



# Elevation Training

Let's Care Together

## **ELEVATION TRAINING QUALITY ASSURANCE MANUAL**

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# Elevation Training

Home Care Training, trading as Elevation Training, is a provider delivering accredited and non-accredited training to healthcare workers since 2010.

In 2015, Elevation Training were acquired by Sodexo, a multinational provider of Quality of Life Services, which continues to offer opportunities to staff and learners.

We focus on enabling learners to achieve their educational and occupational goals in a supportive and encouraging environment. This has proven successful for learners returning to education, in particular.

Since attaining QQI accreditation in 2010, our learners have achieved certification for over 6000 Level 5 healthcare awards.

The content of our programmes focusses on topics that healthcare workers deal with on a day-to-day basis. We aim to provide our learners with the up-to-date skills, knowledge and tools required to improve their performance in a rapidly changing industry.

We also work with numerous companies, universities and residential facilities to provide staff and client training with an understanding of, and competence in, the provision of quality care to vulnerable people.

## Our Vision

*Our vision is to develop learners to be confident in their learning and be inspired to continue to progress along their academic and vocational journey. We aspire to develop competent individuals who can provide a trusted skillset across various healthcare settings.*

## Our Mission

*Elevation Training endeavours to progress every individual by providing educational programmes that enable succession to further education and access to new employment opportunities. The skills and personal development achieved by the individual compliments*

*their lifelong learning. We are committed to achieving the highest quality of training, to ensure attributes achieved remain with the individual throughout life's journey.*

## **Our Values**

### ***Now is always a good time to “LEARN”***

***Listen*** – Listening to our learners is where it all starts. Knowing their life experiences, journeys and needs allows us to continually improve our training and quality.

***Encourage*** – We believe that by creating a caring and open environment drives us to encourage our learners to achieve the best they can achieve for themselves.

***Achieve*** – We create an environment that allows the learner to achieve their goals and reach their ambitions.

***Reliable*** – While we are committed to ensuring we are diverse and continuously improving, we always remain reliable when it comes to the quality of our programmes, our excellent service, and our complete transparency.

***Nourish*** – We recognise that what suits one learner may not suit another. We adapt our supports to ensure we nourish every individual in their academic journey and reach their individual goals.

# 1. Introduction to our Quality Assurance Manual

Elevation Training is committed to providing an education and training service that is consistent, reliable and of high quality. To support this, a comprehensive quality assurance system has been developed, which allows monitoring, review and enhancement of the service the company provides.

Elevation Training policies and procedures are designed to align with;

- [\*The Core Statutory Quality Assurance Guidelines \(April 2016\)\*](#) and [\*Sector Specific Quality Assurance Guidelines – Independent/Private, QQI Statutory Quality Assurance Guidelines \(2016\)\*](#)
- [\*The Qualifications and Quality assurance \(Education and Training\) Act 2012 and the Amendment Act 2019\*](#) and other applicable legislation.

These policies and procedures are reviewed and approved by our Academic Board in line with self-monitoring and periodic review. Amended versions are published to replace older versions after they have been approved by the Academic Board.

The contents of this manual are arranged into different sections.

- Each section defines a specific policy and the associated procedures which underpin that policy, with detailed steps for implementation.
- Responsibilities detailed in the procedures, are reflected in role descriptions and in the Terms of Reference for our governance units.
- Staff training is provided in relation to the implementation of the Quality Assurance System as required, and it is addressed during on-boarding.

Staff are expected to be familiar with the contents of this manual. Any staff member deliberately acting outside of the documented policies and procedures, to the detriment of the company, will be referred for disciplinary action.

## 2. Governance and the Management of Quality

The Elevation Training Quality Assurance system ensures that academic and commercial decision-making responsibilities are separated and that there is an external dimension to our academic governance processes.

The structure (as outlined in Figure 2.1) illustrates the clear lines of accountability between each of the governance units. Terms of Reference documents that explain the responsibilities and accountabilities reside within each unit.

Commercial and financial decisions are made by the Board of Directors while academic decisions are made by the Academic Board. The Chair of the Academic Board presents Academic Board reports to the Managing Director who in turn presents this information to the Board of Directors.

The Results Approval Panel is responsible for ensuring quality of course delivery, assessment techniques and marking is transparent, fair and consistent. The function of this panel ensures that continuous improvement is at the forefront of decision making now and into the future.

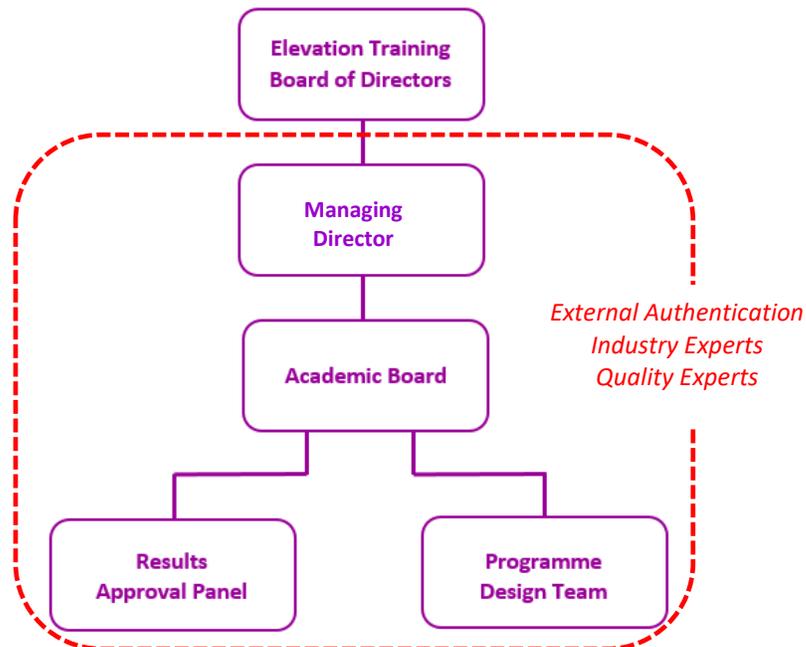


Figure 2.1 Elevation Training Governance Structure

<b>Policy Name</b>	Governance Policy
<b>Policy Code</b>	ETP 1.02
<b>Policy Author</b>	Head of Training & Quality
<b>Revision Number</b>	2
<b>Draft Date</b>	August 2020
<b>Expected Revision Date</b>	+2 Years

## 2.1 Governance Policy

Elevation Training is dedicated to ensuring clear and unambiguous governance units to ensure legal, policy and ethical requirements are complied with. This is represented at both corporate governance and academic governance level. The core focus is to ensure that the provision of education and training is to benefit the learner with quality as the key driver.

At Elevation training, there is a symbiotic relationship between quality assurance and governance; the company ethos is captured in Figure 2.2.

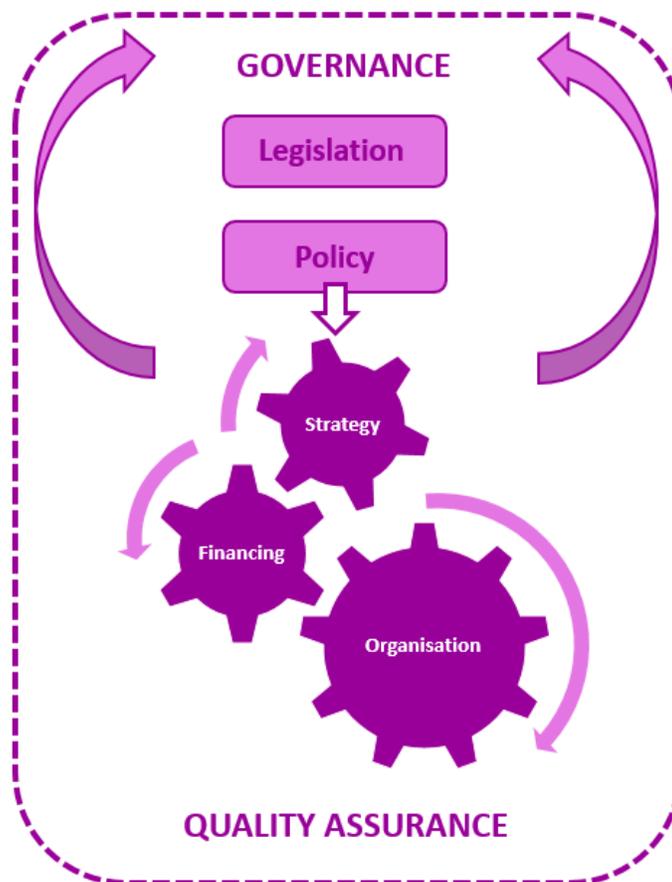


Figure 2.2 QA Ethos at Elevation Training

Source: Adapted from <https://www.thecommonwealth-healthhub.net/governance/>

### 2.1.1 Corporate Governance

The Board of Directors maintains oversight of all aspects of Elevation Training in terms of strategy, finance, and corporate decisions. This Board is responsible for ensuring the financial viability and sustainability of the business. Terms of reference for the Board of Directors are detailed in Document [ETTR 1.1](#).

### 2.1.2 Academic Governance

The Academic Board, as appointed by the Board of Directors, oversees the quality of provision concerning the programmes and supports. The main function of this Board is to maintain oversight of the ongoing monitoring and review of academic and quality standards in respect to programme provision. Terms of reference for the Academic Board is detailed in Document [ETTR 1.2](#).

### 2.1.3 Scope

This policy applies to the governance units of Elevation Training ensuring quality and accountability in the provision of training courses.

### 2.1.4 Definitions

➤ **Corporate Governance**

Refers to the system of guidelines, processes and practices by which the company operates.

➤ **Academic Governance**

Refers to how the academic standards and quality of the company are governed.

### 2.1.5 Who is responsible for implementing this policy?

The Board of Directors is responsible for corporate governance.

The Academic Board is responsible for academic governance.

<b>Working Documents</b>
Board of Directors Terms of Reference ( <a href="#">ETTR 1.1</a> )
Academic Board Terms of Reference ( <a href="#">ETTR 1.2</a> )
Results Approval Panel ( <a href="#">ETTR 1.5</a> )

<b>Terms of Reference</b>	Board of Directors
<b>Document Code</b>	ETTR 1.1
<b>Document Author</b>	Head of Training & Quality
<b>Associated Policy</b>	ETP 1.02 Governance Policy
<b>Draft Date</b>	August 2020
<b>Review Date</b>	+3 years

## 2.2 Board of Directors

### 2.2.1 Role

Elevation Training is a private limited company governed by a Board of Directors, which oversees the operation of the company as a commercial organisation. The Terms of Reference for the Board of Directors are as described in ETTR 1.1.

### 2.2.2 Membership

#### ➤ Members:

The Board of Directors is made up of:

- Managing Director with responsibility for operations
- Director with responsibility for financial matters
- Director with responsibility for human resources
- Two Directors with responsibility for corporate governance

#### ➤ Tenure

Membership of the Board of Directors is a standing arrangement, agreed within Sodexo, as the parent company of Elevation Training.

#### ➤ Members Commit to:

- Attending all scheduled meetings
- Open and honest communication of information
- Making decisions in a timely manner
- Keeping up to date with industry changes and best-practice guidelines

#### ➤ Members can expect:

- Open and honest communication from committee members
- To be provided with relevant information prior to meetings

- To be afforded sufficient time within which to make and act on decisions
- To be advised of any potential risks or concerns as they arise

### 2.2.3 Responsibilities

- Ensure the financial viability of Elevation Training
- Ensure the company meets its statutory obligations
- Maintain corporate and legal responsibility
- Maintain the general business of the company
- Ensure the management of the company is in line with current legal requirements and regulations
- Approve Elevation Training's Operational Strategy and consider current performance as compared to said strategy
- Consider current opportunities, challenges and risks facing Elevation Training
- Review and evaluate significant operational concerns such as health & safety, legal or reputational concerns

#### **Delegated Responsibilities**

- The Board of Directors delegates responsibility for academic and quality assurance matters to the Academic Board, which reports to the Managing Director through the Chair.
- The Board of Directors delegates responsibility for managing the general business to the Managing Director.

### 2.2.4 Meetings

- Meetings are facilitated quarterly. Supplementary meetings are scheduled as and when required.
- Meeting quorum is 3 attendees, to include the Board secretary.
- Decisions are made by consensus. If a consensus is not reached, the Chair makes the final decision.

- The Managing Director acts as Board Secretary who drafts and circulates meeting agendas, minutes and reports.

### 2.2.5 Reporting Schedule

<b>Report</b>	<b>To/From</b>	<b>Frequency</b>	<b>Presented by</b>
Quarterly Meeting Minutes	To Sodexo Global Comex Board	Quarterly	Elevation Training Board of Directors (Secretary)
Academic Board Report	To Board of Directors	After each Academic Board meeting	Chair of the Academic Board

<b>Terms of Reference</b>	Academic Board
<b>Document Code</b>	ETTR 1.2
<b>Document Author</b>	Head of Training & Quality
<b>Associated Policy</b>	ETP 1.02 Governance Policy
<b>Draft Date</b>	August 2020
<b>Review Date</b>	+3 Years

## 2.3 Academic Board

### 2.3.1 Role of the Academic Board

- To maintain oversight of academic and quality standards in relation to programme provision to Elevation Training learners
- To maintain oversight of the on-going systematic monitoring of programme quality and enhancement
- To advise Elevation Training in relation to enhancement of training needs and supports
- The Terms of Reference for the Board of Directors are as described in [ETTR 1.2](#).

### 2.3.2 Membership of the Academic Board

- **Internal Members:**
  - Head of Training & Quality (ex-officio)
  - Programme & Compliance Manager (ex-officio)
  - Tutor (ex-officio)
- **External Members:**
  - Independent Occupational Expert
  - Independent Education and Training Expert
  - Learner/ Graduate
- **Selection Criteria for external members of the board**
  - The Board of Directors agrees the appointment of external members to the Board of Directors.

#### They must have:

- The knowledge, skills and experience to challenge and constructively critique the objectives and plans devised by the management and staff of Elevation Training.

- Relevant educational qualifications or equivalent professional experience in the healthcare training and/ or related sectors
- Knowledge of the training needs of the healthcare industry
- Familiarity with training governance systems, qualifications frameworks and the National Framework of Qualifications (NFQ) in particular
- The commitment to carry out their role with integrity, independence and professionalism it demands.

➤ **Tenure**

The Head of Training & Quality and the Programme and Compliance Manager are standing members of the Academic Board. The individual membership of other roles is in place for no longer than three years.

➤ **Members Commit to:**

- Attending scheduled meetings
- Sharing communications and information
- Making timely decisions and taking necessary actions where required in the management of Elevation Training.

➤ **Members can expect:**

- To be provided with complete, accurate and meaningful information in a timely manner
- To be given reasonable time to make key decisions
- To be alerted to potential risks and issues, as they arise
- Open and honest discussions

### **2.3.3 Responsibilities**

- Monitor the provision of programmes in line with best practice guidelines and the requirements of awarding bodies
- Approve quality assurance policies and procedures and review adherence to same
- Consider annual programme reports and make recommendations for programme enhancement in an academic capacity

- Act as decision makers on academic matters
- Oversee and comment on self-evaluations and validation/revalidation projects
- Approve and oversee the development of new programmes, including budget allocation as agreed by the Board of Directors
- Where appropriate, approve changes to programmes within the boundaries set at validation
- Consider the outcomes of programme evaluations and monitoring activities and instigate actions where appropriate
- Recommend ways in which the learning experience and the learning environment could be enhanced
- Discuss and develop the resolution to complaints that cannot independently be resolved by the Head of Training and Quality
- Maintain oversight of the programme risk register and highlight issues of concern to the Head of Training and Quality who will immediately report this to the Managing Director
- The Chair of the Academic Board reports to the Board of Directors after each Academic Board meeting

### 2.3.4 Meetings

- A minimum of three times annually.
- Meeting quorum is *four* members, to include the Programme & Compliance Manager, Head of Training & Quality and all external members.
- Chair of the Board rotates between two independent external members of the Academic Board, after a 12-month period.
- Decisions are made by consensus. If a consensus cannot be reached, the Chair makes the final decision.
- The Training & Learning Coordinator attends meetings and provides administrative support in the form of drafting agendas with the chair, drafting minutes and action plans and circulating these to members of the Board in a timely fashion.

### 2.3.5 Governance

- The Academic Board conducts their duties on the understanding that ultimate responsibility for programme provision lies with the Board of Directors.
- The successful functioning of the Academic Board relies on the maintenance of strong communication links between the Academic Board and the Board of Directors.
- The Board of Directors has the power to remove a member from the Academic Board in instances where the member is not acting appropriately within the terms of reference. The Board of Directors will appoint a replacement member as soon as possible.
- These terms of reference may be amended only with the prior agreement of the Board of Directors.

### 2.3.6 Reporting Schedule

Report	To/From	Frequency	Presented by
Academic Board Report	To Managing Director	At least 3 times a year	The Chair of the Academic Board
Annual Programme Report	To the Academic Board	Annually	Programme & Compliance Manager
Programme Proposals	To the Academic Board	As they arise	Programme & Compliance Manager
Results Approval Panel Reports	To the Academic Board	As they arise	The Chair of the RAP
Risk Register	To the Academic Board	At each Academic Board meeting	Head of Training and Quality
Applications for validation/re-validation	To the Academic Board	As they arise	Programme & Compliance Manager

### 2.3.7 Support & Reference Documents

Academic Board Report (Internal document) Academic Board Meeting Agenda (Internal document) Annual Programme Report (Internal document)
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<b>Terms of Reference</b>	Results Approval Panel (RAP)
<b>Document Code</b>	ETTR 1.5
<b>Document Author</b>	Head of Training & Quality
<b>Associated Policy</b>	ETP 6.0 – Fair and Consistent Assessment of Learners
<b>Draft Date</b>	August 2020
<b>Review Date</b>	+3 Years

## 2.4 Results Approval Panel (RAP)

### 2.4.1 Role of the Results Approval Panel

To ensure that all results have been considered through the relevant quality assurance processes related to [ETPR 6.08](#)

Ensuring Consistency of Marking and Grading and [ETPR 6.01](#) Internal Verification.

Results are then signed-off by authorised personnel prior to submission to QQI for certification. The Terms of Reference for the Results Approval Panel are as described in ETTR 1.5.

### 2.4.2 Membership of the Results Approval Panel

The Academic Board appoints members of the RAP. Members serve for 2 years and can be reappointed. The panel consists of a minimum of four members and a maximum of eight.

#### ➤ Members:

- Head of Training & Quality
- Programme & Compliance Manager
- Internal Verifier (Training & Learning Coordinator)
- Tutor(s)
- External Member of the Academic Board (Chair)

#### ➤ Tenure

The membership of the Results Approval Panel is generally fixed. Individual tutors participating may change after a period of three years.

➤ **Members Commit to:**

- Attending scheduled RAP meetings with a view to continuously improving the learner experience in line with QA procedures
- Being familiar with Elevation Training's assessment policies and procedures
- Communicating effectively with other members of the panel

➤ **Members can expect:**

- To receive all relevant information for review in advance of the meeting

### **2.4.3 Responsibilities**

- Review Internal Verification and External Authentication reports
- Review and sign off on assessment results prior to submission to QQI
- Take appropriate decisions regarding the outcome of the assessment, verification and authentication processes
- Confirm that Elevation Training's QA processes were adhered to
- Confirm that appropriate records and evidence are available and stored securely (in compliance with [ETPR 6.08](#) Ensuring Consistency of Marking and Grading, [ETPR 6.01](#) Internal Verification, [ETPR 6.02](#) External Authentication and [ETPR6.11](#) Results Approval
  - Arrange for any suspected irregularities to be notified to the appropriate person or to the awarding body
  - Agree corrective actions
- Review the progress on implementation of improvement plans from previous RAP meetings
- Approve and sign off results through the Chair
- Agree to submit results to QQI and issue results to learners
- Agree the actioning of recommendations in the reports

### 2.4.4 Meetings

- This panel meets for each certification period after each external authentication. The external authenticator is invited to the meeting to present the external authentication report.
- Chair of the Board rotates between two external members of the Academic Board, after a 12-month period.
- Decisions are made by consensus. If a consensus cannot be reached, the Chair makes the final decision.
- The Training & Learning Coordinator provides administrative support to the Panel.
- The Training & Learning Coordinator drafts any communications needing to be issued to tutors or other members of staff in relation to the outcomes of the IV, EA and RAP processes.

### 2.4.5 Governance

The Chair of the Results Approval Panel reports to the Academic Board. The Academic Board, before implementation, must approve any changes to the terms of reference associated with the RAP.

### 2.4.6 Supporting Documents

RAP Meeting Agenda (Internal document)
RAP Meeting Report (Internal document)

### 2.4.7 Reporting Schedule

Report	To/From	Frequency	Presented by
IV Report	To the RAP	Bi-monthly	Internal Verifier
EA Report	To the RAP	Bi-monthly	External Authenticator/ Internal Verifier
RAP Report	To the Academic Board	At each Academic Board Meeting	Chair of the RAP

## 2.5 Elevation Training Organisational Structure

The structure of Elevation Training, as illustrated in Figure 2.3, is one that prioritises quality assurances and a commitment to continual improvement.

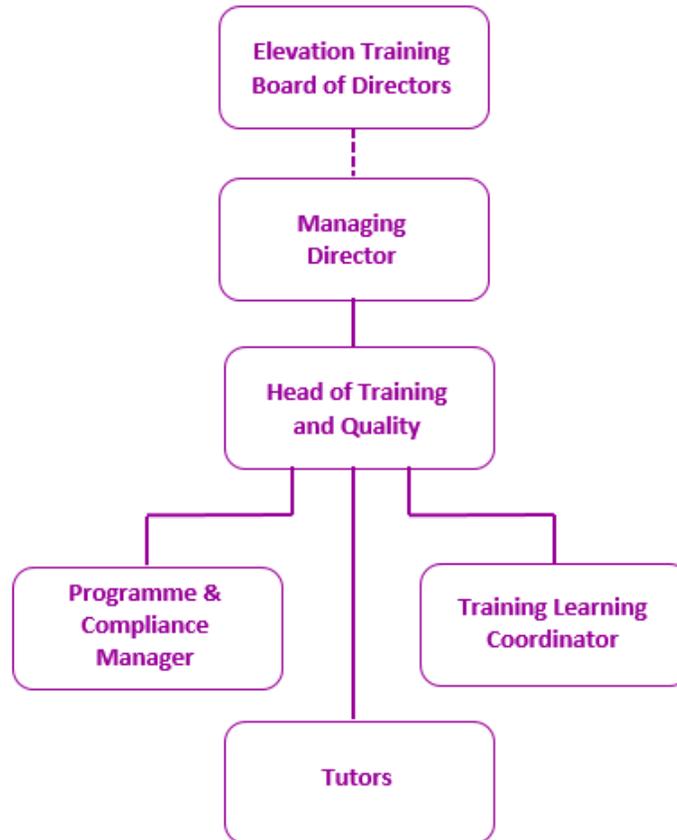


Figure 2.3 Elevation Training Organisational Chart and Role Descriptions

### 2.5.1 Managing Director

The Managing Director has overall responsibility for the management of Elevation Training.

***Devolved Responsibilities:***

- Member of board of directors
- Manage general business operations
- Identify and manage organisational risks
- Maintain an organisational risk register
- Develop and issue corporate policies
- Human resource management
- Make decisions on non-academic concerns

## 2.5.2 Head of Training and Quality

The Head of Training and Quality is responsible for the day-to-day management of Elevation Training and acts as the Head of Centre in relation to QQI. The Head of Training and Quality reports to the Managing Director.

### *Devolved QA Responsibilities:*

- Manage quality assurance, the quality of programmes and services, and the promotion of a culture of quality and an appropriate learning environment.
- Oversee the development, monitoring, implementation and evaluation of QA
- Maintenance of the quality assurance manual and associated documentation
- Compile quality reports
- Maintain the risk register and implement the risk management process
- Recruit and onboard new staff
- Approve and secure the services of External Authenticator
- 
- Conduct tutor performance reviews and implement improvement plans
- Manage budgets and report on the use of resources
- Approve and monitor training venues
- Ensure all training activities are conducted in line with health and safety guidelines and are properly insured
- Conduct an annual Training Need Analysis
- Review programme re/validation applications before submission to the awarding body
- Approve public information prior to publication
- Implement academic misconduct, disciplinary, complaints and appeals procedures
- Member of the Academic Board and the Results Approval Panel
- Regularly report to the Academic Board
- Oversee the self-monitoring and self-evaluation procedures
- Establish and maintain relationships with all stakeholders
- Data protection and GDPR adherence

### 2.5.3 Programme and Compliance Manager

The Programme and Compliance Manager supports the Head of Training and Quality and also acts as Programme Lead for the Elevation Training QQI Level 5 Programme.

#### **Responsibilities:**

- Ensure compliance with the Quality Assurance system
- Make decisions on:
  - learner application, selection and registration
  - recognition of prior learning
  - extensions, deferrals, and penalties
  - reasonable accommodations
  - personal circumstances
- Monitor learner supports
- Update the tutor handbook, learner handbook and learner induction presentation
- Conduct an Annual Training Needs Analysis in conjunction with the Head of Training & Quality
- Develop, facilitate, and evaluate upskilling days for staff
- Inform tutors of assessment and grading techniques and monitor compliance
- Brief examination invigilators
- Act in the role of examination invigilator/supervisor where required
- Conduct regular programme reviews and produce programme reports
- Lead and manage the re/validation process
- Oversee and lead all programme self-evaluation

### 2.5.4 Training and Learning Coordinator

The Training and Learning Coordinator is responsible for supporting learners and tutors, coordinating training and also acts as the Internal Verifier.

#### **Responsibilities:**

- Communication of:
  - programme information to all learners

- any formal decisions needing to be issued to individual learners
  - programme content and schedules to tutors
  - external authentication schedules and information to External Authenticators
- Schedule training venues and arrange servicing of equipment
  - Publish information on the website following approval
  - Deal with general enquiries
  - Prepare programme materials and distribute these to learners and tutors
  - Record and maintain records on the monitoring database to include learner records, learner feedback and tutor feedback ([ETP 8.1](#) and [ETP 8.2](#))
  - Safe and secure storage of assessment materials and processes
  - Act in the role of examination invigilator/supervisor where required
  - Retain signed records of seating and invigilation arrangements
  - Facilitate the Internal Verification process
  - Membership of the Results Approval Panel
  - Present internal verification reports at Results Approval Panel meetings
  - Support the External Authenticator in implementing the External Authentication procedure
  - Submission of certification data to QQI via the Quality Business System (QBS)
  - Issue results and award certificates to learners ([ETPR 6.09](#))
  - Notify QQI of any grade changes as a result of an appeal, in compliance with [ETPR 6.07](#), Procedure for Assessment Review and Appeals

### 2.5.5 Tutor Role Description

The tutor role description is detailed in the Tutor Handbook.

Associate tutors are suitably qualified contractors who deliver, assess and evaluate programmes on behalf of Elevation Training. Associate tutors have the same responsibilities as tutors directly employed with Elevation Training, in terms of programme delivery and the management and support of learners and documentation.

<b>Policy Name</b>	Quality Assurance Policy
<b>Policy Code</b>	ETP 1.01
<b>Policy Author</b>	Head of Training & Quality
<b>Revision Number</b>	2
<b>Draft Date</b>	August 2020
<b>Expected Revision Date</b>	+2 Years

## 2.6 Quality Assurance System

Elevation Training is dedicated to implementing, maintaining and continually improving an appropriate quality assurance system that is applicable to the size and scope of the service provided.

The content of ETP 1.01 describes and explains the Elevation Training quality assurance system.

### 2.6.1 Quality Assurance Policy Statement

Elevation Training has developed and implemented quality assurance policies and procedures that foster a strong culture of quality and accountability over the training and education provided.

### 2.6.2 Quality Assurance Framework

Elevation Training's quality assurance process has been developed and implemented so that it spans all aspects of the provision of education and training.

The quality assurance framework used by Elevation Training is broadly based on the Plan-Implement-Monitor-Evaluate model. The framework provides for a methodical process of ensuring continuous improvement and creates a road map for the achievement of organisational goals, values and objectives.

The Quality Assurance Framework has *five* stages as illustrated below in Figure 2.4.



