Quality Assurance Manual

FRS TRAINING, 2019

Contents

QA AREA 1 – GOVERNANCE AND MANAGEMENT OF QUALITY ASSURANCE

1.1 GOVERNANCE

FRS Training has created an internal system of quality assurance that's purpose is to oversee and ensure the quality of education and training services provided to learners. All staff of FRS Training are core to the implementation and ongoing development and enhancement of the QA system.   The governance structure (figure 1) is designed to ensure the integrity of all teaching, learning and related academic activities while promoting continuous improvement and enhancement through ongoing self-evaluation and consideration of key internal and external stakeholders.   Effective academic governance is achieved through several governance units, each charged with key accountabilities.

Governance Units:

- Training Board
- Academic Council
- Leadership Team
- Management Team
- Quality Assurance Committee
- Results Approval Panel
- Appeals Panel
- Programme Board(s)

The Academic Council holds ultimate responsibility for academic affairs within FRS Training and serves to protect, maintain, and develop academic standards. All academic governance units report to the Academic Council, allowing for the separation of academic decision making and approval processes from that of commercial. Operating as an Industrial and Provident Society/Co-Operative, FRS Training supports academic oversight, by including externality in the membership of the Academic Council, through an Independent Academic Consultant who also chairs the Appeals Panel.

Figure 2 illustrates an overview of information flows between key quality assurance processes (incl. Programme Development & Programme Review) and structures/roles.

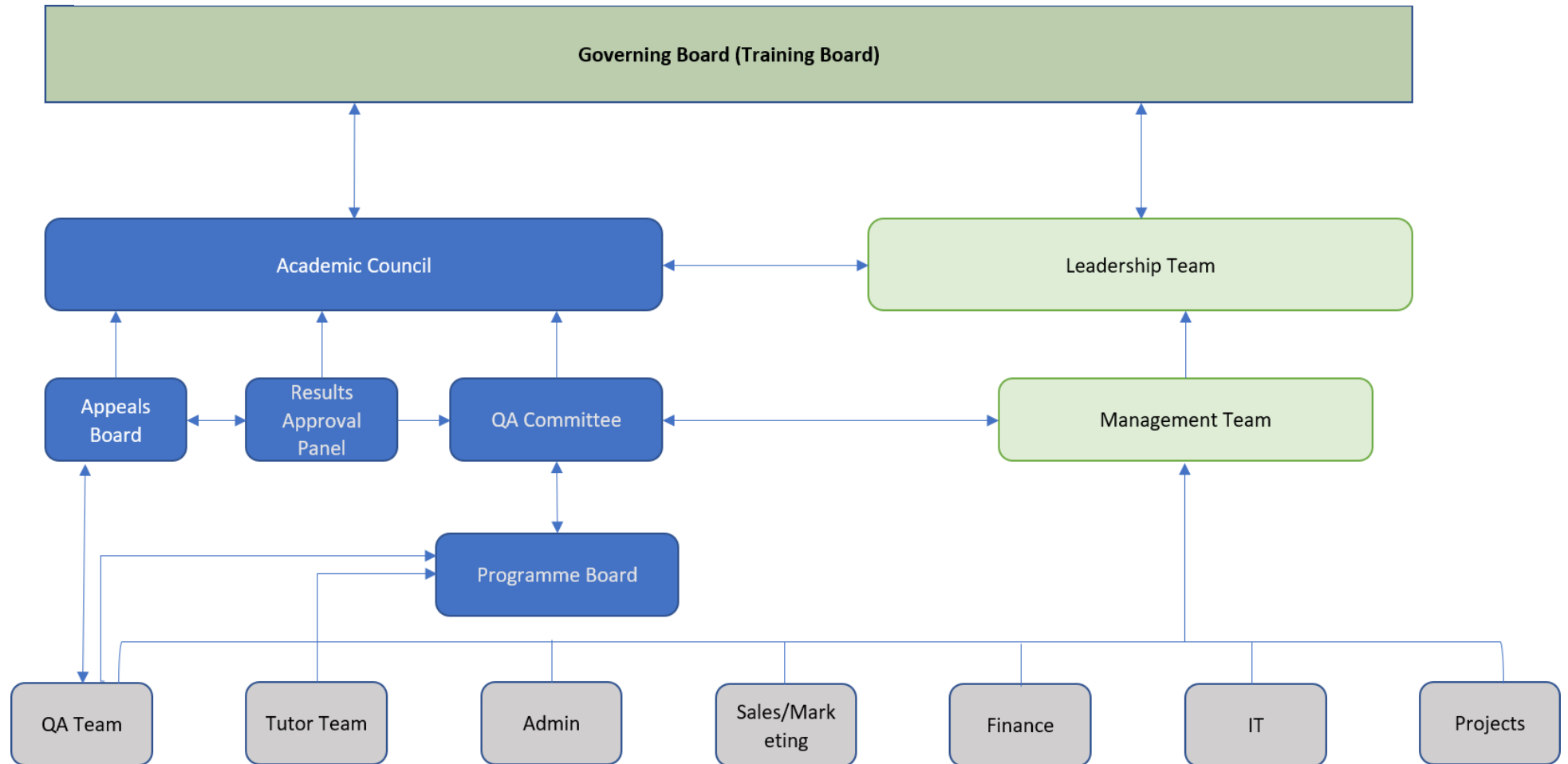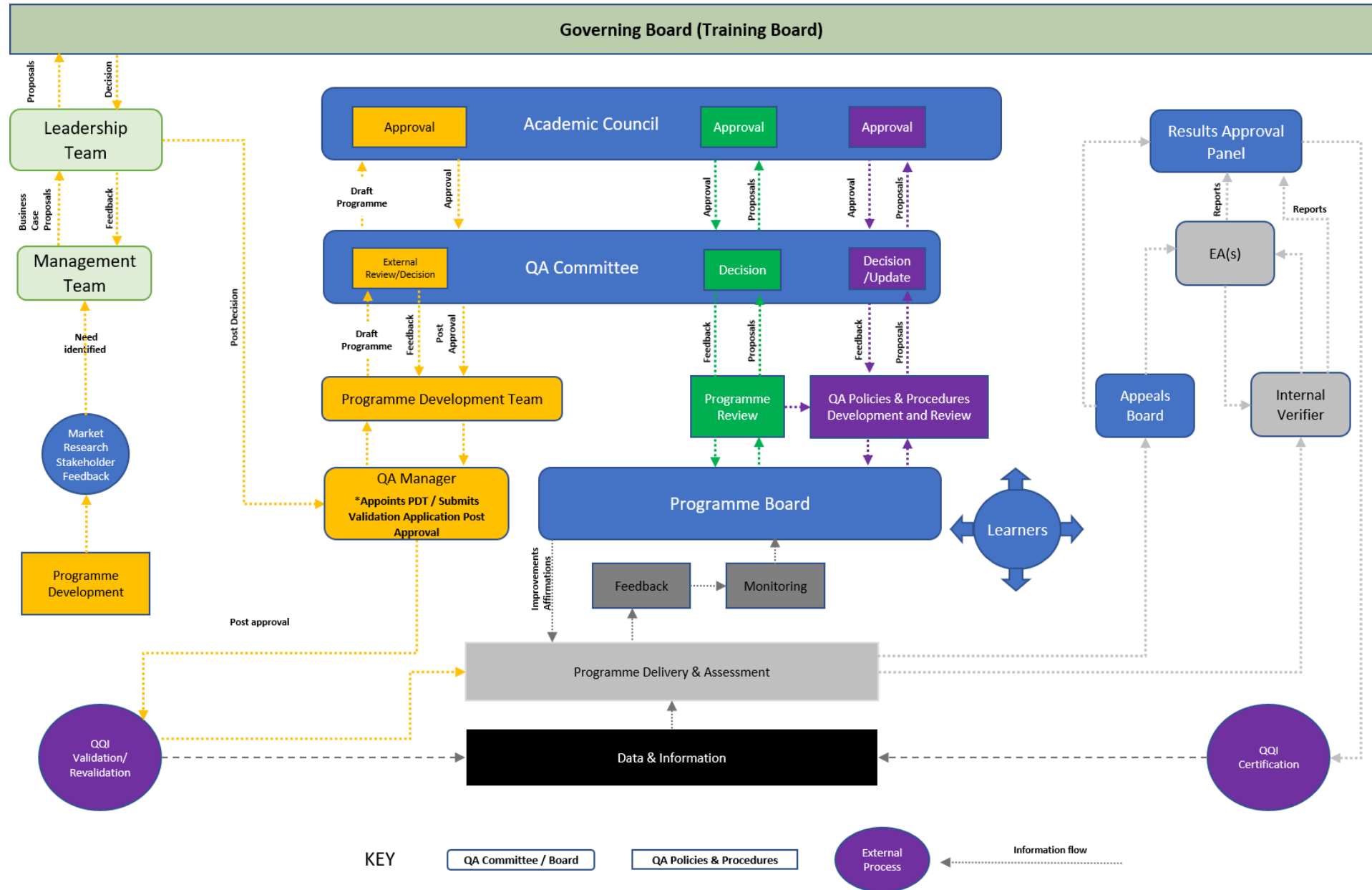*Figure 1 FRS Training Governance Structure*

1.2 GOVERNANCE UNITS

Specific terms of reference have been developed for each governance unit within FRS Training.

