- identify and highlight good practices;
- ensure areas for improvement are identified promptly;
- ensure that NALA's offerings consistently meet the needs of its learners and stakeholders; and
- align with QQI QA guidelines.

This policy outlines the approach taken by Learn with NALA to self-evaluate, monitor, and review its online programmes. The aim is to ensure high-quality, learner-centred education through continuous reflection, evidence-based decision making, and improvement.

Scope

This policy applies to all aspects of NALA's online programmes at NFQ Levels 1-3, including curriculum design, delivery, assessment, learner supports, the learning environment and the technological infrastructure that supports our provision. It encompasses ongoing self-monitoring and periodic formal self-evaluation.

Principles

- The learner experience, achievements, and contributions are at the core of all review and evaluation activities.
- Decisions and actions are informed by robust data and evidence gathered through systematic processes. Decisions for changes and enhancements are made based on this evidence and feedback.

- Findings, recommendations, and action plans are documented, communicated, agreed and responsibilities are clearly assigned.
- Our process includes the active involvement of learners, staff, and other key stakeholders.

Responsibilities

- The Learning Strategy and Education Manager is responsible for ensuring that programmes are monitored annually, reviewed every two years and self-evaluated every 5 years.
- The Learning Strategy and Education Manager is responsible for keeping the ETA informed of progress with monitoring, reviews and self-evaluations.
- The Learn with NALA Coordinator is responsible for coordinating the annual monitoring of programmes.
- The eLearning Developer and Content Creator is responsible for coordinating the review of programmes every two years.
- The eLearning Development Coordinator is responsible coordinating the self-evaluation process of LWN programmes every five years.
- Staff involved in service delivery (LWN Coordinator, eLearning Engagement Officer, Literacy Development and Outreach Worker, Adult Literacy Educators and LWN NALA Support Officers) provide feedback on programme delivery, learner engagement, and contribute to the identification of areas for improvement.
- Staff involved in learner and centre support and engagement (eLearning Engagement Officer, LWN Support Officers, Literacy Development and Outreach Worker) gather and synthesise feedback from learners, centres and stakeholders on support services and overall experience.
- The ETA approves the Self-Evaluation Report and Improvement Plan and considers and makes decisions based on self-evaluation and review findings.

Programme and Service Monitoring

The LWN Service and programmes in NALA are continuously monitored to ensure that they meet the needs of learners and to ensure that the quality of provision is monitored and enhanced. This allows for any issues to be dealt with promptly. We monitor learner engagement, progress and support services to ensure effectiveness and responsiveness to learner needs. We use monitoring data to identify areas for improvement and inform future

policy development. NALA's monitoring approach ensures that the Learn with NALA Virtual Learning Environment and programmes delivered are in a cycle of continuous improvement.

Monitoring is used to:

- Continually monitor and evaluate NALA's provision
- Identify areas of impact and success
- Identify areas for improvement
- Benchmark NALA provision against other providers

NALA's Annual monitoring approach involves measuring and analysing information relating to the below four key quality areas:

Quality area	Measure	KPIs	Frequency
Learner activity, engagement and progress	LMS analytics through Management, LWN Centre Operations, LWN Support Officers and Adult Literacy Educator dashboards.	Average rates of engagement, activity and progress.	Daily, monthly, mid- year and annual
	Salesforce analytics through Tutoring Service Learning one- to-one and group Sessions and LWN Support Activity dashboards.	Average rates of engagement, activity and progress.	Daily, monthly, mid- year and annual
	PLSS reports to SOLAS	As agreed in annual grant agreement with SOLAS.	Quarterly, mid-year and end of year.
Learner outcomes	Salesforce analytics on Tutoring Services learner outcomes.	Target outcome rates.	Monthly, mid-year and annual

	LMS analytics on completion rates, certificate and badge rates.	Target completion rates, certification and badge rates.	Mid-year and annual
	QQI certification round Internal Verification, External Authentication and Results Approval panel reports	Target certification rates.	Mid-year and annual
User feedback	Monitoring of a report an issue form where externals users submit issues.	Target resolution times and rates.	Weekly
	Monitoring of a support request log where internal users submit tickets.	Target resolution times and rates.	Weekly
	Discussion on issues reported by system users through phone, email, at events, at training and so on.	N/A	Every two weeks Mid-year and end of year evaluation sessions.
	Analysis of input from centres through training evaluation surveys, feedback and insights from one-to-one and group informal discussions at events, by phone and email.	Target satisfaction rates.	Monthly Mid-year and end of year evaluation sessions.
	Analysis of course evaluation surveys from learners.	Target satisfaction rates.	Annual
	Analysis of overall success framework reflection survey	Target confidence, skills	Annual

	feedback from learners	and motivation improvement rates.	
Technical performance	LMS analytics through Technical dashboard.	Target uptime rates.	Weekly
	Submission of and monitoring of support tickets submitted to technical suppliers.	Target resolution times and rates.	Weekly
	Internal discussion on issues reported by system users.	N/A	Every two weeks
	Check-in sessions with technical suppliers.	N/A	Monthly

Annual Monitoring Report

An overview of activity and achievements is prepared and published in NALA's annual monitoring report which is published on nala.ie and circulated to the ETA, registered centres and learners.

This report includes:

- An outline of the overall achievements, impact and outcomes for the year.
- Identified areas for improvement; and
- benchmarks NALA's provision against previous years and, where relevant, other providers.