Figure 2.4 Elevation Training Quality Assurance Framework

### (i) Strategic Planning

The Head of Training and Quality presents proposals for the annual strategy to the Managing Director who in turn presents these to the Board of Directors for approval. The strategy sets targets that are in line with the Elevation Training quality assurance policies and procedures and that are specific, measurable, achievable, realistic and time bound. It also considers the leadership and resources that are required to fulfil the proposal. Learners are the key focus in the Elevation Training strategic decision-making process.

### (ii) Implement

The approved strategic plan is incorporated into operations through updating policies and procedures. Policies and procedures implemented by Elevation Training are guided by the [QQI Core Statutory Guidelines](#) and follow the sections outlined below:

- Governance & Management
- Programmes of Education & Training
- Staff Recruitment, Management & Development
- Teaching & Learning

- Fair and Consistent Assessment of Learners
- Supports for Learners
- Information & Data Management
- Public Information & Communication
- Self-evaluation, Monitoring & Review

### **(iii) Monitor**

A monitoring database of progress and performance statistics is regularly updated, which allows for continuous monitoring of the impact and success of the strategic plan. The monitoring of the information in this database allows for a comparison to be made between targets and results and highlights any issues needing urgent address.

### **(iv) Evaluate**

Evaluating the service provided is key to continually improving and enhancing the learner experience offered by Elevation Training. It not only answers how and why results were achieved but also speaks to future strategic planning. The views of the Academic Board are sought during this evaluation. Identifying current and future skill needs are key to this. Feedback/Evaluation forms are available [here](#).

### **(v) Communicate**

Elevation Training are committed to delivering an open, honest and transparent service. As such, evaluation reports are published on the Elevation Training website identifying the findings of the evaluation, the improvements and changes that are implemented as a result and the projected date for the next review of these implementations. Feedback/Evaluation forms are available [here](#).

## **2.6.3 Scope**

This policy applies to all policies, processes and procedures representative of the Elevation Training Quality Assurance System.

## 2.6.4 Definitions

### ➤ Quality Assurance

Quality assurance (QA) is a term generally used to describe the processes that seeks to ensure that the learning environment (including teaching and research) reaches an acceptable threshold of quality. As prescribed in the [QQI Statutory QA guidelines](#), quality assurance is also used to describe the enhancement of education and training provision and the standards attained by learners.

## 2.6.5 Who is responsible for implementing this policy?

The Head of Training and Quality is responsible for implementing this policy.

<b>Working Documents</b>
Public Information & Communication Policy ( <a href="#">ETP 9.1</a> )
Self-evaluation, Monitoring & Review Policy ( <a href="#">ETP 10.1</a> )
Academic Board Terms of Reference ( <a href="#">ETTR 1.2</a> )
Board of Directors Terms of Reference ( <a href="#">ETTR 1.1</a> )

<b>Policy Name</b>	Equality & Diversity Policy
<b>Policy Code</b>	ETP 3.06
<b>Policy Author</b>	Managing Director
<b>Revision Number</b>	2
<b>Draft Date</b>	August 2020
<b>Expected Revision Date</b>	+2 Years

## 2.7 Equality & Diversity Policy

### 2.7.1 Equality & Diversity Policy Statement

Elevation Training positively promotes equality of opportunity and embraces diversity.

Elevation Training responds to the needs of the staff and learners irrespective of;

- gender
- family status
- marital status
- sexual orientation
- age
- religion
- disability
- membership of the traveller community
- race

Elevation Training respects the dignity of all persons and endeavours to provide an inclusive, welcoming and safe learning environment. Elevation Training is committed to complying with equality legislation, and to promoting a learning and training environment where no forms of discrimination are accepted.

Elevation Training supports all learners and provide reasonable accommodation for people with additional needs, to promote equality of access and participation.

### 2.7.2 Scope

This policy applies to all learners and staff.

### 2.7.3 Definitions

➤ **Equality**

The right of all people to receive the same treatment and opportunities

➤ **Diversity**

A recognition of the uniqueness and individuality of all

### 2.7.4 Who is responsible for implementing this policy?

The Head of Training & Quality is responsible for ensuring the implementation of this policy.

<b>Working Documents</b>
Access, Transfer & Progression Policy ( <a href="#">ETP 3.03</a> )
Supports for Learners Policy ( <a href="#">ETP 7</a> )

<b>Policy Name</b>	Health & Safety Policy
<b>Policy Code</b>	ETP 1.05
<b>Policy Author</b>	Health and Safety Consultant
<b>Revision Number</b>	2
<b>Draft Date</b>	August 2020
<b>Expected Revision Date</b>	+2 Years

## 2.8 Health & Safety Policy

### 2.8.1 Health & Safety Policy Statement

Elevation Training are passionate about providing a safe environment for all staff and learners. Elevation Training holds public liability and professional indemnity insurance, and all associate tutors subscribe to their own insurance policies.

Venues, facilities and resources are considered in line with health and safety legislative requirements ([Safety, Health and Welfare at Work Act, 2005](#)).

Health and safety is the responsibility of everyone. During the course of work or study, every effort must be made to ensure the safety of all. Any safety issue or concern must be immediately escalated to the Head of Training & Quality who decides on an appropriate action to be taken.

Blatant disregard for safety procedures results in the individual being referred to the Head of Training & Quality. In the case of a learner they may be removed from their programme. In the case of an employee they may be dismissed.

Elevation Training recognises the many implications, on Elevation Training staff and learners, resulting from the fast pace of life today. In this regard any wellbeing issues they may experience are supported. Where possible Elevation Training supply resources to assist in overcoming these issues. If this is not possible, the individual is directed to appropriate services. All discussions of wellbeing are treated with the utmost discretion.

### 2.8.2 Scope

This policy applies to all learners and staff within Elevation Training.

### 2.8.3 Who is responsible for implementing this policy?

Learners, tutors, and all other staff members are all responsible for implementing this policy.

<b>Working Documents</b>
Safety Statement ( <b>ETSD 1.4</b> ) (internal document)

<b>Policy Name</b>	Risk Management Policy
<b>Policy Code</b>	ETP 1.03
<b>Policy Author</b>	Managing Director
<b>Revision Number</b>	3
<b>Draft Date</b>	August 2020
<b>Expected Revision Date</b>	+2 Years

## 2.9 Risk Management

The Managing Director is responsible for identifying and managing organisational risks and maintaining an organisational Risk Register. The Risk Register is reviewed at Board of Director meetings.

The Head of Training and Quality is responsible for managing programme-related risk. Programme-related risks are identified at the design stage and are reviewed on an ongoing basis through the evaluation process.

The sections of the Risk Register pertaining to training provision and quality assurance are presented to the Academic Board by the Head of Training and Quality. The Elevation Training risk management policy (ETP 1.03) and procedure ([ETPR 1.1](#)).

### 2.9.1 Risk Management Policy Statement

The maintenance of a live risk register allows for projection of potential interruptions to that service so that they can be mitigated against, and their impact lowered or removed.

Any risks detected are assigned a risk owner and are rated according to the risk matrix (ETSD 1.2) which identifies their probability of occurring. Risks considered to be of significant impact with a high probability of occurring (Risk value of 6) are brought immediately to the attention of the Board of Directors for consultation and advice on action plans.

Risks that have a risk value of 5 or 4 have their mitigation strategies decided upon by the Managing Director. These are implemented by the risk owner, monitored closely and reported to the Board of Directors.

Risks with a risk value of 2 or 3 have mitigation strategies discussed and decided upon within the Academic Board which are enacted by the risk owner as and when necessary.

### 2.9.2 Scope

This policy applies to all areas of risk encountered or potentially encountered by the business.

### 2.9.3 Who is responsible for implementing this policy?

- The Managing Director is responsible for maintaining the organisational risk register.
- The Head of Training & Quality is responsible for maintaining the programme risk register.
- The Academic Board is responsible for maintaining oversight of the programme risk register and highlighting issues of concern to the Head of Training and Quality

<b>Working Documents</b>
Risk Register & Risk Matrix ( <b>ETSD 1.2</b> ) (Internal document)
Management of Risk Procedure ( <b>ETPR 1.1</b> ) (Internal document)

<b>Procedure</b>	ETPR 1.1 Management of Risk
<b>Associated Policy</b>	Risk Management
<b>Version No. and Date</b>	V1 08/2020r
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 2.10 Procedure: Risk Management

### 2.10.1 Scope of the Procedure

This procedure applies to all potential risks affecting any aspect of the business.

### 2.10.2 Responsibility

The Head of Training and Quality is responsible for assessing, managing and mitigating against programme related risk.

### 2.10.3 Risk Management Procedure

At Elevation Training *Risk Management*, the practice of identifying potential risks in advance and putting measures in place to reduce the risks, is detailed as follows:

- The Managing Director maintains the Organisational Risk Register and is responsible for the implementation of the risk management process at an organisational level.
- The Head of Training and Quality maintains the live Programme Risk Register and is responsible for the implementation of the risk management process (detailed below).
- The Head of Training and Quality advises the Academic Board on risk management strategies and provides periodic reports and analysis of risk findings.
- Each tutor is responsible for identifying and detailing risks related to their programme delivery, working with the Head of Training and Quality to identify and document current and emerging risks which may impact on a programme.
- All staff and sub-contractors should report any risks they identify, to the Head of Training and Quality.

## ➤ Risk Management Process

### 1. Identify the risk

The Managing Director and the Head of Training and Quality consider the potential risks to the company under the headings below.

### 2. Identify the impact

The impact of risks on the company or the learners could be financial, reputational or could impact on the integrity of the National Framework of Qualification Awards. The Managing Director or the Head of Training and Quality, where appropriate, assigns an impact rating, to each identified risk, of: Significant, Moderate or Negligible. Each impact rating is assigned a value.

**Significant (3)** – Would have a great impact on the company and learners would be negatively affected

**Moderate (2)** – Would have a noticeable impact on the company and/or learners

**Negligible (1)** – Would have little impact on the company or the learners

### 3. Characterise the type of risk

The Managing Director or the Head of Training and Quality, where appropriate, characterises identified risks into one of the following risk types:

**Operational** – Affecting the day to day functioning of the company

**Reputational** – Affecting current and prospective learners and their willingness to partake in future programmes of study

**Academic** – Affecting the quality and/or delivery of programmes to learners

**Financial** – Affecting the financial viability of the company and the future provision of the service

**Strategic** – Affecting the overall strategy of the company and its actualisation

#### 4. Identify a risk owner

Each risk identified is assigned a risk owner by the Managing Director or the Head of Training and Quality, where appropriate.

#### 5. Identify Mitigation strategies

Solutions to each identified risk are discussed between the risk owner and the Managing Director or the Head of Training and Quality, where appropriate. These strategies are put in place to avoid these risks from happening, or to reduce the impact that a realised risk has. The risk owner is responsible for ensuring the mitigation strategies are implemented and monitoring their effectiveness. The risk owner reports to the Managing Director or the Head of Training and Quality, where appropriate, on the status of their own risks.

#### 6. Rate the probability

The likelihood of each risk occurring is identified by the Managing Director or the Head of Training and Quality, where appropriate, and the risk owner as: High, Medium or Low. Each probability rating is assigned a value.

**High (3)** – It is very possible that this risk will occur.

**Medium (2)** – There is a possibility that this risk will occur.

**Low (1)** – It is very unlikely that this risk will occur.

#### 7. Calculate the Value of the Risk

The value of each risk is calculated by adding the value of the Impact Rating to the value of the Probability Rating.

#### 8. Reporting

The Head of Training and Quality prepares a report on the Programme Risk Register and presents this to the Academic Board (Risk Matrix ETSD 1.1). If the Academic Board highlight issues of concern, these are reported to the Managing Director by the Head of Training and Quality.

The Managing Director prepares a report on the Organisational Risk Register and presents this, along with the Programme Risk Register, to the board of Directors.

#### 2.10.4 Supporting Documents

Risk Matrix (Internal document)

#### 2.10.5 (Risk Management) Document History

Version #	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training and Quality

## 3. Programmes of Education and Training

Elevation Training is committed to providing a quality education and training service. As such all programmes developed within Elevation Training are approved only if they satisfy pre-defined criteria.

[In this section of the QA Manual all policies and procedures associated with programmes of education and training are included. Links are provided for associated documents and forms.](#)

Elevation Training programmes are developed and delivered in line with the requirements of QQI, and with the learners in mind<sup>1</sup>.

Development, monitoring and review of programmes is conducted with input from both internal and external stakeholders.

All programmes have received validation from QQI. These programmes are updated where necessary in line with limitations set out in the QQI publication [Policies and criteria for the validation of programmes of education and training.](#)

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<sup>1</sup> In the period 2019-22, and due to the COVID-19 pandemic, Elevation Training facilitated some blended learning. The process involved was reflective of QQI guidelines:  
<https://www.qqi.ie/Publications/Publications/Statutory%20QA%20Guidelines%20for%20Blended%20Learning%20Programmes.pdf>. QQI offer further guidance through their website:  
<https://www.qqi.ie/Articles/Pages/COVID-19---Updates-from-QQI.aspx>.

Elevation Training do not currently provide programmes that are designed to be facilitated through blended learning. The company intends to consider such offering(s) in its strategic planning 2022-2025.

<b>Policy Name</b>	Programmes of Education & Training Policy
<b>Policy Code</b>	ETP 3.01
<b>Policy Author</b>	Head of Training & Quality
<b>Revision Number</b>	2
<b>Draft Date</b>	August 2020
<b>Expected Revision Date</b>	+2 Years

## 3.1 Programmes of Education & Training Policy

### 3.1.1 Programmes of Education & Training Policy Statement

The proposal for the development of a new programme must be based on one or more of the following:

- a demonstrated industry need
- evidence of learner demand
- evidence of employment opportunities and/or meeting genuine educational and training needs.

The Academic Board approve programme proposals once objectives and strategies comply with Elevation Training's strategy as well as any applicable legal requirements.

If the development of a programme intends to extend Elevation Training's scope of provision, an application is made to QQI requesting approval to extend.

Programme content and structure is designed in line with QQI validation policies and criteria. Final approval is given by the Board of Directors before the programme is submitted to QQI for validation.

Elevation Training recognises the importance of providing programmes which are up-to-date and reflect current best practice and as such, are committed to continually reviewing programmes and implementing necessary changes to maintain a quality, up to date, offering.

### 3.1.2 Scope

This policy applies to all programmes leading to awards on the [National Framework of Qualifications](#).

### 3.1.3 Definitions

➤ Validation

The process through which QQI determines that the programmes devised by providers will enable learners to achieve the standards required for an award<sup>2</sup>

### 3.1.4 Who is responsible for implementing this policy?

- The Programme and Compliance Manager is responsible for implementing this policy.
- The Academic Board is responsible for approving proposals to develop new programmes.

<b>Working Documents</b>
Programme Design, Development & Approval Procedure ( <a href="#">ETPR 3.05</a> )
Programme Monitoring & Review Procedure ( <a href="#">ETPR 3.06</a> )
Programme Delivery Procedure ( <a href="#">ETPR 3.03</a> )
Programme Validation & Revalidation Procedure ( <a href="#">ETPR 3.04</a> )

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<sup>2</sup> [https://www.qqi.ie/Publications/Publications/Initial\\_Validation\\_policy\\_7\\_10\\_13.pdf](https://www.qqi.ie/Publications/Publications/Initial_Validation_policy_7_10_13.pdf)

<b>Policy Name</b>	Access, Transfer & Progression Policy
<b>Policy Code</b>	ETP 3.03
<b>Policy Author</b>	Head of Training & Quality
<b>Revision Number</b>	3
<b>Draft Date</b>	August 2020
<b>Expected Revision Date</b>	+2 Years

## 3.2 Access, Transfer & Progression Policy

### 3.2.1 Access, Transfer & Progression Policy Statement

Elevation Training facilitates learners in accessing its programmes and transferring and progressing to further study thereafter.

### 3.2.2 Access

Elevation Training has stated minimum entry requirements for Elevation Training programme outlined in the admissions policy ([ETP 3.08](#)). [Entry requirements](#) for our courses are also available on the Elevation Training website.

Learners can gain access to programmes either by meeting these criteria or through an [application for Recognition of Prior Learning \(RPL\)](#). Learners who do not have academic achievements that meet the Elevation Training entry requirements but who have non-formal or experiential learning are invited to use the RPL process to gain access to a programme.

### 3.2.3 Transfer & Progression

Elevation Training provides programmes at Level 5 on the NFQ. Learners can transfer to other Level 5 modules of the healthcare major award programme with us or with other providers. Elevation Training do not currently facilitate opportunities for students to progress to Level 6 and above within Elevation Training.

However, Elevation Training advises learners regarding progression to programmes provided by other training institutes or Education and Training Boards. Information is provided on possible progression routes to other programmes.

### 3.2.4 Scope

This policy applies to all learner applicants.

### 3.2.5 Definitions<sup>3</sup>

➤ Access

Refers to the “process by which learners may commence a programme of education and training having received recognition for knowledge, skill or competence required”

➤ Transfer

Refers to a “the process by which learners may transfer from one programme of education and training to another programme having received recognition for knowledge, skill and competence acquired”.

➤ Progression

Refers to “the process by which learners may transfer from one programme of education and training to another programme”.

### 3.2.6 Who is responsible for implementing this policy?

The Programme & Compliance Manager is responsible for implementing this policy.

<b>Working Documents</b>
Recognition of Prior Learning Procedure ( <a href="#">ETPR 3.07</a> )
<a href="#">RPL Application Form</a>
<a href="#">Learner Application Form</a>
<a href="#">Appeals Form</a>
Admissions Policy ( <a href="#">ETP 3.08</a> )

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<sup>3</sup> <https://www.qqi.ie/Articles/Pages/Access,-Transfer-and-Progression.aspx>

<b>Policy Name</b>	Protection for Enrolled Learners Policy
<b>Policy Code</b>	ETP 3.07
<b>Policy Author</b>	Head of Training & Quality
<b>Revision Number</b>	2
<b>Draft Date</b>	August 2020
<b>Expected Revision Date</b>	+2 Years

## 3.3 Protection for Enrolled Learners Policy

### 3.3.1 Protection for Enrolled Learners Policy Statement

Elevation Training protects the interests of all learners participating in the Elevation Training programmes. In the event that Elevation Training must cease delivery of a programme, where possible and suitable for the enrolled learners affected, arrangements are made to resume delivery at a later date. Where an alternative method of provision suffices, Elevation Training consults with QQI for approval on this method of delivery.

If a programme is terminated unexpectedly before completion, Elevation Training implement the following:

- Communicate with learners promptly and explain the situation and the steps being taken to accommodate them
- Offer the learners a place on an alternative programme if possible
- Work with QQI who will advise us on other suitable providers
- Liaise directly with other providers who may be in a position to accommodate Elevation Training learners
- Offer learners a full/partial refund of fees paid

Elevation Training have secured the facility of a bank guarantee scheme. This scheme allows us to refund any learner who is undertaking a programme of study that is three months or more in duration, and is subject to [section 65 \(4\) \(b\) of the Qualifications and Quality Assurance \(Education & Training\) Act 2012](#).

Elevation Training reviews and update this bank guarantee scheme as necessary and advise QQI of any changes.

### 3.3.2 Scope

This policy applies to all learners enrolled in programmes of three months or more in duration.

### 3.3.3 Definitions

➤ **Programme Cessation**

The cancellation of a programme with enrolled learners due to unforeseen circumstances.

➤ **Bank Guarantee**

An agreement that guarantees qualifying learners are refunded course fees in the event of cancellation of their programme.

### 3.3.4 Who is responsible for implementing this policy?

The Head of Training & Quality is responsible for implementing this policy.

Reference Documents
<a href="#">Protection of Enrolled Learners: Protocols for the Implementation of Part 6 of the 2012 Act (QQI)</a>

<b>Policy Name</b>	Admissions Policy
<b>Policy Code</b>	ETP 3.08
<b>Policy Author</b>	Head of Training & Quality
<b>Revision Number</b>	2
<b>Draft Date</b>	August 2020
<b>Expected Revision Date</b>	+2 Years

## 3.4 Admissions Policy

### 3.4.1 Admissions Policy Statement

Elevation Training operates an open admissions policy for learners who meet the entry requirements for Elevation Training programmes.

Elevation Training ensures:

- to provide full and comprehensive information and guidance in a professional and courteous manner
- inclusiveness and equality are central to Elevation Training admissions policy.
- to welcome a diverse range of applicants, do not discriminate and, in so far as is practicable, accommodate applicants who have specific needs.

Applicants who do not meet minimum entry requirements may be entitled to be considered based on professional experience, informal or non-formal learning.

Prior to admission, Elevation Training provides appropriate programme information to assist applicants in making an informed choice.

Elevation Training reserves the right of admission and may decide to modify, postpone or cancel learner admission at any time should the need arise.

If an applicant is not admitted, the applicant is informed of the reasons why their application was not successful. Unsuccessful applicants are entitled to appeal the decision not to admit them.

### 3.4.2 Scope

This policy applies to all applicants.

### 3.4.3 Who is responsible for implementing this policy?

The Programme and Compliance Manager is responsible for implementing this policy.

<b>Working Documents</b>
<a href="#">Recognition of Prior Learning Application Form</a>
Recognition of Prior Learning Procedure ( <a href="#">ETPR 3.07</a> )
<a href="#">Entry Requirements</a>
<a href="#">General Appeals Form</a>

## Programmes of Education & Training Procedures

- ETPR 3.01 Learner Application, Selection and Registration
- ETPR 3.02 Learner Induction
- ETPR 3.03 Programme Delivery
- ETPR 3.04 Programme Validation and Revalidation
- ETPR 3.05 Programme Design, Development and Approval
- ETPR 3.06 Programme Monitoring and Review
- ETPR 3.07 Recognition of Prior Learning

<b>Procedure</b>	<b>ETPR 3.01 Learner Application, Selection and Registration</b>
<b>Associated Policy</b>	Programmes of Education and Training
<b>Version No. and Date</b>	V1 08/2020r
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## **3.5 Procedure: *Learner Application, Selection and Registration***

### **3.5.1 Scope of the Procedure**

This procedure applies to all learners of and applicants to Elevation Training.

### **3.5.2 Responsibility**

The Programme and Compliance Manager is responsible for implementing this procedure.

### **3.5.3 Procedure**

- Applications for admission to a programme are made through the Elevation Training website.
- The Programme and Compliance Manager reviews applications and makes a decision based on whether (or not) the applicant meets the entry requirements.
- The Programme and Compliance Manager checks if the applicant has any specific needs and if Elevation Training can facilitate them.
- The Programme and Compliance Manager adds the successful applicant's names to a course admittance sheet and communicates this to the Training and Learning Coordinator for scheduling.
- The Training and Learning Coordinator contacts all applicants by email and advises unsuccessful applicants of the reason why. Unsuccessful applicants can appeal the decision through the general appeals procedure.
- Figure 3.1 illustrates the process involved in the Learner Application, Selection & Registration process

### 3.5.4 Supporting Documents

<a href="#">Learner Application Form</a>
General Appeals Policy ( <a href="#">ETP 7.01</a> )
Admissions Policy ( <a href="#">ETP 3.08</a> )
Recognition of Prior Learning Procedure ( <a href="#">ETPR 3.07</a> )

### 3.5.5 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

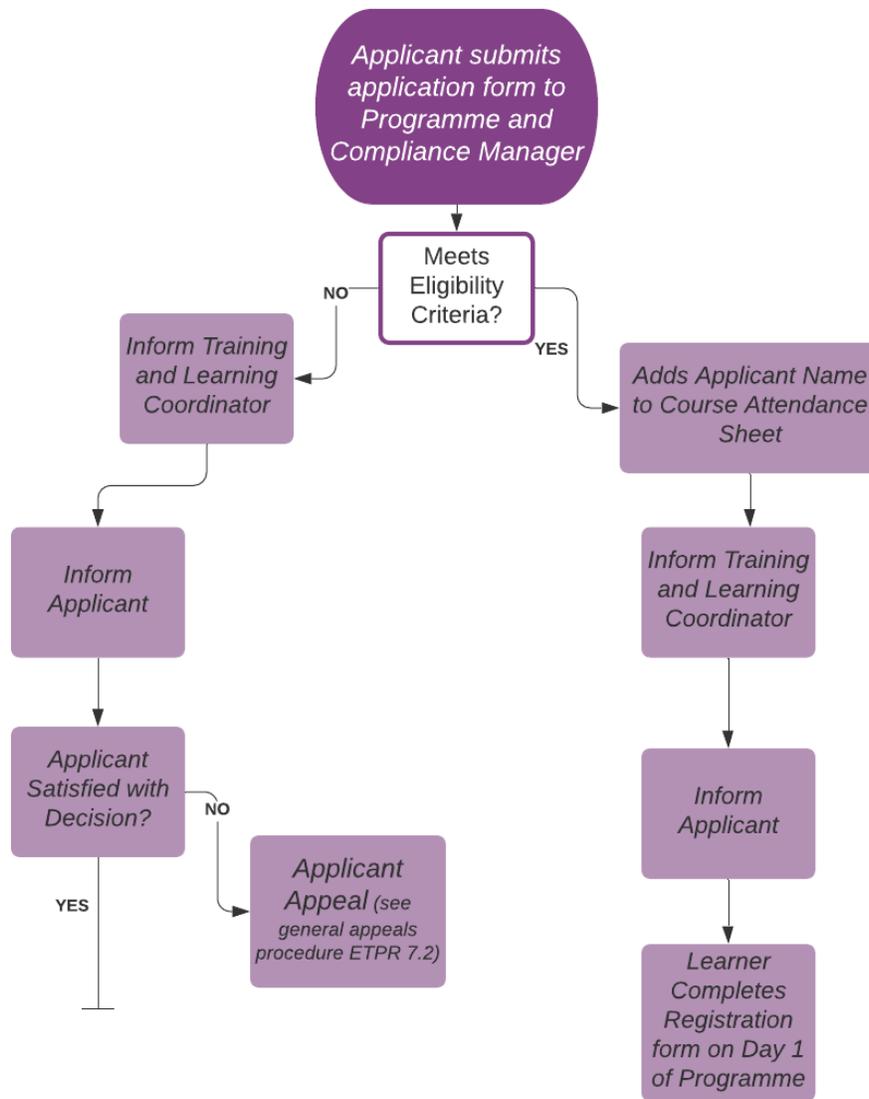


Figure 3.1 ETPR 3.01 Learner Application, Selection & Registration Procedure

<b>Procedure</b>	<b>ETPR 3.02 Learner Induction</b>
<b>Associated Policy</b>	Programmes of Education and Training
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## **3.6 Procedure: *Learner Induction***

### **3.6.1 Scope of the Procedure**

This procedure applies to all programmes.

### **3.6.2 Responsibility**

The Programme and Compliance Manager is responsible for Learner Induction.

### **3.6.3 Procedure**

- Learner Induction content is updated on a regular basis by the Programme and Compliance Manager.
- The Training and Learning Coordinator issues updated Learner Induction Presentations to all tutors via email.
- Delivery of the Learner Induction is explained to tutors during bi-annual upskilling days
- Tutors induct the learners at the beginning of each new programme using the standard induction presentation.
- Learner Induction includes information on:
  - Elevation Training
  - What learners can expect from us and what Elevation Training expect from learners
  - QQI Awards
  - Course specifics
  - Policies and Procedures

- Tutors refer learners to the Learner Handbook for further information on these topics.
- Learners sign an Induction form to confirm completion of Induction

### 3.6.4 Supporting Documents

Learner Induction Presentation
Learner Handbook
Induction Form

### 3.6.5 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

<b>Procedure</b>	<b>ETPR 3.03 Programme Delivery</b>
<b>Associated Policy</b>	Programmes of Education and Training
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 3.7 Procedure: *Programme Delivery*

### 3.7.1 Scope

This procedure applies to the delivery of all programmes.

### 3.7.2 Responsibilities

The Programme and Compliance Manager is responsible for ensuring this procedure is implemented.

### 3.7.3 Procedure

- The Programme & Compliance Manager appoints an experienced tutor from a quality assured panel of tutors.
- The Programme and Compliance Manager confirms that the human, physical and academic supports/resources, and the appropriate training equipment necessary for delivery as set out in the Programme Descriptor are in place prior to programme delivery.
- The Head of Training & Quality ensures that:
  - All training delivery is covered by the appropriate insurance.
  - Each training venue is risk assessed for safety, suitability, and accessibility, in accordance with health and safety guidelines
  - Regular on-site fire and evacuation drills are conducted and a record kept on file
- The Training and Learning Coordinator issues programme-specific information to tutors in print copy and via a shared online folder in advance of programme delivery. This includes;

- timetables
  - assessment plan
  - assessment briefs
  - marking guidelines
  - handbooks
  - learning materials
- This ensures consistency and clarity of information across all tutors and programmes.
  - Tutors must deliver programmes in line with Elevation Training's Teaching, Learning & Assessment Strategy while adapting their delivery to cater for varying learning styles.
  - Tutors are responsible for alerting the Head of Training & Quality to issues in their training location.
  - Tutors may request extra resources through the Head of Training & Quality
  - Tutor experiences of programme delivery are discussed at tutor upskilling days twice yearly. All relevant feedback is used in programme review.