- Training Board
- Academic Council
- Leadership Team
- Management Team
- Quality Assurance Committee
- Results Approval Panel
- Appeals Panel
- Programme Board(s)

1.2.1 Training Board – Terms of Reference

Scope

The training board has ultimate responsibility for governance of FRS Training.

Membership

- The Society rules provide for a board of 8 persons and the Board may co-opt up to 2 additional persons. The rules also set out the term and rotation rules for the Board.

Schedule

Four times per year

Specific accountabilities

1. Ensure high standards of governance, transparency, and accountability.
2. Approving organisational strategy and plans considering stakeholder requirements.
3. Ensuring compliance with all relevant legislation and regulations
4. Directors are responsible for the Co-operative, while being answerable to the Members.
5. Directors Responsibilities and Relationships are defined through Governance which comprise legislation and the Society Rules.

1.2.2 Academic Council - Terms of Reference

Scope

The Academic Council holds ultimate responsibility for academic affairs within FRS Training and serves to protect, maintain, and develop academic standards.

Membership

- Quality Assurance Manager
- Non-executive board member
- Independent Further Education Consultant/Advisor(s)
- Lead tutor *2
- Learner Representative

Schedule

The Academic Council will normally convene twice per year.

Specific accountabilities

1. Oversee and assume ultimate responsibility for all academic affairs of FRS Training.
2. Approve or refuse QA Committee decisions in relation to programme development proposals and associated development activities.
3. Approve or refuse QA Committee decisions, reports and proposals in relation to quality assurance review and enhancement.

4. Oversee and manage sub committees (Quality Committee, Results Approval and Appeals)
5. Approve or refuse QA Committee decisions regarding maintenance of quality assurance regulations in line with QQI, legislation and other awarding body requirements.
6. Oversight of assessment of learners
7. Approve decisions relating to External Authenticator and reviewer appointments.
8. To make recommendations to the training board in relation to academic affairs
9. Promote excellence in teaching and learning.

1.2.3 Leadership Team - Terms of Reference

Scope

The Leadership team provides strategic direction for the training company, reporting to the Training Board. Responsible for strategic planning and the articulation of same to management teams and other stakeholders.

Membership

- Chief Executive Officer
- Financial Controller
- General Manager

Schedule

Meets 4 times per year.

Specific accountabilities

- Strategic Planning
- Resource Planning
- Recommending proposals to the Training Board
- Leadership direction to the training company

1.2.4 Management Team - Terms of Reference

Scope

The management team is responsible for the day-to-day management of the training company, staff, and various business objectives.

Membership

- General Manager
- Operations Manager
- Head of Business Development
- Marketing Manager

Schedule

Quarterly

Specific accountabilities

1. Day to day management of staff and business functions
2. Operationalise strategic plans.
3. Set KPIs & Performance Indicators in line with organisational goals.
4. Make proposals to the Leadership team.

1.2.5   QA Committee - Terms of Reference

Scope

The QA Committee is responsible for the maintenance, implementation and ongoing review and enhancement of the internal QA system, policies, procedures, and wider QA activities. The Committee oversees self-evaluation and monitoring of programmes as well as programme development activities.

Membership

- Quality Assurance Coordinator
- Internal verifier
- External

Schedule

Monthly

Specific accountabilities

1. Make decisions on Quality Assurance Policies and Procedures development and review and propose decisions to the Academic Council for approval
2. Oversee Quality Assurance audits and audit teams.
3. Make decisions on Quality Assurance enhancement and propose same to Academic Council for approval
4. Maintain a Risk Log and propose appropriate actions to mitigate against identified risk.
5. Oversee Quality Assurance action planning through self-evaluation, monitoring and review activities.
6. Champion best practice through continuous improvement and standardisation activities
7. Make decisions in relation to programme review, updates to programmes and external review and propose decisions to the Academic Council for approval

1.2.6   Programme Board - Terms of Reference

Scope

Programme Boards are responsible for the delivery of effective training programmes and contributing to ongoing self-evaluation, monitoring and review as well as the development of appropriate content and assessment. Each major award and awards at level 6 on the NFQ require individual programme boards. Shorter programmes are managed via programme boards for each industry cluster:

1. Healthcare Support Programme Board
2. Supervisory Management Programme Board
3. Training Delivery & Evaluation Programme Board
4. Agriculture & Horticulture Programme Board
5. Construction & Safety Programme Board
6. Soft Skills Programme Board

Membership

- Lead tutor(s)
- Quality Assurance Coordinator
- Learner representative

Schedule

Quarterly

Specific Accountabilities

1. Manage programme delivery and monitoring.
2. Contribute to self-evaluation and development of programmes.
3. Maintain effective teaching and learning activities on the programme.
4. Manage assessment methodologies and strategies for the programme.

5. Monitoring and recording student performance on each stage of the programme in line strategy
6. Manage programme level risk and report on same to the Quality Assurance Committee
7. Monitor staff, learner, and stakeholder feedback on an ongoing basis.
8. Maintaining content that is relevant, effective, and up to date.
9. Programme development in conjunction with Quality Assurance Committee
10. Produce programme reports for by Quality Assurance Committee

1.2.7 Results Approval Panel - Terms of Reference

Scope

The role of the Results Approval Panel is to ensure that the validity, authenticity, and reliability of the programme assessment process is respected, and to ensure fairness and consistency in marking and grading, identifying inconsistencies and proposing corrective action.

Membership

- Quality Assurance Manager
- Internal Verifier
- External Authenticator
- Lead Tutor/Tutor (as required)

Schedule

Results Approval Panel convenes 6 times per year in line with QQI Key Dates

Specific Accountabilities

1. Consideration of Internal Verifier and External Authenticator reports
2. Review and approve all assessment results.
3. Judging the outcomes and recommendations of any internal verification reports (including changes to assessment grades) made
4. Reaching agreement on any response/actions required
5. Agreement to the submission of results to QQI to request certification.

1.2.8 Appeals Board - Terms of Reference

Scope

Consider applications for learner appeals, deciding on actions and outcomes.

Membership

- External Academic Consultant/External Authenticator/Examiner
- Quality Assurance Coordinator

Specific Accountabilities

1. Consider appeals applications.
2. Consult with programme boards, tutors, and assessors as appropriate.
3. Engage with external expertise where required.
4. Make decisions on appeals.

Schedule

Ad-hoc

QA Area	1	Governance & Management of Quality Assurance		
Document Reference	QAP1.1-2			
Document Control				
Version No	**Revision Date**	**Revised by**	**Approved by**	**Approval Date**
2.0	*October 2019*	*QAM*	*Training Board*	*December 2019*

1.3 MANAGEMENT OF QUALITY ASSURANCE

1.3.1 Organisational Structure

Established in Ireland, FRS Training was incorporated on 25th September 2007, registered initially with the Companies Registration Office. Now registered with the Registrar of Friendly Societies, FRS Training converted to an Industrial and Provident Society/Co-op on 11th January 2019. The organisational structure (figure 2) is designed to work within the overall governance structure while also fostering a quality culture through individual roles and responsibilities.

Figure 3 FRS Training Organisational Structure
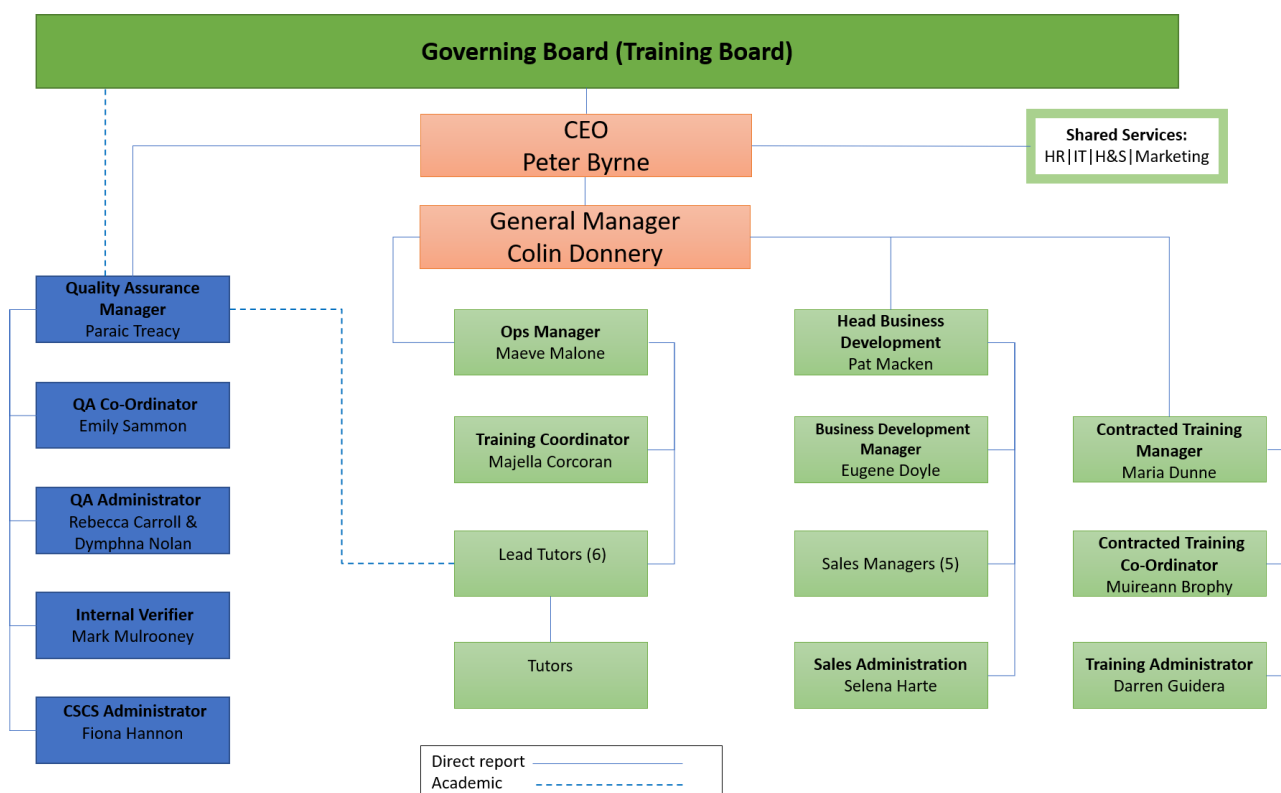
1.3.2   Individual Roles & Responsibilities

I.   QAM

Key responsibilities include the management, direction, and coordination of all quality and regulatory activities across FRS Training in cooperation with quality support staff. This includes providing the direction and management to ensure that the required teaching and learning and quality and regulatory standards are achieved across all areas of the business, operating separately from operational functions.

