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Quality Assurance Manual

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Foreword - CEO

Quality is the cornerstone of any business and here at Barrow Training, we take quality seriously.

We have implemented a Quality Management System which helps us identify the areas that require improvement in quality.

The system helps us to:

- Meet customer expectations
- Increase market share
- Provide an excellent service
- Improve process control
- Raise staff morale and increases productivity

The Quality Management System gives our organisation order and structure which improves the services we provide.

This Quality Manual clearly lays out our commitment to quality and describes it under the 11 core policy areas devised by QQI.

Marian Manning

Marian Manning, CEO Barrow Training

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List of Abbreviations

CAO	Central Applications Office
CEO	Chief Executive Officer
CPD	Continuous Professional Development
ETB	Education and Training Board
FET	Further Education and Training
GDPR	General Data Protection Regulation
HELS	Higher Education Links Scheme
HSA	Health and Safety Authority of Ireland
ISO	International Organization for Standardization
KPI	Key Performance Indicators
MIMLO	Minimum Intended Module Learning Outcome
MIPLO	Minimum Intended Programme Learning Outcome
MIS	Management Information System
NAS	Network-Attached Storage
NFQ	National Framework of Qualifications
PAEC	Programmes and Awards Executive Committee
PEL	Protection for Enrolled Learners
PHECC	Pre-Hospital Emergency Care Council
QA	Quality Assurance
QBS	QQI Business System
QMS	Quality Management System
QQI	Quality and Qualifications Ireland
RI	Recognised Institution
RPL	Recognition of Prior Learning
SME	Subject Matter Expert
SOP	Standard Operating Procedures
VLE	Virtual Learning Environment

All reference to Barrow Training in the following document refers to the legal entity that is Barrow Consultancy and Training Ltd.

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Version Control

Issue No.	Date	Approved by:	Details of Change
1	17/07/2016	Liz Doran	Initial Release
2	31/01/2020	Vicky Nolan	Full review in preparation for re-engagement. All sections amended.
3	03/07/2020	Vicky Nolan	Removal of names of staff members
4	01/10/2020	Vicky Nolan	Added new data protection, appeals, reasonable accommodation and admissions policies and procedures. Added relevant forms. Updated governance. Re-arranged chapters.
5	14/01/2021	Vicky Nolan	Blended Learning policy updated following PHECC application. Statement added relating to collaborative provision.
6	06/05/2021	Vicky Nolan	Updated number of QQI submission periods, added direct reports, updated information on PEL and work experience requirements

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(i) About the Organisation

a) Company Profile

Founded in 2008 by Marian Manning, Barrow Consultancy and Training Ltd. (hereafter Barrow Training) is a private training provider owned by three shareholders (CEO, Director of Strategic Planning and Finance, and Director of Training) that provides a portfolio of FET programmes nationwide.

Barrow Training is a QQI- and PHECC-accredited training centre based in Bagenalstown, Co Carlow that specialises in professional training in the following areas:

- Healthcare and Healthcare Management
- Childcare
- Hospitality and Tourism
- Personal and Professional Development
- Health and Safety including First Aid Response and Manual & People Handling

Barrow Training designs programmes for companies and organisations that need to develop their employees' knowledge, skills and competence.

Courses are also designed with the individual in mind, whether seeking employment or looking to advance careers in the workplace.

The company was born out of a sense of entrepreneurship owing to the founder's awareness of the Health Act 2007 and the establishment of Health Information and Quality Authority which led to the urgent demand for professional and quality focused Healthcare Training programmes in Ireland. Barrow Training agreed its Quality Assurance Agreement with QQI in 2010 and began delivering awards in 2011.

Barrow Training became the first private training provider in Ireland to receive ISO 9001 (2015) standard in 2016. The centre was only the second company in Ireland to hold the 2015 standard at that time.

b) Accreditation

Barrow Training offer short, certified training programmes as well as offering a range of programmes which are validated by the following awarding bodies:

- QQI (Quality and Qualifications Ireland)
- PHECC (Pre-Hospital Emergency Care Council)

All our administration and management functions are located at our office in Bagenalstown, Co. Carlow.

The centre offers a number of different delivery options:

1. Open/public programmes which are run in locations across the South East (usually a hotel or an education centre venue)
2. In-house programmes – which are tailored for a particular client or organisation and can have up to 16 learners. These can be delivered in the client's own venue or training room.

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3. Open/public programmes which can be delivered from Barrow's own training room in Bagenalstown, Co. Carlow.
4. Blended learning programmes which offer a combination of online and classroom-based delivery. These can again be delivered in-house or as public programmes.

c) Scope of Practice

Our scope is defined as:

"The provision of evidence-based, professional training and consultancy nationwide, which includes classroom and blended learning, in a diverse, welcoming and inclusive environment"

This includes (but not limited to) the delivery of the following courses at QQI levels 3, 4, 5, and 6:

- Healthcare in a variety of specialist areas
- Early Childhood Care and Education
- Hospitality and Tourism
- Management
- Instructor Training
- Pre-Hospital Emergency Care Education and Training
- Health and Safety
- Food Safety
- Career Planning

The courses are delivered by trainers who are experts in their field in a variety of settings, classroom, workshops and online.

Consultancy is provided to, but is not limited to, the Healthcare/Childcare and Training Sectors

Our accreditation is provided by the following Accreditation bodies

- Quality and Qualifications Ireland
- Pre-Hospital Emergency Care Council

We offer specialist workshops where learners receive a Barrow Training Certificate of Attendance – most of our Healthcare workshops are approved by the Nursing and Midwifery Board Ireland.

Our clients can expect the following:

- Professional, efficient and courteous service from our staff
- Excellent Customer Service with fast response and feedback
- Support is provided to learners when applying for funding or completing applications
- One to one tutor support is provided (classroom / Online)
- Additional support provided to learners with learning needs
- Classes are tailored to suit the individual learning styles of learners
- All course material is provided and continually updated to reflect current legislation and new research
- Variety of relevant training course taught by experts in the chosen area
- Learners diversity is acknowledged and respected
- Accreditation by professional bodies
- Professional and up-to-date website
- Up-to-date prospectus and course literature
- On-line tutor support and a timely response

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- GDPR Compliant
- Tax compliant
- Insured

d) Vision and Mission Statement

Vision Statement

The vision of Barrow Consultancy and Training is to deepen our relationship with the Healthcare, Childcare and Hospitality sectors by becoming the leading provider of training and training-related consultancy services.

Mission Statement

"To empower learners to fulfil their academic and professional potential by providing evidence-based training in an environment that is diverse, welcoming and inclusive for all learners, faculty and staff".

Barrow Training is committed to achieving its mission by the implementation of the following strategies:

- Design and deliver programmes that will provide the learner with the confidence, understanding, knowledge, skills and competence in their chosen path
- Provide learners with innovative and user-friendly technology centred on providing learning aids and interactive features based on the latest research and practice in blended learning
- Develop and monitor quality assurance procedures that comply with best practice
- Recruit, induct and retain professional subject matter experts to deliver the training
- Build links and relationships with employers, professional institutes and organisations

Barrow Training is committed to providing recognised and relevant courses to the highest quality and ensuring a quality service to the learners through their educational journey.

Barrow Training offer a comprehensive portfolio of programmes which cover the areas of Healthcare, Childcare, Management, Personal Development, Health & Safety and Tourism & Hospitality.

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(ii) Quality Assurance Procedures

Ref	QQI Core Statutory Quality Assurance Guidelines
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 Learning
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

Ref	PHECC Themes
1	Organisational Structure and Management
2	Learning Environment
3	Human Resource Management
4	Course Development, Delivery & Review

Barrow Training has identified the following core policy areas in which it has quality assurance procedures in place. These have been informed by the above Core Statutory Quality Assurance Guidelines published by QQI, QQI guidance for private providers and for blended learning, along with PHECC core guidelines and guidelines for providers of blended learning.

Chapter	Policy	QQI Ref	PHECC Ref
1	Governance and Quality Assurance	1, 2	1
2	Programmes of Education and Training	3	4
3	Blended Learning	Topic Specific	
4	Human Resource Management	4, 10	3
5	Teaching, Learning and Assessment	5, 6	2
6	Learner Supports	7	2
7	Information and Communication Management	8, 9	1
8	Self-Evaluation, Monitoring and Review	11	4

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Chapter 1. Governance and Quality Assurance

This chapter relates to the following Quality Assurance guidelines from Barrow Training's accrediting bodies:

- Governance and Management of Quality (QQI Core Statutory Quality Assurance Guideline 1)
- Documented Approach to Quality Assurance (QQI Core Statutory Quality Assurance Guideline 2)
- Organisational Structure and Management (PHECC Quality Assurance Theme 1)

1.1 Quality Assurance System

Barrow Training is committed to ensuring the highest standards of governance, management and educational quality through:

- Implementation of clear management, monitoring and reporting structures for all activities
- Adherence to legislative and accrediting body policy requirements
- The appointment and development of high-quality staff in educational development, delivery and administrative roles
- Operating under best practice and compliance with all relevant legislation e.g. data protection, health and safety, equality etc

Barrow Training FET programmes are subjected to rigorous monitoring and review processes. The centre is committed to self-assessment and external review and will undergo audits and reviews by external accreditation bodies in an open, honest and positive manner. This is to ensure that policies and procedures remain fit for purpose, relevant and compliant with changes to statutory, legal and accrediting body requirements. These are outlined in Section 13.

Through our QA policies and procedures, we have established a coherent framework for the provision of a high quality and professional system of training and education.

Barrow Training recognises the importance of Quality Assurance throughout the whole company. This is recognised in our attainment of quality standards such as ISO 9001 (2015). Our Quality Assurance system is backed up with operation manuals with Standard Operating procedures (SOPs) for internal use.

This quality framework enables us to deliver our further education and training programmes to the highest standards while also conforming to national and international best practice policies, procedures and guidelines and statutory regulations.

Quality Assurance is embedded into all aspects of the Barrow Training organisation including:

- **Corporate** – Finance, health & safety, human resources, sales and marketing, consultancy, and business operations

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- **Academic** – Teaching, assessment, curriculum, learning environment and technologies, and learner support services

All Barrow staff are allocated relevant responsibilities and roles in the implementation of quality assurance procedures. The Board of Management ensures accountability.

The Barrow Quality Assurance System is guided by:

- The Awards Qualifications and Quality Assurance (Education and Training) Act 2012, Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019, and QQI guidelines and criteria for Quality Assurance Procedures
- Assessment and Standards – QQI
- PHECC Core Guidelines
- Criteria for Quality Assurance of Assessment 2013
- ISO 9001 (2015) standards and guidelines

1.2 Corporate Governance

The Board of Management's core task is to facilitate the delivery of products and services to meet learners needs while meeting all legal and stakeholder requirements. The Board of Management manages and controls the overall business affairs of Barrow Training in five functional areas – training and education, sales and marketing, human resources, business consultancy and finance.

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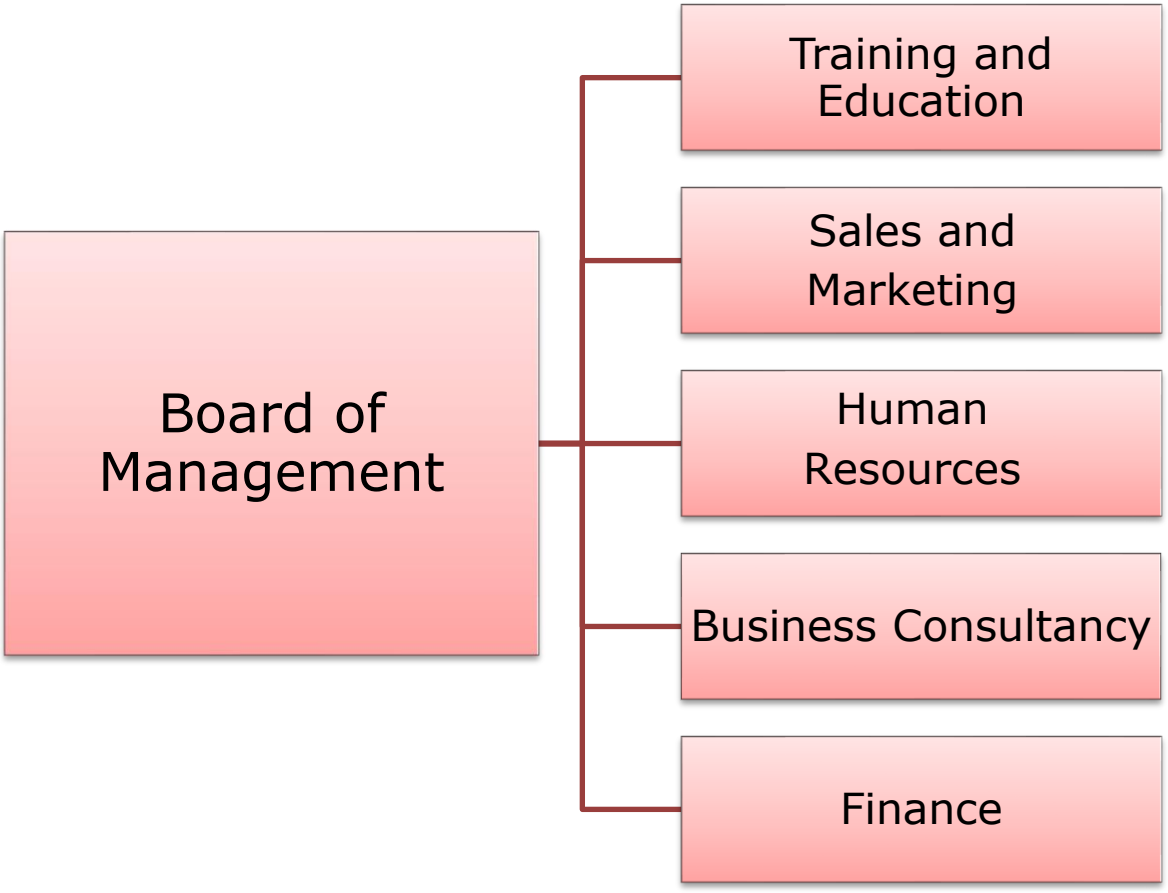

