

# TECHNOTRAINING

## QUALITY ASSURANCE SYSTEM

### POLICY & PROCEDURE MANUAL



## List of Contents

1. INTRODUCTION .....	1
1.1 PURPOSE & SCOPE OF THE QUALITY ASSURANCE SYSTEM .....	1
1.2 COMPANY INTRODUCTION AND OVERVIEW .....	2
1.3 LEARNER PROFILE & PROGRAMMES LEADING TO QQI AWARDS <b>Error! Bookmark not defined.</b>	
1.4 MISSION STATEMENT .....	5
1.5 GOVERNANCE & COMMITMENT TO QUALITY ASSURED PROVISION ...	6
2. GOVERNANCE & MANAGEMENT OF QUALITY (QQI QA CORE GUIDELINE 1) .....	10
2.1 TECHNOTRAINING BOARD –TERMS OF REFERENCE.....	12
2.2 STEERING GROUP (SG) TERMS OF REFERENCE.....	15
DECISIONS/ RECOMMENDATIONS.....	18
2.3 GOVERNANCE SUB COMMITTEES .....	18
2.4 PROGRAMME BOARDS .....	19
2.5 ROLES AND RESPONSIBILITIES OF PROGRAMME BOARDS .....	20
2.6 RESULTS APPROVAL PANEL (RAP) .....	20
2.7 OPERATIONAL QUALITY TEAM .....	21
3. DOCUMENTED APPROACH TO QUALITY ASSURANCE (QQI QA CORE GUIDELINE 2) .....	24
3.1 QUALITY ASSURANCE MANUAL .....	25
3.2 QUALITY ASSURANCE SYSTEM MONITORING .....	26
4 PROGRAMMES OF EDUCATION & TRAINING (QQI QA CORE GUIDELINE 3).....	29
4.1 NEW PROGRAMME DEVELOPMENT .....	31
NEEDS IDENTIFICATION .....	31
4.2 PROGRAMME APPROVAL AND SUBMISSION FOR VALIDATION .....	40
4.3 PROGRAMME VALIDATION AND RE-VALIDATION (QQI).....	41
4.4 PROGRAMME PLANNING AND DELIVERY .....	42
4.5 PROGRAMME ADMISSION, PROGRESSION AND RECOGNITION POLICY .....	44
4.6 PROGRAMME REVIEW PROCESS.....	50
5. STAFF RECRUITMENT, MANAGEMENT & DEVELOPMENT (QA CORE GUIDELINE 4) .....	52
5.1 STAFF RECRUITMENT – KEY STEPS .....	53
5.2 EQUALITY OF OPPORTUNITY IN RECRUITMENT POLICY.....	55

5.3 CRITERIA FOR APPOINTMENT OF TRAINERS.....	55
5.4 STAFF TRAINING & DEVELOPMENT.....	55
5.5 STAFF MANAGEMENT AND APPRAISAL.....	59
5.6 MONITORING TRAINER PERFORMANCE.....	60
5.7 STAFF COMMUNICATIONS.....	61
5.8 STAFF FEEDBACK MECHANISMS .....	62
5.9 COMMUNICATIONS MEDIA .....	62
6. TEACHING & LEARNING (INCLUDING LEARNING SUPPORTS) (QA GUIDELINE 5).....	63
6.1 TECHNOTRAINING TEACHING & LEARNING ETHOS .....	64
6.2 THE LEARNING EXPERIENCE .....	66
6.3 MONITORING TEACHING AND LEARNING.....	67
6.4 BENCHMARKING DELIVERY – MEASURING EFFECTIVE.....	68
6.5 MONITORING THE LEARNING EXPERIENCE .....	68
6.6 DESIGN OF LEARNER EVALUATIONS FORMS.....	70
6.7 TRAINER EVALUATION AND FEEDBACK.....	70
6.8 FEEDBACK FROM OTHER STAKEHOLDERS.....	71
6.9 LEARNING SUPPORT AND RESOURCES .....	72
6.10 EQUALITY AND DIVERSITY POLICY .....	73
6.11 LEARNER COMPLAINTS POLICY .....	75
6.12 LEARNER CODE OF CONDUCT AND DISCIPLINARY POLICY .....	77
6.13 LEARNING ENVIRONMENTS .....	79
7. ASSESSMENT OF LEARNERS (QA GUIDELINE 6) .....	84
7.1 OVERVIEW OF ASSESSMENT PROCESS.....	87
7.2 ASSESSMENT PLANNING AND DESIGN .....	89
7.3 Information for Learners on Assessment .....	97
7.4 REASONABLE ACCOMMODATIONS.....	98
7.5 SECURITY AND INTEGRITY OF ASSESSMENT .....	99
7.6 CONSISTENCY OF MARKING.....	103
7.7 CROSS-MODERATION POLICY.....	104
7.8 INTERNAL VERIFICATION.....	106
7.9 EXTERNAL AUTHENTICATION PROCESS .....	108
7.10 RESULTS APPROVAL PANEL .....	108

7.11	INFORMATION AND FEEDBACK TO LEARNERS ON ASSESSMENT .	111
7.12	APPEALS AND COMPLAINTS (ASSESSMENTS) .....	112
7.13	EXAM REPEAT POLICY.....	116
7.14	COMPLAINTS PROCESS.....	117
8.	INFORMATION & DATA MANAGEMENT.....	118
8.1	DATA PROTECTION IN TECHNOTRAINING .....	119
8.2	RECORD & DATA MANAGEMENT – DATA RETENTION & DESTRUCTION .....	121
8.3	COLLECTION OF LEARNER DATA .....	123
8.4	MANAGEMENT INFORMATION SYSTEMS.....	126
9	PUBLIC INFORMATION & COMMUNICATION .....	128
9.1	COMMUNICATION OF INFORMATION TO PROSPECTIVE LEARNERS	129
9.2	POLICY FOR PROVISION OF PROGRAMME INFORMATION .....	131
9.3	MARKETING AND COMMUNICATION .....	134
10.	OTHER PARTIES INVOLVED IN EDUCATION AND TRAINING .....	136
10.1	SELECTION OF EXTERNAL EVALUATOR .....	136
10.2	EXTERNAL AUTHENTICATOR SELECTION CRITERIA .....	137
11	SELF EVALUATION, MONITORING AND REVIEW .....	138
11.5	11.3 INTERNAL EVALUATION AND MONITORING.....	139
11.1	PROGRAMME BOARD ANNUAL PROGRAMME REVIEWS.....	139
	MONITORING DATA FOR ANNUAL PROGRAMME REVIEW .....	140
11.2	QUALITY KPIs for MONITORING AND EVALUATION .....	140
11.3	FIVE YEAR SELF EVALUATION .....	141
11.4	EXTERNAL EVALUATOR .....	144
12	List of Tables and Charts.....	146
13	BLENDED LEARNING POLICY.....	147
13.1	<b>TECHNOTRAINING RATIONALE FOR BLENDED LEARNING</b>	148
13.2	ORGANISATIONAL CONTEXT.....	149
13.3	PROGRAMME CONTEXT .....	153
13.4	LEARNER CONTEXT.....	163

## 1. INTRODUCTION

### 1.1 PURPOSE & SCOPE OF OUR QA SYSTEM

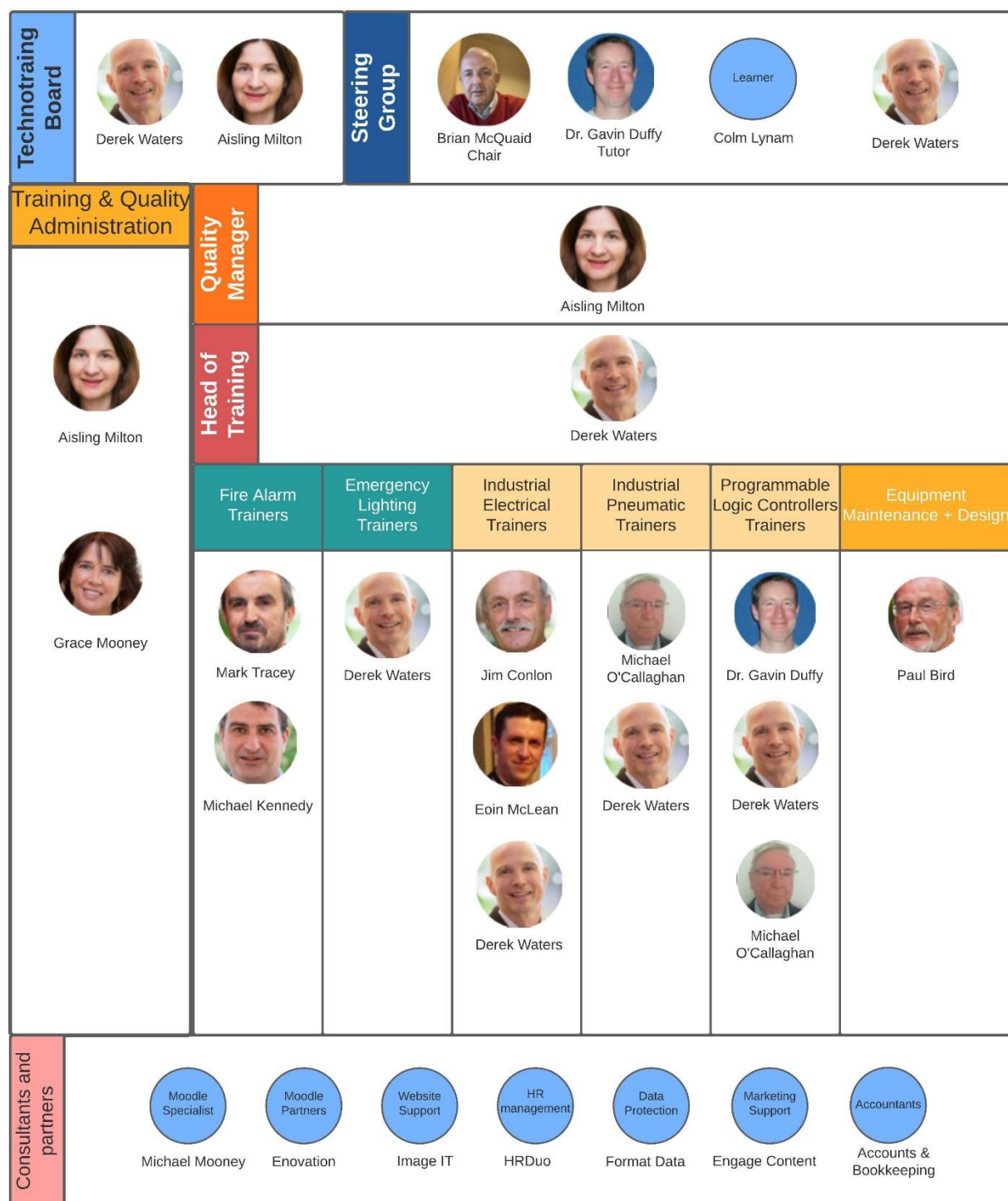
Quality policies, procedures and processes support and guide the achievement of Technotraining's mission, strategic planning, and review of activities, with the primary aim of continuously improving all of Technotraining's operations, including the enhancement of the learner experience.

Technotraining has established policies and procedures that are clear and transparent to all its stakeholders, including learners, staff, industry employers and accreditation bodies. These policies and procedures provide for a continuous cycle of evaluation and improvement of all Technotraining's activities.

Technotraining's approach and design of quality assurance system is aligned with the legislative requirements and guidance of:

- Qualifications and Quality Assurance (Education and Training) Act, 2012
- QQI Core Statutory Quality Assurance (QA) Guidelines 2016
- QQI Topic Specific QA Guidelines for Blended Learning

## 1.2 COMPANY INTRODUCTION AND OVERVIEW



**Figure 1.1 Organisational Chart: Our People and their roles**

Technotraining Ltd, was incorporated as a limited company in December 2000. It is owned equally by two shareholders, Derek Waters and Aisling Milton.

Engineers Derek Waters and Liam Henry Technotraining started working as Technotraining in 1992. The company started out providing an automation training service on behalf of international automation companies who did not have a base in Ireland. This introduced us to large multinationals with complex training requirements for automated manufacturing lines. At this stage we had built a team of engineers with a strong interest in bridging technical knowledge gaps. We began developing and designing custom training equipment and other innovative solutions to train manufacturing technicians to troubleshoot and problem solve without the need for costly down time.

We have continued to expand our client base within the manufacturing sector over the last 20 years and have provided training programmes in areas including systematic troubleshooting, electrical safety, and fault-finding for clients like Boston Scientific, Johnson & Johnson Vision Care & Amgen.

We see ourselves as a training partner for many of our clients developing solutions which enable them to achieve systematic oversight and development of employee skillsets. Employees then have the comfort of knowing that the awards they achieve improve their employability, are transferable and can be built on to contribute to life-long learning.

In 2007, we became a (FETAC) QQI quality approved provider and began to offer training courses leading to QQI Awards to the public as well as to corporate clients.

In 2008, the National Standards Association of Ireland (NSAI) commissioned Technotraining to develop courses and new awards for the Emergency Lighting Sector. In conjunction with the NSAI, Technotraining developed the currently published award standards in this area. The award has evolved to be an industry standard, requested by commercial interests and by regulatory authorities.

This process gave Technotraining a vital insight into how competency is determined and translated into learning outcomes and how these are defined and assessed to create module specifications that any approved provider can deliver. Technotraining learners have achieved over 1700 awards in this area and we host a National Qualification Register of qualified practitioners on our website.

Derek Waters is a member of the NSAI Technical Committee and Working Group for I.S. 3217 (Emergency Lighting National Standard) and trainer Mark Treacy sits on the Technical Committee and Working Group for I.S.3218 (Fire Alarm Standard). Committee members are technical experts from industry, associations, public administrations, academia and societal organizations. NSAI Standards Committees are set up to address stakeholder demands. Participation on these committees gives Technotraining direct insight and input to training needs and competency requirements within the Life Safety Sector.



## SCOPE OF PROVISION

In March 2020 we extended our scope of provision to deliver programmes in an online and blended mode in line with QQI Covid-19 Mitigatory Measures (extended to August 2021).

Although this is a temporary extension, we believe that the introduction and development of blended learning modules and programmes on a more permanent basis will enhance the quality and effectiveness of our training provision. Innovation and learner centred delivery is central to our strategic vision to provide a world class learning experience that will drive industry and regulatory standards and underpin our own company expansion. The QA system documented in this QAM has been developed with reference to the QQI Blended Learning Guidelines and includes policies and procedures which will enable us to set up and support a long-term move towards the delivery of blended learning programmes.

Please refer to Appendix A: Blended Learning Policy, an overarching policy under which all blended learning programmes leading to QQI awards will be planned, developed, resourced, managed, and reviewed.



## 1.3 MISSION STATEMENT

*To be trusted partners in a world-class learning experience delivering innovative and impactful training with integrity, commitment, skill, and excellent customer service within the framework of quality approved processes.*

We know that employers expect change in the performance of individuals who we have trained and assessed. We see it in our interests to contribute to the currency of awards in the workplace. We design and deliver engaging learning solutions with outcomes that deliver a measurable improvement in job performance. We also seek to drive and lead to better standards of practise within sectors such as Emergency Lighting and Fire Alarm servicing and commissioning by ensuring we provide learning solutions that reflect legislation, industry standards and emerging technologies.

Our company's strategic development is guided by our mission and our company values:

### **Expert**

Our trainers are subject matter experts at the highest level. They bring deep industry insight to their teaching capability. While knowledge transfer is a big focus for us, we also want to help our learners to become problem-solvers in their own right. It is not just about learning skills but knowing how to apply them in real-world situations.

### **Innovative**

We take an agile approach, adapting to changes in the standards and best practice of our industry to ensure our offer is always relevant and our delivery harnesses the latest technology. But we don't just sit back and wait for change to happen - we see it as our role to also take part in the conversations that will shape our industry in the future. That is why we have a seat at the table. We believe it is our responsibility to our learners and stakeholders to be proactive and responsive.

### **Ethical**

We believe in treating our learners, staff, and other stakeholders fairly and ethically. We are customer and learner focused. We see our relationships with our clients as partnerships. Every client is a person and deserves respect. We are a trustworthy company to deal with and proud to have so many new clients come to us through referrals.

### **Synergistic**

We have partnered with some of our clients for as long as 20 years. Relationships matter to us. We want to be the company that professionals keep coming back to throughout their career because we can address their knowledge gaps and Help them achieve their goals.

## 1.5 GOVERNANCE & COMMITMENT TO QUALITY ASSURED PROVISION

Quality Assurance is central to what we do at Technotraining. All our training activities are underpinned by our robust quality assurance system. Each of our policies and procedures have been developed and implemented to ensure that training is delivered in in line with the Qualifications and Quality Assurance (Education and Training) Act 2012 and are consistently applied across all programmes. We apply a consistent standard of quality assurance to all our programmes, accredited and non-accredited.

Technotraining has developed a governance system which reflects the size and profile of our organisation and provides oversight on activities relating to the provision of training and the quality of programmes and services. This system separates the responsibilities between those who design and develop programmes and services and those who approve them. Good governance helps to ensure that our organisation operates responsibly, ethically, and effectively.

Technotraining's governance is made up of the owners and management team which forms the Technotraining Board. The Board is supported through the Technotraining Steering Group which provides input and external academic oversight.

### CORPORATE GOVERNANCE

The two beneficial owners of Technotraining are Aisling Milton and Derek Waters. They form the Technotraining Board and are legally charged with the responsibility to govern Technotraining. The key areas of responsibility of the management board are company strategy, operations, financial management, resourcing, provision of training delivery, sales and marketing, consideration of risk and legislative responsibilities and the overarching governance of Technotraining.

### ACADEMIC GOVERNANCE

In 2018 as part of Technotraining's process of reviewing quality assurance policies and procedures in line with the Core Statutory Quality Assurance Guidelines 2016, the Technotraining Board established the Steering Group for the purpose of providing academic and quality assurance oversight to the Technotraining Operational team and Board and terms of reference were approved by the Board. The key objective in line with the Core Guidelines was to separate commercial and academic decision making.

Additional externality was also added to other internal entities, such as Programme Boards and the New Programme Development team which are both charged with formal quality assurance monitoring through annual programmes reviews and new programme approval processes.

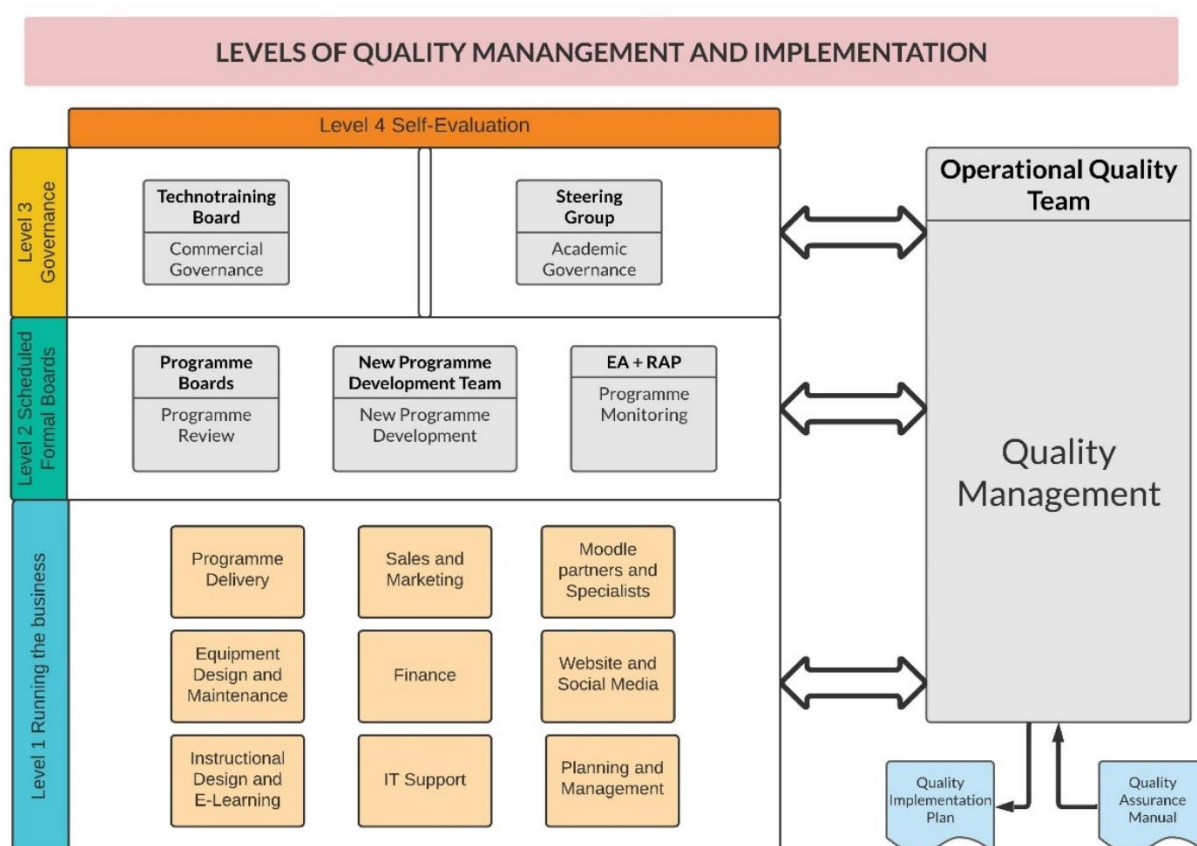
## ALIGNMENT OF OBJECTIVES BETWEEN ACADEMIC AND BUSINESS GOVERNANCE

Technotraining Board has responsibility to report all teaching, learning and quality assurance activities to the Steering Group.

The business and academic governance entities operate as a system with a clear reporting structure between them. This ensures that academic integrity is supported and upheld by company strategy, culture, obligations to stakeholders and a strong financial and business model. As an education provider it is imperative that academic oversight creates a buffer against any undue commercial interest however the Technotraining Board retains final approval of major academic decisions in order to protect the sustainability of the business.

We are also committed to creating a company mindset of focus on improvement so every member of the team can act responsively and responsibly when quality improvement issues arise. There is a clear system in place to escalate issues upwards for oversight but there is also a culture of trust where individual members of the team are empowered to implement quality improvement.

The three levels of quality assurance activity outlined in Fig 2 reflects how our business operates.



**Fig 1.2 The Three Levels of Continuous Improvement in quality**

Level 1, Day to Day: To illustrate, here is an example of typical feedback from a learner: “I wish I knew before I booked the course that I needed to schedule so much of my own time for learning and revision outside formal tutor-led hours, I would have booked the time off work”

LISTENING: Every day we absorb and document messages that affect the quality of our provision. These messages can come from a diverse range of sources prior to, during and after training provision. What is important here is that we have systems that ensure that the messages are captured through our procedures and brought to the attention of the agent of change. In this example, the Tutor feedback sheet was used to record this message which was then processed in our office.

IMPROVING: Some improvements can be implemented directly without the need to seek external guidance while others require external input. In our example, we know that we need to urgently investigate why this learner did not get this message prior to training and does our delivery schedule adequately provide the space and time for self-directed activity. We decided to increase the gaps between Instructor led sessions. We also improved the introductory e-mail to learners after booking and updated our learner phone interaction checklist to include self-directed expectations.

ESCALATING: Some issues need to be escalated to get external input from either our external authenticator (EA) and/or our governance Steering Group (SG). In this example a SG item was documented requesting academic guidance on the optimum delivery schedule for a programme that caters adequately for self-directed time requirements.

## Level 2 Oversight: Scheduled Boards and Panels

Scheduled Boards	Main Purpose	Frequency
<b>Programme Boards:</b> Existing Programme	Using KPI’s review, evaluate and recommend improvement the quality and relevance of current programmes leading to QQI awards.	1/yr
<b>Programme Boards:</b> New Programme Development	Propose new programmes as directed by the Technotraining Board and seek approval from the SG.	n/a
<b>Results approval Panel (RAP)</b>	Check and Process results being presented for Certification. Process EA recommendations. Escalate to SG	5/yr
<b>Operational Quality Committee</b>	Overall responsibility for managing Quality	12/yr.
<b>Technotraining Board</b>	Commercial Governance	4/yr

**Table 1.2 –The Frequency at which scheduled boards and panels meet**

### Level 3 Oversight: Steering Group

All quality assurance amendments or improvements, even if minor and already enacted at Level one or two are subject to final approval at level three. The Steering Group can reverse steps taken at earlier levels but generally if a matter arises that is recognised by the Operational Quality Team as having a significant impact on an academic matter, no actions are taken until approval has been given by the Steering Group.

## 2. GOVERNANCE & MANAGEMENT OF QUALITY (QQI QA CORE GUIDELINE 1)

### POLICY STATEMENT

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved
<b>Technotraining Board</b>  <b>Steering Group</b>	Technotraining Board Steering Group	V1.1	Jan 2019	Mar 2019
<p>Technotraining is committed to operating a system of governance which provides oversight on activities relating to the provision of training and the quality of programmes and services. This system separates responsibilities between those who design, develop, and deliver programmes and services and those who approve them and ensures that key operational decisions are not purely influenced by commercial considerations and that academic excellence is not compromised. Our governance system reflects the size and profile of our organisation. All units of governance are committed to effective monitoring and continual improvement of governance through the company.</p>				

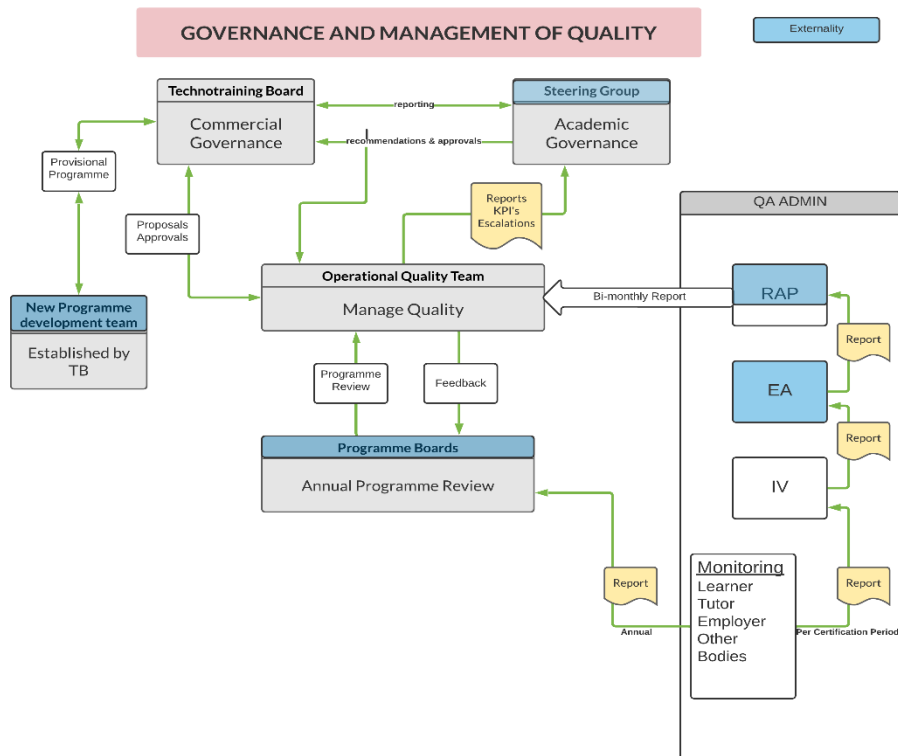


Fig 2.1 – Overview of Governance structures within Technotraining

## SUPPORTING DOCUMENTS

- [Risk Register](#)
- [Safety Statement \(Including Risk Assessment\)](#)



## 2.1 TECHNOTRAINING BOARD –TERMS OF REFERENCE

As the two Board Directors with operational roles Derek Waters (Managing Director & **Head of Training**) and Aisling Milton (Business Development and **Quality Manager**) are legally charged with the responsibility to govern Technotraining. (Note: *The titles in bold will be used in this document.*)

### PURPOSE

The Technotraining Board is ultimately responsible for business oversight. It has responsibility for:

- The strategy, financial management and overarching governance of Technotraining to ensure the sustainability of the organisation as a business. This ensures that although the Board has established a separate oversight entity to fulfil the function of academic governance the Board retains final approval of major academic decisions, particularly those with commercial implications
- for all the actions and decisions of Technotraining.

### ROLE & RESPONSIBILITIES

#### **Resources & Operations**

- Manage, allocate and plan resources to ensure the right resources are in place to achieve strategic goals and support optimal training provision.
- Manage human resource issues – recruitment, people development & training, driving company culture
- Manage all other resource issues – IT investment, venues, learner and tutor hardware and software supports.
- Monitor and evaluate Technotraining's performance against stated objectives.
- Review all sales and marketing activities and allocate resources to same.
- Set out company strategy with supporting annual operational plan, and regularly review.
- Promote Technotraining to key stakeholders in the sector/region.
- Maintain effective needs analysis information channels to identify new programme opportunities. Develop business case proposals for new programme development proposals.
- Responsible for evaluation and approval of financial and commercial case for new programme development and submission of programmes for validation.

#### **Financial**

- Provide financial oversight and allocate budgets and ensure the sustainability of Technotraining.
- Provide for the cost and resource requirements of maintaining a fit-for-purpose quality assurance system.
- Review and approve expenditure, cost analysis, return on investment to inform strategic direction and new programme development.

#### **Quality and continuous cycle of improvement**

- Establish an effective unit of Academic governance to provide academic governance to the board
- Define a list of Quality Assurance KPIs for effective monitoring of QA processes.

- Consult with Steering Group to define a list of Quality Assurance KPIs for effective monitoring of QA processes.
- Manage collection of data for the Quality Assurance KPIs for reporting to the Steering Group.
- Report on KPIs to the Steering Group bi-annually.
- Responsible for quality and excellence in the organisation as a whole and has ultimate responsibility for ensuring that the quality assurance system QAS is implemented, promoting a culture of quality throughout the organisation.
- Review governance structures and composition, to ensure the continued effectiveness of the Board, Steering Group and Organisational team, identifying opportunities to involve key stakeholders.
- Be responsible for the re/appointment of Chair and members of Steering Group.
- Oversee education and training and related activity to ensure its quality and a well-supported learning environment.
- Review and act on recommendations from Steering Group on all relevant business and academic developments.
- Review and implement the findings of self-monitoring activities and internal and external evaluation.

#### **Risk & Compliance**

- Ensure all legal requirements and QA responsibilities to all stakeholders are met. Engage external consultants to review and audit legislative obligations legislative responsibilities and policies in relation to Health & Safety; Employment; Data Protection; Disciplinary and Grievance; Communications; Equality and Diversity to ensure compliance. All corrective actions from external consultant reports are documented in the Quality Implementation Action Plan (QIP) and implemented as a priority.
- Evaluate Protection of Enrolled Learners (PEL) arrangements to ensure any legal obligations are met.

## LEGISLATIVE RESPONSIBILITIES

Technotraining complies with all relevant legislative responsibilities and policies in relation to the following:

- Health & Safety
- Employment
- Data Protection
- Disciplinary and Grievance
- Communications
- Equality and Diversity

## RISK MANAGEMENT

The Board is responsible for ensuring that risks are identified and maintained in an organisational Risk Register. Risks are categorised as strategic, operational,

educational, regulatory, and people and culture and rated in terms of their likely impact. The Risk Register is reviewed at operational and Board meetings.

## HEALTH AND SAFETY

Technotraining complies with all health and safety legislation. The Quality Manager is responsible for the implementation and management of health and safety policies, procedures and practices. The operational team and trainers are aware of the Health and Safety responsibilities.

The following health and safety procedures are in operation in the building which Technotraining occupies:

- Safety statement (dated)
- Hazard risks and assessments
- Fire drills
- Regular inspection of equipment; lift, fire alarm system etc.
- Regular inspections by a Health and safety consultant

## INSURANCE

The Board ensures that Public Liability, Employers' Liability and Professional Indemnity cover are in place.

## MEETINGS AND AGENDA

The Technotraining Board meets quarterly with a formal agenda covering SG reports, financial reports, sales, and marketing, staffing issues, stakeholder feedback, new business and new programme updates and review of needs analysis opportunities. The Board presents a formal report arising from these meetings to the Steering Group.

## 2.2 STEERING GROUP (SG) TERMS OF REFERENCE

### ROLE OF THE STEERING GROUP

The Steering Group has been created by the Technotraining Board with the purpose of providing academic and quality assurance oversight to the Technotraining Operational team and Board. Its primary objective is to protect the overall integrity of the academic processes, placing learner interests at the core of academic decision making and monitoring the potential risk of excessive influence of commercial management and other stakeholders in line with Qualifications and Quality Assurance (Education and Training) Act 2012.

In recognition of the size and scale of the organisation the SG acts as the de facto Programme Approval Panel and Evaluation Approval Panel.

### STEERING GROUP STRUCTURE & MEMBERSHIP

At least two members of the Steering Group must be fully independent and external to the business. Some members will have a stakeholder interest in Technotraining either as a learner or as a member of the training team, but they also offer significant externality and perspective. All members will be selected on the basis that they are appropriately qualified and experienced as recommended by the Core Statutory QA Guidelines.

- Chairperson – This person will have Higher Education experience at senior management level and qualifications up to Level 10 on the NFQ. They perform no other function in Technotraining and have no conflict of interest with the business. They should have an engineering or science background.
- Technotraining Programme Board member – this person will be a subject matter expert and have current or previous academic teaching experience. They may also be part of Technotraining's training panel.
- Learner/Industry representative – this person will have previously attended a Technotraining programme or may be an employer sending learners on Technotraining courses. They should have strong experience and knowledge of the sector in which Technotraining's target learners operate.
- A Quality Assurance professional from another FET organisation. They should have practical experience of the application of Quality Assurance in the FET sector.
- The Quality Administrator is secretary/note taker.

#### **Note:**

Company directors, particularly the Head of training may attend SG meetings at the discretion and invitation of the Chairperson in order to provide background or context. They will not be present for voting in order to ensure that no **undue** influence is exercised by corporate decision-makers over academic decision-making.

## FEES

Members of the Steering Group are paid for their time at an agreed hourly rate.

## TERMS OF OFFICE

The term of office for Steering group members is 3 years with the Chair having the option to serve two terms of office. The Learner representative may change on an annual basis.

## STEERING GROUP RESPONSIBILITIES

### ***Quality assurance***

- To contribute to the development of Technotraining's quality assurance policies and approve them to ensure they are aligned to QQI's Core Quality Assurance Guidelines and other legislative developments.
- To agree QA key performance indicators with the Technotraining Board to be used as a means of monitoring and review.
- To monitor and evaluate Technotraining's quality assurance system to ensure the quality of education, training and related activities and a well-supported learning environment.
- To monitor the implementation of the QA via an agreed reporting structure and hold the Technotraining Board to account on any failure of implementation.
- To contribute to the development of, and monitoring of, reporting structures to the Steering Group to ensure their continuing effectiveness.
- Review and endorse reports from the Technotraining Board and Programme Boards on all relevant business and academic developments. This may involve input and advice on proposed changes to policies & procedures due to matters arising from business and academic developments.
- Review the Risk Register on an annual basis with reference to external consultant reports.
- Recommend to the Technotraining Board on where capital expenditure is deemed necessary for the upholding of academic standards.

### ***Teaching Learning & Assessment***

- Review and recommend on policy and procedure for all matters relating to assessment and examination of learners.
- Be available to sit on Appeals Committees to adjudicate on incidents relating to assessment violations.
- Review and approve decisions relating to learner appeals.
- Review and adjudicate escalated learner complaints.

- Review and adjudicate on escalated breaches of learner code of discipline.
- Approve appointment of External Examiners.
- Review and approve procedures for admission and entry requirements with reference to learner completion and achievement rates.
- Monitor consistency of academic standards across different programmes and across different teaching staff.
- Consider and make recommendations on Annual Programme Reports
- Review Results Approval Panel Reports. Approve interim recommendations from External Examiners that have been agreed at RAP and verify that they are implemented by the operational team.

*Act as the de facto **Programme Approval Panel***

- Review and approve the academic case for programme proposals and recommend/reject them for development.
- Approve membership of nominated New Programme Development Teams.
- Review and approve programmes prior to submission for validation (this occurs after programme design and in advance of requesting external validation).

*Act as the de facto **Self-Evaluation Panel***

- Review and make recommendations on the Annual Programme review by all Programme Boards.
- Consider the results of internal and external evaluation and self-monitoring making recommendations
- Evaluate the quality, scope, focus, direction, and coverage of all the programmes activities and make recommendations in support of the quality assurance process.
- Review governance structures and Steering Group composition, to ensure the continued effectiveness of the Steering Group itself.
- Support market research, identifying opportunities to promote Technotraining to key stakeholders in the sector.
- Provide subject matter expertise where required.

## MEETINGS AND AGENDA

- The Steering Group meets 4 times a year. Meeting dates are set at the beginning of the year but are subject to change if necessary. SG members can attend in person or by video conference. Meeting date confirmation will be circulated at least 4 weeks before the scheduled meeting.
- Extraordinary meetings can be convened. This will be by request to the Chair from the Technotraining Board.
- A quorum of four is necessary with at least two fully independent members present.
- If the Chair is unable to attend a temporary Chair will be elected by agreement.
- Additional people such as Technotraining Board members, Programme Board members, industry representatives or external consultants may be invited to

join a Steering Group meeting to contribute on an agenda item(s). This will have been agreed by the Steering Group at the previous meeting.

- Technotraining's Head of Training will be available for Steering Group meetings in his capacity as Technical expert. He can only attend meeting or part of meetings at the specific invitation of the Chairperson. He must not be present for voting.
- An agenda will be prepared by the Quality Manager and circulated to members at least two weeks in advance of the meeting.
- The agenda is designed to an agreed template with sections as follows:
  - Review and approval of previous minutes and any matters arising.
  - Reports to be presented to the SG (RAP, Programme Board, Self Evaluation , New Programme Development)
  - Reports from the Technotraining Board and operational quality team on strategy, policy, and operational matters.
  - Items for formal approval
- Any reference documents or reports will be circulated with the minutes.
- The Steering Group will have access to the full QAM and associated documents. These will be held on Technotraining's shared drive.
- Minutes will be prepared by the Quality Administrator and sent to the Chair within 5 days after the meeting for approval before circulation to all Steering Group members.

## DECISIONS/ RECOMMENDATIONS

- Each agenda item is reviewed and discussed with all minutes taken on all recommendations by the Secretary. Actions agreed on will be given an agreed timeframe and will be noted and later documented by the Quality Manager and time-lined in the Quality Implementation Action Plan.
- Recommendations and corrective actions noted in previous minutes will be checked for progress and completion. If not completed further recommendations and timelines will be given.
- When a motion is put to the Group the Chair will seek approval and note dissent. If there is a split decision a vote will be taken with voting decided by majority. At least one fully independent member should support or vote for the motion decided. The minutes will record number of votes for and against.
- The Chair has a casting vote where votes for and against are equal.
- The Chair has the power to make recommendations or take decisions on behalf of the Group where special advice is sought by the Board on non-urgent matters. This will be documented on the next agenda.
- In relation to Learner appeals, complaints, discipline breaches or assessment violations, the Group will notify the Quality Manager directly by writing of its recommended actions.

## 2.3 GOVERNANCE SUB COMMITTEES

A number of subcommittees involving externality have been established to ensure there is additional external oversight in place. The purpose of these units is to ensure that there is separation of commercial decision making and academic decision making



at all levels of the organisation and to provide systematic oversight for key activities with clear lines of reporting to the main academic governance.

These are:

- Programme Boards
- New Programme Development Team
- Results Approval Panel



**Fig 2.3 Quality operations timeline across internal and external oversight**

## 2.4 PROGRAMME BOARDS

A Programme Board is appointed for each QQI accredited programme. The Programme Board is responsible for carrying out an Annual Review of a programme according to terms of reference approved by the Steering Group. The review is completed and reported to the Steering Group for consideration and ratification. The Programme Board represents Level 2 external oversight within Technotraining.

## PROGRAMME BOARD MEMBERSHIP

- Technotraining Head of Training,
- Programme Instructors,
- Learner representative
- Subject matter expert such as member of contracted training panel, industry representative
- QA administrator who takes and files minutes

### Principles governing membership of programme board

- One member must have academic experience at HE level
- One member must be a member of the training team (apart from Head of Training)
- One member must offer knowledge and expertise of the environment where skills are applied
- One member must have completed the programme as a learner

Single individuals can represent more than one category. Members are appointed for a term of 1-3 years. The Chair of the programme board is the Head of Training.

A Programme Board for each programme meets annually.

## 2.5 ROLES AND RESPONSIBILITIES OF PROGRAMME BOARDS

- ***To complete an Annual Programme Review -***
- Review stakeholder feedback: learner, tutors, employers
- Consider Programme Admissions data, completion data, grade distribution, analysis of failures, external stakeholder feedback.
- Review RAP and External Examiner reports for recommendations from last cycle and approve programme changes arising from these.
- Provide Teaching and Learning recommendations on curriculum design, assessment strategy, learner feedback, learning environment and resources.
- Consider a marketing report related to the programme
- Consider a recruitment activity report related to the programme
- Present the Annual Programme Review to the Steering Group and to consider and monitor the implementation of recommendations.
- Monitor and check that previous recommendations from RAP, EA, SG, PB have been implemented by Operational/Quality Team.
- Provide additional industry, sector, employer and learner feedback
- and expertise.