### 3.7.4 Supporting Documents

Teaching and Learning Strategy (internal document)
<a href="#">Programme Descriptor</a>
Learner Handbook
Tutor Handbook
Facilities Checklist (Internal document)

### 3.7.5 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

<b>Procedure</b>	<b>ETPR 3.04 Programme Validation and Revalidation</b>
<b>Associated Policy</b>	Programmes of Education and Training
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 3.8 Procedure: *Programme Validation and Revalidation*

### 3.8.1 Scope of the Procedure

This procedure applies to all QQI accredited programmes.

### 3.8.2 Responsibility

The Programme and Compliance Manager is responsible for managing the validation/revalidation process.

### 3.8.3 Procedure

- Programmes designed for QQI validation/revalidation are developed in line with QQI Policies and Criteria for Validation of Programmes and approved by the Academic Board before submission.
- Accompanying documents and evidence required for the validation/revalidation application are prepared by the Programme and Compliance Manager and reviewed by the Head of Training & Quality before submission to QQI.
- Upon submission to QQI, a panel of independent evaluators are assigned to review the programme and prepare an [Independent Evaluation Report \(IER\)](#).
- Elevation Training are provided with this IER to review and provide a response or clarifications. The report is then published after a validation decision has been made.
- Validated programmes are delivered within the parameters of the validation.
- If the application is unsuccessful, the Academic Board will decide based on the findings of the IER, whether there would be merit in beginning the process again and making a new application.

- A revalidation application is made for each validated programme periodically, in line with QI requirements.

### 3.8.4 Supporting Documents

Programme Design and Development Procedure ([ETPR 3.05](#))

Programme Monitoring and Review Procedure ([ETPR 3.06](#))

### 3.8.5 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

<b>Procedure</b>	<b>ETPR 3.05 Programme Design, Development &amp; Approval</b>
<b>Associated Policy</b>	Programmes of Education and Training
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## **3.9 Procedure: Programme Design, Development & Approval**

### **3.9.1 Scope**

This procedure applies to all programmes developed and/or modified.

### **3.9.2 Responsibilities**

The Academic Board is responsible for approving and overseeing the development of new programmes.

The Programme Lead is responsible for guiding the Programme Design team.

### **3.9.3 Procedure**

- In order to progress to the stage of completing a new programme proposal, a demonstrated industry need and market for the proposed programme must first be identified and approved by the Board of Directors.
- When a new programme is proposed following needs identification, the proposer completes a New Programme Proposal, submits it to the Head of Training & Quality, who presents it to the Academic Board for consideration and comment.
- The Academic Board assesses the viability of the programme and the capacity to develop and deliver the programme and decides on whether it should be pursued.
- The chair of the Academic Board will discuss budgetary proposals for new programme development with the Board of Directors before the Academic Board may approve the programme for development.
- The Academic Board is responsible for ensuring that the resources are in place, allocating sections of the budget to resources and agreeing a timeframe for development and design of the programme.

- If the proposed programme is outside of Elevation Training's existing scope of provision, the Head of Training and Quality makes an application to QQI in advance.
- The Programme and Compliance Manager, as the Programme Lead, must be able to provide disciplinary leadership for the programme.
- Membership of the programme design team includes:
  - Programme Lead
  - Subject matter experts/tutors/learner (if required)
  - A member with pedagogical expertise
  - The Head of Training & Quality
  - An employer
- The programme design team develops the programme and engages with internal and external expertise as appropriate and draws up a Programme Descriptor to include the planning of assessment.
- The Programme and Compliance Manager consults with key stakeholders throughout the process of development to discuss their needs and expectations and to get their input into the programme.
- The design of the programme is based on Elevation Training's documented Teaching and Learning Strategy
- In designing programmes, the team considers the transfer and progression options open to graduates and consults with other providers if appropriate. Programmes which give learners the opportunity to transfer or progress should they wish to do so, are offered where possible.
- The team also consider the needs of learners with specific needs and design programme materials which are user friendly and accessible to all learners insofar as this is practicable.
- If the programme is intended to lead to a QQI award, programme design is based on:
  - [QQI Policies and Criteria for Validation of Programmes](#)

- The published award specification
- The requirements of programme validation.
- The Programme and Compliance Manager presents the draft Programme Descriptor to the Academic Board for consideration and comment and approval.
- Following approval and sign-off by the Academic Board, the Programme and Compliance Manager prepares an application for validation (if applicable)

### 3.9.4 Supporting Documents

<a href="#">Planning of Assessment Procedure (ETPR 6.14)</a>
Teaching & Learning Strategy
Programme Descriptor (Internal document)
New Programme Proposal (Internal document)

### 3.9.5 Related Procedures

- Programme Validation and Revalidation ([ETPR 3.04](#))

### 3.9.6 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

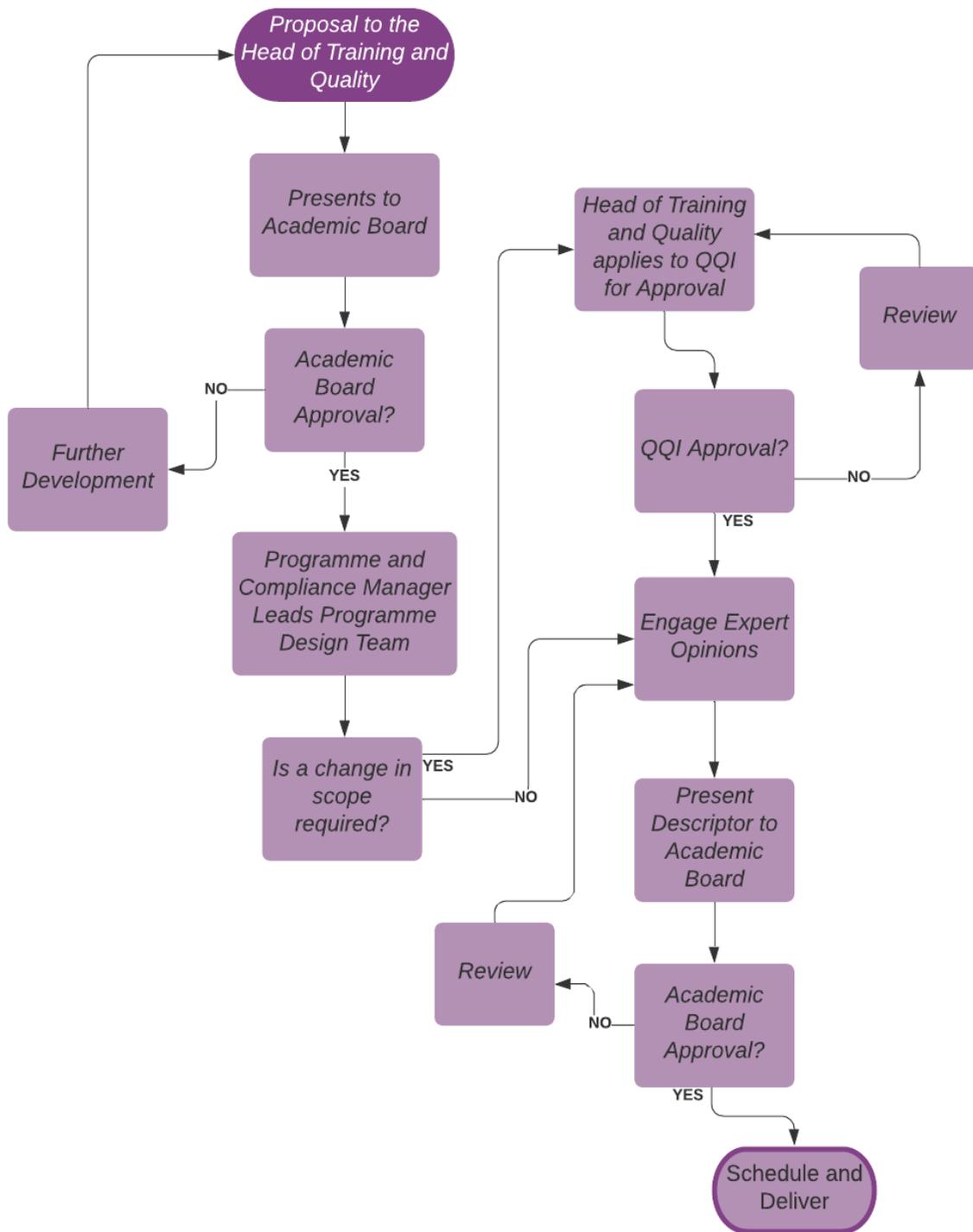


Figure 3.2 Elevation Training Quality Assurance Framework

<b>Procedure</b>	<b>ETPR 3.06 Programme Monitoring and Review</b>
<b>Associated Policy</b>	Programmes of Education and Training
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 3.10 Procedure: *Programme Monitoring and Review*

### 3.10.1 Scope of the Procedure

This procedure applies to all programmes, which are monitored and reviewed as part of the self-evaluation process.

### 3.10.2 Responsibility

The Programme and Compliance Manager is responsible for conducting the monitoring and review process.

### 3.10.3 Procedure

- The Training and Learning Coordinator updates the monitoring database monthly. This database includes learner statistics plus tutor and learner feedback on individual programmes.
- Learner achievements and demographical data are benchmarked against the national statistics, using [QQI Infographics](#).
- This information is reviewed periodically by the Programme and Compliance Manager to identify any need for amendments to processes of education and training delivery.
- Within validated programmes, minor adjustments can be made to facilitate the learning experience. Minor improvements to programme content (e.g. Changes to the detail on Assessment instruments; or to the delivery schedule) are implemented by the Programme and Compliance Manager.
- Where the Programme and Compliance Manager identifies the need for significant changes to be made to a programme, approval is sought from the Academic Board

for these to be implemented. If deemed necessary, an external expert opinion is also sought.

- Once approved, the Programme and Compliance Manager redesigns the programme with assistance from a programme design team. Validation must then be sought from the awarding body, for the updated version before being delivered.

### 3.10.4 Supporting Documents

Programme Amendment Proposal (Internal document)

### 3.10.5 Referenced Material

<https://infographics.gqi.ie/>

### 3.10.6 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

<b>Procedure</b>	<b>ETPR 3.07 Recognition of Prior Learning</b>
<b>Associated Policy</b>	Programmes of Education and Training
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

### **3.11 Procedure: *Recognition of Prior Learning***

#### **3.11.1 Purpose of the Procedure**

The Recognition of Prior Learning process takes into account the skills and knowledge the learner has previously gained through life outside of formal education and training.

#### **3.11.2 Scope of the Procedure**

This procedure applies to all learners undertaking QQI programmes.

#### **3.11.3 Responsibility**

The Programme and Compliance Manager is responsible for implementing this procedure.

#### **3.11.4 Procedure**

- Recognition of Prior Learning can be used to gain entry to a programme.
- Figure 3.3 illustrates the Procedure for Recognition of Prior Learning
- To make an application for prior learning to be recognised, the learner/applicant must complete an [RPL Application Form ETSD 3.01](#) and submit this to the Programme and Compliance Manager by email.
- The learner/applicant is requested to attend an interview with the Programme and Compliance Manager where he/she assesses their competence and learning capabilities using the RPL Interview form ETSD 3.02.
- Where a learner does not have documentation of formal learning previously completed, they may submit testimonies of non-formal or informal learning as evidence of their knowledge and skill obtained through work or through non-accredited study.

- Evaluating all information provided, the Programme and Compliance Manager advises on whether the learner/applicant meets the entry requirements for their chosen programme of study.
- The Programme and Compliance Manager communicates this decision to the Training and Learning Coordinator via the RPL Declaration Form ETSD 3.03. The Training and Learning Coordinator informs the learner/applicant of the outcome.
- If the learner/applicant is unhappy with the outcome of this process, they are entitled to appeal by completing the Appeals Form (**ETSD 7.2**) and submitting it to the Training and Learning Coordinator who brings it to the attention of the Head of Training and Quality.
- The Head of Training and Quality considers the case and makes a final decision on whether the prior learning of this learner/applicant can be recognised as meeting the entry requirements for the chosen programme of study.
- This decision is final.

### 3.11.5 Supporting Documents

<a href="#">RPL Application Form</a>
RPL Interview Form (Internal document)
RPL Declaration Form (Internal document)
<a href="#">Appeals Form</a>

### 3.11.6 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

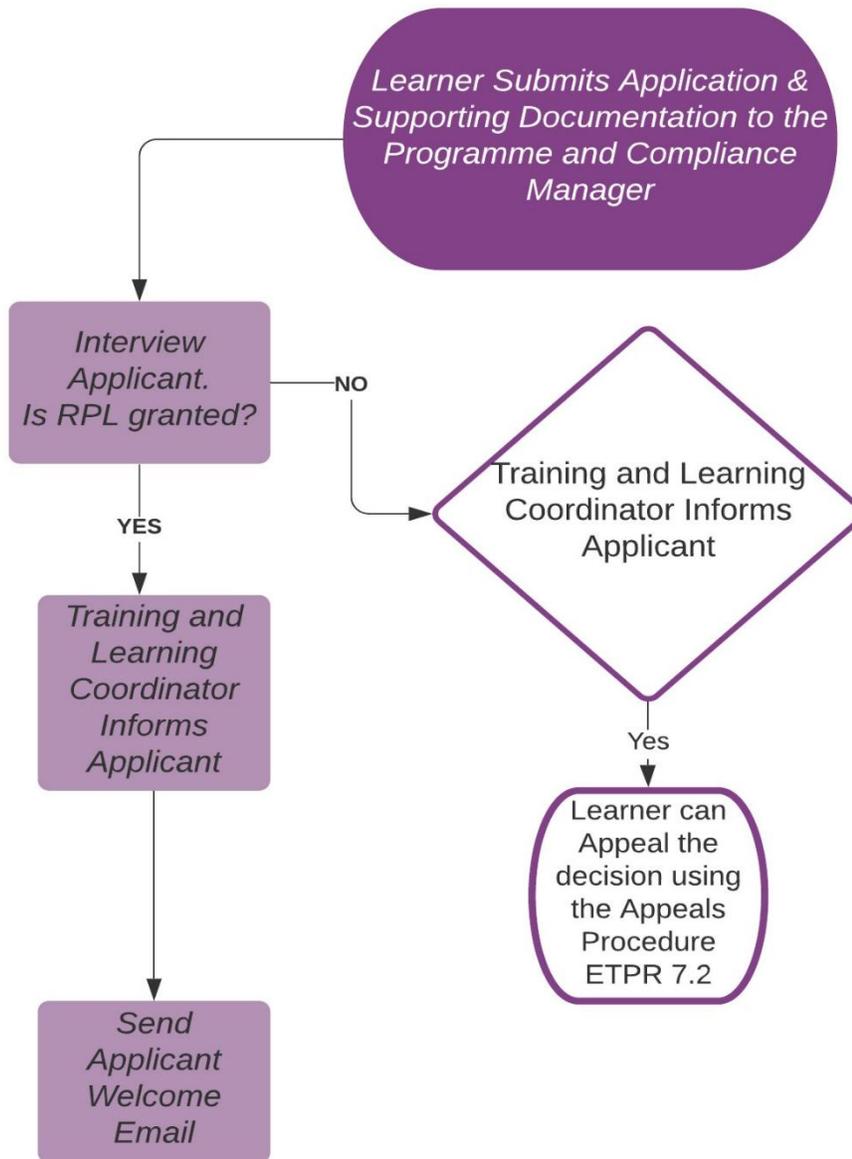


Figure 3.3 ETPR 3.07 Procedure for Recognition of Prior Learning

## 4. Staff Recruitment, Management and Development

Elevation Training is committed to ensuring the best service for learners. As such, Elevation Training has recruited a team of highly skilled, competent tutors to deliver training of the highest quality. Elevation Training continues to provide its team with development opportunities within the rapidly changing healthcare environment.

<b>Policy Name</b>	Staff Recruitment & Management Policy
<b>Policy Code</b>	ETP 4.1
<b>Policy Author</b>	Head of Training & Quality
<b>Revision Number</b>	3
<b>Draft Date</b>	August 2020
<b>Expected Revision Date</b>	+2 Years

## **4.1 Staff Recruitment & Management Policy**

### **4.1.1 Policy Statement**

Elevation Training believes that quality service provision begins with the recruitment of quality staff and sub-contractors. Staff are employed and sub-contracted in compliance with relevant legislation and on the basis that they enable the company to achieve strategic objectives, and in a manner consistent with the ethos of the company.

### **4.1.2 Staff Recruitment**

The integrity and quality of the company are underpinned by a robust, defined and structured recruitment and management process.

The best and most appropriate candidates are selected through fair and transparent systems. It is necessary to ensure that adequate, suitably qualified staff are appointed to meet the needs of the centre.

Elevation Training directly employs a number of staff in administrative and tutoring roles and also sub-contracts additional tutoring staff to deliver services. Elevation Training ensures that all staff recruited are competent to undertake the duties assigned to them.

All those recruited are further assessed for their suitability to the role during their initial, 6-month probationary period of work. New staff, whether directly employed or sub-contracted, undergo an onboarding process during which they are inducted into Elevation Training's processes and procedures.

### 4.1.3 Staff Communication

Open communication is a key component of Elevation Training quality assurance framework and plays a pivotal role in the successful operation of the quality assurance system.

Elevation Training uses a combination of formal and informal feedback processes as methods of facilitating open communication between and among staff and learners. All stakeholders therefore are aware of company activities and contribute to its' enhancement.

### 4.1.4 Scope

This policy applies to all staff and associate tutors.

### 4.1.5 Who is responsible for implementing this policy?

The Head of Training and Quality is responsible for implementing this policy.

<b>Working Documents</b>
Organisational Chart (Figure 2.1 and Figure 2.3)
Interview Pack (Internal document)
Quality Policy ( <a href="#">ETP 1.01</a> )
Selection and Recruitment of Staff Procedure ( <a href="#">ETPR 4.1</a> )
Staff Induction Procedure ( <a href="#">ETPR 4.2</a> )

<b>Policy Name</b>	Staff Development Policy
<b>Policy Code</b>	ETP 4.2
<b>Policy Author</b>	Head of Training & Quality
<b>Revision Number</b>	3
<b>Draft Date</b>	August 2020
<b>Expected Revision Date</b>	+2 Years

## 4.2 Staff Development Policy

### 4.2.1 Policy Statement

Elevation Training provides a supportive environment for all staff that promotes and facilitates growth and development, in turn enhancing both the staff and the learner experience.

Staff and sub-contractors are required to complete a minimum of 2 days upskilling per year, provided by Elevation Training. Upskilling days provide staff with an opportunity to develop skills in teaching and assessment, technology, and innovations. Any information collected and discussed at these upskilling days contribute towards the Annual Programme Review.

Staff are also provided industry updates relevant to their programmes and learners.

An annual training needs analysis is carried out by the Head of Training & Quality and Programme & Compliance Manager to establish a development plan for the year ahead. Consideration is also given to tutor self-evaluations in developing this plan.

The Head of Training & Quality periodically reviews tutor and staff performance. Identifying areas of good tutor practice and communicating these to other staff is an important element in the process of providing a quality service to learners. Similarly, areas of poor tutor practice lead to a tutor beginning a performance improvement plan, as per the Monitoring Tutor Performance Procedure ([ETPR 4.4](#)).

Staff of Elevation Training are members of the [Irish Institute of Training and Development](#). Sub-contractors are responsible for their own professional body membership.

### 4.2.2 Scope

This policy applies to all staff employed by, and sub-contracted to, Elevation Training.

### 4.2.3 Who is responsible for implementing this policy?

The Head of Training and Quality is responsible for implementing this policy.

<b>Working Documents</b>
Staff Development Procedure ( <a href="#">ETPR 4.3</a> )
Monitoring Tutor Performance Procedure ( <a href="#">ETPR 4.4</a> )
Tutor Upskilling Day Agenda (Internal document)
Training Needs Analysis (Internal document)
Performance Improvement Plan (Internal document)

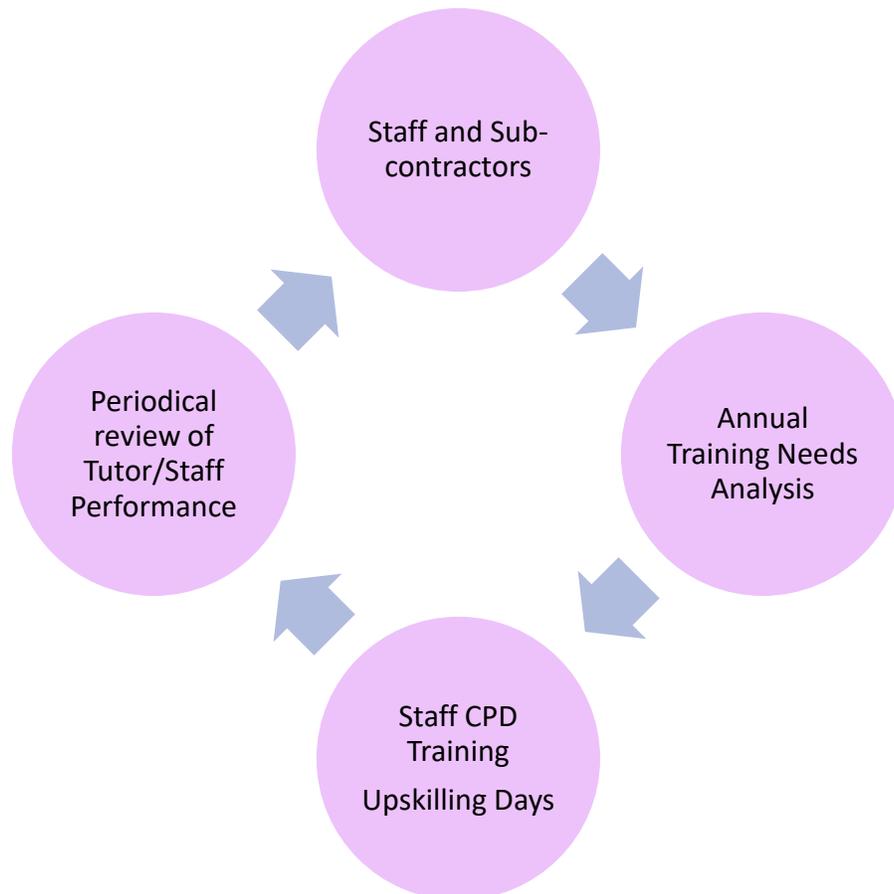


Figure 4.1 Elevation Training *Staff Development Cycle*

## Staff Recruitment, Management and Development Procedures

- ETPR 4.1 Selection and Recruitment of staff
- ETPR 4.2 Staff Induction
- ETPR 4.3 Staff Development
- ETPR 4.4 Monitoring Tutor Performance

<b>Procedure</b>	<b>ETPR 4.1 Selection and Recruitment of Staff</b>
<b>Associated Policy</b>	Staff Recruitment and Management
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 4.3 Procedure: *Selection and Recruitment of Staff*

### 4.3.1 Scope of the Procedure

This procedure applies to staff and associate tutors.

### 4.3.2 Responsibility

The Head of Training and Quality is responsible for implementing this procedure.

### 4.3.3 Procedure

- Staff vacancies are advertised through the Elevation Training website and various recruitment websites.
- Applications for vacancies are reviewed by the Head of Training and Quality and the Programme and Compliance Manager, who create a shortlist of applicants.
- Associate tutor appointments are made after one interview round. Candidates for full time staff vacancies are subject to a minimum of two interview rounds.
- The Head of Training and Quality and the Programme and Compliance Manager conduct both associate tutor interviews and first-round interviews for full time staff vacancies.
- Applicants for full time staff vacancies who are successful in the first interview round, are interviewed by the Head of Training and Quality and a HR consultant from the external HR company.
- Successful applicants are selected based on their suitability in relation to the published selection criteria combined with their experience and their interview performance.
- Staff positions are offered subject to satisfactory screening e.g. garda vetting and reference checks.

- Offer letters are issued to successful applicants via email, by the Head of Training and Quality. Applicants are afforded a week to accept or reject the offer.
- New staff members enter into a probationary period of 6 months on commencement of employment, beginning with an onboarding programme. (See Staff Induction Procedure ([ETPR 4.2](#)))
- At the end of the probationary period, the Head of Training and Quality discusses with the new employee any areas for development and identify areas of good practice.
- Where there are major non-conformities the Head of Training and Quality may opt to end the employment at any point during the probationary period, with the approval of the Managing Director.

#### 4.3.4 Supporting Documents

Staff Induction Procedure ( <a href="#">ETPR 4.2</a> )
Interview Pack (Internal document)
Reference Check (Internal document)
Offer Letter (Internal document)

#### 4.3.5 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

<b>Procedure</b>	<b>ETPR 4.2 Staff Induction</b>
<b>Associated Policy</b>	Staff Development
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 4.4 Procedure: *Staff Induction*

### 4.4.1 Scope of the Procedure

This procedure applies to all staff vacancies.

### 4.4.2 Responsibility

The Head of Training and Quality is responsible for implementing this procedure.

### 4.4.3 Definition

#### ➤ Onboarding

The process of integrating a new staff member into the processes and practices of the company and familiarising them with the programmes and services offered.

### 4.4.4 Procedure

- All new staff (internal and associate) complete an onboarding programme for their role, to ensure consistency of course delivery, development, assessment, and record keeping in line with QA policies and procedures. They are also issued with the relevant handbook for their role.
- The Head of Training and Quality takes each new staff member through this onboarding programme through a combination of in-person and online training using the current virtual learning environment (VLE).
- New staff are introduced to the various administrative and tutoring roles within the company and given an understanding of each, to allow them to understand their own role in relation to the overall running of the company.
- New tutors shadow experienced tutors and deliver their first programme under supervision of an experienced tutor.

- All new staff are taken through relevant programme paperwork on commencement of employment and go through a cycle of shadowing and supervision for the completion of paperwork before doing this independently.
- The Head of Training and Quality discusses progress with all new staff after their first month of work and decide if there is a need for further training.
- If there is no need for further training at that time, the next formal day of training for this new staff member is the next scheduled upskilling day.
- If there is a need for further training, the Head of Training and Quality arranges one-to-one training sessions with the new staff member until both parties are satisfied.

#### 4.4.5 Supporting Documents

Staff Induction ([ETPR 4.2](#))

#### 4.4.6 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

<b>Procedure</b>	<b>ETPR 4.3 Staff Development</b>
<b>Associated Policy</b>	Staff Development
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 4.5 Procedure: *Staff Development*

### 4.5.1 Scope of the Procedure

This procedure applies to all staff vacancies.

### 4.5.2 Responsibility

The Head of Training and Quality is responsible for implementing this procedure.

### 4.5.3 Definition

#### ➤ Training Needs Analysis

The process of identifying the current knowledge and skills of staff in comparison to the required level of skills and knowledge to understand the areas within which training is required.

#### ➤ Upskilling

The process of enabling an employee to learn new skills or further develop their current competences.

#### ➤ Continuing Professional Development (CPD)

Training completed to maintain a professional qualification and extend professional competence. Certain professions require those working under the registration of that field to complete a minimum amount of CPD training per year.

### 4.5.4 Procedure

- An annual training needs analysis is carried out by the Head of Training and Quality and the Programme and Compliance Manager, which determines areas for improvement for the coming year.

- Should a new item arise during the year on which staff require development or upskilling, a decision is made by the Head of Training and Quality as to how this is managed and incorporated into the development plan for the year.
- Staff must complete a minimum of two days of upskilling and retraining each year, as prepared by the Programme and Compliance Manager, focussing on updates and improvements which are relevant to their role.
- Staff have an opportunity to influence the agenda for the upskilling days through self-evaluation forms they must submit in advance of the day. The Programme and Compliance Manager utilises this information to develop and source relevant content.
- Where appropriate, the upskilling days provide staff with an opportunity to develop new skills related to teaching and assessment practices, new technology and innovations.
- Each upskilling day includes a section on industry updates from a company director working in the field of health and community care.
- The Training and Learning Coordinator circulates to all staff the upskilling day agenda in advance, and the resulting minutes thereafter.
- The Programme and Compliance Manager conducts an evaluation of the upskilling days. This feedback is considered when planning the next upskilling day.
- Staff who are employed or sub-contracted based on their status of registration e.g. Registered General Nurse, are required to complete official CPD training each year and submit evidence to the Head of Training and Quality. Elevation Training supports in sourcing these courses where necessary.
- Staff delivering manual handling/people moving training must ensure their qualification remains in date. Refresher courses are to be attended every five years.
- Staff directly employed by Elevation Training are members of the Irish Institute of Training & Development, providing information on industry change and developments.

