QUALITY ASSURANCE MANUAL

Table of Contents

Introduction and Context

People & Process Ltd specialise in the delivery of training and consultancy services.

Founded in 2008, we work with individuals, private companies, county councils, Skillnets and Education and Training Boards to design and deliver improvements in people skills, and process operations.

At People & Process, we are passionate about providing training that allows our learners to use new knowledge and skills in advancing their work and personal lives.

Our motto is:

"Learning to Create and Contribute"

Our quality assurance system was agreed by FETAC in 2009 and since then we have delivered programmes leading to awards on the NFQ at levels 5 and 6 in the subject areas of business, engineering and life sciences.

Quality Assurance is a fundamental element of our business and key to ensuring that we continuously look to improve our learners experience and outcomes.

The purpose of this Quality Assurance Manual is to detail how People & Process implement processes and procedures to embed a culture of excellence and continuous improvement in our training and service provision.

Mission, Values and Aims

Our Mission

To provide learners with effective and relevant training through innovative curriculum development, expert delivery, and the implementation of quality processes that support learning delivery and accreditation.

Our Values

Integrity – we are honest and transparent in our dealings with learners, customer, awarding bodies and stakeholders

Accountability – we are responsible for the quality of our training programmes and ensure they are delivered to the highest standards with the learner as the central and primary focus

Innovation – we are constantly developing new methods, processes and programmes that improves outcomes for learners and stakeholders

Our core values are an integral part of our day-to-day operations and are communicated to staff and tutors.

Our Aim

To be the supplier of choice in providing top class, novel, relevant and easily accessible training services.

Scope of Operations

- QQI primary and 2nd provider delivery
- New Course Design

Training to ETBs

Classroom Online and Blended Learning Training

- LEOs
- Skillnets
- Private Companies
- Individual Purchase
- QQI

Technology Supply

Consultancy

- eLearning content
- LMS for hosting
- Training Master

- Mentoring
- Technical
- Process Improvement
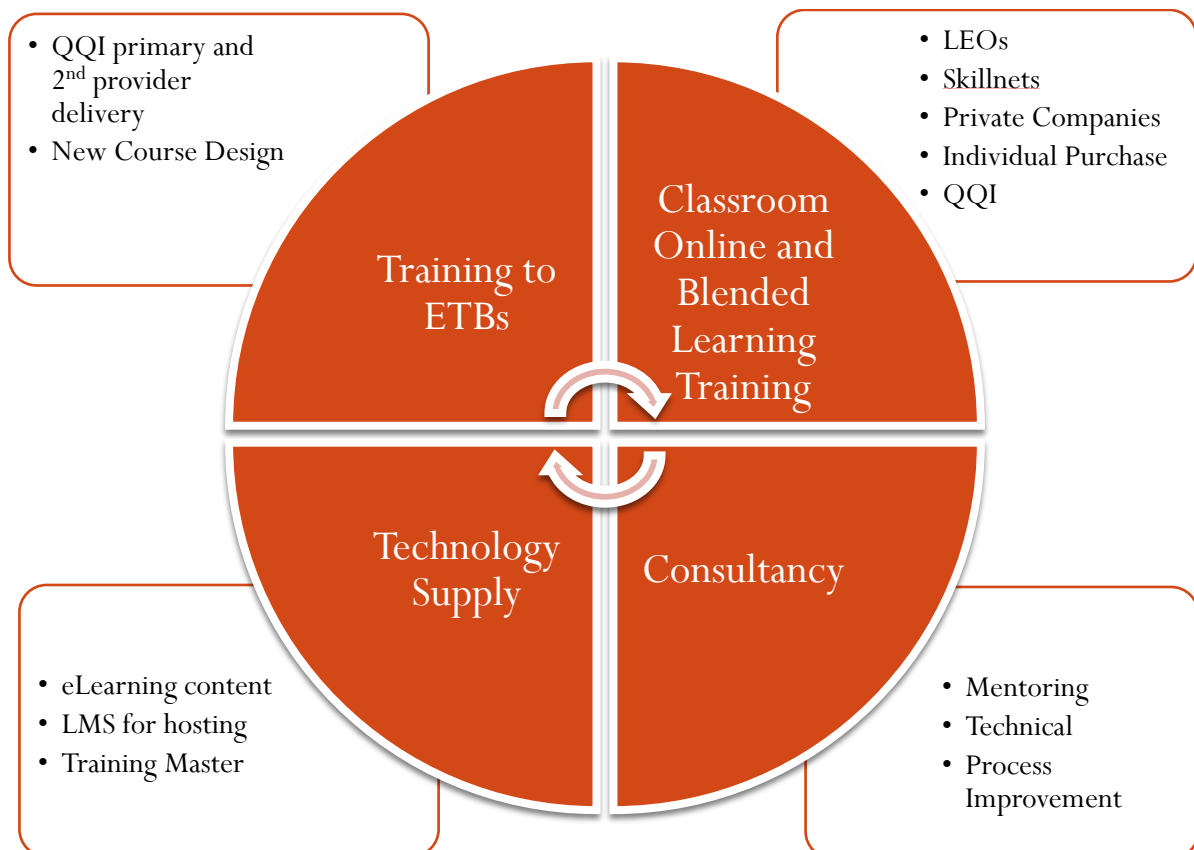
Training to ETB's

People & Process deliver training programmes to Education and Training Boards (ETBs) across Ireland.

These programmes may be delivered through the ETB quality assurance system with certification to QQI or other accreditation bodies. In this case People & Process act as a secondary provider.

People & Process also deliver our own training programmes to ETB learners. These may be programmes accredited to QQI or other bodies. In this case People & Process act as the primary provider.

People & Process also deliver non-accredited training to ETB learners.

People & Process also design and deliver new or modified training programmes on behalf of ETBs that fall under their quality system.

Classroom / Online / Blended Learning Training

People & Process provide training programmes leading to awards at QQI levels 5 and 6 (minor awards) as a first provider. These are delivered in classroom using off-site training facilities or client premises.

Our clients include Council/Local Enterprise Offices, Skillnets, Private Companies and Individuals.

People & Process also deliver non-accredited training programmes to these clients.

People & Process through its website www.pandptraining.com and Learning Management System **People & Process Academy** deliver online and blended learning training services.

Our Learning Management System provides video-based eLearning content with downloadable lesson transcripts, quiz assessment, tutor/learner forums and progress reporting.

Technology Supply

People & Process design and deliver bespoke eLearning content for client training programmes.

We provide website hosting on our Learning Management System for client eLearning training programmes and manage learner access on the clients' behalf.

People & Process provide a database to clients sold as a software service on which they may manage all aspects of their learner/employee training.

The name of this product is **Training Master**.

Individual training plans, training records and certificates of training are stored. Reports and metrics of training delivery and compliance are also provided.

Consultancy

People & Process staff are skilled in a range of technical areas of work. We provide these technical services on a consultancy basis to clients through Local Enterprise Office programmes or directly to private companies.

These consultancy services may require mentoring or technical supports in such areas as Business Process Improvement, Lean and Waste reductions or Energy Efficiencies.

Collaboration with Other Partners

We deliver training, as a second provider, under contract with ETBs nationally to facilitate those who wish to upskill, reskill, retrain or attain educational progression. Programmes are delivered in accordance with curriculums developed by the ETBs and range in duration from 12 weeks to 26 weeks.

People & Process also deliver our own training programmes to ETB learners. These may be programmes accredited to QQI or other bodies. In this case People & Process act as the primary provider.

We also design innovative new training programmes on behalf of ETBs to meet evolving industry and learner needs.

We work with European partner training organisations on Erasmus funded projects aimed at addressing education and training needs of those looking to re-engage with work.

We do not in engage in any collaborations in the provision of our blended learning programmes.

Blended Learning Strategy

As part of our mission to provide learners with effective and relevant training through innovative curriculum development and expert delivery, we see the introduction and development of blended learning modules and programmes as key to our strategic vision for innovation, academic quality and growth.

People and process have developed eLearning content to support our classroom training delivery with over 50 eLearning programmes available. As our business has expanded from purely being a 2nd provider to ETB programmes to being a first provider and a designer of eLearning content for clients it is our vision to expand our business by becoming a leading training provider of blended learning programmes.

The key aim for People and Process Ltd in developing blended learning programmes is to ensure a quality learning experience for learners and ensure our programmes are learner centred and subject led.

In delivering this strategy we have made appropriate investments in infrastructure for the provision of blended learning. We have developed our website and LMS and possess all necessary software licences for blended learning programme development.

Selection of blended learning platform and software is based on an assessment of need and the characteristics of different eLearning platforms. All legal and regulatory obligations and intellectual property, copyright and date protection are fully adhered to. The website and LMS meet all security and data protection requirements and ensure optimum reliability and learner accessibility. As part of the design and development of programmes we establish contingency plans in the event of hardware or software failures. Nightly back up of our website and office administration servers takes place.

This strategy is implemented at operational and programme level with key accountable roles identified. We ensure the appropriate induction and training of staff and tutors who are involved in the design, development, teaching and support of blended learning programmes.

We are committed to meeting the requirements of QQI "Statutory Quality Assurance Guidelines for Providers of blended learning programmes" March 2018/QG8-V1 under:

- An organizational context

- Programme context

- And Learner experience context

Our Quality Assurance processes, policies, procedures and supporting documents have been analyzed, reviewed, updated and implemented to ensure they are fit for purpose in a blended learning environment and to reflect the requirements of QQI standards, guidelines, policies and criteria to deliver robust blended learning programmes that are learner centered and provide a positive learning and teaching experience for learners and staff.

Additional costs associated with the provision of blended learning programmes are taken into account at development stage with robust costing models completed.

Robust quality assurance checks are in place to ensure the integrity and consistency of the learner experience.

We recognize that as new technologies emerge, it will be necessary for the People and Process Ltd policy and approach to blended learning to evolve. The Blended Learning strategy will therefore be monitored and updated on a regular basis.

1. Governance

1.1 Governance Policy

People & Process Limited has a genuine commitment to effective corporate governance. We are committed to fairness, transparency and accountability in the way in which we conduct our business and training.

To achieve this, it is our policy to:

- act honestly and ethically in all matters

- act in the best interests of learners, clients, staff and other stakeholders at all times

- ensure compliance with all relevant laws and requirements

- maintain appropriate risk management oversight to ensure risks are identified and mitigated to minimise any interruption to business, teaching and learning

- review and assess our own performance on an ongoing basis.

Good governance involves the design and implementation of policies and procedures that will make sure that People & Process runs effectively.

Our governance structure is designed to ensure that academic and commercial areas are governed separately, and that academic decision-making is independent of commercial considerations.

Programme information, quality reports and learner handbooks are readily accessible

People & Process will adhere to the 8 Principles of Good Governance to all our stakeholders which are:

1. Adherence to the rule of law.

2. Participation – we enlist both internal and external input to our service provision.

3. Consensus-Oriented – decisions are made through consensus. Partnerships are based on trusting relationships.

4. Accountability – As defined by our governance structures and terms of reference.

5. Transparency – record keeping and communications are kept on file for the statutory minimum requirements as set out in our record of retention document.

6. Responsive – client requests are acted on in a timely fashion.

7. Effective & Efficient – standards are adhered to and metrics put in place ensuring programmes and skills are constantly improved upon.

8. Equitable & Inclusive – fair and consistent treatment of our learners

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1.2 Governance Structure in People & Process

Externality in Governance

We are committed to and appreciate the value of having informed, independent oversight of significant decisions and constructive analysis of information gained through monitoring and review.

Having external oversight helps us to resolve any conflict that may arise between commercial and academic decisions and to ensure that decisions on education and training matters are made independently of commercial considerations.

We have external members on our Academic Board and Results Approval Panel whom we have selected based on their suitability to the selection criteria set out in the terms of reference (TOR) of the board.

People & Process benefits from the expertise that these external members bring in terms of insights into practices in other organisations, insights into industry needs, standards and norms.

We believe that this helps us to keep pace with an everchanging training environment.

People & Process have governance structures in place defined by the efficient and effective interactions of the following groups, which are underpinned by the following structure.

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Board of Directors

Senior Management Team

Academic Board

Results Approval Panel
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Governance Chart
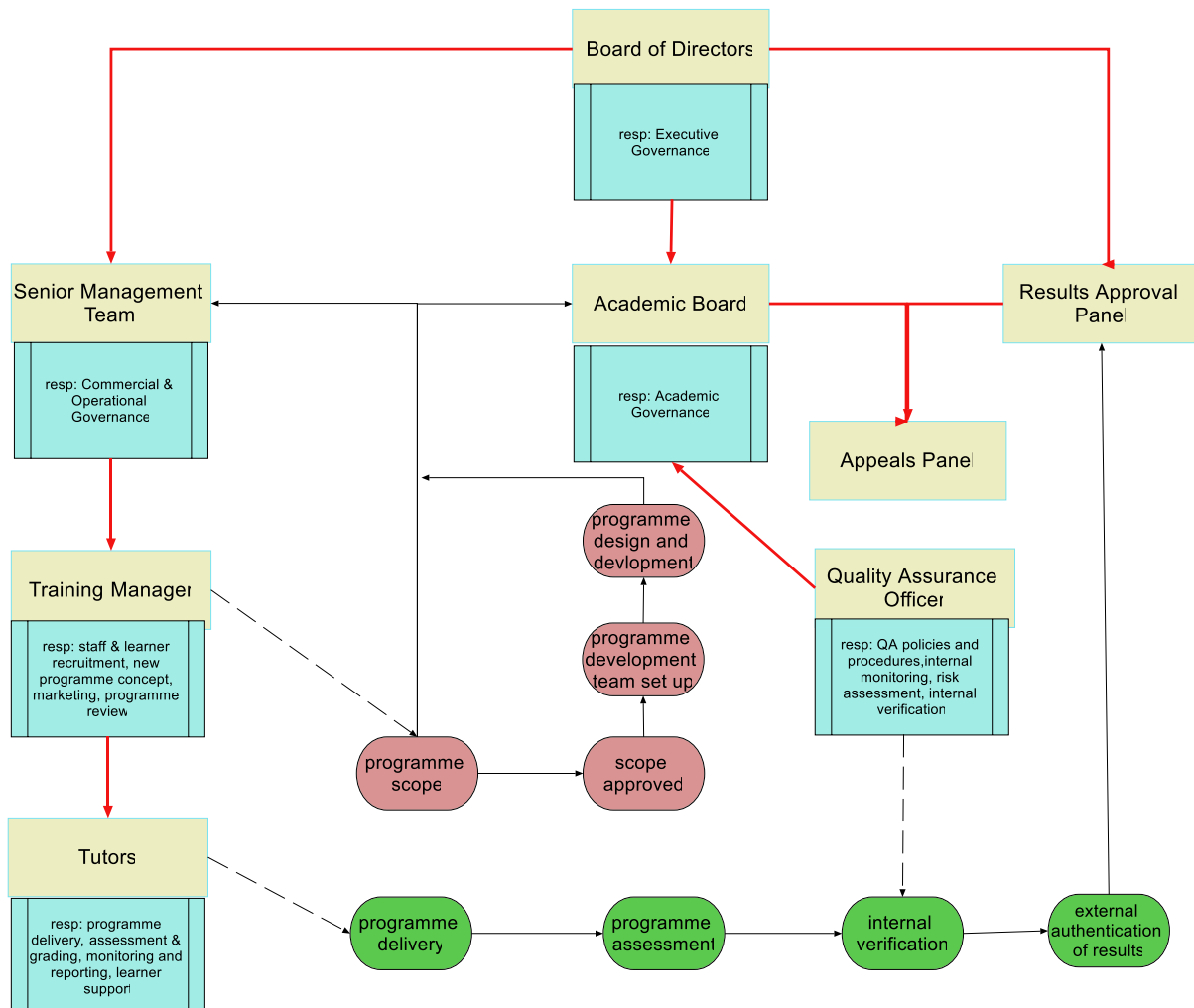
Board of Directors

The Responsibilities of the Board of Directors are set out in Ref: FRM.1.4 Terms of Reference Board of Directors.

The Board of directors have prime responsibility for governance and oversight. They are responsible for managing the overall strategic direction of the organisation, consistent with its corporate and academic responsibilities and objectives and financial management.

The board is responsible for ensuring that People & Process discharges its duties to its stakeholders in an ethical, transparent, and accountable manner whilst complying with all necessary legislation and regulations

The boards responsibilities include:

- To define the company's mission, value and aims

- To approve corporate strategy, annual business plans, budgets and performance objectives

- To establish governance teams with delegated responsibilities for management, risk management, compliance with quality assurance procedures and legal and statutory obligations, academic approval and results approval

- Approval of organisational requirements

- To resource improvement opportunities based on clear risk management practice

- To ensure clear separation of academic and commercial interests

- To establish the culture and ethics of the company

The Board of Directors meet Monthly or more often if required

Senior Management Team

The Board of Directors delegates responsibility for the day-to-day management of People & Process and all its operations to the Senior Management Team (SMT).

The purpose of the Senior Management Team of People and Process Ltd is to design, develop and deliver the business strategy, monitor all operational and administrative activities, and ensure financial management and Quality Assurance processes and governance is in place. The commercial duties of the business are carried out by the Senior Management Team. The Senior Management Team presides over corporate decision making.

The responsibilities of the Senior Management Team are set out in the document Ref: FRM 1.3 Terms of Reference Senior Management Team

These responsibilities include:

- Design and develop strategic plans and associated activities and present to the Board of Directors for approval
- Deliver Strategy within a framework of effective accountability and transparency
- Monitor the implementation of the strategic plan and progress against targets
- Manage the administrative, operational, and academic activities of the organisation on a day-to-day basis
- Review and approve new programme proposals from a corporate and commercial point of view
- Review and approve the design and development of new programmes from a corporate and commercial point of view
- Manage issues which are escalated by members of the programme delivery team
- Consider Quality Assurance issues and issues that arise from internal monitoring or external monitoring
- Address complaints including customer service issues and monitor corrective and preventative actions
- Review financial reports and approve expenditure

- Ensure adequate resources are available across all aspects of the organisation to continually provide high quality training programmes, including the appointments of externa subject matter experts
- Update on new and changes to relevant legislation and regulations and impact on business
- Monitor KPI's on an ongoing basis
- Manage, review and update People and Process risk management processes
- Review, update and implement operating and quality assurance policies and procedures
- Update on new business opportunities
  Support appeals Process when required

  The Senior Management Team meet Monthly or more often if required

Academic Board
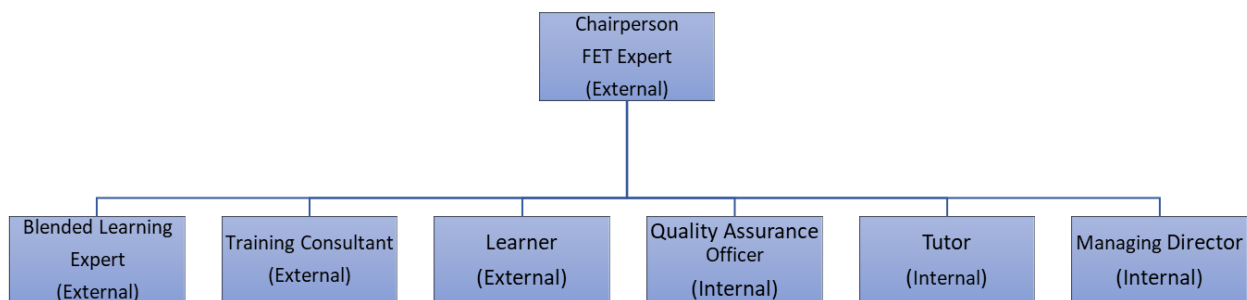
People & Process Ltd Academic Board is comprised of 3 internal officers and 4 external officers.

Our external officers include:

- The chairperson who has expertise in the Further Education and training (FET) sector.

- A subject matter expert in the design and delivery of blended learning/online programmes.

- A Training Consultant from an organisation that has QQI registration for FET delivery.

- A Learner who has taken People & Process programmes,

Our internal officers include:

- the Managing Director, Quality Assurance Officer and a highly experienced Tutor.

The Academic Board is the primary unit of Academic decision making. The Academic Board provides academic and quality assurance oversight to protect the overall integrity of academic processes, placing learner interests at the core of academic decision -making. The Academic Board also acts as the Programme Approval Panel.

The Academic Board acts independently of the Senior Management Team and its commercial interests.

The responsibilities of the Academic Board are set out in the document Ref: FRM.1.2 Terms of Reference Academic Board

These responsibilities include:

- Provide informed, independent oversight of strategic direction, significant decisions, and programme provision

- Review and approve new programme proposals from an academic perspective
- Review and approve from an academic perspective, all programme design and development documents for new programmes including the design and delivery of blended learning programmes and applications for validation.
- Review the risk register and risk management processes in relation to training delivery and ensure adequacy of risk management provision is regularly reviewed and where necessary actions are identified.

- Oversee the implementation, monitoring, and evaluation of the Quality Assurance System to ensure a high quality of training and related activities
- Approve significant changes to the QA manual and procedures recommended by the Training Manager and Quality Assurance Officer
- Advise and make recommendations on any proposed strategic alliances and collaborations
- Approve external subject matter experts that may be used e.g., as part of new programme design and review, assessment authentication and self -evaluations
- Consider the results of internal and external evaluation and self-monitoring and accordingly make recommendations for improvement.