## 2.6 RESULTS APPROVAL PANEL (RAP)

The purpose of the results approval panel is to confirm that assessment of learner evidence and authentication of assessment results (including internal verification and external authentication) has been carried out in line with the provider's quality assurance process.

The Results Approval Panel members:

- External Chair (from another FET provider)
- Quality Manager,
- QA Administrator/Internal Verifier
- Head of Training/staff training instructors
- members of the training panel and Programme Boards (SME)

The Chair of the Results Approval Panel is external to ensure that there is impartial decision making and approval. The Quality Manager will propose members to the Panel and the Chair is responsible for approving them. The Quality Manager and QA Administrator are fixed members and others from the training team and programme boards are rotated. The Quality Manager holds no authority for decisions made by RAP and the decision to approve results is at sole discretion of the Chair.

When Major award certificates are proposed for certification the Head of the programme board and a member of the External Authentication panel must also be present.

The Results Approval Panel meeting takes place after the EA visit and before results are submitted to QQI via the QBS. All Learner results are deemed Provisional until approved by the RAP.

## ROLES OF THE RESULTS APPROVAL PANEL

- Reviews assessment results procedures to ensure that all stages in the quality assurance process have taken place (including the Internal Verifier Report and External Authentication Report).
- Ensures assessment procedures are adhered to.
- Checks appropriate evidence and records are available.
- Formally approves and signs off Final Results.
- Ensures any suspected irregularities are notified to the appropriate person.
- Ensures non-conformances are identified, notified, and logged on our Quality Implementation Action Plan which is reviewed at the next meeting of the Steering Group.
- Ensures appropriate decisions are taken regarding the outcome of the assessment, verification, and authentication processes.
- Identifies which decisions and issues should be presented to the Steering Group.
- Considers relevant decisions and advice which comes back from Steering Group.
- Assigns actions/recommendations arising from the RAP to members of Operational Quality Team.

## 2.7 OPERATIONAL QUALITY TEAM

The Technotraining Operational Quality team is responsible for the day-to-day implementation of Quality. Comprising of the Managing Director/Head of Training and Business Development & Quality Manager and (QA Administrator, supported by trainer input and feedback. the team provides **Level 1 oversight** of our QA system through Listening, Improving and Escalating. Ref. Fig. 1.2.

The Operational Quality team meets formally monthly or more frequently if required.

Technotraining aims to be able to respond in a responsive, agile way to address issues which are identified through formal and informal channels. Day to day improvements are at all times documented in our Quality Implementation Action Plan (QIP) and through version control where necessary.

## OPERATIONAL QUALITY TEAM MEMBERSHIP

### Derek Waters

As Managing Director and **Head of Training** Derek Waters is responsible for, programme design and development, programme delivery: training and assessment and market research. As a member of the Technotraining Board he is responsible for organisational strategy and corporate governance. He sits on the Steering Group. As the key subject matter expert, he sits on all Programme Boards and on the New Programme Development Team.

### Aisling Milton

As a member of the Technotraining Board, Aisling Milton shares responsibility for organisational strategy and corporate governance. As **Quality and Business Manager** she is responsible for the management and implementation of the QAS, she leads up operations, with responsibility for financial planning and allocation of resources; sales and marketing, management of programme information including website and programme material development; business support functions - client liaison and customer service. She also currently shares the training coordination role with the QA Administrator. She does not sit on the Programme Boards or the Steering Group but prepares and manages the inputs and outputs of these entities to ensure the monitoring and implementation of monitoring systems are managed appropriately. She is the Chair of RAP and has responsibility for ownership and management of the Quality implementation Plan. She sits on the New Programme Development Team purely in the role of financial.

### Grace Mooney

As **QA Administrator** Grace Mooney is responsible for day to day programme operations addressing learner and trainer queries and guidance, QA and QQI administration. She is responsible for the QBS system and certification process of all learners; she is the Internal Verifier and manages the External Authentication process. She is also secretary to the Steering Group.

**Training Co-ordinator** This person will have responsibility for the operation of training delivery within the company (including staff & external contractors) in adherence to the QA policies and procedures and will provide support to the sales and marketing functions. They will be part of the Operational Quality Team and report directly to the Quality Manager and Head of Training.

## ROLES AND RESPONSIBILITIES OF OPERATIONAL QUALITY TEAM

- Actively and responsively operate a day to day cycle of improvements. Listen to feedback, improve what we can responsibly and escalate where necessary.
- The operation of all training activities in line with QA policies and procedures.
- Consider allocation of resources on foot of feedback and make recommendations to SG if changes to resources are indicated.
- Implement recommendations from RAP, SG, PB
- The Quality Manager has responsibility for the recording and monitoring of the implementation of recommendations from operational activities and from RAP, SG, PB in the Quality Implementation Action Plan. She is also responsible for ensuring that all recommendations are communicated to those who need to implement them.
- Implement and operate all agreed structures for cycles of continuous improvement
- Prepare annual monitoring reports on programme delivery for Programme Boards.
- Maintain QAM with updates from external channels and develop and update policy
- Consider quality assurance issues and update QAM with lower level changes
- Evaluate output from the different Programme Boards. Consider allocations and resources between different Programmes. Identify where efficiencies and synergies can be found to positively impact on all programmes and best support learner progression.
- Support the development of all programme improvement.
- Consider, effectively gather, and collate all stakeholder feedback (learner, trainer, employer, QQI developments, changes in legislation) and further refine the process of ongoing stakeholder feedback. This may involve updating the content, process, or streams of gathering feedback.
- Review and maintain the Risk Register and ensure mitigating actions are taken and tracked.

### 3. DOCUMENTED APPROACH TO QUALITY ASSURANCE (QQI QA CORE GUIDELINE 2)

#### POLICY STATEMENT

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved
<b>Technotraining Board</b>  <b>Steering Group</b>	Technotraining Board Steering Group Head of Training Quality Manager	V1.1	Jan 2020	Mar 2020
<p>Technotraining aims to provide a robust documented approach to its quality assurance system. There are clearly documented policies and procedures available which set out our commitment to the quality of our service provision. Technotraining is also committed to continually improving its processes, programmes, and services and to maintaining and continually enhancing its Quality Assurance System (QAS) in line with awarding body requirements, relevant legislation and the changing needs and expectations of learners and employers.</p>				

The documented Quality Assurance System (QAS) has been designed and developed to drive and underpin a culture of excellence within our organisation and to meet the requirements of our key stakeholders in the delivery of programmes, that is; the learners, staff, the broader industries we work in, employers, certifying bodies, and QQI. The QAS is made up of documented policies, procedures, and processes, and supporting documents including procedural Forms, handbooks, and Terms of Reference.

The scope of this QAS addresses the 11 main policy areas set out by QQI in the Core Statutory Quality Assurance Guidelines published by QQI (April 2016) and Sector Specific Quality Assurance Guidelines – Independent/Private.

1. Governance and Management of Quality
2. Documented Approach to Quality Assurance
3. Programmes of Education and Training
4. Staff Recruitment, Management and Development
5. Teaching and Learning
6. Assessment of Learners
7. Supports for Learners
8. Information and data management
9. Public information and communication
10. Other Parties involved in Education and Training
11. Self-evaluation, monitoring and review

We have developed an integrated system of checks and balances to define, communicate, operate, and enhance a coherent quality assurance system which reflects the needs of our organisation and our learners while also meeting QQI Guidelines. The QAS relates to the whole organisation including corporate governance, finance, human resources, academic standards, administration, and assessment.

## REFERENCE DOCUMENTS

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

## 3.1 QUALITY ASSURANCE MANUAL

The policies, procedures, and processes, and supporting documents including procedural Forms, handbooks and Terms of Reference which make up the QAS are described within this Quality Assurance System Manual which is the primary source of the quality assurance system.

Technotraining has developed the current QAS over the last 4 years. It is a been a process of iteration and improvement through an ongoing improvement process to bring our QA in line with QQI requirements. In 2016 we commissioned a Self-Evaluation process which was carried out by an external consultant. The objective was to evaluate the effectiveness of our existing Quality Assurance system, benchmarking it against the new QQI requirements, to lay out a roadmap for working towards QQI reengagement requirements.

We initiated a process then to address the deficits that had been identified. The Gap Analysis Tool provided by QQI assisted in this process. It was used again and again to review new developments and to check progress towards our end goal of redrafting a QAS which we felt would be proportionate to our scale and best serve the interests of our learners and stakeholders.

The core policies and procedures we have arrived at today are collated in the Quality Assurance Manual (QAM). This documented system sets out our commitment to quality in terms of programme provision, support, and related activities as appropriate. It also refers to arrangements for internal evaluation and review of the effectiveness of the policies and procedures. Therefore, staff and key QA stakeholders are aware of how they can meet their respective responsibilities. The Steering Group provides oversight of the QAS.

The Technotraining QA system is based on clear and integrated policies which are set out in the following chapters.

1. Governance and Management of Quality
2. Documented Approach to Quality Assurance
3. Programmes of Education and Training
4. Staff Recruitment, Management and Development
5. Teaching and learning including Supports for Learners
6. Assessment of Learners



7. Information and data management
8. Public information and communication
9. Other Bodies involved in Education
10. Self-Evaluation, Monitoring and Review

### 3.2 QUALITY ASSURANCE SYSTEM MONITORING

As the Quality Assurance Manual (QAM) is the repository of our QAS, it is regularly reviewed and kept up to date through maintenance of this document and adherence to the QQI Core Statutory Quality Assurance Guidelines and Sector Specific Quality Assurance Guidelines for Independent/Private Providers and industry certifying body requirements. The following monitoring processes are key to this:

- QA KPIs are agreed by the Steering Group and subsequently monitored at each Steering Group meeting.
- Our data management system and moodle reporting functions are customised to measure and monitor key performance indicators.
- We utilise regular formal and informal feedback mechanisms to ensure ongoing fit for purpose programmes, services and supporting QAS. Learner and employer feedback, telephone and email queries and staff and tutor feedback are constantly utilised. Complaints are also an important form of feedback and we have a formal complaints process in place.
- A formal review of the QAS is conducted annually by analysing learner feedback, results of internal audits and evaluating performance against KPIs and follow up actions.
- We engage external expertise to conduct QAS audits and benchmarking of Technotraining policies and procedures against the defined standards and comparable organisations.
- The Quality Manager ensures staff are aware and adequately trained to meet the required standards.
- A core function of the Operational Quality Team is to ensure that all policies and procedures are up to date, effective and fit for purpose.
- The Risk Register addresses the output from regular risk assessments and identifies vulnerabilities to QAS, and financial and legal responsibilities.
- The QAM is updated annually by the Quality Manager following review of the QAS by Steering Group and output from Annual Programme Reviews.
- The Steering Group considers operational feedback from learners and employers and broader industry, changes in legislative and regulatory requirements including QQI, output from internal monitoring and external QA audits. The Steering Group has the expertise and knowledge from both the HE and FE sectors to constructively evaluate stakeholder feedback and to bring experience and best practise knowledge from academic institutions outside of ours.
- Policies and procedures are version-controlled, and date marked, with the QA Administrator recording details of any amendments made to the QAS where policies or procedures are found to be ineffective, out-of-date, or superfluous to its needs.

## A DOCUMENTED SYSTEM FOR ALL STAFF and STAKEHOLDERS

The QAM is the bible of the way we do things. It is the reference tool for all staff and stakeholders of the organisation to play their part in their effective delivery of our Quality Assurance system. The QAS is managed by the Operational Quality Team but it is available to all stakeholders of Technotraining. Staff, contractors, Steering Group, and members of other panels have read-only access to the QAM on the Technotraining Shared Drive.

The Operational Quality Team undertakes to ensure that the master copy on the Shared Drive is kept up to date. A comprehensive introduction to the QAM is a key part of induction of all staff and contractors.

## PRESENTATION AND TEMPLATING OF QAM

The QAM is a reference tool, an operational manual, a company bible. It must therefore be accessible, navigable and user friendly. The Operational Quality Team ensure that the format and layout is as easy to use as possible. Secondly, the QAM is a live, organic document which is responsive to cycles of monitoring review and improvement and this needs to be reflected in its presentation.

Policies are managed by the Operational Quality Team and follow a common template:

-

- Policy title
- Policy Owner
- Persons/teams with responsibility for delivery
- Date drafted,
- Version number
- Date Approved
- The associated QQI Quality Assurance guideline
- Reference, supporting and procedural forms

## QAM DOCUMENT REVIEW

Though the management of the QAM lies with the Operational Quality Team the Quality Manager is charged with specific management of any changes or reviews to the QAM. The QAM is a live document that is subject to input and recommendations which come through the various channels established for this purpose and from changes from legislation or other sources. The Quality Manager is responsible for inputting amendments which are signed off and agreed through the appropriate channels.

The Operational Quality team conducts its own ongoing analysis of the effectiveness of the QAS through monitoring of feedback from stakeholders and from its own day to day use of the system. As two members of the Technotraining Board are part of this team they have the authority to agree changes to the QAS where it does not directly affect academic matters. This is the Level one oversight that operates every

day. These changes can be made to the QAM without formal sign-off, but they will be documented in the Quality Implementation Plan and can be reviewed by the Steering Group and relevant Programme Board at the next sitting.

The Operational Quality Team will also propose changes to be brought to Level 2 and 3 oversight for review and recommendation.

The QA Administrator maintains a master record (Version Control Log) listing all controlled documents, their owners, and a log of all new versions.

## 4 PROGRAMMES OF EDUCATION & TRAINING (QQI QA CORE GUIDELINE 3)

### POLICY STATEMENT

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved
<b>Technotraining Board</b>  <b>Steering Group</b> <b>Programme Boards</b> <b>New Programme Development team</b>	Technotraining Board Steering Group Head of Training Quality Manager QA Administrator Tutors/SMEs	V1.1	Jan 2020	Mar 2020
<p>Technotraining is committed to developing, delivering, and reviewing programmes that respond to the needs of our learners, promote a progressive learning environment, and provide content that has specific relevance to how learners perform their jobs. We will design and promote learning programmes that reflect developments in legislation and European Standards leading to better standards of practise within sectors such as Emergency Lighting and Fire Alarm servicing and Commissioning. Technotraining are also committed to designing assessment instruments that are fair to all learners, reflect the relative importance of learning outcomes and workplace relevance and remove barriers to completion.</p>				

Programmes are developed and reviewed to ensure that they:

- Reflect current and emerging knowledge and practices that are relevant to learners, employers, and are compliant with professional and regulatory bodies
- Meet our mission statement and strategic plan.
- Meet QQI's validation requirements and award specification.
- Are developed in line with the requirements of the NFQ and associated policies and procedures on Access, Transfer and Progression.
- In consultation with our steering group, KPI's with acceptable standards are agreed upon and these are used to assist programme review.

Technotraining considers and evaluates all aspects of the programme at the design stage to include teaching and learning, assessment, access, transfer and progression, supports and resources required.

Technotraining monitors programmes on an ongoing basis and undertakes consultations with stakeholders such as learners, corporate clients and national and international standard boards to ensure that we continue to best serve the current and future needs of learners, identifying opportunities to improve the quality and effectiveness of its programmes and services.

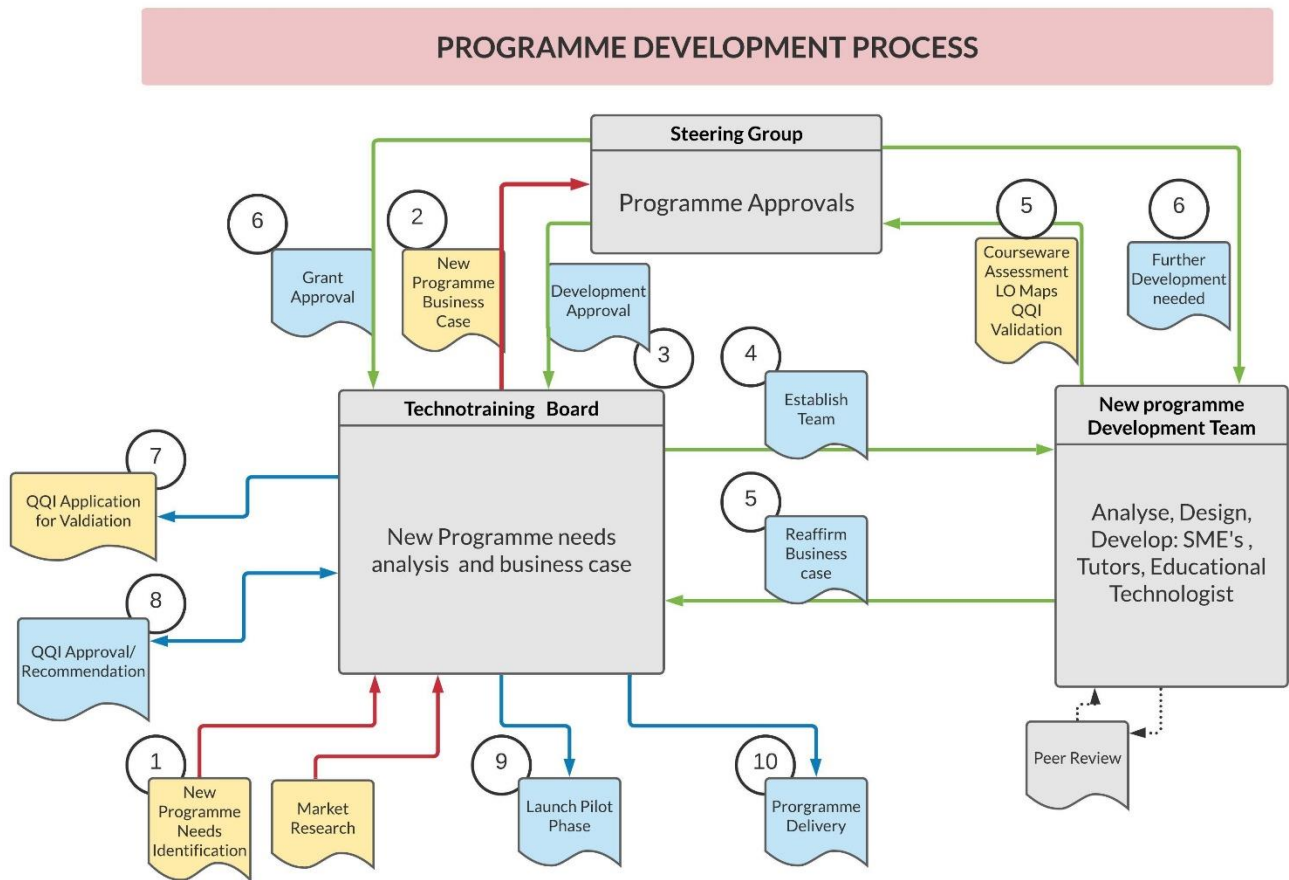
## SUPPORTING PROCEDURAL FORMS & TEMPLATE: APPENDICES

- [Pre-learning](#) learner profile survey
- [Learner Evaluation form Blended](#)
- [Learner Evaluation form Classroom only](#)
- [TT Client Employer Survey](#)
- [TT Programme Descriptors Template](#)
- [TT Programme Descriptor Sample](#)
- [Annual Programme Review Form TTAPR](#)

## REFERENCE DOCUMENTS

- Ireland's National Skills Strategy 2025
- European & National Standards
- Accidents database and reports
- QQI Policies and criteria for the validation of programmes of education and training November 2017
- The Impact of COVID-19 Modifications to Teaching, Learning and Assessment in Irish Further Education and Training and Higher Education – A QQI Report
- Non-CAS Programme Descriptor Template Guidelines, Version 1 2019.
- Recognition of Prior Learning in Irish Further Education and Training (FET) (2017)

## 4.1 NEW PROGRAMME DEVELOPMENT



**Fig 4.1 – The programme development process**

### NEEDS IDENTIFICATION

The Technotraining Board operates an informal framework of needs analysis to identify programmes of education that may be of potential value to the company and our learner cohort. As a small company it is critical that we make efficient use of resources so any programme development proposal must be both central to our core mission and objectives and have clear evidence-based indicators. Two main factors would influence our interest in developing new programmes leading to QQI awards.

- Develop a programme leading to a minor award that is not part of our approved scope of provision but is relevant because the minor is a component of a major award sought by our target learners.
- Develop a programme that is part of our approved scope of provision and is sought by our target learners.

### Indicators used to identify the need for a proposed programme:

- Alignment with Technotraining's mission statement and strategic plan.
- Feedback from industry and corporate clients on staff skills level, compliance requirements and knowledge gaps of their staff. Gathered through employer surveys and new Kirkpatrick feedback model in development.
- Learner Feedback – Evaluation forms and informal feedback.
- Training need enquiries from individuals and existing corporate clients.
- Participation on National Standards Authority (N.S.A. I) working groups helps identify future training requirements arising from amendments and new standards.
- Level of progression from existing awards.
- Our analysis of existing skills level of potential learners.
- Monitoring of national and international media reports and recommendations from inquiries into accidents and incidents help us identify competency and skills deficiencies in the Life Safety environment.
- Monitoring publications such as Future Skills Ireland.
- Networking (through committees, industry events like sector conferences, seminars, fairs) with industry practitioners guides us on market/commercial needs particularly in relation to how training can demonstrate contractor competence. Allows us to compare one sector with another and where equivalent accredited training is lacking.
- Discussions with associations and membership groups and supervisory bodies eg (RECI).
- Monitoring of the training provision of other centres and our competitors, both nationally and internationally.

Information from the above sources is compiled by the Head of Training and the Quality Manager. The next step is to make a Business Case proposal to the Steering Group. However before assuming that a QQI award is the only approach, other solutions should also be considered.



**Fig. 4.2 – New programme development, alternative solutions check**



## BUSINESS CASE PROPOSAL FOR CAS AWARD

The Technotraining Board prepares a feasibility study to assess if the organisation is sufficiently resourced in terms of human, technology, and financial resources and that the rationale to balance these against projected revenue justifies the development and delivery of the programme. To make this business case the following questions are addressed:

- Where does the proposal sit in relation to existing scope of provision: e.g special purpose, minor to support relevant Major, minor without other related minors.
- Have solutions other than QQI CAS Award been eliminated?
- What is the potential market size, who are our competitors, potential class size, potential number of deliveries per year and projected revenue per year? Is there a transnational market?
- Does the proposed award lie within or outside the approved scope of provision?
- Projected course fees.
- Potential marketing channels and sales strategies.
- What is the learner profile and roles in the target industry?
- Synergy with existing programmes. Does the proposed programme offer learner progression, from or to existing awards?
- Consult with other providers in respect of potential learner access, transfer and progression.
- Evidence on how it meets access, transfer, and progression responsibilities
- What profile of tutor is required? Outline on competencies, qualifications, experience. Where will we find them?
- Are there professional, statutory, public-funding, or regulatory interests who might be involved or affected.
- Projected overall development cost required for development and validation
- Proposed schedule for programme design & submission for validation.
- Potential membership of the Programme Development team?
- Is there relevant international work on learning outcomes or standards underway?
- Do other certification bodies (national or international) offer a similar award?
- Proposed structure of a consultation committee?

An initial Programme Scope is also outlined, addressing the following:

- What is the purpose of Award?
- NFQ level, type, and entry level criteria
- Course Title (s) that leads to the target award.
- What technical equipment resources are required (and projected investment cost)
- What learning methodology will be used e.g. e-learning, asynchronous, synchronous, hands on, on the job, classroom
- Does a relevant occupational standard exist?
- Define the expected learner workload.
- Categorise the roles that the award supports into categories of work activity eg. Emergency Lighting Inspection roles, Servicing, Commissioning, Designing.

## NEW PROGRAMME DEVELOPMENT STAGES OF APPROVAL

There are two distinct stages before any new programme is submitted for validation. Each involves two separate reviews and approvals from

- (a) the Steering Group who consider if a proposal has academic merit and
- (b) the Technotraining Board who determine if there is a financial case to support it.

After the needs analysis and business case is complete the Technotraining Board confirms there is a financial case for preliminary approval to move on to next stage development. The initial programme scope is then referred for preliminary approval to the Steering Group.

The Steering Group evaluates the academic basis for preliminary approval. Part of the initial programme scope will include a proposal for the New Programme Development Team membership, this will be approved by the Steering Group.

Only when both The Technotraining Board and the Steering group sign off on the preliminary proposal can it move into the New Programme Design and development Phase.

## PROGRAMME DESIGN AND DEVELOPMENT

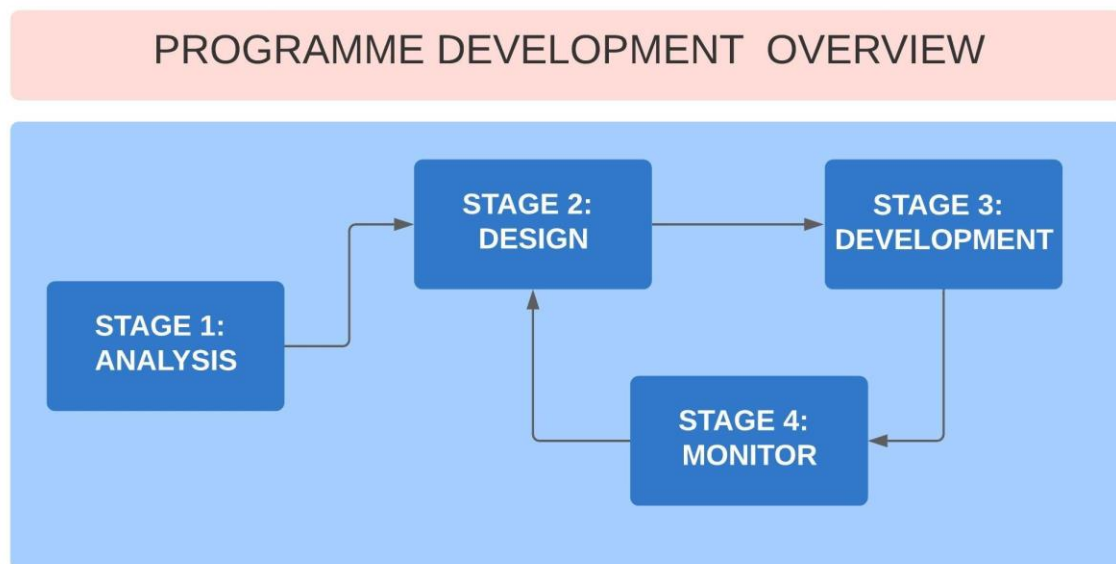


Fig 4.3 Overview of Programme Development

## NEW PROGRAMME TEAM DEVELOPMENT MEMBERSHIP

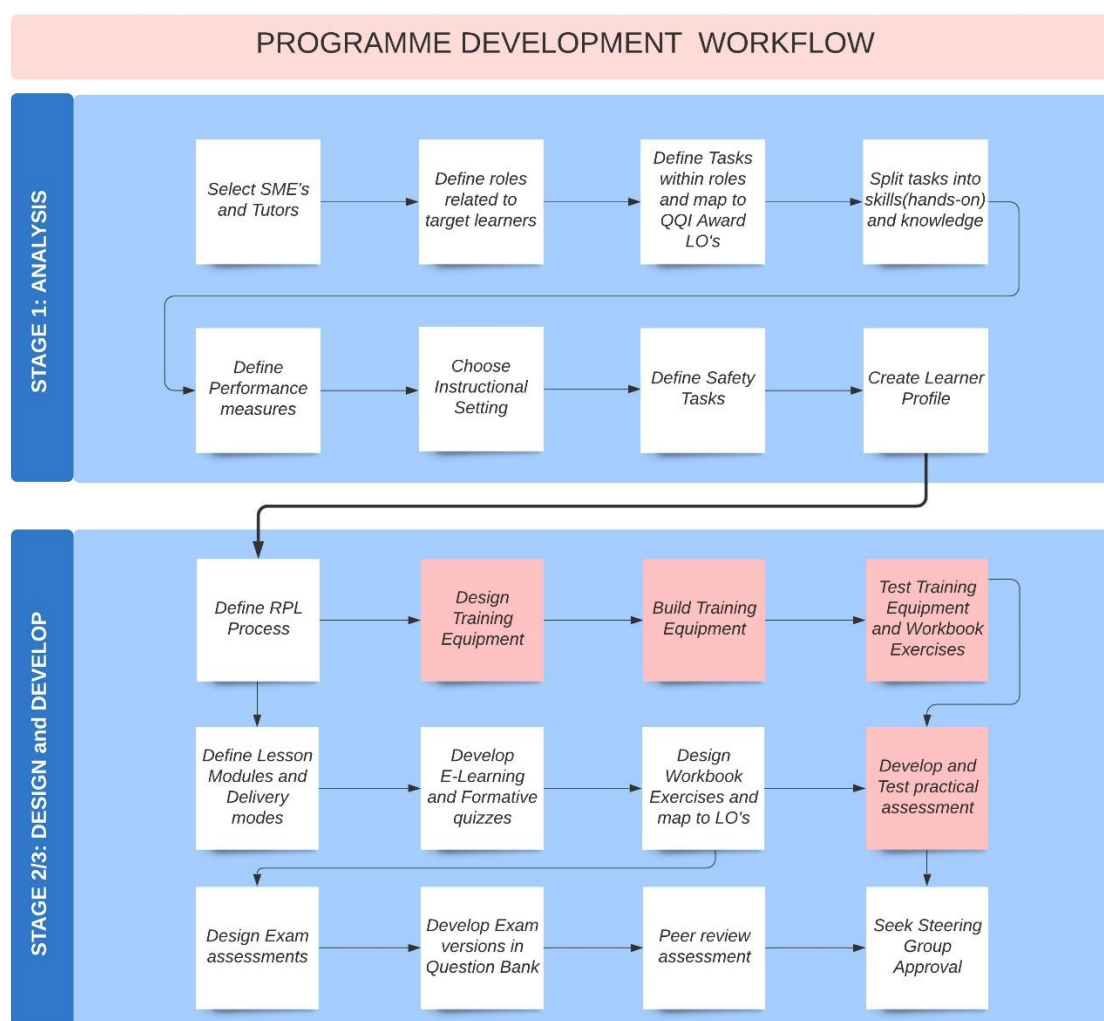
- Technotraining Head of Training

- Subject matter expert, they may be from the Technotraining trainer panel
- Employer or industry representative from sector
- QA Administrator
- Members of related Programme Boards are also involved
- Quality Manager

## RESPONSIBILITIES OF THE NEW PROGRAMME TEAM

- Evaluate the teaching and skills expertise required for the programme. Develop qualifications, guidelines, experience required. Draw up person specifications.
- Consider the strategies for teaching and learning appropriate to the programme context and objectives.
- Initiate a systematic training programme development process that works back from the groupings of tasks to be trained, alignment with LO's of target published award. Keep as your mantra "If you don't know where you are going, any road will get you there" Lewis Carroll.
- Develop a detailed financial plan on associated costs involved in running the programme.

## OVERVIEW PROGRAMME DEVELOPMENT & DESIGN PROCESS



**Fig 4.4 – Programme Development Workflow**

### Stage 1: Analyse

- Define purpose of programme. Define the job performance roles related to the tasks involved. This will inform how different learners will navigate the programme and thus programme structure.
- Compile a *task inventory* of all major tasks associated with each job. Include sub tasks if required. Ensure that correct SME's are chosen to inform task selection. Evidence – align tasks to QQI award learning outcomes
- Select tasks that need to be trained vs. tasks that are outside the scope of the proposed programme (not covered or part of entry-level requirement).
- Divide the learning required to perform a task into (a) essential hands-on skill and (b) underpinning knowledge.
- For each learning outcome list more specific performance measures to satisfy validation requirements that successful completion of these

performance measures merits the granting of the award. i.e when they return to work they will be adding value.

- Choose instructional setting for the tasks to be trained, e.g. classroom, on-the-job (consider micro-learning structure), self-study, e-learning, webinars.
- Highlight tasks that carry inherent safety hazards.
- Define qualifications, competencies, skills of training staff required
- Create learner profile descriptor noting typical age, gender, education level, expected challenges to learning and challenges to assessment methodology. Consider required entry level here.

## **Stage 2: Design**

- Define Recognition of Prior Learning (RPL) Process. Support learners in gauging how their prior learning could exempt them from attending elements of the programme. List RPL resources.
- Identify and list the learning steps required to perform the task and associated resources required to achieve the task (eg. tools, s/w etc.).
- Design the performance tests to show mastery of the learning outcomes to be trained. Consider exams, practical, collection of work. These should inform training equipment build, hands-on exercises, quizzes, and final assessments.
- Launch the training equipment build process in parallel with equipment experts.
- Design workbook exercise overview and map to learning outcomes.
- List the *entry behaviours* that the learner must demonstrate prior to training and develop entry requirement criteria.
- List pre-course supports for learners.
- Sequence and structure the learning objectives, in logical working order e.g. easy tasks first, first things first.
- Prepare person specifications for teaching staff and adjust trainer job description if necessary

## **Stage 3: Develop**

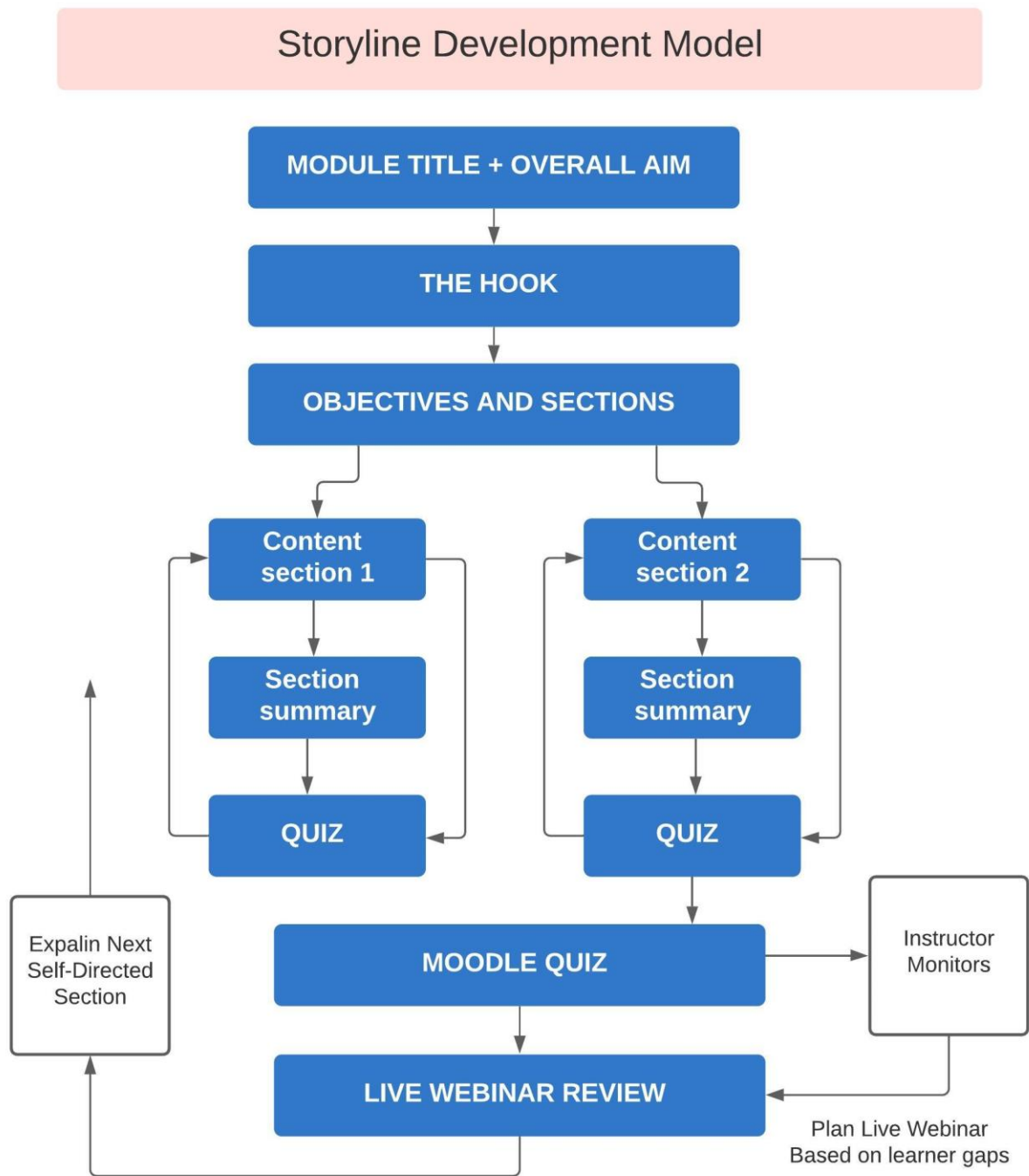
- List activities that will help the students learn the task.
- Select the delivery methods such as e-learning, handouts, etc.
- Develop e-learning courseware and formative quizzes. Consider the integration of asynchronous modes with face to face modes.
- Review existing material so that you do not reinvent the wheel.
- Build prototype training
- Develop instructional courseware, screen plan for online self-directed activities and outline notes.
- Develop instructor guides.
- Develop assessment methodologies following the quality approved assessment process.
- Develop Exam versions in question bank. Exam questions must be clear and unambiguous.
- Develop other assessment instruments such as collection of work activities.

- Seek peer review of assessments.
- Prepare a programme outline, presentation materials, assessment materials (assessment briefs, marking schemes), lesson plans and programme timetable. The delivery and assessment methods are designed to meet the needs of the defined learner profile and the QQI award specification.

## DESIGNING E-LEARNING MODULES FOR BLENDED DELIVERY

Two types of asynchronous learning activities are developed for moodle use:

1. H5P Interactive Video: mp4 videos can be created from a number of sources including Powerpoint and quiz interactions interwoven into the presentation
2. Storyline Presentations are fully interactive presentations that are designed to keep learners engaged. See Fig 4.5 for Storyline development template.



**Fig 4.5 - E-Learning development model**

## 4.2 PROGRAMME APPROVAL AND SUBMISSION FOR VALIDATION

When the programme design and development process is completed, the resulting Programme Specification/Validation Manual is presented to the Steering Group and to the Technotraining Board for consideration. It crucial that the financial and academic cases are considered separately and critically at this point and a programme will only be submitted for validation if it gets both commercial and academic approval.

Both the Technotraining Board and the Steering Group must each evaluate the programme proposal and it will only move to submission for validation if approval is granted by both entities.

The Technotraining Board will review the more detailed proposal to ensure that there is still a solid business case to take it to the next stage.

- Does the more detailed cost versus revenue analysis completed during development stage provides evidence that is in line the with 5-year Strategic Plan
- Have any further resources issues been identified which could have an impact on other areas of the strategic plan or training provision?
- Refer to the initial needs analysis indicators and feedback from relevant stakeholders to ensure no external factors have changed which would impact on the business case for proceeding with the application for validation.
- If a programme involves a second (or more) provider, a Memorandum of Understanding is drawn up to formalise and approve the arrangements between Technotraining and the second provider clearly outlining the areas of responsibility and accountability of all stakeholders involved in this programme

The Steering Group examines the proposal with reference to QQI Document Policies and criteria for the validation of programmes of education and training November 2017/QP.17-V1.03

If amendments/edits are agreed by the Steering Group these must be reviewed and approved by the Technotraining board to ensure there are no additional financial implications and if their approval can still be granted.