- Sub-contracted tutors are responsible for their own professional body membership and for keeping informed of industry and awarding body developments.

### 4.5.3 Supporting Documents

Self-evaluation Form (Internal document)
Upskilling Day Evaluation form (Internal document)
Training Needs Analysis (Internal document)
Upskilling Day Agenda (Internal document)

### 4.5.4 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

<b>Procedure</b>	<b>ETPR 4.4 Monitoring Tutor Performance</b>
<b>Associated Policy</b>	Staff Development
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 4.6 Procedure: Monitoring Tutor Performance

### 4.6.1 Scope of the Procedure

This procedure applies to all staff vacancies.

### 4.6.2 Responsibility

The Head of Training and Quality is responsible for implementing this procedure.

### 4.6.3 Procedure

- An annual training needs analysis is carried out by the Head of Training and Quality and the Programme and Compliance Manager, which determines areas for improvement for the coming year.
- Should a new item arise during the year on which staff require development or upskilling, a decision is made by the Head of Training and Quality as to how this is managed and incorporated into the development plan for the year.
- Staff must complete a minimum of two days of upskilling and retraining each year, as prepared by the Programme and Compliance Manager, focussing on updates and improvements which are relevant to their role.
- Staff have an opportunity to influence the agenda for the upskilling days through self-evaluation forms they must submit in advance of the day. The Programme and Compliance Manager utilises this information to develop and source relevant content.
- Where appropriate, the upskilling days provide staff with an opportunity to develop new skills related to teaching and assessment practices, new technology and innovations.

- Each upskilling day includes a section on industry updates from a company director working in the field of health and community care.
- The Training and Learning Coordinator circulates to all staff the upskilling day agenda in advance, and the resulting minutes thereafter.
- The Programme and Compliance Manager conducts an evaluation of the upskilling days. This feedback is considered when planning the next upskilling day.
- Staff who are employed or sub-contracted based on their status of registration e.g. Registered General Nurse, are required to complete official CPD training each year and submit evidence to the Head of Training and Quality. Elevation Training supports in sourcing these courses where necessary.
- Staff delivering manual handling/people moving training must ensure their qualification remains in date. Refresher courses are to be attended every five years.
- Staff directly employed by Elevation Training are members of the Irish Institute of Training & Development, providing information on industry change and developments.
- Sub-contracted tutors are responsible for their own professional body membership and for keeping informed of industry and awarding body developments.

#### 4.6.4 Supporting Documents

Self-evaluation Form (Internal document)
Upskilling Day Evaluation form (Internal document)
Training Needs Analysis (Internal document)
Upskilling Day Agenda (Internal document)

#### 4.6.5 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

## 5. Teaching & Learning

The primary goal of Elevation Training is to provide a quality learning experience; one that encourages learners to continue to progress and improve their knowledge and skills.

The environment in which they learn plays a crucial part in creating this. Elevation Training monitors and acts upon programme evaluation information in an effort that continually improves the learner experience.

<b>Policy Name</b>	Teaching & Learning Policy
<b>Policy Code</b>	ETP 5.1
<b>Policy Author</b>	Head of Training & Quality
<b>Revision Number</b>	3
<b>Draft Date</b>	August 2020
<b>Expected Revision Date</b>	+2 Years

## 5.1 Teaching & Learning Policy

### 5.1.1 Policy Statement

Effective teaching and learning occur by encouraging and nurturing learners in a supportive environment. This is reflected in the teaching and learning strategy of Elevation Training and the physical environments within which learners are taught.

Elevation Training commits to;

- providing a positive and enjoyable learning experience for all learners
- encouraging learners to be independent and to take personal responsibility for their learning.
- a process of continuous improvement is applied to the quality teaching and learning experiences provided to all learners.

Industry standards, best practice guidelines and tutor and learner feedback inform amendments and identify personal and professional development opportunities for staff.

The Elevation Training teaching and learning strategy encourages links between the theoretical and practical elements of healthcare. Teaching and learning methods offer learners the opportunity to engage with the industry while progressing towards a nationally recognised qualification.

Elevation Training tutors strive to motivate and engage all learners, in the belief that every learner is capable of achieving success. Tutors employ a range of whole class, group, and individual tasks to give learners every opportunity to understand and apply their knowledge. Where necessary, reasonable accommodations are provided to assist learners.

If a learner is dissatisfied with any element of the service delivery, they have a right make a complaint as outlined in the [complaints policy \(ETP7.02\)](#) .

### 5.1.2 Scope

This policy applies to all teaching and learning activities.

### 5.1.3 Who is responsible

The Head of Training and Quality is responsible for implementing this policy.

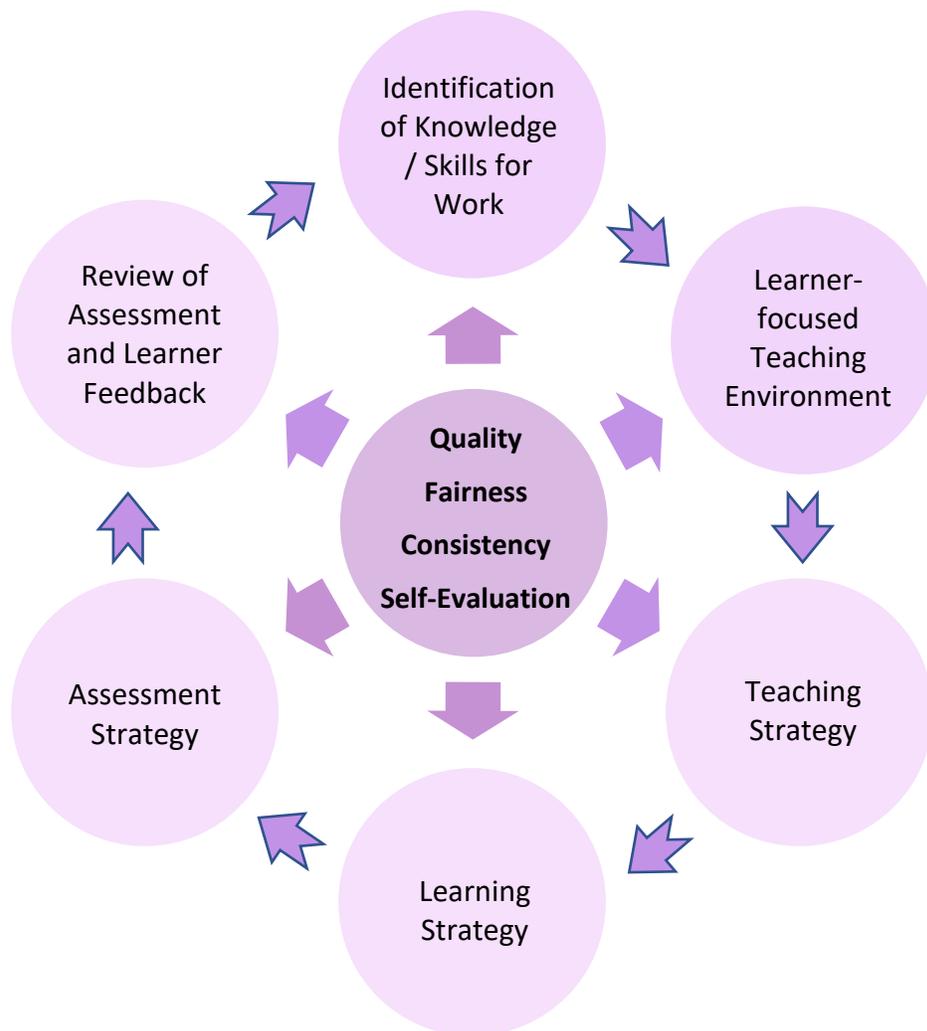


Figure 5.1 Elevation Training *Teaching & Learning Strategy*

Figure 5.1 elaborates on the strategy employed by Elevation Training in respect to teaching and learning. Whereas at its core, quality, fairness, consistency and self-evaluation are prioritised, the strategy utilises a cyclic approach to bridge identified skills gaps in a learner environment where teaching and assessment approaches are appropriately applied.

The core aspects of the teaching and learning strategy incorporate:

- **Quality programmes** where high quality programmes that allow learners to practically apply their new knowledge in simulated and real-life situations are delivered
- **Accessible support**, where a fair, open learning environment is accessible to all learners, where questions and discussion is promoted and where learners can practice skills to become competent
- **Consistency in programme delivery** by an experienced and skilled panel of tutors who can evaluate and assess learner progress and provide constructive feedback
- **A continual evaluation and improvement cycle** where programmes are evaluated, advanced, enhanced and developed in the assurance of a skilled workforce.

<b>Working Documents</b>
Quality Policy ( <a href="#">ETP 1.01</a> )
Equality & Diversity Policy ( <a href="#">ETP 3.06</a> )
Reasonable Accommodations Procedure ( <a href="#">ETPR 6.03</a> )
Approval and Monitoring of Training Venues Procedure ( <a href="#">ETPR 5.1</a> )
Provision of Feedback to Learners Procedure ( <a href="#">ETPR 5.2</a> )

## Teaching & Learning Procedures

- ETPR 5.1 Approval and Monitoring of Training Venues and Infrastructure
- ETPR 5.2 Provision of Feedback to Learners

<b>Procedure</b>	<b>ETPR 5.1 Approval and Monitoring of Training Venues and Infrastructure</b>
<b>Associated Policy</b>	Teaching & Learning
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## ***5.2 Procedure: Approval and Monitoring of Training Venues and Infrastructure***

### **5.2.1 Scope of the Procedure**

This procedure applies to staff and associate tutors.

### **5.2.2 Responsibility**

The Head of Training and Quality is responsible for implementing this procedure.

### **5.2.3 Procedure**

#### **Physical Training Venues**

- The Head of Training and Quality and the Programme and Compliance Manager assess and approve each venue before it is first used, using the Training Venue Checklist, ensuring its suitability and effectiveness, for learners to achieve the desired learning outcomes and that it is covered by Elevation Training insurance.
- Staff ensure that all equipment and facilities are available at each venue for learners to become competent in skills and demonstrate their knowledge.
- The Training and Learning Coordinator manages the booking and scheduling of all venues used.
- Training and Learning Coordinator arranges the servicing of all equipment by an external engineering company, every 6 months.
- Using the Training Venue Review form, training venues are monitored annually, by the Head of Training and Quality and/or the Programme and Compliance Manager, to ensure they are in line with equality and health and safety standards.

- Tutors and learners are asked to report safety defects or concerns to the Training and Learning Coordinator.
- Tutors can request changes or updates to venues or equipment that they believe would be beneficial for learning by contacting the Head of Training and Quality.
- Where a learner requests an adaptation to be made to facilitate their needs, the Reasonable Accommodations Procedure ([ETPR6.4](#)) is used.

### Infrastructure

- The Head of Training and Quality, in consultation with the technological expert, assess and approve training infrastructure before entering any contract. This assessment includes a pilot run.
- The infrastructures Elevation Training choose are fit-for-purpose in managing:
  - unlimited capacity
  - unique learner/staff identifiers
  - tracking of attendance
  - progression
  - activity and grades
  - secure provision of individualised feedback
  - the implementation of periodic formative assessment
- Upgrades to infrastructure and systems are carefully planned and monitored before and during implementation.

### 5.2.4 Supporting Documents

Training Venue Checklist (Internal document)
Training Venue Review Form (Internal document)

### 5.2.5 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

<b>Procedure</b>	<b>ETPR 5.2 Provision of Feedback to Learners</b>
<b>Associated Policy</b>	Teaching & Learning
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 5.3 Procedure: *Provision of Feedback to Learners*

### 5.3.1 Scope of the Procedure

This procedure applies to staff and associate tutors.

### 5.3.2 Responsibility

The Head of Training and Quality is responsible for implementing this procedure.

### 5.3.3 Procedure

- Throughout their programme of study, learners receive constructive formative feedback on draft assignments presented to the tutor.
- Tutors provide learners with individualised feedback on informal classroom assessment activities.
- Tutors ensure feedback is given in a timely manner so as not to disadvantage the learner in assessment.
- Learners completing a Work Experience placement receive feedback on this from their placement supervisor.
- If a learner needs to communicate with an associate tutor outside of classroom time, this is facilitated by the Training and Learning Coordinator.
- Tutor feedback on QQI-related summative assessment is included on final marking sheets and is made available to learners should they request to view their scripts after issue of approved results.

### 5.3.4 Supporting Documents

Learner Feedback Form (Internal document)
Final Marking Sheet (Internal document)

### 5.3.5 Document History

<b>Version Number</b>	<b>Version Date</b>	<b>Description of Change</b>	<b>Author Title</b>
V1	08/2020	Initial Release	Head of Training & Quality

## 6. Fair and Consistent Assessment of Learners

The Elevation Training processes for the assessment of learners are designed to be fair and consistent. They offer learners an opportunity to demonstrate their learning and achievement of the stated learning outcomes for each programme.

Learner and tutor feedback is considered when reviewing assessment processes and results. This feedback is employed to ensure that offerings provide adequately for learners and that a quality enhancement assurance is inherent in the associated processes.

<b>Policy Name</b>	Fair & Consistent Assessment of Learners Policy
<b>Policy Code</b>	ETP 6
<b>Policy Author</b>	Head of Training & Quality
<b>Revision Number</b>	3
<b>Draft Date</b>	August 2020
<b>Expected Revision Date</b>	+2 Years

## 6.1 Fair & Consistent Assessment of Learners Policy

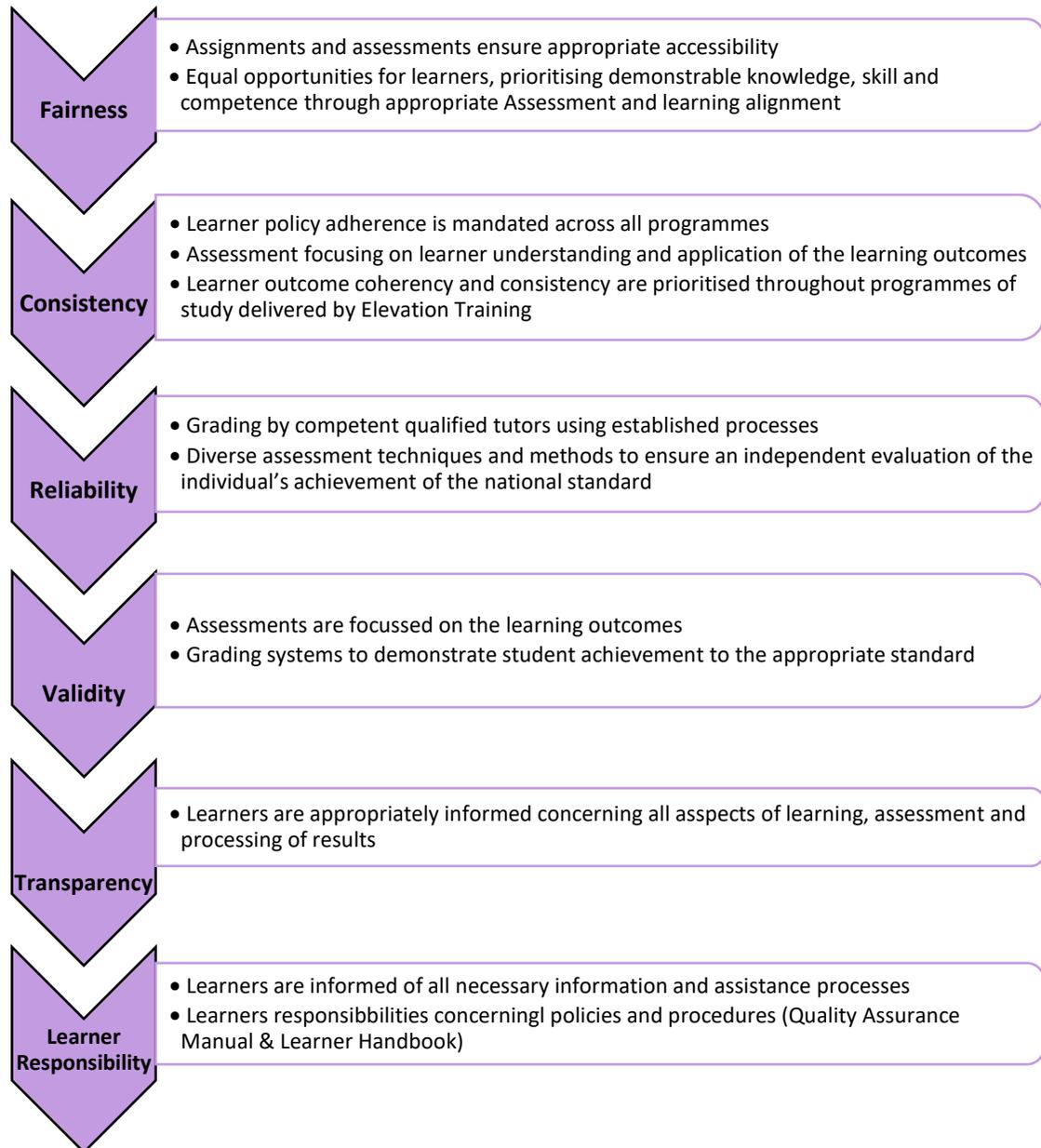
### 6.1.1 Policy Statement

Elevation Training is committed to ensuring that assessment is fair, transparent, consistent, valid, reliable and in line with QQI requirements as the awarding body. Assessment of learners is designed so that a fair judgement can be made on learners' achievements concerning the relevant national standards (knowledge, skill, and competence) and the requirements of the award(s) involved.

Elevation Training ensure to:

- apply a systematic approach to assessment, to make sure learners have sufficient opportunity throughout their programme to reach the specific learning outcomes in each assessment.
- design assessment instruments that meet the needs of the programme content and the Elevation Training learner profile.
- embrace diversity and provide reasonable accommodations for learners who have specific needs.
- implement detailed internal verification, external authentication and results approval processes and facilitate learners who wish to appeal assessment outcomes.

## 6.1.2 Principles of Assessment



## 6.1.3 Scope

This policy applies to assessment of programmes leading to awards on the NFQ and to learners, tutors and staff involved in assessment.

### 6.1.4 Who is responsible

The Programme & Compliance Manager is responsible for the implementation of this policy.

Elevation Training's procedures are guided by QQI requirements which are set out in the QQI document [Quality Assuring Assessment - Guidelines for Providers, Revised 2013](#) and updated as required, if and when these guidelines are revised.

<b>Working Documents</b>
Learner Handbook
Internal Verification Procedure ( <a href="#">ETPR 6.01</a> )
External Authentication Procedure ( <a href="#">ETPR 6.02</a> )
Reasonable Accommodations Procedure ( <a href="#">ETPR 6.03</a> )
Assignment Submission Procedure ( <a href="#">ETPR 6.04</a> )
Dealing with Academic Misconduct Procedure ( <a href="#">ETPR 6.05</a> )
Examination Invigilation Procedure ( <a href="#">ETPR 6.06</a> )
Assessment Review and Appeals Procedure ( <a href="#">ETPR 6.07</a> )
<a href="#">Learner Appeals Form</a>
<a href="#">Reasonable Accommodations Form</a>
<a href="#">Personal Circumstances &amp; Deferral Form</a>
Academic Misconduct – Initial Report (Internal document)
Data Protection Policy ( <a href="#">ETP 8.2</a> )

## Fair and Consistent Assessment of Learners Procedures

- ETPR 6.01 Internal Verification
- ETPR 6.02 External Authentication
- ETPR 6.03 Reasonable Accommodation
- ETPR 6.04 Assignment Submission
- ETPR 6.05 Dealing with Academic Misconduct
- ETPR 6.06 Examination invigilation
- ETPR 6.07 Assessment Review and Appeals
- ETPR 6.08 Ensuring Consistency of Marking and Grading
- ETPR 6.09 Issuing Results and Award Certificates to Learners
- ETPR 6.10 Consideration of Personal Circumstances
- ETPR 6.11 Results Approval
- ETPR 6.12 Securing Assessment Materials and Related Processes
- ETPR 6.13 Tutor Submission of Assessment Portfolios
- ETPR 6.14 Assessment Planning

<b>Procedure</b>	<b>ETPR 6.01 Internal Verification</b>
<b>Associated Policy</b>	Fair and Consistent Assessment of Learners
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 6.2 Procedure: *Internal Verification*

### 6.2.1 Scope of the Procedure

This procedure applies to assessment of all accredited programmes conducted within Elevation Training. The Internal Verification is conducted following guidelines set out in the *QQI Quality Assuring Assessment – Guidelines for Providers (version 2)* document. The full procedure is available [here](#).

### 6.2.2 Responsibility

The Training & Learning Coordinator is responsible for implementing this procedure.

### 6.2.3 Definitions

#### ➤ Internal verification

Internal verification is the monitoring process of assessment processes and procedures relating to planning, managing and delivery of assessment.

#### ➤ Sampling

The method of selecting a number of portfolios to represent a learner group in the certification process.

### 6.2.4 Procedure

- The Training and Learning Coordinator (TLC) undertakes internal verification in Elevation Training following the guidelines set out in the [Quality Assuring Assessment. Guidelines for Providers. Version 2 -Revised 2018 \(FETAC/QQI\)](#)
- At the beginning of the year, the Training and Learning Coordinator sets out a certification plan, setting out dates for internal verification, external authentication, and results approval panel meetings.

- The Training and Learning Coordinator verifies assessment evidence using Elevation Training's documented sampling strategy. The Training and Learning Coordinator checks for errors or sampling anomalies such as:
  - missing or inappropriate evidence
  - missing or inappropriate assessment briefs
  - data omission, transcription / calculation errors
  - Inaccurate data entry – award codes, name spelling, results etc.
  - provisional outcomes for learners
- If the Training and Learning Coordinator identifies errors or anomalies, he/she contacts the tutors or rechecks assessments and/or evidence for mislaid items, reviewing attendance registers and submission logs to ensure evidence was received, etc.
- The Training and Learning Coordinator rectifies minor errors and informs the relevant tutor of amendments made, for future reference.
- If the number of significant errors exceed 10% of the sampled portfolios, the Training and Learning Coordinator returns the assessment portfolios to the tutor with details of what corrective action is required.
- 100% of assessment evidence submitted by the relevant tutor for this certification is then internally verified.
- The tutor returns the corrected assessment portfolios to the Training and Learning Coordinator who double checks that the tutor has taken the corrective action.
- The Training and Learning Coordinator maintains a record of corrective action taken. If three consecutive submissions from a tutor require corrective action, the Training and Learning Coordinator invites the tutor to a meeting that involved the Programme and Compliance Manager to discuss the concerns and agree a course of action.
- The Training and Learning Coordinator drafts the Internal Verification report, which confirms the outcome of the IV process. It captures evidence that the internal

verification process has taken place, acknowledges strengths and identifies any gaps and areas for improvement.

- The Training and Learning Coordinator issues this to the external authenticator in advance of their visit and makes a hard copy available to them during their onsite visit.
- The Training and Learning Coordinator is a member of the Results Approval Panel ex-officio and attends RAP meetings to present the Internal Verification report and discuss issues highlighted in the Report, particularly issues which may need to be addressed with corrective action.
- The Internal Verification report is signed and dated by the Training and Learning Coordinator, the External Authenticator and the Head of Training and Quality. The IV Report is stored securely in hard copy and electronically, maintained indefinitely and is made available for monitoring purposes as needed.

#### Significant Errors:

- Marks not entered onto QQI Marking Sheets
- Incorrect summation of marks
- Incorrect grade noted on QQI Results Summary Sheet
- Internal Marking sheets not included with assessment material
- Learner's assessment material not included with submitted paperwork

#### Minor Errors:

- Learner Name or PPSN not entered on the relevant paperwork
- Tutor Signature and dates not entered on the relevant paperwork
- Centre details not entered on the relevant paperwork

### 6.2.5 Supporting Documents

- The QQI document (*QQI Quality Assuring Assessment – Guidelines for Providers (version 2)*) provides the following information (available [here](#))
- Internal Verification Report (Internal document)

- Sampling strategy
- Individual Learner marking sheet (Internal document)
- Results Summary Sheet (Internal document)
- Assessment Portfolio Checklist
- Training and Learning Coordinator Role Description (available [here](#))

### 6.2.6 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

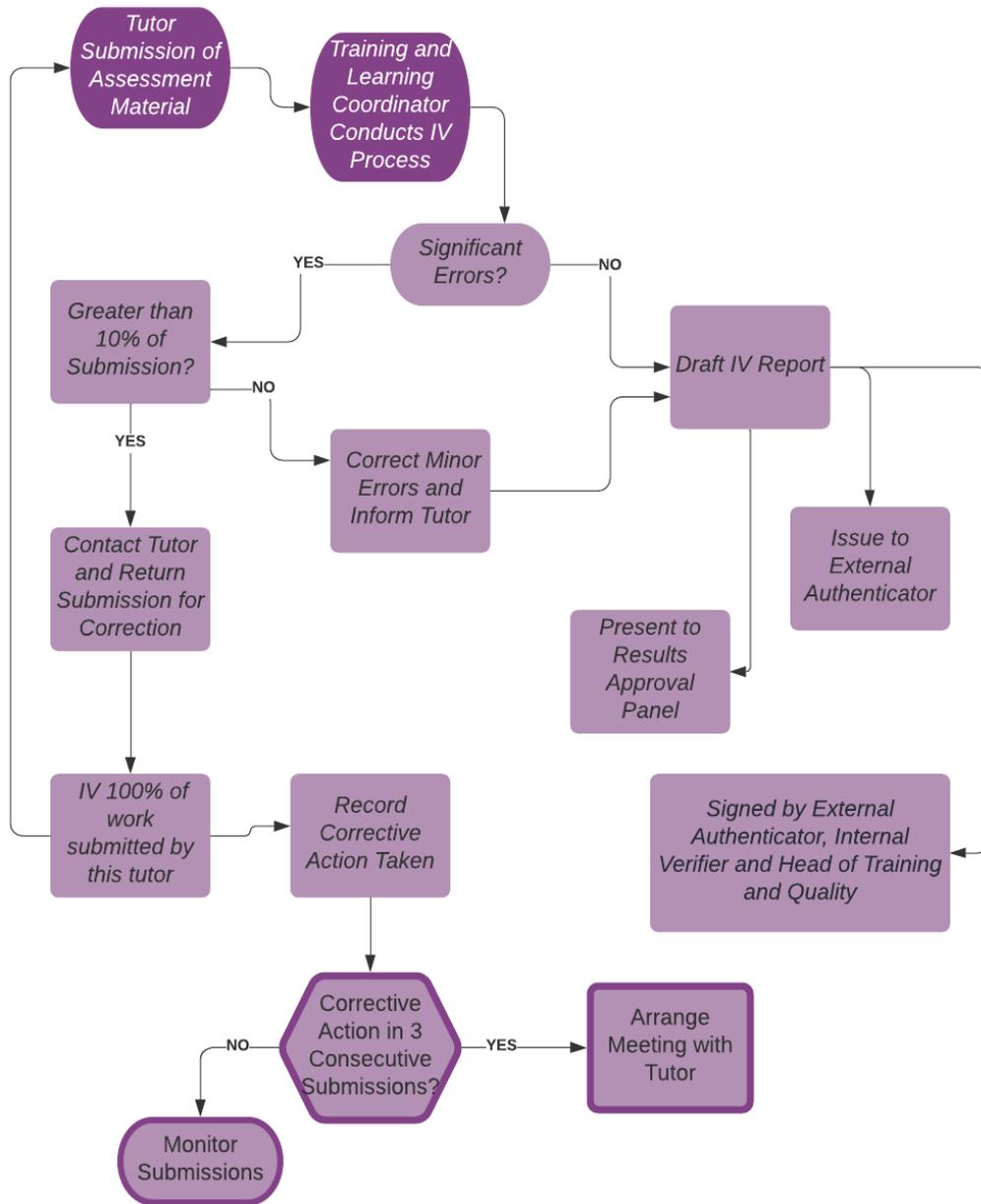


Figure 6.1 Internal Verification Procedure (ETPR 6.01)

<b>Procedure</b>	<b>ETPR 6.02 External Authentication</b>
<b>Associated Policy</b>	Fair and Consistent Assessment of Learners
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 6.3 Procedure: *External Authentication*

### 6.3.1 Scope of the Procedure

This procedure applies to all assessment results put through for certification by QQI/an awarding body. The full procedure is available within the *QQI Quality Assuring Assessment – Guidelines for Providers (version 2)*, which is available [here](#).