Key Responsibilities

- Provide leadership to promote and encourage innovations in academic development.
- Overall responsibility for academic affairs and providing academic leadership in safeguarding and promoting the academic integrity and academic standards of FRS Training.
- Responsible for monitoring, promoting excellence in teaching, learning and assessment and fostering a quality culture throughout the organisation.
- Creates, maintains, and monitors QA policies and procedures to include, access transfer and progression, learner data, reporting and analytics, learner assessment, reasonable accommodation and appeals.
- Manage the effective communications of QA to all staff.
- Manage and supervise key QA staff and SME's including QA Coordinator and QA Administrator; Internal Verifier(s) and ETB Training Quality Manager
- Manage the programme validation, monitoring and review process.
- Oversight and responsibility for end-to-end assessment processes
- Responsible for assessment paperwork processes and policies in line with tutor contract and GDPR guidelines, and in consultation with QA staff
- Educate internal and external stakeholders on programme content and delivery.
- Oversee all monitoring, assessment, internal verification, and external authentication events in consultation with QA staff.
- Play a key role in audit quality practices and processes to ensure high quality standards and adherence to regulatory bodies.
- Drive a strong Quality culture.
- Involved in the academic approvals process as member of the Academic Council.

II.   Operations Manager

Key Responsibilities include the following and exclude all quality related assurance issues which arise.

- Manage company operations in conjunction with shared services.
- Implement strategic plans and targets annually.
- Line management of training coordinator
- Deal with on the day issues that may arise during the training calendar.
- Engage with employers and stakeholders to address skill gaps and training needs.
- Work with HR shared services to recruit new tutors and staff.
- Approve all expenditure and operational requirements.
- Involved in operational decision-making processes.

III.   Quality Assurance Coordinator

This is a key role in the development, implementation, and review of quality assurance activities throughout FRS Training, championing best practice in teaching, learning and assessment for the benefit of all stakeholders of the company. An important support for tutors, learners, and staff in taking ownership of their responsibilities in relation to quality assurance and standards.

Key Responsibilities

- Coordinate standardisation activities with tutors and assessors in line with QA policies.
- Assist the Quality Assurance in the coordination and delivery of tutor & learner inductions.
- Develop course training/assessment plans in conjunction with Quality Assurance Manager
- Manage new learner registration processes in conjunction with QA Administrator.

- Chair and schedule programme board meetings
- Collect, collate, and review stakeholder feedback in line with QA policies.
- Compile QA reports and disseminate findings to internal committees & councils.
- Plan, prepare and maintain accurate and timely assessment submissions, and related records, through QQI Business System supported by the QA Administrator.
- Schedule and carry out course and tutor monitoring in conjunction with Quality Assurance Manager, tutors, and subject matter experts.
- Coordination and line management of Internal Verifiers
- Coordinate the external authentication of assessments in consultation with IV team.
- Monitor the security and integrity of assessment materials both on and off-site.
- Maintain secure records in line with data protection policies and procedures.
- Keep up to date health and safety records for all training courses.
- Responsible for own professional development, attendance at awarding body workshops/briefings and keeping up to date in terms of best practice within educational QA.
- Involved in academic decision-making processes as a member of the Quality Assurance Committee

IV. *Internal Verifier*

Purpose

The purpose of the IV role is to systematically check that FRS Training's assessment procedures have been applied consistently across assessment activities and to verify the accuracy of assessment results. IV will work across all awarding and accrediting bodies associated with FRS Training.

Key Responsibilities

- Agree and sign off an assessment and verification plan for all cohorts with QA Coordinator & Assessors/Tutors
- Ensure assessment meets national standards.
- Ensure assessment procedures are adhered to.
- Check learning has been assessed using the correct assessment techniques and instruments.
- Ensure evidence is available for all learners presented for awards.
- Ensure evidence is generated as per the techniques specified in the award specifications.
- Ensure that marks are totalled, percentages are calculated correctly and that grades awarded are consistent with QQI grading bands (or other awarding bodies)
- Produce internal verification reports.
- Provide feedback directly to tutors/assessors.
- Share information about standards with tutors/assessors to ensure consistency through staff inductions/workshops etc.
- Act as IV for Solas and 2nd provider certified training courses.

V. *Training Quality Manager*

- This role has been dissolved with quality assurance and internal verification moving to the QA coordinator and Internal Verifier roles. Operational responsibilities have moved to the Contracted Training Manager and Contracted Training Coordinator Roles

VI. *Contracted Training Manager & Coordinator*

Key Responsibilities

- Delivery of contracted training to various Education and Training Boards
- Ensure effective and quality service provision to customers, learners, and other stakeholders.
- Achieving on all deliverables and Key Performance Indicators as set out in the terms of the various contracts.

VII. *Quality Assurance Administrator*

Key Responsibilities

- Provide learners with access details.
- Collate admissions documents for approval.
- Learner correspondence

- Manage learner registrations.
- Manage course delivery and assessment material.

VIII.   Administration

Key Responsibilities

- Ensure the day-to-day administrative running of multiple contracted training courses.
- Administer tutor search, contracting and delivery process.
- Ensure timely submission of course paperwork including daily, weekly, and monthly reports.
- Financial administration/invoicing as required.
- Support the monitoring and quality assurance of training as per guidelines.

IX.   Lead Tutor

Key Responsibilities

- Effective management of assigned programme(s)
- Ensuring effective teaching, learning and assessment practices
- Attend programme board meetings and other internal committee meetings as required.
- Work with Internal Verifiers and external authenticators
- Teaching on assigned modules or full programme(s)
- Maintaining adequate tutor panels for programme area in conjunction with operations
- Elicit and monitor tutor and learner feedback on an ongoing basis.
- Contribute to curriculum development for assigned programme(s)
- Actively participate in ongoing self-evaluation, monitoring and review
- Contribute to new programme development.

X.   Tutor

Key Responsibilities

- Teaching on assigned modules or full programme(s)
- Support lead tutors in ensuring effective teaching and learning.
- Work with lead tutors in curriculum development and assessment instrument development
- Provide ongoing learner feedback and opportunities for development.
- Attend programme board meetings and other internal committee meetings as required.
- Work with Internal Verifies and external authenticators.
- Act as coordinator for learner supports across all programmes.

QA Area	1	Governance & Management of Quality Assurance		
Document Reference	QAP1.3			
Document Control				
Version No	**Revision Date**	**Revised by**	**Approved by**	**Approval Date**
2.0	October 2019	QAM	Training Board	December 2019

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FRS Training QMS is supported by a range of QA policies and procedures (Table 1), covering all aspects of programme development, delivery, along with a suite of internal self-assessment and monitoring measures, that detail key quality assurance tasks in terms of ownership and responsibility. The documented approach to quality assurance with policies and procedures is aligned to statutory quality assurance guidelines set out by Quality and Qualifications Ireland (QQI). As a 1st provider of programmes and assessment leading to awards on the National Framework of Qualifications, ensuring internal systems meet QQI guidelines.

The assessment procedures incorporate processes for 1st and 2nd party assessments. They will incorporate other party's own quality systems within the programme management and comply with registration with awarding bodies in contractual terms.

The tutor manual and the FRS Training QMS includes regularly updated policies and procedures on each area of the 11 core QQI statutory guidelines which facilitates clear decision-making and follow-up. Systematic formal decision-making procedures are built into our QMS policies and procedures.

As a 2nd provider of programmes awarded by QQI, SOLAS and through ETB accreditations, the internal systems meet awarding body requirements.

The management of QMS will be applied through the layered quality team, applying separation of roles and checks which maintain quality management integrity: Table 1 illustrates the policy areas and related policies and procedures in operation at FRS Training.

Continuous improvement and enhancement of the Quality Assurance Management System will be carried out using a systematic approach to self-assessment (Fig. 3).