The data and insights gathered through monitoring is also used:

- to update wider NALA staff and NALA's board through updates to the NALA's annual work plan;
- to inform discussions and updates at ETA subcommittee meetings;
- at internal mid-year and end of year evaluations to inform strategy and planning for the subsequent year;
- to inform the mid-year and end-of-year grant and PLSS reports NALA submits to SOLAS who fund our provision; and

- to inform NALA's overall annual report which is published on nala.ie and shared with members.

Programme Review

All Learn with NALA adult literacy programmes operate on a 2-year cycle where they are live for registration for 2 years after which they are reviewed, updated and republished. The eLearning Developer and Content Creator leads out on programme reviews.

In advance of a course being republished, feedback, insights and improvement proposals are considered, through analysis of:

- The annual monitoring reports, insights and data for the previous two years.
- Where relevant, any independent quality assurance or validation panel report from the previous
- 2 years.
- Any completed strategic reviews, research, self-evaluations, or provider quality reports completed in the previous 2 years.
- Any completed accessibility audits, usability tests and focus groups with learners, centres and stakeholders in the previous 2 years.
- Emerging technical enhancement opportunities on the Learning Management System.
- Relevant best practice recommendations, guidelines and toolkits, for example, Universal Design for Learning.
- Feedback and insights from technical and service delivery staff on potential improvements.

Once analysis has been completed, a programme improvement proposal for this cycle is drafted for input from relevant staff, our technical suppliers and the ETA. Once agreed a detailed action plan with a prioritised list of updates to be made including a schedule for implementation.



Figure 11: NALA Programme Review

Self-evaluation

Every five years we undertake a complete root and branch programmatic review of our programmes with the input of an external evaluator. This is a comprehensive review of all aspects of the programme and the QA processes that underpin it. It is forward-looking, and we use the outputs to decide whether we are going to apply to QQI to revalidate the programme or retire it, and to inform the future plan for the programme. The process focuses on identifying improvements to the programme content, policies, structures and processes. The review considers the views of the ETA, learners, graduates, all members of the programme team, registered learning centres, wider stakeholders, and the independent evaluator. Our self-evaluation exercise is carried out in line with documented procedure. The eLearning Development Coordinator leads out on self- evaluations.

Focus of self-evaluation

The quality of, or impact on, the learner's experience, achievements, and contributions. It also evaluates the effectiveness of the entire QA system and underlying procedures.

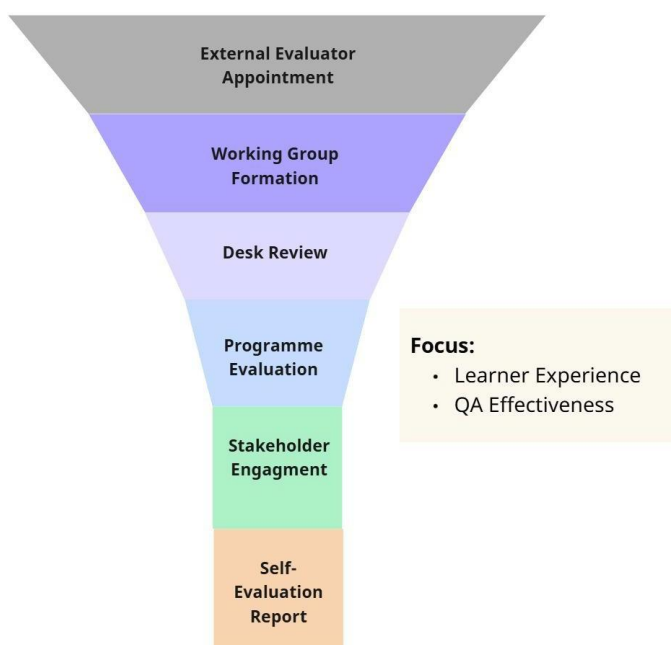


Figure 12: Self-evaluation Key Steps

Self-evaluation Key Steps

- **External Evaluator appointment:** Appointment of an external evaluator that meets our criteria to complete the self-evaluation report and report to ETA.

- **Working group:** Establishment of a working group of the ETA with internal staff, Education Training and Assessment Subcommittee members and where relevant, external experts to oversee the self-evaluation on behalf of the ETA.
- **Desk review:** Completion of a desk review of relevant documents such as:
 - Monitoring reports from the previous 5 years.
 - Any independent quality assurance or validation panel report from the previous 5 years.
 - Any completed strategic reviews, research, or provider quality reports completed in the previous 5 years.
 - Any completed accessibility audits, usability tests and focus groups with learners, centres and stakeholders in the previous 5 years.
 - Relevant best practice recommendations, guidelines and toolkits, for example, Universal Design for Learning.
- **Programme evaluation:** A full programme evaluation assessing overall design, support, content and assessment against best practice principles including adult literacy principles, QQI standards, accessibility standards and Instructional Design principles.
- **Stakeholder engagement:**
 - **Staff engagement:** Dedicated workshops, surveys, and interviews to gather perspectives on programme delivery, support mechanisms, and systemic effectiveness.
 - **Learner engagement:** Feedback and insights from learners on the learning journey, challenges and successes using tools such as surveys, focus groups, phone interviews and usability testing.
 - **Registered centres:** Feedback and insights from registered learning centres and funders through surveys or meetings to assess programme effectiveness within their contexts.
 - **Wider stakeholder engagement:** Engagement with key stakeholders including members of the ETA and funders.
- **Completion a Self-Evaluation Report (SER)** consolidating findings from all data sources for presentation to the ETA.
- **Completion of Self-Evaluation Improvement Plan.** A detailed action plan derived directly from the SER recommendations. It specifies:
 - Each recommendation from the SER.
 - Concrete actions to address each recommendation.
 - Clear timelines for implementation.
 - Assigned responsibilities for each action.
 - Success indicators for each action.
 - Mechanism for monitoring implementation and impact.