- Approve self-evaluation reports

- Respond to requests for advice from the Senior Management Team
- Review RAP reports and make recommendations if necessary
- Appoint Appeals panel for academic, disciplinary, admission, reasonable accommodation, compassionate consideration and complaint appeals

The Academic Board meets Quarterly

Results Approval Panel

The purpose of the Results Approval Panel is to confirm that the assessment of learner evidence and authentication of assessment results has been carried out in line with People and Process Ltd Quality Assurance assessment policies and procedures. It confirms fairness, transparency and consistency in People and Processes assessment process and ensures the validity of the results produced.

The panel will review internal verification and external authentication reports on assessment submission prior to approval of assessment for submission and QQI certification.

The responsibilities of the Results Approval Panel are set out in the document Ref: FRM.1.10 Terms of Reference Results Approval Panel

These responsibilities include

- Meet as required at the end of each certification period to review and approve assessment results

- Review all learners' results

- Review reports on the internal verification and external authentication process and ensure appropriate decisions taken

- Confirm evidence available of the application of assessment and administrative procedures

- Ensure evidence of consistency amongst tutors in assessment; in situations where modules are taught by more than one tutor.

- Confirm results are quality assured and signed off by RAP chair prior to submission of results to QQI to request certification

- Identify any issues arising in relation to the results and make recommendations for corrective action

- Ensure incidents of malpractice or suspected irregularities have been addressed as per procedures.

- Ensure confidential documentation is not removed from meetings

- Review risk register in relation to assessment process controls & Confirm risks identified in risk assessment for programme have been adequately addressed

The Results approval panel meet at each certification period

Programme development team

The Programme Development Team is responsible for the design and development of all new programmes, face to face and blended learning - both validated and non-validated programmes.

They are responsible for ensuring appropriate infrastructure and resources to support high quality provision of both face to face and blended learning programmes are planned, developed, and evaluated.

The responsibilities of the Programme Development Team are set out in the document Ref: FRM.1.19 Terms of Reference Programme Development Team

- Develop programme content including programme descriptors, module descriptors, assessment packs and lesson plans.

- Develop a project time plan

- Ensure robust costing models are in place for all programmes which take into consideration e.g., resources, hardware, software, materials for practical assessments and ongoing support

- Develop programme delivery materials which includes presentation material, exercises, eLearning materials, quizzes, demonstrations, or practical activities

- Ensure programmes are learner centred and subject led

- Evaluate new programmes against QQI policies and criteria for the validation of programmes of education and training and Statutory Quality Assurance guidelines for providers of blended learning programmes where required.

- Ensure best approaches and technology, (hardware, software and LMS is of the highest standard) in learning and teaching and design are incorporated into blended learning programmes and face to face programmes to achieve learning outcomes

- Evaluate programmes are evaluated in accordance with legislation, regulation, industry best practice and identified risks

- Ensure delivery systems are tested for reliability

- Development of contingency plans for system failures where relevant

- Arrange a peer review by an approved tutor who is a subject matter expert of all learning resources, materials, and delivery systems

- Arrange external review by client or approved subject matter expert for non-validated programmes

- Ensure all programme design and development documentation is completed

- Present programmes to SMT for commercial approval.

- Present programmes for academic approval to Academic Board and applications for validation

- On approval by Academic Board complete validation submission documents and submit for approval

The Programme development team meets at least monthly during the design and development and approval of a new or redesign of a programme

1.3 Organisation Structure

Senior Management Team
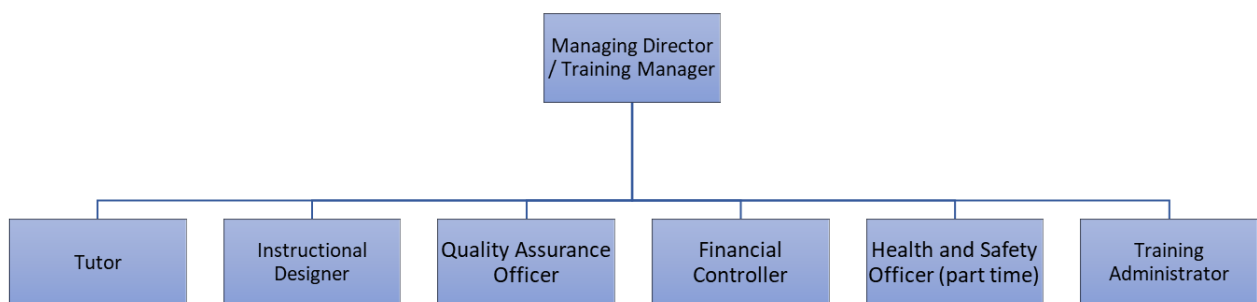
Role descriptions for the key Senior Management Team positions are written and approved. These identify the responsibilities of the role and the skills required.

Managing Director/ Training Manager

Ref: FRM.1.11 Managing Director/Training Manager Role Description

Responsibilities include:

The Managing Director / Training Manager is responsible for the oversight and delivery of high-quality Further Education and Training and its quality assurance policies and procedures.

The Managing Director/Training Manager is responsible through membership of the senior management team and programme development team, for the design, development, and

delivery of the teaching and learning strategy (including blended learning strategy), financial management and governance and ensure programmes meet the needs of learners and stakeholders.

Instructional Designer

Ref: FRM.1.9 Instructional Designer Role Description

Responsibilities Include:

The Instructional Designer is responsible for implementing eLearning content and optimising the Learning Management System platform and training master database. As part of the Programme development team, they are responsible for the design and development of training programmes for blended learning and face to face training, that meet the needs of learners and stakeholders and are in line with business strategies and ensuring that the best approaches and technology is used

Advise on the availability and life expectancy of the technology for blended learning programmes considering number of learners and duration of programmes

Ensure hardware, software and LMS is of the highest standard to ensure delivery of online and blended learning

Quality Assurance Officer

Ref: FRM.1.8 Quality Assurance Officer Role Description

The Quality Assurance Officer is responsible for the management, coordination and implementation of the People and Process Ltd Quality Assurance System and to ensure all stakeholders understand their responsibility in relation to Quality.

They are responsible for ensuring the Quality assurance for all programmes including blended learning programmes is implemented in line with company teaching and learning strategy, blended learning strategy, quality assurance policies, procedures and QQI guidelines.

Training Administrator

Ref: FRM.1.15 Training Administrator Role Description

The Training Administrator manages and implement office systems, procedures and resources for the optimum delivery of company training programmes. Support the financial controller in the implementation of procurement and invoicing activities

Tutor

Ref: FRM.1.12 Tutor Role description

People & Process employ tutors to deliver our programmes in line with agreed curriculum. The responsibilities of our tutors include:

Maintain the highest ethical standards in all matters relating to learners, acting in the learners' best interests at all times. When required as a subject matter expert, test delivery systems for online learning and sign off in advance, with confirmation that appropriate technical support and contingency plans are in place.

Deliver programmes in line with programme curriculum in classroom and using virtual classroom platforms and to the agreed timetable. Mark and grade all assessment, including exam, portfolio and skills demonstrations in line with the defined curriculum and prepare assessment portfolios for Internal Verification

Implement learner support to best achieve required learner outcomes.

Health and Safety Officer:

Ref: FRM.1.14 Health and Safety Officer Role Description

The Health and Safety Officer is responsible for ensuring that all operations are carried out in compliance with relevant Health & Safety and Environmental Legislation.

Financial Controller:

Ref: FRM.1.13 Financial Controller Role Description

The Financial Controller is responsible for finance, administration and the implementation of the commercially viable training service provision.

They are also responsible for overseeing financial arrangements of all academic programmes, ensure programme development team presents robust costing models for all programmes in place which include additional costings for blended learning programmes which include e.g., IT support

1.4 Risk Management

People & Process recognise the management of risk as a key element in ensuring proper governance in its provision of services.

Risk is considered, assessed and controlled by People & Process in:

• maintaining academic integrity

• the avoidance of academic or other fraud associated with provision and related services

• planning to ensure capacity to provide adequate services.

The Board of Directors has overall responsibility for risk management and has assigned responsibility to the Academic Board for maintaining oversight of training related risk and the management of the risk management process to the Senior Management Team.

Risk is a standing item on the agenda for meetings of the various governance panels of; the Board of Directors, the Academic Board, the Senior Management Team and the Results Approval Panel.

We have a framework in place that facilitates an organisational wide overview of the potential risks.

Risk Register

We record and categorise and evaluate risks, and set out, mitigation measures on a risk register in a concise and consistent manner. A risk register is in place for corporate and academic risks. A risk register is also completed for each programme specific to the risks associated with that programme.

The risk register can be reviewed quickly and easily and provides an effective summary of all risks in People & Process.

The risk register is updated regularly by the Training Manager and/or Quality Assurance Officer with input from the Training Administrator in relation to academic risk.

The risk register is reviewed by the governance panels at each meeting with any concerns being highlighted by the Training Manager or the Quality Assurance Officer

Key areas that we monitor in relation to risk include: maintenance of academic integrity, interruption of delivery and the provision of a safe and appropriate learner environment

Our risk management register identifies and addresses risks associated with blended learning design and delivery.

Suitable mitigating controls are proposed and implemented.

Particular risks associated with blended learning include:

- Lack of learner engagement with tutor and programme
- Loss of classroom experience and collaborative learning
- Lack of supervision of learner activity and progress
- Enabling ongoing formative assessment
- Enabling clarity in programme scheduling
- Enabling clarity and transparency in assessment process
- Ensuring academic integrity in assessment is maintained

1.5 Health and Safety

People & Process ensure the management of the health and safety of learners, staff and stakeholders in the provision of its training services.

We operate in accordance with the provisions of the Safety, Health and Welfare at Work Act 2005 and associated legislation. We manage and co-ordinate workplace safety and health and, as far as is reasonably practicable, ensure that:

- Work activities are managed to ensure the safety, health and welfare of our employees and learners, both within office environments and in other locations.

- Our Safety Statement is maintained and updated, and written risk assessments are being carried out and reviewed as required and brought to the attention of all employees at least annually.

- Identified protective and preventive measures are implemented and maintained.

- Improper conduct likely to put an employee's or learners' safety and health at risk is prevented.

- Assessments of training locations are conducted, and protective and preventative measures are implemented to ensure the safety and security of our employees and learners.

- A safe place of work and training is provided that is adequately designed and maintained.

- A safe means of access and egress is provided.

- Safe plant and equipment are provided.

- Safe systems of work are provided.

- Risks to health from any article or substance are prevented.

- Appropriate information, instruction, training and supervision are provided.

- Where hazards cannot be eliminated suitable protective clothing and equipment are provided.

- Emergency plans are prepared and revised.

- Welfare facilities are provided and adequately maintained.

- Competent personnel who can advise and assist in securing the safety, health and welfare of our employees are employed when required.

1.6 Data Protection

People and Process are committed to protecting the rights and privacy of individuals in accordance with the Data Protection Act (2018) and General Data Protection Regulation (GDPR).

The Managing Director is responsible for data protection and for ensuring that personal data in maintained in compliance with current data protection legislation and regulation.

Our data protection policy sets out the protocols and principles by which People and Process operate to comply with its statutory requirements.

In order to provide training services, People & Process is obliged to collect personal data.

Personal data is data relating to a living individual who is or can be identified either from the data or from the data in conjunction with other information that is in, or is likely to come into, the possession of the data controller.

People & Process is the data controller, that is, it controls the contents and use of personal data. This data extends to learners, tutors, external panellists, examiners, authenticators, staff, corporate clients and public bodies.

We collect personal data for the following purposes:

- To administer programme data, record academic achievements and determine/the overall award outcome
- To support learners in participating and completing the programme i.e., we may use information provided (e.g., information about a disability) and information we collect about experiences and services
- To monitor and evaluate the learner experience
- To carry out internal audits, programme reviews and self-evaluations
- To monitor learner engagement with online platforms
- To administer the financial aspects of learner registration e.g., payment of fees
- To enable effective communication
- To administer appeals, complaints, disciplinary matters, and matters relating to academic malpractice
- To produce reports for management to plan and improve programmes, services, and the Quality assurance system
- To confirm the details of academic achievements, and for statistical and historical purposes, a core record of each learner's performance is retained indefinitely
- To respond to requests for information made under data protection legislation
- Recruitment, selection, and employment matters (staff, expert panellists, examiners, and authenticators)
- To apply for QQI certification
- To comply with requirements of corporate clients and public bodies

Data subjects are informed in advance of all possible and specific uses of information, so that the subject is aware of the limited, and necessary cases where their data will be shared, such as with QQI for certification purposes.

1.7 Equality and Diversity

At People & Process we value the diversity of our learners, staff and stakeholders and look to safeguard those who may face inequality or harassment in participating or in accessing our services.

The Senior management Team have responsibility for ensuring our policy is implemented and for creating and embedding an environment that supports the policy.

Our aim is to create a supportive and inclusive place of learning and work that is free from discrimination, where dignity is protected and respected and diversity is positively accommodated.

We are committed to non-discrimination in access and participation to further education and employment in relation to the equality grounds.

We seek to ensure that services provided are free from discrimination and harassment for staff, learners and stakeholders.

We endeavour to treat everyone with dignity and respect in order to create an environment that allows everyone to reach their potential.

We do not tolerate bullying or harassment of learners in any form. This may constitute grounds for expulsion from programmes or disciplinary action, up to and including dismissal.

Our equality and diversity policy statement is published in our learners and tutor handbooks, on our website and is highlighted at induction.

1.8 Quality Policy

We recognise the critical importance of quality to People & Process as an organisation and to our stakeholders, particularly our learners.

We aim to provide programmes and supports that meet or exceed their expectations.

We pursue quality by empowering employees and tutors to do their job right during all stages of their involvement.

Our quality assurance system is made up of documented policies and procedures, and a system of ongoing monitoring and improvement enables us to develop and deliver training programmes to the highest standards in compliance with awarding body guidelines (where they apply), legislation and regulations and standards of industry best practice.

We are committed to continuous improvement and innovation, supported by internal monitoring and review, evaluation of key performance indicators, and effective and intelligent use of feedback from a wide range of stakeholders to drive improvement.

We welcome reviews and audits by awarding bodies in an open and honest manner and view them an opportunity for continuous improvement.

We operate under the following principles of quality assurance:

1. Providing Clear Leadership

2. Ownership of the Quality Assurance System (QAS)

All members of governance units, management, staff, contacted trainers and learners have a role to play in the successful implementation of the QAS.

3. Ensuring Integrity of Academic Processes:

High standards in training are paramount in all academic decision making.

Aim of the Quality Assurance System

To drive continuous improvement in academic and business activities, and to create a culture of quality at all levels of the organisation.

Scope of the Quality Assurance System

Our Quality Assurance System is designed to quality assure all activities associated with training provision, and the work of our governance units, staff, tutors, external advisors, learners, and other stakeholders involved in training for or on behalf of People & Process.

The following applies:

Qualifications and Quality Assurance (Education and Training) Act 2012

Qualifications and Quality Assurance (Education and Training) (Amendment) 2019

General Data Protection Regulation (GDPR) (2016/679)

Safety, Health and Welfare at Work Act 2005

Employment Equality Acts 1998-2015

Equal Status Acts 2000-2018

Unfair Dismissal Acts 1977-2015

The Quality Assurance System is informed by and designed to ensure compliance with:

- *Core Statutory Quality Assurance Guidelines published by QQI (April 2016)*

- *Policies and Criteria for the Validation of Programmes of Education and Training*

- *Sector Specific Quality Assurance Guidelines-Independent/Private Providers*

- *Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes March 2018/QG8-V1*

Our Quality Assurance Manual is formatted to match the chapter headings set in in Section 2 of the Core Statutory Quality Assurance (QA) Guidelines developed by QQI for use by all Providers

These are:

- Governance and the Management of Quality

- Documented Approach to Quality Assurance

- Programmes of Education and Training

- Staff Recruitment, Management & Development

- Teaching and Learning

- Assessment of Learners

- Support for Learners

- Information and Data Management

- Public Information and Communication

- Other Parties Involved in Education and training

- Self-Evaluation, Monitoring and Review

1.9 Embedding a Culture of Quality in People & Process

At People & Process, we leverage the experience that we have built up over many years to achieve excellence. We invest time and resources in assuring quality and maintain a solid and robust Quality Assurance System which makes it easier to embed quality in everything we do

We document and communicate our Quality Assurance System to all employees and contracted staff. The role of each staff member and tutor in assuring quality is clearly set out in their role description and is addressed at induction.

Both employees and contracted staff are expected to be proactive in implementing the Quality Assurance System as it reflects in their work, through the use of policies, procedures, forms, templates and records.

We highlight and discuss quality-related issues at all governance and team meetings

We invite feedback from all stakeholders with regard to the quality of what we do and act on the feedback. This helps to drive continuous improvement.

We have allocated specific responsibility for overseeing the coordination and implementation of the Quality Assurance System to our Quality Assurance Officer who has the competence and authority to do this effectively and leads by example

We make a copy of our Quality Assurance Manual available to all staff members and tutors through a shared folder on our intranet. Our Quality Manual can also be accessed by other stakeholders and the general public on our website

People & Process only employ tutors who are committed to achieving top class learning outcomes.

People & Process implement excellent Learning Management System (LMS) platforms and tools that can be used by companies to develop their knowledge expertise.

People and Process use subject matter experts and instructional designers' advice to obtain the best approaches to blended learning and ensuring we are up to date on new technologies. We have strong inhouse expertise in instructional design and IT support to enable successful programme delivery. We also use the expertise of our tutors to implement new blended learning programmes.

People & Process implements individual engagement processes that allow measurement of skills development.

People & Process provides systems, tools and templates that can make big improvements in workflows and efficiencies.

Examples of these include:

Our Learning Management System platform allowing certified training through high quality video and company specific training materials.

Our Training Master tool allows the planning, delivery and evaluation of successful training outcomes.

Our Work Tool Kits with templates, tools and assistance to allow optimum systems and processes to be set up.

Learner Input to Quality Assurance

We encourage learners to provide feedback about training programmes and the systems that support their delivery.

This is facilitated through ongoing monitoring mechanisms and surveys.

Learners are encouraged to provide feedback about any aspect of their training to their tutor and/or the Training Manager and Quality Assurance Officer.

Learners may also give feedback through the use of the complaint's procedure

Management and Monitoring of the Quality Assurance System

The Quality Assurance Officer is responsible:

- for coordinating the implementation of the Quality Assurance System

- for reporting to the Academic Board and the Senior Management Team in relation to implementation

- for managing the documents that make up the system

- for training and mentoring others in the use of the Quality Assurance System

- for reviewing, auditing and upgrading the Quality Assurance System annually and ensuring that the policies and procedures are consistent; accessible; easy to read and that all references and cross references are correct, and easy to follow

2. Documented Approach to Quality Assurance

2.1 Quality Assurance System

Our Quality Assurance System spans corporate domains (e.g., governance, health and safety, equality and diversity, data protection) and academic domains including programme development, monitoring, admissions, teaching, learning and assessment.

The system is set out simply and comprehensively in a Quality Manual and a suite of supporting documents.

The system is implemented 'on the ground' using standard procedures.

2.2 Elements of our Quality Assurance System

People & Process develop and maintain the following documents as part of its Quality Assurance System:

•   Quality Manual

•   Policies and Procedures

•   Role Descriptions

•   Terms of Reference

•   Handbooks – Learner and Tutor

•   Quality Assurance Master Document Register

•   Reference documents (documents that provides pertinent details for consultation e.g., QQI QA Guidelines, Qualifications and Quality Assurance (Education and Training) Act 2012).

•   Support documents (documents which we use to implement procedures e.g., Internal Verification form, learner evaluation form)

•   Flowcharts/graphics e.g., organisation chart, governance chart

•   Glossary

2.3 Principles of Quality Assurance Document Design and Use

People & Process develop and use documents as part of its Quality Assurance System in line with the following principles:

• Documents must be clear and concise using language that is easily understood by the user

• Documents are written with the user in mind and tested with users before being submitted for approval

• We use a consistent approach, style and tone which reflects the values of   People & Process

• All documents must be readily identifiable by name, owner, version number and date

• We remove obsolete documents from use and securely destroy or archive them regularly to ensure that only current documents are available to users.

• All documents must be approved prior to issue

2.4 Documenting the Quality Assurance System

Our Quality Assurance System is fully documented and maintained in an electronic format for ease of use and access.

This electronic format helps to make revision and version control easier to manage and reduces the need for emails and paper.

To guide our staff and learners when implementing quality assurance processes, we make our Quality Assurance documents available across the organisation through the use of shared online folders.

The Quality Manual is organised in single topic chapters based on the areas listed in Section 2 of QQI's Policy on Quality Assurance Guidelines April 2016, the QA principles that underpin the development of our QA policies and procedures.

We do not include personnel names in our QA documents. We use role titles.

In identifying the policies and procedures required in Quality Assurance System, we refer to the definitions set down in:

What are quality assurance policies and procedures (Ref: QQI Reengagement Application Guide February 2017 V 0.1)

A policy is a statement or series of statements which set out a provider's position and commitment(s) on a particular area of education and training provision. It should show that a provider is aware of its obligations in the area and is committing to deliver on these obligations.

A policy will:

• be written for all stakeholders, internal and external, and will have the primary purpose of informing those who read it as to the position of the provider on a particular aspect of its role.

• set out broad parameters.

• be available to all stakeholders e.g., on a website.

• have the understanding and backing of senior management.