### 6.3.2 Responsibility

The role of the external authenticator is to independently and authoritatively confirm that the learner evidence presented has been fairly and consistently assessed, that the assessment process is fair, consistent and appropriate and that the results are in accordance with the national standards required for the award.

The Head of Training and Quality is responsible for contracting a suitably qualified external authenticator who meets the Elevation Training stated selection criteria.

### 6.3.3 Definitions

#### ➤ External authentication

External Authentication is the independent authoritative confirmation of fair and consistent assessment of learners in accordance with national standards (QQI)

### 6.3.4 External Authenticator - Selection Criteria

The External Authenticator must:

- *have subject matter expertise in the area of healthcare*
- *have the required knowledge and expertise to confirm quality assurance policies and procedures in relation to awards and assessment are being implemented*
- *have experience of carrying out assessment or work in the healthcare field*
- *be available to us at appropriate times*
- *be independent of Elevation Training and any of its clients*

- *carry out their role with integrity and professionalism*

### 6.3.5 Procedure

- The Head of Training and Quality maintains evidence of selection criteria associated with the appointment of the External Authenticator and maintains a panel of External Authenticators.
- The services of the same authenticator are not contracted for more than three successive certification periods.
- The Training and Learning Coordinator issues a Contract and Guidelines to the External Authenticator setting out terms, conditions and expectations. This document must be signed by the External Authenticator before they undertake their first authentication for Elevation Training.
- The Training and Learning Coordinator (who is the internal verifier for Elevation Training) plans for the external authentication and liaises with the External Authenticator before, during and after the visit.
- The Training and Learning Coordinator ensures that the internal verification process is complete and signed off, and that all required material is gathered prior to the External Authentication and follows up with learners regarding material not submitted.
- The Training and Learning Coordinator organises assessment portfolios into lever arch files in alphabetical order by surname.
- The Training and Learning Coordinator ensures video evidence is saved and is easily accessible to the External Authenticator on external hard drives and that all evidence is labelled by learner surname and the initial of their first name e.g. Mooney, L.
- The Training and Learning Coordinator sends the Internal Verification report to the External Authenticator in advance of authentication.
- Lever Arch files are arranged by component in the room designated for the external authentication, with the relevant assessment briefs included.

- External Authentication is carried out in line with Elevation Training's sampling strategy.
- The Training and Learning Coordinator supplies a copy of this sampling strategy to the External Authenticator.
- The External Authenticator moderate's assessment results by sampling learner evidence based on this sampling strategy
- The Training and Learning Coordinator liaises with tutors regarding their availability should the External Authenticator need to contact them during authentication.
- The External Authenticator completes an external authentication report after reviewing the portfolios presented and issues this to the Head of Training and Quality and the Training and Learning Coordinator.
- In addition to moderating assessment results, we ask the External Authenticator to;
  - record any observations/concerns in relation to the quality and consistency of marking and grading in their report.
  - review the Record of Assisted Learners
- The Training and Learning Coordinator invites the External Authenticator to attend the Results Approval Panel meeting (to present a verbal report if the final report is not available), to comment on the outcomes of results moderation against national standards and to help identify strength, gaps and areas for improvement.
- The External Authenticator completes, signs, dates and submits the External Authentication report, to the Training and Learning Coordinator by the agreed date.
- External Authentication reports are signed and dated by both the External Authenticator and the Head of Training and Quality. These reports are stored securely in hard copy and electronically, maintained indefinitely and made available for monitoring purposes as required.

### 6.3.6 Supporting Documents

The QQI document (*QQI Quality Assuring Assessment – Guidelines for Providers (version 2)*) provides the following information (available [here](#))

- External Authentication Report (Internal document)
- External Authenticator Contract and Guidelines

### 6.3.7 Document History

<b>Version Number</b>	<b>Version Date</b>	<b>Description of Change</b>	<b>Author Title</b>
V1	08/2020	Initial Release	Head of Training & Quality

<b>Procedure</b>	<b>ETPR 6.03 Reasonable Accommodation</b>
<b>Associated Policy</b>	Fair and Consistent Assessment of Learners
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 6.4 Procedure: Reasonable Accommodation

### 6.4.1 Scope of the Procedure

This procedure applies to provisions made for learners experiencing a disability, to allow them equal opportunity in assessment. The Equal Status Acts, 2000 to 2004, require education and training establishments to provide reasonable accommodation to meet the needs of a service user (i.e., learner) who has a disability.

### 6.4.2 Responsibility

The Programme and Compliance Manager is responsible for implementing this procedure.

### 6.4.3 Definitions

#### ➤ Reasonable Accommodation

In the context of assessment, reasonable accommodation is the term for the adaptation of assessment as necessary to cater for the needs of learners whose personal situation means that the assessment would otherwise be unfair e.g. learners with a disability, and/or other learners covered by equality legislation. ([QQI](#))

### 6.4.4 Procedure

- The responsibility lies with the learner to make their needs known to the staff of Elevation Training personally or when completing the registration form, but no later than the second day of training.
- The centre cannot facilitate learners who seek a reasonable accommodation after an assessment has taken place.
- The tutor may facilitate learners seeking a reasonable accommodation by allowing a learner to complete an assessment in an alternative format.
- Alternative arrangements that are put in place for a learner do not advantage this learner or place other learners at a disadvantage.

- All learners have an opportunity to complete the assessment in a manner that suits them.
- Elevation Training recognises that in certain circumstances an assignment may be presented in a format that is more difficult for certain learners to complete e.g. a written exam.
- In such cases the learner makes a formal request in writing using the [Reasonable Accommodation Form](#).
- This form is reviewed by the Programme and Compliance Manager. An alternative assessment is suggested and/or supports for the learner applied if necessary.
- The Programme and Compliance Manager may implement any of the following assessment procedures as an alternative:
  - oral or audio evidence
  - modified presentation of assignment briefs/examination papers e.g. enlargements
  - scribes/readers
  - sign language interpreters
  - rest periods
  - adaptive equipment/software
  - the use of assistive technology
  - extra time.
- Learner's assignments may be transcribed by a designated person assigned by Elevation Training. This must be stated, in writing, at the start of each assignment and the designated person performing the transcription must complete and sign a *Transcription Declaration Form*.
- Accommodations are implemented in a fair and impartial manner, assuring the privacy of the learner and such that advantage or disadvantage is afforded to the learner involved. Accommodations are only provided wherein so doing, the integrity of the award is not compromised.

### 6.4.5 Supporting Documents

<a href="#">Reasonable Accommodation Form</a>
Transcription Declaration Form (Internal document)

### 6.4.6 Document History

<b>Version Number</b>	<b>Version Date</b>	<b>Description of Change</b>	<b>Author Title</b>
V1	08/2020	Initial Release	Head of Training & Quality

<b>Procedure</b>	<b>ETPR 6.04 Assignment Submission</b>
<b>Associated Policy</b>	Fair and Consistent Assessment of Learners
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 6.5 Procedure: Assignment Submission

### 6.5.1 Scope of the Procedure

This procedure applies to assessment materials being submitted for QQI certification. This is in line with [QQI Key Dates](#) confirmed by QQI.

### 6.5.2 Responsibility

- Learners are responsible for submitting their assignments on time and in compliance with the submission criteria specified in the assignment.
- The Programme and Compliance Manager is responsible for making decisions in relation to extension, deferrals and the application of penalties.

### 6.5.3 Procedure

- All assignments are submitted in hard copy, in person to the tutor on the submission date specified by the tutor.
- Where a learner presents mitigating circumstances precluding the learner from submitting an assessment on time, the Programme and Compliance Manager may facilitate said learner with an opportunity to submit on a different date. This is dealt with on a case-by-case basis (see Assignment extension below).
- Learners are advised to retain a copy of assignments they submit.
- Learner Submission Forms must accompany all assignments being submitted with one form per assignment. Assignments are not accepted without this form.
- The tutor issues the learner with a receipt. It is the learner's responsibility to ensure the safe keeping of this receipt for their own records.
- A copy of this submission receipt is kept on file with the learner's portfolio of evidence.

### Assignment Extension

- Learners may request an extension to their assignment deadline by completing and submitting a [Personal Circumstances/Deferral Application Form](#) to the Programme and Compliance Manager. This form is available on the Elevation Training website.
- Application for an extension may be submitted up to the day prior to the submission deadline. Applications after this time are not accepted.
- Decisions to grant assignment extensions are made, by the Programme and Compliance Manager, on a case-by-case basis.
- Assignments submitted after the deadline, and without an approved extension are marked out of a maximum of 50%.

### Late Submission of Assignments

- If a learner fails to submit all assignments/demonstrations by the submission date/time, they may be afforded an opportunity to submit their work prior to the External Authentication. The above penalty for late submission without an approved extension is applied.
- The Training and Learning Coordinator contacts the learner immediately to advise of any outstanding work and to provide a deadline by which time late work may be submitted, if they wish to be put forward for the upcoming certification. A maximum of two attempts via phone and/or email to advise the learner of their outstanding work will be instigated.
- If a Learner is experiencing difficulties with their work, Elevation Training will provide appropriate assistance (cognisant of learner equity across the learner cohort) to support the completion of the work involved.
- A reasonable timeframe for submission of the outstanding work, depending on the quantity to be completed, is decided and communicated to the learner by the Programme and Compliance Manager.
- If a learner has more than one assignment due, they are provided individual submission deadlines for each assignment, ideally a week apart.

- If the learner cannot submit all outstanding work before the date of the upcoming certification, their work is removed from this certification batch and is held for the following certification.
- In a case where a learner cannot submit their work prior to the submission deadline agreed, it is the learner's responsibility to inform Elevation Training before the deadline elapses.
- If attempting to contact a learner where the learner cannot be contacted after two attempts, a "Confirmation of QQI Assignment Submission" email is sent to the learner stating that the work they have submitted thus far is put through for certification in the forthcoming External Authentication.
- In the case where a learner does not have an active email address, this information is sent by post.

#### Failure to Submit Assignments

- Where a learner fails to submit the required assignments, on the agreed due date, without prior approval from the staff of Elevation Training, results in the practical demonstration or exam previously completed being marked out of a maximum of 50%.

#### Return of Assessment Material to the Learner

- Written assessment material is not returned. Assessment material is securely stored by the Centre for a period of two certifications, after this time it is disposed of in an appropriate manner.
- Project work can be collected by the learner at an agreed date after the appeals period has elapsed, but the collection date must be agreed with the *Training and Learning Co-ordinator* in advance. Any project work not collected by the agreed date is disposed of in an appropriate manner.

### 6.5.4 Supporting Documents

Assignment Submission form
<a href="#">Personal Circumstances/Deferral Application form</a>
"Confirmation of QQI Assignment Submission" Email (Internal document)

### 6.5.5 Document History

<b>Version Number</b>	<b>Version Date</b>	<b>Description of Change</b>	<b>Author Title</b>
V1	08/2020	Initial Release	Head of Training & Quality

<b>Procedure</b>	<b>ETPR 6.05 Dealing with Academic Misconduct</b>
<b>Associated Policy</b>	Fair and Consistent Assessment of Learners
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 6.6 Procedure: *Dealing with Academic Misconduct*

The purpose of this procedure is to manage any form of academic misconduct, to include acts of plagiarism. This policy should be considered in conjunction with [ETPR 6.07](#) (Assessment Review and Appeals)

### 6.6.1 Scope of the Procedure

This procedure applies to all learners.

### 6.6.2 Responsibility

The Head of Training and Quality is responsible for ensuring the steps of this procedure are actioned.

### 6.6.3 Definitions

#### ➤ Misconduct

Academic misconduct is any action or attempted action that may result in creating an unfair academic advantage for the learner

#### ➤ Plagiarism

The “passing off of someone else’s work as the learner’s own with or without their permission. This may involve direct plagiarism of another learner’s work or getting another individual to complete the assessment activity”

#### Note on Plagiarism

- Learners may not engage in plagiarism. Learner work that is deemed to be plagiarised, will result in said work not being graded (and a zero percent return).
- If the learner has attempted to apply references to their work but has done so incorrectly, the appropriate marks will be awarded to the learner.
- Students are advised how plagiarism is avoided and how to appropriately reference work.

- Learners must attest to the fact that all work presented for assessment is their own original work. The learner will do this by signing the [learner submission form](#) accompanying each assignment.
- If a student submission is found to be plagiarised, the assignment will be awarded zero per cent and the overall marking sheet for that component will reflect that mark.
- Where plagiarism is suspected, the tutor must inform the Head of Training and Quality, who will initiate a malpractice investigation.

#### 6.6.4 Procedure

- Tutors must report incidents of suspected misconduct to the Head of Training and Quality immediately using the Academic Misconduct Initial Report form.
- The Head of Training and Quality reviews the information available and makes a decision on whether a formal investigation is warranted. If not, the matter does not go any further and there is no need to record the incident formally.
- The Head of Training and Quality communicates the decision to the relevant tutor and explains the reasons for the decision.
- If an investigation is warranted, the Head of Training and Quality conducts a formal investigation.
- The learner against whom the allegation is being made is informed by the Training and Learning Coordinator (in person, or by phone) of the allegation.
- The Head of Training and Quality considers the allegation and all relevant information and holds a disciplinary meeting(s) with the learner.
- If the Head of Training and Quality determines that Academic Misconduct has occurred, he/she decides on an appropriate penalty.
- The Head of Training and Quality sends a formal letter to the learner explaining the outcome of this process and any applicable penalty. This is completed within 5 working days of the disciplinary meeting.
- The learner is offered an opportunity to meet with the Head of Training and Quality to discuss the decisions made.

- Records are kept on file of any formal Academic Misconduct investigations in a Disciplinary Record and are included in the relevant Results Approval Panel meetings.

### 6.6.5 Supporting Documents

Academic Misconduct Initial Report (Internal document)
Academic Misconduct Disciplinary Record
Academic Misconduct Decision Letter (Internal document)
RAP Meeting Agenda (Internal document)
<a href="#">Learner Submission Form</a>

### 6.6.6 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

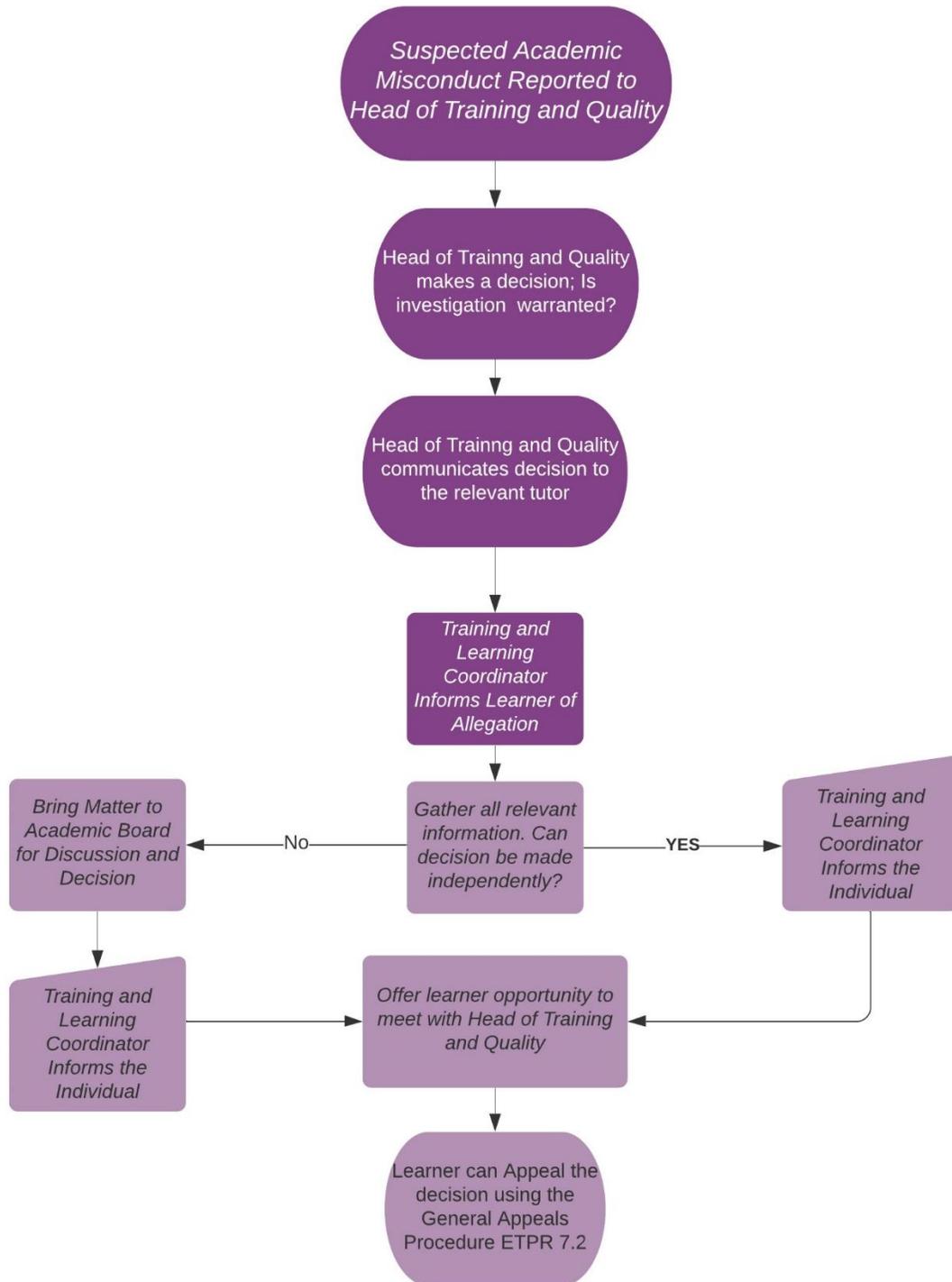


Figure 6.2 Dealing with Academic Misconduct Procedure (ETPR 6.05)

<b>Procedure</b>	<b>ETPR 6.06 Examination Invigilation</b>
<b>Associated Policy</b>	Fair and Consistent Assessment of Learners
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 6.7 Procedure: Examination Invigilation

### 6.7.1 Scope of the Procedure

This procedure applies to all examinations.

### 6.7.2 Responsibility

The Invigilator is responsible for implementing this procedure.

### 6.7.3 Definitions

#### ➤ Invigilator

A person, independent of the group to be examined, who is appointed to supervise the proper conduct of an assessment or examination.

#### ➤ Supervisor

A person who oversees examinations to ensure they are conducted in line with policies and procedures.

### 6.7.4 Procedure

- Appropriately competent and experienced invigilators are briefed by the Programme and Compliance Manager on the appropriate requirements for conducting examination supervision.
- Where invigilators may have a conflict of interest - for example they have taught the learners - they must not be the sole invigilator for that examination.
- The invigilator must be familiar with the Examination Regulations - Notice to Learners.
- Invigilators must give all of their attention to conducting the examination properly. They must observe the learners, remain vigilant to any potential indiscretions in the examination room, and be familiar with the specific instructions relating to the

qualifications being examined. Invigilators must not carry out any other task in the examination room.

- There must be a minimum of one invigilator for every 30 learners or fewer. When there is only one invigilator, he/she must be able to summon assistance easily, without leaving the examination room, in case of emergency, e.g. attending to a sick learner.
- Prior to the examination the invigilator prepares a seating plan, indicating the direction of each desk and the name of each learner. The Invigilator returns this with the Invigilators Report.
- The Training and Learning Coordinator retains signed records of the seating plan and invigilation arrangements for each examination for a period of two certifications.
- For learners who have been facilitated with reasonable accommodation, the examination is held in a separate room where readers, scribes, sign language interpreters or prompters are provided. An invigilator is also present.
- If a learner is being facilitated with reasonable accommodation and is not accommodated separately, the Invigilator must ensure that the other learners are not distracted.
- Before the examination begins, the Invigilator reads the Examination Regulations to all learners.
- The Invigilator distributes answer books to learners 5 minutes before the examination begins and instructs learners to complete their personal details.
- The Invigilator records the table numbers of each learner and completes the seating plan.
- The Invigilator asks a learner to sign the sealed envelope containing the examination papers to confirm it is intact before opening it.
- Learners are not permitted to read the examination paper until instructed by the Invigilator.

- Learners are not allowed to leave the examination centre until a minimum of 30 minutes has passed from the time the examination begins.
- Learners are not allowed to leave the examination centre and return during the examination period unless the Invigilator is satisfied that the learner's need to leave is genuine.
- A learner who leaves the examination centre is not re-admitted during that period unless they have been in the care of a Supervisor during the entire period of the absence.
- The learner returns their exam answer books to the Invigilator prior to leaving the exam (i.e., while still at their tables) even if intending to re-enter.
- Learners may not leave the examination centre during the last 10 minutes of the examination.
- The Invigilator provides learners with a warning when there is 15 and 5 minutes remaining in the examination. All learners must immediately stop writing when the Invigilator announces the time is up. They must remain seated until all examination papers and answer books have been collected by the Invigilator.
- Learners must comply with the Invigilator's instructions at all times.
- The Invigilator may instruct a learner to leave the examination centre if their behaviour, is such that it may jeopardize the successful conduct and integrity of the assessment e.g. academic misconduct.
- If misconduct is suspected, the Invigilator follows the [Dealing with Academic Misconduct Procedure \(ETPR6.05\)](#).
- Before leaving the assessment centre, learners must ensure they have signed all necessary documents including the examination answer book, examination paper, examination sign in and out sheet.
- The Invigilator secures all examination papers and answer books in a sealed envelope, ready to be hand-delivered to Elevation Training or submitted by registered post.

- Upon receipt of the sealed envelope, the Training and Learning Coordinator and one other staff member sign the envelope to confirm it is intact.

### 6.7.5 Supporting Documents

Dealing with Academic Misconduct Procedure ( <a href="#">ETPR6.05</a> )
Examination Seating Plan
Examination Regulations – Notice to Learners
Invigilator's Report

### 6.7.6 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

<b>Procedure</b>	<b>ETPR 6.07 Assessment Review and Appeals</b>
<b>Associated Policy</b>	Fair and Consistent Assessment of Learners
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 6.8 Procedure: Assessment Review and Appeals

### 6.8.1 Scope of the Procedure

This procedure applies to all QQI assessments.

### 6.8.2 Procedure

#### Assessment Review:

- A learner can request to view their scripts (submissions) before deciding if they should appeal their result, by contacting the Training and Learning Coordinator.
- A date and time are offered to the learner to view their scripts (submissions) with a member of Elevation Training in an assigned location.
- During this session, the member of Elevation Training accompanying the learner contextualises assessment marks for the learner.
- Each marking sheet has feedback from the tutor, explaining the marks applied.
- If the learner decides to appeal the result after viewing the scripts, they can do so by emailing [info@elevationtrainingireland.ie](mailto:info@elevationtrainingireland.ie). Thereafter, the appeals process applies.

#### Appeals Process

- Learners are afforded two weeks to appeal their results, from the date their results letter is issued.
- The letter posted to learners, which accompanies their results, states that an official appeal must be submitted in writing to [info@elevationtrainingireland.ie](mailto:info@elevationtrainingireland.ie). This email is to include 'APPEALS' as the subject line and must include a completed [Learner Appeals Form](#).

- The Training and Learning Coordinator retrieves the work of the learner who has appealed and checks who has marked the work previously – either as the original tutor or on cross marking.
- The Training and Learning Coordinator removes all previous marking sheets and assigns a tutor (who is unknown to the learner) to mark the work as an appeal. The appeals marker is not made aware of the result originally awarded to this learner.
- If there is no change to the grade after this learner's work has been re-marked, the learner is informed by return of their original email. Appeals marking sheets are stored in the cross-marking folder for that certification.
- If the grade of the appealing learner is collated as less than the original grade, no change is made, and the learner is informed by return of their original email. Appeals marking sheets are stored in the cross-marking folder for that certification.
- If the appealing learner's grade is higher once remarked, the Training and Learning Coordinator forwards the necessary information to QQI via their online system. A new certificate is issued by QQI to this learner.
- The learner is informed by return of their original email and a new statement of results is posted to the learner (see [Issue of Results and Award Certificates to Learners Procedure \(ETPR6.10\)](#)).
- The new marking sheets replace the original marking sheets in this learner's portfolio for that module. Original marking sheets plus a copy of the updated marking sheets are stored in the cross-marking folder for that certification.
- Appeals are not accepted after the date included in the letter sent to learners accompanying their results for the certification in question.

### 6.8.3 Supporting Documents

[Learner Appeals Form](#)

### 6.8.4 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

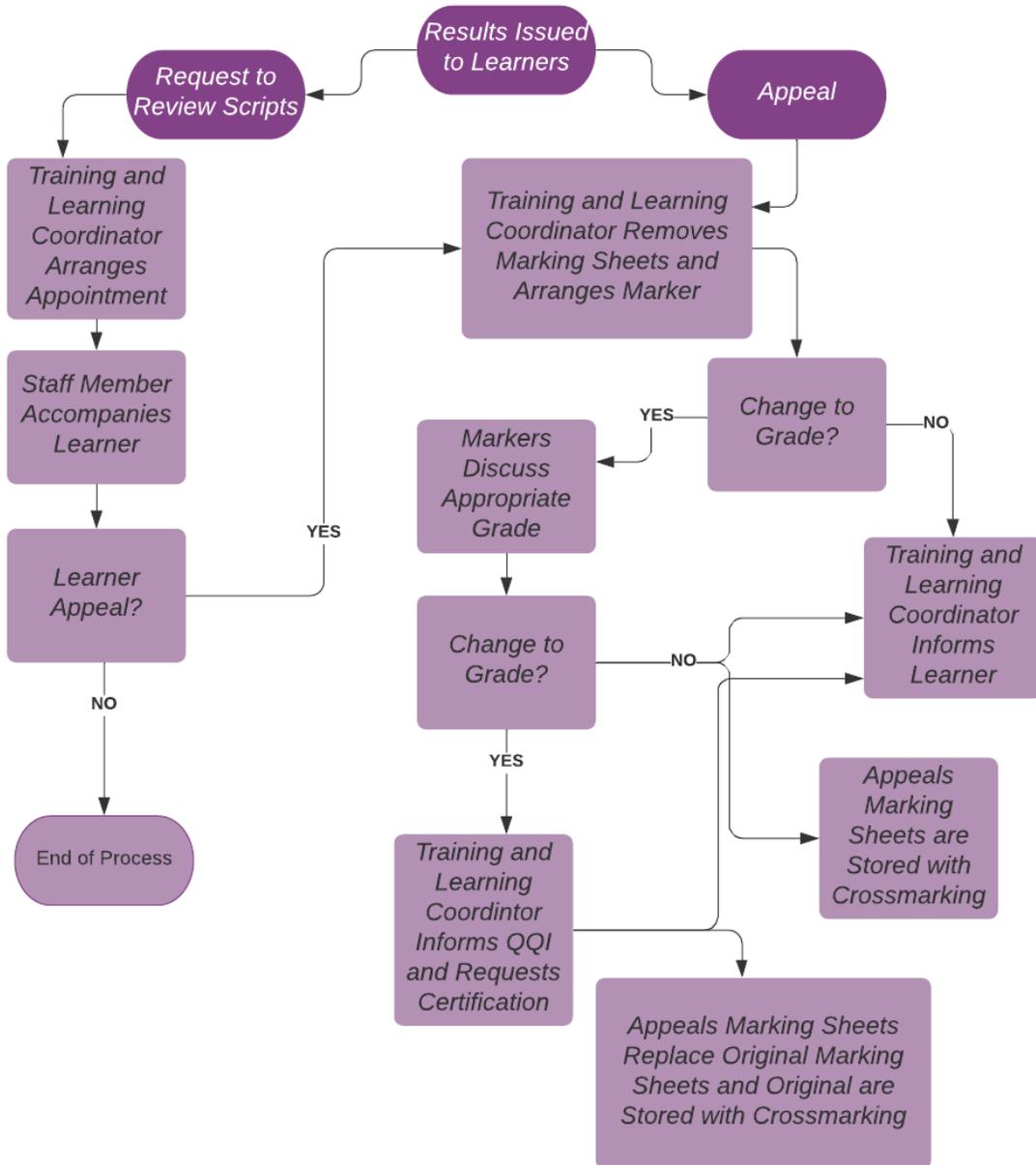


Figure 6.3 Assessment Review and Appeals Procedure (ETPR 6.07)

<b>Procedure</b>	<b>ETPR 6.08 Ensuring Consistency of Marking and Grading of Assessments</b>
<b>Associated Policy</b>	Fair and Consistent Assessment of Learners
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## **6.9 Procedure: Ensuring Consistency in Marking and Grading of Assessments**

### **6.9.1 Scope of the Procedure**

This procedure applies to all portfolios. All assessments are marked and graded in accordance to [Grading Criteria for awards at Level 4 - Level 6](#) as agreed by QQI.