Head of Training then prepares an application for validation to the awarding body, this includes:

- The programme's teaching and learning strategies
- Programme outline and QQI award(s) to which it is designed to lead to.
- The documented programme outline, including module descriptors, course delivery methods.
- Course tutor profile and CV's.
- Intended learner profiles.
- Delivery modes.
- Any specific changes to Technotraining quality assurance guidelines.
- Programme support staff requirements.
- Proposed programme schedule.
- Sample courseware which will be provided to learners
- Minimum Learning Outcomes

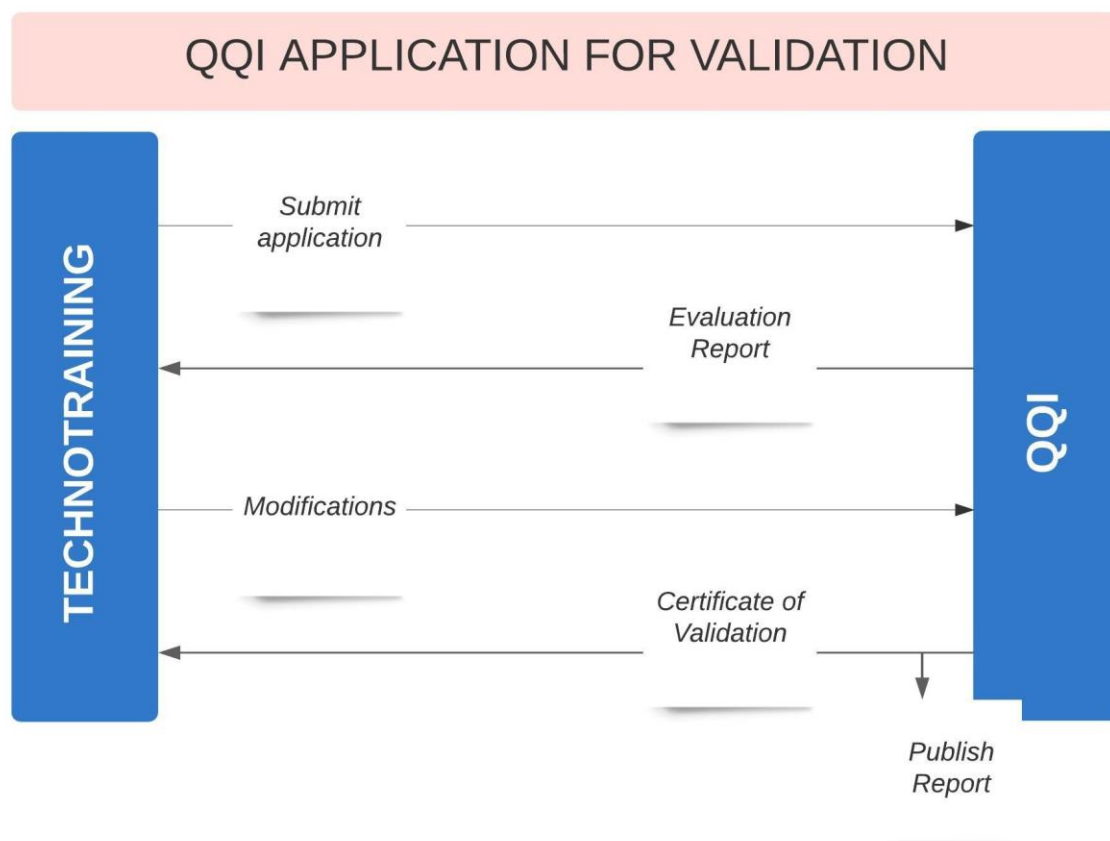


- Programme Assessment Strategy
- Module Assessment tasks including samples of marking schemes and model answers.
- Resource specifications, e.g equipment and e-learning resources
- Five-year plan for the programme.
- Business Case Report. Rationale for course.

### 4.3 PROGRAMME VALIDATION AND RE-VALIDATION (QQI)

#### SUPPORTING & REFERENCE DOCUMENTS

- FET Validation Application Forms
- QQI Programme Validation Manual
- Policy for Determining Award Standards 2014
- Topic Specific Quality Assurance Guidelines
- Policy and Criteria for the Validation of Further Education and Training Programmes Leading to QQI CAS and Non Cas Awards



**Fig 4.6 QQI Application for Validation**

## APPLICATION FOR VALIDATION PROCESS

- We secure QQI validation before enrolling learners on any programme leading to a QQI award. Applications for validation are approved and signed-off by the Steering Group before they are submitted to QQI via the QBS.
- We review our capacity to uphold the terms and conditions of validation and ensure that our programmes meet the validation criteria as part of our Annual Programme Review.
- We arrange for the revalidation of continuing programmes every 5 years (or in accordance with the expiry of the duration of the validation if different). We understand that validation is for a maximum of five years and automatically lapses unless renewed through re-validation.
- We carry out a Self-Evaluation Programmatic Review to coincide with revalidation – data from this review is used to inform and support the revalidation process.
- We understand that a validated programme may be reviewed by QQI at any time and we facilitate such reviews.

## 4.4 PROGRAMME PLANNING AND DELIVERY

Once a programme has been approved via the QQI Validation process a programme delivery planning process begins. This will be led by the Quality Manager, but the new Programme Development Team will be retained through out this phase for consultation.

As part of the programme design and development stage we identify the human, physical and academic supports, and resources necessary for delivery of programmes. They are formally set out in the approved programme descriptors and implemented prior to programme delivery.

### PROCESS FOR PROGRAMME PLANNING AND DELIVERY

The Head of Training and the Quality Manager create a management plan for delivery of a newly approved programme, this includes:

#### **Preparation Stage:**

- Recruitment of qualified trainers – The new Programme Development Team will be consulted to agree to suitability of potential trainers. Trainer (s) may already be part of the Programme Development Team.
- Development and commissioning of equipment and other learning resources. The development phase may only have developed a prototype so now this needs to be scaled up for delivery.
- Adapt learner handbook if required.
- Establish equipment safety and working parts check process and run all equipment through same.
- Prepare equipment/resources checklist with maintenance, safety and sanitation log details.
- Create Learner Induction Pack.
- Create Trainers Guides with pilot review comment section.

- Create draft website page information for potential learners refer to Steering Group for approval
- The Quality Manager and QA Administrator review programme brochures, the application process and booking form to ensure ease of access for prospective learners. This may be run through learner focus group.
- Check RPL considerations against established process – refer any changes to Steering Group for approval.
- Consider if any changes required to learner evaluations.
- Prepare e-learning resources for Technotraining Moodle platform.
- The Quality Manager and QA Administrator identify training venues. (for classroom delivery mode) Programmes are delivered in client premises or public venues if the facilities meet the requirements of the programmes and are judged to be fit-for-purpose. Many programmes are also delivered online. For hired public training venues training facility checklist completed to ensure that the premises and facilities meet all requirements including accessibility and health and safety criteria.
- Venue Checklist and Training Room spec is consulted and adjusted if necessary.

### **Delivery Stage**

- Conduct pilot training. Pilot training of any new course is run by the Head of Training with a small group. This includes invited learners who have attended other training and other tutors and associates.
- During delivery, ensure instructor and/or learners record detailed feedback on prepared pilot sheets that track trainer guide agenda.
- Use direct verbal feedback from learners, and learner Evaluation forms.

### **Impact Evaluation of first delivery**

- Perform external evaluations, e.g. observe that the tasks that were trained can be performed by the learner on the job.
- Operational Quality team review feedback from tutor, peers, learners, and employers and assess required corrective actions. Those with substantial academic impact are referred to Steering Group for approval. Recommendations are held in the Quality Implementation Action plan to track referral process and implementation of recommendations. These are processed as quickly as possible to improve the next delivery. Additional Steering Group meetings may be convened to facilitate.
- This process is repeated for the first three iterations of the course.

## 4.5 PROGRAMME ADMISSION, PROGRESSION AND RECOGNITION POLICY

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved
<b>Technotraining Board</b>  <b>Steering Group</b>	Technotraining Board Head of Training Quality Manager	V1.2	Jan 2020	Mar 2020

Technotraining aims to ensure that new learners joining a programme have the capacity to achieve the learning outcomes of the course and their expectations for the learning programme are met. Access policies and admission processes are developed and implemented in accordance with national policies on Access, Transfer and Progression and we have a systematic process in place to support learners in determining their suitability and ultimately meet their expectations.

We adopt systems that recognise prior learning to allow learners to receive credit for previous learning and qualifications, and previous work experience. We inform learners how they can transfer or progress to other programmes leading to other awards within the National Framework of Qualifications. Learner progression is a core criteria for new programme development.

The principle of equality and inclusivity is central to the implementation of our Admissions Policy. We are committed to creating a learning environment in which individual differences are accepted and catered for.

Minimum entry requirements are set out on the website and in each programme descriptor.

Admission requirements are clear and consistent for all learners, based on:

- QQI component award specification
- NFQ level
- Course delivery method (e.g. hardware, computer skills for online courses, practical knowledge)
- Previous qualifications and work or life experience which determine suitability
- English Language proficiency requirements
- Reflect the access, transfer, and progression statements from the award specification

## SUPPORTING DOCUMENTS & MATERIALS

- [Technotraining Moodle](#)
- [Learner Handbook](#) (Including Learner cancellation policy)
- [Technotraining website](#)
- [TT APR Form](#)
- [Booking form](#)
- [Registration Form](#)
- [Programme Descriptor Sample](#)
- [TT Training Venue Checklist](#)
- [TT Application for RPL Request Form](#)

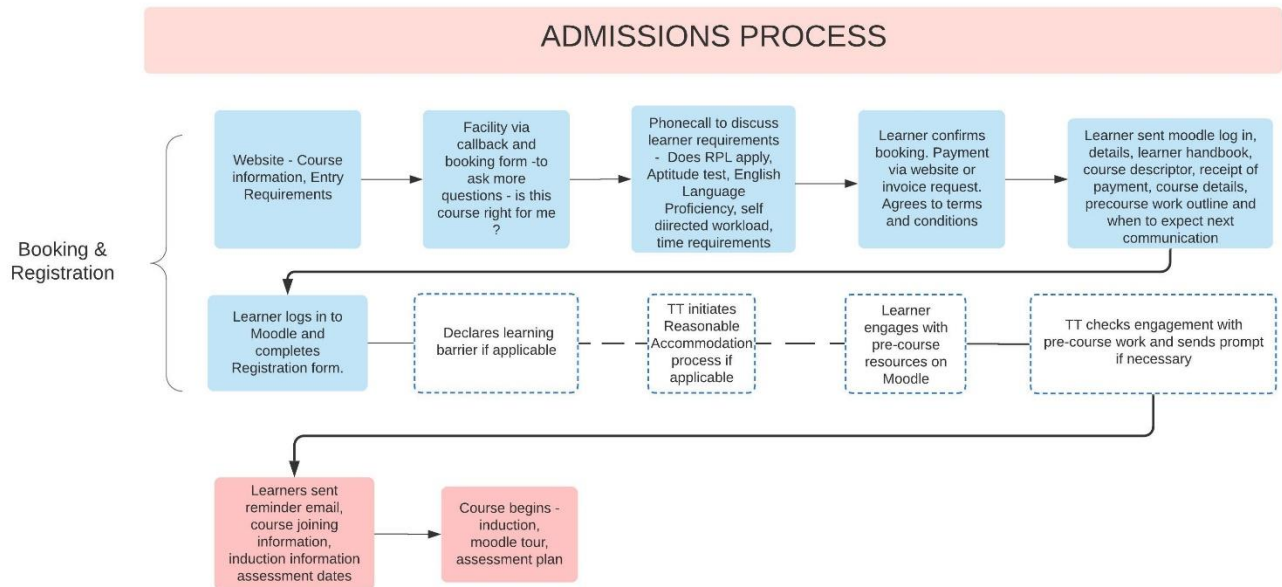
Admission to a programme is subject to:

- Places being available.
- That the applicant is suitable for the programme and meets the minimum entry requirements.
- The applicant learner and employer (as appropriate) agree to abide by our terms and conditions.

Applicants who have any learning support needs are encouraged to provide us with relevant information at the time of application. We treat any such information confidentially.

## PROGRAMME ADMISSION PROCESS

The admissions and registration stages of the learner journey with Technotraining are designed to support potential learners in determining their training requirements and capabilities.



**Fig 4.7** Admissions Process

Technotraining will ensure that all learners joining this programme have the capacity to achieve the programme and module learning outcomes and that learner expectations of the programme are met. Employers/Clients may contact us directly to deliver the programme to a targeted group of employees. We will also contact our clients directly and Technotraining will run showcase promotion events in client companies to generate interest in the programme. Showcase demonstrations will be given on training equipment and simulation software.

Admission to the programme is subject to:

- Places being available.
- The applicant being suitable to the programme and meets the entry requirements
- The applicant learner and employer, as appropriate, agree to abide to the terms and conditions

The following process is implemented:

- Details of the programme will be available on Technotraining's website
- Employers/Clients contact Technotraining to deliver the programme. Employers/Clients will be contacted directly by Technotraining to give them a full briefing on the programme
- Learner applicants complete an online booking form
- Phone interviews are held with each applicant to discuss entry level knowledge and experience and their expectations.
- Places are offered to suitable learners on a first come, first served basis.

**Sample Entry Criteria:**

## Entry Criteria for the Advanced Certificate in Industrial Automation Technology

Prospective learners wishing to be accepted onto the programme must meet the following minimum entry criteria:

1. Leaving Certificate or other qualifications that have been recognised as equivalent to a major award at level 5 on the NFQ. Learners must have achieved at least an O5 in Leaving Certificate Mathematics.
2. **English language** - Minimum English language and literacy competence at entry to the programme for speakers of English as a second language is **Common European Framework of Reference for Languages**, B2 in writing, reading, listening, and speaking. Evidence of achievement of this standard is necessary for entry to the programme.
3. Prospective learners will be expected to demonstrate:
  - Already working in a technical role in the maintenance sector or have a desire to work in the maintenance sector while being able to demonstrate evidence of technical interest/aptitude.
  - an ability to be able to work online with basic Microsoft tools

## LEARNER ENTRY APPEALS

In the event of an applicant not being offered a place, the applicant is entitled to appeal the decision to the Quality Manager stating the grounds on which they would like to appeal the decision. This is considered by the Quality Manager.

Data on entry profiles is collected and monitored in the Annual Programme Monitoring report and considered as part of the Annual Programme Review. Programme information and descriptors are managed by the Quality Manager and are subject to approval from the Steering Group.

Access policies, admissions policies and requirements may be updated or changed arising from recommendations by the Programme Boards or by the Steering Group.

## RECOGNITION OF PRIOR LEARNING

Recognition of prior learning (RPL) is a method of assessment which may allow learners to gain formal recognition for knowledge, skills, and competence that they have already gained through previous qualification or work experience.

Many of our learners are mature and experienced and operation of RPL enables them to demonstrate what they know and supports them in their pursuit of lifelong development of their skills through a combination of experience and engagement in formal learning.

### RPL for access/entry –

If a learner does not fulfil the stated entry requirements, they may apply to gain entry to the programme, using their prior experience and/or learning. Due to the

nature of the learner profile, many applicants will have significant prior work experience. The procedure is as follows:

- Learners are informed about RPL for access via Technotraining's website
- Applicants complete the RPL request form, including details of related experience, prior learning/qualifications, employer reference.
- RPL requests are evaluated by Technotraining's Head of Training
- The evaluation of the form will be followed up with applicants to discuss entry knowledge required for the programme. Specific preparatory material can be prescribed for applicants via Moodle, where required.
- For RPL for access, Technotraining will be confident that applicants demonstrated achievement of the broad standards associated with NFQ Level 5. This should be demonstrated by employer reference/input i.e., that they have:
  - A broad range of knowledge with some understanding of theoretical concepts and abstract thinking with significant depth in some areas
  - A broad range of skills and the ability to use information to plan and develop investigative strategies and to determine solutions to varied and unfamiliar problems.
  - The ability to act in a range of varied and specific contexts while taking responsibility for the nature and quality of outputs.
  - The ability to identify and apply skills and knowledge in a variety of contexts.
  - The ability to exercise some initiative and independence in carrying out defined activities and to join and function within multiple, complex, and heterogeneous groups.
  - The ability to learn to take responsibility for own learning within a managed environment.
  - The ability to assume full responsibility for consistency of self-understanding and behaviour.

### **RPL for exemptions from modules for a Major Award**

RPL for exemptions from modules or components of a principal programme will occur where a learner presents with relevant CAS award/s achieved within a reasonable timeframe, where the learning outcomes are consistent with the minimum intended learning outcomes of specific modules. The learning associated with the CAS minor awards must be relevant and sufficient for exemption from the target module. The accredited learning will match the volume of FET credits allocated to the module. The learning associated with the minor award/s must be current, i.e., within the previous five years. However, applicants can also demonstrate that their learning remains current by way of sufficient, relevant, recent work experience supported by employer.

The procedure is as follows:

- Applicants are notified on RPL for exemptions from modules related to this programme on Technotraining's website.



- Applicants apply for exemptions where previous, relevant CAS awards have been achieved within 5 years, using an RPL request form with mapping guidance
- Applicants must supply their relevant QQI minor award certificate
- If appropriate, to demonstrate the learning remains current, applicants must supply evidence from their employer, that this is the case
- Technotraining's Head of Training evaluates the applications and ensures that the learning achieved via the CAS minor award/s continues to be up-to-date and relevant, prior to an exemption being granted
- The outcome of the evaluation of the form will be followed up with applicants

### **RPL for Advanced Entry into modules/embedded programmes (partial exemption towards a module) –**

For a minor level award this is relevant where a learner may be granted exemptions from attendance at programme modules because of learning that they already have achieved or experience they already have.

This essentially means that if a learner has prior knowledge, through experience or training, they may be able to complete their studies in a shorter timeframe without having to revisit learning.

Technotraining will give learners specific guidelines on what qualifies as grounds for exemption on a course-by-course basis.

This also occurs in the case of a Major level award where a learner has achieved a relevant CAS minor award i.e., has already demonstrated achievement in a set of learning outcomes that can be mapped to specific MLOs in a programme module). The procedure is as follows:

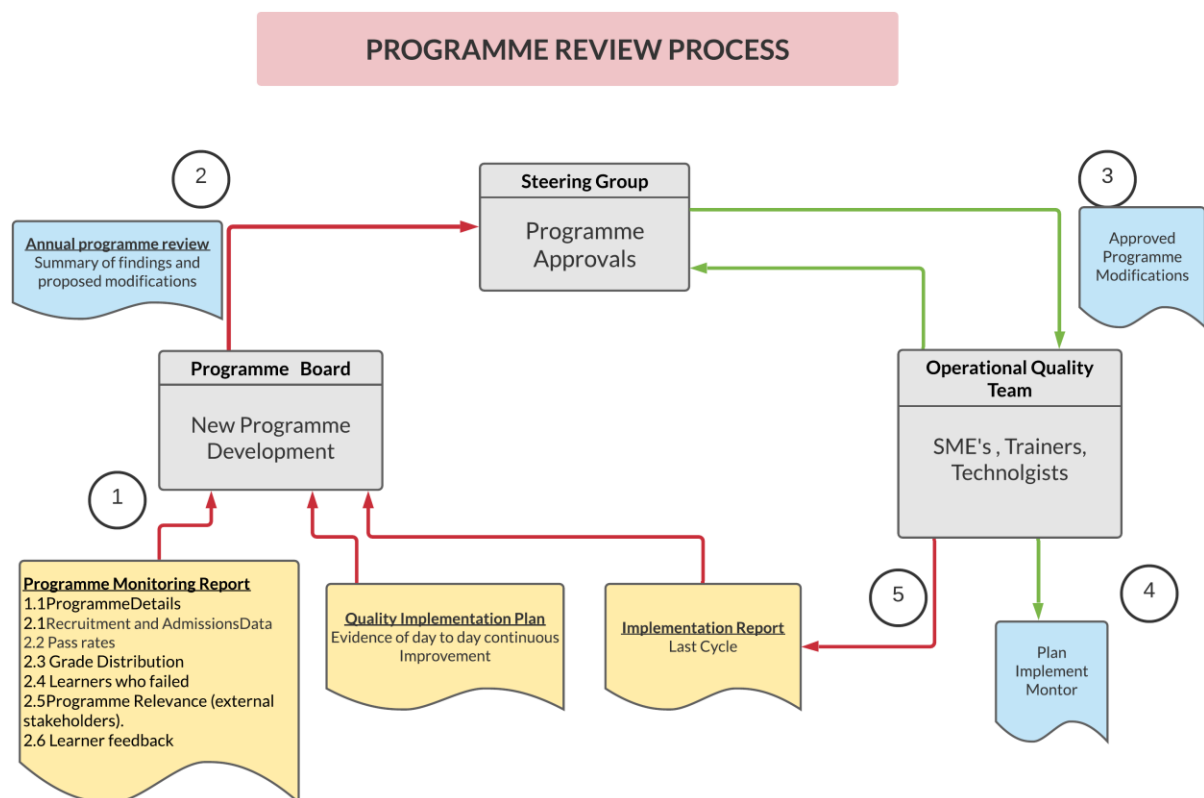
- Applicants are notified of RPL advanced entry into modules/embedded programmes on Technotraining's website
- Information on Module Learning Outcomes are provided on Technotraining's website – course information
- Applicants complete the RPL request form with details of prior accredited learning mapped to learning outcomes of the linked module/s
- Technotraining's Head of Training evaluates the RPL applications. Supplemental assessment may need to be conducted to ensure achievement of a set of learning outcomes, before an exemption can be granted
- The outcome of the evaluation form will be followed up with applicants

## 4.6 PROGRAMME REVIEW PROCESS

Technotraining is committed to designing and maintaining programme curriculum to ensure that programmes are responsive to changes and that learners are properly prepared on completion. Ongoing monitoring and formal review of programmes is used to effectively evaluate if these goals are being met. Feedback from learners, trainers, and key stakeholders such as industry employers is central to this process.

### Levels of Programme Monitoring:

- Level One: Quality Operational Team listening, collecting feedback informally and formally
- Meetings with employers, employer surveys
- Regulatory and legislative updates and changes
- QQI briefings
- Formal Monitoring and review – the Annual Programme Review



**Fig 4.8 Programme Review Process**

## ANNUAL PROGRAMME REVIEW

An review of each QQI programme is conducted annually to ensure that the programme maintains the standards of delivery approved for it, remains fit for purpose, and meets the needs of learners and other stakeholders. Feedback and data collected through a systematic monitoring process is critically evaluated to see where we can improve and enhance the learner experience. The Annual Programme Report is produced from each review.

The Annual Programme Monitoring Form is prepared in advance by the Quality Manager. The input data includes:

- Programme statistics (Recruitment and Admissions)
- Progression and Pass Rates
- Grade Distribution
- Learner Feedback commentary
- Trainer Feedback commentary
- RAP reports and EA reports with specific feedback on issues from these which have been escalated to Steering Group
- Recommendations listed on the QIP
- A report from the Head of Training on recommended or potential innovations in the curriculum or delivery style/methods

The Programme Board considers the data collected across the categories and documents recommendations ensuing. They review other aspects of the course across a fixed template agenda including:

- Pedagogy
- Curriculum Design
- Assessment Strategy
- Feedback to learners
- Learning Environment, Resources available
- Information available to learners

The Annual Programme Report is presented for formal approval to both the Technotraining Board and to the Steering Group.

The Technotraining Board will examine any recommendations that have a financial impact and make their decision on implementation of same and this will also be notified to the Steering Group. The Steering Group will evaluate recommendations which have an academic impact.

Any changes which have been recommended must have approval from both the Technotraining Board and the Steering Group.

Approved actions are documented and time-lined by the Quality Manager on the QIP after the SG has signed off.

## 5. STAFF RECRUITMENT, MANAGEMENT & DEVELOPMENT (QA CORE GUIDELINE 4)

### POLICY STATEMENT

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved	
<b>Technotraining Board</b>  <b>Steering Group</b>	Technotraining Board Head of Training Quality Manager	V1.3	Jan 2019	Mar 2020	
<p>Technotraining is committed to delivering quality through every level of the organisation. This is achieved by recruiting, developing, and resourcing a team of staff and contractors who have the appropriate level of expertise, a strong sense of purpose, are customer-focused and directed in their work by clear objectives and KPIs. Technotraining has a systematic approach to the recruitment, induction, management and development of staff and contractors. We provide staff with access to support and development opportunities based on an orderly approach to the identification of their training and development needs. We provide a supportive environment that allows them to carry out their work effectively and enhance the teaching and learning environment for learners.</p>					

Responsibility for Staffing and Human Resources rests with the Technotraining Board; approving new resources and ensuring that Technotraining acts in accordance with relevant employment legislation.

The Quality Manager is responsible for the management of human resources and employee relations including staff training and development, remuneration, staff welfare, personnel administration, and industrial relations. She is responsible for the implementation of the Equal Opportunities Policy

### SUPPORTING DOCUMENTS

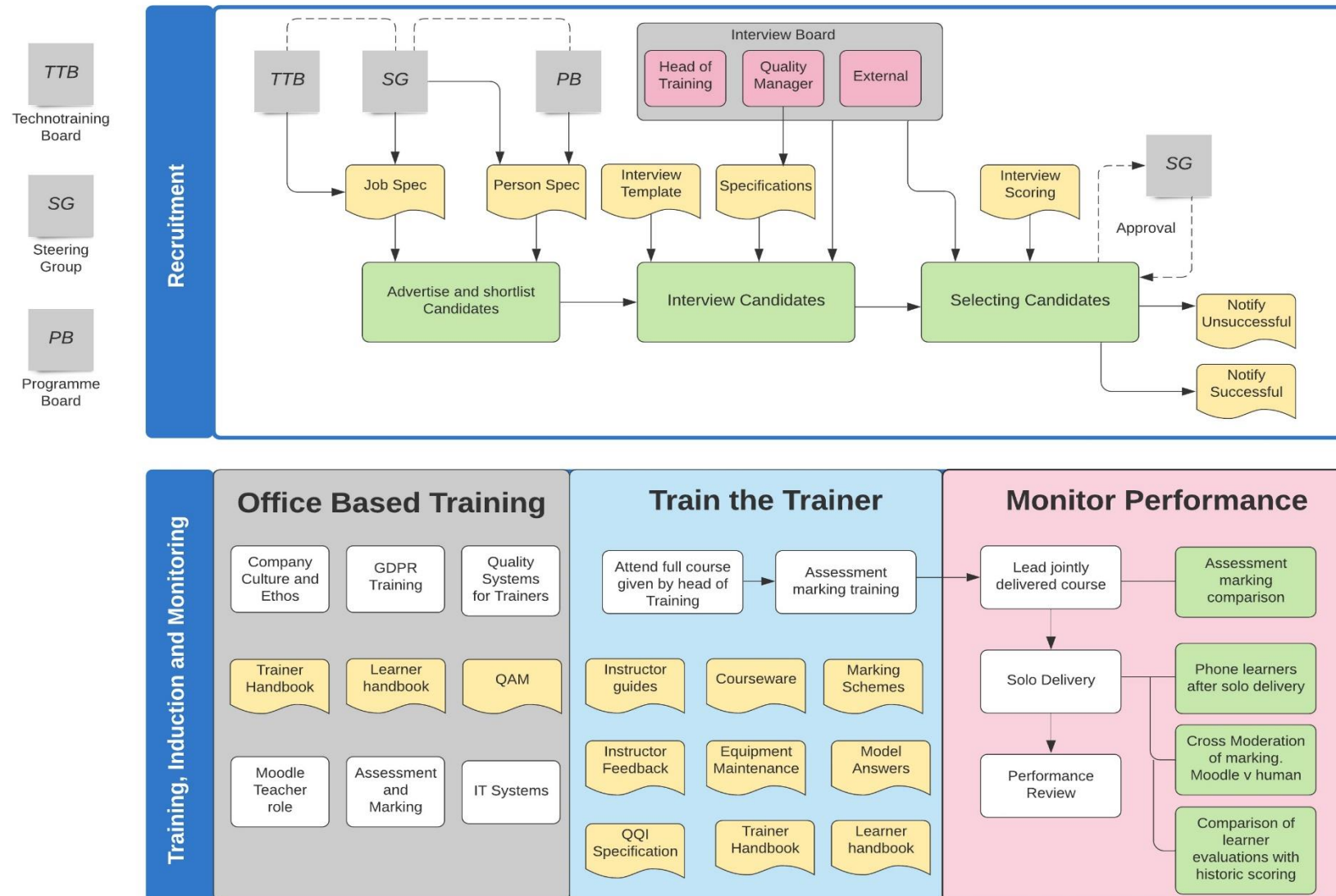
- [TT job description sample](#)
- [Person Specification Sample](#)
- [TT Master Employment Contracts – permanent](#)
- [TT Contractor Staff -- contract](#)
- [TT Employee Handbook](#)
- [Trainer Handbook](#)
- Induction training schedule/checklist (not complete)
- Tutor Induction Checklist (not complete)
- Interview notes

- Communication emails/phone calls with referees
- Recruitment ads
- CVs on file
- Copies of award certificates, parchments and/or transcript
- CPD Records
- Staff performance Evaluations (within HR Duo)
- Learner Evaluations
- Operational Quality team meetings minutes

## 5.1 STAFF RECRUITMENT – KEY STEPS

- The Technotraining Board identifies the required knowledge, skills, qualifications, competencies, and experience levels of staff and draws up transparent and equitable job descriptions and person specifications for non-academic roles and outline descriptions and specifications for academic roles.
- The job description outlines the roles and responsibilities of the position including the main activities and reporting relationships.
- Based on the job description, the person specification sets out the qualifications, skills, experience, knowledge, and competencies required for successful performance in a role.
- Trainer job descriptions and person specifications are drawn up at New Programme Development stage.
- Aptitudes and skills required are categorised in the Person Specification for the Trainer and are listed as essential or desirable. This is initially drawn up by the new Programme Team. All trainer job descriptions and person specifications are approved by the Steering Group before publication.
- Tutor qualifications, competencies, and experience are evaluated by each Programme Board who may make recommendations on tutor job descriptions and person specifications.
- Vacancies are advertised externally (as required), through recruiters and on relevant websites.
- Suitably qualified/experienced trainers may also be sourced at networking events, from Higher Education institutions and through industry contacts.
- All applicants for a post are assessed based on their abilities and experience against key criteria for the post as outlined in the job description and person specification.
- Suitable candidates are interviewed by the Technotraining Board.
- The qualifications, and/or professional recognition and references of new staff and Trainers are verified by the Quality Manager.
- All appointments made are reported to the Steering Group.
- All appointments made are subject to a minimum six-month probationary period. During this probationary period job progress is closely monitored through observation sessions, learner and trainer feedback and employer meetings.

## STAFF RECRUITMENT, TRAINING AND MONITORING



**Fig 5.1** Staff Recruitment Training and Monitoring

## 5.2 EQUALITY OF OPPORTUNITY IN RECRUITMENT POLICY

Technotraining commits to ensuring all applicants of employment are given an equal opportunity within competitions for roles. Candidates are chosen on merit to do the job being advertised. Every possible accommodation will be made for applicants with disabilities as required under legislation. Technotraining will provide a work environment that promotes dignity and respect for all individuals and prevent discrimination by individuals or policies and procedures based on gender, marital or family status, sexual orientation, religious belief, age, disability, race. We will monitor and review our policies and procedures to ensure continued compliance with relevant changes in legislation.

## 5.3 CRITERIA FOR APPOINTMENT OF TRAINERS

Technotraining has set out requirements for the appointment of tutors. Teaching roles specifications have been approved by the Steering Group and Tutor competencies for are reviewed by the Programme Board Annual Review.

- A degree in a relevant Level 7 programme (NFQ), or equivalent in a discipline relevant to programmes. Normally a trainer is required to have a qualification at least one level above the level at which they are being appointed to deliver.
- At least three years' relevant post-qualification experience.
- Excellent communication and presentation skills.
- Relevant training, assessing and course design experience.
- IT skills and technical competency for online training for blended delivery

## 5.4 STAFF TRAINING & DEVELOPMENT

### INDUCTION PROCESS

The Quality Manager carries out an induction session with all new members of staff.

This involves familiarisation with information below which is also included in the Trainer Handbook and Employee Handbooks;

- Introduction to Technotraining including background, ethos, structures, strategies, and plans.
- Overview of academic and administration procedures and regulations (including equality and diversity policy).
- Overview of the QAS.
- Overview of IT systems.
- Data Protection policies and procedures
- Health and safety policy and aligned procedures.
- Staff development opportunities.
- Information about awarding bodies.

- Learner supports.
- Trainer supports.

## TRAINING SPECIFIC INDUCTION – TRAIN THE TRAINER

The Head of Training provides an additional role-specific induction for all Trainers which covers programme-specific information including:

- Technotraining training delivery ethos/style
- Roles and responsibilities, including pedagogical expectations, teaching, learning and assessment strategies.
- Assessment.
- Programme-specific documents
- Programme delivery specific documents eg Blended learning teaching guidelines
- Demonstration of effective / ineffective training examples
- Who are your students?
- Content selection
- Selecting a structure
- Learner performance, how to track, monitor and give feedback
- Dealing with questions, nerves, and difficult situations
- Dealing with disruptive behaviour
- Online learning engagement tools
- Blended learning delivery and assessment methods

## TECHNOTRAINING TRAINING ETHOS

We understand that the biggest single impact on the quality of the learning experience is having training instructors that skilfully guide the learner through their journey and prepare them for assessment in a way that addresses the differing entry levels of learners.

We want our delivery style to reflect the culture of the company. Trainers should always:

- **Who are your learners:** Get to know key information about your learners before meeting them, paying particular attention any learners with self-declared learning barrier who have been brought to your attention.
- **Icebreaking pays dividends:** Opening the training session learning is always improved when people feel comfortable with each-other.
- Be friendly, patient, and approachable
- Encourage and seek learner participation and engagement
- **Re-enforce important messages:** Think in terms of key take homes from each module, reference again and again.
- **Pace is organic** – constantly look for feedback that influences the pace of the course
- **Silence does not signify understanding** - be aware of quiet learners who may be lost and seek ways of evaluating in a low-pressure manner
- Give opportunities for learners to speak to you privately before or after sessions.



- Be passionate about your subject matter and curious about the individual relevant previous experience of your learners.
- Specific examples or questions about workplace application of skills are our bread and butter, encourage them and remember them.
- Practical demonstration and practical exercise are the most effective method of teaching, particularly for messages related to key learning outcomes.
- Empower and encourage learners to think critically and problem-solve.
- Use peer to peer learning approaches where you can
- Explain clearly about upcoming assessments at a time that gives adequate notice for learner to prepare and revise.

The Head of Training also provides detailed teaching plans and a range of teaching resources which the trainer is expected to use.

Assessment training covers the following:

- Technotraining's Assessment of Learners policies and procedures
- Assessment Process- setting, correction, moderation, rechecks
- Who are your students?
- Familiarisation of learning objectives
- Content selection
- Effective / ineffective questions
- Writing questions, assignments, and exam papers
- Timings
- Correction requirements
- Moderation requirements
- Dealing with questions

The quality of our training delivery is a key reputational asset which we are very committed to protecting. Therefore all training staff receive a mentored introduction to the Technotraining training delivery style and ethos through a phased approach.

**Phase One:** They attend and observe a course that they will be delivering, in an observatory capacity only.

**Phase Two:** They lead a jointly delivered course with the Head of Training, where the HOT can directly evaluate and give feedback on training performance. Assess if they have the necessary skills and are able to apply them, develop rapport, manage pace of class, manage blended learning resources. The Head of training will make a decision as to whether further mentoring is required or not.

**Phase Three:** They deliver their first solo course. There is a specific monitoring process after the first course, including comparisons with marks achieved against previous groups, benchmarking of learner evaluation. A learner representative will be appointed who will be asked for direct feedback after the course.

## ONGOING STAFF TRAINING AND DEVELOPMENT

Technotraining supports the training and development of staff and trainers through:

- All staff and contracting training panel encouraged to attend webinars and training relating to online training
- Funding support for once-off training events
- Funding and contributory support towards training courses
- Provision of mentoring, supervision, and consultation
- Funding or partial funding for attendance at conferences and seminars

Development requirements evolve each year in response to needs identified through strategic planning, changes in new technologies and changes in best practice in teaching and learning, and annual programme monitoring. This is supported by informal discussion and consultation which takes place on an ongoing basis throughout the year.

## TRAINING FOR BLENDED LEARNING DELIVERY

The implementation of blended learning impacts on existing roles and new roles in at all levels of the organisation. From the Technotraining Board who lead, develop, and market courses to operational staff who manage the learner experience of blended learning, to trainers delivering online training, additional job description and person specification analysis is required to identify competency gaps, training or reorganisation of roles or reporting structures required.

Quality Manager/business manager completed an Essentials E-Learning Design course with Flexlabs/University of Newcastle. This gave an insight into the processes involved in creating online learning modules: from designing, to developing, to launching. This in turn informed the planning of required skills within the organisation and the course was also an insight into how to assess effective online learning.

Head of Training engaged in Articulate Storyline authoring programming and has been able to combine the authoring tools with subject matter expertise.

All trainers who are engaged in blended learning programmes will have demonstrated technical competence and experience and a sound understanding and/or experience of facilitating learning through technology.

Where this is not apparent, specific training will be provided before the trainer engages in blended learning delivery.

Training staff will receive training before. delivering blended training. They will be asked to complete training provided by Moodle and big blue button

The trainer will then receive specific training from the Head of Training according to the schedule below.

Training Activity	Delivered by	Duration
Moodle Teacher Training - help to understand the basics of teaching with Moodle	Moodle	2 days
BigBlueButton Training – the interface	BBB online training	3 hours
BigBlueButton – Engagement Do’s and Don’t	Head of Training	3 hours
Kahoots and other engagement resources	Head of Training	3 hours
Invigilating on-line Exams	Head of Training	3 hours
Online learner engagement	External	1 Day
Sit in on relevant course led by head of training	Head of Training	2 days
Lead a course monitored by head-of training	Head of Training	2 days

Technotraining recognises the need to appoint additional support staff to facilitate the delivery of the blended learning strategy. In the immediate term, we have created a new Training Co-ordinator role which is a dedicated training operation role to recognise the increased requirements in relation to learner support, learner information provision and monitoring mechanisms which arise with multi modal delivery.

We have engaged the services of a highly experienced Educational Technologist who will work in the capacity of Moodle Administrator to provide technical support and consultancy on the LMS and pedagogic expertise. The sourcing of appropriate expertise can also include sub-contracting to third parties where specialist expertise is required. The Steering Group will approve any such proposal.

## 5.5 STAFF MANAGEMENT AND APPRAISAL

Each member of staff receives an annual performance review which is carried out by the Quality Manager and Head of training. Staff appraisal in Technotraining includes:

- Performance review and review of achievement of agreed individual goals and objectives.
- Yearly objectives are set for each member of staff using the SMART method (Specific, Measurable, Relevant, Achievable, Timebound). Feedback on progress and achievement of objectives enables constructive identification of training requirements needed by staff and can drive buy in to company culture, strategic goals where every member of staff has a role to play.
- The implementation of staff development.
- Future planning – the process focuses on future goals, objectives, and development plans in the context of evolving operational responsibilities and career development.
- Meaningful feedback collated from stakeholders on staff strengths and on areas requiring improvement.

## 5.6 MONITORING TRAINER PERFORMANCE

In order to effectively monitor the performance of our training staff we have procedures in place to evaluate the performance of our trainers and to deal with instances of poor performance if they occur.

### PROCESS

- We require all new trainers to provide a copy of their Qualification/Award certificates /parchment which we reserve the right to authenticate.
- All trainers receive our Trainer Handbook. The Handbook provides a comprehensive overview of our training operation. Trainers are required to read the Handbook in advance of Trainer Induction.
- All trainers receive a phased introduction to delivery: observe, joint delivery, solo delivery to support development of the Technotraining training style and to enable appropriate feedback.
- New training staff receive a scheduled induction process. On completion the trainer is required to confirm that they have read the Trainer Handbook and sign a Trainer contract.
- We collect and analyse learner and other relevant feedback on the performance of our trainers regularly and act on it as appropriate. Feedback gathered across all programmes, both formally by Evaluation Forms and informally through meetings, phone-calls and emails, feeds into the processes for continually monitoring performance.
- We support trainer CPD. This includes;
  - Attendance and participation in conferences and seminars
  - Participation in short courses relevant to their subject area
  - In-service training opportunities
- We maintain a record of training and development activities undertaken by Trainers.
- We have a Training/Trainer Observation system in place whereby a member of the Operational team occasionally sits in on a training session to observe the session. The aim of these observations is to provide formative feedback to trainers on their performance, to note examples of best practice, to ensure that trainers are delivering training as required and to get feedback from trainers. Following the observation, the observer completes a Trainer Observation Form which is made available to the trainer.

- The QA Administrator monitors Learner Evaluation forms and external evaluators reports for feedback on trainer performance and notifies the Quality Manager as required.
- Trainers who are not performing to the expected or required standards are notified of shortcomings by the Quality Manager who, in general, deals with deficiencies on an informal basis through discussion, counselling and appropriate training. If, following the informal intervention, the trainer continues to fail to meet the required standards the contract is ended.

## 5.7 STAFF COMMUNICATIONS

We regard good staff communication as essential to Technotraining's success as a provider of high-quality training programmes. Therefore, we actively create an open culture with active two-way engagement and all staff and trainers have a clear understanding of what is expected of them and the Technotraining Board actively encourages and seeks feedback from them.

The Quality Manager is responsible for keeping staff and trainers informed of issues, quality assurance developments, training opportunities, and events.