• inform learners of what they should expect from the provider.

• inform staff of what is expected of them.

• provide a protection and support to staff in carrying out their work.

The differences between policies and procedures may be defined by:

Policies	Procedures
Widespread application	Narrower focus
Non-negotiable, changes infrequently	Open to change or continuous improvement
Expressed in broad terms and requirements	Detailed description of activities
Statements of "what" and/or "why"	Statements of "how," "when," and/or "who" and sometimes "what
Answers major operational issue(s)	Describes process
Approved by the board	Managed by staff

2.5 Principles of Policy Development

People & Process adheres to the following principles in development of quality assurance policies:

- We design our polices to reflect current best practice in the further education and training sector and to meet requirements of QQI QA guidelines

- The named policy owner drafts the policy and policy revisions and these are agreed internally before being presented to the Academic Board

- New policies and policy revisions must be approved by the Academic Board

- Approved policy statements are published on our website.

2.6 Principles of Procedure Development

A procedure describes a process intended to deliver all or part of a policy commitment.

People & Process adheres to the following principles in development of quality assurance procedures:

- written to be available and understood by the people who will be operating the process or engaging with it

- address the practicalities of the process – actions, forms, timelines, information flows, records etc.

- be designed with the intention of delivering quality and consistency

- be capable of being monitored i.e., records and / or indicators will be generated which should show if the procedure is being followed and, crucially, if it is effective

- evolve over time as possible improvements are identified and implemented.

Ref: PRC.8.1 Creation, Approval, Protection and Maintenance of Records and Procedures

2.7 Procedures in place to Facilitate the Implementation of our Quality Assurance System.

All current/live procedures in the Quality Assurance System are identified in the Quality Assurance Master Document Register, Ref: FRM.2.1 People and Process Ltd Quality Assurance Master Document Register

All procedures are documented using a standard template.

This list undergoes constant review with new procedures being added as needed, others being removed and archived, and others reviewed/amended.

2.8 Maintenance of Documents

People & Process operate version control of its quality assurance documents. The document number will also identify the version of the document with most recent versions of documents recorded in the Quality Assurance Master Document Register.

We maintain a revision history of quality assurance documents identifying any changes to documents and dates of approval.

2.9 Supporting Documents

People & Process have defined supporting documents that underpin the Quality Assurance System. These include terms of reference, guidelines, handbooks, forms and flowcharts, organisation charts and graphics.

Supporting documents are given reference numbers and versions of release.

The list of current supporting documents is recorded in the Quality Assurance Master Document Register.

People & Process maintain a glossary of terms that is used in its quality Assurance System.

3. Programmes of Education and Training

3.1 Policy

We at People and Process Ltd are committed to the provision of excellence in our training offerings.

We identify the needs of learners and develop training programmes in a structured, professional manner to match these needs.

The process for programme development is guided by the policies and criteria for the validation by QQI of programmes of education and training.

All programmes are developed to ensure that learners who complete the programme will acquire and where appropriate, be able to demonstrate, the necessary knowledge, skill or competence offered in respect of that programme.

This is measured in achievement of stated minimum programme learning outcomes

All programmes developed and delivered by People and Process, both accredited and non-accredited, are in line with our approved quality assurance procedures for programme development and delivery which include intrinsic governance.

Programmes go through formal approval and accreditation processes.

We commit to complying with the standards and guidelines set by the awarding bodies.

Programmes are developed, supported, and delivered by appropriately qualified staff. Subject matter experts are engaged in programme development where needed

For blended learning programme development, the instructional designer is part of the programme development team and plays a key role in ensuring the best approaches and technology is used in the design of blended learning programmes

We communicate clear and relevant information to assist learners in making informed decisions regarding programme selection and ensuring fair and equitable access to all applicants.

The materials and methods of delivery of our programmes is continuously monitored and reviewed with the input of learners and stakeholders to ensure ongoing improvements in service.

3.2 Responsibility

The Programme Development team are responsible for the design and development of training programmes in line with the requirements of QQI, legislation and industry best practice. They are responsible for ensuring appropriate infrastructure and resources to support high quality provision of both face to face and blended learning programmes are planned, developed, and evaluated. They must complete all design and development documents as part of the development process and ensure learning resources peer review and Programme legislation & regulation evaluation are completed by approved personnel

The programme development team are also responsible for ensuring that robust costing models are in place for blended learning programmes which consider additional costs associated with IT support, developing, and updating learning resources, induction, training and support for staff and learners. The costing model also includes a budget for the updating of content to ensure it remains current.

The Senior Management Team is responsible for reviewing programme scope at programme development initiation from a corporate and commercial point of view. They are also responsible for monitoring the completion of the development process. The Senior Management Team is also responsible for completing a review and approval of the programme from a corporate and commercial point of view

The Academic Board is the primary unit of academic decision making and is responsible for approving programmes from an academic level. The Academic Board approve all accredited and non-accredited training programmes. They are responsible for reviewing proposed training programmes to ensure they meet the needs of learners and stakeholders and that they are a fit with company training offerings and aligned with the National Framework of Qualifications. They are also responsible for reviewing applications for validation prior to QQI submission. The Academic Board acts as the programme approval panel

3.3 Procedures

To ensure we implement best practice in programme design, delivery and review, we adhere to the following procedure.

Programme Design and Development
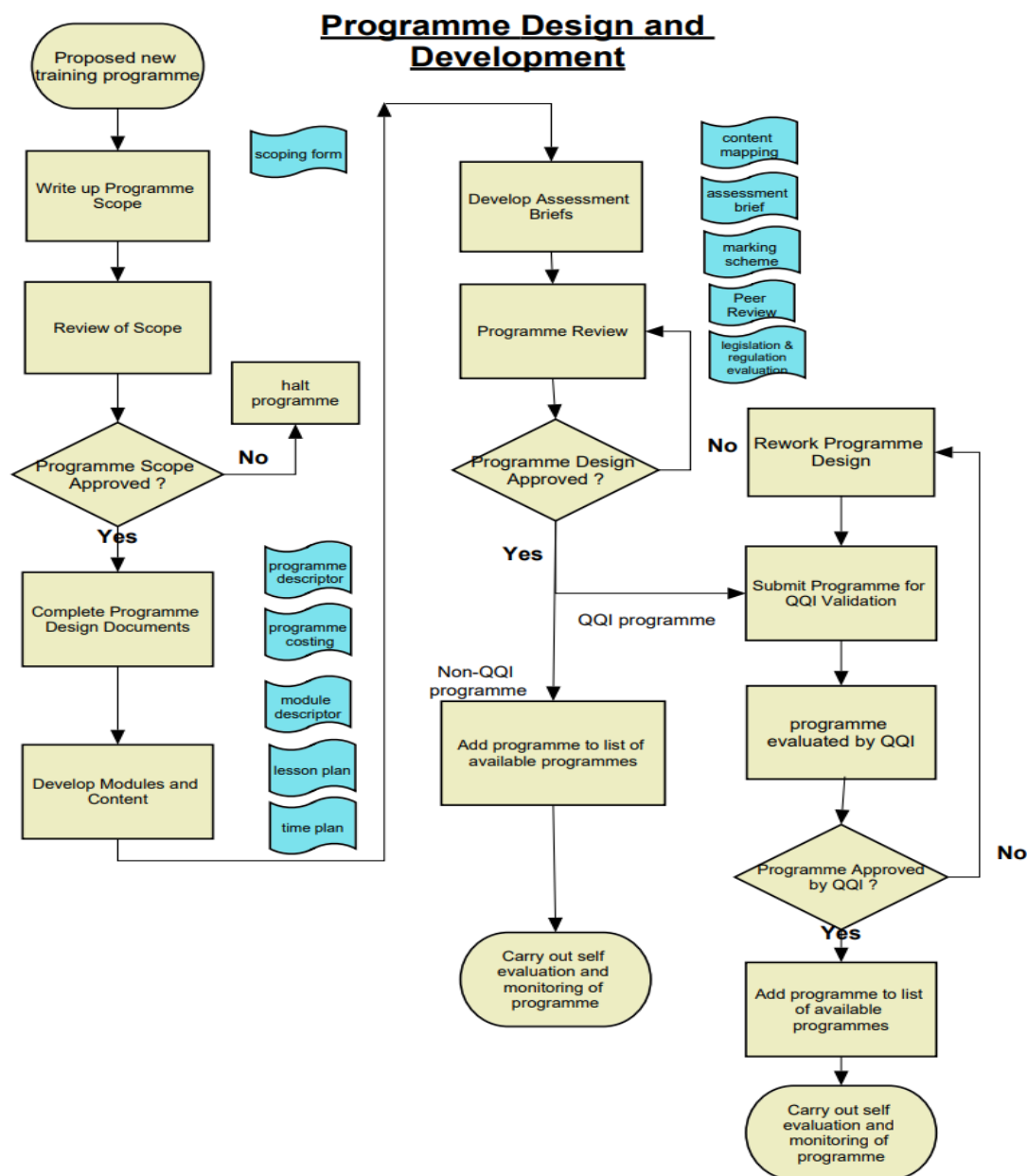
3.4 Programme Proposal Scoping

Proposals for new programme development can come from within the company, from learners, clients, or other stakeholders external to the company.

When a potential new training programme is proposed, the Training Manager initiates the undertaking of research in the following areas:

- Sectoral research - evaluating industry and business trends
- Feedback – feedback from potential learners, stakeholders and customers regarding potential demand for training and the relevance of the training
- Fit – the potential new programmes fit within the suite of current training programmes offered, its position within the national framework of qualifications, and internal business strategy.
- Environment – whether the potential new training programme will be appropriate for its intended mode of delivery and learning environment.

As part of new programme design, a programme scoping form is completed by the Training Manager where the following information is recorded:

- Programme outline
- Proposed Award
- Current provision
- Potential demand for programme (viability and sustainability)
- Financial Viability
- Fit of programme
- Delivery environment
- Resources for development
- Identification of delivery modes including face to face and online for blended learning programmes
- Key staff qualifications & experience required
- Target date for delivery

The Senior Management Team will review the proposed programme from a corporate and commercial perspective. The Academic Board will also review the proposed programmes from an academic level to ensure it meets the needs of learners and stakeholders and that it fits in with company training offerings and is aligned with the National Framework of Qualifications.

If approved by both, the training programme can proceed to the design stage, or if a decision is made not to approve from either or both a halt is put to further development work.

3.5 Programme Design and Development

Once programme scoping is approved by the SMT (from a corporate and commercial perspective) and Academic Board (from an Academic perspective), the Programme Development Team is appointed by the Senior Management Team as per terms of reference and the design phase of the process begins.

The programme design phase establishes the following programme documents:

- programme descriptor

- module descriptors (if applicable),

- lesson plans

- Programme Costing

- Content mapping form

- Assessment scheduling form

- Marking sheet template

- Assessment brief

- Learning resources peer review

- Programme legislation & regulation evaluation

The programme development team are also responsible for establishing a time plan for delivery of the programme.

The programme descriptor identifies the:

- programme title and field

- programme summary including aim and awards and if programme is part time or full time

- target learner group

- programme structure /modules

- programme Delivery Mode and Methodologies e.g., blended learning & if blended learning addressing intellectual property rights and software licensing, contingency arrangements in the event of hardware or software failure

- Resources required

- programme Entry Criteria

- programme Assessment and Certification

- programme transfer and progression options

- Programme monitoring and reporting

Where there is more than one module delivered as part of the programme, individual module descriptors are written. These contain:

- module learning outcomes

- module content summary

- assessment techniques and instruments

- module delivery strategies

- Resources needed to complement any online technology

- How technology is to be used individually and collectively for blended learning programmes

- key activities that will take place during module

- Identify how it will be confirmed that teaching and learning, assessment and feedback has taken place

A programme costing is completed which considers e.g., hardware, software, development of learning resources and ongoing IT support costs

Modules and content are developed, this may include presentation material, exercises,eLearning materials, quizzes, demonstration, or practical activities. Materials needed e.g., for skills demonstrations are detailed in the plan. Individual lesson plans are developed detailing the topic and aim of each module, teaching and learning methodologies to be used, training resources, learner supports, planned interactions and programme materials needed and how it will be assessed. All training resources are developed in house, we do not refer to open education resources. Learning supports e.g., e-learning programmes are also referenced

An evaluation is completed by the programme development team against legislation, regulations, and industry best practice. Confirmation is also given as part of the evaluation, that for blended learning programmes intellectual property rights and software issues are addressed. An evaluation on contingency plans in the event of hardware or software failure is also completed. These are added to risk assessment if required

A content mapping form is developed for the programme to show the relationship between programme learning outcomes, module learning outcomes, delivery, and assessment.

Programme assessment scheduling form, assessment briefs with associated marking sheets are developed for the programme.

For all learning resources, materials, and delivery systems a peer review is completed by a tutor who is a subject knowledge expert. The tutor is also involved in testing delivery systems. Any comments or feedback on gaps or improvements from the peer review are incorporated before presentation for review and approval

If difficulties or concerns are highlighted during the design phase these are brought to the attention of the SMT and Academic Board who will advise depending on the issue.

3.6 Programme Review and Approval

On completion of the programme design documentation, the senior management team will carry out a review and approval to ensure that the programme development team has completed all programme design and development documents and also confirm that the programme is commercially viable and sustainable. The SMT will approve from a corporate and commercial perspective. The chair of the SMT signs on behalf of the SMT if approved.

For non QQI-accredited training programmes, the programme design will also undergo additional external review by client or subject matter expert.

The Academic Board approves all programmes from an academic perspective.

All training programmes are reviewed and approved by the Academic Board to ensure **coherence** between stated objectives, entry criteria, programme content, learning resources, delivery modes, learner profile and assessment activities.

The Chair of the Academic Board signs approval on behalf of the Academic Board.

On successful completion, review and approval, programmes for accreditation are now ready for submission to QQI for validation. The academic board reviews all applications for programme validation.

Programmes are fully approved by Academic board and sent for validation for QQI approval by the programme development team before being made available to learners.

Once programmes are approved by QQI the programme is added to the list of available programmes.

3.7 Programme Validation/Revalidation

People & Process will follow QQI Guidelines for validation in relation to new programmes submitted for validation and any programmes undergoing revalidation.

The Programme is evaluated against current validation criteria.

We secure QQI validation before enrolling learners on any programme leading to a QQI award.

We review our capacity to uphold the terms and conditions of validation and ensure that our programmes meet the validation criteria as part of our programme review process.

We arrange for the revalidation of continuing programmes every 5 years (or in accordance with the expiry of the duration of the validation if different).

Data from our self- evaluation process is used to inform and support revalidation process. As part of the process, we benchmark our programme offering against our competitors.

3.8 Programme Delivery

We are committed to delivering high quality training programmes. As part of programme design and development, we identify the human, physical and academic supports and resources necessary for delivery of programmes.

The identified resources and supports are implemented prior to programme delivery

Process for Programme Delivery

- o The Academic Board approves all training and learner materials in line with the programme descriptor and modes of delivery. All supporting materials including videos and online content for blended learning are also approved.

- o The Training Administrator reviews and update programme data on our website, they also review application process to ensure ease of access.

- o The Training Administrator prepares programme resources, supporting materials, equipment, learner induction pack/presentation, evaluation forms in advance and in consultation with the Trainer Manager. The Learning Management System is updated with required materials.

- o The programme schedule, timetable, evaluation, and assessment plan are set out by the Training Manager and provided to Tutor and Learners at induction.

- o The Training Manager assigns a tutor (early confirmation of staffing resources is completed during programme development to ensure appropriate staff available). (As part of the programme development process delivery systems for online learning are tested and signed off by a Tutor with subject knowledge expertise, with confirmation that appropriate technical support and contingency plans are in place). Programmes are delivered and supported by appropriately qualified staff who have the knowledge, skills, and experience for their role as per Procedure for recruitment, selection and

induction of permanent staff and contract tutors (Ref: PRC.4.1 Recruitment, Selection, and Induction of Staff procedure)

o   The Training Manager selects and books a training venue for programme delivery of face-to-face training, ensuring it is suitable. We check the training facilities to ensure that the premises, equipment, and facilities meet the needs of our learners and our programmes. A facilities checklist is completed prior to the booking of any facility. Where programmes are delivered on client premises, we complete a check prior to delivery to ensure adequate equipment and facility is fit for purpose. Checks are also completed for online delivery of programmes which are part of blended leaning e.g., check Tutor and Learner forum is accessible, audio and web speed is sufficient. (Ref: FRM.5.1 Facilities and resource checklist)

o   The Training Administrator ensures the learner and tutor has a copy of the Learner and Tutor handbook.

o   Induction of learners and tutors is arranged by the Training Manager prior to programme commencement. Programme training materials and learner programme course notes will be provided as per the lesson plans. Learners are also briefed on fire and evacuation drills relevant to their training facility.

o   For blended learning programmes access to eLearning course materials and course forums on the Learning Management System (LMS) is provided. Learners are issued with unique identification and password by the Training Administrator

o   Tutors are provided with/given access to:

    -   Programme equipment as required
    -   Pens, flip charts, markers
    -   Lesson Plans

o   Software/hardware for blended learning programmes (for blended learning courses software and internet speed and strength is tested by tutors and learners in advance of programme)

o   At the start of all module's learners are given an overview of the module, including descriptions of online components for blended learning programmes, the aim of the module, the learning outcomes, the structure of the module, all forms of interaction are clearly stated. Each programme on the LMS includes the programme outline e.g., purpose, structure and learning outcomes

- ○ Tutors are informed of approved additional supports for learners and those who have received a place on the programme through the recognition of prior learning

- ○ The tutor keeps a record of attendance and completes a weekly training report

- ○ Online learner engagement is monitored and reported as part of the weekly training report

- ○ The assessment portfolio is completed by the Tutor and submitted by the agreed date.

- ○ A post programme debriefing takes place following programme review and analysis of all evaluations and feedback.

3.9 Admission, Progression and Recognition of Prior Learning

People & Process identify clear and simple admission requirements to its programmes with defined progression routes and fair recognition of qualifications.

The Learner Journey
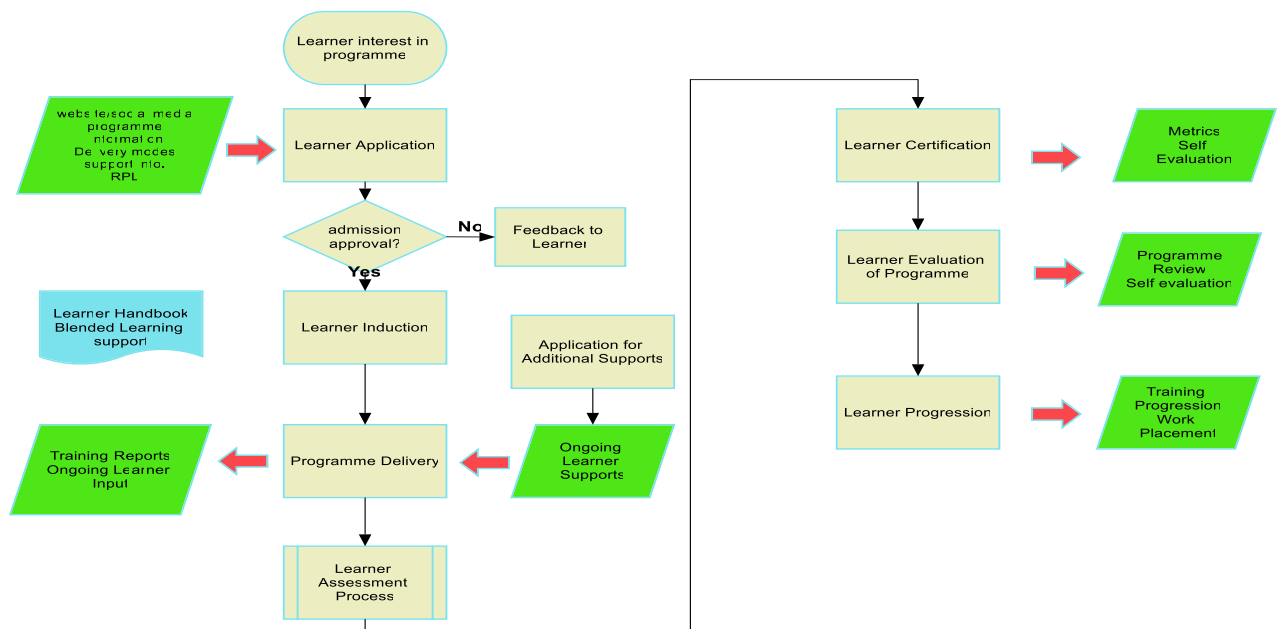
3.10 Learner Access, Transfer and Progression

We are committed to implementing Section 56, Part 4 of the Qualifications and Quality Assurance (Education and Training) Act 2012. It is our policy to do all we can to facilitate learners in gaining access to the programmes we offer, transfer to other programme/providers and progress to programmes leading to awards at higher levels of the NFQ.

As the programmes we offer are for a short-term duration, transfer and progression queries are addressed by the Tutor and Training Manager on a case-by-case basis.

We have a transparent, fair and consistent selection process and promote inclusivity and diversity and welcome applications from non-standard learners. To ensure this we provide comprehensive, accurate and clear information to applicants regarding Access.

Where transfer and progression opportunities from our programmes have been identified we also provide this information to learners to help them make informed choices regarding their choice of programme

We have minimum entry requirements for each programme which are clear and reflect the level and content of the programme.