### **6.9.2 Responsibility**

The Training and Learning Coordinator, as Internal Verifier, is responsible for implementing this procedure.

### **6.9.3 Definitions**

#### ➤ **Cross marking**

The process of blind marking an assessment that has previously been marked by another tutor, to test the validity and fairness of the marks originally awarded.

### **6.9.4 Procedure**

- Consistency of grading among tutors is monitored by the Programme and Compliance Manager through the cross-marking process.
- 10% of all assessment portfolios (those at borderline of grades and some randomly selected) are cross marked.
- The Training and Learning Coordinator selects tutors (not the original marker) to conduct cross-marking of assessment portfolios.
- The selected tutor is given the work that has been chosen for cross-marking, without the original marking sheets. The cross-marker is not aware of the marks that have been awarded (in the assessment grading) for this work.

- Once cross-marked, the tutor completes the cross-marking record and must then look at the original marks awarded for this work. If there is a significant difference in the marks awarded to the learner, a change in grade will be made. If there is no significant difference in the marks awarded, no change is made to the grade.
- A decision on whether or not a change in grade is warranted, must be recorded at the bottom of the cross-marking record.
- Where there is a significant difference in the marks awarded to a learner by the two markers, the Training and Learning Coordinator reports this to the Head of Training and Quality. The tutor who has discrepancies in their marking is requested to attend a meeting with the Head of Training and Quality to discuss the appropriate marking of portfolios.
- This tutor is given opportunities to demonstrate appropriate marking in their subsequent two submissions of work. 100% of these portfolios are cross-marked.
- If the Head of Training and Quality is satisfied with the quality of the marking evidenced in the tutor's submissions after their meeting, no further action is taken.
- If, however, the quality of marking is not acceptable in the following two submissions by that tutor, they are instructed by the Programme and Compliance Manager in assessment and grading techniques and may deliver only non-accredited programmes until they can demonstrate competence in fair and consistent marking.

The Head of Training and Quality is responsible for developing assessment strategies in line with the [QQI component specification](#). Assessment strategies are reviewed on an ongoing basis.

Grading criteria of QQI assessments are as follows:

- **Distinction** 80% - 100%
- **Merit** 65% - 79%
- **Pass** 50% - 64%
- **Referred** 0% - 49%

### 6.9.5 Supporting Documents

Cross Marking (Internal document)
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### 6.9.6 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

<b>Procedure</b>	<b>ETPR 6.09 Issue of Results and Learner Award Certification</b>
<b>Associated Policy</b>	Fair and Consistent Assessment of Learners
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## **6.10 Procedure: Issue of Results and Learner Award Certification**

### **6.10.1 Scope of the Procedure**

This procedure applies to the issuing of results and award certificates to learners.

### **6.10.2 Procedure**

- The tutors ensure that learners complete a registration form at induction, which includes personal details such as PPS number, date of birth, address and whether they hold a valid medical card. Tutors are informed of the GDPR guidelines related to learner data. Tutors must sign a Data Processing Agreement form.
- The tutor checks that registration forms are completed correctly and submits them to the Training and Learning Coordinator immediately after Induction.
- The Training and Learning Coordinator enters learner data into the monitoring database.
- After assessment results have been signed off by the Results Approval Panel, the Training and Learning Coordinator:
  - mail merges the relevant registration data with a standard Results Letter (Internal document)
  - prints the statement of results from the Quality Business System (QBS)
  - matches each statement of results with the corresponding letter
  - ensures that there is a letter and a statement of results for each learner
  - issues the letters and statements to learners via post
  - maintains a record and updates the post book
- On receipt of award certificates from QQI, the Training and Learning Coordinator:

- checks that the correct certificates have been received from QQI and stores them securely in a locked cabinet until a learner's Certificate Request Form is submitted to the Training and Learning Coordinator.
- confirms the learners' addresses on the monitoring database
- checks if the learner wants to collect it in person or have it posted to them
- maintains a record of the certificates issued, and prepares it in a hard-back envelope either for posting or collection.

### 6.10.3 Supporting Documents

Learner Registration form
Results Letter (Internal document)
Certificate Request form

### 6.10.4 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

<b>Procedure</b>	<b>ETPR 6.10 Consideration of Personal Circumstances</b>
<b>Associated Policy</b>	Fair and Consistent Assessment of Learners
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 6.11 Procedure: *Consideration of Personal Circumstances*

### 6.11.1 Scope of the Procedure

This procedure applies to all learners.

### 6.11.2 Responsibility

The Programme and Compliance Manager is responsible for implementing this procedure.

### 6.11.3 Definitions

#### ➤ Personal Circumstances

Any situation unique to a learner, which may affect their performance in an assessment activity

### 6.11.4 Procedure

- Requests for Personal Circumstances to be taken into consideration are evaluated on a case by case basis, considering the severity of the circumstances and the nature of the assessment.
- Learners may experience extenuating circumstances which prevent them from partaking in an assessment or submitting a portfolio of evidence e.g. illness or bereavement.
- Some examples of what classifies as a Personal Circumstance affecting assessment performance are set out below:
  - Physical injury or emotional trauma during the 4-6 weeks leading up to the assessment
  - Physical disability or chronic disabling condition e.g. epilepsy, glandular fever

- Recent bereavement of close family or friend
  - Severe accident
  - Domestic crisis
  - Terminal illness of a close family member
  - Other extenuating circumstances
- A learner can apply to defer their assessment on this basis by completing the [Personal Circumstances and Deferral form](#) and submitting the relevant form to the Programme and Compliance Manager, along with evidence from an independent authority e.g. doctor's certificate and the [Professional Opinion Form](#).
  - For cases where the application is made in advance of the related assessment date, the Programme and Compliance Manager notifies the learner, within 2 working days of their application, as to whether their request has been accepted.
  - The Programme and Compliance Manager considers the severity of the circumstance and the nature of the assessment when deciding whether to grant a deferral.
  - The Programme and Compliance Manager makes an appointment with any learner that has been granted a deferral to discuss the next best opportunity for them to undertake the assessment.
  - Assessments completed after a deferral due to personal circumstances, in contrast to learners that miss a submission deadline, are treated as any other assessment being submitted (without prejudice) and are put through the internal verification process for the following external authentication.

### 6.11.5 Supporting Documents

[Personal Circumstances and Deferral form](#)

[Professional Opinion form](#)

### 6.11.6 Document History

<b>Version Number</b>	<b>Version Date</b>	<b>Description of Change</b>	<b>Author Title</b>
V1	08/2020	Initial Release	Head of Training & Quality

<b>Procedure</b>	<b>ETPR 6.11 Results Approval</b>
<b>Associated Policy</b>	Fair and Consistent Assessment of Learners
<b>Version No. and Date</b>	V1 08/2020r
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 6.12 Procedure: Results Approval

### 6.12.1 Purpose of the Procedure

This procedure applies to all assessment results put through for certification by QQI/an awarding body.

To ensure that results are compliant with all relevant quality assurance requirements and signed off by Elevation Training before submission for certification, a Results Approval Panel is convened. This panel instigates systems for submitting learner data and results compliant with the [Quality Assuring Assessment. Guidelines for Providers. Version 2 -Revised 2018 \(FETAC/QQI\)](#)

### 6.12.2 Responsibility

- An External member of the Academic Board acts in the role of Chair of the RAP
- The Training & Learning Coordinator is responsible for carrying out the role of the Chief Internal Verifier

### 6.12.3 Procedure

- The Chair of the RAP convenes meetings of the Results Approval Panel as required in line with QQI certification dates.
- The Training and Learning Coordinator invites the External Authenticator to attend the RAP meeting (to present a verbal report if the final report is not available) to comment on the outcomes of results moderation against national standards and to help identify strengths, gaps and areas for improvement.
- The Training & Learning Coordinator issues an agenda and supporting documents to members of the Panel in advance of the meeting.
- The Training and Learning Coordinator presents the External Authentication report (if the External Authenticator is not in attendance) and the Internal Verification

report. Any instances of inconsistent marking are communicated to the RAP in the Internal Verification report.

- The Panel discuss each set of results including any concerns, irregularities and recommendations contained in the various reports.
- In instances where the Panel is made aware of/suspects irregularities or malpractice noted by the External Authenticator in a particular assessment(s), the Panel agrees corrective action(s).
- The final results are approved by the Panel.
- The Training and Learning Coordinator records panel decisions and drafts the Results Approval Panel report which is signed by the Chair on behalf of the Panel. This signature is the authorisation to submit the approved results to request certification.
- Following approval of results by the RAP, the Training and Learning Coordinator and the Programme and Compliance Manager -check the data for certification purposes, for accuracy and reliability prior to requesting certification.
- The Head of Training and Quality arranges for relevant personnel and learners to be informed of the approved results, and to be made aware of the appeals process.
- The Training and Learning Coordinator:
  - submits results to QQI requesting certification and issues results to learners in line with the Issuing QQI Results and Certificates to Learners Procedure.
  - confirms that all elements of the authentication process have been implemented and adhered to at the point of requesting certification for learners.
  - draws up a quality improvement plan based on the recommendations for corrective action made by the RAP, monitors the implementation of this plan and reports on progress at the next RAP meeting.
- The Chair of the RAP presents RAP reports to the Academic Board

### 6.12.4 Supporting Documents

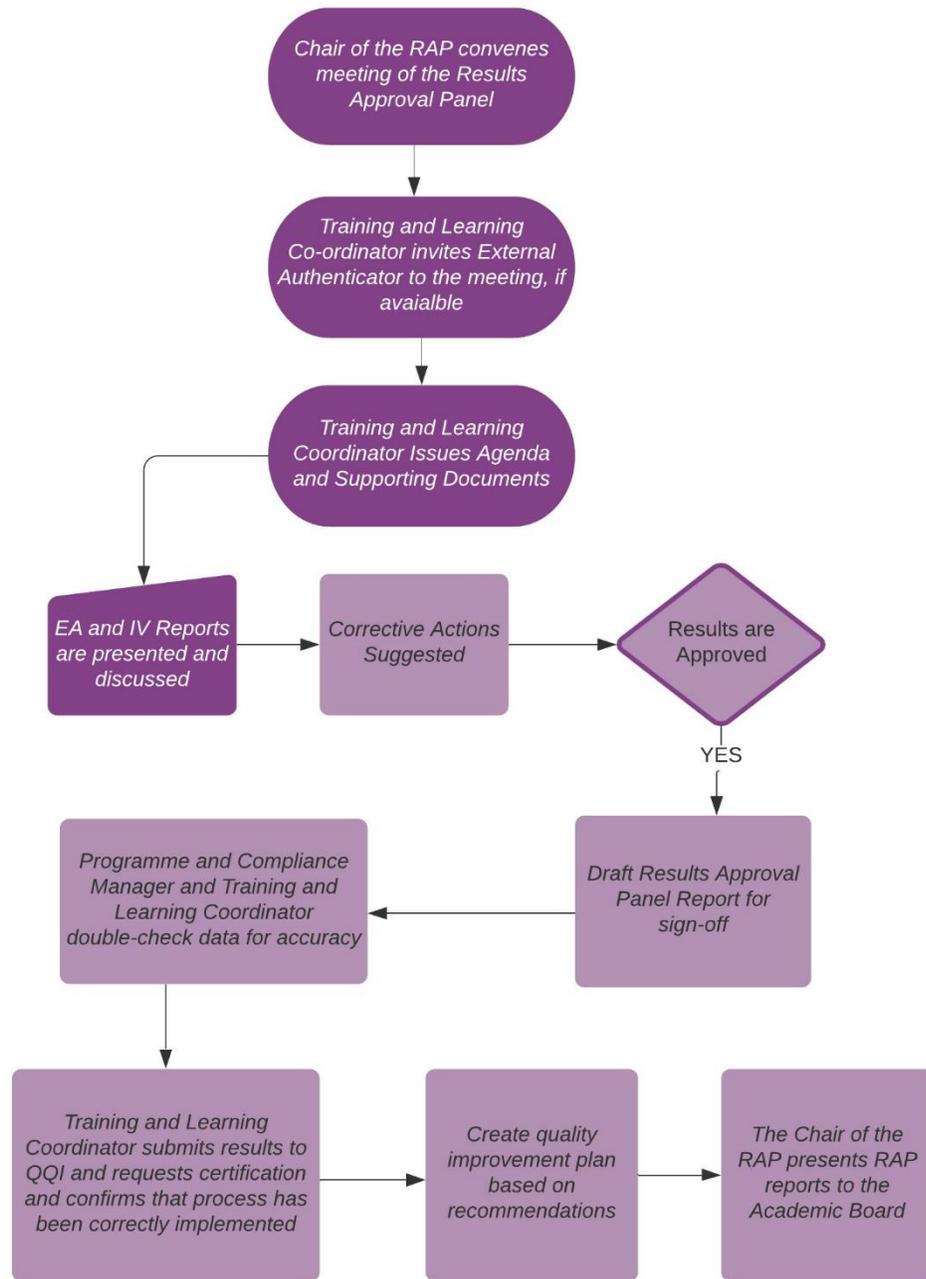
Results Approval Panel Terms of Reference ( <a href="#">ETTR 1.5</a> )
Results Approval Panel Meeting Agenda (Internal document)
Results Approval Panel Report (Internal document)
Quality Improvement Plan (Internal document)

### 6.12.5 Related Procedures

Issuing of QQI Results and Certificates to Learners

### 6.12.6 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality



ETPR 6.11 Results Approval Procedure

<b>Procedure</b>	<b>ETPR 6.12 Securing Assessment Material and Related Processes</b>
<b>Associated Policy</b>	Fair and Consistent Assessment of Learners
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## **6.13 Procedure: Securing Assessment Material and Related Processes**

### **6.13.1 Scope of the Procedure**

The purpose of this procedure is to ensure that all assessment material is securely stored and handled.

### **6.13.2 Responsibility**

The Training and Learning Coordinator is responsible for ensuring the procedure is implemented.

Tutors are responsible for ensuring the security and safe storage of material while in their possession.

### **6.13.3 Definition**

➤ **Encrypted**

Protected by a password, to prevent an unauthorised access.

### **6.13.4 Procedure**

#### **Assessment Portfolios**

- Tutors hold sole responsibility for securely storing learner portfolios of evidence until all evidence has been marked and is ready for submission to Elevation Training.
- Any video evidence collected by tutors is submitted to Elevation Training, stored on an external hard drive and encrypted.
- Learners are required to keep a copy of any evidence they are submitting. Learners receive a receipt from their tutor upon submission. A copy of this receipt is stored within the learner material held by Elevation Training.

- All physical material submitted by learners to Elevation Training are securely stored in a locked cabinet within a secure building, in line with GDPR legislation (see Data Protection Policy ([ETP 8.2](#))).
- Learner material is held for no longer than two certification periods (1 year maximum) when it is then destroyed by a document disposal company.

### Examinations

- For each module assessed by examination, there are a number of available examination papers to be assigned randomly to each group.
- The Training and Learning Coordinator prepares the examination papers for each learner group, secures them in a sealed envelope and issues them to the Invigilator either in person or by registered post.
- The Examination invigilator reads aloud the Examination Regulations – Notice to Learners at the beginning of each examination and ensures these are complied with.
- The Invigilator ensures the security of the examination papers during the course of the examination (see Examination Invigilation Procedure ([ETPR 6.06](#))).
- After the examination, the Training and Learning Coordinator receives the sealed envelope either in person or by registered post and issues it to the tutor for grading.
- The individual tutor then grades and returns the portfolios to the Training and Learning Coordinator (see Tutor Submission of Assessment Material Procedure ([ETPR 6.13](#))).

### 6.13.5 Supporting Documents

Data Protection Policy ( <a href="#">ETP 8.2</a> )
Examination Invigilation Procedure ( <a href="#">ETPR 6.06</a> )
Tutor Submission of Assessment Material Procedure ( <a href="#">ETPR 6.13</a> )

### 6.13.6 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

<b>Procedure</b>	<b>ETPR 6.13 Tutor Submission of Assessment Portfolios</b>
<b>Associated Policy</b>	Fair and Consistent Assessment of Learners
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## **6.14 Procedure: Tutor Submission of Assessment Portfolios**

### **6.14.1 Scope of the Procedure**

This procedure applies to all tutors.

### **6.14.2 Responsibility**

The Training and Learning Coordinator is responsible for ensuring this procedure is implemented.

### **6.14.3 Procedure**

- All assessments for the course are collected by the tutor on the last day of the course. Video evidence generated for skill demonstrations must be saved on a USB key or SD card. All learner work is graded by the tutor and returned to the Training and Learning Coordinator, within the timeline agreed.
- Tutors submit their learner portfolios to the Training and Learning Coordinator either in person or by registered post.
- The Training and Learning Coordinator confirms receipt of learner portfolios by email.
- All paperwork must be arranged in an organised fashion following this order:
  - QQI Results Summary Sheet (Completed alphabetically, by surname, for entire group)
  - Individual Final Marking Sheet
  - Assessment 1 Marking Sheet, Learner Submission Form and Evidence
  - Assessment 2 Marking Sheet, Learner Submission Form and Evidence
  - Assessment 3 Marking Sheet, Learner Submission Form and Evidence
  - Assignment Submission Receipt

- Work must be arranged alphabetically, by surname, and checked before it is returned to the office.
- Video evidence of skill demonstrations are submitted along with hard copy portfolios to the Training and Learning Coordinator.
- The Training and Learning Coordinator removes all video evidence from the tutor's USB key or SD card and saves them to Elevation Training encrypted external hard drive. The cleared USB or SD card is returned to the tutor.
- If the Training and Learning Coordinator finds significant tutor administration errors in the learner portfolios submitted, all work submitted by that tutor is returned to them for rectification (see [ETPR 6.08](#) Ensuring Consistency of Marking and Grading of Assessments).
- All learner portfolios submitted to the Training and Learning Coordinator are stored securely in a locked cabinet. Once these portfolios are put through for certification, all material is kept for a period of two further certifications and subsequently destroyed in an appropriate manner.

#### 6.14.4 Supporting Documents

QQI Results Summary Sheet
Tutor Checklist for Submission of Portfolios
Assignment Submission Receipt (Internal document)

#### 6.14.5 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

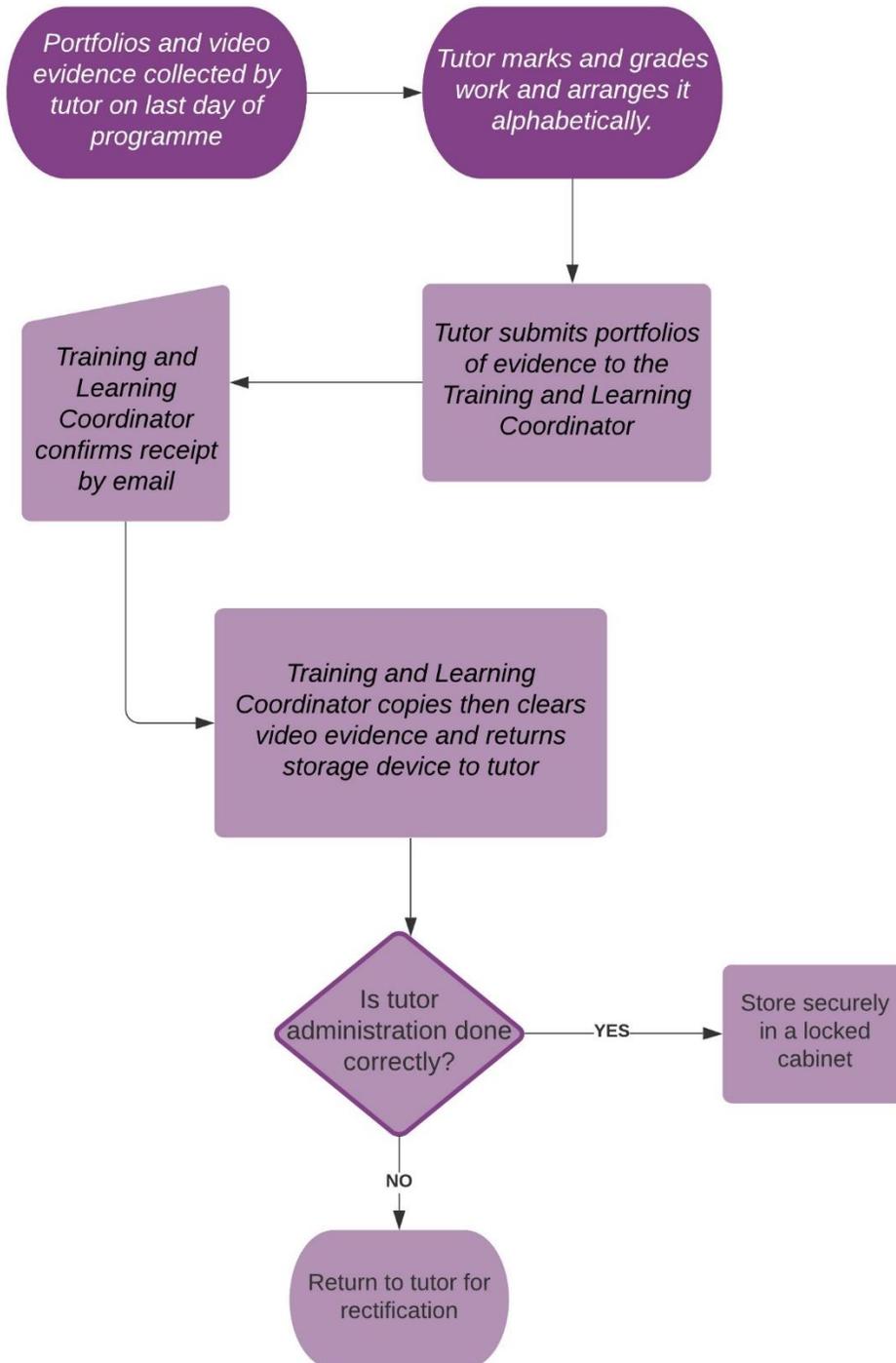


Figure 6.4 Tutor Submission of Assessment Material (ETPR 6.13)

<b>Procedure</b>	<b>ETPR 6.14 Assessment Planning</b>
<b>Associated Policy</b>	Fair and Consistent Assessment of Learners
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 6.15 Procedure: Assessment Planning

### 6.15.1 Scope of the Procedure

This procedure applies to all assessments.

### 6.15.2 Responsibility

The programme design team is responsible for implementing this procedure.

### 6.15.3 Procedure

- All assessment is planned to give learners every opportunity to demonstrate their learning.
- Assessment activities are planned during the programmes' design phase with specific learning outcomes to be assessed in each.
- Assessment techniques and instruments are chosen based on their suitability of the content being assessed.
- Detailed marking sheets and guidelines on grading are developed in conjunction with the assessment activities.
- Where possible assessments are integrated across a number of minor awards to ensure a manageable assessment load for each learner.
- An assessment schedule is devised for each module and for combined modules outlining recommended timelines for submission/ examination.

### 6.15.4 Supporting Documents

Programme Design, Development & Approval Procedure ([ETPR 3.05](#))

### 6.15.5 Document History

<b>Version Number</b>	<b>Version Date</b>	<b>Description of Change</b>	<b>Author Title</b>
V1	08/2020	Initial Release	Head of Training & Quality

## 7. Supports for Learners

Elevation Training is dedicated to supporting its learners throughout their learning journey; to enable them to achieve their potential. Elevation Training is committed to providing supports that are continuously evaluated to ensure their ongoing suitability.

<b>Policy Name</b>	Supports for Learners Policy
<b>Policy Code</b>	ETP 7
<b>Policy Author</b>	Head of Training & Quality
<b>Revision Number</b>	3
<b>Draft Date</b>	August 2020
<b>Expected Revision Date</b>	+2 Years

## 7.1 Supports for Learners Policy

### 7.1.1 Policy Statement

Elevation Training is committed to providing learning support to all learners so that they can achieve their academic and personal goals while meeting the academic standards of each programme.

Individual learning styles are embraced and accommodated with learners of all styles being supported to flourish throughout their learning journey.

Staff and tutors are equipped with the skills to recognise when a learner requires additional support with additional support being facilitated internally where possible. Alternatively, staff and tutors engage with Elevation Training's mechanisms to assist learners to access external supports.

To achieve a learner-centred approach, each learner group elects a class representative who voices concerns or queries to Elevation Training staff. Learner representation is also achieved through membership of the academic board. Feedback is welcomed ([ETPR 10.3](#)), and the learner input contributes to the overall quality assurance.

### 7.1.2 Scope

This policy applies to all learners.

### 7.1.3 Who is responsible

The Programme and Compliance Manager is responsible for implementing this policy.

<b>Working Documents</b>
Learner Handbook
Equality & Diversity Policy ( <a href="#">ETP 3.06</a> )
Reasonable Accommodations Procedure ( <a href="#">ETPR 6.03</a> )
<a href="#">Reasonable Accommodations Form</a>
Personal Circumstances Procedure ( <a href="#">ETPR 6.10</a> )
<a href="#">Personal Circumstances &amp; Deferral Form</a>
Assessment Review and Appeals Procedure ( <a href="#">ETPR 6.07</a> )
<a href="#">Appeals Form</a>
Learner Support Provision Procedure ( <a href="#">ETPR 7.1</a> )

<b>Policy Name</b>	General Appeals Policy
<b>Policy Code</b>	ETP 7.01
<b>Policy Author</b>	Head of Training & Quality
<b>Revision Number</b>	4
<b>Draft Date</b>	August 2020
<b>Expected Revision Date</b>	+2 Years

## 7.2 General Appeals Policy

### 7.2.1 Policy Statement

Learners/applicants have the right to make an appeal against a decision they are unsatisfied with.

The objective of the appeals process is to ensure that learners and applicants receive a fair, unbiased decision. Appeals can be made in respect of decisions on matters that impact the individual's journey with Elevation Training, such as grades awarded, admissions or recognition of prior learning (this list is not exhaustive).

Appeals made in relation to grades awarded are dealt with through the Assessment Review and Appeals Procedure ([ETPR 6.07](#)).

Each appeal is brought to the attention of the Head of Training and Quality for review, who communicates the decision to the learner in a timely manner. The learner is appraised of the appropriate procedure ([ETPR 7.2](#)) and associated process (Figure 7.1).

### 7.2.2 Scope

This policy applies to all learners of, and applicants to, Elevation Training.

### 7.2.3 Who is responsible

The Head of Training and Quality is responsible for implementing this policy.

<b>Working Documents</b>
<a href="#">Appeal Form</a>
Learner Handbook
Dealing with General Appeals Procedure ( <a href="#">ETPR 7.2</a> )

<b>Policy Name</b>	Complaints Policy
<b>Policy Code</b>	ETP 7.02
<b>Policy Author</b>	Head of Training & Quality
<b>Revision Number</b>	2
<b>Draft Date</b>	August 2020
<b>Expected Revision Date</b>	+2 Years

## 7.3 Complaints Policy

### 7.3.1 Policy Statement

Elevation Training is committed to providing an excellent service. Feedback is an essential part of evaluating its systems and continuing this excellent service.

Elevation Training welcomes complaints as they provide an indication of areas where improvement in practices are required. All complaints are carefully evaluated, in the strictest of confidence, and where necessary action plans are put in place to rectify the situation. All efforts are made to resolve the situation without further upset to any party.

Learners, staff and stakeholders have the right to make a complaint about the service, should they be unsatisfied with their experience. No person is disadvantaged as a result of having lodged a complaint.

Complaints can be made by following the steps outlined in the Complaints Handling Procedure ([ETPR 7.3](#)). Each complaint is investigated in a timely manner.