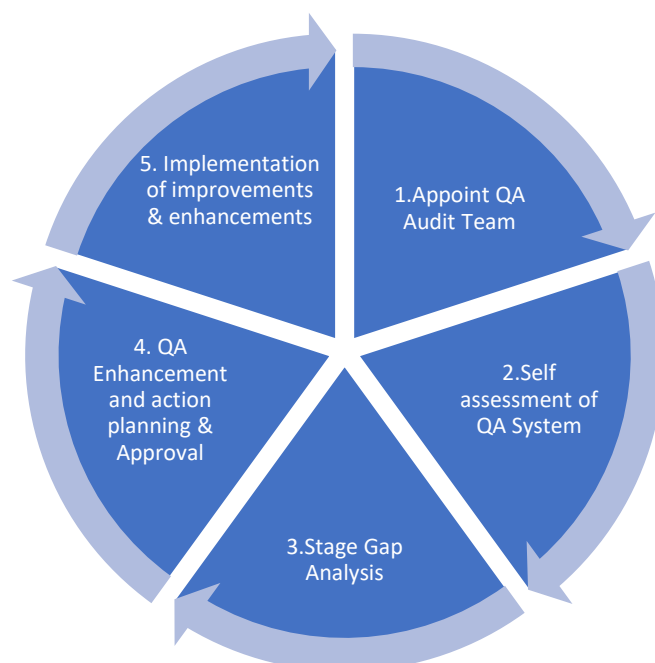*Figure 4 Continuous Improvement & Self-assessment Model*

Table 1 FRS Training SMS Policies and Procedures

QA Area	QAP Reference	Procedure Title
1. Governance and Management of Quality Assurance	QAP1.1	Governance
	QAP1.2	Governance Units
	QAP1.3	Management of Quality Assurance
2. Documented Approach to Quality Assurance	QAP2.1	Documented Approach to Quality Assurance
3. Programmes of Education and Training	QAP3.1	Programme Development and Approval
	QAP3.2	Updates to Existing Programmes
	QAP3.3	Learner Entry Arrangements
	QAP3.4	Recognition of Prior Learning
	QAP3.5	Programme Monitoring and Review
4. Staff Recruitment, Management and Development	QAP4.1	Staff Recruitment
	QAP4.2	Staff Communication
	QAP4.3	Staff Development
5. Teaching and Learning	QAP5.1	Teaching and Learning
6. Assessment of Learners	QAP6.1	Assessment of Learners
7. Supports for Learners	QAP7.1	Supports for Learners
8. Information and Data Management	QAP8.1	Information Systems
	QAP8.2	Data Protection and FOI
9. Public Information and Communication	QAP9.1	Protection for Enrolled Learners
	QAP9.2	Communication with Learners
	QAP9.3	Publication of QA Reports
10. Other Parties Involved in Education and Training	QAP10.1	Other Parties Involved in Education and Training
11. Self-Evaluation, Monitoring and Review	QAP11.1	Methodology
	QAP11.2	Frequency
	QAP11.3	Range
	QAP11.4	Learner Involvement
	QAP11.5	External Evaluation

QA Area	2	Documented Approach to Quality Assurance		
Document Reference	QAP2.1			
Document Control				
Version No	**Revision Date**	**Revised by**	**Approved by**	**Approval Date**
2.0	October 2019	QAM	Academic Council	December 2019

QA Area	3. Programmes of Education and Training		
Procedure	Programme Development and Approval	**Reference**	QAP3.1

Policy:

There is a systematic process in place that underpins programme design and development with current employment and skills needs at national level. Learner admission, progression and recognition is supported by a joined-up approach, that consistently applies fair and consistent assessment of learners, recognition of prior learning, and protection of enrolled learners. Programme monitoring and review is supported by willingness to ensure that the programme achieves its aims and objectives in terms of producing candidates with the required skills and aptitudes that allow them to adapt themselves to the changing demands of work-based learning.

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
1. <u>Market Research:</u> • Conduct market research on the need for programmes. • Attend meetings with stakeholders including Health & Safety Authority, SOLAS Supervisors, clients. • Collate information on Learner enquiries to identify programme needs. • Review Legislation and Regulations and EU Directives • Review the previous learner feedback evaluation reports for requests for further programmes	Operations Manager, Sales and Marketing,	• Market Research Report
2. <u>Business Case Proposal:</u> • Prepare a business case with high level objectives and preliminary resourcing plan and costings.	Management Team	• Business Case Proposal
3. <u>Business Case Review – Internal Approval:</u>	Leadership Team	• Minutes of Decision meeting

• Consider proposal and make decisions to refuse or progress proposals for further development. • Review resource requirements and make decisions to approve resource plan or to make proposals to the training board for decisions. • Review resource plan proposals from the Leadership team and make decision to refuse or invest in the development of new programmes. • Academic Council reviews and approves programme development proposals and recommend commencement of development activities.	Training Board Academic Council	• Resource Plan – Signed off • Resource plan proposal • Meeting minutes – Training Board

4. Draft Programme - Design & Development
• Appoint programme development team to include SMEs and Lead Tutor.
• Develop programme development project plan.
• Develop programme:
    o Programme Overview
    o Programme Management, Staffing and Implementation
    o Programme Concept
    o Access, Transfer and Progression procedures, Criteria and Arrangements
    o Programme Curriculum
    o Programme Module Information
	QAM
	Programme Development Team
		• Programme Development Project Plan
		• Programme Descriptor Template (QQI)

5. Review & Evaluation • Carry out a desk review of completed Programme Descriptor Templates and related documentation. • Evaluation of the programme against QQI validation criteria	QA Committee QAM Independent Evaluator	• Programme Descriptor Template (QQI) • Evaluation Report
6. Review & Evaluation - Internal • Review of evaluator report and carry out any corrective action as required.	Programme Development Team	• Updated Programme Descriptor Template

		QAM	
7. Prepare Validation Application • Complete QQI Application Form • Review Programme Descriptor Template • Include Evaluation Report • Forward application and draft programme to Academic Council for approval		QAM Programme Development Team QA Committee	• QQI Application Form • QQI Programme Descriptor Template • Independent Evaluation Report
8. Internal Approval of Application • Review and approval of draft programme and documentation related to application for validation of programmes		Academic Council	• Academic Council meeting minutes
9. Submit Application to QQI • Submit validation application to QQI in line with guidelines. • QQI will carry out an initial review for completeness of application and will then arrange for an expert panel review of the developed programme.		QAM QQI	• Correspondence relating to application
10. Panel Visit • Expert panel site visits to review programme against specific criteria. Panel will produce a report and make recommendations to QQI in relation to validation.		Review Panel QAM Programme Development Team	• Agenda – panel visit. • Panel Report

Document Control

Version No	Revision Date	Revised by	Approved by	Approval Date
2.0	*October 2019*	*QAM*	*Academic Council*	*December 2019*

QA Area	3. Programmes of Education and Training		
Procedure	Updates to existing programmes	**Reference**	QAP3.2

Policy:

It is the purpose of the FRS Training procedure on **Change Request** to ensure that our approach to regulate and outline the steps and responsibilities are followed when any changes are requested to programmes, and to establish how changes will be proposed, approved, monitored, and controlled

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
• Propose changes to programme. • Enter the particulars of the proposed changes on the Change Request Form and define the priority and time to carry out the changes. • Submit the Change Request Form for review by email to the Lead Tutor for the programme	Tutor	• Change Request Form • Email
• Review required changes to programme and make decisions to propose changes to the programme board for approval.	Lead Tutor Programme Board	• Meeting minutes

Document Control				
Version No	Revision Date	Revised by	Approved by	Approval Date
2.0	*October 2019*	*QAM*	*Academic Council*	*December 2019*

3.3   LEARNER ENTRY ARRANGEMENTS

QA Area	3. Programmes of Education and Training		
Procedure Title:	**Learner Entry Arrangements**	**Reference**	QAP3.3

Policy: It is the purpose of the FRS Training procedure on **Learner Entry Arrangements** to ensure that our approach to selecting and entering learners to our programmes are open fair, and consistent with our learner and stakeholder needs

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
• Set out the Learner Entry arrangements to programmes based on module descriptors criteria and entry level guidelines in appropriate media circulated to Learners. • Inform potential Learners through Brochures/websites/advertising of entry arrangements – Levels of prior educational attainment, work experience. • At first point of contact with learner, obtain information regarding any requests for reasonable accommodation, or other special needs. • Tutor manual guidance on procedure for obtaining information on requests for reasonable accommodation. FRS QA admin Inform programme tutor of any indicated special needs and/or requests for reasonable accommodation, prior to programme commencement	Lead Tutor Programme Boards Quality Coordinator QAM	• All Module Descriptors for programme on file • Web Site / Programme Flyers • Website /advertisements /programme brochures • Learners application forms on file • Programme Brochures/fliers/website • Records of Centre Appeal Procedure and Process on File • Programme Application Form • Reasonable Accommodation Form • Programme Application Form • Central Special Needs/Reasonable Accommodation tracker (all programmes).

Document Control				
Version No	Revision Date	Revised by	Approved by	Approval Date
2.0	*October 2019*	*QAM*	*Academic Council*	*December 2019*

QA Area	3. Programmes of Education and Training		
Procedure:	Recognition of Prior Learning	**Reference**	QAP3.4

Policy: It is the purpose of the FRS Training procedure on **Recognition of Prior Learning** to ensure that our centre recognises the accredited prior learning and relevant life and work experience (Non-Accredited) of our learners where appropriate to programmes.

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
• Process all learner requests for the recognition of their prior learning for participation on FRS programmes. • Correspond with QQI on RPL matters Arising	QA Coordinator Programme Board	• Records and all documentation on Prior Learning kept on file.