Applicants must meet the minimum entry requirements and must be capable of succeeding in the programme with a reasonable level of effort on their part.

We provide accredited training programmes leading to awards at QQI Level 5 and QQI Level 6.

 Minimum entry requirements for accredited programmes are:

Level 5

•   Leaving Certificate

•   Merit in leaving certificate applied or

•   Level 4 award or equivalent

•   The academic entry requirements may be waived for mature applicants with relevant life and work experience

Level 6

•   Leaving Certificate

•   Level 5 award or equivalent

•   The academic entry requirements may be waived for mature applicants with relevant life and work experience

There are no defined entry requirements for non-accredited training, other than an interest in the subject matter

The training offerings provided by People and Process Ltd are aligned with the National Framework of Qualifications allowing transfer and progression of learners to other courses.

Learners who successfully complete a programme leading to an award with People & Process can progress to programmes at a higher level of the NFQ. The Programme Development Team are responsible for researching options at the Programme design phase.

We offer an entry by Recognition of Prior Learning (RPL)/Recognition of Prior Experiential Learning (RPEL) for entry to programmes for learners who do not meet these minimum entry requirements.

3.11 Admissions to Blended Learning Programmes

Learners applying for blended learning programmes are informed of requirements concerning equipment, e-learning and digital skills.

Applicants must have the following: Access to a laptop/PC/suitable mobile device with functioning camera and audio and sufficient internet speed and strength.

If a learner is applying for a place on a blended learning programme, we ensure that the learner is competent to participate and has the skills and confidence to use the required hardware and software by providing pre-programme access to our learning management system to enable learners to establish their level of comfort with the online learning environment prior to enrolling.

Applicants must be self-motivated and have the capacity to take responsibility for their own learning to progress through a blended learning programme. Information on how much time learners are expected to commit to independent learning is provided to the learner.

Basic computer literacy is required to enrol on a blended learning programme e.g., opening a document such as Microsoft word or excel, searching and opening an internet page.

3.12 Recognition of Prior Learning (RPL)/Recognition of Prior Experiential Learning (RPEL)

Recognition of prior learning (RPL)/Recognition of prior experiential learning (RPEL) 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.

"RPL incorporates prior formal, informal and non-formal learning and that which is validated within the context of a specified destination award from level one to ten on the National Framework of Qualifications." (European Commission, CEDEFOP, ICF International; 2014 p. 3)

QQI's guidelines require providers to establish policies and procedures for learner admission, progression and recognition which include, "Fair recognition of education and training qualifications, periods of study and prior learning, including the recognition of non-formal and formal learning." (CSQAG, 2016, 3.2, p. 11)

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).

People and Process Ltd recognises the importance of lifelong learning and widening access to education. It is committed to recognising the achievements and attainments of prospective learners, and their development of knowledge and skills gained from the academic or professional arena, or life experience. We recognise prior learning for entry to our programmes. This is stated in our programme information. RPL/RPEL is assessed on a programme-by-programme basis.

To help learners decide we offer the following:

- Detailed breakdown on programme contents and structure on the People and Process website. Attention should be paid to the learning outcomes as assessment activities are derived from these.
- Contact with the Training Manager in advance of the programme to help learners decide how prior learning may overlap with programme content.

Learners must be able to demonstrate that they have the capacity to successfully participate on our programmes.

Applicants must detail their previous uncertified or certified learning or work experience when they are applying (question included on the application form). Evidence must also be submitted.

This may include some or all the following:

- o Up-to-date CV
- o References
- o Details of training programmes attended (non-certified)
- o Job descriptions and relevant work experiences
- o Personal statement
- o Copies of certificates for certified courses

The Training Administrator reviews all completed application forms. If there is any doubt about the suitability of the applicant e.g., not meeting the entry criteria, the Training Administrator escalates the application to the Training Manager.

Further clarification or information may be requested from the applicant, which may include for certified learning, programme content descriptions, learning outcomes etc.

People and Process Ltd reserves the right to seek supporting evidence from the named educational institution referred to in the application and where appropriate to request reference documentation from an employer or referee.

The Training Manager reviews each RPL/RPEL application and may arrange a telephone/zoom interview with the applicant to discuss the application, verify the supporting evidence submitted and decide if the applicant is suitable for the programme.

If the Training Manager deems necessary, they will also involve the tutor in the interview.

When verifying/assessing uncertified learning the Training Manager (and tutor) consider the following:

- o The likely ability of the applicant to meet the learning outcomes
- o The ability of the applicant to meet the standard of learning on the NFQ
- o The ability of the applicant to demonstrate that they are capable of applying the learning in a new context.

The Training Administrator advises the applicant on the decision within 10 working days. If the decision is not to offer a place, the applicant has the right to appeal (Ref: PRC.6.11 Appeals Procedure). The Training administrator makes Learners aware of the appeals process

Tutors are informed of learners who have used the RPL/RPEL route for entry and we advise them to monitor their progress carefully. We compare the assessment results of RPL/RPEL applicants to those of standard applicants to ensure that our RPL/RPEL entry procedure is working effectively

3.13 Minimum English Language Entry Requirements

All training is delivered through English. Learners are expected to have good written and verbal understanding of the English language. As part of their application for training, all learners must state if English is their first language.

For those learners whose first language is not English, they must make a self-declaration stating they have a good written and verbal understanding of English.

They must also provide evidence of meeting a standard of English language proficiency.

Evidence of English language proficiency can be provided by one of the following methods:

- Common European Framework or Reference for Languages (CEFR) – Level B2 or higher
- IELTS (International English Language Testing System) Indicator Test – Minimum score of 6
- TOEFL iBT Special Home Addition (Test of English as a Foreign Language) – The minimum score is 80 unless otherwise stated.
- Duolingo English Test – The minimum score required is 95
- Merit or distinction in QQI Level 5 module English as a Second Language (5N1632)
- Merit or distinction in QQI Level 5 module Communications (5N0690)
- Leaving Certificate English – grade O5 or higher

Details on Minimum English Language Entry Requirements are also included in the Learner handbook and in the Programme Application Form.

3.14 Learner Application/Registration Process

All learners complete an application form for training programmes (Ref: FRM.3.6 Programme Application Form). The application form is returned to the training administrator and reviewed by the Training Manager.

Applicants are notified if they have been accepted onto the programme or not. All learners will register on the first day of the course.

For online applicants who register on the People & Process website for training, acceptance to the course will be via email notification. Learning Management System username and password access detail will be provided to the learner.

Learners have the right to appeal if they are not accepted onto the programme. (Ref: PRC.6.11 Appeals Procedure)

3.15 Cancellation / Postponement of Programmes

People & Process do not provide training programmes more than 3 months duration. All fees are paid before programme commencement.

As a result, arrangements for Protection of Learners as defined under section 65 (4) of the Qualifications and Quality Assurance (Education and Training) Act 2012 (the "2012 Act" do not apply.

If a programme ceases prior to completion, the learner will be offered the opportunity to join or transfer to a similar programme of another provider. If this is not practicable, fees will be refunded to the learner. This applies to both face to face and blended learning programmes.

Learners are provided with adequate and accurate information about the programme that they wish to pursue and about the protection in place for them if the programme ceases prior to their completion.

3.16 Learner Induction

We induct all learners to our training programmes.

The tutors induct the learners at the beginning of the programme using our standard induction presentation.

Induction includes an introduction to the tutor, an overview of the programme, and a review of the learner handbook which contains information on all relevant policies and procedures.

Learners are also given details on the support available to them and their responsibilities and code of conduct.

Disciplinary action may be taken against a learner e.g., when there is an issue with conduct or attendance. Learners have the right to appeal disciplinary actions as per Appeals Procedure PRC.6.11

The program schedule, and assignment submission dates are also provided to all learners.

All learners must sign they induction checklists to confirm they have received induction.

3.17 Induction for Blended Learning Programmes

Prior to registration on a blended learning programme, learners are provided with an induction to the programme, giving an overview of the course and the concept of blended learning. Where possible staff who will deliver the online portion of the programme are present at the induction. They are given access to programmes to ensure they are competent to participate and have the skills and confidence to use the required hardware and software and that they

have the necessary hardware to participate. They are given a clear communication statement on "capacity to succeed".

They are also informed on the nature and extent of autonomous learning, collaborative and supported aspects of learning, details of specified timings for synchronous learning or assessment, and regulations in place to protect learner information. Details on asynchronous activities and the extent to which face to face attendance is part of the blend is provided.

An explanation of technology skills needed for training programme participation and on the required hardware and software to access programmes. Induction training on code of conduct and expected etiquette on blended learning programmes.

Learners also receive a schedule for the delivery of their online learning study materials and for the submission and assessment of their work, including learner responsibilities in this regard and consequences of not meeting deadlines. Learners are also informed at induction how long after programme they will have access to online materials

Learners get to test that they have appropriate hardware and required broadband capacity by opening course outline programmes prior to programme commencement.

Learners will have access to an eLearning induction video that outlines how they will navigate the Learning Management System for online content.

The learner induction will provide information on the level and nature of support available including technical, academic and administrative support and details of resources to support online learning and remote study is also provided. Details on requesting pastoral support are also provided

Induction will cover relevant policies and procedures and further details on additional learner supports which are also are available in the learner handbook.

3.18 Learner enrolments, retention, completion and progression

The Training Administrator monitors learner enrolments, retention and completion rates and reports this as part of the ongoing monitoring activities and programme review. Results on monitoring and trends are reviewed by the Senior Management Team.

Where learners have progressed to another programme of education and training this is also tracked and reported as part of programme monitoring and review. Monitoring data on enrolments, retention, completion and progression allows us to assess and evaluate the success of the programme or not and allows us to continuously improve our programme delivery and content.

3.19 Programme Monitoring and Review

Programme delivery is monitored on an ongoing basis, and we use the results of monitoring activities to drive continuous improvement.

In addition, the results of monitoring activities feed into the programme development and approval process.

Programme delivery is monitored to ensure:

●The programme remains appropriate

●The programme achieves its objectives

●Learner completion is in line with industry norms

●Improvements to the programme are identified in terms of facilities, learning methods, programme delivery and programme content

●Information provided remains relevant for learners and stakeholders

See Monitoring Chart – Section 11.3

Regular monthly management meeting review Key Performance Indicators and programme monitoring information.

The review of data leads to the development of Corrective Action Requests, which form the Quality Improvement plan.

Corrective Action Requests are prioritised and actioned internally to drive continuous improvement.

The outputs of data review are used as an input to periodic programmatic reviews. The information is used to inform improvements and revisions to programme specifications which are published and validated as required.

4. Staff Recruitment, Management and Development

4.1 Policy

People & Process is committed to ensuring that sufficient and appropriately qualified staff are employed to meet academic and administrative requirements.

Staff are recruited in accordance with our internal procedures and in line with legal requirements and industry best practice.

People & Process policies and processes are communicated at induction.

Our appraisal and feedback processes promote continuous programme improvement and on-going professional development.

People & Process encourage an open, positive, supportive and co-operative work environment, where fulltime and contracted staff work together to achieve goals and objectives.

Informal communication between staff and tutors and management is encouraged.

In addition to formal appraisals, the views of staff are collected and used on an ongoing basis as part of self-monitoring and programme review.

We recognise that our tutors play a key role in ensuring the quality of our programmes and supporting our learners and there is a very strong correlation between the quality of our programmes and the quality of tutor performance.

4.2 Responsibility

● The Senior Management Team has overall responsibility for staffing.

● The Academic Board maintains oversight of programme-related staffing.

● The Training Manager is responsible for selection, allocation, monitoring and management of tutors

4.3 Supporting Documents

● Tutor Role Description

● Tutor Observation Form

- CPD Register

- Tutor Handbook

- Tutor Contract Template

- Employee Handbook

- Induction Checklist

- Training Development Request Form

- Training and Development Plan

- Training Record

- Appraisal Form

4.4 Role Descriptions

All employees and contracted tutors have a detailed role description. For tutors of blended learning programmes, the role description includes specific additional requirements.

The role description is discussed at induction and reviewed annually by the Training Manager and updated if needed.

A copy of our tutor role description is included in the tutor handbook

4.5 Recruitment and Selection

Tutor Role Description Advertisement	Tutor Application for Role	
	notification of refusal ←No— Application successful ?	professional qualifications teaching qualifications experience
	Yes	
Tutor handbook Training on LMS Training on QA system	Tutor Induction	
course materials lesson plans assessment briefs training room and supports	Tutor Delivers programme	Training Reports Learner Feedback Learner Outcomes
Programme Monitoring visits Learner Feedback Complaints	Tutor evaluation and appraisal	Programme metrics Employee Appraisal
Training Plan Training Records	Tutor CPD	new skills in use expansion of role

When a vacancy arises the Training Manager develops/updates a job description for this role, in line with our equality policy, current legislation and best practice.

Tutors may be employed on a permanent basis or as short- term contracts.

For tutor recruitment, the job description will include required technical and pedagogical qualifications and required experience.

The job description is approved by the Senior Management Team and advertised nationally.

Minimum requirements for tutors are dictated by the programme needs, and the framework level of the award.

The recruitment and selection processes are detailed in our internal procedures –Ref: PRC.4.1 Recruitment Selection & Induction of Staff Procedure

4.6 Statement of Required Qualifications for Tutors

As part of the recruitment process for tutors, they must submit copies of all relevant, current award certificates and evidence of their pedagogical and professional qualifications.

Tutors must have appropriate professional and pedagogical qualifications and be capable of delivering the programme specified in the relevant programme descriptor.

Minimum qualifications will include:

- A teaching / training qualification a minimum Level 6 NFQ (preferably in adult education)

- A minimum professional qualification at Level 7 on the NFQ in a relevant subject area.

Where tutors are an employee of a second provider, the second provider must provide all relevant, current award certificates and evidence of their pedagogical and professional qualifications of the tutor for review by the Training Manager.

Required Skill Sets:

● Excellent communication and presentation skills

● Keen interest in knowledge management and the training development tools

● A previous track record in delivering training, and accuracy and attention to detail in assessing

● Good knowledge and experience in relevant industry sectors, with an ability to draw from their own practical work experience to enhance their training role

● Ability to work on own initiative and as part of an innovative team to meet business deliverables.

● Willing to learn and develop in technology, eLearning content and business skills.

● Good planning and organisational skills

● Good IT Skills

● For blended learning programmes technical and professional expertise in teaching, learning and assessment are required with a good understanding of the pedagogical differences within a curriculum of supporting learners in a blended learning environment or a comfort and willingness to develop in this regard.

4.7 Induction, Communications and Continuing Professional Development

Induction

The new employee/contractor undergoes induction training where the roles, responsibilities and codes of conduct are clearly communicated.

Induction also includes a detailed review of all internal policies and procedures and probationary period (if applicable) and details of performance appraisals for permanent employees.

The Training Manager inducts tutors before commencing delivery of a programme and gives them a preprogramme briefing.

The induction is based on the tutor induction checklist (Ref: FRM 4.1 Employee/Tutor induction checklist) and the tutor handbook (Ref: FRM 4.3 Tutor Handbook) which is given to the tutor in advance.

A member of the management team inducts all new team members. Induction includes:

- Introduction to People and Process Ltd. Including background, ethos, structure, and services

- Mission Statement and Quality Policy

- Academic and administration procedures and regulations (including equality and diversity policy), operation of blended learning quality procedures where relevant

- Employee code of conduct

- Role, responsibilities, duties, and the terms and conditions of contract

- Overview of the Quality Assurance System

- Operation of the virtual learning environment (VLE) software packages of Zoom and MS teams where relevant

- Data Protection Policy

- Health and Safety Policy

All tutors receive a copy of the Tutor handbook. The Training Manager provides an additional role specific induction for all tutors which covers programme specific information including

- Role and responsibilities, including pedagogical expectations, teaching, and learning technologies and assessment strategies including blended learning assessment strategies

- For blended learning training on specific requirements for that programme, e.g. correct operation of the LMS platform to include registration of learners, loading of content to platform, operation of forums including protocols for communication and facilitation of tutor and learner online discussions

  - Tutors responsibilities in implementing Quality Assurance System

- Information about awarding bodies

- People and Process Ltd staffing information and contacts

- Learner Supports

- Tutor Supports

- Programme-specific documents

- Training on the use of the Learning Management System

- Assessment regulations for classroom based and online assessments

Communications

Good staff communication is essential to People and Process Ltd. Success as a provider of high-quality training programmes. Therefore, we actively create an open culture with active engagement, resulting in staff and tutors having a clear understanding of what is expected of them.

Formal communication is facilitated through programme team meetings with tutors and support staff. We regard tutors as full members of our programme teams and expect them to attend team meetings and provide feedback on their experience, issues they encountered and suggest programme improvements. These meetings facilitate networking and sharing of learning and may also identify tutor Continuing Professional Development needs.

A range of formal and informal methods of communication with staff and contracted tutors are in place, including shared drive for file, and information sharing and we use email, phone, Skype, Zoom, or face to face conversations for ongoing communication and sharing of information.

We engage with tutors on ongoing development and enhancement of our Quality Assurance systems and documentation e.g., tutor input into the content of the tutor handbook.

Tutors submit regular programme updates to the training manager (weekly) and make them aware of any issues they have encountered.

The Training Manger is in regular contact with tutors about all aspects of the programmes, learner issues and through all stages of programme delivery.

Feedback Mechanisms:

  - Successful communication is a two-way process and staff, and tutors are encouraged to give ongoing feedback informally, usually through a one-to-one meeting, and more formally through programme evaluation forms

- Feedback is recognised and analysed, with any changes and enhancements made because of this feedback and input being reported back
- If it is not feasible or appropriate to take a suggestion on board, this is explained. If we make a change or enhancement on foot of feedback/suggestion made by a staff member/tutor, we make a point of acknowledging the contribution and reporting back.

Communications Media:

- Email or telephone is typically used to convey information. However, if the communication involves the development of an interpersonal relationship, it may require face to face communication in which case, we arrange a meeting. We use face to face meetings e.g., induction, conflict resolution and issues about poor performance.

Continuing Professional Development

Development requirements evolve each year in response to needs identified through strategic planning, programme, and quality reviews, including staff and learner feedback.

People and Process Ltd support the training and development of staff and tutors through:

•   Funding of identified training development

•   Provision of mentoring and supervision

The Training Manager provides guidance to staff and contract tutors in identifying additional resources for their specific requirements and on the continuing development of their skills

All employees and contract tutors are encouraged to engage in training and development opportunities and if they identify a suitable opportunity, they complete and submit a training development request form (Ref: FRM 4.4 Training Development request form) identifying the training and reasons for it, to the Training Manager who decides to approve or not.

When the identified and approved training/development is complete, the Training Administrator updates the training records and individual development plans.

Staff Development Activities include:

 - enhancement of administrative or support skills e.g., digital literacy

 - specific technology-based training for staff involved in blended learning training

 - enhancement of professional or academic qualifications

 - innovation in support areas or appropriate aspects of their role and responsibilities

 - other self-directed development activity appropriate to their own personal stage of

   Development

- Planned opportunities for staff to test new or evolving technologies that are identified for blended learning programmes and to feedback to the business accordingly

We expect staff and contracted tutors to keep up to date with developments in their field of expertise, maintain membership of relevant professional bodies, engage in professional networking and to manage their Continuing Professional Development.

This is stated in the role description and in the tutor handbook.

We support tutors in accessing programme-specific training workshops as and when the need arises. If gaps are identified through learner or tutor feedback or complaints e.g., the Training Manager will address this with the tutor.

If we identify training and development need or identify any gaps in knowledge or skills or competencies through our appraisal process of permanent staff, the Training Manager draws up a training and development plan.

Development opportunities, for example attending conferences, workshops or business events, are included in the training and development plan.

All staff and contract Tutors are also given access to e-learning programmes to continually enhance their professional development. If we identify training programmes that will further enhance the skills of our permanent staff or contract tutors, we bring it to their attention.

4.8 Supports for Employees and Contract Tutors

We provide a high level of support for all employees and contract tutors. We keep them informed of issues relating to their programme and service areas, take their views on board and ensure that they have easy access to the information they need to carry out their roles to a high standard e.g.

- Induction/pre-programme briefings
- Programme team meetings
- A voice at governance level (we have a tutor as a member of our Academic Board)
- Employer and Tutor Handbooks
- Input into programme review and enhancement
- Access to programme-specific Continuing Professional Development events
- Feedback on performance to support professional development
- Details on complaints procedure
- Support of the training manager and administration staff
- Online tutor forum
- Tutor login to the Learner Management System / Shared online folder

4.9 Monitoring and Appraisal of Performance

People & Process Ltd conduct annual employee appraisals for all permanent employees.

Individual goals and objectives are set for each employee which forms the basis for their annual appraisals.

Informal employee performance reviews are also held throughout the year, this gives the opportunity for both employee and Manager to discuss any potential issues in regard the employee achieving their individual goals and objectives.

The objective of the appraisal process is to:

- Performance review and review of achievement of agreed individual goals and objectives for employees

- Facilitate two-way communication between the manager and individual regarding performance

- Identify development areas and forward plan and identify key individual learning and development objectives (if applicable)

- Continuous quality improvement through the provision of meaningful feedback to employees on their strengths and on area requiring improvement.

The quality of programmes depends to a large degree on the professionalism and competence of tutors. Therefore, we place a strong focus on the standards of tutor performance.