The subject of any complaint has the right to be informed of the complaint made against him or her and has the right to respond to any allegations made against them.

Where an investigation requires the person involved to attend a meeting with Elevation Training staff, they may choose to bring a friend or family member with them for support.

Complainants are not entitled to information on the specific implications resulting from their complaint. They are informed only of the overarching result to protect the privacy of others involved.

### 7.3.2 Definitions

➤ **Complaint**

Identifying that something is unsatisfactory or unacceptable

### 7.3.3 Scope

This policy applies to all learners, staff and stakeholders within Elevation Training.

### 7.3.4 Who is responsible

The Head of Training and Quality is responsible for implementing this policy.

<b>Working Documents</b>
<a href="#">Complaints Form</a>
Complaints Handling Procedure ( <a href="#">ETPR 7.3</a> )

## Supports for Learners Procedures

- ETPR 7.1 Learner Support Provision
- ETPR 7.2 Dealing with General Appeals
- ETPR 7.3 Complaints Handling
- ETPR 7.4 Learner Representation

<b>Procedure</b>	<b>ETPR 7.1 Learner Support Provision</b>
<b>Associated Policy</b>	Support for Learners
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## **7.4 Procedure: Learner Support Provision**

### **7.4.1 Scope of the Procedure**

This procedure applies to all learners.

### **7.4.2 Responsibility**

The Programme and Compliance Manager is responsible for implementing this procedure.

### **7.4.3 Procedure**

- The range of supports provided are dictated by the needs of the programmes delivered and include, but are not limited to:
  - Supportive learning technologies
  - A variety of learning resources
  - Individual and group support
  - Peer support
  - Accessible training facilities
  - Supplementary training sessions (where practicable)
- Learners who enrol with Elevation Training are provided with relevant programme information by email before beginning their programme of study.
- The tutor is required to explain the various supports for learners during programme induction.
- Learners are required to complete a registration form at the beginning of their programme and to disclose any special needs or disabilities so that the appropriate supports for teaching, learning and assessment can be considered.

- It is important that learners discuss their needs with Elevation Training's core staff as early as possible in the programme. Elevation Training cannot guarantee the availability of supports if requested any later than the second classroom day of the programme.
- Tutors facilitate collaborative learning activities/experiences for the learners to create a culture of peer support.
- At the beginning of a programme, a learner can request individual support by arranging a personal appointment with the Programme and Compliance Manager where individual requirements and learner supports can be discussed and where practicable, put in place.
- If, during the programme, a learner is experiencing difficulties or needs extra assistance, they are advised to contact their tutor or the Training and Learning Coordinator to arrange for additional support(s).
- The Programme and Compliance Manager can arrange, where practicable, supplementary teaching sessions for learners upon request. These can be provided one to one or in small groups, to accommodate learning differences.
- If a learner requires an accommodation for any difficulties they experience, they can apply for this by submitting the Reasonable Accommodation and Personal Circumstances form to the Programme and Compliance Manager. (See Reasonable Accommodations ([ETPR 6.03](#)) and Personal Circumstances ([ETPR 6.10](#)) Procedures)
- If a learner requires an extension to an assignment or assessment deadline, due to personal circumstances, they can submit a Reasonable Accommodation and Personal Circumstances form to the Programme and Compliance Manager. (See Reasonable Accommodations ([ETPR 6.03](#)) and Personal Circumstances ([ETPR 6.10](#)) Procedures)
- If internal supports are insufficient for individual learners, the Training and Learning Coordinator, where practicable, sources and recommends external support services to the learner where required.

- Learners who avail of the supports offered are required to complete an evaluation form at the end of each programme as means of evaluating supports for learners.
- The Training and Learning Coordinator compiles and records all information from learner and tutor evaluation forms within the monitoring database. The Head of Training and Quality reviews this information and includes it in the Annual Quality Report.

#### 7.4.4 Supporting Documents

Annual Quality Report ((Internal document))
<a href="#">Learner Registration form</a>
<a href="#">Reasonable Accommodations and Personal Circumstances form</a>
Reasonable Accommodations ( <a href="#">ETPR 6.03</a> ) and Personal Circumstances ( <a href="#">ETPR 6.10</a> ) Procedures
Learner Evaluation form

#### 7.4.5 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

<b>Procedure</b>	<b>ETPR 7.2 Dealing with General Appeals</b>
<b>Associated Policy</b>	General Appeals
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 7.5 Procedure: *Dealing with General Appeals*

### 7.5.1 Scope of the Procedure

This procedure applies to decisions affecting an individual's access to, or completion of, programmes with Elevation Training.

### 7.5.2 Responsibility

The Head of Training and Quality is responsible for implementing this procedure.

### 7.5.3 Definition

#### ➤ **Appeal**

An appeal is a formal request for the decision made by an authority to be reviewed by a higher authority.

### 7.5.4 Procedure

- A learner or applicant wishing to make an appeal can do so by completing the [Learner Appeals Form](#).
- This form must be submitted by email to [info@elevationtrainingireland.ie](mailto:info@elevationtrainingireland.ie) with 'APPEALS' as the subject line.
- The Training and Learning Coordinator acknowledges receipt of the Appeals Form by return email.
- The Head of Training and Quality reviews each appeal that is submitted and decides whether the appeal warrants investigation.
- All investigations and decisions relating to appeals are completed in a timely manner so as not to disadvantage the appellant.

- If an investigation is not warranted, the Head of Training and Quality advises the Training and Learning Coordinator who communicates this to the appellant by email.
- If an investigation is warranted, the Head of Training and Quality requests information from all relevant parties to determine the most appropriate outcome for the appellant.
- The Head of Training and Quality communicates the decision to the Training and Learning Coordinator.
- The Training and Learning Coordinator informs the appellant, by email, of the decision made.
- Where the Head of Training and Quality cannot make an independent decision, the matter is brought to the attention of the Academic Board for discussion and decision. This decision is communicated to the appellant, via email, by the Training and Learning Coordinator.
- In all cases, the decision communicated to the appellant is final.

### 7.5.5 Supporting Documents

[Learner Appeals Form](#)

### 7.5.6 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

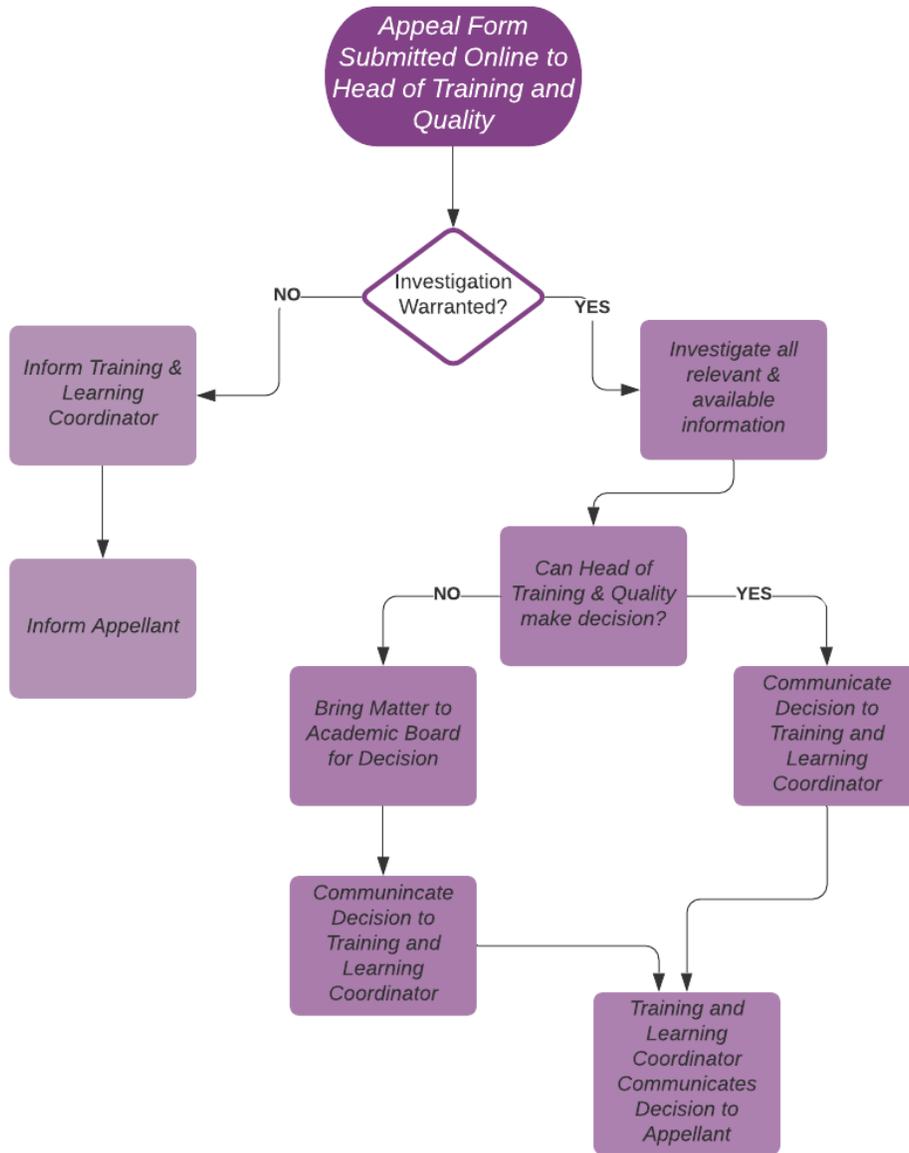


Figure 7.1 General Appeals Procedure

<b>Procedure</b>	<b>ETPR 7.3 Complaints Handling</b>
<b>Associated Policy</b>	Complaints Policy
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 7.6 Procedure: Complaints Handling

### 7.6.1 Scope of the Procedure

This procedure applies to all complaints.

### 7.6.2 Responsibility

The Head of Training and Quality is responsible for implementing this procedure.

### 7.6.3 Procedure

- An individual can make a complaint by submitting a [complaint form](#) to the Training and Learning Coordinator, either in person or online.
- The Training and Learning Coordinator responds to each complaint and advises that it is being dealt with by the Head of Training and Quality, in a timely manner.
- The Head of Training and Quality advises the subject of the complaint (if applicable) that a complaint has been made against them and allow them an opportunity to respond.
- The Head of Training and Quality investigates the complaint and requests all additional information necessary from all parties involved, to make an informed decision on the response.
- If an investigation meeting is warranted this will be held by the Head of Training and Quality and either the Programme and Compliance Manager or the Training and Learning Coordinator. The complainant is offered the opportunity to have a person accompanying them at the meeting.
- If necessary, the Head of Training and Quality draws up and implements an action plan to rectify the process that led to the complaint.

- In instances where the Head of Training and Quality cannot independently resolve a complaint, the matter is brought to the Academic Board for discussion and resolution.
- The Head of Training and Quality responds to the complainant in writing detailing the outcome of the investigation.

#### 7.6.4 Supporting Documents

<a href="#">Complaint Form</a>
Complaint Response (Internal document)
Complaint Response Action Plan (Internal document)

#### 7.6.5 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

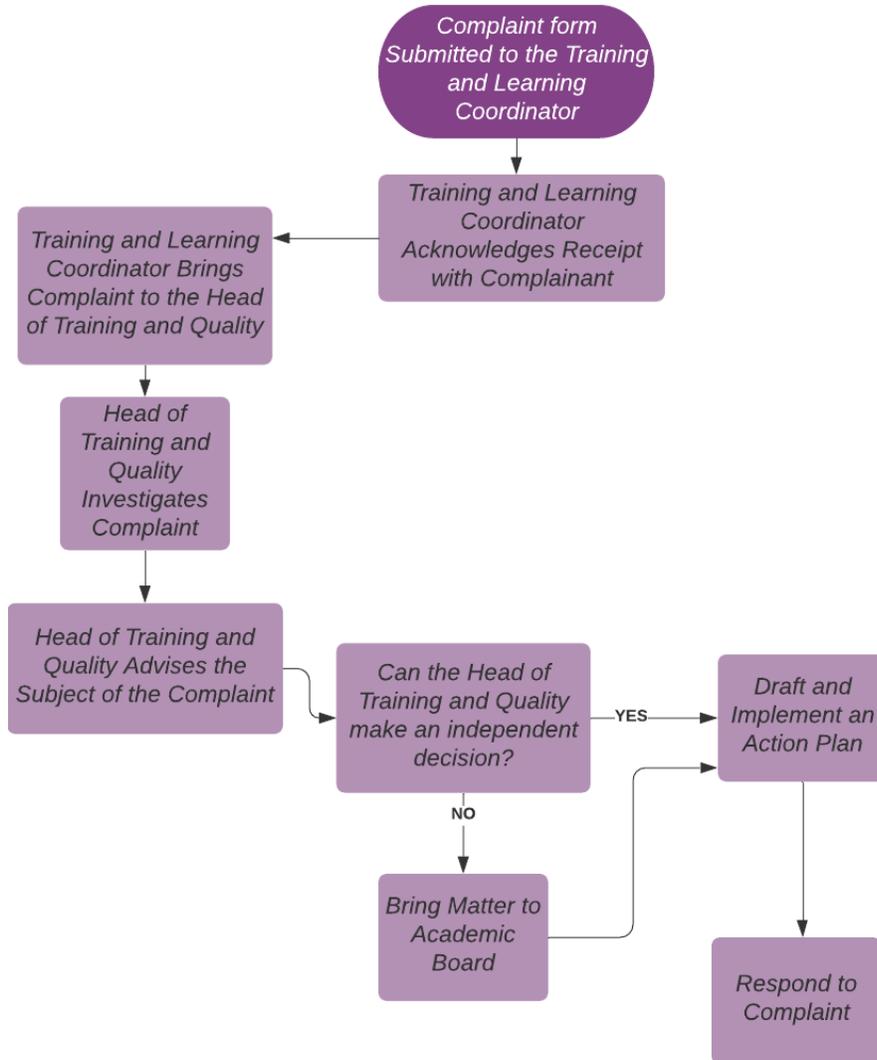


Figure 7.2 Complaints Handling Procedure

<b>Procedure</b>	<b>ETPR 7.4 Learner Representation</b>
<b>Associated Policy</b>	Support for Learners
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 7.7 Procedure: *Learner Representation*

### 7.7.1 Scope of the Procedure

This procedure applies to all QQI programmes where a class representative is selected to represent the views and opinions of the class.

### 7.7.2 Responsibility

Tutors are responsible for implementing this procedure.

### 7.7.3 Procedure

- The tutor invites and encourages the class to select a class representative at the induction, or as soon as possible thereafter.
- The tutor explains the role and benefits of having a class representative at the induction.
- The role of the class representative is to act as point of contact between staff and learners and present concerns that the class have, to Elevation Training.
- The tutor checks in with the class representative on a regular basis.
- The class representative consults with the other learners on a regular basis as a group.
- The class representative brings learner issues to the attention of the tutor.
- The Training and Learning Coordinator includes significant issues raised by class representatives in the self-monitoring review.

### 7.7.4 Supporting Documents

Guidelines for Class Representatives
Self-monitoring Review (Internal document)

### 7.7.5 Document History

<b>Version Number</b>	<b>Version Date</b>	<b>Description of Change</b>	<b>Author Title</b>
V1	08/2020	Initial Release	Head of Training & Quality

## 8. Information and Data Management

Information is gathered and stored in line with GDPR requirements. Information gathered is stored only for its intended purpose and only for as long as required.

Collection and review of this data allows Elevation Training to review the quality of its service and identify areas in which improvements, in line with strategic plans, are achievable.

<b>Policy Name</b>	Information & Data Management Policy
<b>Policy Code</b>	ETP 8.1
<b>Policy Author</b>	Head of Training & Quality
<b>Revision Number</b>	2
<b>Draft Date</b>	August 2020
<b>Expected Revision Date</b>	+2 Years

## 8.1 Information and Data Management Policy

### 8.1.1 Policy Statement

Elevation Training understands the importance of collecting and monitoring relevant information to develop reports and determine the success or failure of objectives. By collecting and monitoring data, in line with its scope, mission statement and strategy, Elevation Training acquires the most valuable evidence of performance possible.

The system within which this information is stored is securely encrypted and accessible only by authorised personnel. The information is used to create reports, which are reviewed by the Academic Board to monitor the quality of the service being provided and to give rise to suggestions for any improvements possible.

Information gathered is in line with current strategic plans to gauge effectiveness and success of implementation. The collation and review of this information informs assessments pertaining to the Key Performance Indicators, objectives and strategic plans for future years. All information is stored and destroyed in line with GDPR legislation. (See s Policy ([ETP 8.2](#))).

### 8.1.2 Scope

This policy applies to all information and data obtained and held by Elevation Training and to all staff members involved in its security and interpretation for use.

### 8.1.3 Who is responsible

The Training and Learning Coordinator is responsible for updating and managing learner and stakeholder information.

The Programme and Compliance Manager is responsible for monitoring and reporting on this information.

<b>Working Documents</b>
Data Protection Policy ( <a href="#">ETP 8.2</a> )
Records Maintenance and Retention Procedure ( <a href="#">ETPR 9.1</a> )

<b>Policy Name</b>	Data Protection Policy (Learners)
<b>Policy Code</b>	ETP 8.2
<b>Policy Author</b>	Head of Training & Quality
<b>Revision Number</b>	2
<b>Draft Date</b>	August 2020
<b>Expected Revision Date</b>	+2 Years

## 8.2 Data Protection Policy

### 8.2.1 Policy Statement

Elevation Training takes its obligations and responsibilities regarding privacy and data protection rights of all learners, staff, subcontractors, and community interests very seriously.

### 8.2.2 Scope

This policy applies to the Processing of Personal Data collected by Elevation Training, directly or indirectly, from all individuals.

This includes, but not limited to Elevation Training's, current, past or prospective job applicants, employees, learners, suppliers/vendors, contractors/subcontractors, shareholders or any third parties.

### 8.2.3 Collection and processing use of your Personal Data

Elevation Training is committed to complying with all applicable legislation relating to Personal Data and its systems ensure that Personal Data is collected and processed in accordance with the provisions of data protection regulations.

- Elevation Training does not collect or process personal data without having a lawful reason to do so. Elevation Training collects and processes learners' personal data for the performance of duties, or when necessary for compliance with a legal obligation. Elevation Training may also collect and process learner personal data for Elevation Training's legitimate interests except where such interests are overridden by specific learner interests or fundamental rights and freedoms.

- When collecting and processing (learner) personal data, Elevation Training provides a fair and full information notice or privacy statement about who is responsible for the processing of said personal data. This includes information pertaining to the purposes for which personal data are processed, who the recipients are, what rights learners have are and how to exercise them, etc., unless it is impossible, or it requires disproportionate (or unnecessary) efforts to do so.
- Learner personal data is collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes.
- When Elevation Training acts for its own purposes, Learner personal data is processed mainly for, but not limited to, the following:
  - registration
  - national certification
  - health and safety management
  - information security management
  - internal and external communication
  - any legal requirements
  - data analytics operations
  - legal corporate management
  - implementation of compliance processes.
- Elevation Training keep personal data that is processed accurately and, where necessary, up to date. Further, Elevation Training only keep personal data for as long as necessary and for the purposes for which data was processed.

#### **8.2.4 Security of Personal Data**

- Elevation Training implement appropriate technical and organizational measures to protect Personal Data against accidental or unlawful alteration or loss, or from unauthorized, use, disclosure, or access.

### 8.2.5 Disclosure of Personal Data

- Elevation Training can, in the usual course of its business and for the purposes of the processing, share Learner personal data with the relevant personnel within Elevation Training, or with its duly authorized contractors/subcontractors or clients. Such sharing facilitates consistency in Elevation Training learner engagement activities and maximizes the quality and efficiency of its services and business operations.
- Elevation Training does not share Learner personal data with other parties unless you request it or have given us prior approval to such sharing.

### 8.2.6 Retention of Personal Data

- Data that is collected is stored only for the length of time that is of use, or that is necessary or required by law. Data is only retained if there is a legal, fiscal, administrative, or historical purpose.
- Data that is no longer required or useful, is destroyed by a documented disposal company in the context of physical (paper) copies and in relation to data stored on Elevation servers/drives, hard deletes are implemented when required.

### 8.2.7 International Personal Data Transfers

- European data protection law does not allow the transfer of Personal Data to countries outside UE/EEA that do not ensure an adequate level of data protection. We do not share Learner personal data with other parties unless Learners specifically request it or have afforded Elevation Training prior approval to facilitate such sharing.

### 8.2.8 Cookies

- Like many companies, the Elevation Training website may use “cookies.” Cookies are portions of text that are placed on the hard drive of a computer when accessing certain websites. Elevation Training may use cookies, for example, to help identify features in which potential Learners may have the greatest interest.

- Cookies may enhance an online experience by saving personal preferences when accessing a website. Elevation Training offers visitors (to its website) information concerning the types of cookies used and how to disable such cookies. When required by law, you are able to visit our website and refuse the use of cookies at any time on your computer.

### 8.2.9 Elevation Training - Learner rights

- Elevation Training is committed to ensuring protection of your rights under applicable laws. Below is a table summarizing your different rights:

Right of access	Elevation Training Learners can request access to their personal data. Learners may also request rectification of inaccurate personal data, or to have incomplete personal data completed. Learners can request any available information as to the source of the personal data, and they may also request a copy of their personal data being processed by Elevation Training.
Right to be forgotten	Elevation Training Learners rights to be forgotten entitles them to request the erasure of their personal data in cases where: <ul style="list-style-type: none"> <li>i) the data is no longer necessary;</li> <li>ii) the Learner chooses to withdraw your consent;</li> <li>iii) the Learner objects to the processing of their personal data by automated means using technical specifications;</li> <li>iv) the Learner personal data has been unlawfully processed;</li> <li>v) there is a legal obligation to erase the Learner personal data;</li> <li>vi) erasure is required to ensure compliance with applicable laws.</li> </ul>
Right to restriction of processing	Elevation Training Learners may request that processing of their personal data be restricted in the cases where: <ul style="list-style-type: none"> <li>i) the Learner contests the accuracy of the personal data;</li> <li>ii) Elevation Training no longer needs the personal data, for the purposes of the processing;</li> <li>iii) The Learner has objected to processing for legitimate reasons.</li> </ul>
Right to data portability	Elevation Training Learners can request, where applicable, the portability of the personal data that they have provided to Elevation Training, in a structured, commonly used, and machine-readable format. In this regard, Elevation Training Learners have the right to transmit this data to another Controller without hindrance from Elevation Training where: <ul style="list-style-type: none"> <li>i) the processing of the Elevation Training Learner personal data is based on consent or on a contract; and</li> <li>ii) the processing is carried out by automated means.</li> </ul> Elevation Training Learners can also request that their Personal Data be transmitted to a third party of your choice (where technically feasible).
Right to object to processing for the	Elevation Training Learners may object (i.e. exercise their right to “opt-out”) to the processing of their personal data particularly in relation to profiling or to marketing communications.

purposes of direct marketing	When Elevation Training processes learner personal data, it does so based on (Elevation Training) Learner consent, and Learners can withdraw their consent at any time.
Right not to be subject to automated decisions	Elevation Training Learners have the right not to be subject to a decision based solely on automated processing, including profiling, which has a legal affect upon the Learner or significantly affects them.
Right to lodge a complaint to the competent Supervisory Authority	If Elevation Training Learners have a privacy-related complaint against the company, they should complete and submit the <a href="#">Complaint/Data Subjects' Request Form</a> or make their complaint by email or by letter in accordance with the Elevation Training <a href="#">Complaints/Requests Handling Procedure (ETPR 7.3)</a> . If Learners are dissatisfied with the response from Elevation Training, s/he may then seek further recourse by contacting the relevant local Data Protection Office or the local competent court. Elevation Training Learners may also contact the lead Supervisory Authority, the Irish Data Protection Commission at <a href="https://www.dataprotection.ie/">https://www.dataprotection.ie/</a>

To exercise these rights, Elevation Training Learners can send their Request or Complaint by sending an email to the Special Point of Contact at [info@elevationtrainingireland.ie](mailto:info@elevationtrainingireland.ie) at which point the Learner is issued with a data subject request/complaint form ([ETSD 8.2](#))

### 8.2.10 Children

Children merit specific protection with regard to their personal data, as they may be less aware of the risks, consequences and safeguards concerned, and their rights in relation to the processing of personal data.

Elevation Training does not collect and/or process data associated with minors (children). In particular, we do not promote or market our services to children. If it is believed that Elevation Training has mistakenly collected a personal data associated with a child, Elevation Training management should be contacted using the contact details provided in section [8.2.11.1](#).

### 8.2.11 Policy Update

Elevation Training may update this Data Protection Policy from time to time as company business changes or legal requirements change. If Elevation Training makes any significant changes to this policy, they will post a notice on the company website when the changes go into effect, and where appropriate, send a direct communication to registered Learners about the change.

### 8.2.11.1 Contact us

If you have questions about the collection and the processing of your Personal Data by Elevation Training, you can send your questions or complaints by sending an email to [info@elevationtrainingireland.ie](mailto:info@elevationtrainingireland.ie).

### 8.2.12 Definitions

- European data protection law or General Data Protection Regulation(GDPR)

The [General Data Protection Regulation \(GDPR\)](#) is the toughest privacy and security law in the world. Though it was drafted and passed by the European Union (EU), it imposes obligations onto organizations anywhere, so long as they target or collect data related to people in the EU. The regulation was put into effect on May 25, 2018.

### 8.2.13 Who is responsible

The Head of Training and Quality is responsible for implementing this policy.

<b>Working Documents</b>
<a href="#"><u>Data Access Request/Complaint Form</u></a>
Information & Data Management Policy ( <a href="#"><u>ETP 8.1</u></a> )
Records Maintenance and Retention Procedure ( <a href="#"><u>ETPR 8.1</u></a> )

## Information and Data Management Procedures

- ETPR 8.1 Record Maintenance and Retention

<b>Procedure</b>	<b>ETPR 8.1 Record Maintenance and Retention</b>
<b>Associated Policy</b>	Information and Data Management
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 8.3 Procedure: *Record Maintenance and Retention*

### 8.3.1 Scope of the Procedure

This procedure applies to all information collected and retained by Elevation Training.

### 8.3.2 Responsibility

The Training and Learning Coordinator is responsible for implementing this procedure in conjunction with the Programme and Compliance Manager.

### 8.3.3 Definition

#### ➤ KPI – Key Performance Indicator

A measurable value that demonstrates how effectively a team or business are achieving their objectives.

### 8.3.4 Procedure

#### **Learner Information System**

- This system is maintained by the Training and Learning Coordinator. It encompasses all information relating to:
  - Learner personal details
  - Registration & Enrolment statistics
  - Attendance & Completion rates
  - Learner Grades
  - Learner Progression
- The system within which this information is stored is securely encrypted and accessible only by authorised personnel.
- The Programme and Compliance Manager analyses the information and creates a Programme Report which is reviewed by the Academic Board.

- The purpose of this review is to monitor the quality of the service being provided. Members of the Academic Board may propose suggestions for any improvements based on this report.

### **Management Information**

- Information determining the success or otherwise of the strategic plan is gathered by the Head of Training and Quality, the Programme and Compliance Manager and the Training and Learning Coordinator.
- The information gathered includes:
  - KPI achievement
  - Objectives achieved
  - Review of QA policies and procedures
  - Self-monitoring results
  - Evaluations (learner and tutor)
  - Meeting minutes – corrective actions and follow-up required
- The information is used by the Head of Training and Quality to compile the Quality Report, which is presented to the Academic Board for review. This review is used to inform the KPIs, objectives and strategic plans for future years.

### **IT Management & Back-up Support**

- IT systems are managed by an external IT support company. This company are contactable by email or phone as they provide 24/7 support in terms of:
  - System access
  - System security
  - System maintenance
  - Firewall, Virus and Malware protection
  - Information recovery
  - End user support
  - Best-practice information regarding safety & security of data

### Retention & Destruction

Information gathered is stored and destroyed in line with GDPR legislation. (See Data Protection Policy ([ETP 8.2](#))).

### 8.3.5 Supporting Documents

Data Protection Policy ([ETP 8.2](#))

### 8.3.6 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

## 9. Public Information & Communication

Elevation Training provides publicly, information on all aspects of its business, its training programmes and activities, its quality assurance system, reports and, its evaluation findings.