### FORMAL AND INFORMAL COMMUNICATIONS

- Formal communication is facilitated through the Technotraining Board & Operational Team meetings and Steering Group. Meetings are minuted and circulated to staff as appropriate.
- We have a range of formal and informal methods for communicating with staff and contracted Trainers - including Google docs and Dropbox for file and information sharing and we use email and phone, Skype or face-to-face.
- Programme-specific information and documentation is available to trainers in print copy and via a shared online folder in advance of programme delivery. This includes the programme descriptor, Learner and Trainer Handbooks, assessment plans, assessment briefs, and marking guidelines. This helps to ensure consistency and equivalence across all programmes and trainers.
- Employee, Learner and Trainer Handbooks are reviewed and updated annually, and the most recent versions are always available to staff on shared folder. We expect Trainers to be familiar with the contents of the handbooks.
- All members of staff have access to the most up-to-date version of our Quality Assurance Manual. Their role in implementing our QAS is discussed at induction and the importance of being familiar with the sections of the manual which are most relevant to their work is emphasised. The QA Administrator communicates changes/updates to our QAS by email throughout the year if the updates are significant.
- The QA Administrator, Quality Manager and Head of training are in regular contact with trainers about all aspects of our programmes and learner issues and through all stages of programme delivery.
- A newly-recruited or relatively inexperienced trainer is required to contact the Head of Training at the end of each training day (for their first module) and at the end of each module thereafter to give an update on their progress and to discuss issues of concerns if there are any.
- Staff performance reviews.
- Technotraining is an open plan office and staff members collaborate regularly on matters as they arise.

## 5.8 STAFF FEEDBACK MECHANISMS

- Successful communication is a two-way and we encourage staff and trainers to give ongoing feedback informally usually through one-to-one meetings and more formally through evaluation forms and questionnaires.
- We analyse feedback provided by staff and trainers and report back on changes and enhancements made because of this feedback and input.
- We recognise feedback; if it is not feasible or appropriate to take a suggestion on board, we explain why. If we make a change or enhancement on foot of feedback/suggestion made by a staff member/trainer, we make a point of acknowledging the contribution and reporting back.
- The inclusion of a member of the training panel at Steering Group level ensures that the voice of the training panel is present at higher level discussions regarding trainer feedback.

## 5.9 COMMUNICATIONS MEDIA

- We generally use e-mail or telephone to convey information. However, if the communication involves the development of an interpersonal relationship it may require face-to-face communication in which case, we arrange a meeting. Examples of when we use face-to-face meetings include interviews, induction, counselling, conflict resolution, and issues about poor performance.

## 6. TEACHING & LEARNING (INCLUDING LEARNING SUPPORTS) (QA GUIDELINE 5)

### POLICY STATEMENT

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved
<b>Technotraining Board Steering Group Programme Boards</b>	Technotraining Board Head of Training Quality Manager Operational Quality Team Tutors	V1.3	Jan 2019	Mar 2020
<p>Technotraining is committed to delivering programmes of learning that develop maximum understanding of a subject, foster independent thinking, and build a framework for learners to build on new skills and knowledge. We commit to teaching in a way that sparks a deep awareness in our learners that endures. It is of key importance to us that learners can apply their learnt knowledge and skills to enhanced performance in the workplace. It is core to this key objective to have a cohesive structure in place to gather feedback from all key stakeholders in the learning and teaching experience to continuously improve the quality of our programme delivery.</p>				

### SUPPORTING DOCUMENTS

- [Pre learning Evaluation form](#)
- [Learner Evaluation form Blended](#)
- [Learner Evaluation form Classroom](#)
- [Trainer Feedback form](#)
- [TT Client Employer Survey](#)
- [Training Room checklist](#)
- [Training Venue Specification](#)
- [TT Request for Reasonable Accommodations form](#)
- [Learner Handbook](#)
- [Trainer Handbook](#)
- [Technotraining Moodle E-learning site](#)
- [TT Quality Implementation Action Plan sample](#)
- [TT Programme Resources/Equipment checklist Sample](#)
- [TT Complaints Form](#)
- [TT Complaints Log](#)
- [Annual Programme Review Form TTAPR](#)
- [Appeal of Disciplinary Action Form](#)

## 6.1 TECHNOTRAINING TEACHING & LEARNING ETHOS

Technotraining's service provision is closely aligned to the needs and compliance requirements of the sectors we work in. Our learners generally have specific upskilling requirements for the performance of their jobs or to find new jobs. The skills learned have direct relevance and application to the workplace.

We incorporate self-directed learning opportunities throughout our programmes and leverage them to create meaningful learning experiences for our learners that endure and that go deeper. We design exercises and tasks that allow learners to practice content and think critically to help them arrive at learning outcomes. Our approach could be described as Problem Based Learning. Every lesson plan can be traced back from the ultimate competent task performance it supports. Instructors should endeavour to break teaching down into small incremental logical steps, where each step involves a smooth transition with minimal learner mental effort while maintaining maximum engagement.

Our learners are generally in full-time employment with many other pressures competing for their attention. We aim to clearly communicate the time commitment and effort expected from them and we put in place resources to support them in the learning journey. These include structured work and revision plans for self-directed online activities, active channels of communication with trainers, peer to peer forums and access to support staff and additional resources.

Many of our learner cohort may not have engaged with formal learning for some time, they may in fact have had negative experiences of classroom-based learning. They generally have a lot of hands-on technical experience to build on and the challenge is to provide learning opportunities that harness and build on this technical ability and confidence.

### INDEPENDENT KNOWLEDGE VERSUS DEPENDENT KNOWLEDGE SEQUENCING

Lesson plans are developed to enable a logical and smooth flow. Sometimes concepts must be delivered in a strict logical sequence (dependent knowledge) to enable competent problem solving and skill performance. It is vital that lessons and activities are delivered in the correct sequence. On other occasions, learning can proceed using a variety of sequencing options where independent knowledge components are involved.



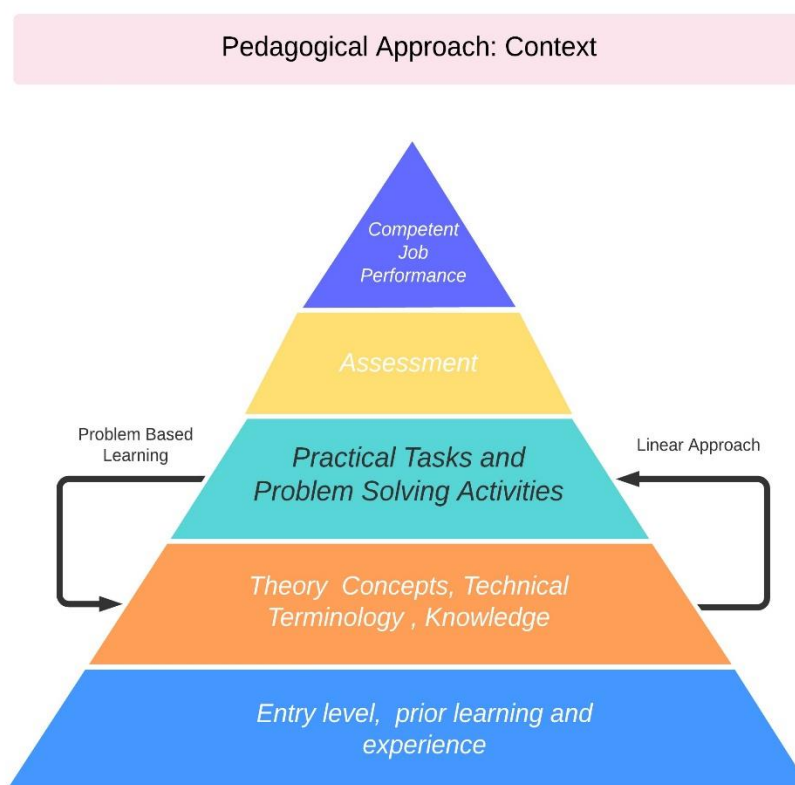


Fig 6.1: Pedagogical approach

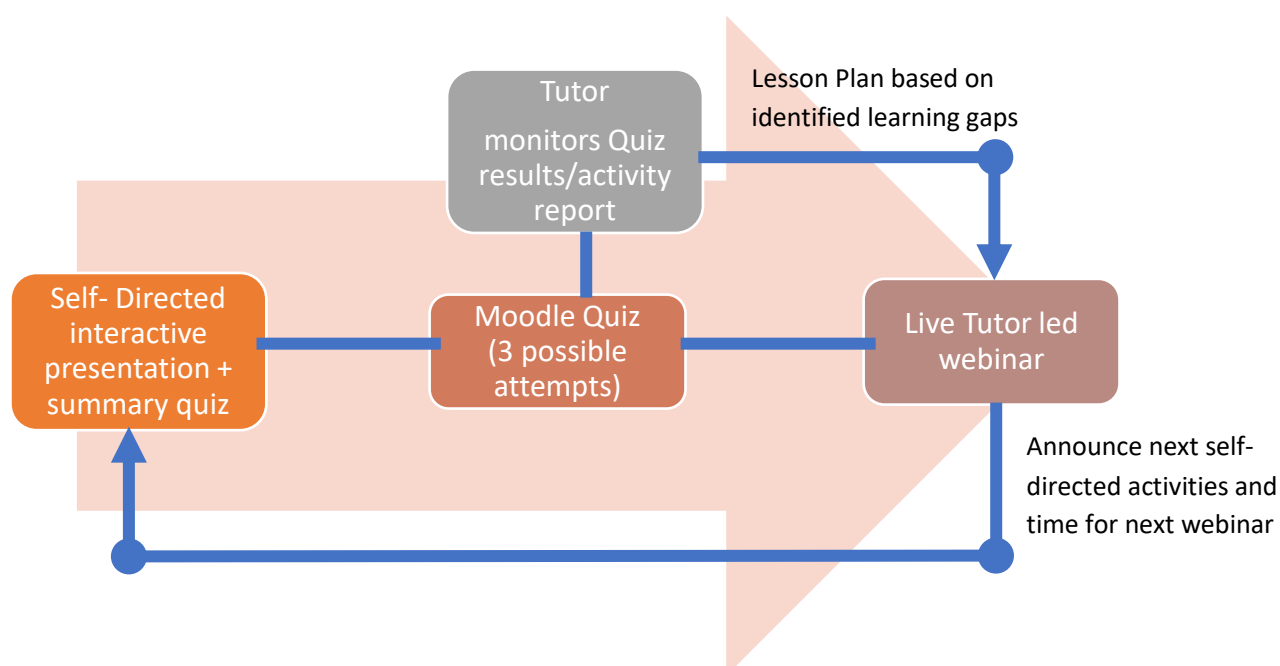


Fig 6.2 : Model for non-practical learning activities online

## 6.2 THE LEARNING EXPERIENCE

During programme development and design, we identify the learning pathways required to address the stated learning outcomes. In order to facilitate the different learning styles of our learners we employ a range of modes of learning delivery. Each component of the learning experience informs and reinforces the other and gives learners some autonomy in achieving their learning goals by focusing on the learning pathways that suit them best.

### TRAINER LED CLASSROOM DELIVERY

Trainer-led classroom delivery, either face to face or in live webinars, is central to our delivery model. Class sizes are small, between 6 and 12 to best aid learner participation, reflection, and communication and for trainers to vary teaching approaches where needed. The Technotraining teaching style is high energy and engaging, ice breakers and engagement tools are used to create the right learning atmosphere. Trainers promote inclusive learning where learners are encouraged to formulate questions, work together and use reflect thinking to test hypothesis and understand concepts.

We also use teaching tools from the Backward Design approach (*Understanding by Design Wiggins & Mc Tighe 2012*) to help learners understand what their learning goals are and the rationale behind the steps they will undertake to get there. A problem -based group activity is often used as a hook, to open a module. The tutor will lead the group through an exercise before they have learned the material involved so they see the end goal and application. Learners understand what they don't know and work out what questions they should be asking, formulating the question is more important than being told the answer.

Additional engagement tools such as Kahoots are used in the classroom to further identify levels of knowledge transfer particularly for the quieter learner. Formative assessment is key to the learning process, quizzes are used to review and reflect.

### HANDS ON/PRACTICAL LEARNING

Our mobile training rigs have been designed to enable learners to solve well-targeted problems that simulate relevant workplace scenarios. Learners work through workbook exercises that are matched to learning outcomes and are further contextualised with the workplace skill they relate to. The rationale of the real-world context is very helpful for learners in considering the exercise. The hands-on work on the training rigs allows learners explore and to try things without the penalty for mistake that would occur if they were in the workplace. During the hands-on work we use peer-to-peer engagement, often pairing weaker learners with stronger ones, either in the online breakout room or in the classroom. This enables learners to discuss their thought process on a problem to others which often improves their thought process.

## WORKPLACE SCENARIOS

Many programmes involve learners completing collections of work portfolios as part of their assessment material, further bridging the gap between the general topic learned in classroom to the specific technologies' learners work on. This further improves transferability of skills learned.

## SELF-DIRECTED ONLINE ACTIVITIES/RESOURCES

Self-directed online learning activities are used to complement the classroom-based/face-to-face instructor led learning. These include self-guided modules, interactive presentations, problem-based exercises, quizzes, videos. Many are completed by the learner asynchronously between and before scheduled face to face course days. They can also be integrated into instructor led sessions.

The learner has access to the self-directed activities from the time they enrol on the course. They provide opportunities to practise skills learned in the instructor led sessions, to revise for assessment, and allow learners to identify their knowledge gaps so they can seek specific additional guidance from their trainer. They offer great flexibility as they can be completed in the learner's own time and at any location.

Trainers are trained to be aware of feedback and learner engagement right through the teaching delivery. Immediate, reactive feedback is key to adjustment and tailoring of delivery. Equally our learning modes enable immediate feedback from tutor to learner which improves learner performance.

## 6.3 MONITORING TEACHING AND LEARNING

Technotraining strives to ensure that the learner's journey through all stages of their training programme with Technotraining promotes trust, invites accountability, and meets expectations. We want to ensure continued relevance, alignment to legislation and industry standards and capture recommendations for improvements.

We monitor and evaluate the quality of training, assessment, learning and completion rates by analysing data and information collected from learner feedback, trainer feedback, Employer feedback, External Authentication reports, benchmarking data from QQI, and other providers.

We issue annual employer surveys to all our regular clients to assist in driving our cycle of improvement and identifying trends and themes and highlight areas where innovation is needed, or improvements can be made.

## 6.4 BENCHMARKING DELIVERY – MEASURING EFFECTIVE

We know that only by measuring ourselves against others can we truly identify our strengths and more importantly our skills gaps in teaching delivery. This form of benchmarking allows us to compare ourselves against our peers in learning and development and to understand what is needed to build future capability to maximise the learning experience for our learners.

This area is still under development but as we expand our learning mode offering it is a key priority for us to ensure that we are up to date with the rapidly expanding world of learning and development.

- Technotraining is a member of the Learning and Development institute, staff attend webinars, conferences and have access to learning resources and research in online learning.
- We are also actively involved with the Learning and Skills Group (LSG), an international community of Learning and Development professionals who host regular webinars on best practise and developments in L & D. The also host the Learning Technologies Conferences which we have attended.
- We plan to further develop informal collaboration with other learning providers, both HE and FET to share experiences and perspectives, particularly in relation to blended programme delivery.
- Some of our trainers are lecturers at HE level and are encouraged to share experiences from that sector with other training staff to facilitate shared learning.
- We seek and build links with other technical training providers internationally to share effective practise for technical learning. We are the European agent for the Canadian company Simutech Multimedia. We have incorporated their AI backed troubleshooting simulation software into our content and see the immense benefits offered by the realistic problem-solving practise it offers our learners.
- We regularly consult with internal training departments in our partner clients to seek their perspective on future development of programmes and enhancement of current programmes
- We intend to develop benchmarking partnerships with other FET providers and have had some early discussions in that regard.

## 6.5 MONITORING THE LEARNING EXPERIENCE

Learner evaluation and feedback is one of the primary mechanisms to monitor our programmes and identify ways to improve the quality and effectiveness of our programmes and services.

The learner experience of the teaching environment is captured in the Learner Evaluation form. The trainer assessment of the learning experience for learners is also captured in the Trainer feedback form. A more detailed Trainer feedback form (completed at the end of each module) is used in the online delivery to inform ongoing improvement of the learning environment. Feedback on engagement is analysed as

part of Annual Programme Review. Commentary on feedback is used to help identify relevant staff training.

Learners are asked to complete a very short pre-learning questionnaire to collect information which helps understand better the learner profile generally, their expectations for the course and serves to help build interaction between the learner and trainer.

Learners are asked to complete Evaluation Forms when they complete a programme of training. Secondly, when they receive final results, they are sent a link to a short survey to capture feedback relating to the latter stages of the learner journey that won't have been captured in the Learner Evaluation Form after course delivery. These stages include notification of results and appeals process and overall customer satisfaction.

Evaluation forms are collected on Technotraining's Moodle to allow for easy collation of data. Trainers actively encourage learners to complete the forms with a reminder about how they improve the learner experience with Technotraining.

## INSTRUCTOR LIVE MONITOR

Before Face-to-Face instruction takes place, the instructor will analyse the Pre-learning learner profile ("four questions about you") and the pre-learning formative assessment results. This gives the instructor a clear understanding of the prior strengths, weaknesses, concerns and expectations of learners. During the course the instructor monitors formative assessment reports and uses this information to intervene with learners who are underperforming. As part of Programme monitoring, the programme board will correlate formative assessment, failed learner results and intervention records to determine that learners received feedback at the opportune time.

## LEARNER FOCUS GROUPS

When a new mode of delivery is introduced or there is a significant change to an aspect of programme delivery we will run learner focus groups to further understand and evaluate the learner experience in order to gain a deeper understanding of what aspects of the delivery model are effective and working well and what can be further improved upon.

Trainers also complete a Trainer Feedback form after each course which they load onto moodle for each learner group.

## MONITORING OF FEEDBACK

Directly after each training course the QA administrator reviews learner and trainer evaluation forms to identify any urgent issues where the learner might have a direct complaint about some aspect of the course that will impact on their assessment or

completion of the course. If any are identified, it is brought to the attention of the Quality Manager who deals with it through the appropriate procedures.

The QA Administrator logs other courses learners may be interested in

Comments are also collated for the next IV report and are considered by the EA and then at the Results Approval Panel (RAP) where they are actioned on if possible and escalated to the Steering Group if they are not resolved at the RAP. Improvements/actions agreed at RAP are implemented for the next rollout of the programme and are documented in the Quality Implementation Action Plan.

At the point of RAP some feedback will be deemed as more relevant for the Programme Board to advise on. These will then be noted on the TT PRB.

The feedback is considered by the Programme Board and will be included in the report to the Steering Group.

Evaluation Forms are held securely on Moodle and kept for up to 3 years.

## 6.6 DESIGN OF LEARNER EVALUATIONS FORMS

Although we always invite and encourage informal feedback and observations the Learner Evaluation Form are our most effective tool to gather and formally monitor learner feedback. All our courses are short form (max 5 classroom-based days) so there are no interim evaluation forms during the course. Technotraining aims to ensure that questions asked in the forms are as effective as possible as a tool for course improvement. An Evaluation form review is done on an annual basis by the Operational & Quality Team.

### GUIDING PRINCIPLES FOR EVALUATION FORMS

- Forms should take no longer than 5 minutes to complete
- They should be no more than one page in length
- Providing a name is optional
- They state that we welcome honest feedback as we always want to know what we can improve
- Most questions should be closed response with varied response options (between three-five). These enable us to see trends and patterns between different courses, trainers, training locations etc
- Three questions should be open ended as these often elicit the most useful information.
- Specific and focused questions should be asked about the experience of the online elements of the blended course to elicit feedback of the user experience which is harder to read when the trainer is not face to face with the learner.

## 6.7 TRAINER EVALUATION AND FEEDBACK

Valuable trainer feedback is captured immediately after the course ends and it directly inputs into our day to day cycle of improvement.

- A Trainer Feedback form must be completed at the end of each Programme. For blended, currently online training programmes, tutors fill in a section of the form after each module in order to capture as much feedback as possible on the success of online learning tools and levels of learner engagement. This is a relatively new area for us so detailed evaluations are used to gauge effectiveness of online teaching methods and tools to they can be fed into new iterations of the programme or shared with design of new online programmes.
- During trainer induction it is explained and illustrated with examples how crucial Trainer feedback is to quality control and to ongoing Technotraining Self Evaluation.
- The Trainer feedback form is also a self-evaluation tool for the Tutor and questions have been designed to reinforce key teaching principles which are core to Technotraining' s ethos.
- Trainers email the feedback form to the QA Administrator.
- The QA Administrator is responsible for collating Tutor feedback. Any issue pertaining to learners or assessment process will be noted in the Internal Verification report. They are also considered at RAP and escalated to the SG where appropriate. The Quality Manager also summaries trainer feedback for the relevant programme on the TT APR Form.

## 6.8 FEEDBACK FROM OTHER STAKEHOLDERS

Corporate clients, both large multinational organisations and SMEs, who book in house training programmes for employees or regularly send employees on our public courses are highly valued stakeholders in the teaching and learning process in Technotraining.

Repeat business from these stakeholders is a key part of Technotraining' s business model so it is imperative that their customer satisfaction remains high and that their expectations are met. They are also well positioned to assess if learning objectives and outcomes deliver on industry requirements and translate into improved job performance.

We are currently developing the Kirkpatrick Model approach to evaluation of our training. This underpins our mission that our training should have a direct result on job performance and a measurable return on investment. This model will allow us to track and analyse the longer-term value and effectiveness of our training, whether that is to a business or an individual. This deeper analysis will be fed back into our self-evaluation process.

There are 4 stages to this:

Level One: **Reaction** –The degree to which participants find the training favourable, engaging, and relevant to their jobs. Measurement tool: learner evaluation form, informal feedback.

Level Two: **Learning** - The degree to which participants acquire the intended knowledge, skills and confidence. Have they developed in expertise, knowledge, or mindset required? Measurement tool: Formative assessments, and QQI Assessments measure achievement of learning outcomes, benchmarking shows how results compare to average.

**Level 3: Behaviour** – The degree to which participants apply what they learned during training when they are back on the job. Measurement tools: competency, task-based tests at intervals after training completion.

**Level 4: Results** - The degree to which long term targeted outcomes occur. This is determined in collaboration with employers where measurement factors such as lowered spending on replacement parts, improved quality of products, less accidents in the workplace, more efficient production times, lower down times are tracked. These indicators can capture successful skills transfer in the workplace. These would be measured 1 to 2 years out from training. Currently under development with key client partners.

We ask client employers to complete surveys on their experience of our training programmes on an annual basis. This allows further evaluation on programme effectiveness and relevance to industry and recruitment requirements.

We provide our bigger clients with data such as completion rates, grade distributions, average grades etc. This often feeds into their training audit systems and provides valuable insight into learner progress.

We also meet clients in person to review their training needs.

All employer feedback is collated by the Quality Manager as part of the Annual Programme Review and reviewed by the Programme Board and then the Steering Group. It is an important input for continuous improvement, new programme development and existing programme refinement.

## 6.9 LEARNING SUPPORT AND RESOURCES

Technotraining is committed to providing a supportive environment for learners throughout their learner journey with us. We know that optimum learning occurs when a learner feels valued, understood, and empowered so we offer a range of supports to learners to address different learning styles, learning needs, and circumstances.

Supports offered during the learner journey include

- Clear information provided on entry requirements in terms of previous qualifications or experience and technical skills.
- Access to a pre-course quiz on Moodle to match entry level with course level – **is this right for me?**
- Phone call with Quality Manager, Head of Training or trainer to discuss entry level, expectations for the course and to gain an understanding of individual



objectives. This is an invaluable form of collecting feedback and feeds back into profiling of our target learners. **Always listening, always adapting.**

- Clear information provided on website/course descriptors on course structure, content, and assessment plan.
- Clear information on self-directed time requirement needed from learner.
- Pre course resources
- Blended learning elements – comprehensive self- directed activities available for each course where learners can practise, revise, and learn more.
- Dig deeper toolkits for more advanced learners
- Hardware eg PCs provided for online learning where necessary
- Practical mobile training kits with workbook exercises for hands-on learning. If feasible learners will be offered the opportunity to take these home.
- Induction sessions for the fully online blended learning delivery
- Peer to peer learning used to drive engagement
- 

## 6.11 6.10 PROTECTION OF ENROLLED LEARNERS

Protection of Enrolled Learners (PEL) is a legal requirement for providers to put in place arrangements to ensure that if a programme of education and training ceases prematurely, learners will be able to complete a similar programme with another provider, or have their money refunded. Technotraining has insurance arrangements in place to cover this contingency.

The legal requirement ensures that learners enrolled on a programme, of longer than 3 months duration and where fees have been paid, are not disadvantaged in the event of the programme ceasing prior to completion. Technotraining Ltd has approval to offer students learner protection insurance. Learner Protection insurance is only in place when each student receives their Insurance Policy. Each learner should ensure that they receive a Learner Protection Insurance Policy in their name. Learner Protection insurance is provided by Arachas and underwritten by Aviva Insurance Ireland DAC. The learner protection policy provides for a refund of fees as specified in the 2012 Act. In some circumstances, it may be possible for a learner to transfer to a similar programme in another provider. In such circumstances, the learner may opt to receive the cost of an alternative similar academic programme.

## 6.12 EQUALITY AND DIVERSITY POLICY

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved
<b>Technotraining Board Steering Group</b>	Technotraining Board Operational Quality Team Tutors	V1.3	Jan 2019	Mar 2020
<p>Technotraining is committed to promoting equality in staff recruitment and training service provision. We aim to provide an inclusive environment which promotes equality and values diversity in line with our legal obligations relating to Access, Transfer and Progression and Equality and Diversity – we will work to eliminate discrimination, remove imbalances in the working and learning environment and foster and encourage an ethos of equality and adherence to the principles of equality.</p>				

Specifically, Technotraining will:

- Remain committed to supporting the educational inclusion and progression of all learners.
- Be dedicated to addressing any inequalities that may arise within our Centre.
- Ensure that actions will respond to identified needs and will actively provide a positive impact for the learner.
- Ensure that our assessment practices can facilitate equality and diversity of learning needs.

## REASONABLE ACCOMMODATION FOR LEARNERS

Learners are asked to notify us of verified disabilities, specific learning difficulties or other barriers to learning at the earliest stage of engagement with us.

They may then be given special consideration and reasonable accommodation to enable them to successfully complete their programme. A reasonable accommodation is any action that helps to alleviate a substantial disadvantage due to an impairment or medical condition. Such accommodations are put in place to help reduce these barriers in order to provide equality of access and opportunity for all. The steps below are followed when processing requests from applicants with disabilities and/or specific learning difficulties:

## PROCESS FOR FACILITATING DIVERSITY OF LEARNERS

- The Registration form asks if the learner has a specific learning difficulty or any other previously identified barrier to learning.
- These are reviewed by the Quality Manager and QA Administrator and where possible appropriate supports are agreed and implemented. The Quality Manager will discuss any proposed supports with the relevant Trainer as required. She or the QA Administrator will also call the learner to discuss the suitability of the proposed learning support.

## SUPPORTS AVAILABLE FOR STUDENTS WITH A PHYSICAL/SENSORY DISABILITY

- Venue check to ensure accessibility and appropriate facilities
- Physical modifications to the training and examination environment e.g. seating arrangements, sound amplification etc.

- Learning materials provided in accessible format where possible eg laptop/Ipad
- Additional time allocated to complete assessments
- Alternative assessment formats
- Support of a scribe OR reader to complete examinations
- Recorded versions of assessments/courseware
- Spelling and/or grammar waiver for assessments
- Extended individual support from Tutor

## 6.13 LEARNER COMPLAINTS POLICY

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved
<b>Technotraining Board Steering Group</b>	Technotraining Board Operational Quality Team Tutors	V1.3	Jan 2019	Mar 2020

Technotraining will deal with all customer complaints fairly, transparently, effectively in a timely manner to maintain good relationships with customers, maintain our reputation in the marketplace and to feed back into our process of Self Evaluation and improvement. The Quality Manager has responsibility for reviewing all complaints received by the company. The goal is to resolve the complaint to the mutual satisfaction of the complainant or the person or department which the complaint is being made against.

Technotraining's general principles regarding complaints:

- Complaints will be dealt with quickly and transparently
- Every effort will be made to resolve a complaint informally in the first instance
- Complaints will not disadvantage a learner in any way
- Complaints will be dealt with fairly and all parties involved will be interviewed as part of the investigation into the complaint and all will have the right to respond to any allegations against them.

Complaints may relate to:

- Communication of information to learners
- Training facilities
- Fairness of Assessment process
- Quality of training materials and equipment
- Quality of trainer
- Behaviour of other learners which negatively impacted on the learning experience

## COMPLAINTS PROCESS

- Learners are notified at Induction and in the Learner Handbook of our Complaints Policy and procedure.
- We encourage learners to notify any member of staff immediately if they have any issues with any aspect of their learner journey. We aim to be able to deal with a complaint quickly and informally.
- If a complaint cannot be resolved informally a Complaints Form must be submitted to the Quality Manager by email. This can be downloaded from the Learner Handbook.
- The Quality Manager will acknowledge receipt of the complaint by email and inform the complainant that an investigation into the nature of the complaint will be carried out, and that the complainant will be informed of the outcome of the investigation within 10 days.
- The Quality Manager will carry out a review of the complaint, they will speak to all parties mentioned in the complaint and establish their perspective on it. If it relates to venues or other course resources, they will investigate the evidence for the complaint. They may contact the complainant for further information. They will discuss the complaint with the Head of Training and decide if the complaint should be upheld or not. If the complaint is viewed as of a serious nature with academic significance a Complaints Committee will be convened.
- The Complaints Committee consists of two external members, including at least one from the Steering Group and the Quality Manager.
- A report with accompanying evidence will be submitted to the Complaints Committee and will be reviewed for adjudication.
- The complainant will be contacted with the outcome. If the complaint is upheld the complainant may receive a refund of course fees or other reasonable compensation.
- The complaints incident is recorded in the Complaints log and the Steering Group will make recommendations on corrective actions required to prevent similar complaints in the future.

## COMPLAINTS AS A MONITORING TOOL

Complaints are considered to be an important feedback mechanism and are reviewed accordingly in order to assess any corrective actions that are required on foot of the complaint.

- Complaints are discussed at weekly operational meetings to ensure that timely corrective action can be taken.
- Complaints regarding the assessment process, learning materials, or quality of trainer will be reported to the Steering Group for review at the next available opportunity. They will also be logged for consideration at the relevant Programme Board.

## 6.14 LEARNER CODE OF CONDUCT AND DISCIPLINARY POLICY

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved
<b>Technotraining Board Steering Group</b>	Technotraining Board Operational Quality Team Tutors	V1.3	Jan 2019	Mar 2020

Technotraining is committed to ensuring that our programmes of learning take place within a harmonious, positive, and consistent learning environment where everyone feels welcome, valued, and respected. We set out a clear code of behaviour for learners in order to uphold this aim. We expect individuals engaging in our learning programmes to support our culture of learning through their behaviour, attitude, and commitment to their programme and this policy lays out a consistent approach to dealing with breaches and misconduct in learner behaviour.

Technotraining's general principles regarding learner code of conduct and disciplinary policy:

- We will uphold the rights of every learner to be treated fairly and learn in a place that is free from discrimination, harassment, or bullying.
- Breaches in discipline can be identified through complaints from learners in relation to another learner or can be identified by staff or trainers.
- We will operate an early warning system to identify developing disciplinary issues early with the objective to resolve them before formal actions are taken.
- Anonymous complaints against another learner will not be investigated.
- Complaints will be dealt with fairly and all parties involved will be interviewed as part of the investigation into the complaint and all will have the right to respond to any allegations against them.

Disciplinary actions may relate to:

- Disruptive, disrespectful offensive behaviour in a classroom
- Damage to property
- Infringement of Assessment rules and regulations (these are dealt with under Assessment)
- Attendance and punctuality
- Infringement of rules relating to Health & Safety, training venue protocols

## CODE OF CONDUCT AND DISCIPLINARY PROCESS

Technotraining's Code of Conduct for Learner Behaviour is laid out in the Learner Handbook. Guidelines relate to attendance and punctuality, conduct during teaching,

specific guidance for online learning code of behaviour, assessment rules and regulations.

Trainers are given guidelines on an early warning system for identifying potential breaches in discipline, these include:

- Learners must attend at least 80% of the face to face learning sessions unless they have been granted RPL. If a trainer identifies this threshold is in danger of not being met they notify the Quality Manager who will contact the learner to discuss and to see if the issue can be resolved or to see what support may be needed.
- A learner is disruptive and is negatively impacting on the learning environment of others. The trainer will use a range of techniques to mitigate the learner disruption.

Complaints from a learner regarding another learner may relate to:

- Bullying or Harassment
- Disruptive behaviour which as unduly effected the learning experience of the complainant
- Damage to the complainant's property

If one learner wishes to make a complaint about another learner, they should first speak confidentially to the trainer. The trainer will then discuss the grounds for complaint and see if they can have a role in addressing the circumstances involved. If this is not possible the complainant should contact the Quality Manager and discuss the complaint with them. The complaints form should be completed, and this will be reviewed by the Complaints Committee (Steering Group Chair, Quality Manager, Head of Training) and a decision will be made regarding the nature of actions required.

## DISCIPLINARY PROCEDURES FOR BREACHES OF CODE OF BEHAVIOUR

When a trainer has a complaint regarding learner attendance or behaviour, they bring it to the attention of the Head of Training who will arrange to meet the learner and discuss the infringement. The overall aim will be to resolve the complaint informally. Complaints may be dealt with in the following ways:

- Failure to attend at least 80% of the overall face to face sessions may involve a learner being excluded from assessments with no refund of course fees. If this is anticipated learners will be contacted by the Head of Training to discuss. They will be offered opportunities catch up on modules missed and if this is not availed of they will be excluded from assessments.
- If the trainer feels that a learner is having an undue negative impact on the learning experience for other learners, they may be asked to leave the classroom. This can involve disruptive behaviour which interrupts and compromises the flow and order of the class, harassment of the trainer or other students or offensive behaviour. In this instance the Head of Training will negotiate if a return to the classroom is warranted.

- If a learner damages Technotraining, the venue or other learners' property they will be expected to compensate for any damage or loss.
- Damage to property of others may result in a report being made to the Gardai.

## LEARNER APPEALS AGAINST DISCIPLINARY ACTIONS

Learners can appeal any of the above disciplinary actions. They must contact the Technotraining office and complete an Appeal of Disciplinary Action Form outlining their reasons for appeal. The appeal will be considered by the Technotraining Appeals committee.

### 6.15 LEARNING ENVIRONMENTS

Technotraining recognises that the learning environment whether physical or virtual has a significant impact on the impact of the learning experience and we are committed to providing a comfortable, accessible, and safe learning environment in both our physical and virtual learning environments. Our learning environments should make our learners feel respected, welcomed, and supported.

The quality of the learning environment is managed and monitored by the Operational Quality team and reviewed annually as part of the Annual Programme Review and on a 5 yearly-basis by the Self Evaluation process.

## VIRTUAL LEARNING ENVIRONMENT

In 2019 we engaged an educational technologist to do a full review of our existing Moodle VLE. The findings were that *'Moodle was greatly underused to support learning there is huge capacity to increase quality of provision through a more targeted use of Moodle'*. We engaged in a development process to identify the actions, Moodle configurations, tools, activities, and resources which would greatly improve the quality of the learner experience, and improve compliance with QQI guidelines for blended learning provision. In 2020 we invested in a full upgrade to our Moodle with a new hosting partner.

A new Moodle was configured which has brought many improvements:

- Simplification of the learner registration process through Moodle
- A well-designed branded interface and course layout templates to optimise user experience and integrate online components with offline programme resources to aid consistency of delivery across learning modes
- Collection of evidence of learner engagement, monitoring of learner progress with formative assessment analytics,
- Digital collection of Learner Evaluation forms to better enable collation of monitoring feedback

- Staged Tutor feedback to aid evaluation and to collect evidence of feedback to learners
- Option to upload assignments digitally
- Fully mobile friendly for learning on the go,
- Improved communications with learners via push notifications

We have added a Moodle tour to each course to familiarise learners with the features and functions of the VLE. There is also a tutor led induction which includes a live tour of Moodle at the beginning of each course.

Further enhancements to the Moodle environment are planned:

- Greater use of push notifications to nudge learners through self-directed, revision activities and to remind and keep them informed of course schedule.
- Embedding and driving discussion forums to aid peer to peer engagement
- Further personalisation of Moodle interface with user name plug in
- Curated content to provide relevant and quality controlled learning resources
- Micro learning – splitting of content into smaller chunks for learning on the go

committee.

## 6.16 MANAGING LEARNING ENVIRONMENTS

Technotraining recognises that the learning environment whether physical or virtual has a significant impact on the impact of the learning experience and we are committed to providing a comfortable, accessible, and safe learning environment in both our physical and virtual learning environments. Our learning environments should make our learners feel respected, welcomed, and supported.

The quality of the learning environment is managed and monitored by the Operational Quality team and reviewed annually as part of the Annual Programme Review and on a 5 yearly-basis by the Self Evaluation process.

### PREMISES, EQUIPMENT & FACILITIES

Details of the facilities, equipment, and premises required are investigated at the programme design stage and are detailed in our programme specifications.

Technotraining has a state-of-the-art, purpose designed training centre in Grange Castle Dublin. The Centre has been designed to ensure an immersive and effective learning experience. The bright and well-designed space has been equipped with state-of-the-art technology, is configured for collaborative practical training, has been designed fitted out with ergonomic comfortable furniture, and easily accessible and convenient for learners. Overall, Technotraining is committed to providing the optimum physical environment for technical training is one that seamlessly integrates



technology, comfort, safety, and functionality to maximize the learning potential of participants.

We also hire conference rooms in hotels from time to time.

Before entering an arrangement to use any training venue we benchmark the premises, equipment, and facilities against the Training Venue Specification which outlines course requirements and the needs of our students. The criteria have been developed in line with our Health and Safety Policy and needs identified during the Programme Design stage. Criteria are as follows:

- Wheelchair accessible
- Free parking
- Accessible from main national arterial routes

### **Ensuring safety standards for technical equipment design and supply**

Many of Technotraining's programmes involve the use of custom designed training equipment. Technotraining is committed to ensuring the appropriate safety certification and standards have been attained for equipment and training resources used in instructor-led training and self-directed learner work.

Scope:

This policy applies to all technical training equipment designed and produced by Technotraining. It encompasses the entire lifecycle of product development, from initial design concepts to post-deployment maintenance.

Policy Owners

This policy and process is managed by the Head of Product development and Innovation and the Quality Manager.

Policy Elements:

Compliance with Applicable Regulations:

- All technical training equipment must comply with relevant local, national, and international safety regulations and standards. **List these Machinery Directive etc**
- Annual reviews of regulations and standards are conducted to ensure ongoing compliance.

Risk Assessment and Mitigation:

- During the conceptual design stage and prior to design implementation, an initial scoping risk assessment is conducted to identify potential hazards associated with the equipment.
- Appropriate measures must be implemented to mitigate identified risks to an acceptable level.

### Certification and Testing:

- All technical training equipment must undergo rigorous testing and evaluation to ensure compliance with safety standards.
- CE Certification. All new equipment is CE certified with the guidance of a Certified Machinery Safety Expert.

### Design for Safety:

- Safety considerations are integrated into the design process from the outset.
- All designs are developed to prototype stage to carry out proof of concept and at prototype stage thorough risk assessments are initiated, and any design flaws or necessary changes are captured.
- Design features such as guards, emergency stops, and warning labels are incorporated to minimize risks to users.

### Supplier and Component Evaluation:

- Suppliers of components or materials used in technical training equipment must be vetted for their adherence to safety standards.
- Critical components must be sourced from reputable suppliers with a proven track record of quality and safety.

### Training and Awareness:

- Employees involved in the design, production, and testing of technical training equipment must receive adequate training on safety protocols and standards.
- Ongoing awareness programmes are conducted to keep employees informed about updates to regulations and best practices.

### Process:

#### Requirements Analysis:

- Identify safety requirements based on applicable regulations and industry standards.
- Document safety objectives and criteria for the equipment.

#### Risk Assessment:

- Conduct initial risk assessment to identify potential hazards and assess their severity and likelihood.
- Develop a risk mitigation plan to address identified hazards.

#### Design and Development:

- Integrate safety features into the design based on risk assessment findings.
- Develop to prototype and initiate thorough **risk** assessments, and any design flaws or necessary changes are captured.
- Verify compliance with safety standards through design reviews and simulations. Ensure quality control checks are in place throughout the build process to ensure compliance with specifications and standards. i.e test safety architecture for correct functionality.

### Supplier Evaluation:

- Assess the safety practices of component suppliers and verify compliance with relevant standards.
- Establish criteria for selecting suppliers based on safety considerations.

### Testing and Certification:

Conduct comprehensive testing of the equipment to validate its safety performance. Validate all functionalities. Engage independent testing laboratories or additional subject matter experts for certification as necessary.

- Carry out thorough and rigorous testing to ensure that the equipment meets performance requirements and safety standards are met.
- Verify the equipment's functionality under various operating conditions.
- Correct and document any issues or deficiencies noted during the testing phase. Correct open issues.
- Review Testing and validation results with the team.
- Create a technical file and ensure the equipment is compliant.
- Prepare documentation such as user manuals, maintenance guides, and technical specifications.

### Training and Awareness:

- Provide training to employees involved in the design and production of technical training equipment on safety protocols and standards.
- Regularly communicate updates to safety regulations and best practices to all relevant stakeholders.
- Throughout each phase, communication and collaboration among engineers, manufacturers and stakeholders are crucial to ensure the successful development and delivery of equipment.