We pay particular attention to the standards of training delivery and assessment and the Training Manager deals with any gaps or deficiencies identified.

The process for the monitoring the performance of contracted tutors and staff is documented in internal Procedures Ref: PRC.4.2 Development, Monitoring and appraisal of performance of Staff and Contract Tutors

Feedback from monitoring of tutor performance provides valuable feedback for the tutor.

The Training Manager will carry out visits to the training programme facility. During these visits he will monitor the tutor during class delivery and complete tutor evaluations. The aim is to provide formative feedback to tutors on their performance, to note examples of good practice, to ensure that tutors are delivering training as required and to get feedback from tutors.

For online programmes, the Training Manager joins a scheduled training to complete an evaluation.

The Training Manager will also take learner feedback on the programme and on tutor performance. Feedback from learners is taken both formally, by formal evaluations and informally through meetings with learners. For blended learning programmes this can be arranged during a scheduled face to face training day.

Tutors who are not performing to the expected or required standards are notified of shortcomings by the Training Manager who, in general, deals with deficiencies on an informal basis through discussion, counselling and appropriate assistance. If, following the informal

intervention, the tutor continues to fail to meet the required standards, the business relationship may be discontinued.

The Training Manager meets tutors following completion of a programme to review performance. This takes place through of review of:

● Analysis of tutor observation reports

● Analysis of feedback from learners and clients and from the tutors themselves.

● Complaints/appeals registers

● Rates of learner attendance

● Assessment results benchmarked against national standards

People & Process Ltd expects all its staff and contract tutors to maintain a high standard of conduct and work performance to make sure the business maintains its reputation with clients and learners. Good personal conduct contributes to a good work environment for all. Disciplinary action may be taken where the expected code of conduct is not being adhered to as per Disciplinary procedure PRC.4.3
All Staff and contract tutors have a right to make an appeal against disciplinary action taken as per Appeals procedure 6.11

4.10 Contingency Plan for Tutor Absence

The risk of tutor absence is assessed and managed as part of People & Process risk management process.

The Training Manager confirms availability well in advance with tutors. However, if a tutor is unavailable at short notice, the Training Manager organises a replacement tutor from our tutor panel.

Access to programme resources on shared online folders enables a stand-in tutor to get up to speed with where the programme and learners are at quickly and easily.

5. Teaching and Learning

5.1 Policy

We are committed to providing learners with a high-quality learning experience in a safe training and learning environment, ensuring the highest standards in teaching and learning.

Through self-monitoring and benchmarking, we are continually improving the quality of our teaching and learning and associated services.

We support flexibility in learning delivery, incorporating different styles and techniques to meet learner's needs ensuring training is learner centred.

We have highly trained, skilled, and committed tutors and support staff many of whom are experienced practitioners with successful track records who provide support in-class and outside of class.

We use an appropriate mix of training methodologies and styles for face to face and blended learning to suit learners varying learning styles.

Methodologies that we use Include:

- Lectures - Face to Face Class room based
- Learning Management System – online learning
- Lectures - Online classes through Zoom or Microsoft teams
- Learner support through Learner/Tutor Forum
- Class room based and online formative assessments
- Use of online breakout rooms
- Skills demonstrations (class room based)
- Class Discussions, questions – face to face and online
- Promote the asking of questions
- Work placement
- Online learning – asynchronous learning

Our training facilities are comfortable, well- maintained, fit-for-purpose conducive to learning with appropriate, high-quality equipment and facilities.

Our learning resources for online learning as part of blended learning programmes are easy to follow and navigate and are of the highest quality

We provide high-quality programme materials that are easily accessible to the learners

5.2 Teaching and Learning Strategies

People and Process Ltd programmes are typically delivered through face-to-face lectures or through a blended learning approach. All our programmes are learner centred designed and developed to ensure that learners who complete the programme will acquire and where appropriate, be able to demonstrate, the necessary knowledge, skill or competence offered in respect of that programme.

For Face-to-Face lectures tutors introduce topics and concepts to the learners, making use of PowerPoint presentations, graphics, and other teaching aids.

People and process deliver synchronous training using virtual classrooms. People and Process tutors use Microsoft Teams or Zoom meetings software for this.

We understand that learning is optimised when learners are engaged in the process. Learning is encouraged using questions, activities such as group activities (breakout rooms used if learning is online), and encouraging discussion of topics. Our delivery strongly encourages and appeals for questions from learners as this helps identify any learning gaps there and then.

For blended learning programmes online learning will be a mix of synchronous learning and asynchronous learning. People and Process deliver asynchronous training by providing learners with access to our video-based eLearning content with quiz tests. Face-to-face learning experiences are also supplemented by online learning supports including audio files and complementary reading material.

These materials also support learners in revision and testing their knowledge prior to assessments. Our platform has a learn dash LMS accessed from our website. Forums on the LMS for each programme allow for collaborative learning and class exercises.

We create opportunities where resources exist or can be created to expose learners to practical exercises that have targeted learning outcomes. We recognise this as a powerful way to learn. Practical exercises are face to face classroom based and can also be built into Blended learning programmes

Skills demonstrations are demonstrated by the tutor and learners are then given opportunities to practice before final assessment. During the assessment photographs of the learner during different parts of the demonstration are taken as evidence, they are also graded by the tutor against requirements as they are completing the demonstration

Learners may also be expected to complete a project of work as an assignment activity. This encourages learners to apply concepts they have been introduced to into practical examples.

For some programmes, a work placement module may be part of the programme. The module is graded based on the monitoring report from the employer and work experience diary of the learner as per Ref: Procedure PRC.6.10 Work Placement Procedure

Theory based assessments are also devised. This assesses learners' ability to recall and apply theory and understanding, requiring responses to a range of questions.

As part of blended learning programmes learner's classroom days are built into the programme schedule. During the classroom-based days exams and practical skills demonstrations and assessments may take place. Classroom based days also allow for the opportunity for group revision and face to face tutor support.

The Programme development team decide on the delivery methodologies based on the needs and profiles of the learners together with the content of modules and the learning outcome of each module and programme ensuring a robust pedagogical approach.

People and Process develops a learner centred approach to teaching and learning with programme content and assessment strategies reflecting learner needs and designed so learners gain the knowledge, skills, competencies in their chosen area, programmes are

subject led not technology led. Programme teaching and learning methodologies reflect the range of learning styles of the learners different learning environments

The teaching and learning strategies for each module and for the programme are set out clearly in the programme validation documentation

Adequate guidance and support systems are put in place throughout the programme through e.g., access to academic, pastoral and technical support and additional learning supports.

All learners are treated with fairness and consistency in line with our Equality and Diversity Policy (Re. Pol.1.7)

People and Process currently do not offer training to learners outside Ireland. All training is delivered through English and all applicants must have a good written and verbal understanding of the English language. As part of their application all learners must make a self-declaration stating they have a good written and verbal understanding of English. They also state whether English is their first language.

People and Process Ltd reserve the right to request evidence of English language proficiency if deemed necessary by the Training Manager. (As per section 3.13)

5.3 Learning Environments

People & Process look to ensure that the learning environments used are of high quality and foster personal and professional development of the learner.

This environment covers physical premises, equipment and facilities, on-line environments, and Learning Management Systems

We ensure that training premises that we use are fully compliant with health and safety legislation including the Safety, Health and Welfare at Work Act 2005 and associated legislation.

Training Premises are assessed against a defined safety checklist to ensure the premises, equipment and facilities meets the programmes requirements and needs of learners and reports on the premises are provided prior to programme commencement. The report on the premises feeds into the risk register for the training programme.

Ongoing review of the risk register and close out of health and safety action items takes place during the training programme.

Regular reviews of the effectiveness of premises, equipment and facilities take place during training programmes

We deliver training in multiple venues nationwide. These include:

- ETB Centres

- Rented Premises

- Corporate Training Facilities

We ensure that training facilities have adequate heat and light and are safe learning environments. Adequate furniture is provided for the comfort of learners and tutors, and relevant ancillary equipment such as projectors, laptops, flip charts etc. are available and ensure adequate internet access is provided. We also ensure that training facilities and equipment for inhouse training for corporate clients are adequate to ensure the smooth delivery of the training programme.

In line with our policy of Equality and Diversity, we ensure that the training facility is wheelchair accessible, that toilet facilities are suitable and that classrooms have adequate space and infrastructure.

People & Process review the IT infrastructure and hardware and software requirements for all its programmes.

As part of our Facilities and Resource check we ensure that our LMS is easy to use for all stakeholders and that programme video and audio files are easy to use and follow for blended learning programmes. Programmes are also tested to ensure they are readable on laptops/tablets and mobiles. Facilities are checked to ensure that the IT requirements are met.

Classes are limited to a maximum of 20 learners for face to face and blended learning programmes, this ensures again that programmes are learner centred. Classes may be broken into smaller groups for more effective delivery and demonstration of content

5.4 IT Infrastructure for Blended Learning

The Senior Management Team considers our resource base relative to the demands of online provision and make a genuine assessment of the potential viability and effectiveness of blended programmes at the programme proposal stage

The Programme development team with the Instructional designer are responsible for ensuring that People and Process Ltd. hardware, software and LMS is of the highest standard to ensure delivery of blended learning programmes. We constantly update technology to ensure we are delivering to a high standard.

Our IT infrastructure is supported by a dedicated contract resource who supports and maintains our system.

Our website platform, software and content are supported and maintained by a dedicated contract resource. This is underpinned by a service level agreement.

The website and LMS platform meet all security and data protection requirements and ensure optimum reliability and learner accessibility. All legal and regulatory requirements including intellectual property, copyright and data protection are fully adhered to.

The platform consists of modules connected via the Gateway (proxy manager). The improved security aspects include:

- gateway is the only module that is exposed directly to the internet

- modules are granted access to internet from the gateway

- dual firewalls (frontend Firewall, backend Firewall) protect and provide port

isolation on platform

• seamless distribution of resources among each section of the platform.

• Modules are protected and invisible from external network (internet)

• modules connect to each other via a private network only available to the

modules (no external access)

• modules can be powered off or maintenance carried out without affecting

other elements of the platform

• modules can be scaled up on demand individually to each other

Our LMS is LearnDash v3.6.0.1 supported by ProPanel v2.1.4.1 operating from our WordPress website.

The LMS software requires individual login with secure username and password

Learndash has the ability to create training programme structures based on modules and lessons and it can associate quizzes to the programme which supportive formative assessments by learners

Learners can be registered individually or in groups. Training classes can be formed and tutors assigned.

Learner progress through the programme is monitored and can be viewed by tutor or client.

Reports of learner activity and learner progress can be carried out.

Forums are assigned to the training programmes to establish tutor learner interactions and implement collaborative work.

Certificates for successful completion of online activity can be set up.

Our LMS is user friendly for learners and staff and easy to navigate. The programme design facilitates readability on laptops, tablets or mobile devices and programme materials are presented using appropriate formats. Downloadable transcripts are available for all audio materials.

People and Process Ltd design and develop our own eLearning content using inhouse instructional design resource that have expertise in software tools such as Premier Pro, Articulate and Reallusion. All multimedia is produced to a high standard.

Where procurement of new or replacement hardware, software or services is required to support blended learning programmes a business case should be presented to the Senior Management Team by the requester and a change control request form completed, indicating reason, benefits, cost etc. A risk assessment is also completed on the proposed change to consider e.g., security risks of introducing new software. The change request will also highlight if changes to policies, procedure or supporting documents are needed. If approved by the Senior Management Team and signed by the SMT Chair (Training

Manager) a Purchase order is raised and project plan is put in place for the change. (Ref: FRM.3.17)

If new or replacement hardware, software or services are required due to a failure and the need to keep the business and services functioning the Training Manager and Instructional Designer will complete a risk assessment and detail contingency arrangements and migration processes. This will be followed up by approval of the change request.

Contingency arrangements in the event of platform, hardware or software failures are drawn up as part of the design and development of programmes and are considered as part of programme risk assessments.

If hardware or software went down for an extended period training can be moved to face to face classrooms. Learner contact details are included in the daily back up so can be easily accessed and contact made with learners updating them on the situation and the plan

Presentations and scripts for all blended learning programmes are available. If required these can be sent by email or post to learners.

For blended learning programmes, we confirm to learners the means of accessing eLearning programme materials and the necessary IT requirements i.e., internet access and speeds.

Testing of learner access to eLearning materials is confirmed as part of training programme induction and any necessary modification to learner browser or firewall settings are put in place.

Learning outcomes for the programme are provided to the learner along with details of formative assessments, e.g. quizzes and exercises on the LMS where they can test their knowledge. Details of summative assessments are also provided.

Learners are provided with contact details for technical and administrative support to address any queries or issues.

Tutors are supplied with laptops and access to software including Microsoft Teams and Zoom to carry out virtual training sessions. Tutors are trained in the use of People & Process eLearning platform including the use of tutor/learner forums.

Tutor/learner forums are used to support learners with questions/concerns issues that they have. Learners can arrange a time with the Tutor to discuss on the forum.

During online training break out groups are used for activities by the tutor. This allows for the learners to discuss solutions with other learners in smaller groups, this encourages questioning and debate.

Tutors are provided with access to People & Process IT support to address delivery issues as they occur.

6. Assessment of Learners

6.1 Policy

The assessment of learners measures the achievement of learning and is therefore a fundamental requirement of training leading to awards on the NFQ.

Learners are responsible for demonstrating their achievement of learning through assignments, project work, practical assessments, and examinations.

People and Process Ltd is committed to fair and consistent assessment of all learners that measure the achievement of learning. All required assessment components, including demonstrations, projects and examinations, are clearly communicated to learners at the start of and during training programmes.

We ensure assessments are appropriate to learning outcomes and marking protocols are clear and fair.

We commit to complying with the standards and guidelines set by the awarding bodies and that assessment processes in place are understood by staff and learners and are consistent across different assessors to achieve national standards.

Criteria controlling learner assessments and the security of examination scripts and learners work is made available to stakeholders, tutors, and students.

6.2 Procedures

● Internal Verification

● Approving Results and Submitting Learner Data

● Provision of Reasonable Accommodation/Compassionate Consideration

● Rechecks and Appeals

● Dealing with Suspected Academic Malpractice

● External Authentication

6.3 Responsibilities

●   The programme development team is responsible for developing assessment materials that are in line with Programme objectives and learning outcomes

●   Tutors communicate assessment requirements to learners. They are also responsible for adhering to assessment schedules, maintaining the security and integrity of assessment materials and documentation and marking and grading assessments in accordance with the agreed marking schemes

●   The Results Approval Panel confirm that the assessment of learner evidence and authentication of assessment results has been carried out in line with People and Process Ltd Quality Assurance assessment policies and procedures. It confirms fairness, transparency and consistency in People and Processes assessment process and ensures the validity of the results produced.

●   The Quality Assurance Officer acts as the internal verifier and checks that the assessment procedures have been applied across the range of assessment activities from planning to finalising results, including checking/monitoring the accuracy of assessment results to ensure learner evidence exists and that marks and awards are correctly computed and recorded.

●   Learner responsibilities in relation to assessment are set out in the learner handbook. They are responsible for actively engaging in assessment activities, ensure that they familiarise themselves and fully understand assessment guidelines and assessment briefs and submit assessments as required. Learners are made aware of assessment code of conduct during induction

6.4 Overview of Assessment Process
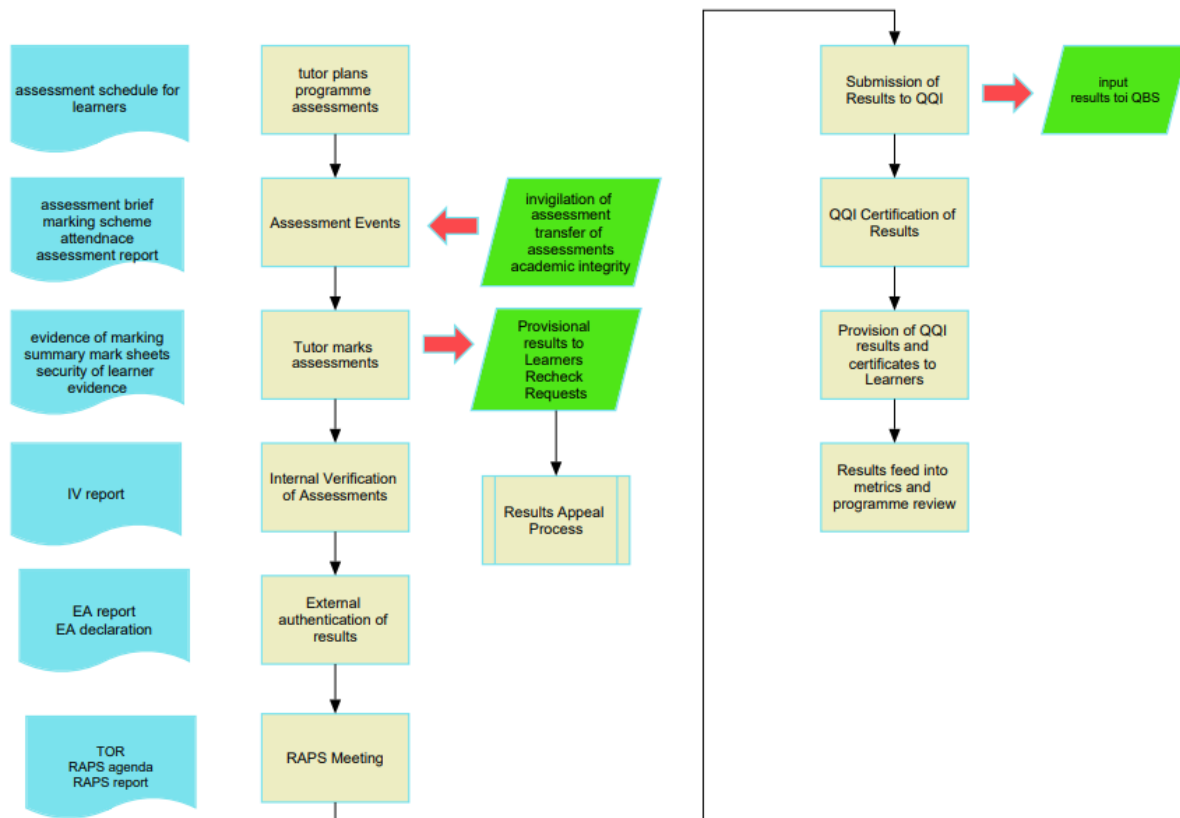
1. Assessment

● The programme design team devise assessment instruments, marking schemes and assessment criteria.

● Tutors carry out assessment and mark and grade the assessment evidence in accordance with agreed marking schemes

● The Quality Assurance Officer completes internal verification on assessment activities.

2. Authentication

● The Quality Assurance Officer verifies that all assessment procedures have been applied and monitors the outcome of the assessment process

● The Training Manager assigns an External Authenticator based on pedological and subject matter experience

● The external authenticator moderates assessment results by sampling assessment evidence based on our documented sampling strategy.

3. Results Approval

● A results approval panel is established.

● The Results Approval Panel approves and sign-off assessment results.

● The Training Administrator makes the approved results available to learners

4. Request for Certification

●   The Training Administrator submits learner results to QQI via the QBS

5. Appeals Process

●   We allow a maximum of 10 days for learners to lodge an appeal.

●   The Academic Board assigns an appeals panel

6.5 Assessment Planning and Design

The programme development team plan and design the assessment strategy at the programme design stage. They design the assessments to reflect the programme syllabus and are guided by the principles of our assessment policy and our teaching, learning and assessment strategy. They consider the assessment techniques and weightings specified in the QQI award specification (for certified courses), the assessment workload for the learners and the tutors and learners who may need additional supports/reasonable accommodation.

Clear and detailed assessment briefs are formulated as part of programme design using the standard template (Ref: FRM 6.4 Assessment Brief) The percentage of the overall marks assigned to the assessment technique is clearly set out in the brief. The programme design team also plans summative assessments and how this is integrated into the programme

An indicative programme assessment timetable is drawn up which aims to ensure an even spread of assessment throughout the duration of the programme and includes deadline dates for submission of assessments and examination dates.

In advance of delivery of each programme, the Training Manager meets the tutor for a pre-programme briefing to discuss all aspects of the programme including assessment and outcomes that need to be achieved. They confirm the assessment timetable and all assessment instruments and arrangement for reasonable accommodation (if any)

6.6 Information to Learners

The tutor is the main point of contact for advice and information regarding assessment for learners. We make information regarding assessment available to learners before they register, in programme brochures, at induction, in the learner handbook, on the Learning Management System and throughout the programme. Tutors provide a course overview to all learners at the beginning of the programme and distributes the programme assessment plan at induction, which gives deadline dates for submissions of assessments and exam dates.

Information regarding learners' responsibilities, appeals, deferrals, submissions, academic integrity is in the learner handbook and the most important details are highlighted and discussed at induction.

The tutor will take learners through the assessment briefs at the appropriate stage of the programme. We give learners a minimum of 4 weeks' notice of an assessment submission deadlines/examination sitting. The tutor will answer any questions the learner may have. In order to ensure fairness and consistency, marking schemes are made available to learners detailing the breakdown of how marks are allocated to the assessment criteria.

Tutors are available to the learners throughout the assignment period to answer any queries regarding the assignment. The tutor also regularly checks in with the learners regarding their progress/help identify issues in this regard.

When giving the notice of examination, the tutor reads out the examination regulations to the learners both for classroom and online learners. These regulations are also contained in the learner handbook.