Document Control				
Version No	Revision Date	Revised by	Approved by	Approval Date
2.0	*October 2019*	*QAM*	*Academic Council*	*December 2019*

QA Area	3. Programmes of Education and Training		
Procedure Title:	Programme Monitoring and Review	**Reference**	QAP3.5

Purpose: The Quality Committee is the operational forum for oversight of how quality assurance policies and procedures are implemented at organisational level. Operational ownership of the FRS Quality Assurance Manual sits within this committee, with any identified issues in relation to, or breaches of, stated quality assurance policies and procedures, being tabled, and discussed at the committee, in order to agree on appropriate remedial actions. Where necessary, the committee may also decide to update or amend any aspect of existing policies and procedures, in response to changes in custom and practice of training delivery.

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
1. <u>Programme Management and Programme Resourcing</u> • Oversee all aspects of training programme resourcing at operational level, from programme planning and allocation of programme resources, recruitment of new tutors, reporting of the suitability of proposed facilities, equipment, and material. • In terms of operational programme management, it will be the responsibility of the committee to report on any critical issues in relation to programme management which have been identified by feedback from tutors and learners, partner organisations (ETB's), or which have been identified by members of the committee team in the course of their daily duties. 2. <u>Learner Support</u> • The Committee shall report on any issues in relation to learner support, that have been identified by the feedback process, and decide on quality improvement action planning to address these issues. The committee will closely monitor learner attendance and attrition and decide on appropriate remedial action planning to improve the overall quality of the learner experience that may be impacting on these areas. The	Programme Boards Lead Tutor QA Coordinator QAM Quality Assurance Committee	• Quality Assurance Committee Agenda • Tutor End of Programme Report Form • Learner Support requirements for current programmes, learner support requests, special needs, and reasonable accommodation in respect of assessment. • Learner Feedback • Learner Attendance Records – • Internal Verifiers Report • Cross Moderation Report. • External Authentication • Learner Appeals Form • Authorship and Acknowledgement Form

committee shall also be responsible for ensuring that the learner handbook, and the learner induction process are regularly reviewed to ensure compliance with existing custom and practice. 3. Assessment, Marking and Grading • The Committee shall report on any critical issues in relation to the assessment, marking and grading of learner work, that have been identified through the feedback process, or through the formal programme monitoring process, and decide on the appropriate course of action to address identified issues in a timely manner. Where there are identified critical issues with documentation in relation to learner assessment, the committee shall consider if these issues warrant an updating of existing documentation		
4. Risk Management • The Committee shall, via the FRS Programme Risk Log, pay close attention to current programme risk, and the likelihood of future programme risk, and decide on the appropriate level of response to mitigate against identified risk, and risk impact. Where critical risk has been identified through the feedback process, or the formal programme monitoring process, the committee shall decide to allocate appropriate resources at field level to deal with the immediate causes of the risk. In relation to programmes delivered in partnership with Education and Training Boards, the committee shall decide on which team member (s) shall be tasked with communicating with the ETB on proposed FRS remedial quality assurance action planning. 5. Field Quality Assurance Action Planning • The Committee shall consider allocation of resources to monitor programmes in the field and decide on planning and scheduling of site programmes site visits by the pool of SME. This may be in response to immediate risk, or as part of the annual programme monitoring process. The committee shall also consider the need for programme specific standardisation activities, and plan appropriately for these to be	Quality Assurance Committee Programme Boards Lead Tutor QA Coordinator QAM	• FRS Quality Assurance Risk Log • Monitoring Reports

scheduled with the pool of SME. The Committee shall also review submitted reporting from both monitoring and standardisation activities and decide on whether to enter any critical issues on the FRS Programme Risk Log, and/or on the appropriate level of action to be taken, in response to the information detailed in these field reports.

6. Continuous Quality Improvement

- The Committee shall regularly consider the need for any and all quality improvement activities at programme level, or in response to identified issues in relation to the FRS Quality Manual. Proposals for quality improvement from tutors, SME, or from members of the committee itself, shall be discussed and agreed on, and subsequent planning for quality improvement activities, in terms of improved policies and procedures, improved custom and practice, or improved learner experience, tabled as part of the action planning agenda for the Committee.

7. Programme Monitoring and Review:

• To monitor the implementation and delivery of FRS programmes of training, to ensure compliance with QQI standards of teaching, learning and assessment, along with FRS internal quality policies and procedures, as detailed in the Quality Manual, and also to review annually the structure, content, entry requirements, curriculum, and assessment strategies of the programme to ensure:

a) the maintenance of academic and professional standards for the programmes/disciplines concerned, ensuring they conform to benchmarks and standards determined by QQI and the criteria contained in the National Framework of Qualifications.

b) that all proposed major changes to programmes are submitted to and approved by the board of management and the Quality Assurance Committee and submitted to QQI for formalised approval.

- Audit reports
  Change requests.
- Action plans

- Meeting minutes
- QA Audit reports
- Action Plans
- Change request forms

c) that minor changes are recorded in the minutes of the Programme Board meeting at which they were agreed, and sent to the Quality Assurance Committee for approval, prior to being incorporated into the Programme Schedule.	
d) that the approved programme schedule is reviewed annually, and a record maintained of the evolution of the programme since its approval by QQI. The Programme Board will review the Approved Programme Schedule at the first programme board of the year.	

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2.0	*October 2019*	*QAM*	*Academic Council*	*December 2019*

QA AREA 4   STAFF RECRUITMENT, MANAGEMENT AND DEVELOPMENT

4.1   STAFF RECRUITMENT

QA Area	4. Staff Recruitment, Management and Development		
Procedure	Staff Recruitment	**Reference**	QAP4.1

Policy:

It is the Policy of FRS Training to professionally recruit and develop all staff engaged in the provision of our programmes and services to learners. FRS Training applies a systematic approach to the recruitment and engagement of staff. Recruitment is carried out by trained personnel with the assistance of FRS Recruitment. Induction training is compulsory for all new staff. Existing staff's training needs are appraised annually. FRS Training ensures that academic staff have adequate experience and expertise to fulfil their designated roles and thereby enhance the teaching and learning environment for students.

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
- Teaching gap identified by Operations Manager or Strategic Plan - Job Specification & Description - Defines roles, responsibilities, and codes of conduct. - Academic, Professional, and technical standards for all staff defined. - Pedagogical Standards set for teaching staff (including maintenance and enhancement)	Operations Manager QAM	- Strategic Plan - Published Job description
- Advertising & selection for interview - Screen, interview, verify pedagogical training, certification, knowledge, and experience and appoint new staff member.	FRS Recruitment QAM & Operations Manager	- Advertising - Curriculum Vitae's, Interview Panel and Agenda with scoring sheets

National Register of Trainers is used when engaging professional staff for the delivery of programmes. • Allocate staff to duties roles and functions based on experience and expertise outlined in CV's and contracts of engagement.	Operations Manager	• Contract of employment

Document Control				
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2.0	*October 2019*	*QAM*	Leadership Team	*December 2019*

QA Area	4. Staff Recruitment, Management and Development		
Procedure	Staff Communication	**Reference**	QAP4.2

Policy:

It is the policy and culture of FRS Training to maintain effective two-way communication between all staff and decision makers. Staff members are collected and used periodically through internal self-monitoring and programme review processes. The Programme Board reviews all programmes and staff members are kept informed of all issues relating to their programme areas by the QAC and QAM as appropriate. The tutor manual provides guidance for tutors on communications within FRS Training.

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
- Programme Board Meetings# - Programme feedback, academic updates, compliance, and legislative changes - Annual staff performance appraisal - Meetings with Tutor forms on file - GDPR announcements and updates	All Members QAC & QAM Operations Manager Data Protection Officer	- Agendas and minutes of meetings on file for meetings - All formal communications filed. - Reviews on file

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2.0	*October 2019*	*QAM*	*Leadership Team*	*December 2019*

QA Area	4. Staff Recruitment, Management and Development		
Procedure	Staff Development	**Reference**	QAP4.3

Policy:

It is the Policy of FRS Training to provide opportunities for staff development by systematically engaging with staff in both directive (two annual mandatory workshops for all teaching staff) and non-directive ways on their continuous professional training. It is also the policy of FRS Training to assist new staff by offering comprehensive mandatory Induction Training and mentoring. Performance reviews of all staff are carried out annual on by the operations manager and any performance gaps are addressed. The Programme Board continuously assesses performance throughout the year.

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
• Induction Training (Mandatory)	QAC	• Course Materials & records of dates held and attendances.
• Annual L & D Workshops (Mandatory) • FESS / ETBI Workshops (Invited) • International conference on engaging pedagogy (elective)	QAM QAM QAM	• Workshop Details and dates • Notifications to staff

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QA Area	5. Teaching and Learning		
Procedure	Teaching and Learning	**Reference**	QAP5.1

Policy:

FRS approach to teaching, learning is informed by an understanding of the needs of adult learners in the field of vocational education and training, and an appreciation of the challenges faced by adult learners both in developing their knowledge, practical work-based skills, and competencies, and in sustaining a motivated approach to self-directed learning.

This can be illustrated by Knowles' five assumptions regarding adult learners:

- Self-Concept – Because adults are at a mature developmental stage, they have a more secure self-concept than children. This allows them to take part in directing their own learning.
- Past Learning Experience - Adults have a vast array of experiences to draw on as they learn, as opposed to children who are in the process of gaining new experiences.
- Readiness to Learn - Many adults have reached a point in which they see the value of education and are ready to be serious about and focused on learning.
- Practical Reasons to Learn - Adults are looking for practical, problem-centred approaches to learning. Many adults return to continuing education for specific practical reasons, such as entering a new field.
- Driven by Internal Motivation - While many children are driven by external motivators – such as punishment if they get bad grades or rewards if they get good grades – adults are more internally motivated.