### Review and Continuous Improvement:

This policy will be reviewed periodically to ensure its effectiveness and relevance. Feedback from stakeholders, as well as changes in regulations or industry standards, will be taken into account during the review process. Continuous improvement efforts will be undertaken to enhance the safety performance of our technical training equipment.

### Enforcement:

Adherence to this policy is mandatory for all employees involved in the design, production, and deployment of technical training equipment. Non-compliance may result in disciplinary action, up to and including termination of employment.

### Conclusion:

By following this Quality Assurance Safety Certification and Standards Policy, [Technotraining] reaffirms its commitment to the safety and well-being of its

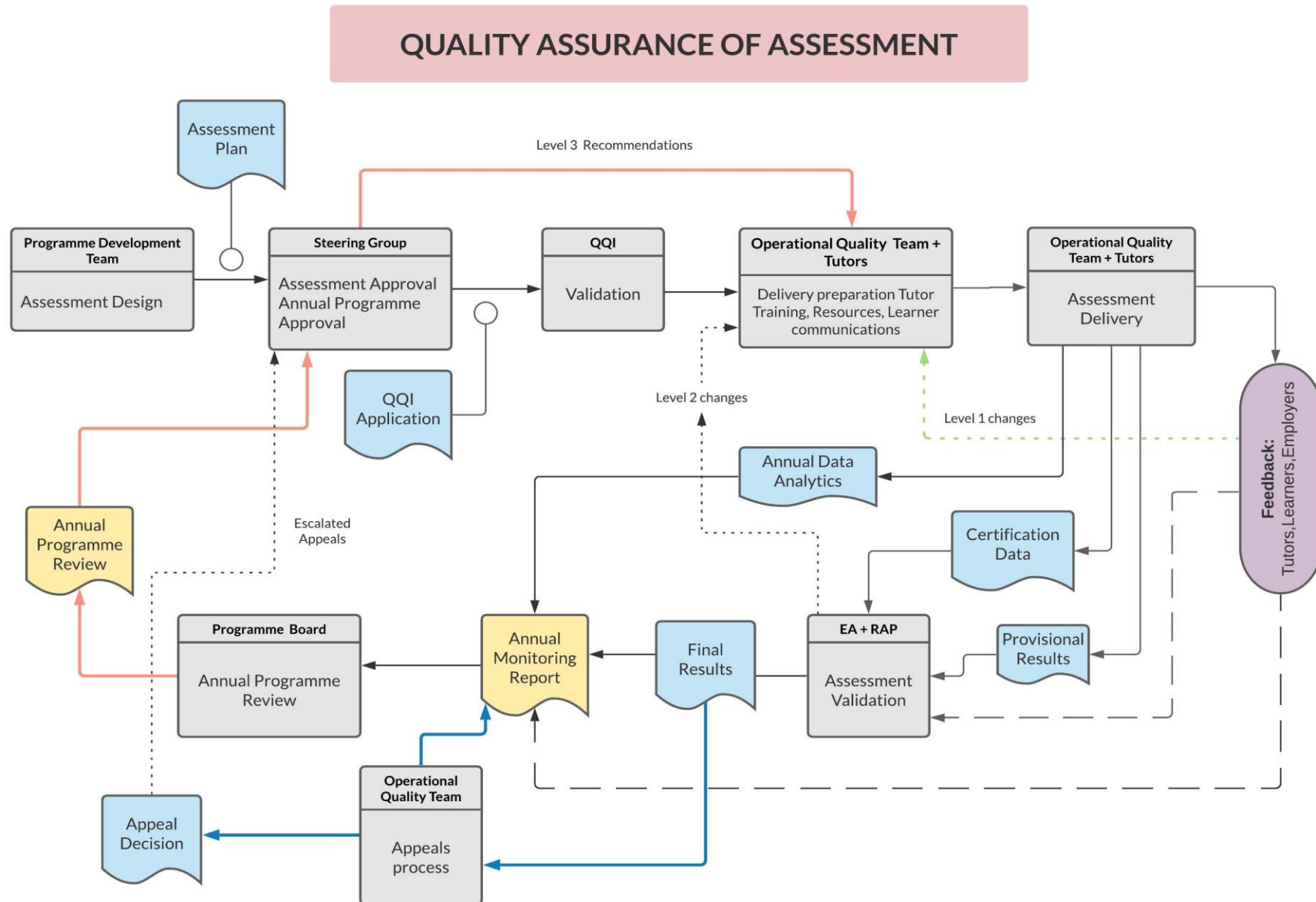
users and the environment. We strive to uphold the highest standards of quality and compliance in all aspects of our technical training equipment design and production processes.

6.17

## 7. ASSESSMENT OF LEARNERS (QA GUIDELINE 6)

### POLICY STATEMENT

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved
<b>Technotraining Board Steering Group Results Approval Panel Programme Boards</b>	Technotraining Board Head of Training Quality Manager Operational Quality Team Tutors Internal Verifier	V1.3	Jan 2019	Mar 2020
<p>We have procedures in place to assess learners in a way that is a fair assessment of the course content, meets QQI requirements for achievement of the award, is well understood by staff and learners, is consistent across different assessors, meets national standards and has in place security measures that ensure the integrity of the assessment process. Technotraining undertakes to provide learners with appropriate feedback on their progress in a spirit of supportiveness, courtesy, and mutual respect. We also commit to providing clarity to learners about the scheduling and scope of assessments in advance. As well as summative assessments we use formative assessments throughout the course to support the learning process, aid revision, give visibility on progress, and enable targeted and timely feedback.</p>				



**Fig 7.1** Quality Assurance of assessment

## SUPPORTING DOCUMENTS

- Assessment Briefs
- [Marking scheme Sample](#)
- [Programme Assessment Plan](#)
- [Programme Descriptor](#)
- [Learner Handbook](#)
- [Trainer Handbook](#)
- Trainer Induction Schedule (in progress)
- [Learner Induction sheets](#)
- [Reasonable Accommodation Request Form](#)
- Learner Registration Form
- [Internal Verification Report Template](#)
- [External Authentication Report Template](#)
- [TT Cross Moderation Log](#)
- [External Authenticator contract template](#)
- [Results Approval Report](#)
- Learner Evaluation Form
- Trainer Feedback Sheet
- [Provisional Results draft email](#)
- [Final Results Final email](#)
- [Assessment cover sheet/Verification of Authorship Sample](#)
- [Assignment Submission Sheet](#)
- [Printing QQI Assessments procedure](#)
- [Request for Assessment submission deadline extension form](#)
- [Unsuccessful assessment learner notification and feedback template](#)
- [Plagiarism Risk Assessment](#)
- [Appeal of Disciplinary Action Form](#)

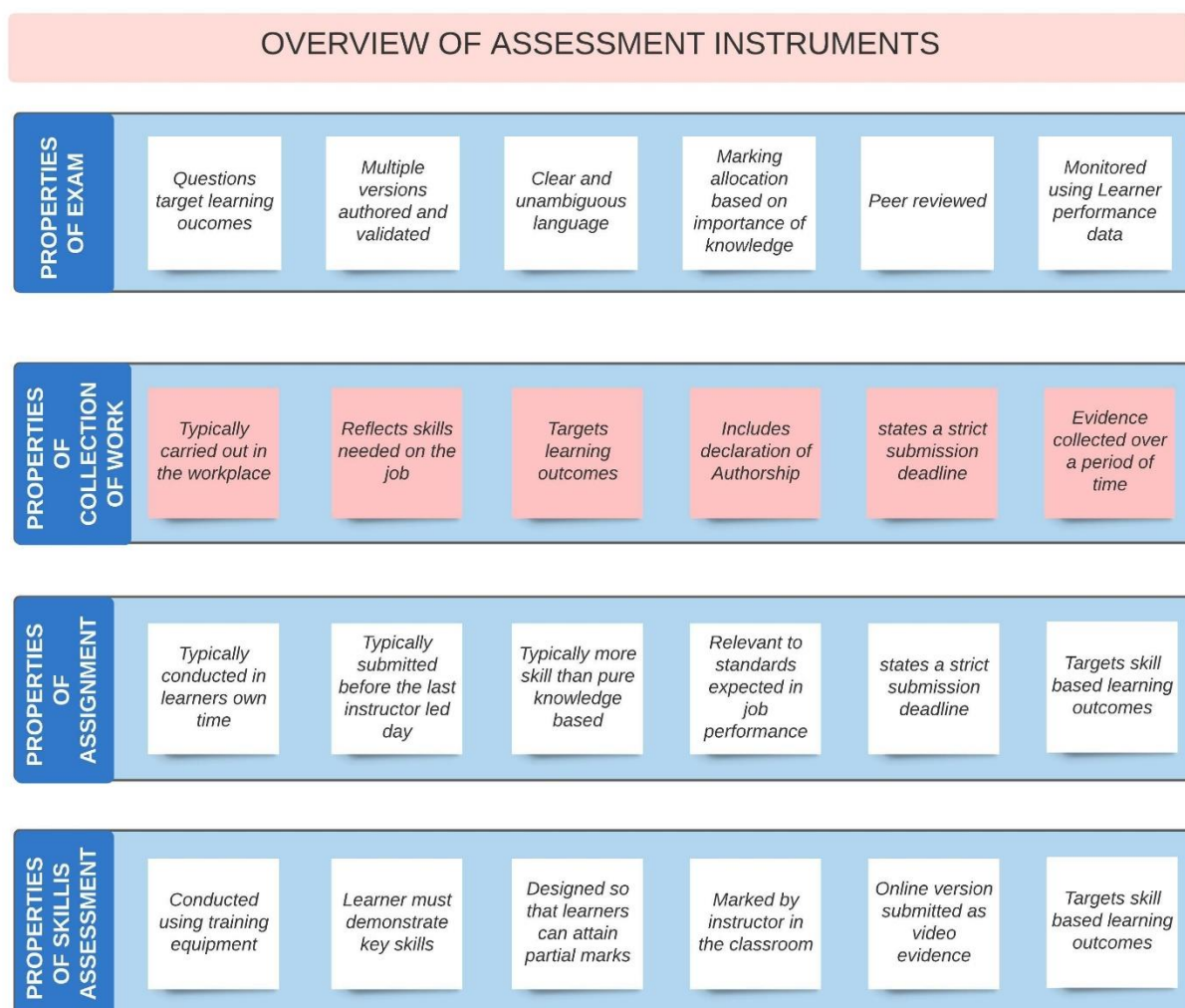
## REFERENCE DOCUMENTS

- QQI Guidelines for Assessment of learners
- QQI Quality Assuring Assessment Guidelines for Providers Revised 2016
- QQI Component Specification
- NFQ grid level of indicators
- Validated Programme Descriptor
- CAS and non-CAS programme descriptor templates.

## 7.1 OVERVIEW OF ASSESSMENT PROCESS

We understand that assessment is the keystone in the entire programme structure. Where Formative assessment can provide essential progress feedback to both learners and tutors, summative assessment fulfils the following functions:

- It provides the standard of measurement through which a training provider compares the performance of a learner with the benchmarks required for the award. It determines the line between passing and failing and by design sometimes the line between safe and unsafe practice.
- Each assessment element is mapped to learning outcomes for the award and all learning outcomes are assessed.
- It provides the means of differentiating learners from each other through grading so that award grades are appropriate to achievement.
- Careful planning and design should ensure that marks allocated to elements of an assessment instrument are weighted in such a manner that a higher weighting is allocated to elements that are more important to the safe performance of a role rather than giving a higher weighting to elements that are more complex to grasp.
- It provides valuable data which allows a provider to self-evaluate their performance as a provider of a specific programme to learners using key performance indicators.
- It provides data enabling a provider to compare themselves to similar other providers.
- It yields the evidence that can be monitored by External Authenticators.
- It provides the foundation for designing systems that are secure in such a way that assessment evidence that is produced by a learner can be attributed solely to their work, progress and effort on a particular programme.
- It influences key decisions around designing processes for Repeats, Appeals and RPL.
- It forms a key component in the information provided to learners.



**Fig 7.2** Overview of assessment instruments

#### AUTHENTICATION OVERVIEW

- Assessment results are Internally Verified, Externally Authenticated, and submitted for QQI certification.
- Assessment paperwork is submitted by the Assessor to the Internal Verifier who records the outcomes.
- The Internal Verifier confirms that assessment procedures have been applied consistently across all our assessment activities and that our assessment results are recorded accurately.
- The External Authenticator moderates assessment results by sampling learner evidence according to the sampling strategy (25% of assessment cohort). Detailed scoring data reports are prepared for the EA to bring attention to assessment questions that on average score exceptionally low or exceptionally high.



## RESULTS APPROVAL OVERVIEW

- The Technotraining Steering Group appoints a Results Approval Panel.
- The Panel approves and sign-off assessment results.
- The Internal Verifier emails learners their Final Results, appeal deadlines and date of when they should receive their QQI certificate. Learners are notified of any changes to their Final Results.

## CERTIFICATION OVERVIEW

- On receipt of signed RAP minutes the Quality Manager submits all learner results to QQI via the QBS.
- Learners are notified of the estimated date for receipt of certificates
- Certificates are posted to learners and they are notified of this.

## 7.2 ASSESSMENT PLANNING AND DESIGN



## CAS AWARD ASSESSMENT PLANNING AND DESIGN PROCESS

- The Head of Training in consultation with the programme SME conducts the steps indicated in Fig 7.3: Assessment Planning and Design. These steps are further explained below.

Develop Assessment Framework	
Write a Statement of minimum achievement that clearly delineates the line between a successful and an unsuccessful learner along with SME's and industry practitioners	
Using QQI award descriptor determine:	
	The award type: Special Purpose, Major etc.
	The component minors that lead to the award.
	The credit value associated with each component.
	The assessment techniques specified for each component.
	The list of learning outcomes that must all be assessed to achieve the award and its components. During programme design ensure that learning outcomes are not overly prescriptive and repetitive.
	Determine the grading needed (and any restrictions) to achieve the award and its components. Be cognisant of mandatory minimum grades to pass. Determine if published grading is appropriate to the programme and if not generate a rationale document for deviations. Consult with SME in this regard.
	Are Examinations open book or closed book and is exam style described (e.g short answer, structured answers) and in line with recommended time allocations laid out by QQI.

Sorting and Prioritising
Map assessment techniques to groups of learning outcomes into those relating to Underpinning Knowledge, Skills and/or Competence and also specify LO's that are related to safety precautions. If a task is performed incompetently due to lack of hazard awareness, this could put the learner or others at risk.
Determine if Safety critical tasks should be rationalised as mandatory for a pass or carry extra weighting in the marking strategy.
Knowledge is typically assessed by exam.
Skills are typically assessed using Skills assessment, assignment or collections of work. These assessment techniques are typically reserved to skills more closely related to the success fulfilment of the job description.
Check that the underpinning knowledge in exam assessment supports adequately any prerequisites needs for the successful execution of the skills to be trained
Generate 2 sets of exam questions either on paper or by randomised Moodle quiz. Use the SME or a tutor to peer review the exams.

List technical equipment and quantities (based on expected candidate pools) required for practical assessments and the associated Learning Outcomes.
--

Assign marks by Importance
----------------------------

In allocating marks to elements of assessments, weighting should be applied in a manner that higher marks are allocated to assessment elements related to LO's that are more important to the execution of the job description rather than weighting based on complexity. Importance is influenced by:
--

Is the related LO a prerequisite to other LO's. Think trunk of tree rather than branch.
---

Is it safety critical.
------------------------

Does the related LO apply to a task that needs to be performed at a high frequency in the correct execution of the role.
--

Confirm all LO's are being assessed
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Confirm Grade Differentiation
-------------------------------

Consider Pass/Fail marking combinations and adjust weightings so that a typical learner who scores the pass grade achieves the minimum acceptable statement of achievement. Consider compulsory pass requirements. Think "is this learner fit to be let loose on the world with a certificate with a low pass mark"?
--

Run through marking scenarios that distinguish between merit and distinction grades. Create statements that define the can do/cannot do delineations such as: "those achieving a Merit grade can do.....very well but are merely adequate at doing.....".
---

Integrate assessment into Programme
-------------------------------------

Design a Programme Assessment Plan based on the validated assessment plan, in line with the award specifications prior to delivery. The Programme Assessment Plan includes deadline dates for submission of assessments, examination dates that allow for good integration of the assessment instruments into the programme.
--

Design assessment briefs with detailed model answers, marking schemes using the standard assessment brief template which are submitted to the Internal Verifier for review and distribution as required.
--

Tutor guidelines are created to inform tutors on the mechanics of running assessments. These are included in the Trainer Handbook.
--

The Programme Board reviews the assessment instruments and the assessment plan annually and recommends changes/updates are necessary.
---

Once approval has been obtained from the Steering Group, the assessments should be tested as part of a pilot roll-out. This can happen in parallel with QQI validation application.
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Once QQI approval is obtained the programme can be advertised and learners recruited.
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Note: Online assessment questions are built in a categorised question bank. Online exams are always randomised and pull questions from the bank. This way questions can be edited more freely without impacting historical results. Also question variations can be built over time increasing exam security.

**For exam assessments** (and their associated Learning Outcomes).

- Take a closer look at the learning outcomes to determine the cognitive processes needed to meet the standard. Pay particular attention to the key verb in the LO. E.g Interpret, Explain, Describe, Analyse, List, Calculate etc.
- Produce an exam descriptor listing key information gathered from above. Where possible two Technotraining Subject Matter Experts or partner SME's are tasked with developing a set of questions mapped to LO's and develop model answers and associated detailed marking schemes.
- Swap the documentation produced by each SME for proofing, in such way that the author SME is not the proofing SME. When online exams are created, a separate SME always must evaluate the exam, particularly looking at wording and potential for misinterpretation.
- Ask each SME to time themselves to complete the exam developed by their partner SME.
- Determine if the programme course materials adequately cover the subject matter assessed in the exams.
- Analyse and compare exam questions that meet the same learning outcomes for equality of difficulty and adjust so that question variations are fair and consistent.
- Ensure that marks are allocated and weighted in a manner that prioritises the importance of the knowledge to the importance in carrying out the task in a working environment.
- Check that there is not duplication or too much similarity of exam questions across two separate exams.
- The Quality Manager ensures allocated marks add up to the assigned marks for the assessment activity (from award spec.).
- Determine the time allocation for the exam (suggest 50% to 100% more time than it took the SME to complete the exam).
- Based on expected number of candidates going through for the award annually develop a pool of assessments (based on a ratio determined by Technotraining). For each exam develop question variations that are essentially the same quality assured question but with variations so that the answer is different. (e.g change a number, change multiple choice answer).
- For online exams, use moodle data analytics to monitor the strength of individual questions and the overall exam

### **Checklist of documents and detail captured**

<b>Document</b>	<b>Detail</b>
2 proofed Exams	Time allocation
	Allocated marks on each question
	Ensure version number included
	Place for exam date and candidate name
	Proof of Authorship cover page for project assignments
Marking sheets	To be filled by the examiner correcting the exams
Model Answers	To include question in black ink and answers in red.
Marking scheme	To include descriptions of how each question mark can be achieved and variations of answer.
Ensure soft versions of all exam materials are password protected.	

### **Exams developed on Moodle**

Exams are always randomised, so rather than creating an exam, we begin by populating categories in a question bank. Each category typically aligns with the LO's that are within the scope of the exam.

Exams in moodle must fit into pre-defined template structures. Some of these are more suitable than others for summative assessment. Typically the question structure contains the answer, therefore, more text is required in the question which can be challenging for our international students. Question structures and their advantages and disadvantages are tabulated below.

<b>Moodle Q type</b>	<b>Advantages</b>	<b>Disadvantages</b>
Calculated	Question uses formulas and variables so each user gets a different question	Numerical aberrations, needs robust testing.
Short answer	Question text less wordy	Cannot be easily auto graded as may answer versions and spelling mistakes
Multi-choice	Good discrimination, may need partial marks for half right.	Options must be carefully considered, numerical units need to be correct so can cause partial mark appeals.
Matching	Only works if word count kept low	Grading needs to be carefully considered as partial marks always an option
Numerical	Good discrimination	Units important, tolerances important

Drag and drop into text	Good for knowledge check based on information that is not numerical	If too many drag items can become very wordy.
Drag and drop into image	Good if question kept simple and using equipment images	Grading can be complex because each drop zone is unique to a drag item

Peer review of exams on Moodle is essential. For security, exams are developed in a development space on the Moodle platform and are not copied to the relevant course until they have been peer reviewed and all modifications implemented. The peer review process would focus on the following questions:

1. Is a question vulnerable to mis-interpretation?
2. Is it at a level of difficulty below the levels that learners have been exposed to in the formative quizzes?
3. Is the knowledge that enables the answering of the question adequately covered in the courseware?
4. Can the learner receive partial marks for answer variations that deserve partial credit?
5. Are questions grouped as variations of a question in a question bank of an equal level of difficulty. i.e each learner can receive a different random exam but each variation must be of equal difficulty?
6. Are the mark allocations for each question in line with Learning Outcome prioritisation?

### **For Practical Assessments**

- Take a closer look at the Learning Outcome's associated with the practical assessment. Determine if the skills to be assessed involve combinations of activities such as Explain, Design, Build, Test, Troubleshoot, Fix, modify or measure.
- Write an outcome descriptor for each activity to be assessed and describe the ideal outcome on completing the activity.
- Carry out and time the assessed activity on the programme training equipment or associated materials (e.g drawings).
- Where possible, break the activity down into assessable steps needed to get to the outcome in such a way that the learner can achieve stage point marks for partial completion of the assessed journey.
- Allocate marks to each stage of the practical assessment listing how learners provide evidence of stage point completion.
- Design questions so marks can be allocated for good individual observation and explanation of tasks and/or evidence to enable the learner to show that they were responsible for producing the evidence using their own knowledge and skills.
- Allocate negative marks if needed.

## FORMATIVE ASSESSMENT DESIGN AND PURPOSE

Formative assessment must be designed to fulfil the following functions:

- (a) They act as an instrument for revision for the learner focused on a logical learning module
- (b) They assist the learner in looping back to the courseware that supports the answering of the assessment element. They may contain navigation cross-reference to assist.
- (c) They can be monitored by the instructor to inform on learner progress.
- (d) They should challenge a learner beyond the level of challenge presented to the learner in summative assessments.

Formative assessments used in blended delivery can be monitored by the tutor. They can take the following forms:

- (a) Quiz as part of a self-directed interactive presentation in Storyline.
- (b) Quiz woven into a H5P video.
- (c) Moodle quiz performed in a breakout room, learners flag questions requiring tutor assistance.
- (d) Kahoots that act as revision gap analysis tool.

## CO-ORDINATED PLANNING OF ASSESSMENT

- The QA administrator is responsible for co-ordinating the planning of assessment delivery with the trainer for each training programme.
- Assessment schedules are checked in advance with the trainer for each group.
- Learners receive a confirmed schedule for assessments, including exam dates and deadlines for submission of project material, at least 7 days before the course start date.
- Trainers are notified if a learner is unable to attend an assessment at the scheduled time and, of any alternative arrangements which have been agreed.
- Trainers are required to go through the assessment schedule and exam timetable at learner induction and to give reminders during the course.
- The QA Administrator co-ordinates with the training venue to ensure they are aware of examinations so there is no disturbance at that time.
- The trainer receives the Assessment pack with all assessment materials before assessment and is reminded of security protocols.



## 7.3 Information for Learners on Assessment

We ensure that learners have sufficient information to successfully participate in assessment.

### PROCESS

- Learners are clearly informed about the assessment process from the beginning of their learner journey. The information appears on the Technotraining website, at induction, emailed schedule of assessments, and trainers remind learners at the start and end of face to face sessions about the details related to up and coming assessments.
- For each scheduled assessment learners are informed of:
  - Assessment instrument type
  - Modules that contain the materials that support the assessment
  - Marks available
  - Date of assessment
  - Duration of assessment
  - Assessment structure
  - Formative quizzes that would be a gauge of preparedness
- Prior to booking, learners seeking clarification on level of difficulty are offered sample online “mock” exam questions.
- On registration learners receive the [Learner Handbook](#) and a course descriptor.
- The Handbook contains detailed information about code of behaviour, disciplinary procedures, assessment and examinations rules and regulations, the Technotraining Plagiarism and Cheating Policy. The Learner Handbook is also available on the website and on Moodle.
- The Programme Descriptor which contains the Programme Assessment Plan which contains the key details relating to each Assessment and all critical assessment-related dates. See Appendix:
- The QA Administrator is responsible for ensuring that the learners have access to any information they need relating to assessment. Tutors have a role in explaining the assessment process during Induction.
- The tutor goes through the [Learner Induction](#) verbally at the beginning of each Programme and this includes a reminder of the assessment timetable and format.
- For online assessments with live webinars, exams are scheduled to follow a break period to allow for learner revision using published interactive presentations and formative assessments. Prior to this break period, instructors remind learners of the next assessment, what modules/learning outcomes will be assessed, assessment duration and marks available. Where possible, exam load is spread over the duration. This is to avoid overloading the last day of the course and to enable revision.
- The enrolment email also provides a link to the Technotraining Moodle site where there are resources available to help learners prepare in advance which will help them with assessment preparation.
- The Learner Evaluation Sheet monitors learner experience of communication of assessment process and of the experience of the Assessment process. Feedback is reviewed as part of the Annual Programme Board and Technotraining’s ongoing cycle of improvement.

## 7.4 REASONABLE ACCOMMODATIONS

We aim to ensure a fair and consistent assessment process for all learners, including learners with specific learning requirements, in accordance with their distinct needs. 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. It is the responsibility of the learner to inform Technotraining in sufficient time for a Reasonable Accommodation request to be processed, reviewed and for any necessary steps to be put in place. Technotraining will also undertake to ensure that any provisions made are supported by evidence in order to prevent any unfair advantage to any other learner.

The grounds on which applications can be made include but are not limited to:

- Learning Difficulties
- Hearing Difficulties
- Visual Difficulties
- Physical Difficulties - this category is taken to include medical, sensory, mental health and behavioural difficulties as well as physical difficulties.

### REASONABLE ACCOMMODATIONS PROCESS

- The learner notifies us through the Registration form if they have any barriers to learning.
- Learners are notified in the Learner Handbook what grounds they can seek reasonable accommodations on and also what type of accommodations we can provide.
- Learners are also notified in the Learner Handbook that they can seek grounds for compassionate accommodation should circumstances arise during their course of learning with Technotraining.
- When a notification of a barrier to learning is received, the QA Administrator emails the learner a Reasonable Accommodation application form. Reasonable Accommodation.docx
- The learner is asked to complete the form as promptly as possible, to allow for the reasonable accommodation to be facilitated. All reasonable accommodation requests must be followed up with a request for documentary evidence (educational psychologist's report) to support the request.
- All learner requests will be considered on a case-by-case basis. The Quality Manager will make the final decision on these and will notify the trainer in confidence.
- Accommodations made by Technotraining include assistance such as:
  - Provision of readers or scribes.
  - Verbal run through of question structure by Trainer before exams begin

- Additional time for assessment
- Standard examination paper enlarged to A3 size
- A separate examination room or centre
- The format of the exam paper can be adjusted to suit certain requirements such as dyslexia eg questions can be adapted to use less words and more diagrams.
- The provision of visual aids such as additional lamps or magnifiers
- The provision of a sign language interpreter
- A facility to postpone an exam or assessment without penalty, this is particularly in the case of Compassionate Accommodation where the learner has a genuine reason for non-completion of an assessment material at the given time.
- The Internal Verifier informs the External Authenticator about any adaptations made/ reasonable accommodation implemented by noting it on the Internal Verification Reports.
- The Internal Verifier maintains information on reasonable accommodation implemented on the learner record.
- Data on reasonable accommodations including learner completion and assessment outcomes is collected through the Annual Programme review and monitored by the Programme Board and Steering Group to ensure that reasonable accommodations are effective and do not result in unfair advantage.

## 7.5 SECURITY AND INTEGRITY OF ASSESSMENT

We recognise that learner confidence in the integrity and security of assessment processes is fundamental to the learning experience. We also recognise that there are different considerations in relation to online and face to face assessments in terms of processes relating to security and integrity and anti-plagiarism and cheating. We have procedures in place to ensure that all matters and materials relating to both online and face to face assessment are secure and only authorised personnel have access to them.

### EVIDENCE

- Password protected computers
- Password protected exam briefs
- Sealed envelopes containing assessment briefs.
- Completed assessments in nominated secure location in the office

### SECURITY OF ASSESSMENT PROCESS (CLASSROOM BASED, IN PERSON)

- Assessment materials are stored on the company's secure network, with access limited by password encryption.
- There is a systematic approved process in place for printing of assessment materials. Printing QQI Assessments. The QA administrator is responsible for this process and presents them to the trainer in a sealed envelope at the beginning of the course.

- Policies on cheating and plagiarism are covered during induction and are in the Learner Handbook.
- The trainer sets up the classroom for exams ensuring that there is 1.5 metres between each learner.
- Trainers take a photograph of the room after each exam begins to record where learners sit.
- Alternate versions of each paper are given to every second learner.
- Learner writes his/her name on exam paper.
- Trainer collects exam papers at the end of the exam and puts them back in folder.
- Completed assessments are returned to nominated secure location in the office which is locked
- For practical assessment material, project templates are emailed to each learner by the QA administrator. Some practical assessments are done in the classroom and do not require templates emailed.
- Learners are informed at induction that they should submit practical assessment materials within four weeks of after the course completion date unless there are extenuating circumstances of which they should complete an extension request form and submit to the QA Administrator.
- Learner evidence received by post is date stamped, logged as received and stored in nominated secure location in the office. Learners are emailed (Trainer/Assessor is copied) confirmation of receipt of assessment.
- All learner evidence received by email is logged as received and stored in nominated folder in Dropbox. The QA Administrator opens each file to confirm that evidence is present. Learners are emailed (Trainer/Assessor is copied) and told that assessment have been received.
- The QA Administrator keeps a record of all assessments submitted and this is included in the Internal Verifiers' folder for Internal Verification and External Authentication. This record acts as the receipt system for learner work.
- All evidence is assessed and marked by trainer. Assessment marks are entered into results spreadsheets in Google Docs which is password protected. This Google Doc system is a core single document that tracks learner progress from learner booking, assessment submission, marking and notification and. An automated mail merge system has been set up to send provisional results from the Google Docs file. The mail merge system is operated by both the QA Administrator and the Trainer who has marked the assessments. The system records when the receiver of the email has opened the email and a record is kept of the date the emails have been sent.
- Assessment materials and marks are validated by the Internal Verifier and then sampled by the External Authenticator.
- Assessment materials are then maintained securely in the office by the Internal Verifier until after the QQI submission date. This storage area can only be accessed by the Internal Verifier on a needs-only basis.
- At each certification date we hold just one previous set of assessment materials. These are then destroyed after the next submission date.
- Assessment front sheets with a name or identifying information are shredded. All other pages are ripped and recycled.

- Data on completion and grade distribution are analysed for reporting to the Annual programme review process.
- Staff are required to sign confidentiality agreements upon commencement of employment. All assessment materials and practices related to learners are covered by this agreement.
- Learners are required to sign to confirm that the course work they submit is their own work (authorship statements).

## SECURITY OF ASSESSMENT PROCESS (ONLINE)

- Access to assessments is limited by password encryption.
- Candidates must have webcam switched on and they are invigilated by the trainer during the exam.
- The must agree to online exams rules and regulations before exam starts.
- Safe exam browser is used - a lockdown browser which restricts learner access to external websites, system functions or other applications while they are taking an assessment online
- Online assessment questions are built in a categorised question bank. Online exams are always randomised and pull questions from the bank. Question variations can be built over time increasing exam security.
- Policies on cheating and plagiarism are covered during induction and are in the Learner Handbook.

## POLICY RELATING TO PLAGIARISM AND CHEATING

We are committed to good academic standards and we have effective policies and procedures in place to prevent, detect, combat, and deter plagiarism and cheating.

Cheating and plagiarism can be discovered or suspected in the following ways:

1. Observation of copying during an exam from instructor.
2. Observation of learners using notes during the exam.
3. On correction where learners have very similar answers on a number of exam questions or where an answer is entered related to a different version of the exam.
4. Comparing two papers where a copying incident is suspected.

## PROCESS

- We give guidance to learners and assessors as to what constitutes plagiarism and the degrees of plagiarism and on the distinction between acceptable collaboration with others and collusion in plagiarism.
- We make learners aware of the consequences of plagiarism at Induction and in the Learner Handbook.
- We make assessors aware of the protocols we have in place for investigating cases where plagiarism is suspected, and the level of evidence required before an accusation can be considered.

- We design assessment strategies (including methods etc.) to minimise the possibility of plagiarism and give training, guidance and support to assessors in the design of assessments instruments.
- We have published procedures for monitoring and detecting plagiarism, including appropriate warnings, sanctions and penalties.
- We regard accepting unwarranted support from others (e.g. work colleagues) in preparing continuous assessment elements and submitted as one's own work as a form of plagiarism.

## PROCEDURE:

If during an exam the Invigilating Trainer observes that a learner is looking at another person's work or has unauthorised notes/materials or breaching the exam guidelines in any other way he/she should:

- Remove any authorised materials such as notes etc from the desk of the exam candidate.
- Make a note on the candidate's exam cover sheet regarding the infringement. If copying from another candidate is suspected, their paper will also be noted.
- The invigilator will remind all candidates again of the rules regarding exam policy.
- The Trainer records any incident observed in the Trainer Evaluation sheet. This will include description of any confiscated material taken from the learner and names of other candidates that may have been copied from.
- The Trainer will also contact the QA administrator/Quality Manager to make a verbal report.
- The Quality Manager will co-ordinate reports from the Trainer marking the assessments, the Trainer who taught the learner during the course and/or invigilator to investigate whether the cheating incident merits disqualification. If the learner has demonstrated adequate performance during the rest of the assessments and other assessments and the Trainer believes they met the standard required otherwise, then the noted incident will not necessarily disqualify them.
- If the incident is accompanied by other poor assessment material and/or a lack of progress during the training course, then the learner will be contacted to discuss further. Their materials will not go through for certification.

If copying was not directly observed by the Trainer during the assessment but is clear when assessments are being corrected that two sets of assessments are very similar, then the following steps are taken.

- All assessment material from both learners are scrutinised closely to see if any patterns emerge such as similarity in marks when both were sitting near each other but not when apart and discrepancy between written assessments and practical assessment.
- For a project-based assessment which has been completed at home, instances of similarity to another person's work are closely examined.

- A short report should be prepared including a marked-up copy of the assessment material, together with any evidence for suspected plagiarism. The report should be forwarded to the Quality Manager of the suspected case been identified.
- The Quality Manager carries out an initial investigation based on the information provided. If the Quality Manager confirms that sufficient evidence exists relevant programme training staff will ask the learner and any other learner suspected of colluding in cheating to attend an interview to discuss the piece of work within 10 working days. The aim of the interview is to determine whether the allegation is founded. More than one trainer should be present when interviewing learners. A record of the meeting should be kept and reported to the Steering Group.
- If plagiarism cannot be confirmed during the interview process, learners will be notified in writing. If plagiarism has been confirmed, the learner and any other learner who assisted in the cheating incidence by sharing their own work will be penalised by the awarding of zero marks for that assessment. Learners will be informed of the penalty within 5 working days of the interview.

## LEARNER RIGHT TO APPEAL

Learners have the right to appeal the decision regarding cheating or plagiarism which must be done within 5 working days of the correspondence from Technotraining. They must complete a Learner Appeals form. When a Learner Appeal is received an Appeals Committee is convened, and a definitive judgement is made. The decision of the Appeals Committee is final. The learner must be notified of the decision within 10 working days of the appeal been lodged. The Appeals Committee will be comprised of an external FET expert and two members of the team who have not been involved in the original decision.

## 7.6 CONSISTENCY OF MARKING

We have systems in place to ensure that there is consistency in marking and grading across programmes and trainers and that our marking and grading is in line with national standards.

### CONSISTENCY OF MARKING PROCESS

- Training on marking and grading is included in trainer induction and in the Trainer Handbook.
- We have detailed marking schemes including assessment criteria in place for all programmes which shows clearly how the learner evidence is to be marked and graded. These are reviewed and updated annually.
- Assessment briefs, examination papers, model answers and marking schemes are devised by the Head of Training and given to our trainers as part of their Trainer Pack. Our detailed marking schemes are based on the validated Assessment Plans.

- The Internal Verifier checks a sample for each certification period.
- Marking and grading on new programmes or by new trainers are subject to cross-moderation.
- The Internal Verifier carries out a cross moderation exercise when there is more than one marking assessor on a programme. The Cross Moderation log is completed with a sampling rate of one portfolio per grade per assessor.
- Our Internal Verifier reviews all marking and grading and highlights any inconsistencies and discusses them with the Head of Training and comments in the Internal Verification report.
- Any instances of inconsistent marking are communicated to the Results Approval Panel by the Internal Verifier.
- We ask our External Authenticator to record any observations in relation to inconsistencies in marking in the External Authentication Report. If the External Authenticator has any concerns in this regard, they are discussed at the Results Approval Panel meeting and recommendations for corrective action are made which are referred to the Steering Group for approval.
- Any changes made to a trainer's marking by the External Authenticator are recorded in the RAP.
- Marking and grading of learner evidence is an agenda item at our Annual Programme Board review

## 7.7 CROSS-MODERATION POLICY

We are committed to having a system in place to ensure that consistency of standards and outcomes of assessment across different assessors. The objective of the cross moderation policy is to monitor assessment marking from different trainers (on the same Programme offering) to ensure that learners are not being disadvantaged based on the trainer they have and to trigger corrective action if marks between different trainers vary by more than 6 %. Prior to submission of results for certification, the lead assessor should crossmoderate a sample of assessments marked by another assessor on the programme. The outcomes of cross-moderation may include:

### CROSS MODERATION PROCESS

- Where the lead assessor identifies a material difference in the standard of marking greater than 6% then the lead assessor has the authority to alter the mark awarded.
- Where the lead assessor identifies a significant difference, on a consistent basis, between the lead assessor's standard of marking and that of another assessor, then further remedial actions may be provided for, e.g. assessor training.
- For Annual Programme reviews and in order to take advantage of much greater sample pools the lead assessor /Head of Training will cross moderate a sample



of assessments from different groups marked by different assessors on the programme.

There are mainly two types of assessment result, Moodle generated and Human generated. Cross Moderation implementation and monitoring occurs in a number of ways producing data values that can be monitored for the improvements expected over time (from implementing corrective actions).

1. Sampling on each certification period.  
Using a second Trainer to mark a sample of the same assessment evidence being submitted for certification. Blind cross moderation produces a % SCMD(Sample Cross Moderation Deviation) value. The %SCMD is provided to the RAP and if greater than 6% triggers further investigation.
2. Data monitoring. The challenge with using data to cross moderate is that variations in results can be explained by either learner strength variations and also Trainers marking variation. The objective here is to weight the results based on group strength/weakness and then, after applying weighting, compare with averages across all groups.  
Exams that are marked by moodle produce average mark data %MAG (Moodle All Groups). This value can be divided into the %MOG (Moodle One Group) value to produce a GSWF (Group Strength Weighting Factor) value. The GSWF value is divided into the %HOG (Human One Group) to get a weighted value %WHOG. This weighted value is compared with the %HAG (Human All Groups) to produce a % Deviation value, %DCMD (Data Cross Moderation Deviation). If this value deviates by more than 6% then this triggers a Blind cross moderation on all learner evidence in that group. Also, there must be a meeting between the two Trainers to compare their marking to explain the deviation.
3. The Annual Programme Review Process can monitor the %SCMD and the %DCMD to determine the extent of deviation, make recommendations and monitor the the effectiveness of corrective action at the next Programme Board.