Feedback on Formative Assessments to Learners:

Formative assessments are used on an ongoing basis throughout programmes to monitor learning and to engage and motivate learners. They are usually devised by our tutors and are informal with no associated marks or weighting. They include e.g. presentations, quizzes and mock exams. For blended learning formative assessments are completed through quizzes and exercises on the LMS. Learners also have access to quizzes on LMS where they can check their knowledge and learnings in their own time. Formative assessments allow both the learner and tutor to gauge the level of understanding and the learner and tutor to identify learning gaps along the way and assess how to close those gaps.

Feedback on Summative Assessments to Learners:

Summative assessments include skills demonstrations, exams, projects, assignments, and portfolios. They take place at the end of a module and measure the extent to which a learner has met the learning outcomes of that module.

Summative assessments results, which are used for certification purposes, are recorded for each assessment. The tutor discusses the overall proposed mark and grade and break down of individual elements of marking that led to the overall grade with the learner.

Skills demonstrations and exams are completed face-to-face in arranged classroom time. For blended learning programmes where projects, assignments, and portfolios are assigned these are submitted by email to the Training administrator by the due date.

Where skills demonstrations are part of an assessment these are demonstrated by the tutor and learners are then given opportunities to practice before the assessment. During practice the tutor provides the learner with feedback. Critical identified elements of skills demonstrations are also photographed as part of the evidence for the assessment.

Learners are provided with information on how each assessment will be graded as part of the assessment brief and marking scheme. Marking and grading for projects and assignments submitted by email for blended learning programmes can be completed on soft copies. The Training administrator will arrange limited access to the soft copies so the tutor can mark and grade

6.7 Security and Integrity of Assessment

The Quality Assurance Officer is responsible for implementing systems to protect the integrity of our assessment documentation and materials, assessment evidence, assessment results and records and assessment events (examinations and skills demonstrations).

Assessment briefs, examination scripts, sample answers and other material directly impacting the assessment process are maintained on a password protected online system, where unauthorised access is prohibited

Tutors are responsible for the safekeeping and security of assessment documentation while in their possession. Tutors will be brought through assessment security protocols during induction

Security of Assessment Materials

The training administrator coordinates the secure printing, storing and distribution of assessment briefs, examination scripts and solutions from the password protected online system.

The training administrator arranges for the secure collection and transfer of the assessment briefs, examination scripts and solutions to tutors in the training facility. All assessment materials are provided in a sealed envelope, with programme name and code and date of assessment. Envelopes may only be opened in class before the assessment. Where possible this is witnessed.

For blended learning programmes we currently do not do online exams. If exams are to take place as part of a blended learning programme, they will be scheduled to take place in class, face to face.

Projects and assignments which are set as part of blended learning programmes are returned via email to the training administrator along with an antiplagiarism statement. The Training Administrator confirms receipt with an acknowledgment email. The Training Administrator stores all projects and assignments in a secure restricted access online folder. Antiplagiarism software is in place and used where plagiarism is suspected.

The maintenance of exam assessments is in line with GDPR.

The Quality Assurance Officer ensures secure systems are in place for the storage of completed assignments in the training facility e.g., a lockable cabinet with restricted access. The Quality Assurance Officer is also responsible for ensuring the safe transfer of assignments from the training facility to the administration office where internal verification and external authentication is completed. Materials must be stored in a sealed document box, clearly identified with the programme title, code, location and date.

Assessment evidence in stored in a secure location in the administration office throughout the assessment process until the final date for appealing a result plus six months has elapsed. Access to this secure location is limited to the Quality Assurance Officer, Training Administrator and Training Manager.

Under data protection legislation, assessment evidence is regarded as personal data and as such is governed by our data protection policy and procedures.

Electronic data must be held only on authorised computers, and may under no circumstances, be e-mailed or transferred to third parties. Data may not be stored on memory sticks or portable memory devices.

Our IT infrastructure and website platform is supported and maintained by a dedicated contract resource and the website and LMS platform have been upgraded to meet all security and data protection requirements and ensure optimum reliability and learner accessibility

We maintain a secure electronic learner record database (LRS) for each course on a secure drive which is password protected. A subfolder contains all records, i.e., data that was handed out to learners and data returned from learners. Access to these records is limited to the Training Manager and Quality Assurance Officer and others on a needs-basis and with the permission of Training Manager. Learner assessment records are maintained indefinitely

6.8 Submission of Assignments

All assignments must be submitted on or before the communicated deadline. A cover sheet confirming learners name, name of course, course code and learners PPSN (for QQI accredited courses) is submitted with each classroom-based assignment & online assignment (online assignments currently submitted by E-mail)

People and Process recognise that exceptional circumstances may arise where learners may not be able to submit assessment on the due date/attend and exam e.g., bereavement, serious illness, an accident, or other serious personal issues.

Where this arises, learners should contact their tutor directly to discuss the circumstances and learners may apply for an extension to the deadline by completing our Compassionate consideration form (Ref: FRM.6.6), which they email to the Quality Assurance Officer supported by documentary or medical evidence, if possible. The Quality Assurance Officer reviews the circumstances and decides to grant or refuse an extension and may consult with the tutor when coming to a decision. Every effort is made to accommodate the request. If a learner submits an assignment after the deadline without having been granted an extension, we may apply a penalty or refuse to accept the assignment or project.

Feedback on results on individual modules are given to individuals by email and/or one to one by the tutor

6.9 Recheck and Appeals

At the end of all programmes learners are issued with their provisional results prior to formal certification.

If the learner is dissatisfied with their result, we encourage them firstly to seek feedback from their Tutor. For blended learning programmes this can be completed by arranging an online meeting with the tutor. The Tutor reviews the examination, project or assessment ensuring correct marks have been allocated and included in the total marks and the grade awarded is correct. The Tutor gives feedback to the learner following the review.

If the learner still believes they have been incorrectly assessed and that marks have not been correctly allocated, they have the right to request a recheck of the result.

Learners who wish to have their result rechecked must complete the results recheck form and submit it within 5 working days, including a detailed explanation of why the recheck is requested. (Ref: PRC.6.3 Learner Recheck Procedure)

Recheck request forms are available from our Learning management system and website and must be submitted to the Training Administrator by mail or email.

The Training Administrator forwards the recheck request form to the Quality Assurance Officer. The Quality Assurance Officer updates the Recheck and Appeals log.

As part of the internal verification the Quality Assurance Officer verifies that

- Assessment briefs are appropriate and available

- sufficient and reliable assessment evidence is available from the learner

- documentation is available and completed correctly e.g., mark sheets, learner records

- evidence has been generated in accordance with appropriate assessment techniques and instruments

- marks are totalled, percentage marks calculated correctly, and grades awarded in line with requirements

- evidence is available that assessment procedures have been applied across all assessment activities

The recheck request is referenced in the internal verification report and the outcome.

An investigation report (Ref: FRM.6.22 Recheck/Appeals investigation report) will be completed and the results of the recheck will be communicated to the learner on completion within ten working days by the Quality Assurance Officer. The outcome is also updated on the recheck and appeals log (Ref: FRM 6.23) by the Quality Assurance Officer.

If there is a change in grade because of the recheck (upgraded or downgraded), the Training administrator informs the learner in writing, and the provisional results sheet is also updated

Appeals:

If Learners are still not satisfied with the results from a recheck or on receiving final results learners believe there has been an error in the evaluation of assessment material/performance, they have the right to make an appeal. (Ref: PRC.6.11 Appeals Procedure)

To request an appeal, the learner must complete an appeal form (Ref: FRM.6.1), including a detailed explanation of why the appeal is requested.

The appeals form which is available from our Learner Management System and website, should be submitted within 10 working days of receiving results. The appeals form can be sent by mail or electronically to the Training Administrator at People and Process who forwards form to the Quality Assurance Officer.

The Quality Assurance Officer contacts the Chair of the Academic Board regarding the appeal and forwards a copy of the Appeal request form. The Quality Assurance Officer updated the Recheck and appeals log

The Academic Board appoints an appeals panel with a minimum of 3 members based on their appropriate externality and expertise. (Ref: FRM.1.20 Appeals Panel Terms of Reference)

The learner's assessment and the assessors' comments and marking sheets are sent to the appeals panel. The original assessor has no part in the review.

The Appeals panel process the appeal within 10 working days from receipt of materials.

Once the Appeals panel has reviewed all the necessary documentation, the result of the appeal is recorded on the recheck/appeals investigation report (Ref: FRM.6.22) and the report is submitted to the Academic Board. The outcome is communicated to the Quality Assurance Officer, Training Manager and Training administrator. The Training administrator communicates the results to the learner by email. The Training Administrator also notifies the relevant tutor of the outcome.

In the case where an appeal results in a change of mark (upgraded or downgraded) the learner will be issued with a revised statement of results and QQI are informed via the QBS

The Quality Assurance Officer updates the Appeal and Recheck log (FRM.6.23) with the outcome.

The decision of the Appeals panel is final.

6.10 Academic Integrity

We discuss academic integrity in our learner handbook, at induction, on our Learner management system and throughout the programme. The tutor is the main guide and source of guidance on information for learners in this regard. All learners sign an antiplagiarism statement on submission of assessments

Practices that may breach academic integrity are:

- Submitting other peoples' work as a learner's own

- Submitting the same or similar work for more than one assessment

- Failing to reference sources of information or data appropriately

- Providing false information to obtain an extension or a concession.

- Copying or cheating in an exam

Plagiarism is the presentation of someone else's work as one's own. Examples of plagiarism include taking texts from websites, using essay banks, presenting works or sections of works written by another person. If a learner has plagiarised, they are subject to disciplinary measures, up to and including removal from the programme. We expect that the assessment evidence our learners produce is genuine, not plagiarised and properly referenced.

We have the antiplagiarism software "Turnitin" in place which is used where plagiarism is suspected.

Academic malpractice is any practice that could undermine the integrity of the assessment process and potentially the award. This may include plagiarism, impersonating another learner, fabrication of evidence, alteration of results, wrongly obtaining secure assessment material or behaviours that may negatively affect the assessment process. If a tutor suspects an incident of malpractice, they bring details and any evidence they have to the attention of the Training Manager immediately and the Training Manager follows the steps set out in our documented procedure for Dealing with Suspected Academic Malpractice Ref: PRC.6.2

Malpractice by a tutor, which may include fabrication of evidence or interference with results for example, is deemed to be gross misconduct, and the tutor contract may be terminated immediately.

6.11 Assessment Regulations

Tutors and assessment personnel are briefed in the assessment regulations for conducting assessments as part of their training. Regulations for assessment both in class and for the submission on assignments/projects for online learners are briefed to learners before each assessment.

Breach of assessment regulations could result on the dismissal of the learner from the assessment.

6.12 Invigilation

Tutors perform the role of invigilators for all in class assessments. The invigilators complete a report using the template provided (Ref: FRM.6.17 Invigilator Report), confirming all requirements have been adhered to e.g., clear instructions provided to learners, times

adhered to and detailing any issues or irregularities that have taken place during an exam which is submitted with the exam scripts.

6.13 Repeats and Deferrals

We allow learners one opportunity to repeat an examination or resubmit an assignment if they fail to achieve a pass grade in the first attempt. We do not allow a learner to repeat to improve their grade. They must apply in writing to the Quality Assurance Officer using the Application to Repeat Assessment form (Ref: FRM.6.3). The resitting of an examination depends on timetabling

If a learner cannot complete a programme, depending on the circumstances, we may allow them to defer their place until the next available programme. The learner must complete and submit a compassionate consideration form (Ref: FRM.6.6) which is reviewed by the Quality Assurance Officer who may consult with the tutor. The Training Administrator communicates the decision to the applicant in writing and retains details on the learner record.

6.14 Internal Verification

The Quality Assurance Officer acts as the internal verifier

The purpose of internal verification is to verify that all assessment policies and procedures, including planning, managing and the operation of assessment process are adhered to, and assessments are marked and verified in accordance with the guidelines and modular descriptors for programmes and making awards to learners. The Internal Verifier checks for consistency of marking and grading and recording of assessment and produces an internal verification report that verifies the outcome of the process. For blended learning projects/assignments which have been submitted through email, internal verification can be completed on soft copies, the Training administrator arranges limited access for the Quality Assurance officer to the soft copies.

Responsibilities of the internal verifier

- Ensure assessments processes and procedures have been applied

- Ensure learning has been assessed in line with marking schemes and learning outcomes.

- Check the accuracy of assessment results to ensure learner evidence exists, and that results, and grades are correctly calculated and recorded properly

- Monitor assessment results

- Produce an internal verification report outlining the outcome of the internal verification process

- Ensure that all assessment, verification records and documentation is available for external authentication.

- Support the external authenticator

Ref Procedure: Internal Verification PRC.6.4

6.15 External Authentication

The purpose of external authentication is to ensure that we have independent and informed confirmation our assessment outcomes and results are fairness and consistent and in line with national standards. The Academic Board approves the external authenticators on the recommendation of the Training Manager based on their match to our stated selection criteria from a registered list of external authenticators.

External Authenticator Selection Criteria

- General subject matter knowledge in the award field

- Experience in the role as an authenticator

- Be independent of People and Process, the programme, and the tutors

- Be familiar with our quality assurance policies and procedures relating to assessment and certification

External Authenticators sign an External Authenticator Declaration before commencement of their role.

The role of the external authenticator is to confirm fair and consistent assessment of learners in line with our agreed Quality Assurance procedures and processes and QQI guidelines

The Quality Assurance Officer and Training Administrator makes the internal verification report and assessment data available to the external authenticator. For blended learning projects/assignments which have been submitted through email, external authentication can be completed on soft copies, the Training administrator arranges limited access for the External Authenticator to the projects/assignments.

The external authenticator:

- Samples assessment evidence to moderate results as per our sampling strategy

- Reviews and considers the internal verification report

- Reviews the programme descriptor, assessment briefs and assessment evidence, making a judgement as to whether the evidence presented is marked in accordance with the required standards

- Speaks to relevant staff if required e.g., tutors, Quality Assurance Officer

- Identifies any irregularities in relation to the assessment process

- Recommends results for approval

- Identifies areas of good practice and recommends areas for improvement

- Produce an external authentication report and make available for the Results Approval Panel

External Authentication Sampling Strategy

The sampling strategy used is:

- for less than 12 learners on a programme all assessment scripts are authenticated

- where there are 12 or more learners then $\sqrt{n} + 1$ is applied where n equals the total population of learners.

6.16 Results Approval

The purpose of our results approval process is to confirm that the assessment of learner evidence and authentication of assessment results has been carried out in line with People and Process Ltd Quality Assurance assessment policies and procedures.

It confirms fairness, transparency and consistency in People & Process assessment process and ensures the validity of the results produced before we submit them 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 process involves the establishment of a Results Approval Panel (RAP) under our documented terms of reference and implementing our documented procedure for approving results and submitting learner data to QQI (Ref: PRC.6.1).

The Results Approval Panel formally reviews and approves results data, confirming that our assessment results are fully quality assured and signed off prior to submission to the awarding body for certification and issuance to the learners.

We cannot request certification by QQI before the results are formally signed off by the Chair of the Results Approval Panel.

Submission of Results and Issue of Award Certificates

When results are approved by the Results Approval Panel, the Training Administrator submits them to QQI via the QBS, QQI's secure online system.

The Training Administrator downloads the Final Statement of Results from the QBS when they become available.

As soon as possible after results are approved by Results Approval Panel, the Training Administrator makes the approved results available to learners by email by issuing them with a Final Statement of Results.

The covering letter reminds the learner of our appeals policy.

When the Training Administrator receives the award certificates from QQI, they record receipt, adds a scanned copy to the learner record and stores them in a locked press until the Training Administrator issues them to learners using registered post.

If an award certificate is lost, QQI can provide either a Record of Awards or a Replacement Certificate. There is a QQI fee for a replacement certificate.

Learners must apply online directly to QQI for a replacement certificate on the QQI website and must supply proof of identity.

6.17 Assessment Outcomes and Trends

The Training Administrator records the outcomes of assessment results certification and monitors the range of results.

The following data is monitored by the Training Administrator for all training programmes:

- Number who register for programmes
- Percentage who complete programmes
- % of learners who achieve, pass, merits and distinctions in assessments

These metrics are included in our programme review.

7. Supports for Learners

7.1 Policy

Learner support focuses on what we do to help and support learners beyond the formal delivery of the programme.

We identify and document a coherent and integrated suite of learning resources and learner supports as part of programme design. Learning resources and supports are designed to be responsive to the feedback of learners and their changing needs and to be specific to our context.

We are constantly striving to improve learner supports through the implementation of self-monitoring and self-evaluation and responding to feedback.

We respect the diversity of learners and encourage mutual respect and learner autonomy.

To support learners, we have documented procedures PRC. 6.7 Reasonable accommodation, compassionate consideration, PRC.6.9 Complaints procedure and PRC.6.3 Learners recheck and PRC.6.11 Appeals procedure.

We provide defined access paths for course registration through our website.

On admission learners are encouraged to discuss any special needs or disabilities with staff so that the appropriate supports for teaching, learning and assessment can be considered.

Our tutors provide advice on transfer and progression to other programmes, or work placement opportunities.

7.2 Responsibilities

●   The Academic Board maintains oversight of the adequacy of supports

●   The Quality Assurance Officer coordinates learner supports

●   All tutors and staff have responsibilities, directly or indirectly, in supporting learners

7.3 Information to Learners

We let learners know about the range of supports in the learner handbook, on our website and Learning Management System (LMS) and at induction.

The Quality Assurance Officer monitors the adequacy and effectiveness of supports and reports on them to the Academic Board who may recommend enhancements.

Tutors monitor the supports and resources while delivering and bring any issues to the attention of the Quality Assurance Officer

All learners are inducted into the programme and into the mode of delivery and are given a copy of the learner handbook on our LMS. The handbook provides them with information that helps them progress through the programme.

People & Process provide an induction lesson video on how to best use our LMS.

Learners are made aware of key information regarding coursework, learner supports, assessment dates, and policies.

7.4 Supports Available to Learners

Learner supports are described in the learner handbook (Ref: FRM.7.7). The tutor also references them throughout the programme so that learners know how to and feels comfortable accessing these supports if they need to. The tutor is the main and primary point of contact and support for learners throughout the programme and responds to requests for support as well as programme related information. If the tutor is not able to provide the required information or support, they redirect the query to whoever is in the best position to help the learner. Supports that we offer learners include:

Access to Reasonable Accommodations & process for Compassionate Consideration requests to support fair assessment of learners Ref: PRC.6.7 Procedure for Reasonable Accommodation and Compassionate Consideration.

Access to e-learning to support training.

Access to support through our Learning Management System.

Training facilities that are accessible, comfortable, well – serviced and maintained, fit for purpose and conductive to learning

Online discussion forums to contact tutors

Ongoing formative assessments to provide a basis for constructive individual feedback

Quiz Assessments

Downloadable transcripts

Advice on transfer and progression where applicable

Referencing guidelines

Complaints and Appeal Procedures

Variety of training delivery methods to support different learning styles

Video based lessons

7.5 Additional Support available to Learners on Blended Learning Programmes

We facilitate learners in the testing and assessing of broadband capacity by allowing access to course online programmes

We provide pre-programme access to our Learning management system to enable learners to establish their level of comfort with the online learning environment prior to enrolling.

All programme materials including video lessons and transcripts are available online (for online courses only).

We facilitate and moderate an on-line discussion forum where learners can network and have direct access to tutors. We assist learners in understanding their responsibility in engaging with learning opportunities. We allow access to modules on e-learning that may help learners e.g., project management, time management.

We provide learners with details of academic and technical contacts. Where pastoral contact is required, learners should contact the Training Managers and they refer them to appropriate pastoral contacts.

Secure systems in place to protect learner information.

Video lesson on how best to navigate system and use - Studying with People and Process.

Technical support is available by contacting the training administrator at info@peopleandprocess.ie who will make the necessary contacts within 24 hours

Through continuous monitoring we can identify learners who may be struggling with elements of the programme. Formative assessments aid the learner and tutor in identifying gaps in learning. Learner engagement online is also tracked i.e., time logged on and for duration. Learner/Tutor forums allow learners to highlight areas where they may be struggling to the tutor, this allows for action to be taken.

7.6 Reasonable Accommodation/Compassionate Consideration

We are committed to complying with best practice and legislation with respect to equality and disability.

We offer learners with additional needs reasonable accommodation to enable them to successfully participate on our programmes.

We make it clear in our programme information that we welcome applications from non-standard applicants and do all that is reasonably possible to facilitate their successful participation.

We address equality and diversity at tutor and learner induction

We invite learners to let us know if they have any specific needs or need us to accommodate any difference when they apply, and we plan this accommodation in advance of programme commencement. However, we also encourage learners to discuss a support requirement with their tutor at any stage.

Depending on the request, we may ask learners to provide documentation that supports their request. Ref Procedure PRC.6.7 Reasonable accommodation & Compassionate Consideration:

Examples of Reasonable Accommodations:

- o Varying physical layouts
- o Additional equipment
- o The assistance of a reader or a scribe
- o Different assessment formats
- o The assistance of a reader during examination
- o Additional time during assessments
- o Modification to presentation of assignments/examination papers e.g., enlargements
- o Rest periods
- o Use of assistive technology

Compassionate Consideration:

Due to unforeseen circumstances, learners may need leave from a programme or be unable to complete assessments, in these circumstances they may apply to have approved leave, defer the assessment or avail of an extended deadline through an application for compassionate consideration. (Ref: FRM.6.6 Compassionate Consideration Form)

Examples of the circumstances where someone may apply for compassionate consideration are:

- Serious accident
- Death of a family member or close friend
- Serious illness of a family member
- Chronic/disabling condition or other incapacitating illness
- Domestic Crisis

In such circumstances learners contact their tutor directly to discuss the circumstances and apply for compassionate consideration by completing our compassionate consideration form (Ref: FRM.6.6), which they return to the Tutor supported by documentary or medical evidence, if possible.