External Evaluator

The QQI QA guidelines state that the role of the external evaluator is to “offer objective comparisons with similar programmes available elsewhere. This role of this person should be that of a ‘critical friend’, i.e. someone who can bring support, recognition and positive suggestions for improvement.”

We select an external evaluator who brings a fresh perspective to what we do and externality to the process.

The ETA Subcommittee approves the appointment of external evaluator which is arranged in line with NALA’s procurement policy. The Learning Strategy and Education Manager manages the procurement process in consultation with NALA’s Finance and Corporate Services Manager and maintains evidence of suitability.

The External Evaluator

- Completes the desk review
- Reviews the programme evaluation report
- Reviews the programme content and structure, and the learner supports on the LWN platform
- Coordinates and conducts the stakeholder engagement process
- Completes the SER
- Meets the ETA to talk through their findings

Selection Criteria

- Must be independent of NALA and have no commercial personal, professional or business interest in NALA
- Must operate in accordance with NALA’s agreed QA system
- Must declare any conflict or potential conflict of interest and/or loyalty
- Familiar with NALA context, approach and learner profile
- Experience of evaluating online programmes
- Have subject matter expertise
- Capacity to contribute to programme improvement
- Competent to compare the quality of similar courses and give an informed view on the success of the programme.

Version Control Table

Version	Date	Author	Approver	Description of change
1	27 June 2018	eLearning Development Coordinator	Board	Initial version
2	23 October 2019	eLearning Development Coordinator	ETA and Board	Updated for re-engagement
3	22 November 2023	eLearning Development Coordinator	ETA and Board	Minor updates
4	10 December 2025	Learning Strategy and Education Manager	ETA and Board	Split 'Programme approval, development, evaluation and review' into two policies

Related Documentation

- National Adult Literacy Agency (2024) Learning with NALA: Profile and experience of Learn with NALA users. Available online at: <https://www.nala.ie/publications/learning-with-nala/>
- National Adult Literacy Agency (2013) Distance Literacy: filling the gaps in a time of recession. Available online at: <https://www.nala.ie/publications/nala-distance-learning-service-an-evaluation-2012/>
- National Adult Literacy Agency (2015) Review of the teaching and learning content on WriteOn. Available online at: <https://www.nala.ie/publications/review-of-the-teaching-and-learning-content-on-writeon/>
- National Adult Literacy Agency (2024) Constitution. Available online at: <https://www.nala.ie/publications/nala-constitution/>
- National Adult Literacy Agency (2009) Curriculum development: An evolving model for adult literacy and numeracy education. Available online at: <https://www.nala.ie/publications/teaching-guidelines/>
- National Adult Literacy Agency (2022) Data Protection Policy. Available online at: <https://www.nala.ie/publications/nala-data-protection-policy/>
- National Adult Literacy Agency (2024) Learn with NALA Learner Charter. Available online at: <https://www.nala.ie/publications/learn-with-nala-learner-charter/>
- National Adult Literacy Agency (2014) English for Speakers of Other Languages (ESOL) Blended Learning Project Report. Available online at: <https://www.nala.ie/publications/english-for-speakers-of-other-languages-esol-blended-learning-project-report/>
- National Adult Literacy Agency (2006) Evolving Quality Framework for Adult Basic Education (ABE) User Guide. Available online at: <https://www.nala.ie/publications/quality-framework-for-adult-basic-education/>
- National Adult Literacy Agency (2012) Guidelines for Good Adult Literacy Work. Available online at: <https://www.nala.ie/publications/nala-guidelines-for-good-adult-literacy-work/>
- National Adult Literacy Agency (2018) Guidelines on the inclusion of people with intellectual disabilities in adult literacy services. Available online at: <https://www.nala.ie/publications/a-whole-organisation-approach-to-the-inclusion-of-people-with-intellectual-disabilities-in-adult-literacy-services/>
- National Adult Literacy Agency (2022) Leading the way in online learning. Available online at: <https://www.nala.ie/publications/leading-the-way-in-online-learning/>

- National Adult Literacy Agency (2005) Mapping the Learning Journey. Available online at: <https://www.nala.ie/publications/assessment-framework/>
- National Adult Literacy Agency (2021) Preparing Learning Materials. A guide for literacy and numeracy tutors. Available online at: <https://www.nala.ie/publications/preparing-learning-materials/>
- NQAI (2005) Principles and Operational Guidelines for the Recognition of Prior Learning. Available online at: <https://www.qqi.ie/sites/default/files/2021-09/principles-and-operational-guidelines-for-rpl-2005.pdf>
- Qualifications and Quality Assurance (Education and Training) Act 2012. Available online at: <https://www.irishstatutebook.ie/eli/2012/act/28/enacted/en/html>
- Quality and Qualifications Ireland (2023) Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Programmes. Available online at: https://www.qqi.ie/sites/default/files/2023-12/statutory-quality-assurance-guidelines-for-providers-of-blended-and-fully-online-programmes-2023_1.pdf
- Quality and Qualifications Ireland (2024) Draft Quality Assuring Assessment: Interim Guidelines for Providers. Available online at: <https://www.qqi.ie/sites/default/files/2024-08/draft-quality-assuring-assessment-interim-guidelines-for-providers.pdf>
- Quality and Qualifications Ireland (2024) Draft Quality Assuring Assessment: Interim Guidelines for External Authenticators. Available online at: <https://www.qqi.ie/sites/default/files/2024-08/draft-quality-assuring-assessment-interim-guidelines-for-external-authenticators.pdf>
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- SOLAS (2021) Adult Literacy For Life: A 10-Year Adult Literacy, Numeracy and Digital Literacy Strategy. Available online at: <https://www.solas.ie/alnd-strategy/>
- SOLAS (2018) Initial and Ongoing Assessment of Adult Literacy and Numeracy at NFQ levels 1-3 Guidelines, Toolkit and Research Report. Available online at: <https://www.solas.ie/f/70398/x/5451e6dd60/initial-and-ongoing-assessment-of-adult.pdf>
- SOLAS (2020) Future FET: Transforming Learning. The National Further Education and Training (FET) Strategy 2020-24. Available online at: https://www.solas.ie/f/70398/x/64d0718c9e/solas_fet_strategy_web.pdf