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure

1. Teaching and learning
  • The quality of teaching and learning is monitored on an ongoing basis through tutor monitoring visits and learner feedback.
  • Approach to Adult Teaching and Learning - Malcom Knowles (Refer to chart below)
	Quality coordinator
	
	IV Team
	
	Training coordinator
	
	Sales Managers
		• Enquiries, Applications forms, Registration forms, attendance sheets, Assessments, Exam results, Website, Exam results, CRM, Website

• self -monitoring is undertaken throughout the year and self- evaluation will incorporate learners' experiences. • Staff development is ongoing and CPD encompasses teaching and learning		

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QA Area	6. Assessment of Learners		
Procedure Title:	**Assessment of Learner Achievement**	**Reference**	QAP6.1

Policy:

FRS has in place an effective series of QA policies and procedures to ensure the validity, authenticity, and reliability of the assessment process within programme delivery. The integrity of the assessment process is protected by a wide range of checks and controls, administered by both internal and external staff, to promote fairness and consistency of learning achievement within suites of programmes, and across the organisation, in terms of custom and practice. There is in place a systematic series of feedback measures, designed to encourage internal analysis and reflection on all areas of programme assessment, with the aim of promoting increased best practice in terms of ensuring that programme assessments remain fit for purpose, and current to industry and work-related standards.

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
1. <u>Coordinated Planning of Assessment</u> • Produce the assessment plans and guidelines, exercises, exams, skills demonstration, assignments/project brief for each programme being delivered for awards. • Assessment instruments will be developed in line with the specified assessment technique outlined in the Component Specification of the module. • Address any special learning requirements. • Keep records of agendas and minutes staff meetings	Lead Tutor Programme Board Quality Assurance Coordinator	• Assessment plans in the Master Programme Manual on file at the centre • Master copy of assessment plans for each programme on IT system at the centre. • Assessment guidelines (marking scheme, sample answers etc) Records of accommodations around assessment
2. <u>Information to Learners</u> • Provide information to learners on their assessment methods and standards to be achieved (customised from Module Descriptors) for their programmes and awards. • Issue information on assessment to learners including scheduling of exams, assignments for on-the-Job learning, learner own responsibilities, Learner Support etc.	Lead Tutor Programme Board Quality Assurance Coordinator	• Information on our assessment practice and standard for each programme on our website • Printed information on assessment practice and standard for each programme on our printed material to learners (brochures) • Centre Handbook on file at the centre • Exam and Assignment briefs

• Review Learner Feedback Evaluation Reports • Provide learners with information on options available to them for repeating assessments – Theoretical or On the Job. • Provide Learners with details on our assessment appeals processes and procedure		• Analysis of Learner Feedback evaluation Reports on file • Learners Handbook on file • Learners Handbook and Guidelines on Assessments Appeals process/procedure on file at the centre
3. Security of Assessments • Secure facility available for storage of all programme materials • Assessment Packs Prepared (Exam Questionnaires and Assignment details for Learners) at centre for each programme and issue these assessment packs to programme tutors/ Assessors on commencement of each programme. • Learners complete the sign in (attendance) sheets for the assessment events including their PPS number, course identification and counter signed by the tutor/Assessor. • Learners required to complete authorship statement on submission of projects and assignments. • Review Tutors/Assessor Feedback Report Form for comments on the supervision of assessments and assessment processes. • Train Tutor/ Assessors on the conduct of assessment processes and the security of assessment materials • Maintain secure and confidential records on any appeals lodged by learners	Lead Tutor Programme Board Quality Assurance Administration	• Authorship statements • Submission Sheets • Examination Packs • Secured files.
4. Reasonable Accommodation • Accommodations around assessments • Communication of Reasonable Accommodation requests to tutor by FRS QA administration, prior to programme commencement. • Communication of Reasonable Accommodation requests from tutor to FRS QA administration	Lead Tutor Programme Boards	• Reasonable accommodation request forms • Correspondence • Meeting minutes

• Train Tutor/ Assessors on alternative methods of assessment to cater for the individual needs of learners. • Review the Internal Verifiers Report for records of alternative methods of assessment used. • Review Learner Feedback Evaluation Reports		
5. <u>Consistency of marking between Assessors.</u> • Produce all assessment packs and materials based on guidelines, standards and requirements as set out in the programme descriptors. • Comprehensive guidelines for assessment pre course commencement, Marking scheme, sample answers. • Cross moderation engaged where appropriate by the assessment team or a lead Tutor. • Tutors briefed on assessment pre course commencement. • Cross Moderation	Programme Boards Internal Verifier QAC QAM	• Assessment guidelines • Cross moderation reports
6. <u>Third Party Assessment</u> • Conduct briefings on assessment practice with any third parties involved with assessment such as employers, workplace manager, etc. • Provide learners with "On the Job" Learning Logs to facilitate assessment by third parties (employers) • Review the internal verifiers report for recommendations and actions to be taken on any assessment activities performed by third parties	Lead Tutor Quality Assurance Coordinator	• Briefing materials • Correspondence
7. <u>Internal Verification</u> • Documented Internal Verifier Process • Nominate staff member as Internal Verifier.	Tutors, Assessors Internal Verifier Programme Boards	• Meeting minutes • IV checklist • IV report

	• Train Internal Verifier on Internal Verification process and practice by attendance at seminars, workshops, and briefings • Internal verifier produces, signs, and dates the Internal Verification Report for the Centre (Samples results/Checks accuracy and evidence produced by Learners and Tutors for awards) • Internal Verifier reports to the Results Approval Panel • Document a sampling strategy		
8.	External Authentication • Documented External Authentication Process • Nominate an external Authenticator(s) from the QQI approved panel. • Engage External Authenticator(s) and produce report on External Authentication. • Results Approval Panel reviews External Authentication report	Quality Assurance Coordinator QAM Academic Council	• Meeting Minutes • Offer Letter
9.	Feedback to Learners • Tutor provides learners with constructive feedback at various times during the programme depending on programme duration. Usually if 5 days or less at the end of programme • Tutor provides feedback to learners on results of exams and course work undertaken (written projects, assignments, practical demonstrations) • Tutor provides verbal feedback to the learner on a "one to one" based on assessment report and results achieved by each learner during the delivery of courses. • Review the tutors feedback report for details of feedback given to learners during the delivery of the programme. • Review the learner feedback evaluation forms.	Tutors	• Feedback forms • Provisional results sheets/letters

• Review the SOLAS monitoring visit report on the quality of feedback given to learners by tutors		
10. <u>Learner Appeals</u> • Provide learners with written information on the appeals process (e.g., time scale 14 days etc.) • Provide learners with a procedure sheet for making appeals. • Process and keep records of any learner appeals processed. • Keep records of any correspondence with QQI on learner appeals	Appeals Board	• Appeal Applications • Correspondence • Evaluator Reports • Meeting minutes
11. <u>Results Approval</u> • Provide a structured centre Results Approval Panel at the centre • Train the centre Results Approval Panel on roles and responsibilities. • Record agendas and minutes of meetings of the Results Approval Panel • Results Approval Panel reviews IV report, External Authenticators report, in order to finally approve learners' results. • Keep records and copies of all learner results approved by the approval panel, before results are sent to QQI for certification	Results Approval Panel Internal Verifier Tutor/Assessors QAM	• Results Approval Report • Meeting minutes
12. <u>Corrective Action</u> • Identify any errors or omissions and /or deliberate acts by learners, staff or tutors which might invalidate any assessment by reviewing the outcomes of our internal verifiers report. • Produce and keep records of actions taken and action plans for the correction of errors.	Internal Verifier Quality Assurance Coordinator Programme Boards	• Meeting Minutes

• Correspond and brief QQI on any errors or omissions and /or deliberate acts by learners, staff or tutors which might invalidate the integrity of any assessment. • Review the External Authenticators report for any recommendations/changes required to assessment practice	

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QA Area	7. Support for Learners		
Procedure	Supports for Learners	Reference	QAP7.1

Policy:

It is the Policy of FRS Training to provide a range of learning resources and learner supports which are coherent and integrated and which provide a holistic training experience for the learner throughout the programme.

It is also the policy of FRS Training to ensure that the adequacy of the supports and resources available to learners is monitored throughout programme delivery and at programme review stage. Learner needs are identified at prior to programme commencement, with learners regularly being asked for feedback regarding the appropriateness of learning opportunities and learning resources available to them during training. The needs of a diverse learner population are considered as part of programme development and delivery, with many individual learner support needs being addressed by the programme tutor where possible.

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
There are procedures in place to ensure that all resources are fit for purpose and accessible. • Suitability of the training location is considered and prior to the commencement of training by completing a premises checklist which identifies the following criteria- accessibility, suitable size of venue for the training being delivered, all the resources on location to deliver the training programme i.e., equipment, computers, materials etc. • A database of suitable training venues exists which meet the criteria of the premises checklist required for the training programme. This database will be held in Head office and made accessible to all FRS training personnel. • Training materials and assessments will be developed or adapted to suit the needs of the learners that are identified	QAM Tutors QAC Programme Board Sales Managers Sales Mangers Academic Council Tutors	• Training premises checklists • Approved training premises database • Course Materials • Website • FRS Learner Handbook • Sales Manager's Signed Declarations • Learner's Signed Declarations • Complaint Forms • Issues Log • Reports • Improvement Plans • Minutes of Meetings • Emails • Annual Review of Programmes Report • Minutes of Council Meetings

through the FRS Training policy on Reasonable Accommodation for learners.