#### Worked Example:

Moodle provides all groups average marks for exams %MAG = 70%

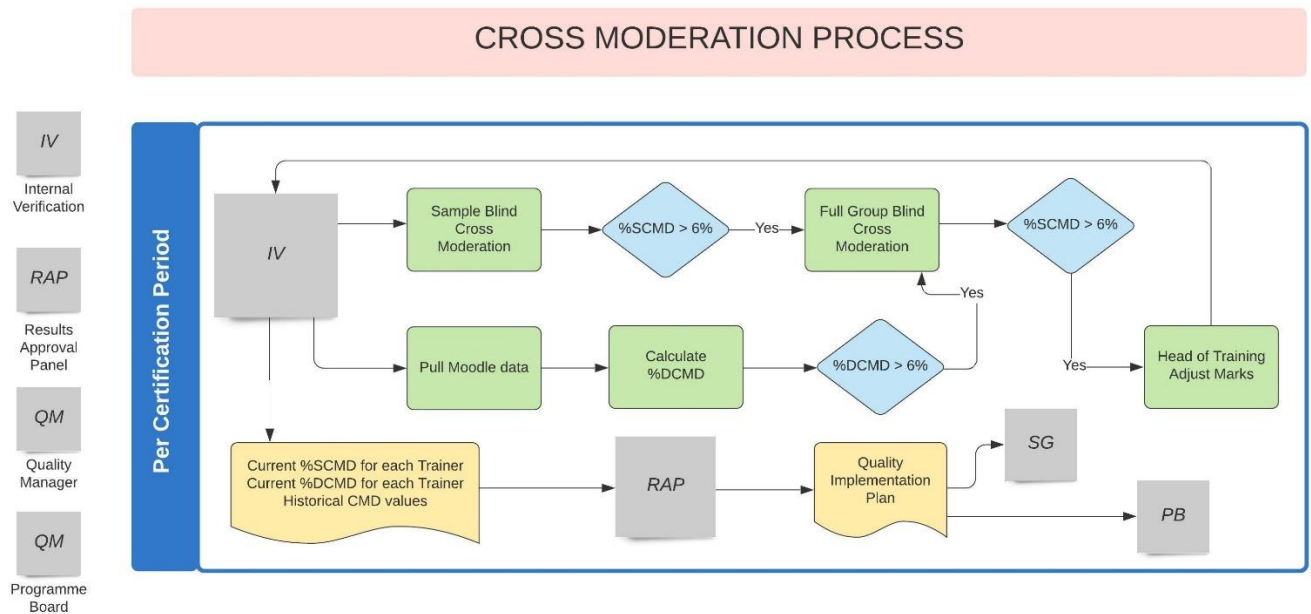
Moodle provides the data for our Trainer John for his one weaker than average group %MOG=60%

The Group Strength/Weakness Factor GSWF =  $(\frac{60}{70}) = 0.86$  (This group is 14% weaker than average)

John Corrects the Practical Assessments for his one group to produce a group average %HOG= 65%

The weighted average value %WHOG =  $(\frac{65}{0.85}) = 76.5\%$ . This is compared with the Average for Practical assessments across all group(say %HAG = 80%) to calculate the Cross Moderation Deviation.

$$\%DCMD = (\frac{80\% - 76.5\%}{80\%}) = 4.4\%.$$



**Fig 7.4** Cross moderation process

## 7.8 INTERNAL VERIFICATION

We have procedures in place to confirm that our assessment procedures have been applied consistently across all our assessment activities and that our assessment results are recorded accurately.

### INTERNAL VERIFICATION PREPARATION

- When assessments are corrected, the QA Admin/Internal Verifier files each learner's materials (portfolio of assessment) in designated folders for each QQI Award.
- The Internal Verification process is run by the Internal Verifier/QA Administrator.
- The Internal Verifier (IV) arranges the External Authenticator (EA) visit approximately 14 days before the QQI submission deadline.
- The Internal Verifier manages all assessment material between certification periods. The assessment materials incoming from current courses are held securely in the Technotraining office.
- The IV checks each batch of assessment material from each course to ensure that all papers from each learner are present and clearly marked with the learner's names, assessments are marked by the marking tutors and that marks are clearly recorded

### INTERNAL VERIFICATION PROCESS

- The Internal Verifier prints an Authentication Report from the QBS for each group.
- The IV checks that results are recorded for all learners and will confirm that there is a portfolio of all assessments available for each learner listed on the authentication report.
- The IV prints learner results for each online assessment, check dates and times of exams are correct and places each group in folder for IV and EA.
- The IV completes/reviews assessments grids on the average grade for questions and notes if any question is highlighted as weak.
- The IV views a sample of videos submitted for practical assessment
- When carrying out Internal Verification the Internal Verifier checks for:
  - Missing or inappropriate evidence
  - Data omission, transcription/calculation errors
  - Inaccurate data entry – award codes, name spelling, results etc.
  - Learners on grade borders

The internal Verifier then carries out a check on a sample of the portfolios to check:

- marks are totalled and percentage marks calculated correctly,
- that marks are transferred correctly from learner evidence to learner marking sheet/record
- that percentage marks and grades allocated are consistent with QQI grading bands
- assessment procedures are adhered to

## SAMPLING STRATEGY

Our sampling ratio is 1 sample is 3 sampled from every 10 submitted or 30% of total number of learners. Where possible sampling should be one portfolio per grade per module, all groups should be sampled.

Random selection is NOT recommended. The verifier should select assignments based on the following categories:

- Gender: Male & Female
- Age: Older & Younger learners
- Borderline between grades e.g. learners who have not or learners who have only just achieved a grade within the grading band.
- National & International learners
- Company and Individual learners

If learners from a certain category tend to have low grades an IV should sample a few more assignments from that category. Interviews with learners from that category can be arranged to find out their difficulties with the course.

- The IV sends learners Provisional Results after the IV process.
- The Internal Verifier completes the process by completing the **Internal Verification Report** and forwards to the Head of Training. This report confirms the outcome of the IV process.
- The Internal Verifier liaises with the External Authenticator before, during and after his/her visit and is in attendance during the External Authenticator's visit to ensure all is in order.

- The Internal Verifier presents the Internal Verification report to the RAP highlighting any issues.

## 7.9 EXTERNAL AUTHENTICATION PROCESS

The External Authentication process is an external review of Technotraining's assessment process to ensure an independent evaluation that learner assessment is fair and consistent, and that our marking and grading is valid and reliable, meeting the national standard for the module component specification.

### PROCESS

- Technotraining engages External Authenticators (EA) based on their suitability for the role as outlined in the QQI Policy 'Quality Assuring Assessment, Guideline for Providers', section 4.3.2 and on the selection criteria we have in place.
- External Authenticators are issued with a contract and EA guidelines on appointment setting out in detail what is involved and what our expectations are.
- External Authenticators are changed after 3 successive certification periods.
- The Internal Verifier contacts the EA with details of certification in timely fashion and agrees dates, times, and fees.
- The External authenticator moderates assessment results by sampling learner evidence in line with the Internal Verification sampling strategy above.
- We inform relevant staff/trainers that the External Authenticator may need to contact them while they are authenticating.
- The EA feedback is given through External Authentication report which is emailed to the IV and the Quality Manager within a few days of visit. The EA also may give verbal feedback directly to those present at the External Authentication.
- The EA completes an External Authenticator's Report which comments on the Centre's standard with reference to QQI Policy 'Quality Assuring Assessment, Guideline for Providers' and notes strengths, gaps and areas for improvement including training requirements for SMEs covering assessment methodologies, marking of evidence, consistent marking of assessments, etc.

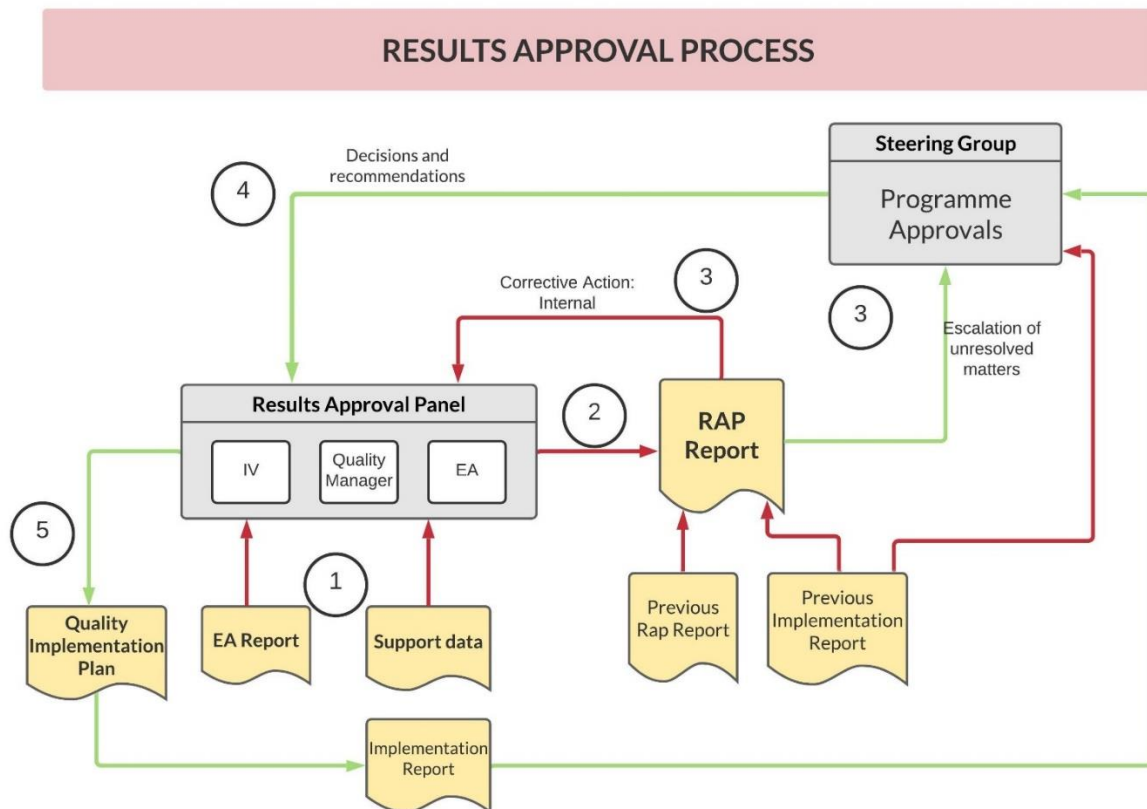
External Authenticator feedback is given high priority as valuable external academic input. EA suggestions for improvement are documented in the RAP and are always considered directly by the Steering Group. There is an associated Quality KPI to measure follow through on EA recommendations.

## 7.10 RESULTS APPROVAL PANEL

Technotraining holds a Results Approval Panel (RAP) meeting after every certification period to ensure that data returned to QQI for certification is checked for accuracy and reliability, that details of this process are recorded and that IV and EA comments and recommendations for corrective actions are considered in a responsive and timely fashion. Reports from RAP are discussed at Steering group level.

- The Quality Manager appoints a Results Approval Panel (RAP) annually to formally review and approve results data and to confirm that our assessment results are fully quality assured and signed-off prior to submission to the awarding body for certification and issued to learners. The appointees and Chair of the RAP are agreed by the Steering Group.
- An external representative from another FET is appointed as the Chair of the RAP and convenes a meeting of the Panel for each certification period.
- The Results Approval Panel considers the Internal Verification and External Authentication reports as part of the process to sign off on results.
- The Results Approval Panel report must be signed off by the Chair prior to submitting results.
- Final results are made available to learners after approval by the RAP.
- Results are submitted to QQI within the published deadlines using the QBS system after confirmation of adherence to all agreed procedures. Results are submitted by the QA Administrator and verified by the Quality Manager.
- Certificates by post to graduates as soon as they are issued by QQI according to the QQI Certificate Posting Procedures.
- Results are communicated to Steering Group meetings. All learner authenticated assessment materials are kept for at least one certification period as evidence of process.

## RESULTS APPROVAL PROCESS



**Fig 7.5 – Results Approval Process**

Results Approval is the process to ensure that results are fully quality assured and signed off, prior to submission to QQI for certification.

The process involves:

- A results approval panel is convened (a minimum of 3 people). The Chair may invite other staff to attend for a particular section of the results approval meeting as appropriate.
- Provisional results, learner evidence, sampled learner and tutor feedback, IV plan, EA plan, IV report and EA report are all available.
- A report is compiled by the panel to include:
  - Appeals
  - Recommendations arising from reports.
  - The panel will discuss each set of results and will focus on areas of concerns arising and feedback from the External Authenticator. The panel will provide input on appropriate corrective measures if required.
  - Approval of provisional results presented to the meeting
  - Request certification through QQI
  - Issues of concern with recommendations for corrective actions
- The report is then signed and dated by all members.

- IV, EA & RAP reports are filed.
- Results are approved, request certification from QQI
- Results are issued to learners flagging opportunity to appeal.

## 7.11 INFORMATION AND FEEDBACK TO LEARNERS ON ASSESSMENT

We view feedback as a crucial part of the learning process, the better the feedback the better the learning outcomes for the learner. We therefore ensure learners receive timely, supportive, constructive and enabling feedback on their assessments in accordance with QQI Quality Assuring Assessment Guidelines for Providers, Revised 2013, (Section 3.1.2, p 8)). Our programmes of learning are relatively short, so we have developed formative assessment mechanisms to enable our training staff to give developmental, appropriate, and timely feedback for learners to use to adjust their learning and benchmark their progress in order to prepare for formal QQI assessments.

### PROCESS

- The Learner Handbook and course descriptor includes information on programme assessment plan, reasonable accommodations, repeat policy and appeals process.
- Learners receive Learner Induction Sheet and a verbal induction on the first day of the course. The trainer explains the component specification on the QQI website and a run-through of programme assessment plan and assessment methodology.
- During the course learners receive verbal feedback from the trainer. The feedback can be based on progress in class but is often derived from a learner's progress through formative's assessments such as quizzes. Quizzes are used within all self- directed learning resources on our Moodle site and enable us monitor how learners are learning as they go through the course and allow us to identify areas where they need to develop further understanding.
- Course feedback is noted on the trainer Evaluation form which is made available to the EA during the authentication visit.
- Within a reasonable timeframe after the assessments are completed learners are emailed their provisional results, appeal deadlines and date of when they should receive their QQI certificate.
- The trainer will call/email all learners who fail an assessment. Formal written feedback is provided using a template.
- When giving feedback to Trainers are expected to use positive language, identify and note strengths, give objective, specific feedback, with examples or direct references and specific recommendations for improvement and use assessment criteria and marking schemes to help them give objective feedback. We include guidelines on providing feedback to learners in our Trainer Handbook.

- We inform learners about our procedures for providing feedback at Induction and we ask them for their views of the adequacy of feedback on their assessments provided in a short feedback survey when they receive final results.
- Our trainers are available at all stages throughout the programme to provide formative feedback to learners on a one-to-one basis and/or group basis.
- The Head of Training is also available to provide additional formative feedback to learners on a one-to-one basis and/or group basis.
- Following the Results approval meeting Learners are notified of any changes to their marks.
- Feedback is two way and Technotraining has robust systems in place to seek feedback from stakeholders. This includes learner evaluations carried out after the completion of programmes, together with employer surveys on the effectiveness of training courses.
- Feedback enables us to measure the customer experience and to assess whether we are meeting our objectives. Feedback highlights areas for improvement and helps us assess the changing needs of industry and how best our programmes can be adapted and improved to meet these needs.
- Feedback is collated and reported to the Steering Group and Board meetings.

## 7.12 APPEALS AND COMPLAINTS (ASSESSMENTS)

We know that learners may want to question their assessment result or feedback and have put in place processes for recheck, review and appeal which meet the same standards of fairness, consistency, and fitness for purpose as assessment in general. Our policies in this area have been developed with reference to *The Quality Assuring Assessment Guidelines for Providers Revised 2013* and *QQI Assessment and Standards, Revised 2013*.

Learners will be notified at Induction, in the Learner Handbook and at issue of Final Results of Technotraining's Appeals Policy and procedures relating to assessment.

Technotraining will ensure that:

- All rechecks, reviews and appeals applications will be addressed in a transparent way with a timeline that is reasonable and made clear to learners.
- The outcome of a recheck, review or appeal can result in marks awarded being upgraded or downgraded.
- All applications for review, recheck and appeal must be evidence based and learners can be assured that relevant information or evidence will be taken into account.
- The appeal process will evaluate our assessment process and the learner's assessment result.



- At every stage, whether at Recheck, Review or Appeal the person who makes the decision as to the outcome will be separate to either the assessor who made the original assessment decision or any person that decided the outcome of the previous stage.

**Re-check** means the administrative operation of checking (again) the recording and combination of marks.

**Review** is the re-consideration of the assessment decision. Learners are required to state the grounds for the requested review. The grounds for review will normally be that the learner suspects that the assessment was erroneous in some respect.

**Appeal** An appeal is a request to a higher authority, in Technotraining's case, the Appeals Board, for the alteration of the decision or judgement of a lower one.

A learner must first apply for a Review before submitting an appeal. If a request for a Review is denied they can go on to make an Appeal or they can appeal the outcome of the Review.

## **Recheck**

- Grounds for Recheck

A learner believes there has been an error in the calculation or recording of results. The Recheck is limited to a check of the recording of their assessment results and any calculations of component scores.

## **Procedure following request for a Recheck**

Learners must contact the QA Administrator if they wish to lodge a Recheck request. This should be done within 5 days after they receive Final Results. They will be notified of the Recheck, Review and Appeal process in the final Results email.

Learners must make their requests for a recheck on the Review / Recheck/ Appeal form. The learner should include whatever evidence they have on the grounds for a recheck. The fee for a recheck is €20 per assessment, which is refunded if the recheck is found in their favour.

The form should be emailed to the QA Administrator.

Technotraining undertakes to complete all rechecks and notify learners of the outcomes within 5 days of receiving them.

The recheck is undertaken by a person that has not been directly involved as either an assessor or an internal verifier. This is usually the Quality Manager or a member of the training team. The person checking the results must refer to the marking scheme to ensure that marks allocated per question have been counted. The first recheck should be double-checked by a second member of staff.

The QA Administrator will notify the learner of the outcome of the recheck by email. Where a recheck results in an upgrade or a downgraded mark, the QA Administrator will ensure that the correct results are notified to QQI.

## **Grounds for Review**

If a learner is not satisfied by the outcome of the recheck they are entitled to seek a review of an assessment result on the basis that it was erroneous in some way. The typical **grounds for a review** are made clear to the learner and they include but are not limited to:

- The learner's performance in the assessment was adversely affected by illness or other factors, which he/she was unable or, for valid reasons, unwilling to divulge before results were awarded. Or compassionate circumstances exist which had been divulged to Technotraining but were not considered appropriately.
- The learner believes their performance was adversely affected by an irregularity in how the assessment was conducted. For example, in written exams insufficient or inaccurate information on examination papers.
- For a practical assessment, faulty technical equipment was provided. For an online assessment, defective IT equipment or IT process was at fault or there was a machine-based error in automated correction of an online assessment.
- They believe due process was not followed and seek verification that their work was assessed in accordance with the Technotraining stated programme assessment plan and exam procedures and that the process was fair and consistent.

## **Procedure following request for a Review**

- Learners must contact the QA Administrator if they wish to lodge a Review request. This should be done within 10 days after they receive Final Results.
- Learners must make their requests for a review on the Review / Recheck/ Appeal form. The learner should include whatever evidence they have on the grounds for a review. The fee for a review is €50 per assessment, which is refunded if the review is found in their favour.
- The form should be emailed to the QA Administrator.
- The Head of Training will decide whether a review should be granted, considering the grounds outlined above. If a Review is not granted the learner is notified that there is no grounds for Review. The Learner can at this point decide to initiate an Appeal.
- If a Review is granted, then the examinable material will be re-examined by a Review Committee. The Review Committee will consist of two assessors and the External Authenticator. One assessor must have had no dealings with the learner involved either as a trainer or assessor. The Review Committee will review the examinable material considering the evidence submitted.
- The Review Committee should satisfy itself that learner have been appropriately graded. Where an error or oversight is discovered, any necessary adjustments to marks/grades should be applied. If it is a wider

systematic error and more learners are affected their results should be examined and adjusted accordingly. The decision to make such adjustments and the supporting rationale should be recorded so that the Steering Group is informed and for the purpose of follow-up. The decisions of the Review Committee should be reached by consensus where possible.

- Their decision overrules the original decision.
- The learner will be notified within 14 days of lodging the request for a review. Where a review results in an upgrade or a downgraded mark, the QA Administrator will ensure that the correct results are notified to QQI.
- If the learner is dissatisfied with the outcome of a review, they may appeal the decision in accordance with the Appeals Policy. Information on Appeals Policy is contained in the Learner Handbook and learners will be notified of the Recheck, Review and Appeal process in the final Results email.

### **Grounds for Appeals**

An appeal is the procedure where a learner may request a review of a decision by a Review Committee or the decision of Technotraining not to grant them a review. The Appeal is carried out by the Appeals Board.

A learner may appeal against a decision of the Review Committee on the following grounds only:

- His/her performance in the assessment was adversely affected by illness or other factors, which he/she was unable or, for valid reasons, unwilling to divulge before the Review Committee reached its decision.
- The Review Committee did not give sufficient weight to any extenuating circumstances provided as evidence for the Review.
- If the learners Appeal is arising from a finding that there were no grounds for a review and therefore a review was not carried out they can also appeal on the grounds that:
  - The assessments were not conducted in accordance with the stated Technotraining policies and procedures related to assessment.
  - There was a material administrative error or a material irregularity in assessment procedures which have made a real and substantial difference to his/her result.
- There is no right of appeal against decisions of an Appeals Board which are matters of academic judgement. Disagreement with the academic judgement of a Review Committee in assessing any information relating to a learner's performance does not in itself constitute grounds for an appeal.

### **Procedure for Appeal**

- Learners must contact the QA Administrator if they wish to lodge an Appeal. This should be done within 21 days after they receive Final Results.
- Learners must make their requests for a review on the Review / Recheck/ Appeal form. The learner should include whatever evidence they have on the grounds for an Appeal, this should only include new evidence that was not

included in the Review application. The fee for an Appeal is €75 per assessment, which is refunded if the Appeal is found in their favour.

- The form should be emailed to the QA Administrator.
- The Quality Manager will then convene an Appeals Board. No person involved in making a previous determination (assessment or review) is involved or participates in the Appeals Board.
- **An external representative is invited to chair the Appeals Board. This is usually a senior member of training staff from another FET provider.**
- The Learner who submitted the Appeal may be asked to attend the Appeals Board. This is at the discretion of the Chairperson.
- The Appeals Board will consider the report of the Review Committee if this the appeal was previously the subject of a review. It may seek (through the Chair) additional information or advice as it considers necessary. Having considered the Review, the nature of the additional evidence supplied by the learner, any other information it deemed necessary, the Appeals Board will decide the outcome of the appeal.
- All decisions of an Appeals Board will be decided by majority vote with the Chair having the casting vote in the event of a tied vote.
- The Learner will be notified of the outcome of the Appeal within 28 days of submitting it.

### 7.13 EXAM REPEAT POLICY

If a learner fails an assessment, Technotraining will facilitate a repeat of that assessment at the next available course date.

Information on the Repeats Policy relating to repeating of assessments is included in the Learner Handbook. Learners are reminded of the Repeats Policy during course induction.

#### Repeats Process

- A learner must notify the QA Administrator that they wish to repeat an assessment.
- The QA Administrator will notify them of the next available date and venue for repeat of exam.
- Learners will be encouraged to attend part of the next course before repeating the required assessment if it is felt that some revision on a topic would be beneficial to do in the classroom.
- On failure of an exam learners will be sent a feedback email from their trainer outlining the areas they fell short on and they will be reminded to consult this during revision for the repeat.
- There is no cost to repeat an assessment once but there is a fee of €100 charged for a second repeat.
- If there is a second failure, learners will be advised to repeat the full course, if, after discussion, both learner and tutor feel this to be of value.

## 7.14 COMPLAINTS PROCESS

Technotraining deals with all customer complaints effectively to maintain good relationships with customers, maintain our reputation in the marketplace and to feed back into our process of Self Evaluation and improvement. The Quality Manager has responsibility for reviewing all complaints received by the company. The goal is to resolve the complaint to the mutual satisfaction of the complainant or the person or department which the complaint is being made against.

Technotraining's general principles regarding complaints

- Complaints will be dealt with quickly and transparently
- Complaints will not disadvantage a learner in any way
- Complaints will be dealt with fairly and all parties involved will be interviewed and as part of the investigation into the complaint and have the right to respond to any allegations against them.

Complaints may relate to:

- Communication of information to learners
- Training facilities
- Fairness of Assessment process
- Quality of training materials and equipment
- Quality of trainer
- Duration of training

### **PROCESS**

- Learners will be notified in the Learner Handbook of Technotraining's Complaints policy.
- Learners will be given the chance to make comments in the Learner Evaluations forms where low scores will be treated as a complaint and investigated.
- The Quality Manager will seek to address the complaint and if she feels that the complaint is warranted steps will be taken to recompense the learner involved, or improvements will be instigated in order to prevent similar complaints in the future.
- Complaints regarding the assessment process, learning materials, quality of trainer will be reported to the Steering Group for review at the next available opportunity.

## 8. INFORMATION & DATA MANAGEMENT

### POLICY STATEMENT

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved
<b>Technotraining Board Steering Group Results Approval Panel Programme Boards</b>	Technotraining Board Head of Training Quality Manager QA Administrator Operational Quality Team Tutors Internal Verifier	V1.4	Nov 2020	
<p>Technotraining manages the use, collection, storage and deletion of learner and business data and information according to best practise, and in compliance with the Qualifications and Quality Assurance (Education and Training) Act 2012 and all other statutory obligations. It also views data as an important means to effectively evaluate and improve its programmes and activities. Therefore, Technotraining is committed to providing adequate resources for data collection, storage and analysis while complying with the requirement of frameworks and legislation such as the GDPR.</p> <p>Effective procedures and processes are in place to ensure the accuracy, security, and integrity of data and information we process while still meeting all other requirements set by QQI. Technotraining works to guarantee the principles of confidentiality, integrity, and availability for all forms of data processing. Appropriate safeguards are in place to protect the personal data we process throughout the information lifecycle in all of its forms. Those whose personal data we process are provided with clear and easy to understand GDPR compliant privacy notices at each point of personal data collection to ensure transparency with what personal data will be collected, the purposes it is collected for, who it will be shared with, the rights of the data subject, safeguard measures and how long it will be retained for.</p>				

The policy applies to data relating to the following: current, former, and prospective individuals:

- Learners
- Board & Committee members
- Staff and job applicants
- Trainers
- Contractors and consultants
- Employers and clients

The policy applies to the following formats:

- Electronic data (e.g. emails, word documents, spreadsheets, databases and web content)
- Hard copy documents
- Video, photos and audio files

## SUPPORTING DOCUMENTS

- [Data Protection Policy](#)
- [Website Privacy Notice](#)
- [Learner Privacy Notice](#)
- [Employee and Trainer Privacy Notice](#)
- [Subject access request procedure](#)
- Information Security Policy
- [Data Breach Procedure](#)
- [Data Breach Report Log](#)
- [Covid-19 data protection policy](#)
- [Data Retention Policy including Data Retention Schedule](#)
- [Trainer Handbook](#)
- Booking Form
- Registration form (Moodle)
- Sign-In Sheets
- Logbook of Assessment Materials received
- Moodle

## REFERENCE DOCUMENTS

- Data Protection Legislation
- QQI Information and Data Management Guidelines

### 8.1 DATA PROTECTION IN TECHNOTRAINING

The GDPR supplemented with the Irish Data Protection Act 2018 is the key piece of legislation which governs how Technotraining processes personal data. Processing data in compliance with the GDPR is achieved through multiple actions including but not limited to:

- Ensuring a data protection by **design and default approach** throughout Technotraining in every process, system, service, course, business practice and learner interaction.
- The implementation of **effective and easy to understand** data protection policies and procedures.
- The implementation of appropriate **technical and organisation (security) measures** throughout Technotraining including daily backups to ensure availability of data (see our *Information Security Policy*).

- **Clear and easy to understand** privacy notices presented to data subjects at the point of personal data collection.
- **Effective staff training** in data protection.
- **Clear data protection roles and responsibilities** within Technotraining.
- **Clear documentation** of **data processing** in the Technotraining data audit.
- Processing personal data according to **the principles** of the GDPR (see our *data protection policy*).
- Having a **clear legal basis** for the information we process.
- Carrying out **Data Protection Impact Assessments** when required to do so.
- Having **written contracts** in place with data processors when processing is undertaken in our behalf.
- Complying both with the **GDPR** and **ePrivacy regulation** for marketing activities.
- **Regular reviews** of data processing activities.

The Quality Manager is the appointed Data Protection Representative for Technotraining and the Technotraining Board has primary responsibility for Data and Management Systems in line the requirements of the GDPR. The role of the Data Protection Representative includes:

1. To **inform and advise** the controller, processor and the employees who carry out processing of their obligations in relation to the GDPR.
2. To **monitor compliance** with the GDPR, including the assignment of responsibilities, awareness-raising and training of staff involved in processing operations, and the related audits.
3. To **provide advice** where requested as regards the data protection impact assessment and monitor its performance.
4. To **seek advice** from data protection specialists when required.
5. To **cooperate with the supervisory authority**.
6. To **act as the contact point** for the supervisory authority on issues relating to processing, and to consult, where appropriate, with regard to any other matter.

All data processing is governed by Technotraining's **data protection policies and procedures** (see *supporting documents*) to ensure continued compliance with data protection law.

- Transparency, we explain why we are collecting data and how it will be used.
- We collect it only for specific, legitimate, and limited purposes and do not further process it for our own gain, we never pass on learner information
- We only collect and process the data we legitimately need to collect in order to process learners through QQI and to analyse data for the purposes of course improvement.
- Technotraining information systems are designed to enable compliance with data protection legislation.
- All paper records are stored in secure filing cabinets within secure offices.



- All electronic records are stored and filed appropriately on a shared secure drive with appropriate authorisation in place.
- All computerised files are held on industry standard servers located internally, with additional data located on a secure enterprise cloud platform. Both internal and external data is backed up, to an encrypted local hard disk drive, and externally to a cloud storage system, on a daily basis.
- All staff records, including documentation pertaining to recruitment, job application, contracts, evaluation, discipline, and salary are managed and maintained by the Quality Manager.
- Finance data is managed and maintained by the Quality Manager.

## 8.2 RECORD & DATA MANAGEMENT – DATA RETENTION & DESTRUCTION

All Technotraining records, physical and electronic, are subject to retention requirements. Technotraining understands the importance of managing records appropriately and retaining them for as long as required to do so. A Data Retention schedule is in place to classify the personal data processed into:

1. Class of records held
2. Retention Period
3. Rationale
4. Responsibility/Data Owners
5. Method of storage/removal
6. Review

At the point of personal data collection, learners are notified the criteria to which Technotraining retains personal data and time periods to which personal data is retained. The Data Retention schedule is managed by the QA Administrator and checked by the Quality Manager on an annual basis.

Personal data which must be destroyed is guided by the retention schedule. Decisions made to destroy personal data must only be made by the the QA Administrator.

The methods used to destroy data must meet high industry standards, and result in the complete destruction of data. When using third parties for data destruction, only those approved by the DPR must be used.

Where possible, records and data are anonymised to allow for continued processing of useful data without the possibility of the identification of the data subject. This process of anonymisation facilitates Technotraining to glean insights from learner performance and feedback for continuous improvement and enhancement while maintaining confidentiality of the data subjects it originally related to. Where anonymisation is not possible, pseudonymisation is used as method of data minimisation, a principle set out by the GDPR. This process of pseudonymisation means that data cannot be directly attributed to the learner it relates to without additional information, such as a unique learner ID number.

## DATA PROTECTION AND STAFF INDUCTION

Training on and familiarisation with Technotraining's data management systems and GDPR practises are an important part of staff induction. This includes:

- CPD certified GDPR training for all staff and trainers which includes the subject of Covid-19 in relation to data protection.
- Technotraining's training and delivery of our data management systems and data protection policies, procedures and privacy notices (see supporting documents) which informs the staff member of Technotraining's systems and procedures for data protection compliance in the processing of the personal data of staff, learners, suppliers, and all other individuals. This delivers clear roles and responsibilities from the outset for staff when handling personal data.
- Clear and easy to understand GDPR privacy notices for both learners and staff are supplied at the point of personal data collection and available at all times. This supplies learners and staff with information on clear information on what personal data is collected, why it is collected, how it is used, how it is protected, and how long it is retained for.
- During the new staff member's induction, we highlight the importance of ensuring that personal data is stored in a locked and secure facility to ensure it is secure at all times.
- Trainers own use laptops, mobile phones, email addresses require password protection and encryption.
- Staff members are required to let the QA Administrator know immediately if they suspect that any personal data might be lost or compromised, so that the QA Administrator can record a Data Breach. In-house training and CPD training is delivered to ensure staff can identify potential personal data breaches and notify the QA administrator.
- The data protection policies and procedures and any significant issues related to data protection is discussed at operational team meetings. Data breach incidents are monitored by the Technotraining Board and Data protection is a documented category in the Risk Register.
- Training is delivered to ensure staff can identify data requests made by learners and other individuals.
- A Covid-19 Data Protection Policy is supplied to be transparent with how we process staff and learners' personal data in relation to Covid-19 and demonstrate how personal data is processed only according to government guidelines and no further.

## LEARNER RECORDS

We have taken all reasonable steps to ensure that our data processing and management systems are fully compliant and meet all standards for best practise for a business of our scale. We have an IT management maintenance contract with an IT management services company in place to manage this for us. We also collect, hold, process and dispose of personal information in accordance with Data Protection Act

2018/ General Data Protection Regulation (EU) 2016/679 and GDPR legislation and with reference to QQI Information and Data Management Guidelines.

## DATA MANAGEMENT SYSTEMS – EXTERNAL SUPPORT ARRANGEMENTS

- We have a support contract in place with our moodle platform provider Enovation. We collect, hold, process and dispose of personal information in accordance with Data Protection legislation. Enovation are responsible for hosting Moodle in a secure and stable cloud based environment within the EU and therefore compliant with GDPR. This includes daily backups and ensuring security patches and updates are applied as soon as they become available.
- Technotraining's website is hosted on a private secure server. It has an SSL cert to provide protection for users sending information through the site and reduce the risk of a malicious attack.
- Technotraining has a support contract in place with our website hosting company Image IT Group.
- All of Technotraining's HR management is held on the HR Duo platform. The HR Duo platform stores all data in a secure and stable European Data centre. HR Duo systems are regularly Pen tested to ensure ongoing security. The system stores employee records in a GDPR compliant way that ensure retention periods for different purposes are appropriate and that the data is deleted when no longer required. The data storage and use is governed by a legal agreement, executed between Techno Training and HR Duo
- The payment engine within the website is secured by Stripe and Paypal.
- All Technotraining emails are processed using Microsoft exchange online which is a cloud based secured service.
- All email downloaded to local machines is protected by ESET anti-virus.
- All personal information collected is held on cloud-based OneDrive which is password protected and managed by our IT provider.
- Cloud based daily back-ups of hard drives
- Technotraining's GDPR compliant Privacy notice is clearly displayed on our website and included in the Learner Handbook
- Our Data Retention Policy i.e. the purpose, scope and timeline for the collection and retention of the information collected is stated on the Registration form

### 8.3 COLLECTION OF LEARNER DATA

Moodle is used to collect Registration forms. We also currently generate detailed learner reports through a custom-built Microsoft Excel application to track the complete learner journey among other insights. Though this system is well integrated into our processing, we are further developing a new system whereby all processing will be integrated within Moodle to provide complete data reporting within one application. This system will also enable further improved data reporting.

The proposed new system is a semi-automated process requiring the installation of the "[Customised reporting](#)" plugin into Moodle. This will require commissioning a database expert to write SQL scripts to generate reports required. We are currently deciding on the data to use and how the reports should look. For example, we can use this to track learner progress (starters, partial and full completion rates) using the data from questionnaires and grades in exam's and Moodle logs for course access.

The current Learner Record tracker includes all the key points required to track the learner's progress through the certification process. The document is password protected. Only the QA Administrator, Quality Manager and Head of Training currently have access to it. Each user has their own password and they require two-step authentication.

The Learner Record is formulated with the following fields:

- Form submission date
- Course training dates
- Personal details including education and employment details
- Social Welfare recipient (Y/N)
- Company/Employer Name
- Barriers to Learning
- Project submission date
- Individual assessment results
- Provisional results notification date
- Qualification Registered date (if relevant to programme)
- Details of reasonable accommodation provided (if any)
- Complaints/Appeals
- Disciplinary issues
- Fees paid
- Project Submission date
- Date of certification
- Date of posting of Certificate

## COURSE PAYMENT

Learners select their preferred payment option on the booking form. They can opt to pay directly on the website by credit card, PayPal or they can request a quote or invoice for a bank transfer payment.

Credit card payments are made via the Stripe platform and PayPal. Customer information is held securely on these platforms.

Technotraining does not accept credit card details by email. If a customer needs assistance making a credit card payment, we will do this for them over the phone, credit card details are not written down or held.

## CERTIFICATION PROCESS

The QA Administrator has responsibility for inputting learners' information into QBS. She is registered on the QBS system with password access. The QA administrator inputs certification data to QBS which is verified by the Quality Manager, following a verification form which is then signed off by both parties.

If there is an issue regarding the personal information and QBS rejects the entry the QA Administrator will then contact the learner to check the information. Our policy is that these checks should be made by phone rather than email. A learner may need to email proof of identity if requested by QBS. Once the proof of identity has been submitted to QQI the email from the learner and to QQI is deleted.

## MAINTENANCE OF ASSESSMENT MATERIALS

Assessment materials are either paper based or they are completed and stored online.

### PAPER BASED

Assessment materials are submitted by trainers to the QA Administrator after assessments are completed. If the assessment is project-based learners must post them to the Technotraining administration office or in some instances they can email them directly to either the trainer or QA Administrator. Assessment materials are logged and date-stamped by the QA Administrator when received. If materials are sent in by post the QA Administrator notifies them by email that the submission has been received.

Assessment materials are held securely by the trainer until they are handed over to the QA Administrator after the training course.

While in the office they are held in a secured office within a monitored alarm protected building.

Learners are notified that assessment materials will only be held for up to 6 months after completion of training programme. At that point assessment materials are destroyed by QA Administrator. Top sheets and verification of authorship sheets which contain names are shredded, the rest of the materials are torn up and sent for recycling.

Assessment materials of learners who have gone through for certification are held in the office for three months after QQI submission. After that, they are destroyed in the same way as above.

## ONLINE ASSESSMENT

### ISSUE OF AWARD CERTIFICATE PROCESS

- When QQI certificates are received in the Technotraining office the QA Administrator checks all certificates to make sure name details are correct.
- The QA Administrator compiles address labels from the addresses provided by learners on the Registration form.
- Certificates are then placed in hard backed envelopes and labelled with the address email. All envelopes are also labelled with a return label (Technotraining Address)
- Label sheets are kept to cross check against any queries regarding missing certificates.

## 8.4 MANAGEMENT INFORMATION SYSTEMS

Management of information is considered at Operational Management meetings, Board and Steering Group meetings, programme reviews, Trainer reviews, benchmarking and self-evaluation exercises. Management Information Systems are in place which store and channel the necessary information to facilitate timely analysis.

Key management information includes information for planning, identifying, and evaluating appropriate Key Performance Indicators (KPIs), both strategic and Quality Assurance KPIs. The KPIs demonstrate how effectively we are achieving our key business, academic and quality objectives. KPIs also facilitate benchmarking the quality of Technotraining provision and to compare outcomes to national standards.

KPIs include;

- Learner Performance
- Assessment
- Staff development,
- Tutor availability and contingency across programmes
- Equality and Diversity
- Records Maintenance and Retention
- Data Protection and Freedom of Information

The Learner Tracker tracks each learner's journey through Technotraining, recording all personal information as well as results, timelines of communication. Comprehensive learner and trainer feedback is also collected at the end of each programme. These tools provide a range of data to help inform academic and management decision making and planning-

Data collected for monitoring purposes includes:

- Completion rates

- Part completion rates and assignment submission rates
- Failure rates, according to programmes and individual assessments
- Repeat rates, both of assessments and full programmes
- Progression rates
- Grade Distribution
- Average marks for each question on all assessments
- Learner evaluations – satisfaction rankings (from 1-5 marking system)
- Learner evaluations – numbers who expressed interest in other training programmes other than those currently provided by Technotraining
- Learner numbers per programmes, trends over 1 year, 3 years, 5 years

Currently the data above is collated by the QA Administrator and included in the Annual Programme Monitoring form, reports to Employers and reports to the Steering Group.

## 9 PUBLIC INFORMATION & COMMUNICATION

### POLICY STATEMENT

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved
<b>Technotraining Board Steering Group Programme Boards</b>	Technotraining Board Head of Training Quality Manager QA Administrator Operational Quality Team Tutors	V1.3	Jan 2019	Mar 2020

At Technotraining we understand that clear communication is paramount to the success of any training programme, it builds trust, enables empathy, and drives engagement. It is our policy to establish systems and procedures that support effective communication with learners both prospective and current, staff, clients, and other stakeholders. We recognise that effective two-way communication is a vital element in the success and continuous improvement of programme design, delivery, assessment, and review. We commit to providing accurate information to learners and to seek constructive feedback from learners about our programmes and services.