Academic Integrity Policy

Version: 1



National Adult Literacy Agency
Áisíneacht Náisiúnta Litearthachta do Aosaigh

Title

Academic Integrity Policy

Purpose

The purpose of this policy is to outline the principles and values that NALA holds in relation to academic integrity for all Learn with NALA (LWN) programmes.

Introduction and context

NALA is committed to the provision of high-quality online learning opportunities, to adults in Ireland who wish to improve their literacy, numeracy and digital literacy skills. LWN programmes are at Levels 1 to 3 of the National Framework of Qualifications (NFQ).

NALA maintains high standards of academic integrity and promotes a positive culture of academic integrity amongst the whole LWN community.

This policy is informed by:

- NALA's Guidelines for Good Adult Literacy Work⁷
- QQI's Quality Assurance Guidelines for providers of blended and fully online programmes⁸
- NALA's Online Learning Policy

Scope

This policy and the related procedures apply to the whole LWN community, which includes:

- Learners working on LWN programmes
- NALA staff involved in supporting and assessing learners

⁷ NALA (2012), Guidelines for Good Adult Literacy Work. Available at: <https://www.nala.ie/publications/nala-guidelines-for-good-adult-literacy-work/>

⁸ QQI (2023), Statutory Quality Assurance Guidelines for Providers of Blended and Fully Online Programmes. Available at: https://www.qqi.ie/sites/default/files/2023-12/statutory-quality-assurance-guidelines-for-providers-of-blended-and-fully-online-programmes-2023_1.pdf

- NALA staff involved in the design of curriculum and assessments on LWN
- Registered LWN Centre staff involved in supporting learners
- Anyone supporting learners, such as family, friends, support workers

What is academic integrity?

The National Academic Integrity Network (NAIN) refer to a definition of academic integrity as: the commitment to, and demonstration of, honest and moral behaviour in an academic setting⁹

NALA's definition of academic integrity is:

Academic integrity means being honest and fair in the work that you do on Learn with NALA.

The whole Learn with NALA community is responsible for upholding academic integrity.¹⁰

Academic integrity benefits the learner in that they can have confidence in their learning and their achievements on Learn with NALA. It promotes trust and respect in the learning process and the qualifications gained on Learn with NALA.

Academic integrity values

Academic integrity in NALA means being honest and fair in the work that you do on LWN and being responsible for upholding academic integrity. NALA's values associated with academic integrity are:

Honesty

If you are a learner, the work you do on LWN must be your own work. You can get support with learning from NALA Adult Literacy Educators (ALEs), tutors or others. However, the work that you do on the What do I already know Quiz (Quiz), End Test assessment and Portfolio assessment, must be your own work. You cannot get somebody else, or a piece of software, to do the work for you or help you to do it.

⁹ Writing Center, University of North Carolina at Chapel Hill Academic Integrity. Available at:

<https://writingcenter.unc.edu/esl/resources/academic-integrity/>

¹⁰ Definition adapted from material developed by ETBI (2023), A Learner's Guide to Academic Integrity. Available at:

https://library.etbi.ie/ld.php?content_id=34423196

If you are supporting learners, you cannot do assessment work for learners, help them to complete the assessment or give them the answers to questions.

Fairness

If you are a learner, you must do your own assessment work and follow Portfolio assessment guidance outlined in the course.

If you are assessing learner work, you must do this in a fair and consistent manner.

If you are a LWN staff member, you must let learners know about academic integrity and what is expected from both learners and those supporting learners. If academic misconduct happens, you must follow the process in a fair and consistent manner.

Responsibility

All members of the Learn with NALA community are responsible for acting honestly and fairly during teaching, learning and assessment on LWN.

Principles

The principles of academic integrity in NALA are as follows:

- There is a culture of academic integrity within the LWN community of learners, staff and those supporting learners.
- NALA ensures that learners and staff using LWN are aware of academic integrity and understand what it means and know how to uphold it. NALA provides resources to support both learners and staff.
- NALA ensures that academic integrity is considered and adhered to when designing programmes and assessment on LWN.
- NALA has procedures to address academic misconduct, and staff are supported to carry it out in a fair and consistent manner.

What is academic misconduct?

NALA has adopted the following definition of academic misconduct as taken from the European Network for Academic Integrity (ENAI) Glossary¹¹:

Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society.

NALA promotes academic honesty by creating awareness about academic integrity, its benefits and how to avoid academic misconduct. Learners will be able to carry this forward into their further studies, work or social situations.

Academic misconduct may be done intentionally or unintentionally. Learners can get support from others for learning and for working on the lessons on LWN. Learners can use Artificial Intelligence (AI) to learn new things, understand ideas and solve problems. However, learners must do the assessment themselves (Quiz, End Test and Portfolio assessment).