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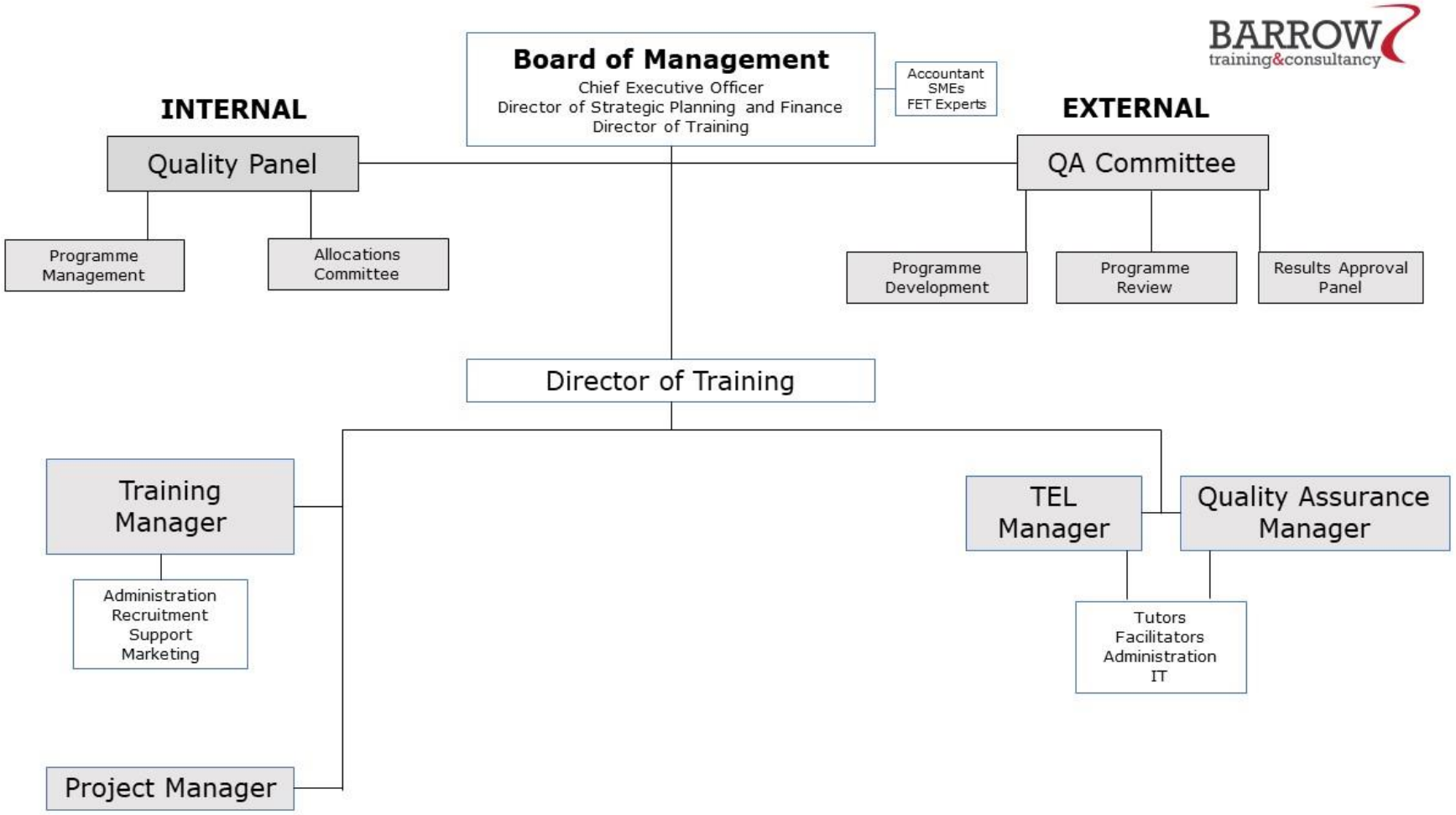
1.3 Governance and Management of Quality

1.3.1 Organisational Structure

The diagram below outlines the organisational structure of Barrow Training.



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1.3.2 Board of Management

The primary roles of the Board of Management (BOM) are

- ✓ Management,
- ✓ Governance,
- ✓ Implementation & review of the policies and procedures of the Company.

Many of these are derived from legal and insurance obligations and others which will ensure the efficient and effective operation of the business. The BOM at all times must maintain the ethos of the company and ensure that principles of equality and the right of learners and staff are respected. The BOM will ensure that the company at all times demonstrates respect and promote respect for the diversity of values, beliefs, traditions, languages and ways of life in society.

It is the Board's duty to introduce A Code of Behaviour for staff and learners ensuring:

- ✓ The standards of behaviour that shall be observed by staff and learners
- ✓ Measures that may be taken when a staff member/learner fails or refuses to observe those standards.

The board shall meet monthly and may convene additional meetings as may be necessary in the discharge of its duties. A meeting of a board may be convened at the request in writing by any member.

The role of the BOM includes:

- ✓ Review that the management system, standard operating procedures & quality process is working for the company
- ✓ Monitor and review that the management system is effective and achieving desired result
- ✓ Review monthly management reports (QF 717 to QF 719)
- ✓ Auditing/Risk management/Appeals/Tutor, employee or learner grievance
- ✓ Allow Senior Management team to gather and review information of Objectives, assess trends, check on status of improvement projects
- ✓ Analyse results of feedback
- ✓ Provide ongoing performance and progress reviews on planned objectives.
- ✓ Ensure clear separation of academic and commercial interest by ensuring the appropriate personnel are on academic committees and sub-committees. This relates to both operational and decision-making processes.
- ✓ Acknowledge existing and external expertise and use this knowledge in decision making when appropriate.

1.3.2.1 Structure of Meetings

Staff meetings will be held monthly. All staff will be notified in writing of the date and time of a meeting by the CEO. An agenda and copy of the previous meeting minutes will accompany this notice. A staff meeting may be held in the absence of staff members if there are a majority of staff present.

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1.3.3 Quality Assurance Committee

The role of the Quality Assurance Committee is to ensure that transparent, fair and consistent procedures (in line with National Standards) are applied in all decisions relating to academic activities. The Quality Assurance Committee will review matters that may include (but are not limited to) the following:

- ✓ Responsible for academic regulations
- ✓ Contribute to policy development and implementation
- ✓ Provide Subject Matter expertise
- ✓ New programme proposal approval
- ✓ Review Core report documents such as self-evaluation, monitoring, external authentication reports etc
- ✓ Review reports/recommendations from any sub committees
- ✓ Review and approve Quality Assurance Guidelines
- ✓ Assist the management team if required, including those that are deemed academic objectives and goals
- ✓ Review annual programme reviews and feedback from awarding bodies and make recommendations
- ✓ Review cases of any academic misconduct/plagiarism
- ✓ Review relevant reports from external bodies and authenticators
- ✓ Review appeals of examination and assessment grades
- ✓ Review and approve decisions relating to learner appeals, assessment malpractice, complaints etc
- ✓ Review statistics/trends in relation to assessment results using QBS and other reports
- ✓ Approve validation applications before submission to QQI.
- ✓ Monitoring and review of operational activities.

1.3.3.1 Selection of Quality Assurance Committee

The Quality Assurance Committee members will be selected on the basis of expertise under the terms and conditions as set out in the QQI Statutory Quality Assurance Guidelines (April 2016) in compliance with the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019.

1.3.3.2 Membership of Quality Assurance Committee

- ✓ **A Chairperson** – a person with suitable qualifications who is external to the business. Qualifications, a qualification of level 8 or higher on the National Framework of Qualifications and at least 10 years' experience in the field of adult education or relevant industry/sectoral experience.
- ✓ **Independent further education professional**
- ✓ **Independent TEL expert**
- ✓ **Barrow Training Quality Assurance Manager**.
- ✓ **Tutor representatives** who is also a course leader from Healthcare, Childcare and Hospitality.
- ✓ **Learner representative** (past participant)
- ✓ **Secretary** (take minutes)
- ✓ **Validation expert** (when required)

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1.3.3.3 Management Process

The Quality Assurance Committee will operate under delegated authority from Senior Management (BOM). The Committee may investigate any matter (within its terms of reference), needed to review any Quality Assurance resources and information it considers necessary. The Quality Assurance Committee is authorised to seek the information it requires from the BOM or other Barrow employee which to enable it to carry out the necessary duties.

Elected committee members can serve a term of three years. There is the option of a second term of service for any of the independent committee members.

1.3.3.4 Structure of Meetings

Meetings will be scheduled twice a year (extra meetings can be scheduled for unplanned or exceptional circumstances if required). An agenda will be sent out to all committee members 2 weeks in advance accompanied by previous meetings and any other documents needed for review at the meeting. A quorum of 5 is needed to make any decisions. If there is a specific issue to be discussed, sub-committees (e.g. results approval panel, programme development committee etc) or visitors may be invited for that period relevant to them only. Minutes of the meeting will be given to the Chairperson within one week of the meeting. Once approved by the chairperson they will be circulated to all committee members. The Quality Assurance Manager will report back to the BOM and other relevant committees or employees.

1.3.3.5 Format of Meetings

The committee will follow the agreed agenda. All recommendations will be recorded by the secretary, with actions assigned accompanied by timelines. Decisions will be based on the majority of the committee (votes may be held if needed). The Chairperson will have the deciding vote if there is a split vote.

Members are permitted to communicate digitally by Zoom or Microsoft Teams if necessary but only as a last resort as face to face is preferable for this meeting.

1.3.4 Programme Development Committee

The purpose of the programme development team is to critically reflect on all aspects of the programme, including operational management and quality enhancement using the systematic training cycle as its framework. The committee will meet twice per year (extra meetings can be added if required). The Programme Development team will review a programme (or a group of programmes) of learning, develop and make recommendations for the implementation for these in line with validation and revalidation. The Programme Development committee is a sub-committee of the Quality Assurance Committee.

1.3.4.1 Role of Programme Development Committee

- ✓ Identify requirements of the programme e.g. entry criteria, learning hours, assessment criteria
- ✓ Ensuring maintenance of the academic standard of the award
- ✓ Develop content for programme including programme descriptor, full learner resource pack, assessment strategies, briefs and marking schemes, tutor programme specification, exams and workbooks (where relevant).
- ✓ Self-Evaluation against QQI criteria

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- ✓ Review Core report documents such as self-evaluation, monitoring, external authentication reports etc
- ✓ Monitor all progress and improvements of the awards through desk top review, monitoring, learner and tutor meetings
- ✓ Review of current education and training programmes, including assessments
- ✓ Review information to learners about each programme
- ✓ Consult with other providers in respect of transfer and progression options
- ✓ Get approval from Quality Assurance Committee for any significant programme changes and before submission to QQI or other accreditation body for validation or re-validation.

1.3.4.2 Membership of Programme Development Committee

- ✓ Programme Manager (Barrow employee).
- ✓ Quality Assurance Manager
- ✓ **Relevant Tutor representatives** who is also a course leader from Healthcare, Childcare, Hospitality and Online.
- ✓ Training Manager
- ✓ Subject Matter experts (when required)
- ✓ Employer Representatives (when required)
- ✓ Learner Representatives (when required)

1.3.4.3 Structure of Meetings

Meetings will meet twice time a year (extra meetings can be scheduled for unplanned or exceptional circumstances if required). An agenda will be sent out to all committee members 2 weeks in advance accompanied by previous meetings and any other documents needed for review or discussion at the meeting. Members can make amendments to the agenda at this point (min 1 week in advance of meeting). Minutes of the meeting will be given to the Chairperson within one week of the meeting. Once approved by the chairperson they will be circulated to all committee members. The Quality Assurance Manager will report back to the BOM and other relevant committees or employees. Members are permitted to communicate digitally by Zoom or Teams if necessary.

1.3.4.4 Format of Meetings

The committee will follow the agreed agenda. A chairperson and secretary will be voted who will take this role for a year. All recommendations will be recorded by the secretary, with actions assigned accompanied by timelines.

1.3.5 Programme Review Committee

The Programme Review Committee is concerned with the quality, standards and monitoring of QQI and PHECC courses delivered by Barrow Training. They are responsible for the oversight of all QQI and PHECC programmes. The Programme Review Committee will periodically review programmes to maintain standards and ensure compliance, and make recommendations to enhance and improve the programmes to ensure they are fit for purpose. They will also provide advice, support and guidance to management, tutors, and staff on the development and delivery of all Barrow programmes.

This committee is a sub-committee for the Quality Assurance Committee. The Barrow Training audit schedule is developed at the beginning of each year. The centre will ensure that all procedures are evaluated at least once in a 12-month period. Our audit schedule (QF 220) is reviewed twice annually and approved by the Board of Management before implementation.

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1.3.5.1 Role of Programme Review Committee

- ✓ Provide advice, support and guidance to management on the development and delivery of programmes
- ✓ Provide advice, support and guidance to tutors on the on the development and delivery of programmes
- ✓ To ensure all programmes (including Blended Learning programmes) are being delivered in line with QQI Core Guidelines
- ✓ To ensure all programmes (including Blended Learning programmes) are being delivered within scope of QQI Certificate of Validation.
- ✓ To report back and advise the Quality Assurance Committee on the delivery of existing programmes
- ✓ To make recommendations on the programmes for continuous improvement and to ensure they are fit for purpose
- ✓ Provide expert advice to the Quality Assurance Committee
- ✓ Participate in scheduled self-assessments and programme review cycles
- ✓ Review recommendations to the Quality Assurance Committee and ensure that responses from programme evaluations are being implemented.
- ✓ Review and report/make recommendations on thematic programme policy papers received from QQI and PHECC as they arise
- ✓ Review the programme development in the context of the requirements of employers, industry, professional bodies and the Irish economy
- ✓ Evaluate feedback mechanisms for learners and tutors and the processes for acting on this feedback
- ✓ Evaluate the physical facilities and resources provided for the delivery of training programmes
- ✓ Evaluate formal links with industry, businesses and the community
- ✓ Review any research activities and their impact on teaching and learning

1.3.5.2 Membership of Programme Review Committee

- ✓ Quality Assurance Manager
- ✓ **Tutor representatives** who is also a programme leader from Healthcare, Childcare, Hospitality and Online
- ✓ **Educational Consultant (External) - Chairperson**
- ✓ Training Manager
- ✓ Subject Matter experts (when required)
- ✓ Employer Representatives (when required)
- ✓ Learner Representatives (when required)

1.3.5.3 Structure of Meetings

The committee will meet twice a year (extra meetings can be scheduled for unplanned or exceptional circumstances if required) at least 6 weeks in advance of the Quality Assurance Committee. An agenda will be sent out to all committee members 2 weeks in advance accompanied by previous meetings and any other documents needed for review or discussion at the meeting. Members can make amendments to the agenda at this point (min 1 week in advance of meeting). Minutes of the meeting will be given to the Chairperson within one week of the meeting. Once approved by the chairperson they will be circulated to all committee members.