The Tutor forwards all documents to the Quality Assurance Officer. The Quality Assurance Officer with the Tutor consider the severity of the circumstances and the nature of the assessment activity in making the decision to grant compassionate consideration.

If a learner is not satisfied with result of a compassionate consideration or reasonable accommodation request, they have the right to make an appeal as per Appeals Procedure Ref: 6.11

7.7 Complaints

We welcome comments, suggestions and complaints and regard complaints as prompts for us to review what we are doing and identify areas for improvement.

Complaints may come from learners, staff, tutors, collaborating providers, employers, awarding bodies, statutory agencies, or the general public.

We take all valid complaints seriously and aim to achieve speedy, equitable and courteous solutions doing everything we can to resolve complaints at the earliest possible opportunity. It this is not possible; a formal complaint can be made through our Complaints Procedure Ref: PRC.6.9 Complaints Procedure.

All complaints are reviewed in a fair and consistent manner and resolved to the complainant's satisfaction, insofar as this is possible. Learners are made aware of our complaints' procedure in the learner handbook and at induction.

Learners or stakeholders can make an appeal if they are not satisfied with the outcome following an investigation into a complaint. The complaints appeals process is documented in PRC.6.11 Appeals Procedure

7.8 Learner Feedback

As part of all programmes, learners complete mid programme evaluations (for programmes greater than 10 weeks) and end programme evaluations. Programme evaluations are reviewed as part of Programme review and any recommendations for improving the programme content or delivery are discussed with the programme team and academic board. Feedback from online learners is also facilitated and programme evaluations are emailed to the Training Administrator. The Training Manager also arranges during the programme to speak with learners and get their feedback on the programme and feedback on online sections of the programme for blended learning programmes

8. Information and Data Management

8.1 Policy

We regard the data we generate and hold as a key asset that must be managed correctly to ensure that People and Process functions effectively and to high standards. This includes all learner and business information.

We have processes in place to ensure the accuracy, security and integrity of data and information we obtain. The collection and storage of information, both qualitative and quantitative, is conducted in line with our Data Protection Policy.

Reliable and timely information supports informed decision making, identifies area of best practice, effective performance and areas which need attention and /or enhancement.

External service providers maintain the IT system and its integrity. We safeguard the security of personal or sensitive information throughout the information lifecycle covering the variety of media and formats and how they are created, received, stored and disposed of. All staff and contractors who are responsible for data collection, storage, security, maintenance, dissemination and data quality must do so in a systematic way.

People and Process is committed to reviewing, maintaining and continuously improving its information systems to allow for the collection, review and analysis to support effective management.

Reference Documents:

•   Data Protection Act 2018

•   General Data Protection Regulation (GDPR) (Regulation (EU) 2016/679)

8.2 Key Performance Indicators

We have identified and track a number of Key Performance Indicators to evaluate organisational performance and to support us in making informed decisions and therefore continuously improving the organisations processes.

The KPI reporting includes quality indicators relating to both programme provision and the day to day running and strategic objectives of People and Process Ltd. Data is collected through a number of processes, e.g., weekly tutor reports and complaint reports.

Programme

Learner Satisfaction

Stakeholder Satisfaction

The number of complaints generated per period

The number of complaints open

The number of complaints closed

Learner progressions per course (ETB's only)

Drop-out rates per course

Grade analysis per course

Certification rates per course

Appeals raised/ open and closed appeals

Learner Engagement for blended learning programmes

Business

Financial Reports

Human Resources

Human Resources Hiring requirements

Training plan completion

Appraisals due/completed

Quality

Internal audit completion and associated reports

Open and Closed Non- Conformances Corrective Action Requests

Programme monitoring results

8.3 Learner Information Systems

Secure inhouse administrative systems are in place with up-to-date learner records. Learner information is collected at various stages of the process as per diagram below:

Learner Information Collection
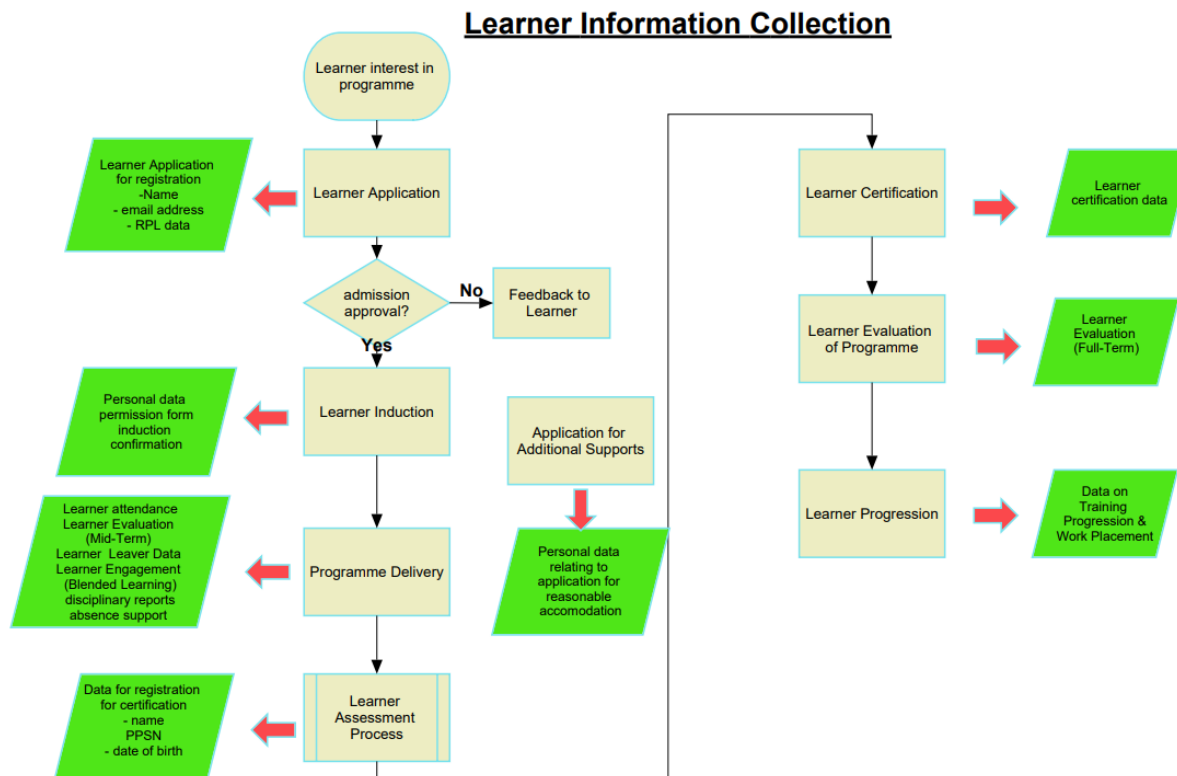
Secure learner records are recorded through the sign-up page of the People & Process Academy, which is in a secure https section of the website. Fees are paid through stripe and PayPal, secure payments gateways.

When learners register for blended learning programmes, they are provided with a unique username and password for the Learning Management System.

The website is managed by an external vendor, on a virtual server hosted by Digital Ocean and is backed up daily, this ensures rapid recovery from server failure or any data loss. The website generates a variety of reports including sign-up, progression, activity and completion reports.

Personal identifying information on all learners is gathered and maintained for the purpose of registering learners. All personal learner information collected is inputted into a secure database by the Training administrator.

All documents and records are on our internal network are backed up to the cloud daily and to a local hard drive.

Access to learner data is restricted to programme specific staff.

Internal controls are in place to manage learner records obtained through the programme through the lifecycle from creation, storage, use and disposal.

Learner records e.g., attendance records, records of engagement of blended learning programme learners i.e., login dates and times and time spent online, assessments and learner evaluations are used for internal monitoring and continuous improvement activities.

8.4 External Client Information

Details of corporate clients, private programme clients and Enterprise Training Boards are recorded through administration and finance systems.

The names of participating employees are maintained for the purpose of attendance certificate generation. All information on corporate clients is held on internal financial and administration servers, which is backed up to the cloud daily and a local hard drive. This information is available within the internal network only.

8.5 Management Information Systems

The management information system allows People & Process. to organise, evaluate and efficiently manage the business. The management information system stores and channels the necessary information to facilitate timely analysis considering organisational objectives, key performance indicators and inform academic and management decision making.

The Management Information System draws data and information from areas including:

- Learner/Client/Stakeholder feedback

- Academic Performance

- Business Performance

- Learning Development

- Human Resources

- Quality Management

This information allows People and Process to respond, to develop policies and procedures and take actions that contribute to strategic/operational management and continuous improvement, which is at the core of our quality assurance system.

This data is arranged to form a dashboard of Key Performance Indicators using a balanced scorecard approach.

The data compares current performance, previous performance and performance goals.

The business dashboard is regularly reviewed at the Senior Management Team meetings, and corrective/preventative actions implemented should performance not be on target.

8.6 Information for Further Planning

Information from the management information system is reviewed and analysed at monthly senior management team meetings. It allows the business to identify performance trends and is used to provide insights for further and future planning.

Information gathered from industry sector surveys and feedback from clients, tutors and learners provides us with critical information for business planning and strategies, ensuring they are aligned to industry and client needs.

8.7 Completion Rates

Completion rates from accredited and non- accredited programmes are recorded. It includes the number of learners who:

•   Started

•   Withdrew

•   Passes or Filed

Additional information is also presented regarding the percentage of learners achieving particular grades. The information is used to inform monitoring and planning activities and to inform continuous improvement activities. Completion statistics are also used to allow for benchmarking against external programmes

8.8 Records Maintenance and Retention

People and Process Ltd have implemented a record maintenance, retention and disposal policy to ensure that we:

•   Meets legal standards in terms of retention periods

•   Securely destroy outdated records

Records include

- learner personal data,

- learner assignments, photographs,

- records of certification,

- human resource records e.g., CV'S

- Financial records

- Office administration records

- Programme related records

Minimum retention period:

Minimum retention periods are calculated for all categories of records. Determining a retention period for each record category is based on relevant statutory requirements, regulations and policy. In some instances, for example financial records, the retention periods are fixed.

We have a record retention spreadsheet in place detailing the category of records, and the retention period for each.

Records are disposed of inhouse be shredding and a record is kept of all disposals.

Records such as internal verification, external authentication and results approval panel results are kept indefinitely

8.9 Data Protection

People and Process Ltd are committed to protecting the rights and privacy of individuals in accordance with the Data Protection Act (2018) and General Data Protection Regulation (GDPR).

Our data protection policy sets out the protocols and principles by which People and Process operate to comply with its statutory requirements.

In order to provide training services, People & Process Ltd. is obliged to collect personal data.

Personal data is data relating to a living individual who is or can be identified either from the data or from the data in conjunction with other information that is in, or is likely to come into, the possession of the data controller.

Learners are provided with a copy of our data protection policy at induction.

Learners will be asked to sign consent agreements where appropriate in relation to the personal data we collect from them such as their name, address, phone number and other personal information pertaining to assessment and certification.

The People and Process Ltd privacy policy statement will be provided to each learner and is also available on our website for review by all stakeholders. The Privacy Notice which will detail what personal information is collected, why it is collected, how it is used, how it is protected and subjects' rights to their personal data.

An employee privacy policy is also in place.

People and Process information systems are designed to enable compliance with data protection legislation. All paper records are stored in secure filing cabinets on training facilities until there secure transfer to People and Process Ltd main office for storage in secure filing cabinets.

All computerised files are held on an internal network with restricted access. Data is backed up daily to the cloud and local hard drive. The website is on a virtual server hosted by digital ocean is also backed up daily.

All staff records, including documentation pertaining to recruitment, job application, contracts, evaluation, discipline, and salary are managed and maintained and stored in People and Process Ltd main office.

Finance data is managed and maintained by the Managing Director.

Data Protection and Staff

Staff/tutors have also to provide their own personal data as an employee/contractor, e.g., their bank details, PPSN, their address etc.

We provide the new staff members and tutors with the following documents as part of their induction pack:

•   A copy of the People and Process Data Protection Policy which informs the staff member the process for handling personal data of learners, staff and other individuals. It outlines their responsibilities as an employee when handling learner or other individual personal data.

•   Privacy Notice which will detail what personal information is collected, why it is collected, how it is used, how it is protected and subjects' rights to their personal data

•   During the new staff member's induction, we highlight the importance of ensuring that personal data is stored in a locked and secure facility to ensure access is limited to approved personnel only.

Staff members are required to let the Managing Director know immediately if they suspect that any personal data might be lost or compromised, so that the Data Breach Procedure can be implemented.

Disclosure of personal information

People & Process. are required to share information with accreditation agencies such as QQI, and with ETB's nationally, when legally required, for example for learner registration or to process examinations or assessments. Information about those attending corporate training classes may be passed to their employers, for example, attendance and results.

9. Public Information and Communication

9.1 Policy
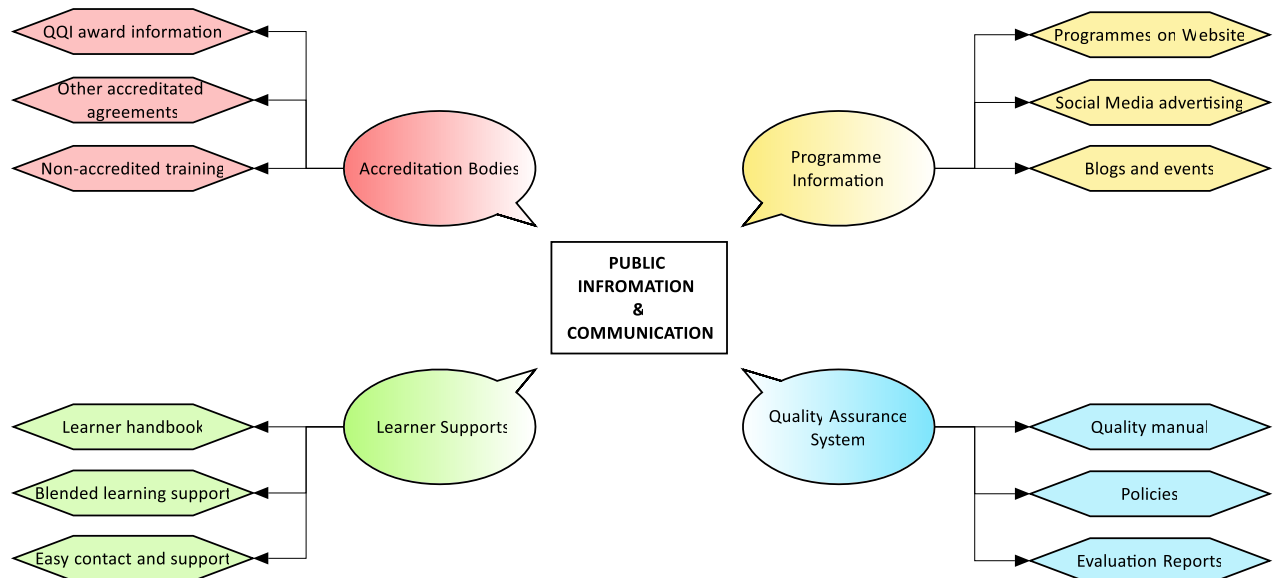
People and Process Ltd are committed to the provision of public information and communication in relation to its activities including our training programmes, related services, quality assurance system and evaluations as per the requirements of the QQI core statutory quality assurance guidelines.

We recognise the importance of providing information to prospective and current students, staff and other stakeholders and the following processes and procedures outline our approach to this making sure that information published is clear, accurate, objective, up to date and easily accessible for all stakeholders.

We also recognise the importance of obtaining and acting upon information and feedback from all students, staff and key stakeholders to maintain and improve the quality of our service.

As a QQI provider, we comply with QQI's requirements with regard to the provision of public information in relation to the programmes we deliver that lead to the awards on the NFQ and People and Process as a recognised provider.

We are committed to ensuring that the information we publish in any format in relation to our programmes is compliant with the terms of Section 67 of the Qualifications and Quality Assurance (Education and Training) Act 2012 QQI which requires provider institutions to specify their programmes and awards.

We make the following information available in brochures and on the company website:

Details of the award

Name of the awarding body making the award for accredited programmes

The title of the programme and the award to which it leads

Whether the award is recognised within the National Framework of Qualifications and level of recognition

Whether the award is a Major, Minor, Special Purpose or Supplemental award as identified within the NFQ

If completion of a programme does not entitle the learner to an award but to a

People and Process completion certificate

Statement of the procedures for access, transfer and progression which apply to the programme

Arrangements for protection of enrolled learners (if applicable)

A detailed description of the training programme including programme objectives and a programme outline

The duration of the course, where applicable

Fees – (Ref: 3.15 Cancellation / Postponement of Programmes)

9.2 Responsibilities

- The Academic Board maintains oversight of the programme and quality assurance information we publish and approves significant changes to the Quality Assurance Manual.

- The Training Manager is responsible for the quality of all programme-related public communications. He approves programme information prior to publication

- The Quality Assurance Officer is responsible for ensuring that the information we publish is honest, timely, comprehensive and easy to access. She reviews all new programme information and promotional material we publish.

9.3 Channels of Communication

We use a range of media to communicate information about our programmes, with our website being the primary means of communication.

 We have a dedicated section on the website which is easily accessible that holds current, accurate and accessible information about our programmes, our learner supports, our Quality Assurance System and our bodies of accreditation including QQI and the NFQ.

Visitors to the website can view our training calendar, access details of our programmes and supports and be guided through the steps to applying for a place on a programme, with signposting to support and guidance from staff as required.

 Other channels of communication include

- Direct mailings

- Social Media

- Attendance at industry-led events and conferences

- Industry publications/trade press

9.4 Approval of Public Information

The Training Manager approves information before it is published on our website and our other channels of communications, and the Quality Assurance Officer reviews all information made available on our website and social media channels. Ref: PRC.9.1 Procedure for managing public information

People and Process Ltd have active pages on LinkedIn and Facebook. All content shared on these platforms is managed by the Training Administrator. We post updates to include information about our programmes and other information that is relevant to our network. These pages are actively monitored and checked for any appropriate content and the Training Administrator responds to comments and removed any inappropriate content.

9.5 Information for Applicants

We provide pre-entry information to applicants on our website and in programme brochures. This is to help them make an informed decision about enrolling,

We try to respond to all queries within 24 hours. The training administrator follows-up on queries with emails and/or phone calls as appropriate and arranges for an applicant to speak to a tutor or the training manager if further clarification is required.

We provide details of:

- Entry requirements.

- Content

- Capacity to Succeed statement i.e., clear information for learners as to what will be required of them to successfully participate in the programme

- Reasonable accommodation

- Assessment processes

- Fees

9.6 Additional Information for Blended Learning Programmes

Information for blended / online programmes includes the following additional / adapted information:

•   Information on/ tour of LMS learning environment (at induction)

•   Hardware, software and IT competence requirements

•   Time commitments – face to face, synchronous and asynchronous

•   Capacity to Succeed statement

•   How to access technical, academic, and pastoral supports and their availability

•   Expected behaviour

•   Academic Integrity in a blended learning context

- Information on the extent to which face to face attendance is part of the programme

9.7 Learner Information

Key information for learners is published in the learner handbook, which we make available in hard copy and on the LMS. The Quality Assurance Officer reviews the learner handbook annually and amends it on the basis of feedback from users.

The tutor inducts the learners using our learner handbook and induction presentation.

Learners are also provided with access to all necessary support documents accessible from our website e.g., requests for compassionate consideration and appeals forms

The aim of induction is to ensure that learners have all the information they need to ensure a successful outcome to the programme. The tutor also distributes programme and assessment timetables at Induction.

The tutor is the primary point of contact and source of information for learners throughout the programme and responds to all requests for information, escalating any queries that they cannot deal with to the Training Manager or QAO

9.8 Publication of Quality Assurance Documents and Evaluation Reports

People & Process Ltd publishes to its website internal quality evaluation reports and QQI evaluations which may include detailed quality improvement plans.

Key findings from quality evaluations and a copy of an annual quality report are published in an accessible manner on our website usually within 1 month of the date of publication/sign-off unless there are exceptional circumstances.

The Academic Board monitors this and we send a link to the published reports to members of the board when they are published.

We publish;

● Our Quality Manual and procedures

● Learner Handbook

● Self-evaluation reports.

9.9 Information Relating To QQI

We understand that if we provide enrolled learners with information which is false or misleading, we are committing an offence and QQI is obliged to take appropriate steps to ensure that we address any issues that might arise in this context.

We address any concerns that QQI might have promptly and comprehensively.

We ensure that all references to QQI and the NFQ are correct and that we use the current versions of the NFQ graphic and the QQI award brand.

We publish the QQI logo on our website.

We clearly identify which of our programmes are validated by QQI.

Award codes and level are clearly identified, and a link to the QQI webpage listing the award is provided.