Learners are informed about the full range of services available to them.

- FRS website continuously updated to include a list of all support services available linked to Training policies and procedures e.g., Reasonable Accommodation Policy
- Sales Managers are made aware of the learner supports provided. Also, a copy of the FRS Learner Handbook is supplied to all Sales Managers for ease of reference. Sales Managers sign a declaration confirming that they understand the supports available.
- Sales Managers are required to discuss Learner Supports at the enquiry stage and are required to correctly inform learners prior to programme registration if their needs can be fully addressed.
- Upon commencement of each training programme learners are supplied with a learner handbook which identifies learner supports and all relevant FRS Training policies.
- Learners are required to sign a declaration stating that they have read and understand the information contained within the handbook.

Learners are surveyed annually for their overall impression of learning resources and learner supports.

- Learner feedback questionnaires distributed and collected for every programme throughout the year.
- QAC provides additional oversight through monitoring visits to Tutors and programmes.
- All Learner feedback is collated regularly, to identify course issues and help early resolution.

- Mandatory and Elective Workshops
- All Staff CPD Attendance Sheets
- Staff Meeting Records
- Minutes of Programme Board Meetings
- Website
- CPD workshop notifications
- Learner Feedback forms
- Complaints Log
- Academic Council Membership
- Learner Handbook

- Semi-formal complaints resolution available at the point of service as well as contact details for formal complaint escalation to an independent officer.

Learner perspectives about the sufficiency and quality of learning resources and learner supports are listened to.

- All learner feedback forms will be reviewed by the Programme Board, QAM and all feedback will be summarised and reported to the Academic Council.
- Feedback review and a list of action points compiled with resolution action recorded, dated, and implemented.
- Issues in relation to training materials needing amendments are updated in consultation with the relevant subject matter expert.
- Staff and tutors advised of the existence of new versions of training materials and informed by email of the correct version to use.

All learning resources and learner supports are responsive to (i) the needs of the programme; (ii) programme review and other evaluation activities and (iii) deliberative or decision-making processes requiring feedback on learner support.

- Programmes annually reviewed using learner feedback forms and IV and EA feedback as reference material.
- Recommendations of improvement are made and communicated to all relevant staff to ensure implementation.
- Subject Matter Experts (SME) will be engaged to review and amend course materials to ensure they are relevant to the qualification and industry.
- Tutors CPD activities organised yearly.

Different learner support/resource units benefit from networking with each other to ensure a coherent approach.

- All staff complete relevant CPD training on FRS policies and procedures in relation to training.
- Staff meetings are held quarterly to discuss all matters and provide convergence.

Learner resources and supports are bench marked against standards.

- ETB quality assurance policies are used as a benchmark when developing policies and procedures.
- QQI updates are reviewed to ensure standards are being met.

Pastoral care

- All training personnel are encouraged to be supportive, empathetic and be willing to provide guidance. This approach is recommended in the FRS policy on Trainer Conduct and Behaviour.
- All tutors are encouraged to seek support and guidance from FRS administration staff in relation any social, emotional, and educational issues.
- Child protection policy in place to safe- guard learners under the age of 18 years. This policy is available to learners under 18 years at the training facility with the details of the designated liaison person clearly displayed.
- FRS policy on Facilitating Diversity, Equality and Code of Conduct (including harassment policy) in place to inform all learners of their right to enjoy a positive experience.
- Tutors to provide feedback to learners on a one-to-one basis in a constructive manner to encourage the learner's development and self- esteem.

Access to services related to programmes.

- User friendly FRS Training website which is maintained and updated regularly by our IT Department.
- Support and administration staff are appropriately qualified and are offered opportunities for continuous professional development.

Learner representation

FRS Training provide mechanisms for learners to make representations to the provider about matters of general concern to the learner body through the following,

- Learner feedback form
- Learner Representation on Academic Council

Guidance

Accurate and relevant information available to the public on all programmes together with details of further relevant training programmes and potential career pathways

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2.0	*October 2019*	*QAM*	*Training Board & Academic Council*	*December 2019*

QA Area	8. Information and Data management		
Procedure	Information Systems and Data Management	Reference	QAP8.1

Policy:

It is the policy of FRS Training to gather information from a variety of sources for a variety of uses during business. Learner feedback and programme information is needed and used systematically to make improvements to programmes and levels of service to learners. Controls and structures are in place to generate named data/reports which are communicated to staff and management for self-monitoring and planning purposes. It is the policy of FRS Training to store data in line with current GDPR legislation. FRS Training uses a data retention register for recording and monitoring the storage of learner data.

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
• Information gathered at first point of contact through to programme entry. • Information gathered throughout the programme. • Information generated gathered after completion of the programme	Sales Managers Tutors Quality Team Operations Manager	• CRM • Website, applications forms and registration forms. CRM Reports. Database • Assessments, Exam results, QQI Infographics, CRM Reports, Learner Feedback, IV and EA reports, Database • Self-monitoring reports & evaluation reports, Academic council minutes.
• Entry level information gathered. • Access transfer and progression options appraised. • Course registration, information • Learner supports information	Quality Coordinator IV Team Sales Managers	• Enquiries, Applications forms, Registration forms stored on CRM

• Attendance, Assessments, exam results, awards conferred, for certification for all candidates.	Tutors Quality Coordinator IV Team	• Attendance sheets, Assessment results, Exam results stored on CRM. Relevant information published on the website.
• Market Research	Marketing	• Reports
• Programme Information	Sales Managers Tutors, QA Team	• Reports
• Planning Meetings	Leadership Team	• Planning Meetings Agenda & Minutes
• Reports generated relevant to planning criteria	Management Team	• Planning Meetings Agenda & Minutes • Planning Reports on sever
• Attendance and outcome data entered on CRM for all learners registered on programmes	Sales Manager	• Attendance and outcome data entered on CRM for all learners registered on programmes

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2.0	*October 2019*	*QAM*	*Academic Council*	*December 2019*

8.2   DATA PROTECTION AND FREEDOM OF INFORMATION

QA Area	8. Information and Data Management		
Procedure	Data Protection and Freedom of Information	**Reference**	QAP8.2

Policy:

It is the Policy of FRS Training to comply fully with Data Protection Legislation and Freedom of Information legislation

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Data Protection and Freedom of Information • All staff are bound by The FRS Training Data Protection Manual received by all staff. Additional training on GDPR also mandatory	All FRS Training Staff	• GDPR Training Completion Register
Equipment • All devices within an FRS Network are protected by a WatchGuard firewall which are continually monitored by our 3rd party support company.	IT Team	• IT Equipment Service log
Data Storage • All relevant programme data is stored on the Training share. Accessible only to devices physically connected to the Internal network.	IT Team	• FRS data base • CRM • One Drive • Secured website

Document Control				
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2.0	*October 2019*	*QAM*	*Training Board*	*December 2019*

9.1 PEL ARRANGEMENTS

QA Area	9. Public Information and Communication		
Procedure Title:	Protection for Enrolled Learners	**Reference**	QAP9.1

Purpose:

 It is the purpose of the FRS Training procedure on Cessation of Programmes to ensure that our centre provides enough protection to Enrolled learners in the event of FRS being unable to provide an adequate programme for any reason.

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
• Have in place a sufficient fund to cover the relevant number of learners on the programme at any given time	**Training Board**	• Surety bond in place – copy available for inspection
• Ensure FRS Training continues to be a profitable training provider supplying a top-quality service to its learners	**Training Board** **Leadership Team**	• Annual Accounts • Strategic Planning • Meeting Minutes

Document Control				
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2.0	*October 2019*	*QAM*	*Training Board*	*December 2019*

QA Area	9. Public Information and Communication		
Procedure:	Communication with Learners	**Reference**	QAP9.2

Purpose:

It is the purpose of the FRS Training procedure on Communication with Learners to ensure that our learners are always communicated with in line with our policy on communications and that our learners are continuously motivated and facilitated to achieve their awards and in turn they are provided with opportunities to give us feedback on their learning with us. The type and scope of information provided to learners is in line with current QQI Core Statutory guidelines on Public Information Communication. Learners also have an opportunity to opt in or out of public communications distributed by e mail from the marketing department in line with current GDPR regulations.

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
• Forward programme brochures and Flyers to learners prior to commencement of programme via email	Administrator/Sales staff	• Brochures and Flyers on file at the centre, generated by the marketing department.
• Process all Learner programme Application forms signed by learners and Fee receipts	Administrator/ Sales Staff	• All learner Programme Application forms on file • Emails on server
• Provide website with programme details for all learners	QAM, QAC, Marketing	• Centre web site Roscrea managed by the Head of Innovation and learning.
• Provide learners with a centre Handbook (accessible on website)	QAC Lead Tutor	• Learner induction handbook on website and available on request from FRS
• Support Learners during assignment work, course work and project work	Tutors	• Tutor contact details on assignment cover page made available to learner for any enquiries/support/back up during assignment work period

• Provide Learner feedback to learners during or at the end of each programme	Tutors	• Learner feedback report forms analysed and retained on file. Tutor feedback to learners during and at the end of programme. Tutor end of programme report form
• Conduct a formal Presentation of Certification to learners	QAM QAC Lead Tutors	• Hold a presentation evening for presentation of QQI certs at regular intervals throughout the year.
• Keep list of Learner enquiries and allocations to programmes and send reminders	Administrator and sales staff	• Course enquiries on the IT system FRS CRM online booking format

Document Control				
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2.0	October 2019	QAM	Academic Council	December 2019

QA Area	9 Public Information & Communication		
Procedure	Publication of QA Reports	**Reference**	QAP9.3

Policy:

FRS Training policies and procedures ensure that information published is clear, accurate, objective, up to date and easily accessible. Information published in respect of programmes of education and training complies with requirements of the 2012 Act, including the requirements specified on preparing and reporting on quality assurance procedures; publishing quality assurance procedures; information relating to accreditation/validation of programmes and programmes that are nonaccredited or do not lead to awards; the completion of programmes and attainment of standards; procedures for access, transfer and progression; the International Education Mark; information for enrolled learners; the register of providers and the database of awards and programmes maintained by QQI.