### SUPPORTING DOCUMENTS

- Technotraining Website
- Website course page template
- Programme Descriptor template
- Learner Handbook
- Moodle
- Annual marketing plan
- Trainer Handbook – communications to learner policies including induction

### TECHNOTRAINING COMMUNICATION GUIDING PRINCIPLES

- Good communication starts with knowing your audience in every situation, put yourself in their shoes.
- Before writing a communication, clearly identify the message that needs to be communicated. Get to the point, remember people are busy and they can only take in one or two messages from each communication
- Information should be chunked and delivered in at appropriate points in the learner journey
- Be personable and friendly
- Every communication is a reflection of our standard, be accurate and proofread everything twice
- Be genuine, direct, and honest



- Use plain English and avoid jargon
- Look for feedback - check the communication is heard and understood

## APPROVAL OF COMMUNICATIONS

The Quality Manager is responsible for all published and public information relating to course information. Learner feedback, evaluated at Annual Programme Reviews and Quality KPIs monitor the effectiveness of the communications message, eg. did the course meet learner's expectations, did they have the information they needed to decide about a course? These will be considered by the Steering Group through the Annual Programme Review Report and bi-annual review of the Quality KPIs and recommendations will be made, as necessary. The Quality Manager is the Website administrator so publishes all relevant information, the QA administrator updates Programme descriptors. We operate a system where everything is checked for accuracy and spelling by a second person on the operational quality team.

### 9.1 COMMUNICATION OF INFORMATION TO PROSPECTIVE LEARNERS

Technotraining uses a range of media for communicating information related to its programmes, with the [Technotraining website](#) as the primary means of communication. Other channels include:

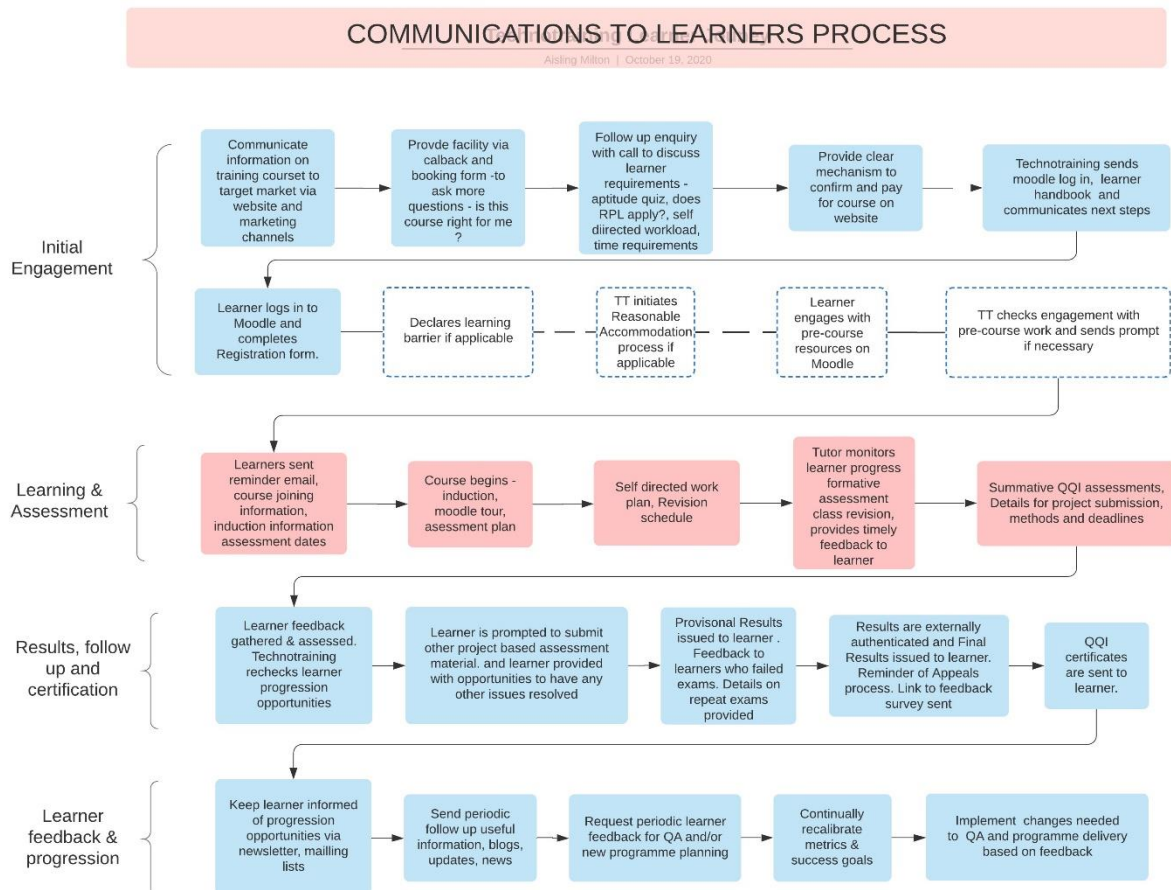
- Programme Descriptors, via website and emailed and downloadable pdfs
- Learner Handbook
- Course Induction Sheets
- Technotraining e-learning Moodle including Registration form
- Direct mailings & Newsletters
- Attendance at industry-led events and conferences
- Industry publications/trade press
- Social media channels e.g. LinkedIn, Facebook

## TECHNOTRAINING COMMUNICATION ETHOS

- **Keep communicating:** We contact past and current learners about related courses that offer progression both through newsletter communications and direct mailshot.
- **Be responsive:** We respond within 24 hours to all queries that come in through the website. Queries are followed up with emails and phone calls with relevant trainers or subject matter experts are offered if further clarification is required.
- **Chunk the messages:** Communication messages are blocked through a clearly identified process along the Learner Journey. We deliver messages at key touchpoints during the process to ensure communication is delivered as effectively as possible at the time its most relevant.
- **Look for communication back:** We are always listening - each communication with prospective learners and clients ends with encouragement

to get in touch with us. This is a key part of our customer service ethos and an effective way of gaining intelligence and feedback from our target market.

- **Is our communication working?** Feedback on Technotraining's communication methods and processes is sought from all relevant stakeholders, including learners, trainers, employers, and this is regularly reviewed at Operational Quality meetings, Programme reviews and Steering Group meeting to ensure that communication is effective and continuously improving.



**Fig 9.1** Learner Communications

### Key Steps

- We have a user friendly, accessible website with appropriate search engine optimisation to ensure that prospective learners can discover and find the programmes that we offer.
- We provide potential learners with sufficient accurate and accessible information to make an informed choice about participation on a programme.
- Detailed programme information includes the level of award within the National Framework of Qualifications, entry requirements, transfer, and progression routes, learning outcomes and content, learning and assessment methods.

- The Learner Handbook contains all relevant policies and links to all procedural forms required by the Learner and an outline of the learner's responsibilities as a learner with Technotraining. When a Learner registers for a Technotraining course they are sent our Learner Handbook and a programme descriptor.
- Our approved quality assurance policies and procedures are accessible on the website and a link to these is provided as part of learner induction.
- We call learners proactively when they make a booking enquiry to discuss their entry level and learning outcomes expectations.
- A key management role is allocated to holding responsibility for ensuring information provided is correct and up to date and follows our programme information provision policy.
- Academic oversight is sought from the Steering Group for the effectiveness and quality of all academic related published content such as programme information and information on quality assurance.
- Published programme descriptors are reviewed annually as part of the Annual Programme Review and reported to the Steering Group.
- We make clear in our learner information materials what personal data we collect, for what purpose we collect it and with whom it is shared.
- Learner and other stakeholder feedback is gathered to assess the effectiveness of our communications particularly in regard to meeting learner expectations. Learner feedback is reviewed as part of the Annual Programme Review and overall self-evaluation.

## 9.2 POLICY FOR PROVISION OF PROGRAMME INFORMATION

Programme information published on our website and in programme descriptors must be accurate, objective, up to date and easily accessible.

The design of Programme information on the website and in programme descriptors is consistent across all programmes and is laid out under the following headings:

- Programme Title
- Award Type & course code identifier
- NFQ Level (if applicable)
- NFQ Framework
- Credits (if applicable)
- Awarding Body
- Programme Background
- Profile of suitable learner background/job role
- Admissions procedure and appeals procedure including:
  - Entry Requirements including RPL and English Language proficiency requirements
  - Transfer Routes and Progression Routes from the programme
  - Registration form
- Learning Outcomes
- Detailed Programme Outline including summary of each course module
- Course delivery methods
- Supports available for Learners
- Assessment Information

- Learner testimonials
- Duration & Schedule
- Pricing
- Booking form
- Contact details for further information

The information provided is monitored and updated regularly to ensure all stakeholders have accurate and up to date information available to enable them to make informed choice about a programme. Information is only provided in relation to programmes which have received validation approval.

## INFORMATION AVAILABLE TO ENROLLED LEARNERS

When learners confirm their booking they are enrolled on our Moodle and receive log in details which enable them to set up their own password, complete the Registration form and get receive access to additional programme information. This includes course notes, access to all course modules, including formative assessments, access to all self-directed activities, induction information including assessment plan and schedule, additional supporting documents such as drawings, samples, workbooks with practical exercises, access to all self-directed learning activities and to additional resources for learning beyond assessment such as dig deeper toolboxes.

Learners attending face to face training will receive the course notes and induction plan in printed form.

## SPECIFIC INFORMATION FOR ONLINE LEARNERS

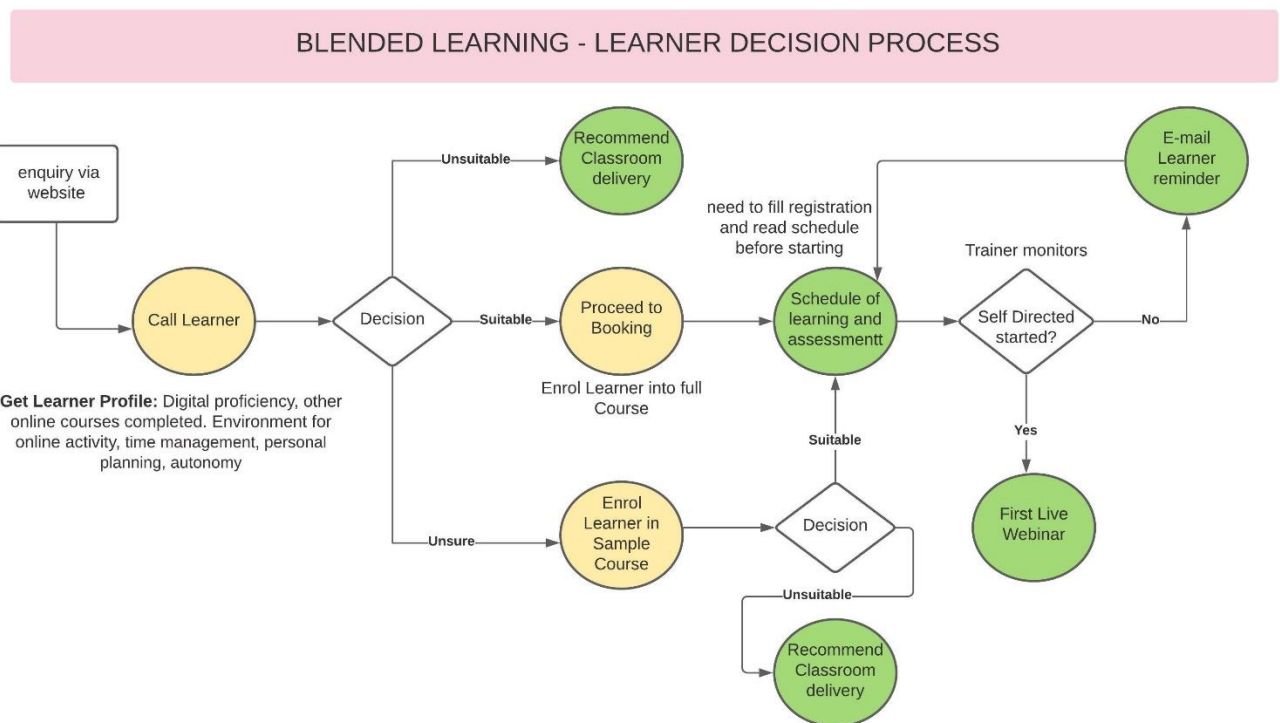
We recognise that online and blended learning requires a specific challenge in terms of communication. It is a more unfamiliar learning environment for the more mature learner cohort. It is important to us that they can assess their suitability for this model and we have identified key communications messages for them to consider and understand.

We include a section specially related to online learning requirements on our website and in our Learner Handbook.

These include:

- Course agendas with the breakdown and integration of the of live webinar and self-directed elements.
- Emphasis on English language proficiency guidelines.
- The time commitment and self-management skills required to engage with self-directed course resources.
- Explanation of the additional resources offered in the online environment, dig deeper resources, learner forums and discussion boards.
- Learner etiquette and behaviour expected within the online learning environment.

- Technical hardware required – laptop/computer with webcam and audio microphone and speaker.
- Basic computer skills to navigate and understand the moodle environment
- Recommended web browser
- Clear insight as to what pre-knowledge and technical skills are required to participate –
- Video showing the Moodle environment, visualise and explain how it will look, work, feel as an experience, support with video testimonials from previous learners. Access to a sample formative quiz



**Fig 9.2** Process to enable learners to make informed choice about BL learning

The Technotraining website publishes a range of other material and information which promotes and enhances the learning experience for learners and reflects our commitment to promoting excellence with the technical learning and development field. This includes:

- Background and qualifications of all academic staff
- A profile on the company's background and experience including customer profiles and testimonials
- A National Qualifications Register for qualified Emergency Lighting Practitioners
- Downloads of Annual and Periodic inspection certificates
- Blog on industry developments and perspectives, putting training in context
- Technotraining Quality Manual

- External reports on Technotraining

Engagement with supporting resources above is measured through google analytics, feedback forms, focus groups and is opportunities for improvement and identification of both effective and ineffective practise are measured as part of quality KPIs tracking and reports from the Technotraining Board to the Steering Group.

## 9.3 MARKETING AND COMMUNICATION

In order, to meet our business goals and to ensure we reach and communicate effectively with our target market we invest significantly in marketing, particularly in digital marketing.

### Key Steps

- Provision of well-designed, up to date website to ensure that our programme offering is easily available and accessible to prospective learners.
- Employment of a digital marketing consultant on a contractual basis for marketing activities including SEO optimisation to track usage to our website. The data dashboard is informed by our business strategy plan and the effectiveness of reaching our target market can be tracked and analysed. A marketing report is prepared on an annual basis for the Steering Group to give a wider picture of the behaviour and activity of the target market in the sectors we operate in.
- We advertise courses through social channels such as linkedIn and Facebook.
- The Quality Manager works with the marketing consultant to design promotional material for bimonthly newsletters for different databases. We use google analytics to see how effective each promotional communication is and adjust and follow up accordingly.
- We have relationships with many training Skillnets who have either funded individuals or full courses that we offer. We are committed to building these relationships and expanding to further Skillnets as this is a targeted way of getting information out to the public about our programmes. The Quality Manager is responsible for these relationships.
- Technotraining staff regularly attend and network at Industry conferences and events and increases the profile of our training programmes. The Head of Training is actively involved in standards committees through the NSAI and this enhances the profile of our Emergency Lighting training courses.

## PUBLICATION OF QUALITY ASSURANCE & EVALUATION REPORTS

Technotraining's Quality Assurance policies and procedures will be published on the website as well as any reports on external evaluations, including the QQI re engagement panel report.

All quality related documents will be presented in an accessible location and format on the website.

## PROTECTION FOR LEARNERS

We do not currently deliver programmes of **greater than** three months duration and are not therefore subject to Section 43 of the Qualifications Act. We will commit to review this policy if such a circumstance arises. In this case we will put in place a process that ensures that protection measures for learners comply with Section 43 of the Qualifications Act.

### 9.3 INFORMATION RELATING TO QQI

As a QQI provider, Technotraining is obliged to comply with QQI's requirements. We understand that if we provide enrolled learners with information which is false or misleading respect, we are committing an offence. We understand that QQI is obliged to take appropriate steps to ensure that we address any issues that might arise in this context and we are committed to responding and addressing any concerns that QQI might highlight.

The Quality Manager is responsible for ensuring that all references to QQI and the NFQ are clear and accurate and that we use only the current versions of the NFQ graphic and the QQI award brand using QQI Brand Guidelines. We do not use the QQI corporate logo at any time.

- We publish the QQI logo on our website.
- We clearly identify which of our programmes are QQI accredited
- On each QQI accredited course page on our website there is a distinct heading on QQI Accreditation and Progression. Award Codes and level are clearly outlined and programme components are listed if relevant with identifying course code and a link is provided directly to the QQI web page listing the award.

## 10. OTHER PARTIES INVOLVED IN EDUCATION AND TRAINING

### POLICY STATEMENT

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved
<b>Technotraining Board Steering Group Programme Boards</b>	Technotraining Board Head of Training Quality Manager QA Administrator Operational Quality Team	V1.3	Jan 2019	Mar 2020
Technotraining is committed to creating and maintaining relationships with other organisations and stakeholders in the education and training sector who can assist us in achieving our mission to achieve the very best standards of service delivery and quality assurance.				

Collaborative partnerships include:

- Relationships with other FET QQI providers on areas of mutual interest. This involves discussions on trends, challenges, referring of learners for progression, sharing of data for benchmarking
- Creation of our own learning clubs where we identify learning and development professionals that may be interested in pooling skills development and learning from each other. Eg our E-learning Club
- Membership of international learning and development organisations and attendance at events.
- Membership of industry standard forums and boards eg NSAI where competencies are developed.
- Collaborations with Skillnets to identify learning needs

### SUPPORTING DOCUMENTS

External Authenticator Contract

#### 10.1 SELECTION OF EXTERNAL EVALUATOR

Technotraining recognises the benefits gained from regular insights and reports by External Evaluators to the Self-Evaluation process. The External Evaluator is



independent of programme delivery and is expected to be objective in their recommendations for programme improvement and programme strengths.

An Evaluator is selected on the stated selection criteria and our assessment of their ability to make a positive contribution to the programmatic review and evaluation process. In sourcing an External Evaluator, the Self-Evaluation Coordinator seeks referrals and recommendations from other providers and if possible, Technotraining contracts a person from another provider who is capable of giving an informed view on the success of the programme and is able to contribute to its improvement. Technotraining set out the details of the arrangements with the selected evaluator in a contract which is signed by both the Quality Manager on behalf of Technotraining and the Evaluator.

## EXTERNAL CONSULTANTS AND EXTERNAL AUTHENTICATORS

When engaging external expertise, the Quality Manager and Technotraining Board, where relevant) will ensure that all external experts:

- Are reputable and qualified in their area of expertise
- Are briefed on Technotraining's quality assurance policies and processes.

## 10.2 EXTERNAL AUTHENTICATOR SELECTION CRITERIA

According to the QQI QA guidelines document, "the role of the External Evaluator (EA) is to offer objective comparisons with similar programmes available elsewhere. This role of this person should be that of a 'critical friend', i.e. someone who can bring support, recognition and positive suggestions for improvement." A criteria list for the selection of EAs has been approved by the Steering Group and the selection of an EA to our panel of external authenticators must be approved by the Steering Group before formal appointment is made. Criteria for selection of the EA are:

- They must be independent of the programme and of Technotraining
- Be able to compare the quality of programme with that of similar programmes elsewhere and give an informed view on the success of the programme.
- Subject matter expertise in Industrial Automation Technology.
- Have programme delivery or assessment experience and be able to make constructive recommendations for improvements.
- Have trained as an External Authenticator.
- No personal, professional, or business interest in our centre or no direct connections with our trainers
- Experience of training and development processes
- Good communication and report writing skills
- Experience in quality assurance systems

## 11. SELF EVALUATION, MONITORING AND REVIEW

### POLICY STATEMENT

Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved
<b>Technotraining Board Steering Group Programme Boards</b>	Technotraining Board Head of Training Quality Manager QA Administrator Operational Quality Team	V1.3	Jan 2019	Mar 2020
<p>Technotraining is committed to review and self-evaluation of its services and training programmes, to ensure that existing areas of effective practise are maintained and areas for improvement are identified and acted upon by the Technotraining Board and Steering Group. Technotraining will collect, analyse and use relevant information for the effective management of the approval of new programmes, the provision of its programmes of learning, the successful implementation of quality assurance policies and procedures and the viability of the company as a business.</p>				

The Self Evaluation process is two-fold. Within Technotraining there is ongoing internal review and self- monitoring which takes place on an annual basis through several channels the main one being the Annual Programme Reviews. A formal, more systematic review takes place every 5 years allowing for broader analysis. An external consultant is engaged to carry out the 5-year review.

### SUPPORTING DOCUMENTS

- Annual Monitoring Form
- Quality KPIs
- Marketing Monitoring Report – Marketing Consultant
- Learner Evaluations
- Employer surveys questionnaires
- Trainer feedback forms

## 11.1 INTERNAL EVALUATION AND MONITORING

### KEY ONGOING MONITORING ACTIVITIES

- Data analysis and benchmarking of key indicators such as Learner completion, achievement rates and grade distributions. This data is collected and extracted through our Information Management system and our Moodle Platform.
- Learners fill in Evaluation forms and surveys.
- Learner focus groups are held for new delivery modes and new programme delivery.
- There is a learner representative included in Steering Group and Programme Boards.
- Tutors complete feedback forms after each programme.
- Employers complete annual surveys.
- The Quality Manager convenes a Programme Board for each programme we offer on an annual basis. The inputs for this are presented in the Annual Programme Monitoring form which is completed by the Quality Manager.
- The data indicators for the Annual Programme Review form have been approved by the Steering Group. The Quality Manager has responsibility for critical evaluation of the commentary input to ensure it is comprehensive and reflects relevant stakeholder feedback adequately.
- The Quality Operational team records and resolves or escalates any issues of concern arising in relation to a programme, services, learners, or tutors.
- The Head of Training is in regular contact with tutors gathering informal feedback on course delivery.
- The Quality Administrator monitors sign in sheets, Complaints Log and completions rates on a monthly basis to ensure that any issues raised are resolved and closed off and to identify and document any recurring issues.

## 11.2 PROGRAMME BOARD ANNUAL PROGRAMME REVIEWS

To facilitate monitoring the performance of programmes and support continuous quality improvement we seek feedback on all aspects of the programme experience, review that feedback and implement recommendations for continuous improvements.

The Programme Board assesses and evaluates the monitoring data provided in the Annual Programme Monitoring Form (APMR) and prepares an Annual Programme Report based on its findings and recommendations. The Programme Board will consider the data provided across categories which focus on key risks, weaknesses, and proposed actions as well as strengths and areas for improvement.

Key objectives of Annual Programme Review:

- Annually review each QQI programme offered by Technotraining
- Establish whether programmes remain relevant and fit for their intended target market
- Establish whether the stated aims of each programme are being met and delivered
- Establish whether the stated learning programme outcomes are being achieved

- Identify the impact of interventions and changes in programmes, learning materials and quality procedures
- Identify issues for further learning enhancement or corrective action and evaluate suggested solutions
- Monitor the quality of the experience of stakeholders and act on feedback accordingly
- Monitor learner achievement and progression
- Establish whether suitably qualified personnel are recruited

The Annual Programme Review report is considered by the Steering Group which may advise further recommendations for corrective actions.

The recommendations in the Annual Programme Review which are approved by the Steering Group are documented in the Quality Implementation Action Plan. This is managed by the Quality Manager and subject to review at Steering Group meetings to ensure all identified actions have been acted upon.

## MONITORING DATA FOR ANNUAL PROGRAMME REVIEW

Results and findings from on-going monitoring and evaluation activities feed into annual programme reviews and into a 5-year Programmatic Review.

Agreed monitoring & evaluation metrics are analysed for the Annual monitoring Form and the Annual Review report.

### Monitoring & Evaluations Metrics

- Completion and drop-out statistics
- Marks and grade distribution
- Learners feedback – Evaluation forms, focus groups, representation on panels,
- Tutors Feedback
- Employers feedback
- Complaints and appeals
- Authentication reports
- Other stakeholder feedback, employer surveys, EA reports, RAP minutes

## 11.3 QUALITY KPIs for MONITORING AND EVALUATION

The Technotraining Board monitors quality via key performance indicators. These are measured twice yearly and are reported to the Steering Group for review. Indicators reference both Technotraining's business strategy year on year, quality assurance policies and procedures and QQI Validation objectives. KPIs are viewed as a powerful means of monitoring effectiveness of quality assurance processes and procedures. Core KPIs include the items below. A recording of progress/comparison with the previous year is a core part of each review. Learner enrolment and completion rates and withdrawal/non-completion,

- Learner attainment through grade breakdowns

- Learner progression across programmes
- Consistency of learner satisfaction across training venues
- Consistency of learner satisfaction across programmes
- Consistency of learner satisfaction across tutors
- Enquiries regarding courses not currently delivered by Technotraining
- geographical spread of learner enquiries
- Training equipment - upgrades, downgrades, new launches
- RPL rates
- Development in training equipment resources
- Industry & Regulatory changes that have relevance to programme content
- External Examiner feedback
- Effectiveness of individual marketing activities i.e., newsletter, linkedIn, blogs, email analysing the relationship between marketing campaigns and learner recruitment.
- Staff Development – staff training goals
- Trainer Contingency levels
- Learner Satisfaction with communication of assessment, learning environment, learning delivery modes

## 11.4 FIVE YEAR SELF EVALUATION

We undertake a Self-Evaluation/Programmatic Review every five years. This is a wide-scale comprehensive review of all aspects of the programme and the syllabus which may lead to changes in the programme/curriculum and is timed to coincide with programme revalidation. This process involves self-evaluation, reflection, reviewing and reporting on the quality and effectiveness of our programmes and services combined with the input of an independent external reviewer. The learning from this process and the data collected is used to improve, develop, and inform future practices to meet changing needs.

- Broad review annual review over 5 years of each QQI programme offered by Technotraining
- Establish whether programmes remain relevant and fit for their intended target market
- Establish whether the stated aims of each programme are being met and delivered
- Establish whether the stated learning programme outcomes are being achieved
- Identify the impact of interventions and changes in programmes, learning materials and quality procedures
- Identify issues for further learning enhancement or corrective action and evaluate suggested solutions
- Monitor the quality of the experience of stakeholders and act on feedback accordingly
- Monitor learner achievement and progression
- Establish whether suitably qualified personnel are recruited.
- Assess if quality assurance processes are effective.
- Ensure quality policies and policies are fit for purpose and update where necessary
- Ensure appropriate resources are in place to ensure Technotraining's responsibilities can be met

- Promote a culture of quality and enhancement in which all stakeholders and staff play a role
- Monitor updates and changes in terms and conditions of approved external validating body and/or legislation to improve standards
- Confirm the ongoing suitability of the training delivery locations and continued compliance with any legal or statutory requirements associated with same
- To analyse the performance and services of Technotraining and its programmes to inform future actions and developments
- Ensure that new programmes are developed for approval within an evidence-based understanding of Technotraining's purpose, focus, direction.
- Ensure appropriate external oversight is in place to support Self-Evaluation, Monitoring and Review.

## RESPONSIBILITIES OF THE COMMITTEES AND PEOPLE INVOLVED

**Technotraining Board and Steering Group** - Ensures programmes and services are evaluated, monitored and reviewed and the resources are in place to ensure Technotraining's responsibilities can be met.

**Quality Manager** - Manages all processes and reports to the Technotraining Board and Steering Group. Is responsible for the maintenance of the Quality Implementation Action plan.

**Head of Training** – Implements Self-Evaluation, monitoring and review feedback into programme design development and delivery and resource training

**QA Administrator** - Implements the processes at an organisational level and acts as the Self-Evaluation Coordinator

Results and findings from the on-going monitoring and evaluation activities feed into annual programme reviews and into the 5-year Programmatic Review.

## Supporting Documents

- Self-Evaluation Report (SER) Template
- Quality Improvement Plan Template
- Self- Evaluation Checklist
- Self-Evaluation questionnaire
- Selection Criteria External Evaluator
- External Evaluator Guidelines/Contract

## STEERING GROUP – SELF EVALUATION PANEL (SEP)

The Technotraining Steering Group carries out the functions of a Self-Evaluation Panel (SEP). A formal self-evaluation process is in place.

The process involved is presented below:

- The Quality Manager is responsible for implementing the process of Self-Evaluation and usually acts as the Self-Evaluator Coordinator for each self-evaluation exercise.
- The Steering Group meets at the outset of the process to agree on a timeline and plan for the process and agree on the appointment of the Self-Evaluation Coordinator (usually the Quality Manager) and a suitably qualified External Evaluator.
- The Technotraining Board ensures that the resources are in place to undertake an effective evaluation – time, budget, and expertise.
- The Quality Manager contracts the services of the agreed External Evaluator and agrees on the terms of reference with them.
- The Self-Evaluation Co-ordinator invites all stakeholders to complete a Self-Evaluation questionnaire.
- The Self-Evaluation Co-ordinator facilitates and records findings from a focus group of learners who have undertaken all accredited programmes to determine their experiences about the quality of each programme.
- Employers and other relevant stakeholders are invited to input into the process and to give their opinions on the programmes.
- The Self-Evaluation Co-ordinator collates and analyses all data collected.
- The Self-Evaluation Co-ordinator conducts a review of the data collated during the 5-year period being addressed by the review. This data is contained in the Annual Programme Reports, Steering Group reports, Technotraining Board reports. A summary report is compiled from this data, which details the recommendations for improvements made and the current status of each recommendation. This summary report will provide an accurate representation of the current state of each programme.
- Based on the findings from the questionnaires and the outcomes from the discussions with the trainers, learners and others, the Self-Evaluation Co-ordinator completes the Self-Evaluation Checklist.
- The Self-Evaluation Co-ordinator arranges an on-site meeting with the External Evaluator at which the Self-Evaluation Checklist, the data collected, and the findings are discussed in detail. This meeting is attended by the Quality Manager and Quality Administrator.
- We ask the External Evaluator to review and comment on the summary report.
- The External Evaluator submits an External Evaluation Report following this meeting and a review of all information presented and a review of our quality assurance manual.
- Following receipt of the External Evaluation Report, the Self-Evaluation Co-ordinator considers the findings and draw up first draft of the self-evaluation report (SER) and a Programme Improvement Plan (PIP) based on the evidence and findings and the External Evaluator's input, taking care to ensure that all strengths, areas for improvements and recommendations are identified and highlighted.
- The Self-Evaluation Co-ordinator circulates a copy of the draft SER and PIP to members of the Steering Group for consideration before a meeting of the Group.
- The Self-Evaluation Co-ordinator considers feedback from members of the Steering Group and makes suggested modifications as appropriate.
- The Steering Group meets to agree and sign-off on the reports.
- A copy of the PIP is circulated to all staff and relevant trainers.
- The implementation of the PIP is a recurring agenda item for the Steering Group, Operational and Quality team and Annual Programme Boards.

As part of this process the following are considered by the External Evaluator and Self Evaluation Co-ordinator:

- Annual Programme Reviews and recommendations from SG on same.
- Findings of awarding body monitoring reports.
- Legislative changes to be incorporated into programmes.
- Feedback from all stakeholders.
- Effectiveness of procedures for the assessment of learners.
- Recommended modifications to the existing curriculum, modules, and assessment processes.
- External authenticator and evaluator reports to ensure suggested changes are implemented.
- Accident and Incident reports
- Risk Register
- QQI monitoring reports
- Marketing Monitoring Reports
- Recruitment activity report
- Financial reports
- Benchmarking data including such data as current and planned programmes award numbers from competitors, awards validated by other External Bodies. Numbers of courses run per year by competitors, format of programme offering.
- The levels of training and assessment skills available to the programme to ensure they are sufficient and appropriate.
- Suitability and appropriateness of the physical facilities and anticipate changing needs in the future.
- Current programme entry requirements and confirm their appropriateness for the current context.
- Learner progression and completion rates, retention, withdrawal, and graduation rates< and causes across the period of the review.
- Any issues raised about particular sites or with modules or other elements of programmes.
- Recommendations for modifications to the delivery process and the operational management procedures based on feedback from stakeholders and direct inspections by the Self Evaluator of a range of teaching experiences provided by Technotraining. The Self Evaluator will sit in on different teaching programmes run by different teaching staff as part of the Self-Evaluation process.

## 11.5 EXTERNAL EVALUATOR

The External Evaluator is a very valued stakeholder in the Technotraining self-evaluation process. They can bring objectivity, lack of vested interest and the ability to look at us from a fresh perspective. They add another layer of externality to our cycle of continuous improvement by providing an assessment of our ongoing internal cycle of improvement, our performance in relation to excellence as benchmarked against other educational institutions, our support to learners and our next steps for development.

To ensure objectivity and ability to fulfil the objectives stated, the External Evaluator selected should have:



- Performed no other function for Technotraining
- Should have senior educational experience, ideally at HE or FET level
- Some knowledge of the subject matter or sectors we operate in
- Teaching experience

## 12 List of Tables and Charts

Fig 1.1 Organisational Chart: Our People and their roles	2
Fig 1.2 The Three Levels of Continuous Improvement in quality	8
Fig 2.1 – Overview of Governance structures within Technotraining	12
Fig 2.2 – Current Steering Group	15
Fig 2.3 Quality operations timeline across internal and external oversight	20
Fig 4.1 – The programme development process	33
Table 4.2 – New programme development, alternative solutions check	34
Fig 4.3 Overview of Programme Development	36
Fig 4.4 – Programme Development Workflow	37
Fig 4.5 - E-Learning development model	40
Fig 4.6 QQI Application for Validation	42
Fig 4.7 Admissions Process	47
Fig 4.8 Programme Review Process	52
Fig 5.1 Staff Recruitment Training and Monitoring	56
Fig 6.1: Pedagogical approach	
Fig 6.2 : Model for non-practical learning activities online	
Fig 7.1 Quality Assurance of assessment	
Fig 7.2 Overview of assessment instruments	
Fig 7.3 Assessment planning and design	
Fig 7.4 Cross moderation process	105
Fig 7.5 – Results Approval Process	
<b>Fig 9.1</b> Learner Communications	
<b>Fig 9.2</b> Process to enable learners to make informed choice about BL learning	

## 13BLENDED LEARNING POLICY

Technotraining is committed to providing effective, flexible, and accessible teaching and learning experiences. The development of blended learning provision has enabled us to facilitate innovative, collaborative, and digital learning solutions as a response to Covid. We now intend to build on this for a future in which we believe technology enabled learning will be the norm.

This policy outlines how all blended learning programmes leading to QQI awards will be developed, delivered, and monitored and the implications for quality assurance relating to learner support and assessment. Initial procedures have been introduced as a response to the Covid-19 challenge, these will be reviewed and updated as necessary. Monitoring and evaluation processes are under development and will be based on peer review and consultation with the sector.

The policy is for all stakeholders involved in the delivery of blended learning within Technotraining.

The policy applies to blended learning, including the following modes of delivery:

**Physical classroom** – keystone to the delivery of practical, hands on elements of the technical subject matter involving physical training equipment

**Synchronous online** - learners attend live teaching sessions (via webinar on the VLE (Moodle) using visual digital tools such as whiteboards, animated presentations, live Kahoot quizzes, breakout rooms

**Asynchronous** – self paced, self-directed activities completed by the learner between or before face to face (physical or webinar)

The synchronous element supports and guides the asynchronous enabling the optimum and most efficient learning experience

### **Definitions: What does Technotraining mean by blended learning**

Kanuka's definition incorporated into QQI's Blended Learning Guidelines refers to "the thoughtful integration of classroom face-to-face learning experiences with online learning experiences" (Kanuka, 2004 in QQI March 2018) but further reflects the potential that the blend can comprise of face to face learning interacting with technology outside of the online context also.

We adhere to Kanuka's definition, with particular emphasis on 'thoughtful integration'. We would add to that the concept that 'the aim should be that face-to-face and online teaching and learning *should complement each other, by combining different advantages* Bicen et al.[2014](#); Cakir and Bichelmeyer [2016](#); Deschacht and Goeman [2015](#))

One example of how this is working in practise for us is the flipped classroom approach: a “pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter” (The Flipped Learning Network, 2014)

Our general rule of thumb which we use for the breakdown between synchronous and asynchronous is that there would be no more than two hours of asynchronous learner effort without trainer intervention and support.

Learning Management System (LMS): This is the platform environment through which all online activity takes place from learner registration, content, assessment, evaluation, and monitoring. We use Moodle.

### 13.1 TECHNOTRAINING RATIONALE FOR BLENDED LEARNING

Our scope of provision can be described as existing in the engineering technology space. In teaching technology “a moving picture says a thousand words”. Our programmes are heavily populated with content that can best be taught through a combination of animation, video, problem-based learning, interaction, social learning, quizzing, hands-on learning, physical demonstration, sample equipment cut-aways and more. Because of the nature of our subject matter, we bring learners on a journey that starts with knowledge/concepts/terminology through to technology application and then to fault-finding and problem solving.

We have always offered programmes that have different ratios of hands-on learning versus knowledge and concept type learning. We have had a Moodle VLE for over 10 years providing access to online materials to support self-directed learning, this included quizzes, courseware, project assignments. The resources were limited but feedback from learners was good and indicated that online self-paced learning aided knowledge transfer and enhanced engagement.

In addition, we had also identified through discussions with employer stakeholders that longer term knowledge retention for our programme graduates could be an issue.

There was an opportunity to create additional self-directed resources which could deepen learning and aid retention.

Additional self-directed online resources would give learners scope and opportunity to play with a concept, look at it several ways, through varied representations, animated graphics, video, problem-based exercises, simulated components, supported by formative assessment which could give immediate feedback and allow learners to build confidence by working at their own pace. Other considerations include:

- Most of our Learners are in full time employment, blended learning offers them the opportunity to do self-directed learning at a self-appointed time and at a self-determined pace.

- Pre-course self-directed learning activities allow for a levelling of the playing field before trainer led instruction. Pre course access and activities help build confidence and engagement for a learner who might be worried about a return to learning.
- Formative assessment data allows trainers to monitor learner progress and it informs lesson planning and enables learner feedback.
- Learners can repeat and revise key information and concepts in their own time prior to attending for summative assessment.
- The Moodle LMS offers the potential for sophisticated reporting features that can be used for continuous improvement monitoring.
- Summative assessment performed on Moodle are marked equally for all learners.
- In line with QQI Statutory QA Guidelines for Providers of Blended Learning Programmes (March 2018) we have addressed the specific quality assurance considerations across three contexts: Organisation, Programme, Learner Experience.

## 13.2 ORGANISATIONAL CONTEXT

We are committed to planning and investing appropriately to deliver our blended learning policy outcomes at an organisational level including, governance structures, resources allocation, commitment to internal training and external expertise and the correct consideration of quality assurance policies and procedures to enable successful new programme developments and developments within existing programmes to transition them to the blended learning space.

### **Key steps/considerations are:**

- Technotraining recognised that it did not possess the required level of expertise to ensure quality blended learning provision. On this basis a company was hired to host and support Moodle and a Learning Technologist was contracted to advise and support on the appropriate use of technology
- The existing governance structure will cater for the oversight requirements of a Blended Learning provision. There is considerable blended group expertise within our Steering Group and they are well placed to guide, advise and recommend on blended learning initiatives, programme developments and operational and quality impact.
- Establishment of a Blended Learning (BL) Team within the organisation. This is guided by a consultant Learning Technologist working with the Head of Training (who has developed considerable instructional design expertise and interactive online learning authoring programming skills). Other members will include trainers who have instructional design experience. When necessary additional support is sought from e-learning consultants, for programming and instructional design. The BL team is responsible for developing a BL framework within the organisation which can be applied to programme specific contexts. The team will facilitate the collaboration of subject matter experts/teaching staff collaborate with

specialist/support staff to facilitate BL delivery mode. As Technotraining is a small company collaboration is part of our culture there is close communication and collaboration between teaching and support staff.

- ~~The BL team will report to the Steering Group.~~ Blended learning will be developed in line with all existing teaching, learning and assessment policies.
- Programme Boards review and monitor the quality of teaching, learning and assessment across all programmes. They will review Blended Learning content against all policies and monitoring data as established through the Annual Programme Review. All changes in programme delivery that affects the blend between online and face-to-face delivery will be referred initially to the Programme Board, with final approval required from the Steering Group.
- The learning technologist will join all new Programme Development teams to input on pedagogic approaches to the incorporation of blended learning in line with resources allocation - financial and human, target learners, learning outcomes, type of award.
- The Quality Manager is responsible for the implementation and monitoring of quality assurance in respect of Blended Learning. This involves significant resources allocation planning and development.
- Technotraining commits to ensuring that blended learning and assessments cater for the diversity of learner needs.
- Open Educational Resources (OERs) will be avoided if at all possible with a preference for internally developed resources. When used, compliance with CC Licencing and general IPR will be taken into account.
- Online assessments will be carried out in accordance with all Technotraining Quality Assurance standards and policies on assessments.
- Additional considerations will be made to safeguard the particular challenges of online assessment. Automated corrected quizzes are used with questions and options within questions randomised on an individual basis. Web cam and Safe Exam Browser is used for summative assessments, with post exam examination of recorded exam videos.
- We believe our approach to assessment security and integrity is reliable and scalable in the context of the existing Technotraining market size and class structure. It will be reviewed in the event of a change in market demand.

The development of Blended Learning provision is aligned to our 5 year Strategic Plan. In short, we see the expansion to blended learning provision as central to our long-term survival and future expansion. We have assessed the developing needs and expectations of our target market change and we recognise the need to adapt accordingly.