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The chair of the Programme Review Committee will prepare a report for the Quality Assurance Committee. Items for review or items that require further consideration will be flagged as agenda items for the next Quality Assurance Committee meeting.

Members are permitted to communicate digitally by Zoom or Teams if necessary.

1.3.5.4 Format of Meetings

A full self-assessment of programmes and services is scheduled by Barrow Training every five years. Within this period programmes are reviewed/monitored from a variety of perspectives using the data gathered during a typical course delivery schedule. Data used to review programmes should include:

- ✓ Learner Evaluations
- ✓ Tutor Evaluations
- ✓ Programme Descriptor and Tutor notes
- ✓ Programme resources
- ✓ Scheme of works
- ✓ Attendance records
- ✓ Daily reports
- ✓ Retention rates
- ✓ Completion rates
- ✓ Certification rates
- ✓ Grade distribution and benchmarking
- ✓ QQI analytics and benchmarking
- ✓ Course meeting records
- ✓ IV Panel reports
- ✓ EA Panel reports
- ✓ RAP minutes
- ✓ QQI Validation reports
- ✓ Any other relevant reports or feedback from external experts or stakeholders.

1.3.6 Results Approval Panel

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.
It confirms fairness and consistency in Barrow Training's assessment process and ensures the validity of the results produced.
All learner results are provisional until approved by the Results Approval Panel.
This panel is a sub-committee of the Quality Assurance Committee.

1.3.6.1 Role of Results Approval Panel

- ✓ To meet and review and approve assessment results
- ✓ To ensure that the Results approval process has been followed and all the required documentation is in place.
- ✓ Review all relevant internal verifications reports and external authentication reports
- ✓ Sign off on approved results before submission to QQI or PHECC,
- ✓ Identify any issues arising in relation to the results and make recommendations for corrective action
- ✓ Meet with Quality Assurance Committee if requested as a sub panel.

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- ✓ Complete report which can be used for Barrows self-evaluation process and internal monitoring process
- ✓ Assessment procedures are observed
- ✓ To ensure there is consistency amongst tutors (especially modules where a number of different tutors deliver)
- ✓ To ensure correct application of administrative procedures
- ✓ To check all applicable evidence is available
- ✓ To note any irregularities and report to the Quality Assurance Manager
- ✓ To review all relevant reports and make recommendations to the Quality Assurance Manager
- ✓ To review any learner complaints or requests and to ensure they are resolved satisfactorily

1.3.6.2 Terms of Reference

The panel will be comprised of minimum 3 (max 6) personnel. Min 1 will be an independent further education/education expert.
The remaining panel members will be comprised of tutors and programme leaders. The Chair will be the Quality Assurance Manager. The Chair will have the responsibility of appointing members to the panel and to ensure there are no conflict of interest and to ensure impartial and unbiased decision making.
All panel members will be instructed to carry out their duties without bias and will be asked to sign a confidentiality agreement.
Their decision is to be based on the evidence presented to them only.
A note taker to be assigned and a report to be prepared and signed off by all members of the panel. If the panel does not agree, the chairperson has the casting vote (only if the votes are split).
If the panel does not agree, it will be brought to the Quality Assurance Committee. However, panel members are advised that every reasonable attempt to agree should be sought.
All evidence/documentation should be returned to the chair at the end of the meeting and securely disposed of.

1.3.6.3 Structure

Quality Assurance Manager calls a meeting (typically three times annually in line with Barrow's submission policy).
The QA manager is to ensure that the following reports are distributed to the panel members prior to start – IV reports, EA reports, Evaluation reports (tutor and learner), QBS provisional results, learner meeting records.
The panel to discuss each module's results. Asked to focus on areas of concern and areas of good practice.
The panel will consider the evidence and approve/sign off on the final results.
All decision to be recorded in RAP minutes which are to be distributed to all panel members within 1 week.
The Chair is responsible for ensuring any issues are recorded in Non-Conformance Log and for bringing to the attention of the Quality Assurance Committee.

Members are permitted to communicate digitally by Zoom or Microsoft Teams if necessary.

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1.3.7 Quality Panel

The role of the Quality Panel is to ensure all quality standards are adhered to in relation to QQI and PHECC programmes. They will ensure that all procedures in relation to certifying body validation are adhered to and meet the required specifications.

They are responsible for:

- ✓ Updating all relevant stakeholders in relation to programme development, delivery and assessment
- ✓ Updating and following the agreed Quality Assurance Manual
- ✓ Providing advice, support, guidance and training to Barrow staff, management and tutors in quality assurance practices
- ✓ Confirming that all quality assurance guidelines in relation to QQI and PHECC are being applied and implemented in practice
- ✓ Ensuring compliance and monitoring effectiveness at all stages of the learner journey with Barrow Training
- ✓ Monitoring statistics on learner enrolments, retention, completion and progression, and capturing on the information management system
- ✓ Reviewing and approving suggestions or amendments by the Allocations Committee and programme management committee.
- ✓ Reviewing (at regular intervals) compliance on active courses and programmes.
- ✓ Approving any minor updates to the QA or QA process.

The panel will ensure that any changes or decisions on Quality are within the scope of their remit. Any large or significant changes are brought forward by the Quality Assurance Manager to the Quality Assurance Committee for approval.

1.3.7.1 Membership

The Quality Panel will consist of the Training Manager, Quality Assurance Manager, TEL Manager and any other relevant administrative staff.

1.3.7.2 Frequency of Meetings

The panel will meet at least once a month. Additional meetings can be held if required.

The chairperson will document minutes from each meeting and distribute to all participants. The Quality Manager is responsible for documenting and presenting any items that need to be brought to the Quality Assurance Committee for guidance, support, or approval.

1.3.8 Allocations Committee

The Allocations Committee is a sub-committee of the Quality Panel. Membership shall comprise of the Training Manager, Quality Assurance Manager, TEL Manager and any other relevant administrative staff.
The committee will meet at least once a month and it is accepted that this meeting can take place during the monthly Quality Panel Meeting. Additional meetings can be held if required. All minutes will be documented and distributed.
This committee is responsible for overseeing and approving the resources required for the successful delivery of current and future programmes. The costs associated with the resources needed for these courses are communicated to the Director of Strategic Planning and Finance.
The Quality Assurance Manager is responsible for documenting and presenting any items that need to be brought to the Quality Assurance Committee for guidance, support, or approval.

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1.3.9 Programme Management Committee

The Programme Management Committee is a sub-committee of the Quality Panel. Membership shall comprise of the Training Manager, Quality Assurance Manager, TEL Manager and any other relevant administrative staff.
The committee will meet at least once a month and it is accepted that this meeting can take place during the monthly Quality Panel Meeting. Additional meetings can be held if required. All minutes will be documented and distributed.
This committee is responsible for successful programme management which can include scheduling, tutors, venue, learner resources etc. The Quality Assurance Manager is responsible for documenting and presenting any items that need to be brought to the Quality Assurance Committee for guidance, support or approval.

1.3.10 Individuals' Roles and Responsibilities

The following roles exist within the organisation:

- CEO
- Director of Strategic Planning and Finance
- Director of Training
- Quality Assurance Manager
- Training Manager
- Project Manager
- Technology-Enhanced Learning (TEL) Manager
- Senior Training Administrator
- Tutors
- External Authenticator

The responsibilities listed below are of the personnel identified in the list above. These responsibilities are not exhaustive.

CEO

- Overview of company operationally and financially
- Quality assurance and clinical governance overview
- Working in partnership with Board of Management in strategic development of company
- Building and maintaining an effective management team
- Develop and direct the implementation of policies and procedures to ensure that Barrow complies with all health and safety and other statutory regulations
- Human resource management, including staff recruitment, retention and appraisal
- Manage new projects and company direction
- Provide training and guidance to team
- Representing Barrow Training at networking events and conferences

Director of Strategic Planning and Finance

- Overall responsibility for the financial affairs of the company
- Ensure the finances are managed prudently, responsibly and legally
- Review the monthly and end of year financial reports
- Advise the board on any matters relating to finance
- Financial planning and management to ensure the company operates effectively and training programmes are viable

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- Working in partnership with other two Directors in strategic development of company
- Working with the individual managers to explore possible new activities for the company
- Seek out new opportunities for the company
- Keep the board informed of developments in the training sector
- Pedagogical advisor to Programme Development Committee
- Resident adult career guidance counsellor
- Representing Barrow Training at networking events and conferences
- Reports directly to CEO

Director of Training

- Working in partnership with Board of Management in strategic development of company
- Building and maintaining an effective management team
- Resource allocation of teaching and admin staff
- Overall responsibility for Health and Safety systems supporting Barrow staff and learners
- Human resource management, including staff recruitment, retention and appraisal
- Management of external relations, including accrediting bodies, and establishing/maintaining strategic alliances
- Management of the company IT and IT support system
- Data protection officer
- Representing Barrow Training at networking events and conferences
- Reports directly to CEO

Quality Assurance Manager

This person will act as the primary point of contact for communications between Barrow Training and external awarding bodies and will have overall responsibility for QA on a day to day basis, management of the centre's QA system and reporting to the Board of Management on a monthly basis.

- Ensure all staff are aware of and comply with Barrow Training QA procedures, including management, administration support staff, tutors and learners
- Oversight of programme validation, monitoring and review
- Point of contact for awarding bodies
- Monitoring of overall learner journey from enrolment to certification
- Management of new programme development
- Management of assessment process, including lead internal verifier and organisation of external authentication process and results approval panels
- Provision of assessment information to tutors, learners, etc.
- Management of Quality Assurance system
- Planning and implementation of learning technologies in the company
- Representing Barrow Training at networking events and conferences
- Reports directly to Director of Training

Training Manager

This person will perform the key administration functions relating to the delivery of training.

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- Development of programme timetables and schedules
- Communication of programme details to tutors, learners, QA Manager and administration support, and recording of these activities
- Provision of assessment information to tutors, learners, etc.
- Administrative support for internal verifiers, external authenticators and external quality assurers
- Maintaining relevant records and documents securely
- Approval of assessment venues
- Co-ordinating the various learner supports, including arranging special accommodation requests, by learners and monitoring their effectiveness
- Ensuring the assessment material and resources are securely stored and distributed
- Representing Barrow Training at networking events and conferences
- Reports directly to Director of Training

Technology-Enhanced Learning (TEL) Manager

- Learner Management System management
- Preparation and organising of face-to-face days between tutor and learners
- Releasing online content to learners
- Learner support online
- Liaising with managers and supervisors, as well as blended learning tutors
- Uploading and reviewing course content on the online platform in line with Blended Learning guidelines
- Member of programme development committee, where required
- Representing Barrow Training at networking events and conferences
- Reports directly to Director of Training

Project Manager

- Planning and monitoring projects
- Managing administration deadlines
- Responsible for applications via eTenders– the Irish Government's electronic tendering platform – and Activelink
- Reporting on overall progress and use of resources
- Maintaining tutor supports
- Managing project risks
- Managing contracted training
- Member of programme development committee, where required
- Representing Barrow Training at networking events and conferences
- Reports directly to Director of Training

Senior Training Administrator

- Providing support to tutors in programme delivery and planning
- Primary point of contact for current and potential learners
- Learner support
- Management of learner registrations
- Approval and co-ordination of training venues
- Management of training material requirements

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- Reporting of learner and tutor feedback to QA Manager
- Representing Barrow Training at networking events and conferences
- Reports directly to Training Manager

Programme Tutor

- Delivery of teaching and assessment of learners
- Integration of relevant research into course delivery
- Update Training Manager on new resources to update learner resources
- Contribute to the development, planning and implementation of high-quality resources and curriculum
- Grading of assessment
- Maintaining Barrow Training's agreed quality standards
- Feedback and mentoring of learners
- Liaising with administration and management staff on an ongoing basis
- New programme identification
- Participating in programme board meetings and other meetings when assigned by Barrow
- Reports directly to Quality Assurance Manager

Internal Verification Officer

- Confirm that Barrow Training assessment procedures were adhered to across the range of assessment activities from planning to finalising results
- Ensure learning has been assessed using the techniques and instruments as indicated in the validated programme
- Check the accuracy of assessment results to ensure learner evidence exists, and that results, and grades are correctly computed and recorded
- Monitor assessment results
- Produce an internal verification report outlining the outcome of the internal verification process
- Ensure 100% of Barrow Training assessments have been internally verified
- Maintain Barrow Training's agreed quality standards with its accrediting bodies
- See Section 7.1 of SOP 201 Operations Manual Procedure for guidelines
- Reports directly to Quality Assurance Manager

External Authenticator

- Confirm the fair and consistent assessment of learners consistent with the provider's procedures and with QQI/PHECC policy
- Review internal verification report(s) and authenticate the findings/outcomes
- Apply a sampling strategy to moderate assessment results
- Visit Barrow Training and meet with appropriate staff
- Identify any issues/irregularities in relation to the Assessment Process
- Recommend results for approval
- Produce an external authentication report using the template provided by Barrow Training
- Maintain Barrow Training's agreed quality standards
- Reports directly to Quality Assurance Manager

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1.4 Evaluating the Effectiveness of the Quality Assurance System

The effectiveness of the Quality Assurance system is measured by:

1. Ongoing Quality Audits
2. Programme Review
3. Accreditation Body Review

1.4.1 Ongoing Quality Audits

Our audit schedule is developed at the beginning of each year. The centre will ensure that all procedures are evaluated at least once in a 12-month period.

Our audit schedule (QF 220) is reviewed twice annually and approved by the Board of Management.

1.4.2 Programme Review

Barrow Training undertakes a review of each QQI programme (suite of programmes) on a 5-year interval – Programmatic review. It is the responsibility of the Board of Management and is managed by the Quality Assurance Manager.