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
• FRS Training is committed to publication of quality assurance evaluation reports in a written report and, where appropriate, a quality improvement plan on the FRS Training website as soon as practicable after the evaluation event and in an accessible manner.	QAC QAM	• Website • QA Reports

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2.0	*October 2019*	*QAM*	Training Board	*December 2019*

QA Area	10. Other Parties Involved in Education and Training		
Procedure	Other Parties Involved in Education and Training	Reference	QAP10.1

Policy:

FRS Training are a third-party supplier to Education Training Board feeding into QA and certification processes. As a contractor, FRS Training must, at a minimum, meet the Quality Assurance guidelines detailed in the Sector Specific Quality Assurance (QA) Guidelines issued by QQI in the application of assessment processes. FRST must comply, and co-operate with, the ETBs Quality Assurance (QA) systems and processes. FRS Training, operating as a second provider for ETB Partners, conduct training delivery and assessment within the parameters of the Transitional Quality Assurance System and associated forms and resources. The following high-level process map is indicative of the workflow relating to QA on ETB programmes and compliance with TQAS requirements.

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Several ETB documents have been prepared to meet the requirements of the Qualifications (Education and Training) Act 1999. The documents and systems listed below are also related to ETB assessment: Appeal of Assessment Result Procedure • Procedures for Managing Assessment System Malpractice • Learner Guide to Assessment • Quality Assurance Assessment Policy and Operating Procedures • Policy on Assessment Development, Marking and Grading • Training Standards System The ETB Assessment Regulations underpin the planning, coordination, conduct, marking and storage of assessments, the recording and approval of results, and the verification and authentication of all ETB assessments leading to the request of an award from recognised bodies whose awards are within or aligned with the National Framework of Qualifications (NFQ). These regulations specifically cover:	Training Quality Manager Contracted Training Manager Training Coordinator Course Tutors	• TQAS-6c-F01a Annual course assessment process and results approval plan • TQAS-6c-F03 Learner Request for Assessment Support and Approval Form • TQAS-6c-F04 Assessment Supervisor and Assessor Report • TQAS-6c-F11 Notification of Assessment Event and Assessment Request Form • TQAS-6c-F12 Course Summary Assessment Sheet and Results Approval Form • TQAS-6d-F01 Internal Verification Report on the Conduct of the Assessment Process • TQAS-6e-F01 Peer Review of Assessment Results • TQAS-6f-F01 Internal Verification of Assessment Results (Results Approval Checklist)

• Planning and coordination of assessment • Preparing for, conducting, and concluding assessment events • Marking assessments • Handling learner assessment non-attendance or lateness, and deferral or deadline extension requests • Handling learner assessment rechecks, reviews, and re-sits, repeats and appeals. • Maintaining the security of assessment • Conducting internal verification and external authentication Conducting the results approval process • Requesting certification • Maintaining assessment records and evidence • Providing assessment adaptations and learner supports to meet the needs of learners with disabilities	• TQAS-6i-F01 Checklist for Submission of Certificate Requests

Document Control				
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2.0	*October 2019*	*QAM*	*Academic Council*	*December 2019*

11.1   METHODOLOGY

QA Area	11. Self-evaluation, Monitoring and Review		
Procedure:	Methodology	**Reference**	QAP11.1

Purpose: It is the purpose of the FRS Training procedure on **Methodology** to ensure that Self Evaluation of Programmes and Services to learners is conducted in accordance with the requirements and guidelines of the QQI National Awarding Body as set out in Appendix 3 of the Quality Assurance in Further Education and Training Policy and Guidelines for Providers Version 1.3 and the self-evaluation report produced together with the consequent Improvement plan for dispatch to QQI on a 5 year basis.

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
- The Methodology for each Self Evaluation is driven by the completion of the templates: - Self-Evaluation Checklist - Self-Evaluation Report - Improvement Plan - Initial briefing with the External Authenticator establishes the scope and Terms of Reference for the Self Evaluation - FRS completes the templates having engaged with the Stakeholders. - External Authenticator is contacted for direction and advice as the need arises. - External Authenticator Reviews all Records and correspondence on Self Evaluations and Improvement Plans sent to QQI in accordance with requirements.	QAM Quality Assurance Committee	- Self-Evaluation Reports on file - Scope and Terms of Reference of Self Evaluation - Agenda, minutes of meetings with stakeholders - External evaluator meeting minutes - Self-Evaluation Checklist, Self-Evaluation Report, Self-Evaluation Programme for Improvement Plan - Correspondence with QQI on Self Evaluation reports

Document Control				
Version No	Revision Date	Revised by	Approved by	Approval Date
2.0	*October 2019*	*QAM*	*Academic Council*	*December 2019*

QA Area	11. Self-evaluation, Monitoring and Review		
Procedure Title:	Frequency	**Reference**	QAP11.3

Purpose: It is the purpose of the FRS Training procedure on **Frequency of Self Evaluation** to ensure that our centre has a procedure for deciding and agreeing the Frequency with which the Self Evaluation of Programmes and Services are conducted.

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
• FRS is committed to completing a self-evaluation every 5 years on major awards and one cluster of minor awards every 3 years.	QAM QAC	• Self-Evaluation reports on File • Records of Self Evaluation Reports and improvement plans sent to QQI
• Consult and review with our External Evaluator the frequency of Self Evaluation exercise's required.	QAM QAC	• Records of meeting and consultations with External Evaluator • Review the External Evaluators report on file
• Monitor and review any recommendations of the External QQI Monitors report on frequency of Self Evaluation	QAM QAC	• QQI Monitors report on file

Document Control				
Version No	Revision Date	Revised by	Approved by	Approval Date
2.0	*October 2019*	*QAM*	*Academic Council*	*December 2019*

QA Area	11. Self-evaluation, Monitoring and Review		
Procedure:	Range	**Reference**	QAP11.4

Purpose: It is the purpose of the FRS Training procedure on **Range** to ensure that the centre has a procedure for deciding and reviewing the range of programmes to be self-evaluated.

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
• Include all programmes across the range of our provision (Health & Safety, Operational Skills, Human resource training) in our self-Evaluation reports	QAM QAC	• Records and minutes of meetings on file at the centre that decide on the range of programmes to be included in Self Evaluation report for QQI
• Discuss, record, and keep minutes of programme team meeting on decisions regarding the range of programmes to be evaluated and included in reports	QAM QAC Programme Boards	• Records and minutes of meetings on file at the centre
• Agree with External Evaluator on what programmes to be included in the range of programmes for Self-Evaluation	QAM External Evaluator	• Records and minutes of meetings with External Evaluator

Document Control				
Version No	Revision Date	Revised by	Approved by	Approval Date
2.0	*October 2019*	*QAM*	*Academic Council*	*December 2019*

QA Area	11. Self-evaluation, Monitoring and Review		
Procedure:	Learner Involvement	**Reference**	QAP11.5

Purpose: It is the purpose of the FRS Training procedure for **Learner Involvement** to ensure that Learners can contribute to and provide input to our self-evaluation exercise's and that their feedback is incorporated and included in any improvements to the centre

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
• Review and analyse all the learner feedback reports following delivery of programmes i.e., Learners comments, views suggestions, and demands.	QAC Programme Board	• Learner feedback reports on file • Records kept of actions taken following learners' suggestions.
• Review and analyse all Tutor feedback reports following delivery of programmes for records tutors kept of the Learners comments, observations, views, suggestions, and demands.	QAC Programme Board	• Tutor end of programme reports.
• Record where and how learner feedback is Incorporated into our self-evaluation report.	QAC Programme Board	• Self-evaluation reports produced at the centre
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Version No	Revision Date	Revised by	Approved by	Approval Date
2.0	*October 2019*	*QAM*	*Academic Council*	*December 2019*

QA Area	11. Self-evaluation, Monitoring and Review		
Procedure:	Selection External Evaluator	**Reference**	QAP11.6

Purpose:

It is the policy of FRS Training to ensure that the centre engages the services of an independent External Evaluator who can contribute to improvements at the centre and assist with the production of the necessary Self Evaluation report and improvement plan for QQI.

Method(s) used to carry out this procedure	Who does it	Evidence generated by this procedure
Select and Nominate an appropriate External Evaluator for the centre based on our identified criteria.	QAM	
Identify the criteria to be used in the selection and nomination of an External Evaluator. • 3-5 years' Experience in Education and Training • Experience in Award based learning and delivery of Accredited Training • Competent to Audit and produce reports. • Experience in Programme Evaluation • Subject matter Expertise in FRS Type programmes	Academic Council	• Academic Council Meeting Minutes

Document Control				
Version No	Revision Date	Revised by	Approved by	Approval Date
2.0	*October 2019*	*QAM*	Academic Council	*December 2019*