The Quality Assurance Officer reviews information about People & Process Ltd. and our programmes maintained by QQI on the register of providers and database of awards and programmes annually and bring any anomalies to the attention of QQI.

10. Other Parties involved in Education and Training

10.1 Education and Training Boards

People and Process Ltd has not established any collaborations or partnerships with the broader education and training community for assistance in the delivery of its programmes (including the provision of blended learning programmes) and services.

People & Process deliver training programmes on behalf of Education and Training Boards in Ireland. People & Process may be contracted to deliver training programmes as the primary provider using our own registered programmes or as a second provider using ETB programmes.
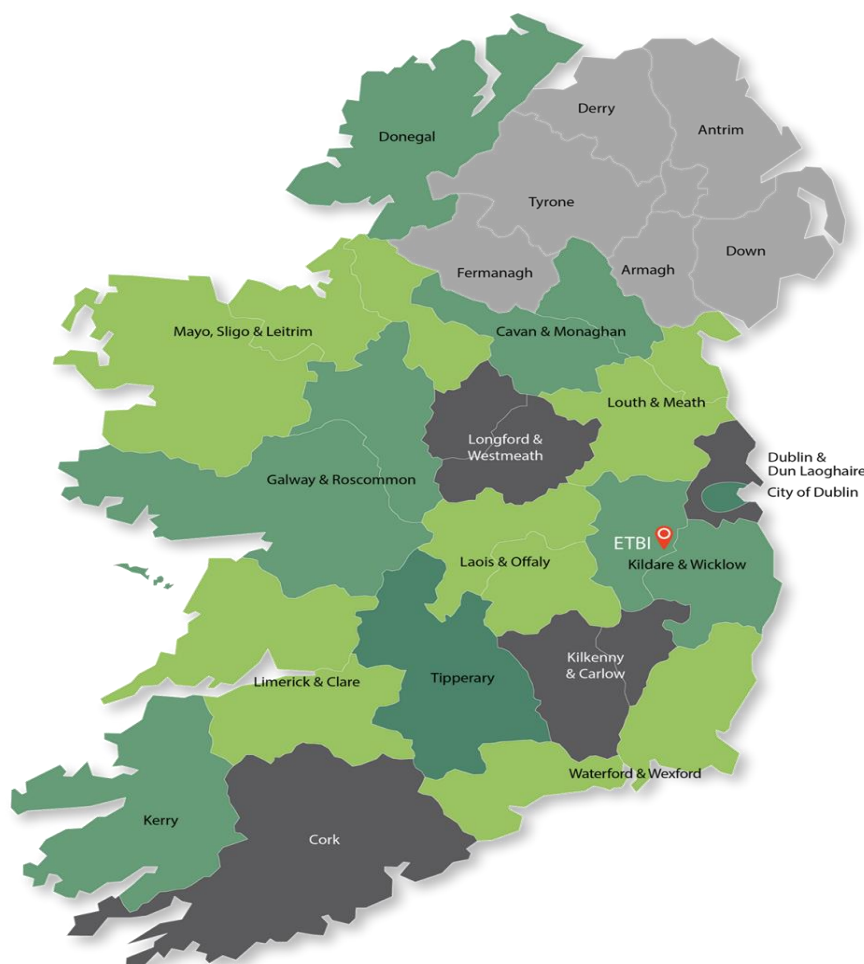
Specific arrangements are in place with each of the training boards which reflect the requirements of the programmes. A formal contract is signed by both parties detailing the areas of responsibility and accountability of all stakeholders. Where People and Process are

the second provider, the responsibility of the Quality Assurance of each of the programmes lies with the training boards.

The Training Manager is responsible for presenting all proposed collaborative arrangements as a second provider to the People and Process Ltd Senior Management Team.

The Academic board maintains oversight of the implementation of second provider collaborative arrangements. The responsibility for managing the arrangements at an operational level lies with the Training Manager with support from the Quality Assurance Officer.

10.2 Peer Relationships:

People & Process understand the value of having support from relevant peer relationships. We maintain relationships with a wide cross section of training and development professionals through membership of the Irish Institute of Training and Development (IITD). IITD provides a range of educational, sectoral events and networking activities.

We are also accredited training providers for QQI and the International Association of Six Sigma Certification (IASSC) and hold membership of Engineers Ireland

10.3 External Panellists, Examiners and Authenticators:

People and Process Ltd is committed to the involvement of external input who can assist and support in the continuous improvement and development of its operations, programmes and services.

Suitably qualified external experts, relative to subject matter expertise are called onto engage in a range of activities that requires an external unbiased objective input into areas relating to programme design and development, assessment authentication, appeals, self -evaluations, and representation on academic board.

The board of directors are responsible for the appointment of the Academic Board. Academic Board members are asked to confirm there are no conflict of interests and they do this by formally accepting the Terms of Reference.

The Academic Board is responsible for approving external subject matter experts.

The appointment of suitable external experts is the responsibility of the Senior Management Team who considers individual qualifications and the scope of experience necessary to fulfil a particular role.

It is also the responsibility of the Senior Management Team to ensure that any suitable arrangements for external experts are free from any potential conflict of interest that may compromise their role.

11. Self-Evaluation, Monitoring and Review

11.1 Policy

People and Process Ltd are committed to continuously improve the quality of its programmes and services with the aim of providing a meaningful teaching and learning experience which ensures that programmes are fit for purpose and that teaching and learning supports are effective in meeting the overall needs and demands of the programme.

To do this People and Process engage in a process of ongoing monitoring, self-evaluation and review around the quality and impact of its programmes and services.

This process identifies strengths and areas for improvement.

We are committed to providing all stakeholders with the opportunity to participate in self evaluation
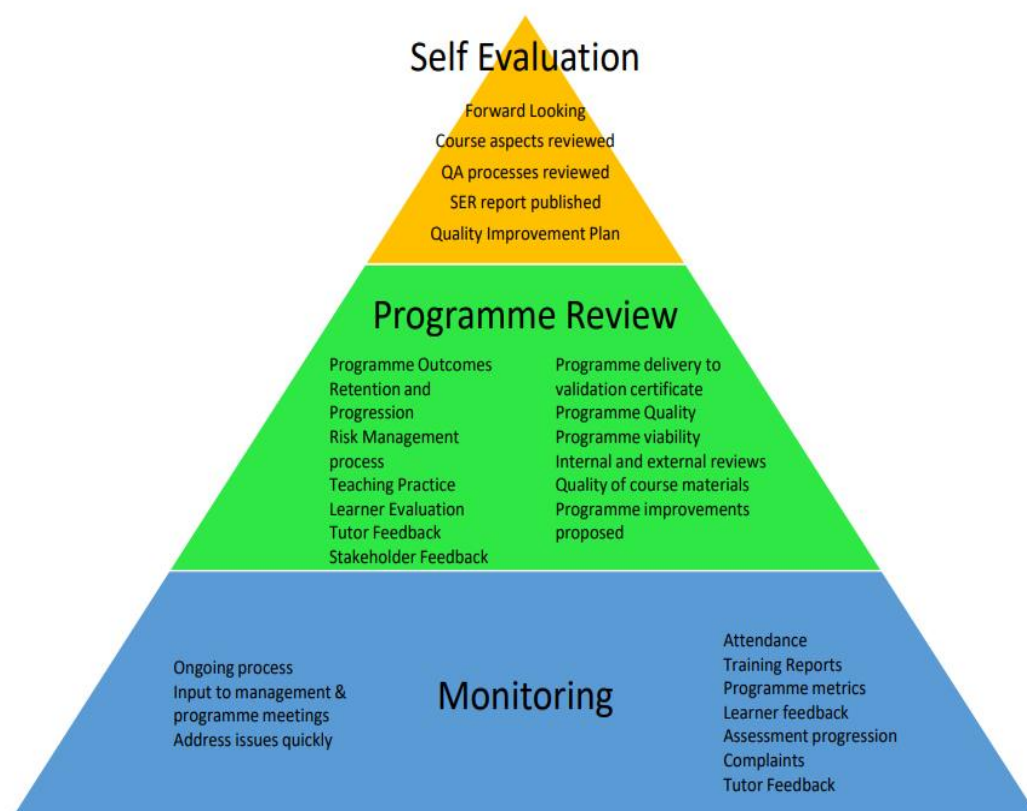
11.2 Responsibility

- The Academic Board maintains oversight of all self-evaluation, monitoring and review processes and reviews and approves reports.

- The Senior Management Team ensures that the resources are in place to complete self-evaluation, monitoring and review activities.

- The Training Manager completes programme reviews for all training programmes to ensure that programmes meet learner requirements and are being continually improved and updated.

- The Quality Assurance Officer manages the internal audit schedule, annual quality report and the self-evaluation process.

- The Training Administrator coordinates the results from monitoring activities.

- The Training Manager monitors the implementation of the Quality Improvement Plan.

11.3 Internal Monitoring

Ref: PRC.11.1 Self Evaluation, monitoring and programme review

Internal monitoring plays a key role in improving our training programmes and services.

We ensure there is an effective and fit for purpose internal monitoring system in place which seeks to promote the ongoing development of programmes both face to face and blended, services, and Quality Assurance processes

The internal monitoring process is a continuous collaborative engagement process which seeks to collect ongoing feedback from learners and staff, to ensure relevancy and adequacy of programmes and related services and the suitability of the frameworks in place to support the delivery of these programmes and service

This feedback will be used to inform the Senior Management Team and Academic Board where change/improvements may be considered.

Ongoing monitoring processes draw on information from a variety of sources:

What do we monitor	Information Source	Who is responsible?	Frequency	Content Reviewed	Who is it reported to
Feedback from Tutor	Tutor Weekly Reports	Tutor	Weekly	Attendance, Learner engagement for blended learning, Any changes, Assessments completed, Complaints (formal/informal),	Training Manager

				Visitors to the programme, Issues	
Learner feedback	Course Evaluations. Informal feedback to tutors through face-to-face discussions or online tutor/learner forums	Tutors	On completion of each programme. Mid programme and completion of programme for programmes of 10 weeks or longer	Course outline & Objectives, Tutor delivery and performance, Provision of information, Course materials, Training Facilities, Projects, Assessments, Examinations	Training Manager
Learner completion rates	Attendance Records, Tutor Reports	Training Administrator	After each programme	Number of learners completed course v Number of learners registered	Training Manager
Learner transfer & Progression	Learner communication	Training Administrator	Follow up on completion of programme	Numbers of learners who transfer or progress to another programme	Training Manager
Tutor Feedback	Course Evaluations. Tutor Reports Informal feedback from fact to face or online meetings with Training Manager	Training Manager	On completion of each programme.	Course outline & Objectives, Provision of information, Course materials, Training Facilities, Projects, Assessments, Examinations	Training Manager
Programme Review	Programme outcomes, Learner evaluations. Tutor Evaluations, Stakeholder feedback.	Training Manager	Monthly / Quarterly	Weekly Tutor reports, Tutor feedback on modules and content Learner performance, External	Senior Management Team / Academic Board

	Programme delivery modes Course materials Programme viability, Quality Programme enhancements proposed. Programme delivery against Validation certificate for certified programmes			Examiner reports, Learner feedback, Feedback from other stakeholders, Programme review. Internal audits Corrective Action Requests	
Internal Verification	Internal Verification Report	Quality Assurance Officer	At each certification period	Validated Programme Module, Completed provisional results sheets, Assessment Brief, Examination Paper, Marking Scheme, Outline Solution/s (where applicable), Assessment Plan, Examination Timetable, Accommodations provided, Reports on Malpractice (if applicable)	External Authenticator & Results Approval Panel
External Authentication	External Authenticator reports	External Authenticator	At each certification period	Internal verification reports, Assessment briefs, Assessments, Mark up sheets,	Results Approval Panel

				Reasonable Accommodations & Compassionate Consideration Approvals	
Student Performances/ Certification Results	Approved Results	Training Administrator	At each certification period	Final awards, distinctions, merits, passes and fails	Senior Management Team/ Academic Board
Analysis of recorded complaints	Complaint Reports/Non-Conformance complaint Log	Training Administrator	Monthly -Senior Management Team meetings	Type of Complaint, Course if applicable, Complainant/Stakeholder, Implemented Actions	Senior Management Team. Programme development team
Programme Progress	Weekly Tutor Reports. Learner and Tutor evaluations/feedback	Training Manager	Monthly -Senior Management Team meetings	Learner Retention Learner and Tutor Feedback Summative Assessments	Senior Management Team/ Academic Board
Stakeholder Feedback	E-mails, Meetings	Training Manger	As received/on completion of programme	Review of programme What went well/What could be improved	Senior Management Team/ Academic Board
Corrective Action Requests	Non-conformance/Complaint Log	Training Administrator	Monthly	Corrective actions log and number implemented or in progress	Senior Management Team
Financial viability of each programme	Financial Reports	Finance Manager	Ongoing	Income and expenditure account for each programme	Senior Management Team
Risk Register	Risk Register	Training Manager	Monthly	Review risk register, addition of risks, changes to risk rating	Senior Management Team/Academic Board
Public information	Information relating to QQI/Public Information	Quality Assurance Officer	Quarterly	Review accuracy on programme information and QA documents	Senior Management Team/Academic Board

Quality Assurance System	Documentation in relation to all 11 QA areas (Procedures, policies, supporting documents, reports)	Quality Assurance Officer	Annual	Review documentation in relation to all 11 QA areas (Procedures, policies, supporting documents, reports) in the context of the outcomes of monitoring activities, feedback received from various stakeholders, issues that have arisen, or changes in external factors such as new policies and procedures in place by awarding bodies	Senior Management Team / Academic Board
Legislation/ Regulatory requirements/ professional/ statutory body requirements	Legislation and Regulatory/ professional/ statutory body requirements	Quality Assurance Officer / Senior Management Team	Monthly review	Changes to legislation/ introduction of legislation affecting programmes. Changes to professional/statutory body requirements	Senior Management Team/ Programme Review Team
Learner Engagement on blended Learning programmes	Learner log ins on system	Training Administrator/ Tutor	As part of programme review	Number of times learner has logged on and duration spend	Training Manager/Programme review team

11.4 Internal Audits

An internal audit schedule is developed each year which ensures that all QA documentation, within each of the 11 QA areas, is reviewed at least once to ensure the continued enhancement of the Quality Assurance Framework.

The audit includes a comprehensive review of all QA documentation (including policies, procedures, forms, reports etc) and guidelines relating to that area. Non-conformances arising from internal audits are added to the non-conformance, corrective action/preventative action log. Actions and target dates for completion are agreed with the senior management team.

11.5 Programme Review and Planning

All programmes are reviewed on completion by the Training Manager to ensure their continued relevance to the needs of learners, stakeholders, and labour market.

Programme review also incorporate changes in legislation/regulatory requirements, etc.

Learners and staff are invited to provide feedback on their experience through questionnaires and programme review meetings.

All feedback and evaluations are reviewed, and appropriate action plans put in place, leading to programme enhancement as appropriate.

Programme reviews are also forward looking, and we use the review data to inform the development of the programme.

11.6 What Do We Review?

- Data on learner enrolments, retention, completion and progression which has been captured and stored on our learner record system

- Status of curriculum content/programme materials and resources

- The assessment strategy

- Adequacy of learner materials and supports

- Adequacy and effectiveness of premises, equipment and facilities

- Programme staffing, management, administration

- Data from ongoing monitoring and evaluation

- Risk Management, status of programme risks

- Grade analysis

- Authentication reports

- Views of employers and other stakeholders e.g., CE supervisors regarding the impact of the programme

  - Programme delivery against validation certificate

- Overall learning experience

11.7 Self-Evaluation

Self-evaluation is a collaborative, reflective process of internal review which we undertake every five years.

People and Process Ltd has a self-evaluation process in place which is a wide-scale comprehensive review of all aspects of a programme and the quality assurance processes that underpins it.

The process is enhancement-based and focused on identifying improvements to programmes, policies, structures and processes.

Equally important, it is forward looking, and we use the data produced to inform the development and future planning for the programme (if we decide to continue with the programme).

The findings of our self-evaluations are detailed in a self-evaluation report (SER) which articulates our vision and plans for the programme

The SER is published on our website and submitted to QQI.,

11.8 Aims of Self-Evaluation

The aims of self-evaluation are to identify:

- Good practices and innovation

- Provide reassurance the programme meets awarding body requirements

- Confirm programme delivery is as per Validation certificate

- Ensure the programme remains relevant to the needs of the client, learner, and labour market

- Identify the effectiveness and efficiency of programmes

- Identify the effectiveness of delivery modes

- Identify current market/industry trends

- Identify resources, supports and staff training needs

- Identify the effectiveness of assessment procedures

- Give feedback on the programme e.g., what works well, what needs to change

- Make recommendations to improve the quality of the programme

- Identify if programme reviews are effective

- Review the findings of awarding body monitoring reports

11.9 Self-Evaluation Process

During the self-evaluation process, we analyse our activities in relation to programmes and the quality assurance processes that underpin them. We consult with internal and external stakeholders to effectively evaluate the extent to which we are meeting our overall objectives. It requires a critical analysis of all resources, services, quality assurance system and administration as they impact on the provision of the programme.

The annual self-evaluation will look at the overarching operations of the business with consideration to such items as:

- Programme Reviews

- Programme uptake

- Effectiveness of Quality Assurance Framework

- Market/Industry Analysis

- Performance Reviews

- Feedback on the learning experience from learner evaluations

- Feedback on the training experience from tutors

- Suitability of teaching and learning resources

- Completion rates

The outcome of the self-evaluation is documented on a self-evaluation report which is discussed and reviewed with the appointed External Evaluator. The External evaluator reviews the draft self-evaluation report and compares the quality of the programme with that of similar programmes elsewhere and gives and informed view on the success of the programme, the external evaluator also makes constructive recommendations for improvement. Following receipt of the external evaluation report the Quality Assurance officer considers the findings and draws up a final draft of the self-evaluation report. The Self-Evaluation Report informs the Senior Management Team and Academic Board if, how and to what extent People & Process meets its overall objectives and/if any improvements to programmes, services, quality assurance system or supporting operations are required.

An improvement action plan is agreed which sets out who is responsible for actioning the change and when.

11.10 Selection of External Evaluator

The Training Manager sources a suitable external evaluator and obtains CV's, details of professional qualifications and relevant experience. In sourcing an external evaluator, the Training Manager also seeks referrals and recommendations from other providers. The Academic Board are responsible for approving the external evaluator

Selection Criteria:

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 someone who can bring support, recognition and positive suggestions for improvement.

The External Evaluator must have:

•   Experience of having delivered and managed similar programmes validated by

          QQI

•   An understanding of evaluation procedures and methodologies.

•   Programme knowledge and subject matter expertise.

•   No personal, professional, or business interest People and Process Ltd

•   Experience of training and development processes.

•   Experience in quality assurance systems.

People and Process sets out the details of the arrangements with the selected Evaluator in a contract which is signed by both the Training Manager, on behalf of People and Process and the evaluator.

11.11 Outcomes of the Self-Evaluation Process

- A Self-Evaluation Report (SER)
- A programme improvement plan (PIP) based on the recommendations contained in the SER which sets out a schedule of actions to be undertaken and identifies the person(s) responsible for actions and follow-up.

Improvements may include:

- An updated programme descriptor/teaching, learning and assessment strategy
- Updates and modifications to our Quality Assurance system
- Revised Quality Assurance documentation

11.12 Monitoring of Blended Learning

Blended learning programmes are monitored through Learner and Tutor feedback and evaluations and periodic programme reviews.

As part of the evaluations the following are monitored:

- The alignment of course content with learning outcomes and objectives

- Ease of access to and navigation through content

- Monitoring of learner activities when logged in

- Monitoring of learner engagement.

- Completion of formative assessments e.g., online quizzes

- Monitoring of formal and informal complaints

- Feedback through tutor forums

11.13 Learner and Tutor Feedback

Learner feedback is obtained formally through programme evaluations.

Programme evaluations are completed at the end of the course.

If the training programme duration is 10 weeks or more, evaluations are also completed mid-programme.

Feedback from learners is used to identify areas for improvement in programme content, programme delivery and is used to determine if programme objectives are met and if the needs of the Learner have been met.

Tutor feedback is obtained formally through programme evaluations.

Tutor programme evaluations are completed at the end of the course

Feedback from Tutors is used to identify areas for improvement in programme content, programme delivery methods and if course content is aligned with learning outcomes and objectives.

It is used to determine if programme objectives are met and if the needs of the Learner or Client have been met.

11.14 Feedback from Early-Exit Learners

We pay particular attention to learners who exit early/do not complete a programme. Contact is made with these learners by the Training Manager to understand reasons for leaving the training programme and to ascertain if it is in relation to programme delivery or content.

Their feedback is captured and considered during programme review.

12. Glossary of Terms

CPD	Continuous Professional development
EA	External authenticator
ETB	Education and Training Board
GDPR	General Data Protection Regulations
HR	Human Resources
IV	Internal Verification
LMS	Learning Management System
NFQ	National Framework of Qualifications
NQAI	National Qualifications Authority of Ireland
PEL	Protection for Enrolled Learner
PRT	Programme Review Team
QA	Quality Assurance
QAO	Quality Assurance Officer
QAS	Quality Assurance System
QBS	Quality Business System
QQI	Quality and Qualifications Ireland
RAP	Results Approval Panel
RPL	Recognition of Prior Learning
SMT	Senior Management Team
TOR	Terms of Reference