- Analyse efficiency and effectiveness of each validated programme (to include learner numbers, retention, pass rates, and progression)
- Review the programme development in the context of the requirements of employers, industry, professional bodies and the Irish economy
- Evaluate feedback mechanisms for learners and tutors and the processes for acting on this feedback
- Evaluate the physical facilities and resources provided for the delivery of the programme
- Evaluate formal links with industry, businesses and the community
- Review any research activities and their impact on teaching and learning
- Evaluate projections for the following 5 years

1.4.3 Accreditation Body Review

All providers offering QQI and PHECC awards are subject to external quality assurance review of their institutions. Such reviews are carried out by QQI or PHECC at 5-year intervals.

The Quality Assurance Manager is responsible for the review process and consists of the following:

1. Accrediting body sets terms of reference
2. Self-evaluation by Barrow Training
3. Visit by expert panel/member appointed by accrediting body
4. Implementation plan and response by Barrow Training
5. Panel report and published, where applicable
6. Follow up report submitted by Barrow Training

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1.5 Embedding a Quality Culture

Barrow Training is committed to the active development of a culture that recognises the importance of quality, quality assurance, quality improvement and enhancement. The centre has a strategy in place to develop the continuous enhancement of quality in all its activities:

- Regular review of annual key performance indicators (KPIs), business plans and goals
- Consultation with all stakeholders in the development of policy and procedures
- An organisation wide approach to the implementation of quality assurance procedures to encourage a sense of ownership of quality amongst staff
- Policies and procedures are designed in consultation with those involved in their implementation

Customer satisfaction and the quality of services are key, with all staff members encouraged to contribute feedback and suggestions for process improvements during monthly Board of Management and team meetings.

Progress in embedding a quality culture is measured by the Board of Management using the following methods:

- Day-to-day monitoring
- Staff performance appraisals
- Stakeholder feedback
- Learner surveys
- Internal and external audits
- Conformity with QA procedures
- Staff training and professional development

1.6 Legislative Requirements

Barrow Training Board of Management is committed to ensuring that all within the company are aware of the need to meet customer requirements in line with applicable legal and regulatory requirements.

In addition, the Board of Management ensures that requirements under Employment, Labour and Equality Law are met in full, while the Quality Assurance Committee ensures that programmes of education and training are delivered in line with the criteria set out by QQI and PHECC. The committees keep abreast of all pending legislation and updates to existing legislation by email notification from insurance companies, HSA, QQI and PHECC. Barrow Training has commissioned the services of a HR Consultant to aid the implementation of this policy.

The following legislation is relevant to Barrow Training in relation to Employment, Labour and Equality:

- Terms of Employment (Information) Acts 1994–2014
- Employment (Miscellaneous Provisions) Act, 2018
- Regulation (EU) 2016/679 (General Data Protection Regulation)
- Safety, Health and Welfare at Work Act, 2005
- National Minimum Wage Act, 2000
- Payment of Wages Act, 1991
- Minimum Notice and Terms of Employment Acts, 1973–2005

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- Industrial Relations (Amendment) Act, 2015
- Organisation of Working Time Act, 1997
- Organisation of Working Time (Records) (Prescribed Form and Exemptions) Regulations, 2001
- Maternity Protection Act, 1994
- Maternity Protection (Amendment) Act, 2004
- Paternity Leave and Benefit Act, 2016
- Adoptive Leave Act, 2005
- Parental Leave Acts, 1998-2019
- Parent's Leave and Benefit Act, 2019
- Carer's Leave Act, 2001
- Employment Equality Acts, 1998–2015
- Equality (Miscellaneous Provisions) Act, 2015
- Protection of Employees (Part-Time Work) Act, 2001
- Protection of Employees (Fixed Term Work) Act, 2003
- Protected Disclosures Act, 2014
- European Communities (Protection of Employees on Transfer of Undertakings) Regulations, 2003
- Redundancy Payments Acts, 1967–2014
- Protection of Employment (Exceptional Collective Redundancies and Related Matters) Act, 2007
- Unfair Dismissals Acts, 1977–2015
- Workplace Relations Act, 2015
- Mediation Act, 2017

The following legislation is relevant to Barrow Training in relation to education and awarding bodies:

- Education Act, 1998
- Further Education and Training Act, 2013
- Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019
- S.I. No. 109 of 2000 - The Pre-Hospital Emergency Care Council, (Establishment) Order, 2000
- S.I. No. 575 of 2004 - The Pre-Hospital Emergency Care Council, (Establishment) Order 2000, (Amendment) Order, 2004

1.7 Documentation

Barrow Training aims to provide a comprehensive QA system that is fully documented, and which sets out the centre's commitment to quality delivery and continuous improvement.

Barrow Training has a fully documented quality assurance system. All our processes and associated procedures are documented. This confirms the centre's commitment to quality in relation to:

- New Programme Development
- Programme Provision
- Evaluation
- Continuous Improvement

Barrow Training holds the following quality assurance accreditations:

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1. Quality and Qualifications Ireland (QQI) since 2010
2. ISO 9001 (2015) certification since 2016
3. Pre-Hospital and Emergency Care Council (PHECC) since 2018

The centre's quality assurance procedures are informed by the above accreditation guidelines, as well as legislative requirements outlined in section 1.6. These procedures are available for viewing by the public on our website www.barrowtraining.ie/about/quality-assurance as a PDF file. Staff are provided with a copy as part of their induction.

Our aim is to promote a culture of quality, facilitate diversity, support innovation and demonstrate accountability. All processes are documented in our operations manuals (internal access only) and are available on our master list of files (QF01). This file is accessible to all staff and is updated regularly, as required.

1.8 Operation Manuals

Barrow has a library of standard operating procedure manuals (SOPs) for all activities and procedures that include:

Manual	SOP Number
Blended Learning programmes	203
Sage procedures	209
General operations Manual	201
Certified programmes	204
Procedures for ETB Contracted Training Courses	202
VERI integrated Training System	214
Course Development and Evaluation	211
Purchasing Suppliers and Sub Contractors	210
Marketing and Tendering	207
QQI procedures	205
PHECC Programmes	216
Documents Record Electronic Data Control	101
Management Review	102
Auditing	103
Control of Non-Conformance	104
Corrective Action Procedures	105
Human Resources and Training procedures	106
Customer satisfaction and Complaints Procedures	107
Planning Change	108
Risk Management	109
Procedure for Determining Context in the List of Interested Parties	110

1.9 Quality Assurance Policies and Procedures

The Quality Assurance Manager has responsibility for documenting QA procedures within the organisation and ensures that all policies and procedures are fit for purpose. The QA Manager reports their findings directly to the Board of Management.

This process is assisted by the Training Manager and the Director of Training, and the QA Manager will also co-opt specific individuals with articular knowledge and experience to assist with the development and review of policies and procedures. All work undertaken by the QA

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Manager and other relevant personnel is subject to review and approved by the Board of Management. Learners, tutors and staff are informed of the policies and procedures that are relevant to them in an induction presentation and are provided with a handbook for reference.

1.9.1 Policy Templates

Polices and standard operating procedures (SOPs) are version controlled and date marked. This monitoring process ensures that polices continue to meet the needs of the company, customers and stakeholders.

The common template will include:

- Policy Title
- Date
- Version Number
- Name of Creator
- Description of change
- Policy details and review date

As a controlled document, the current version of each policy is logged in the Master list file.

Barrow Training implement a strict document control and ownership system. All QA documents are owned and controlled by the QA Manager. The QA Manager uses internal audits and ongoing reviews to monitor the effectiveness of each process during the course of the year.

1.9.2 Internal Audits

Barrow Training conducts internal audits at planned intervals to provide information on whether the quality management system:

a) conforms to the organisation's own requirements of ISO 9001 within its scope
b) is effectively implemented and maintained

Barrow Training shall:

a) Plan, establish, implement, and maintain the audit programme including frequency methods responsibilities planning requirements and reporting taking into consideration the importance of the processes changes affecting the organisation and the results of previous audits
b) Define audit criteria and scope for each audit
c) Select auditors and conduct audits to ensure impartial and objective audit process
d) Ensure results of audits are reported to relevant management
e) Take necessary correction and corrective actions without undue delay
f) Retain evidence of audit program implementation and audit results (Mandatory documented information)

Barrow Training operates a company-wide audit programme that serves the following purposes:

- Determination if company policies, procedures and systems are effectively implemented
- Identification of non-conformances
- Verification of effective correction of all identified non-conformances

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A fully documented procedure is in place – SOP 106 - Auditing.

1.10 Risk

1.10.1 Actions to Address Risks and Opportunities in Training and Education

Matters arising during ongoing monitoring will provide an opportunity to assess programme-related risks. Areas of concern identified during ongoing monitoring and programme review will trigger appropriate intervention to ensure the achievement of all Barrow Training programme objectives.

End-of-programme surveys will acknowledge programme strengths and highlight potential areas for development and improvement before the next scheduled iteration of the programme.

All recommendations from programme reviews and ongoing monitoring will be presented to the Quality Assurance Committee and Board of Management.

1.10.2 Actions to Address Risks and Opportunities in the Organisational Context

The Board of Management Team of Barrow Training have completed a full risk assessment of the business taking into consideration the context (internal and external factors and conditions) of the organisation, along with the relevant requirements of their interested parties and how this may impact on the company's Quality Management System.
The results of the risk assessments have been documented within the company business Risk Register (QF199).
The Risk Register outlines the potential threats to the ongoing operation of the organisation, and what mitigation measures are in place to minimise the likely occurrence of these threats.
The methodology of how the company identifies both its risks and opportunities related to the QMS are addressed according to the procedure for addressing risks and opportunities (SOP 109 Risk Management).

Barrow Training has planned actions to address both risks and opportunities and has fully integrated and implemented the actions into its QMS processes. Barrow Training evaluates the effectiveness of these actions on an ongoing basis.

High risks identified in the risk register will also be discussed during the annual Board of Management review.

1.11 Management Review

A Management Review is undertaken by the Board of Management on an annual basis to ensure continued suitability, adequacy and effectiveness of the Quality Management System and alignment with the strategic direction of the organisation.

Related Procedure: SOP 102 Management Review.

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Chapter 2. Programmes of Education and Training

This chapter relates to the following Quality Assurance guidelines from Barrow Training's accrediting bodies:

- Programmes of Education and Training (QQI Core Statutory Quality Assurance Guideline 3)
- Course Development, Delivery & Review (PHECC Quality Assurance Theme 4)

Barrow Training is committed to providing course content, delivery methods, a learning environment and ongoing review to help create participative, active and meaningful learning for all our learners. We welcome and actively seek learner feedback to help us achieve this.

Barrow Training is committed to ensuring that all programmes are:

1. Developed in line with all policies and guidelines
2. Delivered to the highest standard in a professional, safe and consistent manner
3. Reviewed on an ongoing basis

Feedback from learners, tutors, staff and other relevant stakeholders is given priority to ensure Barrow Training continue to identify opportunities for improving the quality of the programmes and the service delivered.

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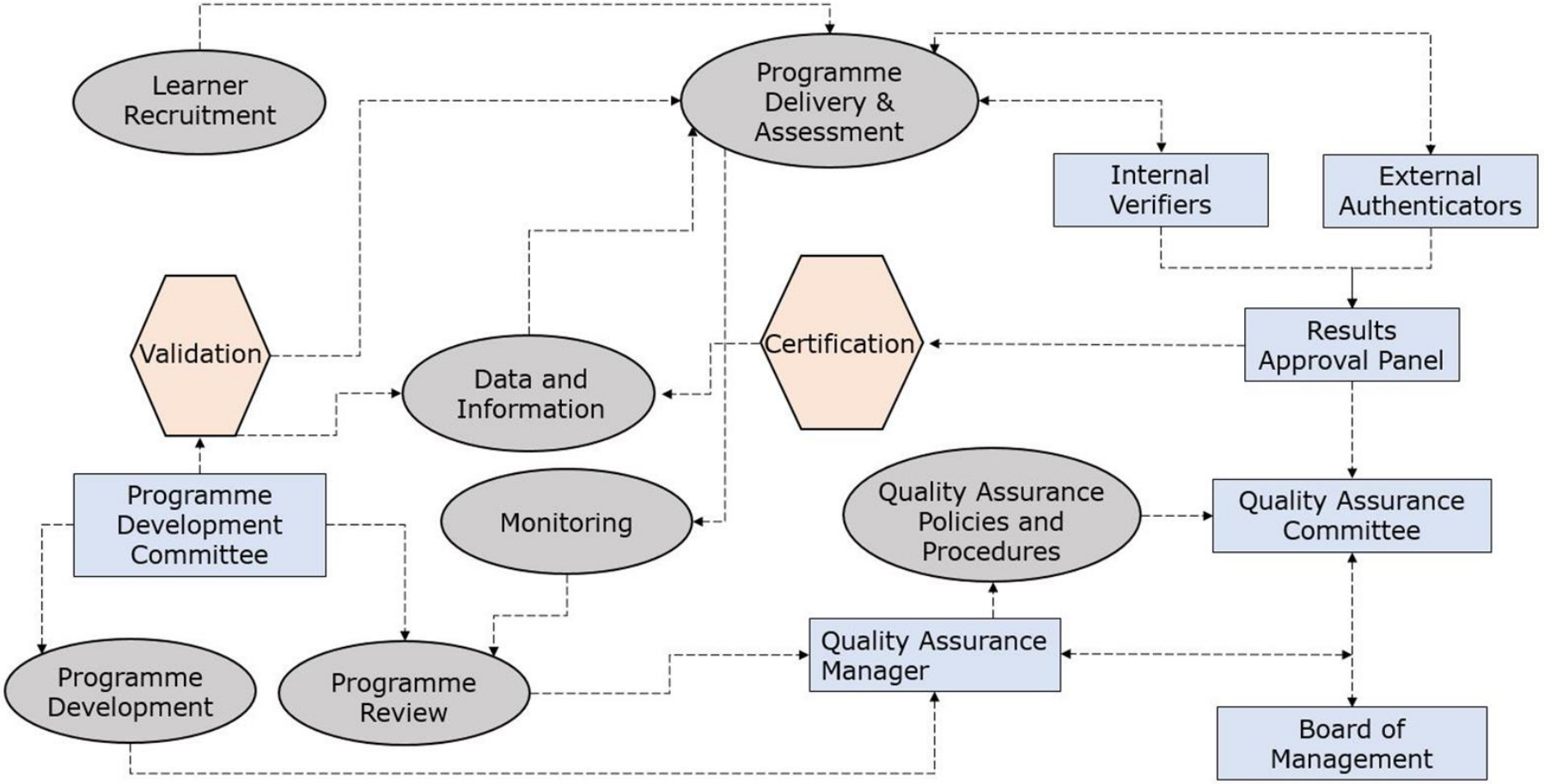
The figure below depicts the interrelationship between operational and governance structures and processes (QF 725).