Some examples of academic misconduct on LWN are:

- Getting someone else to do your assessment.
- Getting someone else to help you with your assessment (collusion).
- Copying someone else's work and submitting it as your own (plagiarism).
- Using technology such as AI, or using a search engine, to do your assessment.
- Doing work for somebody else for their assessment.
- Giving someone the answers for the Quiz and End Test questions.
- Impersonating somebody else for an assessment or prompting someone during their assessment.

¹¹ ENAI (2018), Glossary for Academic Integrity. Available at: <https://www.academicintegrity.eu/wp/glossary/>

Academic misconduct procedure

There are processes in place to detect academic misconduct:

- Monitoring by the LWN Coordinator, Adult Literacy Educators and LWN Support Staff
- Internal verification process
- Reports on usage logs and Internet Protocol addresses (IP addresses)

If somebody suspects academic misconduct, then the following procedure is followed:

- The person who suspects academic misconduct reports it to the LWN Coordinator and gives information on where it has taken place and the reasons for suspecting academic misconduct.
- The LWN Coordinator investigates the claim and if they are satisfied that academic misconduct is likely to have taken place:
 - The LWN Coordinator informs the learner, NALA staff or Registered LWN Centre of the suspected misconduct and gives them an opportunity to respond.
- If the LWN Coordinator is satisfied that a breach has occurred:
 - The account of the user(s) involved are temporarily deactivated.
 - Any award submissions in progress for the user(s) are withdrawn.
- A resolution will be determined which may include:
 - Raising awareness of academic integrity and support for maintaining high standards and avoiding academic misconduct.
 - The need for the learner to carry out the assessment again.
- Repeated and intentional academic misconduct will be treated with investigation and potential withdrawal of service.
- Details of the academic misconduct and the outcome are recorded on the LWN academic misconduct register

Responsibilities

Learners must:

- Ensure that work is their own work
- Ask for support when needed
- Agree to the Terms and Conditions

NALA must:

- Oversee the academic policy and procedures for Learn with NALA
- Provide information and resources on academic integrity to learners and staff
- Support staff with their responsibilities in relation to academic misconduct

LWN staff must:

- Be aware of academic integrity policy and related procedures
- Make learners aware of academic integrity and its importance
- Uphold principles in a fair and consistent manner
- Follow procedures for any suspected misconduct

Glossary of terms

Academic integrity

Academic integrity means being honest, fair and responsible in the work that you do in an education setting. It is expected of learners and those supporting learners.

Academic misconduct

Academic misconduct is any action or attempted action that gives you an unfair academic advantage. It is also known as cheating.

Assessment

Assessment of portfolio work is a method by which tutors evaluate and grade the assignments of their learners. Assessment of Quiz and End Test questions is graded through the Learning Management System (LMS).

Collusion

Collusion is when two or more learners work together on assessments that were meant to be completed by one person only.

Learn with NALA community

The Learn with NALA (LWN) community is made up of learners working on LWN programmes, NALA staff, LWN Centre staff and others supporting learners.

Registered Learn with NALA (LWN) Centre

Registered LWN Centres are not-for-profit organisations who work directly with adults who have unmet literacy, numeracy and digital literacy needs. Centres who want to use LWN must become a Registered LWN Centre.

Plagiarism

Plagiarism is taking someone else's work and passing it off as your own.

Impersonating

Impersonating is someone passing themselves off as someone else so they can complete the other person's assessment.

Internal Verification

Internal verification is a process that is used to monitor that all assessment procedures have been carried out as expected and that grades have been correctly recorded.

Internet Protocol address (IP address)

Every computer or device, connected to the internet, has a unique number called an IP address. It is used to identify a computer and allows users to send and receive data.

Resources

- ETBI (2023), A Learner's Guide to Academic Integrity. Available at: https://library.etbi.ie/ld.php?content_id=34423196
- ETBI (2023), Academic Integrity: Frequently Asked Questions. Available at: https://library.etbi.ie/ld.php?content_id=35132447
- NALA (2023), Online Learning Policy. Available at: <https://www.nala.ie/publications/nala-quality-assurance-manual/>
- QQI (2021), Academic Integrity Guidelines, National Academic Integrity Network. Available at: <https://www.qqi.ie/sites/default/files/2021-11/academic-integrity-guidelines.pdf>
- QQI (2021), Academic Integrity National Principles and Lexicon of Common Terms. Available at: <https://www.qqi.ie/sites/default/files/2021-11/academic-integrity-national-principles-and-lexicon-of-common-terms.pdf>
- QQI (2024), White Paper on Academic Integrity. Available at: https://www.qqi.ie/sites/default/files/2024-02/white-paper-on-academic-integrity_consultation_0.pdf
- Tertiary Education Quality and Standards Agency (TEQSA), Academic Integrity. Available at: <https://www.teqsa.gov.au/students/understanding-academic-integrity/what-academic-integrity#academic-integrity%C2%A0>

Version control

Policy area	5. Teaching and Learning
Policy title	Academic Integrity Policy
Version	01
Document drafted by	NALA
Date policy adopted by NALA Board	23 October 2024
Date of next review	Q4 2027

Appendix 2: Registered Learn with NALA Centre Procedure

Document Details Table

Document owner	Literacy and Development Outreach Officer
Policy area	10. Other Parties involved in Education and Training
Version number	V3
Approved by	Learning Strategy and Education Manager
Date procedure first adopted	12 December 2018
Date version 02 adopted	1 March 2023
Date of next review	Q1 2027
Review period	1 year
Support documents	• Memorandum of Understanding (MOU) • Register your centre form • LWN training materials (mandatory training pack and follow-up resources) • NALA complaints process

Purpose

To set out the step-by-step process for:

- assessing eligibility and approving organisations to become Registered LWN Centres
- registering and setting up centres on the LWN platform
- providing mandatory training and ongoing support
- clarifying assessment-related quality assurance expectations for Registered Centres.