<b>Policy Name</b>	Public Information & Communication Policy
<b>Policy Code</b>	ETP 9.1
<b>Policy Author</b>	Head of Training & Quality
<b>Revision Number</b>	2
<b>Draft Date</b>	August 2020
<b>Expected Revision Date</b>	+2 Years

## 9.1 Public Information & Communication Policy

### 9.1.1 Policy Statement

Elevation Training is committed to ensuring that all published information is accurate, up to date, comprehensive, relevant and presented in a manner that is accessible and easily understood.

### 9.1.2 Communication Media

Elevation Training employs a range of media for communicating programme, services and quality assurance information. These include the following:

- Direct mailings
- Programme Brochures
- Social Media
- The Elevation Training website
- Attendance at industry-led events and conferences
- Adverts in industry publications

The Elevation Training website is the primary method of providing information. The website includes information on:

- Elevation Training Profile
- Information on QQI and the National Framework of Qualifications (NFQ)
- Programme Schedules and Course Information
- Quality Assurance Processes and Procedures

We respect and seek to maintain the privacy rights of individuals who visit our website. We do not collect any personal information from visitors to the website without explicit permission. All information provided is treated confidentially and used for the purpose for which it was collected and stored securely in accordance with legislative requirements.

### 9.1.3 Provider Details

The information on the website is published to furnish the reader with an insight into the key messages and focus of Elevation Training and their awarding bodies. Learners can find [here](#) information on the locations and facilities available as well as staff profiles.

### 9.1.4 Programme Details

To comply with the terms of [Section 67 of the Qualifications Act 2012](#), Elevation Training makes the following information publicly available:

- Name of the awarding body
- Award titles, codes and levels on the National Framework of Qualifications
- State if the award is a Major, Minor, Special Purpose or Supplemental
- Programme fees, duration, schedules and availability
- Entry requirements
- Application and registration process
- Assessment procedures
- Arrangements for Work Placement (if applicable)
- Protection for Enrolled Learners
- Where the programme does not entitle the learner to an award
- A statement of the procedures for access, transfer and progression under Section 56 which apply to the programme

### 9.1.5 Quality Assurance Information

Elevation Training publishes the following on our website:

- Agreed quality assurance policies and procedures as approved by QQI

- Quality Assurance Approval Reports
- Self-evaluation Reports
- QQI Monitoring Reports
- Programme Validation Reports

### 9.1.6 Scope

This policy applies to all communications and to information published in electronic or printed form which refers to any aspect of our programmes, supports or quality assurance.

### 9.1.7 Who is responsible

The Academic Board has overall responsibility for ensuring that Elevation Training complies with its obligations as a QQI-recognised provider set out in the 2012 Education and Training Act in relation to public information.

The Head of Training and Quality is responsible for ensuring the information we publish is accurate and comprehensive and that we comply with our obligations as a QQI-recognised provider.

<b>Working Documents</b>
Approval of Public Information & Communications Procedure ( <a href="#">ETPR 9.1</a> )
Elevation Training Website ( <a href="http://www.elevationtrainingireland.ie">www.elevationtrainingireland.ie</a> )

## Public Information and Communication Procedures

- ETPR 9.1 Approval of Public Information and Communication
- ETPR 9.2 Provision of Information to Learners and Applicants

<b>Procedure</b>	<b>ETPR 9.1 Approval of Public Information &amp; Communications</b>
<b>Associated Policy</b>	Public Information and Communications
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## **9.2 Procedure: Approval of Public Information and Communication**

### **9.2.1 Scope of the Procedure**

Public information refers to the information that Elevation Training communicates and publishes about training programmes.

It also includes information about our quality assurance policies and procedures, and about findings from our quality assurance evaluations.

### **9.2.2 Responsibility**

The Head of Training and Quality approves all information prior to publication.

### **9.2.3 Procedure**

- The Training and Learning Coordinator develops the information relating to education and training activities (e.g., schedules and availability). The Head of Training and Quality approves this information for publication. This information is updated monthly.
- The Programme and Compliance Manager develops information relating to individual training programme content, access or delivery, which is approved for publication by the Head of Training and Quality. This information is reviewed quarterly at a minimum, or as and when necessary.
- Changes to quality assurance policies and/or procedures are written by the Head of Training and Quality and approved by the Academic Board before being published or communicated. This content is reviewed yearly at a minimum, or as and when necessary.

- Approved updates are issued to the Training and Learning Coordinator who completes the amendments on the website.
- Quality assurance reports are published periodically, which denote actions taken to improve the services provided based on findings from self-monitoring and self-evaluation reviews. These reports are reviewed and approved by the Academic Board before being published.

### 9.2.4 Supporting Documents

Self-Evaluation Improvement Action Plan (Internal document)

### 9.2.5 Document History

<b>Version Number</b>	<b>Version Date</b>	<b>Description of Change</b>	<b>Author Title</b>
V1	08/2020	Initial Release	Head of Training & Quality

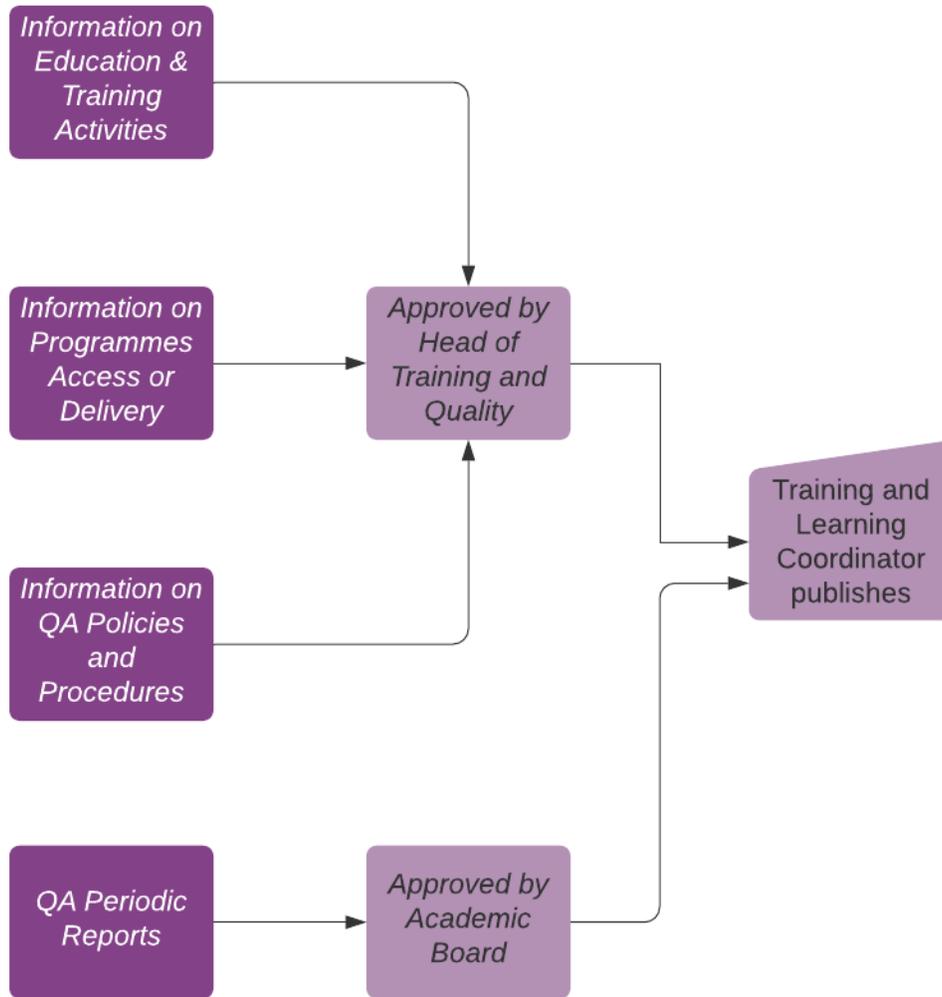


Figure 9.1 Approval of Public Information & Communications

<b>Procedure</b>	<b>ETPR 9.2 Provision of Information to Learners and Applicants</b>
<b>Associated Policy</b>	Public Information and Communications
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## **9.3 Procedure: Provision of Information to Learners and Applicants**

### **9.3.1 Scope of the Procedure**

This procedure applies to the provision of information to all learners and applicants.

### **9.3.2 Responsibility**

The Training and Learning Coordinator is responsible for implementing this procedure.

### **9.3.3 Procedure**

- The Training and Learning Coordinator deals with initial enquiries by phone or email correspondence.
- If there are learners who do not have internet access, information is explained by phone and then posted to them in hard copy, where applicable.
- Applicants get information upon enrolment. They receive a 'Welcome Email' from the Training and Learning Coordinator which includes:
  - course location
  - dates and times
  - a learner handbook
  - the relevant component specification document(s)
  - guidelines on referencing for assessments
- Learners are asked to sign an acknowledgment form to confirm their receipt of the learner handbook and to acknowledge that they have read and understood it.
- Learners are issued with direct contact details for Elevation Training staff should they need to query anything or look for support throughout their course. Contact details for associate tutors are not shared with learners.

- The Training and Learning Coordinator is the primary source of communications to learners during a learner's programme, e.g. changes to course schedules.
- Communication between learners and associate tutors outside of class time is facilitated by the Training and Learning Coordinator.
- Constructive feedback to learners is provided in person, by the relevant tutor, or via email. In the case of associate tutors, this is facilitated by the Training and Learning Coordinator.
- Results and certificates are communicated to learners as per the 'Issue of Results and Award Certificates' procedure ([ETPR 6.09](#)).

### 9.3.4 Supporting Documents

Issue of Results and Award Certificates Procedure ( <a href="#">ETPR 6.09</a> ).
Learner Handbook
Learner Handbook Acknowledgement form (Internal document)

### 9.3.5 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

## 10. Self-evaluation, Monitoring and Review

In accordance with the Quality & Qualifications Act 2012, Elevation Training is committed to conducting an ongoing comprehensive, well-structured analysis of the programmes delivered and the experiences of learners and staff. This approach to self-monitoring & evaluation provides an opportunity for informed, continuous improvement and enhancement of the service provided.

<b>Policy Name</b>	Self-evaluation, Monitoring & Review Policy
<b>Policy Code</b>	ETP 10.1
<b>Policy Author</b>	Head of Training & Quality
<b>Revision Number</b>	2
<b>Draft Date</b>	August 2020
<b>Expected Revision Date</b>	+2 Years

## 10.1 Self-evaluation, Monitoring & Review Policy

### 10.1.1 Scope

This policy applies to all programmes and training activities.

### 10.1.1 Responsibility

The Head of Training and Quality is responsible for implementing this policy.

### 10.1.2 Definition

#### ➤ Self-monitoring

An internal routine process of verifying the implementation of the provider's QA procedures as published, and a continuous measurement of KPI achievement.

#### ➤ Self-evaluation

The process whereby a provider, with the involvement of learners and an external expert(s), evaluates the quality of its programme(s) and related services. The findings of a self-evaluation are published. ([QA Guidelines for Voluntary Providers Consultation, QQ!](#))

### 10.1.3 Policy Statement

#### Self-monitoring

The Head of Training and Quality reviews learner data to identify areas of good practice and any possible non-conformities against KPIs. Areas of concern are discussed during a bi-monthly quality review meeting and a corrective action plan is developed. Actions

taken to monitor and improve the quality of programmes and services delivered are published in an annual quality report.

## Self-evaluation

A full self-evaluation is conducted one-year post initial approval of our quality assurance procedures by QQI and every five years thereafter, unless otherwise indicated (at the initial approval).

Self-evaluation measures factors from the perspective of their impact on, or the quality of, the learner experience, the learner achievements and contributions, and the contributions of all stakeholders throughout the system.

A report outlining the findings of the self-evaluation is reviewed by an external panel who provide independent feedback. This feedback informs an Improvement Action Plan created by Elevation Training. The plan is implemented and followed up within 6 months of issue and an update is communicated to all stakeholders.

<b>Working Documents</b>
Self-Monitoring Procedure ( <a href="#">ETPR 10.1</a> )
Self-Evaluation Procedure ( <a href="#">ETPR 10.2</a> )
Receiving Learner Feedback ( <a href="#">ETPR 10.3</a> )
Receiving Tutor Feedback ( <a href="#">ETPR 10.4</a> )
Stakeholder Feedback and Evaluation ( <a href="#">ETPR 10.5</a> )

## Public Information and Communication Procedures

- ETPR 10.1 Self-Monitoring
- ETPR 10.2 Self-Evaluation
- ETPR 10.3 Receiving Learner Feedback
- ETPR 10.4 Receiving Tutor Feedback
- ETPR 10.5 Stakeholder Feedback & Evaluation

<b>Procedure</b>	<b>ETPR 10.1 Self-Monitoring</b>
<b>Associated Policy</b>	Self-evaluation, Monitoring and Review
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 10.2 Procedure: *Self-monitoring*

### 10.2.1 Scope of the Procedure

This procedure applies to all measurable data.

### 10.2.2 Responsibility

The Head of Training and Quality is responsible for implementing this procedure.

### 10.2.3 Procedure

Figure 10.1 presents a summary of what the procedure entails

- Elevation Training employs a self-monitoring process that measures data, including:
  - learner enrolment and completion rates
  - learner satisfaction rates
  - relevance of programme outcomes to the marketplace
  - certification numbers
  - learner and tutor evaluation forms
  - informal learner and tutor feedback
  - issues raised by class representatives
  - staff meeting minutes
- These details (and statistics where relevant) are collected on an ongoing basis and inputted into the monitoring database by the Training and Learning Coordinator.
- The Head of Training and Quality reviews this information and prepares a report for discussion at the next bi-monthly quality review meeting.
- The Head of Training and Quality, the Programme and Compliance Manager and a minimum of one tutor attend the bi-monthly quality review meeting. The Training and Learning Coordinator attends as minute-taker.

- Any urgent, extraordinary concerns are brought to the attention of the Managing Director by the Head of Training and Quality.
- At a bi-monthly quality review meeting, a corrective action plan is decided and responsibilities are delegated. Progress on the corrective action plan is reviewed at the next (bi-monthly) meeting.
- An annual quality report is developed by the Head of Training and Quality and published on the website. This report details the actions taken throughout the year to monitor and improve the quality of programmes and services delivered.

### 10.2.4 Supporting Documents

Bi-monthly Quality Report (Internal document)
Corrective Action Plan (Internal document)
Annual Quality Report

### 10.2.5 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

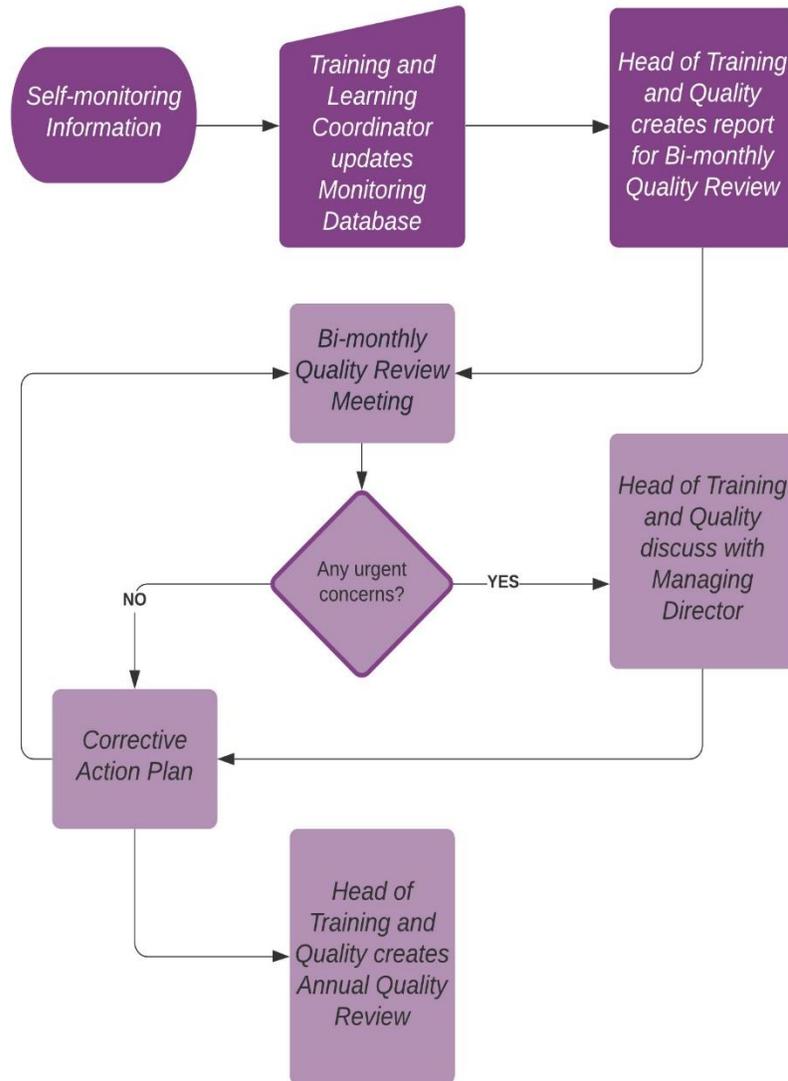


Figure 10.1 Self-monitoring Procedure

<b>Procedure</b>	<b>ETPR 10.2 Self-Evaluation</b>
<b>Associated Policy</b>	Self-evaluation, Monitoring and Review
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## 10.3 Procedure: *Self-evaluation*

### 10.3.1 Scope of the Procedure

This procedure applies to all feedback received.

### 10.3.2 Responsibility

The Head of Training and Quality is responsible for implementing this procedure.

### 10.3.3 Procedure

Figure 10.2 presents a summary of what the procedure entails

- Learner-based data is gathered from evaluations, questionnaires, focus groups and any submissions to the complaints process.
- Tutor and admin-based data is gathered from tutor evaluations and submissions before and after tutor upskilling days.
- 1 year post initial QA approval by QQI and every 5 years thereafter (unless otherwise required), a self-evaluation meeting is held with attendance by the full Academic Board and a minimum of 2 employers within the field of healthcare. The Self-evaluation report is the basis for discussion at this meeting
- At this meeting, the Head of Training and Quality presents preliminary findings of self-monitoring reviews (Learner, Tutor and Admin inputs) and seeks input all from attendees.
- Combining these findings and the recommendations from the meeting, a self-evaluation report is compiled which outlines the results of the self-evaluation and the areas identified for improvement.
- The self-evaluation report is reviewed by an external panel (not including members of the Academic Board) who provide independent feedback on the report.

- The external panel feedback is used by the Head of Training and Quality and the Programme and Compliance Manager to create an Improvement Action Plan which is issued to all relevant stakeholders.
- The plan is implemented and followed-up by the Head of Training and Quality within 6 months of issue and an update is communicated to all stakeholders.

### 10.3.4 Supporting Documents

Self-evaluation Report (Internal document)
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Improvement Action Plan (Internal document)
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### 10.3.5 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

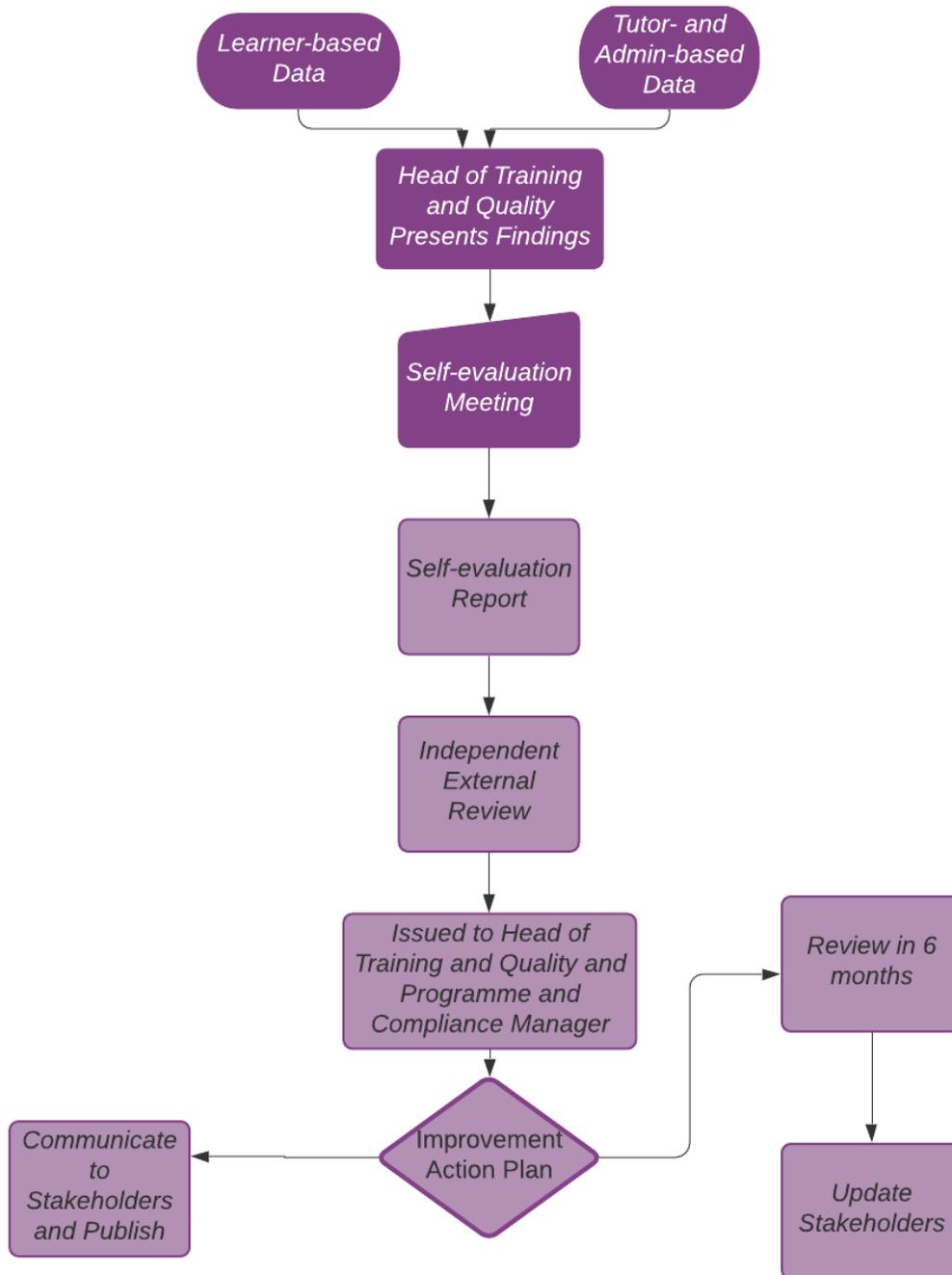


Figure 10.2 Self-evaluation Procedure

<b>Procedure</b>	<b>ETPR 10.3 Receiving Learner Feedback</b>
<b>Associated Policy</b>	Self-evaluation, Monitoring and Review
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## **10.4 Procedure: Receiving Learner Feedback**

### **10.4.1 Scope of the Procedure**

This procedure applies to all feedback received.

### **10.4.2 Responsibility**

The Training and Learning Coordinator is responsible for implementing this procedure.

### **10.4.3 Procedure**

- Elevation Training tutors invite all learners to complete programme evaluation forms at the end of each programme.
- Tutors submit completed forms to the Training and Learning Coordinator when returning assessment portfolios.
- The Training and Learning Coordinator inputs the data from these forms into the monitoring database.
- The Training and Learning Coordinator highlights significant issues to the Head of Training and Quality who addresses the concerns raised.
- The Programme and Compliance Manager reviews learner evaluations and includes an analysis of this feedback in programme review reports.
- The Head of Training and Quality and the Programme and Compliance Manager propose any subsequent required changes to QA policies, procedures, and programmes, to the Academic Board.
- Changes approved by the Academic Board are implemented by the Head of Training and Quality, or the Programme and Compliance Manager, where appropriate and practicable.

### 10.4.4 Supporting Documents

<a href="#">Learner Evaluation form</a>
Annual Programme Review
Annual Quality Report

### 10.4.5 Document History

<b>Version Number</b>	<b>Version Date</b>	<b>Description of Change</b>	<b>Author Title</b>
V1	08/2020	Initial Release	Head of Training & Quality

<b>Procedure</b>	<b>ETPR 10.4 Receiving Tutor Feedback</b>
<b>Associated Policy</b>	Self-evaluation, Monitoring and Review
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## **10.5 Procedure: Receiving Tutor Feedback**

### **10.5.1 Scope of the Procedure**

This procedure applies to all feedback received from tutors.

### **10.5.2 Responsibility**

The Training and Learning Coordinator is responsible for implementing this procedure.

### **10.5.3 Procedure**

- Tutors provide the Programme and Compliance Manager with informal feedback on their learner groups during each programme.
- At the end of each programme, tutors submit an evaluation form to the Training and Learning Coordinator who inputs the data into the monitoring database.
- If the Training and Learning Coordinator identifies any significant issues within the tutor evaluation forms, he/she notifies the Head of Training and Quality who implements the applicable procedure.
- The Head of Training and Quality and the Programme and Compliance Manager review tutor evaluations and includes them in the Annual Quality Report and the Annual Programme Review respectively.
- The Head of Training, and Quality and the Programme and Compliance Manager propose any subsequent required changes to QA policies, procedures, and programmes, to the Academic Board.
- Any changes approved by the Academic Board are implemented by the Head of Training and Quality or the Programme and Compliance Manager where appropriate and practicable.

- Tutors also complete a Self-evaluation form bi-annually, in advance of the upskilling days. These self-evaluations are submitted to the Programme and Compliance Manager in the consideration and creation of upskilling day content.
- After each upskilling day, tutors submit an evaluation of the day to the Programme and Compliance Manager. The feedback is used to develop and improve future upskilling days through inclusion in the Annual Programme Report.

### 10.5.4 Supporting Documents

Tutor Evaluation form (Internal document)
Tutor Self-evaluation form (Internal document)
Upskilling Day Evaluation form (Internal document)
Annual Quality Report (internal document)
Annual Programme Report (internal document)

### 10.5.5 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

<b>Procedure</b>	<b>ETPR 10.5 Stakeholder Feedback and Evaluation</b>
<b>Associated Policy</b>	Self-evaluation, Monitoring and Review
<b>Version No. and Date</b>	V1 08/2020
<b>Owner</b>	Head of Training & Quality
<b>Review Date</b>	+1 Year

## **10.6 Procedure: Stakeholder Feedback and Evaluation**

### **10.6.1 Scope of the Procedure**

This procedure applies to all feedback received from stakeholders.

### **10.6.2 Responsibility**

The Head of Training and Quality is responsible for implementing this procedure.

### **10.6.3 Procedure**

- Feedback from stakeholders is used to inform and identify improvements required in the Elevation Training QA system and/or the programmes offered by Elevation Training.

#### **External Evaluators**

- Occasionally, Elevation Training seeks the opinion of an external quality expert on our quality assurance system. The feedback received is considered by the Academic Board for implementation.
- When sourcing an external quality expert, Elevation Training look for:
  - Suitably qualified person(s), with a minimum of 3 years' experience in the field of quality
  - Experience in the area of further education and training
  - Experience in corporate consulting

#### **Clients**

- The Training and Learning Coordinator issues clients with an annual Satisfaction Survey.
- The Head of Training and Quality reviews this feedback to determine the clients' level of satisfaction with the service and their overall experience throughout the year.

- Any client service issues are addressed by the Head of Training and Quality where possible. Alternatively, one of the following ensues:
  - a) Academic issues are brought to the attention of the Academic Board for discussion and resolution; or
  - b) Where the issues are not relating to the academic conduct of the business, they are brought to the attention of the Managing Director for discussion and resolution.

### 10.6.4 Supporting Documents

Client Satisfaction Survey (Internal document)
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### 10.6.5 Document History

Version Number	Version Date	Description of Change	Author Title
V1	08/2020	Initial Release	Head of Training & Quality

# Appendices

## Appendix 1: Reference Documents

[QQI Core Statutory Quality Assurance Guidelines, 2016](#)

[QQI Quality Assuring Assessment Guidelines for Providers Revised 2013](#)

[Quality Assuring Assessment. Guidelines for Internal Verifiers. Draft V1 \(FETAC/QQI\)](#)

[QBS Quick Guide for Certification V1](#)

[Key Dates and Information - Awards and Certification \(published annually by QQI\)](#)

[Safety, Health and Welfare at Work Act, 2005](#)

[QQI Policies and Criteria for Validation of Programmes 2016](#)

[General Data Protection Regulations, Data Commission, Ireland ePrivacy Regulations 2011  
\(S.I. 336 of 2011\)](#)