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2.1 Procedure for the Development and Approval of New Programmes

Barrow Training will develop and deliver programmes that are well-structured, relevant to the needs of learners and industry, and reflect the standards as set out by the National Framework of Qualifications (if applicable). This process is guided by the policies and criteria for the validation by QQI of programmes of education and training.

2.1.1 Stages in Design of New Programme

Internal Verification	
Identification and proposal of potential new programme	Ideas for new courses are generated from training needs analyses, enquiries database, away days, requests and engagement with learners, clients, employers, tutors and stakeholders. New legislation is also considered and employment trends.
Agreement from Quality Assurance Committee	When an idea is generated, it is firstly approved by the Quality Assurance Committee. The Quality Assurance Manager will prepare a proposal for the committee and will include programme context, level, rationale, learner demand, competitors (if any), schedule for development and resources and costs associated with development and validation. The Quality Assurance Committee will the review the proposal considering Barrow's scope of practice, learner needs, alignment with NFQ, what is currently being offered by other providers and accreditation requirements. See Section 1.3.3 of Quality Assurance Manual for Terms of Reference and Role
Programme Development Committee	If accepted by the Quality Assurance Committee, then it will be passed to Programme Development Committee whose role is to develop the programme and fee schedule. A timescale is decided upon and this sub-committee will report back Quality Assurance Committee at agreed intervals. See Section 1.3.4 of Quality Assurance Manual for Terms of Reference and Role
Course Development	Learning outcomes of the programme are agreed upon. Access requirements, and transfer and progression pathways are identified for the programme. Additionally, QQI requires the following for programme validation applications; programme descriptor, self-evaluation against QQI criteria, full resource development, assessment briefs and marking sheets, and tutor programme specification. PHECC requires personnel, QA agreement and learner resources. See section 2.2 of Quality Assurance Manual

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Evaluation and approval by Quality Assurance Committee	Application is reviewed by Quality Assurance Committee and returned to Programme Development Committee for amendment, if required. QA Committee must approve application before submission to accrediting body.
Submission to Accrediting Body for Validation	Course development materials will be submitted to the relevant body through one of the following methods and required fee will be paid: • Uploaded through QBS with QQI • Uploaded through Recognised Institution (RI) Portal with PHECC

An external assessment from the accrediting body follows this process, ensuring core policies and criteria for the validation of programmes of education and training are met.

Programme Monitoring and Review	
Programme Review Committee	The Programme Review Committee is concerned with the quality, standards and monitoring of QQI and PHECC courses delivered by Barrow Training. They are responsible for the oversight of all QQI and PHECC programmes. The Programme Review Committee will periodically review programmes to maintain standards and ensure compliance and make recommendations to enhance and improve the programmes to ensure they are fit for purpose. They will also provide advice, support and guidance to management, tutors, and staff on the development and delivery of all Barrow programmes. This committee is a sub-committee for the Quality Assurance Committee. The Barrow audit schedule is developed at the beginning of each year. The centre will ensure that all procedures are evaluated at least once in a 12-month period. See Section 1.3.5 for Terms of Reference and Role of Programme Review Committee

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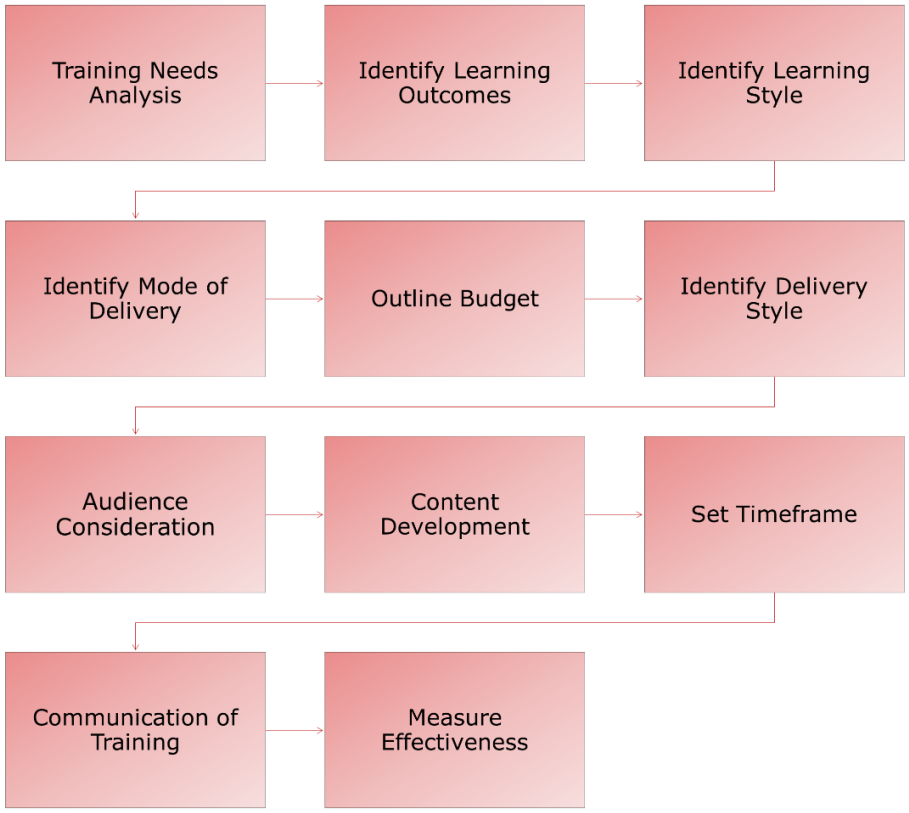
2.2 Programme Design

2.2.1 Framework

Barrow Training applies the following framework for the design of a training programme:



Training Needs Analysis	Consider the type of training that is required based on research outlined in 5.1.1.
Identify Learning Outcomes	Set learning outcomes that are performance-based and clear. The end result of the learning outcome can be observable or measured in some way which is reflected in the assessment criteria. These may already be set out by the accrediting body and must align with the relevant award standards.
Identify Learning Style	The training programme is developed to meet the different learning styles of potential learners, i.e. visual, auditory and kinaesthetic. Different styles may be relevant more than others to a particular type of training, depending on the information being taught.
Identify Mode of Delivery	Training programmes may include a variety of delivery methods, i.e. fully classroom-based or blended learning. Choice of method is based on a number of factors including demand, requirements and relevance.

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Outline Budget	Decide on the financial input of the organisation into the development of this programme, including staffing, consultancy, resources, and fees
Identify Delivery Style	Devise methodology and lesson plans for the programme. This will vary depending on the mode of delivery.
Audience Consideration	Ensure programme is relevant and accessible to the intended audience. Outline learner supports and reasonable accommodations that can be made for learners on the programme.
Content Development	Learning outcomes and methodologies are used to develop the content for the programme by SMEs on the Programme Development Committee. The most up-to-date evidence should be used to advise this content. Assessment criteria are devised to include all learning outcomes. Content for all programmes, blended and classroom-based, are developed with a view to support effective teaching, learning and assessment.
Set Timeframe	Decide on length of training, including directed and self-directed learning hours.
Communication of Training	Communication of training programme via a variety of communication channels, e.g. website, social media, newspaper advertisements, to initiate learner recruitment
Measure Effectiveness	Effectiveness of the training is measured through reaction of the learner and the tutor, and through assessment results which allows us to establish the level of improvement in knowledge, skills and competence

2.2.2 Role of the Programme Development Committee

The programme development committee is responsible for the creation of all course material. They will adhere to the guidelines of the QA Manual. Their goals are to:

- Maintain the quality of the academic material
- Develop engaging study materials to enhance the cognitive capacity of the learner
- Track and document processes and procedures in place to guide course development and to ensure efficiency and clarity to all staff involved in the content development process
- Develop and design training and information documents
- Develop templates which document guidelines for course development – updating relevant SOPs.

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2.3 Learner Admission, Progression and Recognition

2.3.1 Access

Barrow Training's Admission Policy & Criteria (QF803) provides clear admission procedures that will be applied consistently and in a fair and transparent manner.

2.3.1.1 Policy Statement

Barrow Training operates an open admissions policy for learners who fulfil the necessary requirements to undertake a course of study offered. Inclusiveness and equality are central to Barrow Training's policy. Barrow Training does not discriminate on any of the grounds outlined in the Equal Status Acts 2000-2015. Barrow Training, in so far as is practicable within its resources, makes special accommodation for learners with disabilities.
Barrow Training reserves the right of admission and may decide to modify, postpone or cancel Learner admission at any time should the need arise.

2.3.1.2 Scope

This policy applies to all prospective learners of Barrow Training and relates to all Barrow Training courses (QQI-accredited, PHECC-accredited, and Barrow-certified).

The named person in BTC for advice and support is the Quality Assurance Manager available on quality@barrowtraining.ie or 059 972 1416.

2.3.1.3 Procedures

A) Policy Implementation

Entry requirements, admission criteria and programme information will be made available on the Barrow Training website and in printed promotional documents. It is the responsibility of applicants to ensure they are fully briefed about their chosen course of study. Applicants will take responsibility for ensuring that they have completed all documentation required for enrolment and paid the necessary fees if applicable. This may include, but is not limited to:

- a completed enrolment form
- a photocopy of personal identification
- a photocopy of any previous qualifications
- proof of English language proficiency (if required)

Applicants will take responsibility for ensuring that they are fully registered on the programme of study. An applicant cannot be considered a learner until they have completed all stages in the registration process.
Applicants will also take responsibility for the accuracy of information supplied. Submitting false or misleading information or documentation can lead to cancellation of admission or expulsion from a programme.

B) Criteria for Admission

Previous Qualifications: To access programmes leading to a particular award, the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications,

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i.e. in order to access a Level 6 programme, the learner must have achieved a Level 5 qualification.
This may have been achieved through a formal qualification or through relevant life and work experience.
Applicants must also have a strong interest in their chosen area of study.

Minimum English Language Requirements: Teaching in Barrow Training is through the medium of English. Therefore, learners must demonstrate a high level of competence in the English language to be admitted. Barrow Training's minimum English language requirements apply to all applicants at all levels of study. Learners whose first language is not English must show that they meet a certain standard of English language proficiency. This can be proven through any one of the following methods:

- Common European Framework of Reference for Languages (CEFR) Level B2 or higher
- Merit or Distinction in the QQI Level 5 modules English as a Second Language 5N1632 or Communications 5N0690
- International English Language Testing System–Academic (IELTS) – Minimum overall band score of 7.0, with a result not less than 6.5 in each of the individual sections
- Test of English as a Foreign Language (TOEFL) – Internet Based Test: Minimum total score of 100 out of 120, with a score not less than 22 in Reading and Listening. Not less than 26 in Speaking and NOT LESS than 24 in the test of written English
- Leaving Certificate results of H7/O6 in English

Applicants must complete the English language proficiency test prior to enrolling on a Barrow Training programme. In all cases the test results must not be more than 2 years old.
Information on accessing a test is available on the Barrow Training website.

Additional Requirements Specific to Learners Engaging in Blended Learning:
Applicants must be self-motivated and have the capacity to take responsibility for their own learning as they progress through a blended learning programme. Basic computer literacy is required to enrol on a blended learning programme, e.g. opening an internet page, following simple instructions, and creating a Word document. Applicants must also have the following:

- Access to a laptop with functioning camera and audio **OR** access to a PC with functioning camera and audio (earphones may be required when using PC) **OR** access to a mobile device with functioning camera and audio
- Strong internet connection
- Microsoft Teams downloaded
- Photo ID in the form of a passport, public service card or driving license

Learners with a Disability, Medical Condition or Learning Difficulty: Under the Equal Status Acts, 2000 to 2015, BTC is fully committed to providing reasonable accommodation to meet the needs of learners with a disability, a significant on-going medical condition or learning difficulty to enable them to successfully complete their programme on an equal footing with other learners.
A reasonable accommodation might be any action that helps alleviate a substantial disadvantage arising from the learner's disability, significant medical condition or learning difficulty, without changing the demands or the integrity of the examination or the programme.
See QF800 Reasonable Accommodation Policy.

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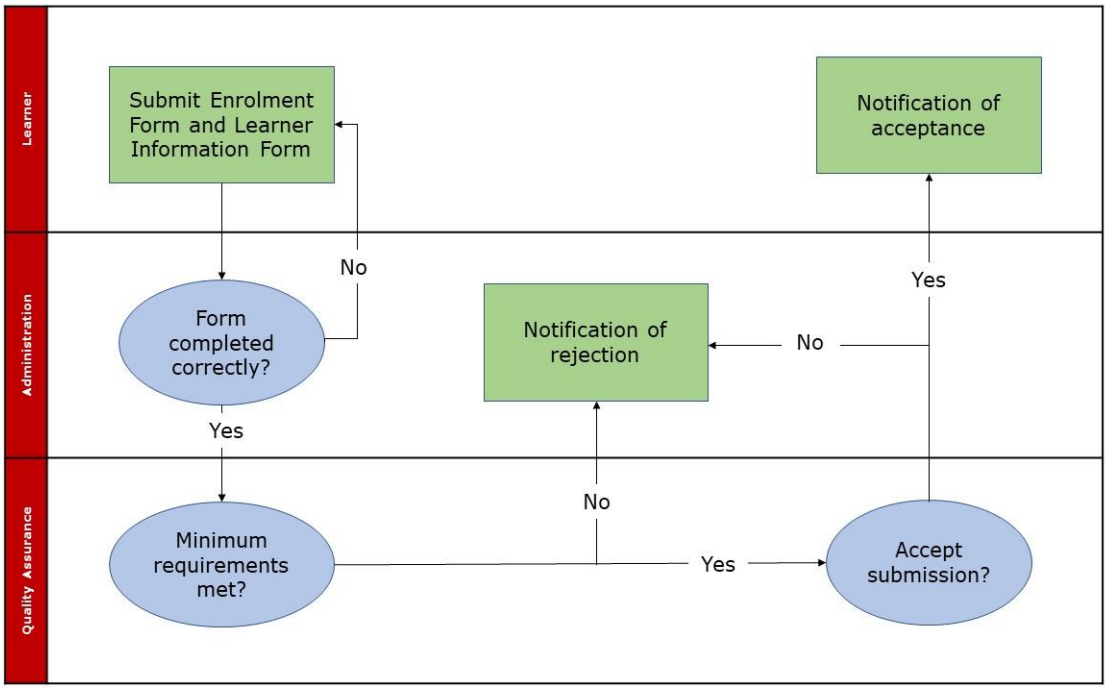
C) Selection Procedure

The decision to admit a learner must be based ultimately on an informed judgement that the applicant is competent to begin the course and successfully complete the course.
Barrow Training reserves the right to request an applicant to attend for interview to assess their eligibility for a programme where it deems such action appropriate. Should the numbers enrolling for a programme exceed available capacity, places will be offered to eligible applicants on agreed selection criteria. Applicants who cannot be accommodated due to capacity will be invited to place their names on a waiting list.
Incomplete applications will not be assessed until all information has been received from the applicant.
Fees paid in advance will be returned if, for any reason, an applicant is not offered a place on the programme or if the programme does not run.