Scope

This procedure applies to:

- Applicant organisations seeking to become Registered LWN Centres
- Registered LWN Centres and their staff (centre contacts and tutors)
- Literacy Development and Outreach Officer
- LWN Support Officers
- LWN Development Working Group
- NALA CEO
- Learn with NALA Coordinator
- Learn with NALA Online Assessors

Responsibilities

NALA CEO

- Approves all centre registrations.
- Signs the MOU on behalf of NALA.

NALA internal decision-making committee (centre onboarding)

- Reviews the waiting list once annually in July.
Prioritises centres based on available capacity and strategic alignment (see Stage 3 for committee membership and roles).

Literacy Development and Outreach Worker

- Manages relationships with applicant centres, centres on the waiting list, and Registered LWN Centres.
- Leads the application review call and communicates outcomes (including waiting list status).
- Coordinates July waiting list review process (inputs, papers, recommendations) as required.
- Arranges and delivers mandatory training for onboarding centres (August-September).
- Completes technical set-up of centres and tutors on the platform
- Oversees communications updates (website copy, email templates) as required.

LWN Support Officers

- Oversees administrative management of centre applications and records, including maintaining accurate records on Salesforce/CRM.
- Issue and manage registration documentation (MOU, logo request, tutor list request, membership steps).
- Provide general support to Registered Centres.
- Send certificates to Registered Centres.

LWN Development Working Group

- Manages technical issues/support and gathers platform feedback.
- Informs Literacy Development and Outreach Officer relevant of technical updates.

Applicant Centre Contact / Registered Centre Contact

- Acts as the main point of contact with NALA.
- Provides required information and documentation (MOU, logo, tutor list, etc.).
- Coordinates staff participation in mandatory training. Liaise with NALA on training requirements
- Notifies NALA of changes to centre contact details while on the waiting list.

Registered Centre Tutors/Staff

- Support learners in a blended learning context.
- Ensure assessment integrity
- First point of contact for centre learners and any technical issues they may be having

NALA LWN Online Assessors

- Assess portfolio assessments and provide feedback to centre staff on standards.

NALA Internal Verifier

- Oversees quality assurance of assessment and addresses standards-related queries/issues.

Definitions

- **LWN:** Learn with NALA eLearning website and associated learning and certification services.
- **Registered LWN Centre:** An approved organisation authorised to use LWN in a supported/blended learning context.
- **Waiting list:** The list of applicant centres that have submitted details/been reviewed but cannot be onboarded immediately due to capacity constraints.
- **Onboarding cycle:** The annual process to admit and set up a limited number of new centres, aligned with LWN operational capacity and course update/launch cycle (**July decision, August–September onboarding**).
- **Furthest behind groups:** Groups identified in the Adult Literacy for Life Strategy and reflected in NALA's strategic priorities, as referenced in onboarding prioritisation.
- **MOU:** Memorandum of Understanding between NALA and the organisation, covering responsibilities, data protection, consent, administration, training and assessment.

Background Information:

Under current resourcing, Learn with NALA can support only a limited number of active centres while maintaining service levels, QA and regulatory requirements.

Where capacity does not allow immediate onboarding, eligible applicants will be managed through a **waiting list**. Decisions on admitting centres from the waiting list will be made **once annually in July**, aligned with Learn with NALA's course update and launch cycle.

Centres will be prioritised for intake based on:

- **Available capacity** (staffing and operational supports), and
- **Strategic alignment**, with particular emphasis on supporting learners who are **furthest behind** and those identified for targeted support in **NALA's Strategic Plan**.

Eligibility requirements

- The centre is a **not-for-profit organisation** working directly with adults with unmet literacy, numeracy and/or digital literacy needs.
- All learners to be supported through centre accounts will be **aged 16+**.

- Note that, in exceptional circumstances and subject to capacity, other not-for-profit organisations (e.g., youth programmes, special schools, special classes attached to mainstream schools) may be considered case-by-case.
- Note: **All centre registrations require approval by NALA's CEO.**

Step by Step Process

Stage 1: Receiving applications (Register your centre)

- Applicant centre submits an expression of interest via phone/email or the online **Register your centre** form.
 - Required information to collect:
 - Organisation name, address, sector
 - Main contact name, email, phone
 - Learner profile (including whether learners are 16+)
 - How the organisation hopes to use Learn with NALA
- LWN Support Officers record the information on Salesforce

Stage 2 - Application review call (to confirm fit)

The Literacy Development and Outreach Worker will arrange a phone call with the applicant centre contact to:

- discuss centre needs (learner profile, support staff).
- confirm resources (devices, broadband access).
- confirm alignment with Registered Centre criteria.
- explain blended learning use of LWN (roles/responsibilities).
- explain the registration steps, waiting list approach and annual onboarding timeline.