We recognise the additional costs associated with Blended Learning provision including, technology infrastructure, staff training, additional equipment for learners, content development, and additional technical staff

We are finalising a projected 5 year expenditure plan mapping out start out and recurring costs including IT hardware and infrastructure including upgrades and

refreshes, software investment for content creation with contingency for improvements and enhancements, software for LMS, recurring support agreements for hardware/software, additional staff, ongoing staff development costs. The Technotraining Board is responsible for planned expenditure and investment and will seek approval from Steering Group.

### **Investment in Resources to date:**

Technotraining have invested in the following resources that support the delivery of professional online courseware.

<b>Resource Name</b>	<b>Functional Description</b>	<b>Cost Type</b>
Moodle Setup and Development	Customised Learning Management System platform	Start-up
Moodle hosting and support services	Moodle technical partner, upgrades, patches, technical support (platform issues)	Annual
Moodle content support	Technical Content support	Annual
Storyline 360	Online authoring tool	Annual
Kahoot	Online quiz tool	Annual
Trainer training, online delivery	Training trainers in online/blended delivery	Start-up with recurring
Trainer training /online authoring	Training trainers on Storyline and H5P authoring tools	Startup with recurring
Peer to peer seminars/clubs	Learning by sharing experiences across range of companies	Zero

Enovation Solutions are our Moodle partner, responsible for hosting Moodle in a secure and stable cloud-based environment fully compliant with GDPR. This includes daily backups and ensuring security patches and updates are applied as soon as they become available.

Our Learning Technologist provides the majority of Moodle Administration support and Moodle pedagogical support to Techno training staff.

### **Contingency arrangements in event of hardware software failures.**

The risk of failures has been minimised by moving the hosting of Moodle to a secure cloud-based infrastructure maintained by an external Moodle Partner. However, there is a contingency plan to move back to the classroom, or to use zoom (outside of Moodle), and email materials so there is a second redundant method of accessing presentations and formative quizzes in the unlikely event of an extended downtime.

### **Integrating new LMS technology with existing Information Management Systems**

There is an identified gap at the moment in regard to integrating information collection through Moodle and our other tracking systems. At the moment we are

exporting data from Moodle into internal systems, however we are researching Moodle plug-ins that expand its reporting capabilities.

### **Blended Learning – Impact on Staff and human resources**

Head of Training has a clearly identified interest and appetite to focus on development of blended learning throughout the company, this is projected at 1-2 years initial focused development. This will require a reduction in his training delivery hours and the training panel will be expanded to compensate. He will also lead the training and development of other training staff to deliver and develop blended learning.

Further migration towards blended learning delivery will have an impact on operational resources. There are additional considerations in terms of learner orientation, induction, support in terms of access and induction, integrity of assessment, management of learner information in Moodle. Additional operational resources will be allocated accordingly. In the short term a new hire of training co-ordinator will facilitate the operation of delivery across different modes. Our learning technologist will be retained on a fixed consultancy basis.

The Head of Training role will work closely with the externally contracted learning technologist in order to develop templates and a rule-based approach. This will be supplemented with developing additional internal competence for instructional design and outsourcing to instructional design companies. There is a unified approach to BL across all programmes and will allow us to create internal induction and training programmes for staff. Trainer profile, induction packs and staff development have all been updated to take account of Blended Learning provision.

New programme design teams will include both subject matter expertise and instructional design and educational technology expertise.

### **QUALITY ASSURANCE OF BLENDED LEARNING**

There have been many additional considerations relating specifically to blended learning which have been set out in the QAM. Technotraining QA policies will apply as standard and additional steps and/or specific differentiations which have been added across the following areas. They are addressed in the QAM:

- Development and validation of new programmes
- Recruitment of and development of staff
- Trainer training and induction
- Delivery of programmes
- On-going monitoring and review of programmes (annual reporting, programme review, etc.)
- Governance and reporting
- Learner supports
- Learner Information
- Learner conduct
- Assessment of programmes
- Assessment processes (moderation, External Examiners, RAP)



### 13.3 PROGRAMME CONTEXT

We are committed to applying blended learning techniques only when a solid learner centric rationale can be justified. We do not favour selecting online delivery mechanisms, solely because they deliver commercial efficiencies. Pedagogical rationale will be used to underpin the development of learning materials rather than technology leading development. We straddle the line between designing assessments that meet the LO's of the award but are also closely related to the skills that the learner will need to transfer to the workplace. Focusing the learning and assessments in this way ensures that development supports the end goal of assessment. Technology is only used where it enhances the learning and assessment experience for learners.

Each Learning outcome of a new or existing programme will be mapped to a blended approach and a documented pedagogical rationale provided by the New Programme Development team. This will determine the appropriate blend of Online and Face to Face course activity for each course.

It is important to ensure that the relationship between face-to-face and online elements is clearly defined. Pre course information is provided on the technotraining website. Course Induction will explain the rationale of course structure to learners. Due to the practical nature of many courses learning outcomes are structured with online provision of facts, concepts, principles, and procedures used as the knowledge foundation for the completion of the learning outcomes associated with practical skills development

Learning outcomes are reviewed and appropriate Pedagogical Approaches are used based on a course Template for Blended development and Migration detailed below:

Programme Content	Blended variation to classroom delivery (Face-to Face)	Type
Concepts, Scientific Principle, Terminology, Facts, Standards,	H5P interactive video with formative interwoven quizzes. Storyline interactive	Online (OL) Self-Directed
	Problem-Based Learning	OL webinar
	Simulators	
Formative assessment	Moodle Quiz	Self-Directed
	Moodle Quiz (breakout social)	Live Webinar
Hands-on Exercises	Equipment delivered to learner (note classroom instruction is optimum)	OL Webinar
Practical Assessment	Video submission	OL webinar
	Method Statement submission	OL submission
Demonstration	Video	OL Self-directed
Exam Summative	Safe -Browser Moodle Random/shuffled quiz	OL Invigilation
Collection of Work	File(s) upload	OL submission
Assignment	File(s) upload	OL submission

Replacing face to face instruction with online delivered synchronous (live webinar) and asynchronous (self-directed) content has many implications which impact on teaching and learning.

Legacy materials have been republished as asynchronous learning objects using Software development tools such as Articulate Storyline and H5P. Additional Synchronous learning objects and activities such as virtual classrooms with an emphasis on social learning, screen share, BOR, Whiteboard and online assessments have also been developed. Instructor Induction, peer review and external consultation will be used to inform a continuous improvement process. Typically, the model we use is for learners to learn theory (non-practical) using self-directed Storyline and/or H5P authored activities.

We use **H5P** to interweave interactivity into video files. The Video files could be crafted from a number of sources:

- Credited Youtube videos
- Technotraining videos
- Voice presented and animated powerpoint converted to .mp4 file format.

We typically punctuate these videos with quiz interactions. These interactions can be incorporated into the Moodle Gradebook.

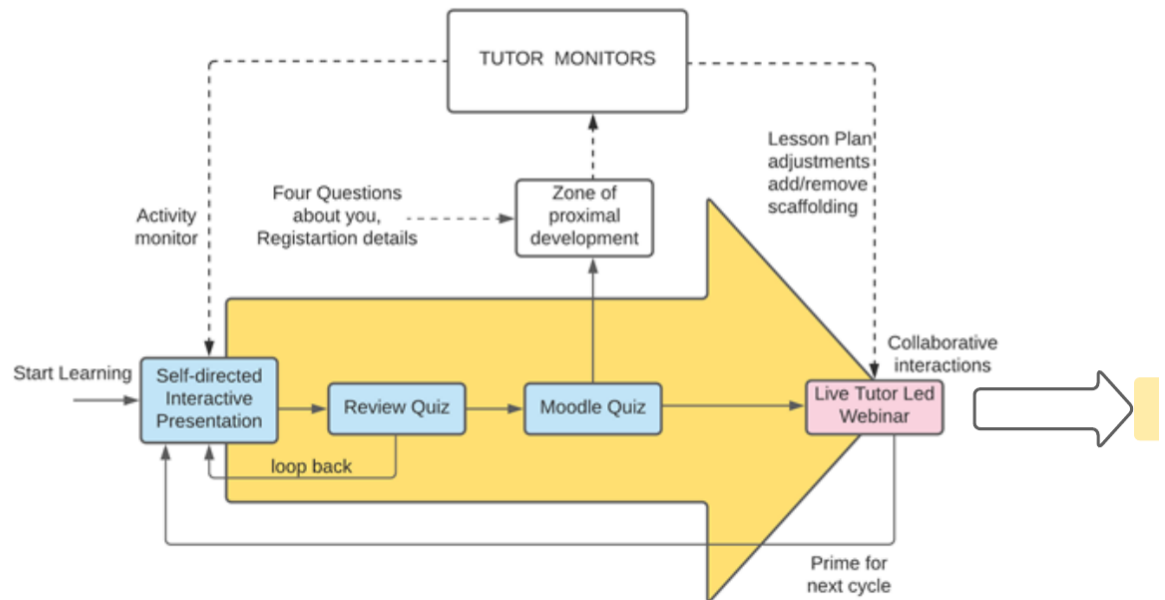
**Storyline** is our chosen authoring tool for creating interactive e-learning courses which can play on all devices, from desktop and laptop computers to tablets and smartphones.

The model for each course module is shown in Fig 1 below. After each set of self-directed activities, typically including an interactive presentation followed by formative quizzes, there follows a scheduled live webinar using Big Blue Button (BBB) in Moodle.

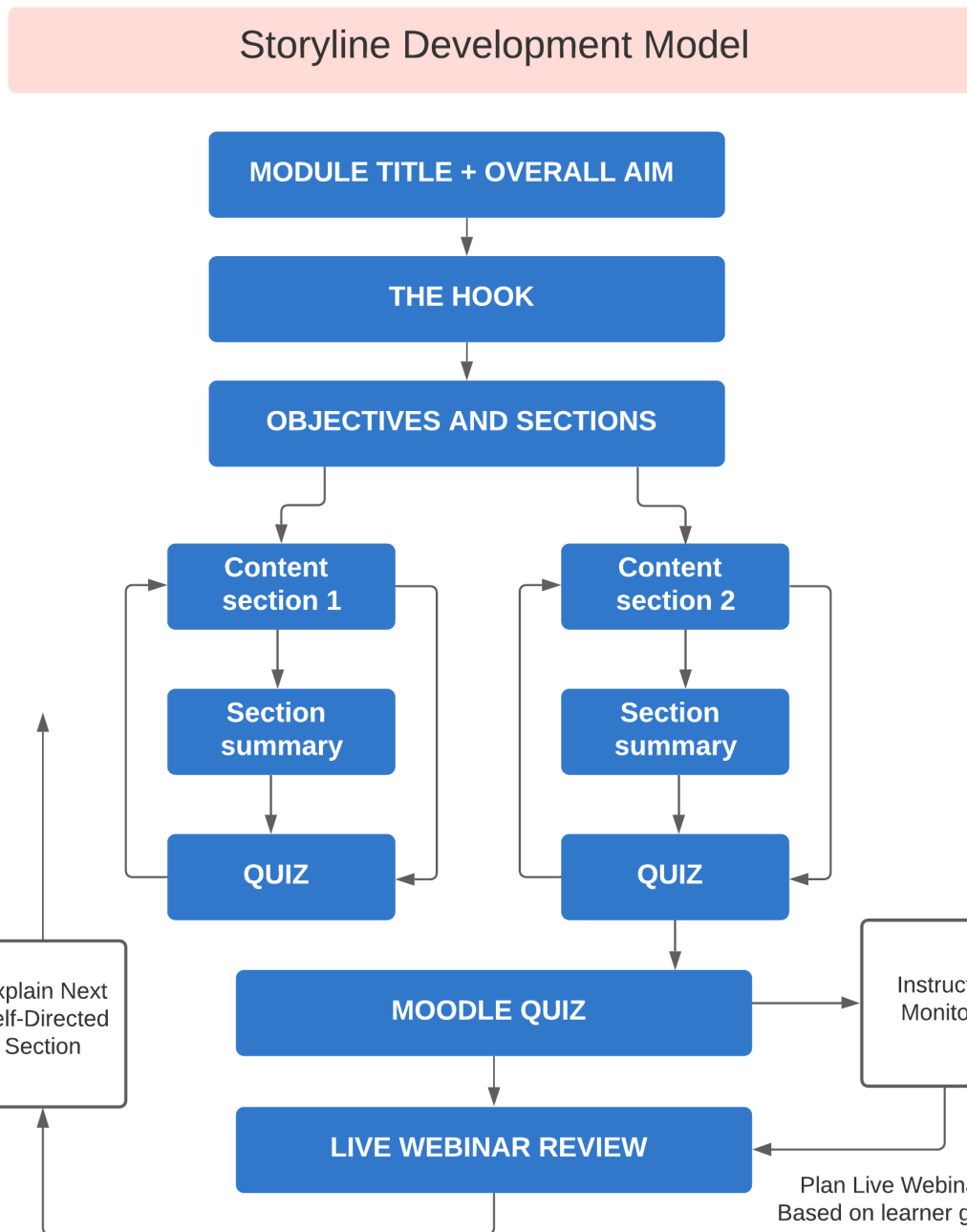
Where the topic of the webinar is predetermined based on the module being focused on, the best teaching approach to use is dependent on how learners have progressed with self-directed learning. The trainer needs to be agile in how live webinars are conducted. The principle of the live webinar is to support learners by addressing learning gaps that remain following the self-directed learning activities.

To supplement direct feedback from learners, the Trainer identifies the learning gaps by tracking module quiz results for the group. Moodle presents quiz results in a downloadable .csv file format. The trainer then, using the resources available to them (see table 1.2 for resource list), designs a live webinar session that best addresses learning gaps. For instance, the Trainer may send learners into breakout rooms (BR) to re-do the quiz in small groups or the Trainer may decide that the emphasis should be placed on focusing on one or two quiz questions. Learners may request that the Trainer opens and displays some of the self-directed slides to allow for further explanation.

Applying constructivist learning theories:  
Technotraining approach to instructional scaffolding online



**Fig 1:** Model conducting online training as part of blended delivery



**Fig 2:** Storyline development model

### **Pedagogic Principles & Frameworks**

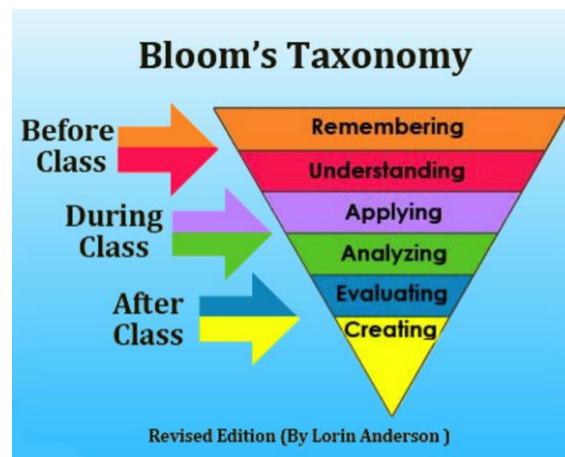
Current best practice in Blended Learning promotes solutions that encourage peer-to-peer collaborative learning, interactivity, and personalised solutions. Our aim as programme designers and programme delivery training instructors is to leverage technology that can promote these aims.

Some of the methods that we have found very successful in enhancing learning through these recommended solution categories are:

- Learning by solving problems peer-to-peer in breakout rooms
- Engaging in Problem Based Learning exercises with learner polling for key messages.
- Formative assessment to drive engagement and harness the effectiveness of feedback (both to trainers and to learners) within Moodle and Kahoots (live gamified quizzes)
- The Flipped Classroom approach
- 

### **Flipped Classroom**

In traditional learning, lower level of learning such as remembering and understanding happens in the physical classroom. However, in the flipped classroom model, learning is flipped. This is shown below in relation to Bloom's taxonomy. Learners work on lower levels of cognitive work before class. For example, we ask learners to complete pre course work before meeting their tutor. They familiarise and gain understanding with foundation modules before they attend the live webinar/physical. So, when they come to class, they can engage in higher cognitive levels of learning with peers and with the trainer present to guide and support.



This also helps even out inconsistencies between entry level knowledge, the trainer spends less time trying to catch up weaker students which can endanger engagement from stronger students. Less experienced learners will have had time to build understanding through replay of content, completion of quizzes, which they can do over and over. Learners will come to class with questions, with an understanding of what they don't know. They are primed to learn, this enables engagement from learners from the earliest point and facilitates learner trainer interaction. Also, the trainer begins a course with valuable insight into learner's entry level knowledge. They have already left a footprint of data. Lesson plans and pace can be adapted and tailored from the earliest point in the teaching programme.

## ASSESSMENT

### Formative Assessment

Every presentation has an associated quiz with feedback and every module has a formative Moodle quiz which is reviewed with feedback. Modules also have Kahoots which is used as a revision strategy. These strategies enable immediate and targeted feedback to learners. Trainers are given guidelines on how to ensure learners benefit from timely and individualised feedback.

### **Delivery of Summative Assessment On-line**

#### Learners with a declared learning barrier

If a Learner has on registration declared a barrier (such as dyslexia), the Trainer will be informed. The learner in question will be enrolled in two versions of the course. The alternate version has a live webinar link and exams only. The exams in this space have a longer completion time. E.g Exam 1 is 45mins as a standard but is increased to 55mins for those with a declared barrier.

#### Prior to Exam – before breaking

Learners always have a number of days to revise preceding a QQI Exam. Prior to breaking, Trainers should remind learners of the start time of the Exam and

- The duration of the Exam
- The modules and/or learning outcomes to be assessed
- The marks available
- Revision resources
- Warn learners that their webcam must be switched on during the exam

#### On the morning of the Exam: Live webinar

Trainer should run relevant Kahoots and use them to determine learner gaps relevant to the coming Exam. If 70% of learners answer correctly, move on. If less than 70% answer correctly spend time revising the knowledge and analysis relevant to answering that question.

#### Setting up the Exam in moodle

The Tutor needs to open the Exam settings in moodle and edit

- Exam start date, start time, end date, end time. Leave any given exam open for a maximum of 3 hours
- Exam password restriction
- Exam access by learner group
- If a learner has a declared learning barrier, the Tutor will have been notified. Depending on negotiated assessment strategy, this learner may be enrolled in a separate exam giving them a longer completion time.
- Check pre-configured Safe Exam Browser settings

#### Just before the exam

### Reminded Learners:

- Agree to the Exam Rules and Regulations
- That Webcams must be switched on and Safe exam Browser used
- Question flagging tool and exam duration countdown time.
- Ask learners NOT to use web browser back buttons and to navigate the exam using the question palette.
- Learners can either Submit all and finish if they are finished early or their attempt will be automatically submitted after exam time is expired.
- If you need to speak to them directly, say that they will see a break-out room invitation appear on their screen.
- If learners have queries, they can type them into the private chat function.

### During Exam

Trainers invigilate the exam by webcam. If they need to communicate with an individual learner they use Private messaging/chat and if need be a Breakout room.

### After Exam and Appeals

Learners will immediately be able to review their preliminary scoring in the exam. At this point they can nominate questions where they have a strong case to appeal. There will be two appeal levels. The Tutor should use the appeals marking sheet to record who has an appeal and which question is being appealed. Schedule a time after normal training time to deal with appeals. Appeals that expose question weakness should be escalated to the quality team.

If the Moodle engine has not awarded marks based on a simple spelling error and it is clear and obvious that the marks are deserved or partially deserved, then the Tutor is entitled to manually upgrade a mark.

If the appeal is more nuanced then it will need to be escalated for peer review. The appeal register is consulted if a learner is on a grade border line. In other words if the appeal can materially affect a grade then it is investigated further.

If a mark is manually upgraded, then the Tutor should briefly note the grounds in the manually grading comments section of Moodle.

### **Online Skills assessment**

Learners begin practical skills assessment with their web cameras ON. The outcomes of stages of the skills assessment are videoed with clear instructions on what the video should demonstrate. Video evidence is uploaded to the LMS within 48 hours. Tutors marking video evidence must confirm that the video timestamp aligns with the live skills assessment allotted time window.

### Risks and mitigations

From experience we have identified the following risks associated with online blended learning. The Trainer, if aware of these risks, can take measures to mitigate against them impacting negatively on teaching and learning.

Risk	Mitigations
Can't track learner progress	Tutor print quiz results, run polls, run Kahoots
Can't expect learners to identify their own gaps	Enter and exit BR to monitor learner discussions
Quite learners don't get the attention they need	Use carefully worded poll questions to seek feedback as only the Tutor can see the individual results
Quizzes don't adequately prepare learners for formal assessment	Ensure online assessment is clearly explained. Programme review needs to ensure self-directed material and quizzes adequately prepare learners
Learners don't allow adequate time for self-directed activities	Ensure office procedure whereby time expectations are clearly laid out and explained.
Tutor unfamiliar with the learning experience	Tutor needs to take the time to be a learner.
Learner Browsing outside the Moodle exam space to cheat	Use Safe Exam Browser setting to restrict browsing during Exam.

### **Ensuring Learner Accessibility**

Universal design concepts have been adopted as far as possible including:

- Clear, consistent layouts and organisation schemes for presenting content is used.
- Descriptive wording for hyperlink text (not just "click here").
- Trainer-created course content within Moodle is HTML based and, PDF and PowerPoints are avoided but if required, are linked as a secondary source
- Concise text descriptions of content are presented within images.
- Large, bold fonts on uncluttered pages with plain backgrounds are used.
- Colour combinations that are high contrast and can be read by those who are colour blind are used.
- Videos are captioned and audio content transcripts are provided.
- IT tools are used to make sure content navigation is as simple as possible
  - Content is presented in multiple ways (e.g., in a combination of text, video, audio, and/or image format).
- Adequate time is allowed for activities based on responses to supports identified in the learner registration form

Information on the availability of advice and support will be provided to learners at course induction, a dedicated course trainer is available for each course who communicates directly with learners through synchronous and asynchronous activities with the LMS.

### **Managing code of conduct**

Courses are moderated by a trainer that monitors all course activity and takes appropriate action. Appropriate staff development is provided to all trainers.

### **Process for recruitment and development of teaching and support staff specific to blended and online learning**

New trainer recruitment will include blended learning experience as a core requirement, Training and development is provided to existing course trainers. Specialised course content developers have been employed to supplement course



trainers that provide online teaching and assessment. Support services have been supplemented with support from learning technologist external contractor.

External support has been identified for Moodle hosting and support and for Learning technologist speciality skills. The learning technologist tasks include the review and appraisal of draft resources prior to deployment to live courses.

### **Support structure for Teaching Staff using Blended Learning Resources**

<b>Role</b>	<b>Name</b>	<b>Moodle Role</b>	<b>Comments</b>
Technical Hosting and Moodle support	Enovation	Host	Host, update, fix Moodle issues
Moodle structural creator	Michael Mooney	Super - Admin	Technical Framework Creator, themes, plug-ins, functionality, fixes
Moodle Content Administrator	Derek Waters Eoin McClean	Admin	Creating activities, assessments, reports
Moodle Learner Administrator	Grace Mooney	Admin	Setup learners, IV exams, reports
Blended Learning Trainer	Eoin McLean, Gavin Duffy, Michael O'Callaghan, Jim Conlon	Teacher	Deliver Programme Instruction

### Training for staff on blended learning delivery

<b>Training Activity</b>	<b>Delivered by</b>	<b>Duration</b>
Moodle Teacher Training	Moodle	2 days
BigBlueButton Training – the interface	Online	3 hours
BigBlueButton – Engagement Do's and Don't	Head of Training	3 hours
Kahoots	Head of Training	3 hours
Invigilating on-line Exams	Head of Training	3 hours
Online learner engagement	External	1 Day
Sit in on relevant course led by head of training	Head of Training	2 days
Lead a course monitored by head-of training	Head of Training	2 days

## **Testing and Quality Control**

Learning content is tested on multiple web browsers and mobile devices prior to deployment. For example, all Adobe Flash based content has recently been replaced with HTML 5 based content based on Adobe announcement of Flash EOL in December 2020.

Self-directed materials require careful testing and evaluation as once they are rolled out it can be challenging to fully grasp the faults/deficiencies/problems that learners face. We commit to running peer reviews of self-directed materials. Feedback on quality will be checked with beta testing before any modules go live to a wider audience.

We understand that to seek accurate learner feedback on the online elements of a blended approach requires that learner evaluations are customised to blended delivery.

## **Learner Feedback – formative assessment**

All Storyline and H5P formative quizzes give immediate feedback and a Review option. Our post quiz review give cross-reference to where the content related to the quiz can be found. Moodle quizzes are typically performed in Break-out rooms to encourage social learning. These quizzes are then immediately reviewed. Kahoots deliver immediate feedback.

## **GDPR with Moodle**

Moodle GDPR functionality is used to comply with all requirements. In addition personal data stored external to Moodle is only stored until certification processing has been completed in full. This data is then anonymised based on our data retention policy.

GDPR agreements have been put in place with our Moodle Partner and External consultants. Learners agree to the Data processing agreement prior to accessing Moodle content. Moodle also facilitates processing of requests under the right to be forgotten where all personal data held in Moodle will be deleted on request.

There is a challenge with keeping learner data for the purposes of reporting and monitoring but also not holding personal data that breaches GDPR. The following solutions are being considered going forward:

- Minimise personal data stored in Moodle
- After Programme Review, Export learner data to \*.csv format and delete Learner data from Moodle.
- After learners have been certified, edit learner profiles in external reports and replace their surname with the text "Learner X" and delete their PPS numbers and addresses.

We will seek guidance on best practice from other providers such as ETB's and Colleges as part of our programme review.

### **Monitoring and Reviewing Blended Approaches**

One of the key advantages with using a LMS is the data analytics and reporting features it offers or has the potential to offer. We commit to maximising these features to deliver data that can be compared with KPI's agreed our Steering Group. See Appendix 1 for Exam Data Analytics used for comparison with KPI's.

Other statistics such as learner engagement in terms of seat time, feedback forms, formative quiz progress allow for timely and responsive feedback to learners.

## **13.4 LEARNER CONTEXT**

### **COMMUNICATION TO LEARNERS**

The overall objective is to ensure learners are able to make informed choices about participating in a blended learning programmes.

Learners will be provided with sufficient information at the earliest stage of their engagement with Technotraining. The Technotraining website will be the primary means of achieving this goal: this will include

- Adequate explanation of the blend of learning learners will experience – Course agendas showing the split between synchronous and asynchronous elements, including structure of course days showing how asynchronous/synchronous integrate and complement each other, pre-course work, revision timetable.
- A realistic outline of the commitment required to complete the programme – an indication of average self-directed hours including time/hours requirement, guidance on self-management and motivation tips. Links to resources if appropriate
- Clear insight as to what pre-knowledge and technical skills are required to participate – Video showing the Moodle environment, visualise and explain how it will look, work feel as an experience, support with video testimonials from previous learners. Access to a sample formative quiz
- Explain technical requirements needed to participate – internet access, browsers, computers, webcams etc
- Explain how face to face elements work and integrate
- Explains how the practical/training equipment fits in.
- Supports available for specific learning needs

This information will also be contained in the Learner Handbook

More detailed information will also be provided within the Course information section within Moodle so when a learner logs into their course they have easy access to all the background information they need:

- Course schedule/timetable
- Schedule of trainer availability for individual learner access

- Assessment information – emphasise role of formative, not included in summative marks
- Feedback mechanisms – both from trainer on progress and learner evaluation of course
- Online study skills information

## SUPPORTS FOR LEARNERS

The Operational quality team are responsible for the provision of information and management of supports to learners. This includes:

- **Trainer led learner induction** for blended learning includes guidelines on the code of behaviour in the online environment and exam rules and regulations for online assessments.
- **One to one access to trainers** Learners are given specified times where they can talk to the trainer via phone or chat through the VLE during the Blended learning programme. This may be to address specific questions, clarifications, give technical support, or address progress. It is an opportunity to give feedback and elicit feedback. Learners are notified of this at induction and a reminder of the hours available is on their course page at all times. Trainers also always remain after each webinar to take individual questions
- Support with hardware – to achieve our aim of promoting equality of opportunity to all learners we provide the loan of laptops to learners for the duration of the programme if required. There is also the facility available in our office if learners need a quiet room with internet access, this is provided free of charge.
- Support materials such as the Learner Handbook and Technotraining 's QA policies will be accessible through the VLE for easy access to all relevant policies and procedures for learners.
- Dig Deeper toolkits - additional learning material beyond that which is being assessed is curated and provided in dig deeper toolkits for the for the interested learner.

**Appendix 13.1: Statistics used for online exams (Actual values recorded on 07 Oct. 2020)**

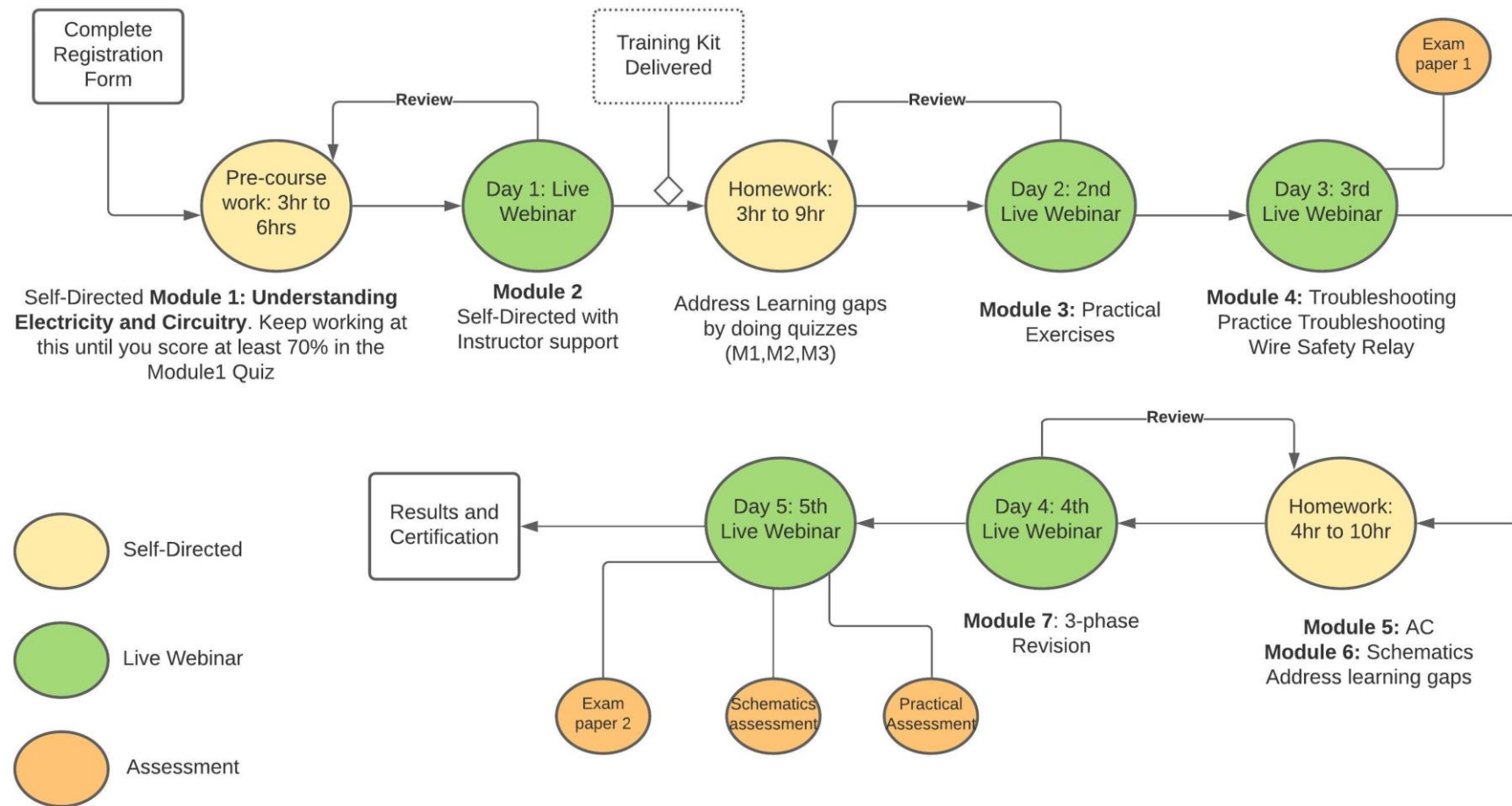
Stat Name	Description	Technotraining KPI	Current IES Exam	Current IES Exam 2
Average grade	Quiz Average	50% to 80%	76.42%	73.06%
Standard Deviation	Smaller number means scores are bunched	12% to 18%	17.42%	13.56%
Skewness	Too negative means lack of discrimination students who do better, Greater than 1.0 means lack of discrimination near pass/fail border	Aim for -1.0	-0.7287	-0.5117
Kurtosis	= 0 for standard bell, bigger number makes centre taller and no edges	Aim -0.5 to 1.0	-0.345 flatter	0.4128 taller
<i>Coefficient of internal consistency (CIC):</i>	A low value indicates either that some of the questions are not very good at discriminating between students of different ability and hence that the differences between total scores owe a good deal to chance or that some of the questions are testing a different quality from the rest.	Above 70%	83.64%	74.74%
<i>Error Ratio</i>	estimates the percentage of the standard deviation which is due to chance effects rather than to genuine differences of ability between students. Values of ER in excess of 50% cannot be regarded as satisfactory: they imply that less than half the standard deviation is due to differences in ability and the rest to chance effects.	Below 45%	40.45%	50.26% Needs investigation
<i>Standard Error</i>	a measure of how much random variation there is in each test grade. The smaller the value of SE the better the test	Less than 8%	7.04%	6.82%
%SCMD	Sample Cross Moderation Deviation	Less than 6%	No data	No data
%DCMD	Data Cross Moderation Deviation	Less than 6%	No data	No data

Appendix 13.2: Online Live **webinar resources** and Tutor actions

Resource	Description	Advantages	Comments
<b>Kahoots</b>	Quiz in BigBlueButton using mobile phone to answer	1. Fun. 2. Knowledge gap finder at group level. 3. Targeted revision 4. Reporting on weak learners	Keeps variety in activities. Useful as a revision activity as it highlights where the revision focus should be. Not good to over use it.
<b>Breakout Rooms(BR )</b>	Smaller groups of 2 or 3 learners are placed into their own virtual web room. Any learner can be the presenter in a BR	1. Encourages social learning 2. Deepens absorption of terminology	Typically used for doing or revising a moodle quiz. Time limited. Grouping should not be random but influenced by mother language and mix of strengths. Identify teachers in the group
<b>Coloured markers</b>	Can draw on blank page or on a picture of equipment	1. Can draw circuits onto the training kit 2. Emphasise key points 3. Lists	Very flexible drawing tool
<b>Webcams and mics</b>	Learner must have webcam and microphone to fully participate in the course	1. Enhances engagement 2. Can use webcam to show equipment/component features.	Teaching and learning is significantly impacted negatively when learners don't use these resources. Exams, need both for invigilation.
<b>Simutech software</b>	Share screen and as a group practice troubleshooting techniques with Tutor guidance	1. This a a key skill that learners are usually very interested in. It brings together and culminates the key learning outcomes to this point.	Can choose Basic, Intermediate or Advanced faults
<b>Polling</b>	Ask learners a question and seek instant feedback	1. Fast way to survey group 2. Can use as a learning activity where multiple choice decisions need to be made. 3.gives quite learners a voice	If this is used as a multiple choice quiz, need to upload (a,b,c,d) options document into webinar.

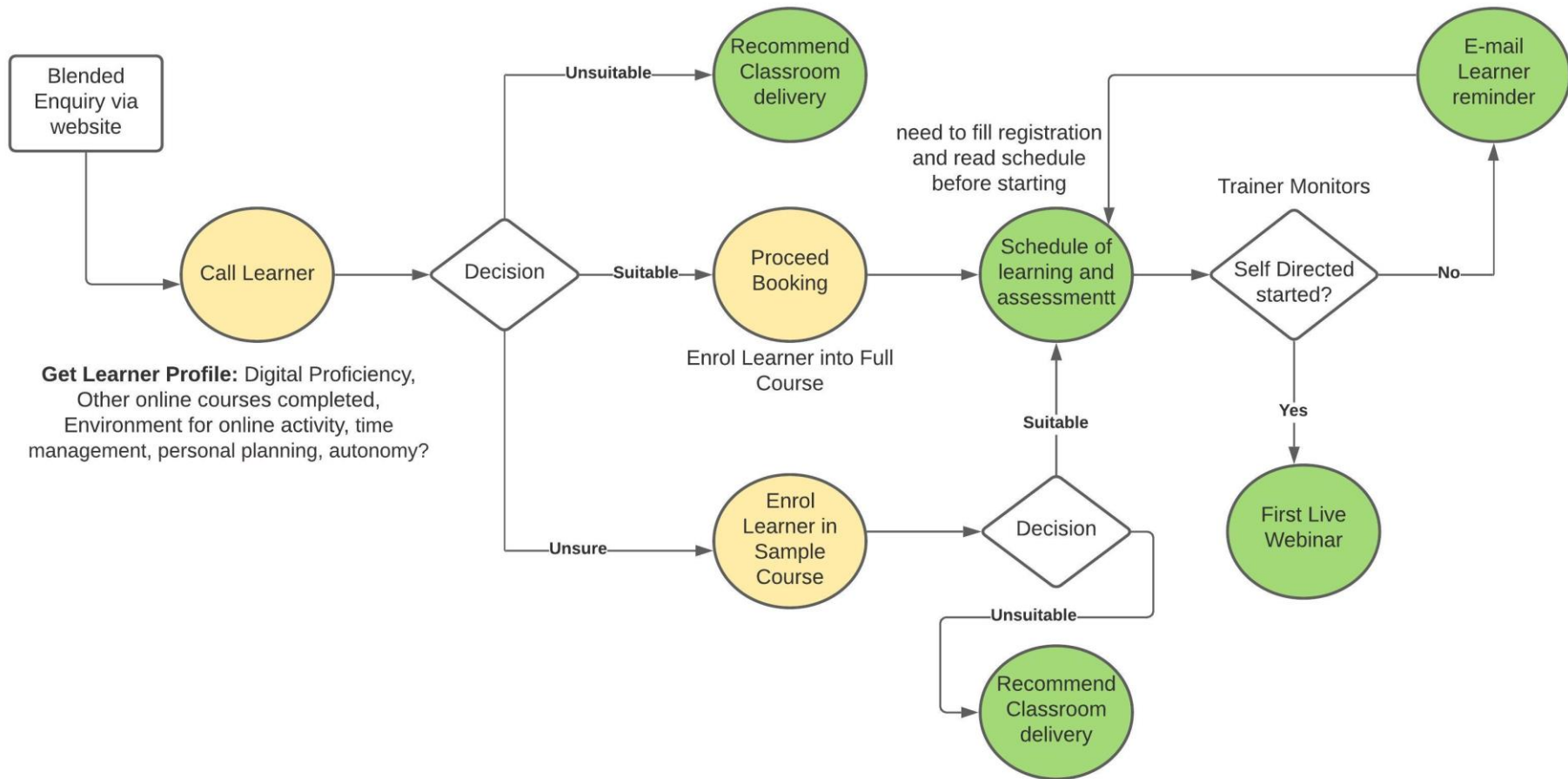
<b>Chat</b>	Learners/Tutor can send private or public messages	1. During exam, learner can type query without interrupting other learners. 2. Good for announcement (see you back at 2pm)	
<b>Upload Documents</b>	Can upload several documents into the webspace and shuffle between them	1. Can Zoom in and out of pictures/workbooks 2. Draw onto docs	pdf docs work best, other file types can slow down webinar.
<b>Share screen</b>	Tutor can share their screen in webinar, any learner can share in BR	1. Can review quiz as a group 2. Can deal with exam complaints.	Note: audio does not transfer well while in screen share
<b>Discussion Forum</b>	Learners can make contact with each other independently of tutors	Peer to peer supports, drives learner engagement	

## LEARNER JOURNEY FOR ONLINE DELIVERY OF INDUSTRIAL ELECTRICAL SYSTEMS





## BLENDING LEARNER INFORMATION PROVISION



## Version History

Version	Date	Approval by	Description of edit	page
<b>3</b>	16/03/2021		Governance and Commitment to Quality provision changes	Pg 8-9
	16/03/2021	Technotraining Board	Change to Fig, 2.1	Pg 13
<b>3</b>	16/03/2021	Technotraining Board	Technotraining Board TOR	Pg 14
		Technotraining Board	Steering Group TOR	Pg 17-19
		Technotraining Board	Removal steering Group names and graphic	Pg 17
		Technotraining Board	Results Approval Panel amendment to Chairperson profile	Pg 110
		Technotraining Board	Appeals and Complaints Recheck, review, appeal– expansion on policy and addressed separation of roles for those processing Recheck, review, appeals	pg 113-115
		Technotraining Board	New Programme Development add additional role of Technotraining Board approval at preliminary approval and approval for validation	pg 33-42