D) Enrolment Process



2.3.2 Induction

Learner induction is mandatory at the start of every programme. The presentation will include:

- ✓ Admission Criteria
- ✓ Submission Policy including deadlines
- ✓ Exam Policy and Code of Conduct
- ✓ Schedule of Submission
- ✓ Referencing
- ✓ Appeals
- ✓ Plagiarism
- ✓ Assessment Process

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- ✓ Transfer & Progression
- ✓ Learner Supports
- ✓ PEL – Protection for Enrolled Learners
- ✓ RPL – Recognition of Prior Learning
- ✓ Health and Safety
- ✓ Learner Handbook

Learners must sign a course commencement form (QF20) confirming that they understand and agree to Barrow Training's policies and procedures outlined in the induction.

2.3.3 Transfer & Progression

Successful completion of a component award enables the learner to progress to achieve a full major award, or to transfer from one programme of education and training to another programme where the component is a mandatory or an elective requirement.

Different combinations of components lead to different Major Awards. Each component has a credit value, typically between 15 and 30. A Major Award needs 120 credits, made up by combining components. Progression requires a full Level 5 or Level 6 Major Award, with at least 120 credits.

Upon successful completion of a major award, learners can progress to an award on the next level on the NFQ. Alternatively, the Higher Education Links Scheme (HELS) gives learners the opportunity to use their QQI Level 5/6 Major Award to apply through the CAO for a place in the first year of a higher education programme. In some instances, progression is on the basis of specific Level 5 or 6 Major Awards which the learner should check with the higher education institution prior to commencement. Components (Minor Awards), or achievement of less than 120 credits, will not suffice for progression under the HELS.

The learner is responsible for ensuring that Barrow Training is made aware of their wish to apply through CAO prior to commencing the Major Award and is advised in the learner handbook. Barrow Training can then apply to QQI for Major Award status on the learner's behalf, prior to application to the CAO. Learners must check both the individual Higher Education institution and the CAO websites to ensure they meet any special or essential requirements specified, which may include the following:

- A specific Major Award
- A specific grade in specific components
- Additional Award requirements such as mathematics
- That all credits used for scoring purposes are achieved in one 'single sitting' (whilst the Major Award may be achieved over more than one year, it is important to note that some higher education institutions require that the 120 credits are achieved within a 'single sitting' between 1 August and 31 July of any certification year)

Barrow Training commits to supporting learners who wish to transfer or progress to Barrow Training programmes or others leading to an award within the National Framework of Qualifications.

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2.3.4 Recognition of Prior Learning

Learners can gain recognition for certified training or education programmes outside of Ireland through National Academic Recognition Information Centre (NARIC) and the National Europass Centre.
Using Recognition of Prior Non-Certified Learning (RPL), Barrow Training can reduce the number of days that participants need to attend a programme based on their previous and current experience and qualifications. There is no change to assessment criteria.
To avail of RPL, the learner must be in their current role for a minimum of 2 years and have met some or all of the learning outcomes of the programme in this time. An application form (QF702 – Appendix 1) must be submitted to the Quality Assurance Manager which includes a letter of competency from their employer (past or present) stating the exact role and skills relevant to the application. This letter must be on headed paper and signed. The Quality Assurance Manager will review the application and inform the learner of their decision in writing within 2 weeks.

2.3.4.1 Exemptions

An exemption may only be claimed for the purpose of and at the time of achieving a major or special purpose class award. This information is provided to learners in their handbook (QF42).

Only those components which are no more than five years old, at the time the exemption(s) is sought, may be used to claim an exemption.

Exemptions may also be claimed from other recognised awarding bodies i.e. Universities, Institutes of Technology, State Examinations Commission etc.

2.3.4.1.1 Exemption using a Non-CAS Module

The learner should inform Barrow Training of the prior completion of the module by requesting an RPL application form (QF702). They should then return the completed application form along with a copy of the certificate(s) to the Quality Assurance Manager on quality@barrowtraining.ie. The application form and the certificate will be reviewed internally, and the outcome will be confirmed to the learner by email within 14 days. Any learner who does not meet the deadlines as per the five-year rule on any non-CAS module will need to re-sit the module.

2.3.4.1.2 Exemption using a CAS Module

Learners who have prior completion of a QQI module and which is relevant to the major award they are working towards must notify the Quality Assurance Manager by email on quality@barrowtraining.ie along with a copy of the QQI certificate and/or final statement of results. Again, the learner must pay particular attention to the date on the certificate in order to ensure it can be used for the purpose of an exemption. Only those components which are no more than five years old, at the time the exemption(s) is sought, may be used to claim an exemption.

2.3.4.1.3 Holders of a Degree awarded by a National Awarding Body

Learners who hold a degree awarded by a National Awarding Body will automatically receive an exemption from Communications QQI Level 5 5N0690 or Level 6 6N1950, as long as the certificate has been achieved within the previous five years.
The learner must inform Barrow Training if they hold such a degree by requesting an RPL application form (QF702). They should then return the completed application form along with a copy of the certificate to the Quality Assurance Manager on quality@barrowtraining.ie. The application form and the certificate will be reviewed internally, and the outcome will be confirmed to the learner by email within 14 days. Any learner who does not meet the deadlines as per the five-year rule on a degree will need to complete the relevant Communications module.

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2.4 Work Placement

Work placement is a planned experiential learning activity and is an integral part of any educational process. It involves learners preparing and planning for work, working under direction in a specific vocational area and reviewing and evaluating that work. The experience enables learners to develop work skills, evaluate employment opportunities and cope with changing work environments. Work placement must be completed in an organisation that is relevant to the programme.

2.4.1 Preparation Procedures

It is the learner's responsibility to find a work experience placement. However, when a learner is recruited, they are asked if they require any support/assistance in securing work placement. If so, the information is passed on to the tutor who will advise of organisations that Barrow Training have worked with before and those in the locality. Each learner must be fully registered on a programme and be undertaking the required modules to meet QQI standards. Learners will be made aware of specific requirements for their vocational area by their tutor, e.g. Garda Clearance.

Prior to a learner's commencement of work placement, they must provide the organisation's details to their tutor. The tutor contacts the supervisor with the Briefing to Workplace Supervisors form (QF148 – Appendix 2) which outlines the roles and responsibilities of the workplace supervisor which they must sign and agree to participate.

2.4.2 During Work Placement

Successful completion of the QQI work experience module is dependent on completion of a minimum amount of work experience hours (80-120 hours) and satisfactory supervisor's report. Learners should refer to work experience tutor's guidance on this matter.

The supervisor must monitor the learner on work placement for a minimum of 35 hours. Outside of these hours, the learners must be supervised by another team leader or senior staff member. The learner should not work unsupervised at any time during their placement.

The tutor will phone the work placement supervisor to monitor learner progress and address any issues that may arise, e.g. attendance, conduct. Site visits are conducted by tutors and, if necessary, the Quality Assurance Manager to the workplace. The Work Experience Monitoring Report (QF683 – Appendix 3) is completed during a meeting between the Barrow Training representative and the supervisor. The learner is then invited to join the meeting to provide feedback and discuss their learning.

Barrow Training values the relationship with work environments and therefore expects learners to be professional at all times during placement.

Code of Conduct for Learners on Work Experience:

- Be professional in your contacts with service users, staff, and supervisors
- Keep all information obtained on placement confidential
- Any reference to work placement on social media is not permitted
- Obtain permission from service user and supervisor for any information used in assignments/course work

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- Take responsibility for your own learning
- Participate in all activities associated with the role
- Read and adhere to all policies and procedures
- Arrive punctually
- Take direction from staff and supervisors
- Contact placement supervisor if unable to attend
- Barrow Training will liaise with the placement supervisor in case any issues have arisen over the duration of the work experience
- The tutor will work with each learner to assess the skills they are acquiring and how they can make the most of the placement opportunity

2.4.3 Completion of Work Placement

Upon completion of the work placement, the supervisor is invited to complete a full report (QF301 – Appendix 4) on the overall performance of the learner. For programmes where work placement forms part of the assessment, the results of this report contributes to their overall mark. This report provides evidence that the learner has completed the required hours of placement necessary to meet the criteria of QQI qualification.

Barrow Training respects the final grading of the supervisor regarding learner performance and only in exceptional circumstances will Barrow Training seek justification of marks awarded.

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2.5 Appendix 1 – QF702 Application Form for Recognition of Prior Learning (RPL) (V2, June 2020)

Part A - Personal Details and Programme Details

Name:	
Contact Number:	**Email Address:**
Address:	
Title of Major award you are completing:	
Code of Major award you are completing:	
Date of Application:	

Part B – RPL Type

Please indicate which type of RPL you are applying for

Certified – Recognition of a FETAC award towards a QQI award	
Certified – Recognition of an award from another awarding body (e.g. VTCT, City and Guilds) towards a QQI award	
Non-Certified – Recognition of prior life and/or work experience	

Part C – Details of Application

Details of Application Summary
Detail why you are applying, background, rationale etc
Supporting Evidence
Please list all supporting evidence included in this application

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Part D – Details of Prior Learning and the Equivalent Module

Prior Certified Learning					Equivalent to	
Module Name	**Module Code**	**Awarding Body**	**Date of Certification**		**Module Name**	**Module Code**

This section must be completed for <u>each</u> module for which you are applying for RPL.

QQI Module Name:
QQI Module Code:

Please confirm the following:	✓
I have good written and verbal understanding of the English Language	
I have been working in my current role for a minimum of 2 years and have met some or all of the learning outcomes of the programme in this time	

I can demonstrate my competencies by confirming I can:	✓
[INSERT MINIMUM INTENDED MODULE LEARNING OUTCOMES]	

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Part E – Relevant Employment History

Employer Name and Address	
Role:	**Type:**
Date: FROM and TO:	
Relevant tasks and Responsibilities: *(Be as detailed as possible)*	

Employer Name and Address	
Role:	**Type:**
Date: FROM and TO:	
Relevant tasks and Responsibilities: *(Be as detailed as possible)*	

Employer Name and Address	
Role:	**Type:**
Date: FROM and TO:	
Relevant tasks and Responsibilities: *(Be as detailed as possible)*	

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Employer Name and Address	
Role:	**Type:**
Date: FROM and TO:	
Relevant tasks and Responsibilities: *(Be as detailed as possible)*	

Part F - Checklist

Please ensure that the following are included to support your application. Applications without the mandatory items will not be processed and will be returned for completion.

Evidence	✓
MANDATORY (if applicable): A copy of **each** certificate in your request for an exemption	
MANDATORY: Letter of competency from your current employer stating your exact role and skills **relevant** to your application ***(MUST be on headed paper and signed)***	
Reference from your tutor (if applicable) relating to skills and competencies relevant to your application	
References from past employers	
Any other relevant certification	
Copy of CV	
Completion of **QF702 RPL Application form** for **each** module request in your application	

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Part G – Declaration

I confirm all details provided as part of my RPL application are accurate and true Name: _____ Date: _____

Part H – Office Use Only

		Yes/No
Is the above application accepted?		
Reasoning provided:		
Signed (Quality Assurance Manager)	Date	
Signed (Member of Board of Management)	Date	

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2.6 Appendix 2 – QF148 Briefing to Workplace Supervisors (V2, January 2020)

Briefing to Workplace Supervisors

Thank you for agreeing to participate in the Barrow Training Work Placement programme!

Learners are required to have a Supervisor's Report completed at the end of their placement. The learner/tutor will present this form to you at the end of the course. This form is part of the learner's assessment.
Please complete the form in line with the guidelines below.
Don't hesitate to contact us on 059 9721416 if you have any issues or queries.

The role of the Workplace Supervisor is an important one. We ask that in this role, you:

- ✓ Be honest
- ✓ Provide appropriate feedback and comments
- ✓ Complete fully
- ✓ Sign and date
- ✓ Insert your name and role
- ✓ Use a company stamp

This report will be used toward the total mark of a learner's Work Experience module.

Learner Name: _____

Work Placement: _____

Name of Supervisor: _____

This is to confirm that:

- ✓ I wish to confirm that I understand my role as an assessor
- ✓ I agree to participate in Barrow Training Work Experience programme

Signed: _____ (Workplace Supervisor)

Date: _____ (Date)

This form is intended as a guide to Workplace Supervisors who take Barrow Students on work placement and complete forms as part of the learner's assessment

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2.7 Appendix 3 – QF683 Work Experience Monitoring Report (V1, January 2019)

Work Experience Monitoring Report

Participant: _____

Supervisor: _____

Company Name: _____

Supervisor Meeting

How would you describe the participant's interest in the work?

How would you describe the participant's awareness of Health & Safety Practice?

Would you say the participant arrives to work in appropriate dress?

How would you describe the participant's ability to follow instructions?

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How would you describe the participant's practical skills and quality of assigned work?

How would you describe the participant's punctuality and attendance?

How would you describe the participant's ability to communicate with you (supervisor), co-workers and clients?