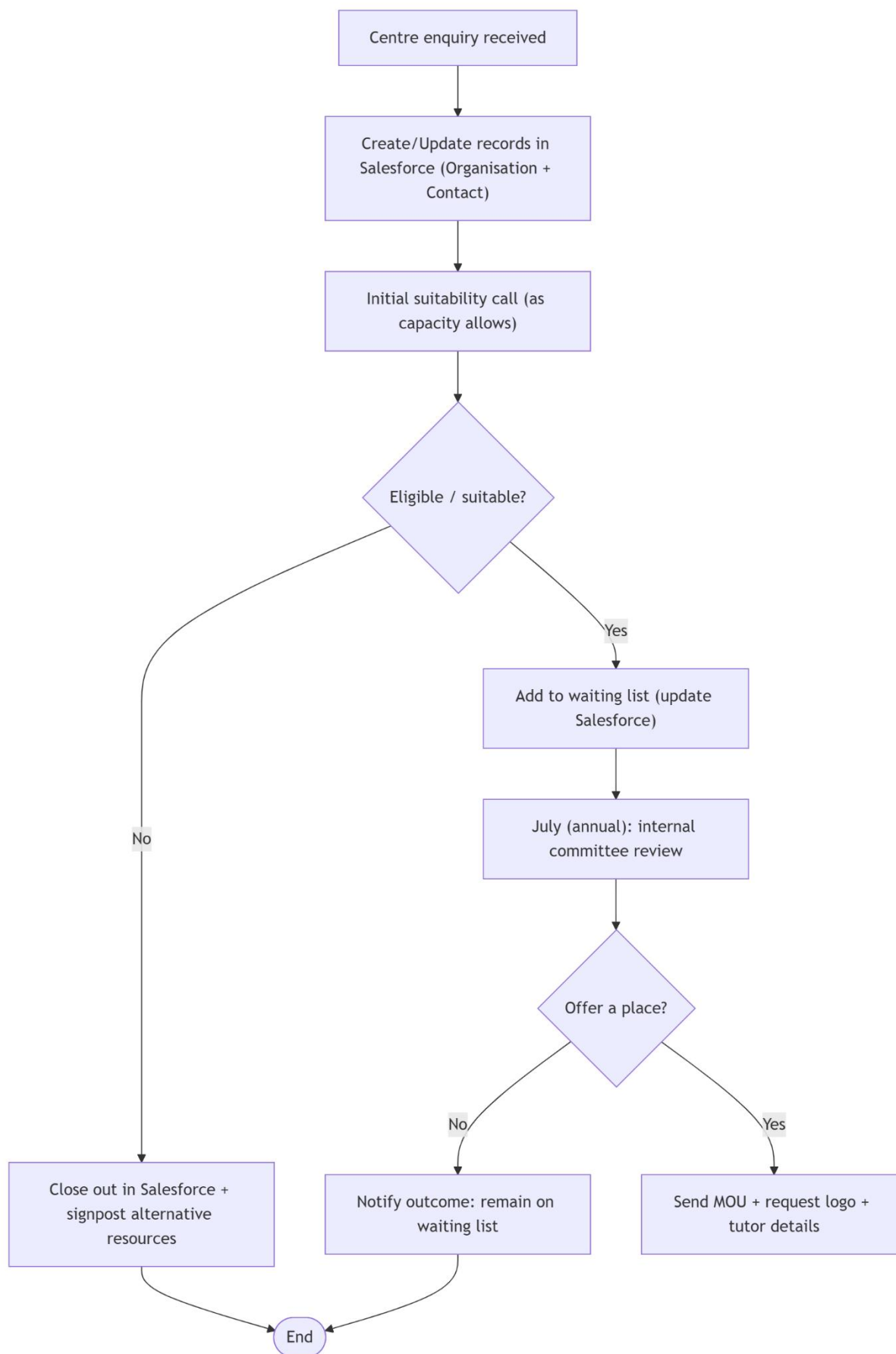
Outcome communication:

- NALA confirms that the centre will be placed on the waiting list (where eligibility is met) and explains next steps and timelines (July review; Aug-Sept onboarding if offered a place).
- Where the centre is not eligible the Literacy Development and Outreach Worker outlines alternative resources and signposts as appropriate.

Appeals: Applicant centres may appeal decisions through the **NALA complaints process**.

Stage 3 - July waiting list review and decisions

- **Timing:** Conducted **once annually in July** – aligned with the LWN Services Working Group agenda of meetings.
- **Inputs:** The internal decision-making committee considers current operational capacity and applicant information (including strategic alignment and the focus on furthest behind groups).
- **Outcomes:**
 - **Offer a place** (proceed to registration and onboarding in Aug–Sep), or
 - **Remain on waiting list** (not offered a place this cycle).
- **Communications:** NALA contacts all centres after the July review to confirm their outcome and next steps.
- The committee comprises of:
 - **Learning Strategy and Education Manager (Chair):** Ensures prioritisation aligns with NALA's strategic plan and confirms that proposed onboarding numbers are realistic given staffing, operational and quality requirements.
 - **Learn with NALA (LWN) Coordinator (Committee member):** Provides operational oversight of Learn with NALA service delivery. Advises the committee on current service pressures, communications needs and any constraints that may affect the number of centres that can be onboarded in the cycle.
 - **Literacy Development and Outreach Officer (Committee member):** Prepares and submits the July waiting list review papers, including eligibility checks, applicant profiles, readiness assessments and recommendations for prioritisation. Coordinates the onboarding process (Aug–Sep), completes centre and tutor technical set-up on the LWN platform, and delivers mandatory training in line with programme requirements
 - **eLearning Engagement Officer (Committee Member):** Provides input on technical capacity of LWN eLearning platform and learner/centre communications.