How would you describe the participant's ability to work independently and on their own initiative?

How would you describe the participant's ability to take direction and work as part of a team?

Signed: _____ Tutor/QA Manager

Signed: _____ Supervisor

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2.8 Appendix 4 – QF301 Work Experience Supervisor's Report (V1, September 2016)

SUPERVISORS REPORT
WORK EXPERIENCE 5N1356

Participant's Name: **Centre Name:** **Tel No:**

Company Name: **Supervisors Name:**

No of Days Worked: **No of Hours Worked:**

Guidelines: This report forms an important part of the overall assessment of Work Experience for Certification at QQI Level 5. It should be completed by a Supervisor/manager who has observed the participant in the workplace. Please indicate the participants performance by placing a tick for each of the criteria

CRITERIA	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	UN-SATISFACTORY	UNABLE TO ASSESS	FURTHER COMMENTS
Interest in the Work							Brief Description of work undertaken by candidate
Awareness of Health & Safety Practice							
Appropriate Dress							
Ability to follow Instructions							
Quality of Agreed/Assigned Work							
Practical Skills							Any comments/suggestions on work experience arrangements
Use of Workplace Equipment							
Punctuality							
Attendance at Workplace							
Relating to co-workers							
Relating to supervisor							Any Other Comments
Communicating with customers							
Acceptance of direction/criticism							
Initiative							
Adaptability							

Signed: DATE:

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Chapter 3. Blended Learning

This chapter relates to the following Quality Assurance guidelines from Barrow Training's accrediting bodies:

- QQI Topic Specific Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes
- Blended Online Learning as an Approach to Deliver PHECC Recognised Courses

3.1 Introduction

This policy outlines the guiding principles for the development and delivery of blended programmes/modules in Barrow Consultancy and Training Ltd. (hereafter Barrow Training). This has been developed as an enabling resource to facilitate the provision of blended programmes and specifies the relevant quality assurance and enhancement measures required to adhere to best practice and relevant quality standards. This policy has been informed by *QQI Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (March 2018)*.

The design and implementation of blended learning approaches for educational programmes provides learners with alternative learning pathways in a learner-centred environment that promotes self-directed learning. The self-paced interactive and collaborative aspects of digital technology facilitate the development of coursework and learning resources that are supportive and create a constructive learning environment for learners.

The QQI topic specific guidelines state in the context of the blended and online provision that *"it is important that the teaching and learning experience is a positive quality experience, with quality assurance, improvement and enhancement in place"* and Barrow Training is committed to this. The guidelines are organised under the following principal headings:

- organisational context
- programme context
- learner experience context

3.2 Definitions

Blended Learning
For the purpose of these guidelines, blended learning is "the integration of classroom face-to-face learning experiences with online learning experiences" (Garrison and Kanuka, 2004) as adopted by QQI.

Online Learning
When referring to online learning, all course content is provided online, with no requirement for classroom-based or face-to-face tuition. Some Barrow Training-certified training is offered via online delivery.

Face-to-Face Learning
Face-to-face learning is defined as classroom-based delivery where a set period of time is spent with a tutor for lectures, discussions, and workshops. This may also include other learners and involve group activities.

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3.3 Blended Learning in an Organisational Context

3.3.1 Strategy and Planning for Blended Learning

The vision of Barrow Training is to deepen our relationship with the Healthcare, Childcare, Hospitality, Management and Professional Development sectors by becoming the leading provider of training and training-related consultancy services. An integral component of this strategy is to provide the organisation supports for a blended learning infrastructure. This strategy is implemented at functional and programme level with accountable roles identified to ensure effective and efficient implementation. Barrow Training has appointed a manager to this role to work with the Programme Development Committee to design material and processes of the highest standard.

All procedures for Barrow Training are fit for purpose in the context of blended learning and all the necessary resources are researched and allocated to ensure the additional costs of blended learning provision are taken into account.

At the organisational level, the provision of blended learning should occur in a context where:

- Appropriate induction and training are provided to staff who design, support, teach and assess blended learning modules
- All legal and regulatory obligations including intellectual property, copyright and data protection are fully adhered to
- Appropriate infrastructure and resources to support high quality provision of blended learning are planned, developed, and evaluated.

3.3.2 Infrastructure and Resources

3.3.2.1 Recruitment

The Board of Management is responsible for the appointment of staff with technical and professional expertise in teaching, learning and assessment appropriate to Blended Learning. The Technology-Enhanced Learning (TEL) Manager, in conjunction with the Quality Assurance Manager, is responsible for the induction, monitoring and professional development of staff specific to Blended Learning provision.

When an academic vacancy arises, a job specification and associated selection criteria for that particular role is devised by the Director of Training and approved by the Board of Management prior to advertising. Candidates are then shortlisted and approved by the Board of Management prior to interviews taking place. All interview candidates are required to provide copies of relevant qualifications and a signed passport photograph which are kept together with their Curriculum Vitae and any other relevant documentation. Please see further information on Blended Learning tutors in Appendix 1.

3.3.2.2 CPD and Training Initiatives

The Quality Assurance Committee will lead initiatives to build capacity for CPD. This will include ongoing training and additional support initiatives required by academic and administrative staff to build their digital literacy skills. It will require proportionate expansion and resourcing in line with growing requirements as blended and continues to develop.

The core CPD training will include:

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- A comprehensive range of bespoke staff training sessions in Technology Enhanced Learning (TEL)
- Initiatives that guide staff to advance their skills with TEL in a phased manner to continually develop pedagogical approaches and facilitate further progression to innovative practices
- One-to-one guidance and consultation with staff on identifying tools and resources for their teaching and learning requirements and on developing their skills

3.3.2.3 Assessment Venues

Barrow Training will ensure that assessment venues are designed so that they meet the requirement for which they are intended.

Lighting	All rooms will have the lighting appropriate to their use
Accessibility	Access for people with a disability (including special arrangements) where required shall be in accordance with national legislation, or reasonable accommodation made as appropriate. This information will be requested upon enrolment and again upon invitation to classroom-based days.
Health & Safety	All venues will comply with legislative requirements relating to health and safety. This will include insurance, risk assessments, safety statements, escape routes, fire drills, emergency contacts and ensuring this information is communicated to both tutors and learners.
Equipment	Venues for theory assessments and skills demonstrations will satisfy the following: • Desks/chairs set out in examination format • Space to display clock and examination regulations • Sufficient space and breakout rooms for skills demonstrations • Access to appropriate toilet facilities • Appropriate waiting areas

The TEL Manager will identify and make booking arrangements with appropriate venues that satisfy the required standards for blended learning programmes in line with QF261 and they also collate learner feedback on venue in line with QF25. See Section 5.2.2 of Quality Assurance Manual for procedure.

3.3.2.4 Information Technology

It is the responsibility of the TEL Manager to ensure that Barrow Training's hardware, software and learner management system (LMS) is of the highest standard to ensure delivery of online and blended learning.

The information technology of Barrow Training is constantly tested for reliability and security and is updated. Appropriate contingency plans are in place should there be a failure. This is the responsibility of the TEL Manager. In the unlikely event of an LMS, hardware or software failure, the following measures are in place:

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- Learner details are kept in a separate password protected and encrypted file which can be accessed by appropriate personnel. This is backed up to Cloud twice daily. Learners can be contacted, and have resources sent to them by email or post, scheduled contact days confirmed, quizzes for formative assessment sent, feedback provided, assignment feedback given.
- There are alternatives in place for any software used (e.g. plagiarism software, Skype) should the software fail.

These measures ensure there is no drop in service to any learner signed up to an online or blended learning programme.

Barrow Training delivers its programmes via a Moodle-Based Learning Management System (LMS) from Enovation. Barrow Training has agreed contingency measures, data processing and Terms of Service for the LMS. The TEL Manager has overall responsibility for the design, implementation, maintenance, security, delivery, and quality assurance of the LMS.

Barrow Training is committed to the use of an LMS that meets the following requirements:

Ease of Use

- Provide a course delivery LMS that is easy to use for learners, faculty, and administrators
- Environment entry point is clear, simple and welcoming
- Course design facilitates readability
- Course multimedia facilitates ease of use
- Ensure mobile/tablet readable
- Course materials are presented using appropriate formats compatible across computer platform, e.g. pdf, mp3
- Enable upgrades and functionality enhancements as and when appropriate

Security

- Provide a fully secured online learning environment that ensures user confidence and adheres to national and international data protection standards

Accessibility

- Provide a course with accessible text and images in files, documents, VLE pages, and web pages to meet the needs of diverse learners
- Provide a course with an alternative means of access to multimedia content in formats that meet the needs of diverse learners
- Videos and screencasts are closed-captioned
- Audio materials (mp3, wav, etc.) are accompanied by a transcript
- Images are accompanied by text descriptions (Alt text) or captions for images that require a more complex description

Barrow Training is cognisant of the three principles of the Universal Design for Learning (UDL) (CAST, 2019) in ensuring the LMS is accessible to all:

- Provide multiple means of **Engagement**
- Provide multiple means of **Representation**
- Provide multiple means of **Action and Expression**

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Copyright

All images used on the LMS are purchased from Deposit Photos and are property of Barrow Training. Developers act in accordance with licensing laws when using content such as images, audio, video, etc. on the LMS.

Multimedia

- Multimedia is produced to a high standard and hosted on an external site such as YouTube
- A wide range of video design approaches are implemented, e.g. presentation slides with voice over, talking head, interview scenario

3.3.2.5 Moodle Workplace Application

The LMS offers learners the opportunity to work online and offline in a time and place that suits them. Learners can download the Moodle Workplace app to their device which allows for the following:

- Access to the learner dashboard
- Browse course content, even when offline
- Instant notifications of messages and other events
- Quickly find and contact other learners on the programme
- Upload images, audio, videos and other files from a mobile device
- View course grades

3.3.2.6 Migration to New Technology

Annual reviews of Barrow Training technology take place and include feedback from learners, tutors, administrators, and any other stakeholders such as employers and supervisors. These reviews also include the monitoring of new developments in the e-learning area and wider technology environment to assess if and how these applications might enhance the learner, tutor, and administrator experience.
As new frameworks and models emerge from the sector and existing ones evolve, Barrow Training staff and tutors involved in the module delivery will select a model/framework that they find most suitable for their particular learning requirements.

Any migration to a new or different technology (hardware or software) is approved by the Quality Assurance Committee to ensure compatibility with learners' technology and potential down time. All current technology has been tested and approved by the TEL Manager confirming that the appropriate technical support and contingency plans are in place.

3.3.3 Ensuring the Quality of Blended Learning Provision

3.3.3.1 Criteria for Admission to a Blended Learning Programme

Applicants must be self-motivated and have the capacity to take responsibility for their own learning as they progress through a blended learning programme.

Basic computer literacy is required to enrol on a blended learning programme, e.g. opening an internet page, following simple instructions, and creating a Word document.

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Learner requirements prior to commencing a blended learning programme:

Access to a laptop with functioning camera and audio **OR** access to a PC with functioning camera and audio (earphones may be required when using PC) **OR** access to a mobile device with functioning camera and audio
Strong internet connection
Microsoft Teams downloaded
Be able to provide photo ID in the form of a passport, public service card or driving license

See QF803 Admissions Policy for full list of criteria for admission.

3.3.3.2 Integrity of Assessments

All learners are contacted by the tutor on enrolment for the course. Upon entry to the course, learners must attend workshops relating to the following prior to continuing with the programme:

- Barrow Training Learner Induction which outlines policies and procedures of the relevant accrediting body
- Academic Writing Skills
- Referencing and Plagiarism

Learners are encouraged to upload their profile picture to the LMS. Learners are contacted weekly by their tutor checking their progress and guarding against cheating, plagiarism, or other kinds of unfair advantage. Learners are required to present photographic proof of identification to the facilitator at face-to-face sessions, e.g. exams, skills demonstrations, study groups.

Assessments that are completed online or live online lectures include the following practices:

- Live online lectures are recorded and uploaded to the LMS for learners to access afterwards. Learners verify their identity during live online lectures by entering a breakout room and presenting the tutor with proof of identification. Recording does not take place at this stage and no other learners are present.
- Written protocol is provided to learners for live assessment. The protocol covers information including mobile phones/tablets cannot be used for such sessions as the functionalities are limited, the webcam must be turned on at all times, desk must be clear – the learner must pick up laptop/webcam and show the table to the assessor, and the screen must be shared to allow the assessor to see if access to online sites/files occurs. These assessments are recorded for verification purposes.
- Digital mechanisms for the transfer of learners' work directly to assessors are approved and tested by Barrow Training to ensure they are secure and reliable
- Learner is issued confirmation of safe receipt of assessment work
- Only enrolled learners are permitted to attend and participate in assessment activities. If another individual is present at the time, they will be asked to leave by the tutor prior to the commencement of the assessment. If they refuse to do so, the assessment will be rescheduled at a fee of €20.

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To confirm that learners' assessment work is their own original work, the following criteria for submission of assessment will apply:

1. A statement and clear instructions about identity fraud and the consequences of academic malpractice that must be signed and agreed to
2. Submission of assessments should incorporate the following:
    - learners must confirm authenticity of own work by selecting an honesty and non-plagiarism box on each submission
    - learners verify their identity by logging into the LMS for the submission of assignments and/or completion of assessments with their private access details, i.e. username and password
    - all assessments uploaded through the LMS will undergo a plagiarism check before being accepted for submission to Barrow Training

The tutor will report any discrepancies in work submitted to the TEL Manager, who will follow up with the learner. This may include a telephone interview to confirm knowledge, an interview, and request for assessment drafts and rough work.

3.3.3.3 Assuring Quality Technology

It is the responsibility of Barrow Training to monitor and ensure that it becomes and remains a leader in technology-enhanced learning (TEL). Barrow Training has used expertise from industry and educational partners to obtain the best advice on technologies and approaches to online and blended learning.

These include:

- External TEL and FET experts
- Enovation, eLearning Consultants
- RIKON, Waterford Institute of Technology

Barrow Training commits to continue investing in the most effective hosting provider which will:

- Greatly reduce or eliminate downtime and provide Barrow Training learners with confidence
- Protect Barrow Training from malicious attack
- Establish managed procedures to ensure rapid recovery from server failure or other data loss

Barrow Training delivers its programmes via a Moodle-Based Learning Management System (LMS) from Enovation. To ensure effectiveness from an organisational, programme and learner context, Barrow Training monitors and reviews the provision of blended learning programmes on a continuous basis.