Stage 4 - Registration (for centres offered a place)

For centres offered a place following the July review, LWN Support Officers support the organisation through the following three steps:

- 1) Complete the **Memorandum of Understanding** between NALA and the organisation. The MOU includes contact details, responsibilities of both parties, details of data protection and consent. It also outlines the registered centre responsibilities in relation to administration, training and assessment. This is signed by the NALA CEO and the Registered LWN Centre authorised official.
- 2) Submit a high-resolution logo for the centre for use on the eLearning website.
- 3) Submit a list of centre tutors' names and email addresses for set up on the eLearning website.

All Centre registrations are subject to approval by NALA's CEO.

Stage 5 - Centre setup and mandatory training (Aug-Sep onboarding)

6.1 Technical setup

- The Literacy Development and Outreach Officer sets up the centre and new Tutor Accounts on the platform

6.2 Mandatory training

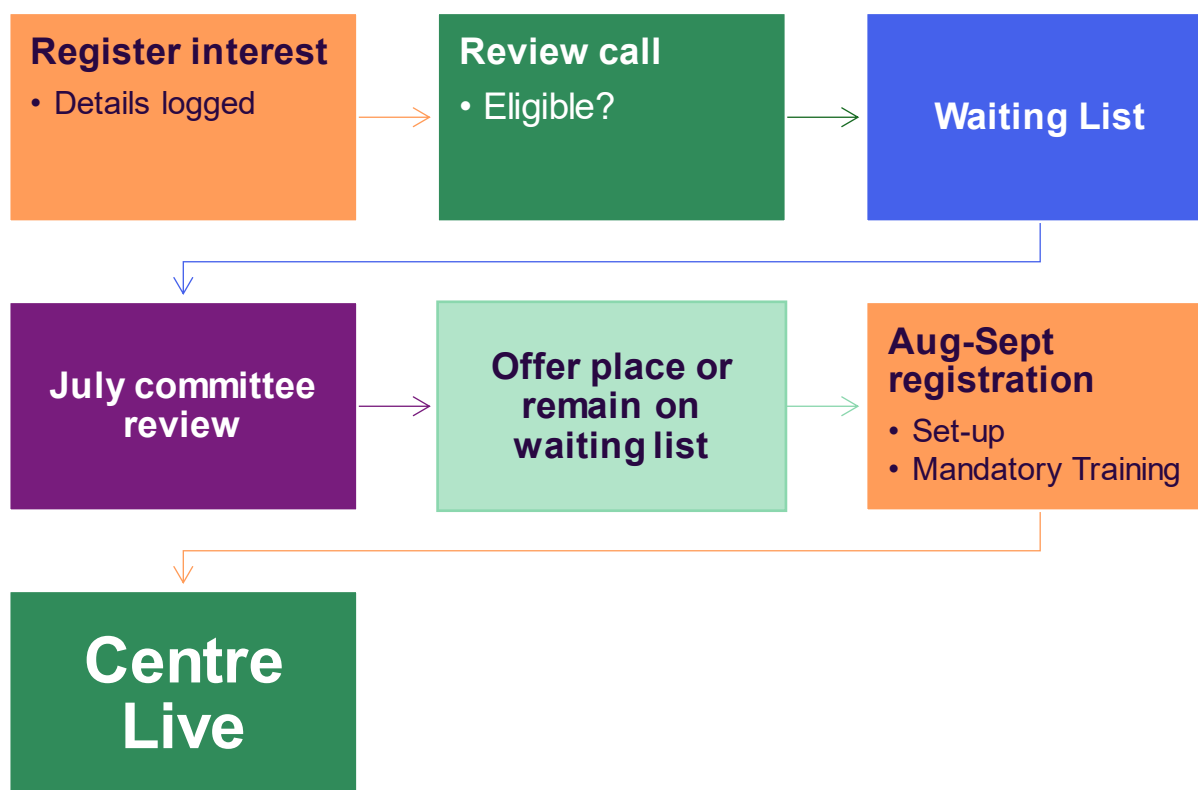
The Literacy Development and Outreach Officer provides mandatory training covering:

- Introduction to NALA
- Introduction to LWN
- Platform use: registration, monitoring progress, submitting for awards, RPL and key features
- Certification process
- Technical information
- Resources and support routes
- Q and A

6.3 Go-live

- After technical setup and mandatory training, Literacy Development and Outreach Officer issues the learner registration link and follow-up resources.

Flowcharts or diagrams



Version Control Table

Version	Date	Author	Approver	Description of changes to procedure
1	12 December 2018	eLearning Development Coordinator	Education, Training and Assessment Subcommittee	New procedure
2	1 March 2023	Literacy and Development Outreach Officer	Learning Strategy and Education Manager	Updates to process and MOU
3	27 May 2026	Literacy and Development Outreach Officer	Learning Strategy and Education Manager	Updates to process and MOU

The National Adult Literacy Agency (NALA) is a charity and membership based organisation. We work to support adults with unmet literacy, numeracy and digital literacy needs to take part fully in society and to have access to learning opportunities that meet their needs. NALA does this by raising awareness of the importance of literacy, doing research and sharing good practice. We also provide online learning courses and a tutoring service to adults. We lobby for further investment to improve adult literacy, numeracy and digital literacy skills.

National Adult Literacy Agency (NALA)

Sandford Lodge
Sandford Close
Ranelagh, Dublin 6
D06 YF65

Websites:

nala.ie
learnwithnala.ie

Learn with NALA helpline: 1 800 20 20 80

Email: learn@nala.ie

Company Registration Number: 342807

Registered Charity Number: 20020965

CHY (Charity) Number: 8506



Rialtas na hÉireann
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Arna chomhchistiú ag
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Adult
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