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Tool	Indicators
External Reports	Learning outcomes Learner engagement Support services Programme outcomes EA reports
Learner Surveys	End of course learner evaluation forms Overall learner experience Repeat bookings/referrals Recommendations for improvement
Module Review Reports	Module delivery Learner feedback Learner engagement Achievement of module learning outcomes Certification outcomes Tutor delivery and tutor feedback
Staff Surveys	Achievement rates of module and programme Learner outcomes and learner engagement Support surveys CPD requirements IV reports

Support provided by Enovation is detailed in Appendix 2.

3.3.4 Learners outside Ireland

Barrow Training does not enrol learners onto its programmes who reside outside Ireland.

3.3.5 Collaboration and Other Partners

Barrow Training does not engage in any collaborations relevant to its provision of blended learning.

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3.4 Blended Learning in a Programme Context

3.4.1 Programme Development and Delivery

Barrow Training will develop and deliver programmes that are well-structured, relevant to the needs of learners and industry, and reflect the standards as set out by the National Framework of Qualifications (if applicable). This process is guided by the Policies and criteria for the validation by QQI of programmes of education and training. See Section 2.1 of Quality Assurance Manual for the Procedure for the Development and Approval of New Programmes.

3.4.2 Blended Learning Programme Design

Barrow Training implements the ABC curriculum design method for the development of its blended learning programmes. This approach is based on activity-based learning and is structured around designing a course that facilitates six learning types:

- Acquisition – Learners listen to a lecture, presentation or podcast, watch videos or demonstrations, and read from books or websites
- Inquiry – Learners explore, compare, contrast and critically analyse the texts, documents and resources that reflect the concepts and ideas being taught
- Practice – Learners adapt their actions to the task goal, and use the feedback to improve their next action
- Production – Tutor motivates learners to consolidate what they have learned by articulating their current conceptual understanding and how they used it in practice
- Discussion – Learners articulates their ideas and questions, and challenges and responds to the ideas and questions from the tutor and/or their peers
- Collaboration – Learners take part in the process of knowledge building itself

ABC Learning Design (Young & Perović, 2018)

The ABC curriculum design method is complemented by the Universal Design for Learning (UDL) – a set of principles for curriculum development that give all individuals equal opportunities to learn, including learners with disabilities. UDL aims to improve the educational experience of all learners by introducing more flexible methods of teaching, assessment and service provision to cater for the diversity of learners in our classrooms. This is underpinned by QF800 Reasonable Accommodation Policy.

The academic standards that inform the design and structure of each module are key to the quality of course and directly impact on the learner experience. Key academic standards include:

- Course overview and introduction
- Learning outcomes
- Assessment
- Learning resources
- Learning activities
- Interaction
- Learner support

(Quality Matters, 2019)

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3.4.2.1 Course Overview and Introduction

At the start of a module, there are clear instructions on the structure, layout, purpose, assessment, and participation in the course. Communication expectations for online discussions, email, and other forms of interaction are clearly stated. Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided. The self-introduction by the tutor is professional and designed to build rapport with the learners.

3.4.2.2 Learning Outcomes

"Learning outcomes are sets of competences, expressing what the learner will know, understand or be able to do after completion of a process of learning, long or short" *(European Credit Transfer and Accumulation System (Key Features), European Commission, 2004)*
"Learning outcomes focus on what the learner has achieved rather than merely focussing on the content of what has been taught. Learning outcomes focus on what the learner can demonstrate at the end of a learning activity." *(Writing and Using Learning Outcomes: A Practical Guide, D. Kennedy, UCC & NAIRTL, 2007)*
The minimum intended programme learning outcomes (MIPLOs) and minimum intended module learning outcomes (MIMLOs), while important and intrinsic to the programme, do not define it. All programmes offered by Barrow Training will have an associated set of MIPLOs and MIMLOs. Learning outcomes at programme and module level will be used as the basis on which decisions regarding teaching, learning and assessment approaches will be used. During the monitoring and review stage, MIPLOs and MIMLOs are reviewed by the Director of Training, tutoring staff and SMEs.
Clear learning outcomes that are measurable and clearly linked to the course learning activities and assessments are presented and explained at the start of the course.

3.4.2.3 Assessments

Digital technology facilitates assessments to be completed online by learners as part of a blended programme. Assessment plays a key role in the learning outcome approach by Barrow Training. Assessment tasks are seen as a primary means of learning and will provide the opportunity for demonstrating the learning outcomes in an integrated and realistic setting. Barrow Training aims to provide a balance of formative and summative assessment in its training and education programmes, including blended learning programmes. The outcomes of these assessments provide an opportunity for the learner to give and receive feedback and aid their progress.

Formative assessments are completed through quizzes and exercises on the LMS, and during classroom-based tutorials, where assessments are usually devised by the tutors, and are usually informal with no associated module marks or weighting. This type of assessment may include group-work exercises in class to include role-play, problem-solving and presentations, quizzes or mock exams, and peer feedback activities. This is an inclusive approach to assessment which supports learners in reflecting on their own learning.

Summative assessments normally take place at the end of a module and measure the extent to which a learner has met the learning outcomes. Examples of this type of assessment include exams, skills demonstrations, assignments, projects and portfolios. The result of these assessments will contribute to the leaners overall grade for the module. Exams and skills demonstrations are completed during face-to-face classroom-

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based time, while assignments, projects and portfolios can be securely submitted to the tutor for correction on the LMS. These assessments are subject to a plagiarism check on the LMS, provided by Viper Plagiarism Checker (scanmyessay.com). The report generated from this check must show less than 17% matching content.

The module grading policy is stated clearly in the learner induction at the beginning of the module. The assessments used are sequenced, varied, and suited to the level of the course. The module provides learners with multiple opportunities to track their learning progress with timely, high-quality feedback. A detailed assessment brief is provided so that all learners in the module know what they are expected to do. Consistency of style and structure across different assignment briefs is also important such that learners can easily navigate those documents and not miss key information on their assessment.

3.4.2.4 Learning Resources and Materials

The module resource pack is provided to each learner in pdf form, and content is also presented in units on the LMS. These units are made up of groups of learning outcomes and contain quizzes and exercises that form the learners' formative assessment. Active learning is encouraged using questions, activities, and encouraging discussion of topics with other learners. The learning resources represent up-to-date theory and practice. Visual design is simple and organised, with a clean page design that supports clarity and understanding. Consistency of style and structure across learning resources/content is also important such that learners can easily navigate resources/content.

Once content is developed for a particular module, this requires attention and work over time to ensure its currency as well as simple upkeep to fix identified errors, broken weblinks, etc. Learners are provided with a facility on the footer of each page to log any errors, broken links etc. that they find as they study. Additionally, an annual audit of each module is planned and conducted by the Quality Assurance Manager in conjunction with the TEL Manager. Issues are logged in the Incident database (QF14).

Additional resources for face-to-face days include the following:

- Projector and screen
- Laptop/mobile device
- Whiteboard and/or flipchart
- Webcam

Skills demonstration equipment varies by module and the Programme Development Committee consider this early in the process. A resource list is drawn up for each module to ensure that skills demonstrations that cannot be completed in the workplace can be completed via a role play method onsite.
Many skills demonstrations include the use of the KERi mannequin, a life-size human mannequin model for training. KERi has a range of motions, realistic client positioning, non-pinching joints and can be used for male and female client skills demonstrations to demonstrate clinical skills.

Learner requirements prior to commencing a blended learning programme:

Access to a laptop with functioning camera and audio **OR** access to a PC with functioning camera and audio (earphones may be required when using PC) **OR** access to a mobile device with functioning camera and audio
Strong internet connection
Microsoft Teams downloaded
Be able to provide photo ID in the form of a passport, public service card or driving license

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3.4.2.5 Learning Activities

The following methodologies will be implemented for the delivery of blended learning programmes with Barrow Training:

- Online tutorials
- Learner Management System
- One-to-one support by:
    - Phone
    - Email
    - Meetings via Microsoft Teams
- Group meetings and discussions via Microsoft Teams
- Study and revision days
- Online exercises
- Practical sessions to include role-play scenarios
- Simulated environments on skills demonstration days

3.4.2.6 Interaction

Barrow Training is cognisant of the Universal Design for Learning and uses interactive material to engage learners in the virtual learning environment.

Over 200 templates have been designed by a graphic designer for use in the VLE to be visually engaging, promote consistency and to integrate audio, video and learner activities to enhance the overall learning experience. Module design features such as facilitator photos and video introductions, a community forum for learners, and collaborative learning activities can facilitate social presence and enable learner-instructor and learner-learner interaction.

Minimum levels of alternative formats are set out for all courses to provide multiple means of engagement to promote inclusivity in the learning environment for all learners.

3.4.2.7 Community Forum

The LMS includes a discussion forum for each module which can be accessed by both learners and tutors. The purpose of the discussion forum is for learners to ask questions about their course content, engage with fellow learners and respond to questions raised by tutors. The forum is monitored by the TEL Manager – all comments must be approved prior to publishing.

Positive online behaviours are encouraged and the following 'netiquette' (internet etiquette) applies to the discussion forums on the LMS:

1	Respect the opinions of other learners. Disagree respectfully and acknowledge the valid points in the other learner's argument. Acknowledge that others are entitled to have their own perspective on the issue.
2	Avoid sarcasm as it can be difficult to get tone across on an online platform
3	Try not to distract other learners with off-topic discussions
4	Before posting a question to a discussion forum, check if anyone has asked it already and received a reply
5	Always make an effort to use proper punctuation, spelling and grammar. It's also important to be reasonable about others' grammar mistakes.

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6	Set a respectful tone. A certain level of formality is expected in this communication. Remember to say "please" and "thank you" when soliciting help from tutors or other learners.
7	Do not type in ALL CAPS as readers tend to perceive it as shouting
8	When replying to a question from another learner, make sure the answer is accurate
9	Be responsive to queries to show interest

Abusive or offensive comments will not be tolerated. The forum should not be used to:

1	Abuse, harass, stalk, threaten or violate the rights of others
2	Post illegal material
3	Solicit personal information
4	Harm minors in any way
5	Solicit passwords of personal identifying information for commercial or unlawful purposes
6	Post material that contains software viruses or harmful programmes such as trojan horses, worms, time bombs, computer code or files designed to interrupt, destroy or limit the functionality of any computer software of hardware
7	Post material that falsely expresses or implies that such material is endorses by Barrow Training
8	Post irrelevant material
9	Post any unsolicited or unauthorised advertising, promotional content, junk mail, spam, chain letters or any other form of commercial publicity.
10	Post material that contains violence or offensive subject matter or contains a link to an adult website
11	Post material that promotes of encourages illegal activity

A learner found to be in breach of the above may be removed from the LMS and can lead to expulsion from a programme.

3.4.2.8 Classroom-Based Days

Learners on blended learning programmes are invited to classroom-based days which involve a variety of the following:

- Practical skills demonstrations and assessments
- Exam (if applicable)
- Face-to-face tutor support
- Group revision and study sessions

Learners completing their QQI- or PHECC-accredited training and education programmes through blended learning are invited to a classroom-based assessment day, where they will meet with their tutor for assessment of knowledge and practical skills. Classroom-based days for learners completing a blended learning programme are scheduled one day per month in the Barrow Training classroom by the TEL Manager. Offsite classroom-based days are organised as required.

All practical skills demonstrations that take place on these classroom-based days are demonstrated initially by the tutor, then practiced by the learner before final assessment takes place. Skills demonstrations that form part of the assessment are photographed or, preferably, video recorded to be presented as evidence. If the module includes a skills assessment, learners sign a consent form (QF223) which confirms that they

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understand that video recordings/photographs of their skills demonstration will be submitted as part of their assessment for certification in line with GDPR requirements. Evidence of skills demonstrations are stored in an encrypted file and made available only to those involved in the certification process, i.e. tutor, internal verifier, external authenticator and results approval panel. The maximum timeframe for these to be stored is nine months. After this time, skills demonstrations are deleted from the Barrow Training system. Learners who complete skills demonstrations in the workplace must also present video/photographic evidence, as appropriate. Skills such as these are quality assured by the workplace supervisor, and a report is compiled as part of the assessment.

All examinations held in Barrow Training adhere to the procedures and standards that are required by the respective awarding body. Exam papers are provided to the tutor in a sealed envelope and stamped with the Barrow Training stamp. The exam date must be clearly written on the envelope along with the statement "must be opened and witnessed in class". The version used is logged on the Barrow Training system and the versions of exams are alternated. This envelope must be stored securely by the tutor.
Learners are made aware of the exam code of conduct during their induction and this is reiterated to the learners immediately prior to the exam. Tutors must then return corrected exams to the Barrow Training office in person or by registered post. Any spare exam papers are also returned and are shredded and destroyed.
If a learner is unsuccessful in their examination, they may repeat the exam within two weeks of their first attempt (maximum of 3 attempts). If the learner requires a repeat examination for a QQI module, their grade will be capped at a Merit. This may result in postponement of Certification until the next submission date. An administration fee of €50 applies per additional sitting.

3.4.2.9 Virtual Classroom Scenario

Microsoft Teams is used by Barrow Training to offer one-to-one support between learners on a blended learning programme, to facilitate group meetings and discussions, and to complete skills demonstrations. Where existing company policy may prevent us from using Microsoft Teams, an alternative method of delivery would be sought, e.g. Zoom. Live online lectures are recorded and uploaded to the LMS for learners to access afterwards.

The learner(s) will remain in the 'waiting room' until access is granted by the tutor or programme administrator. Learners then verify their identity in the virtual classroom by entering a breakout room and presenting the tutor with proof of identification. Recording does not take place at this stage and no other learners are present.
An email invitation is issued to the learner, along with the instructions in Appendix 3.

It will be decided with the tutor and individual/group at the beginning of the meeting when breaks will take place, but it is advised that a break is taken every 60-90 minutes for 10-15 minutes. It is important to step away from the screen at the opportunities provided to prevent dry eyes, to use the bathroom, have a snack, etc.
If a learner does not return after a break or leaves during the meeting, they will be signed out by the tutor/programme administrator and marked as absent.

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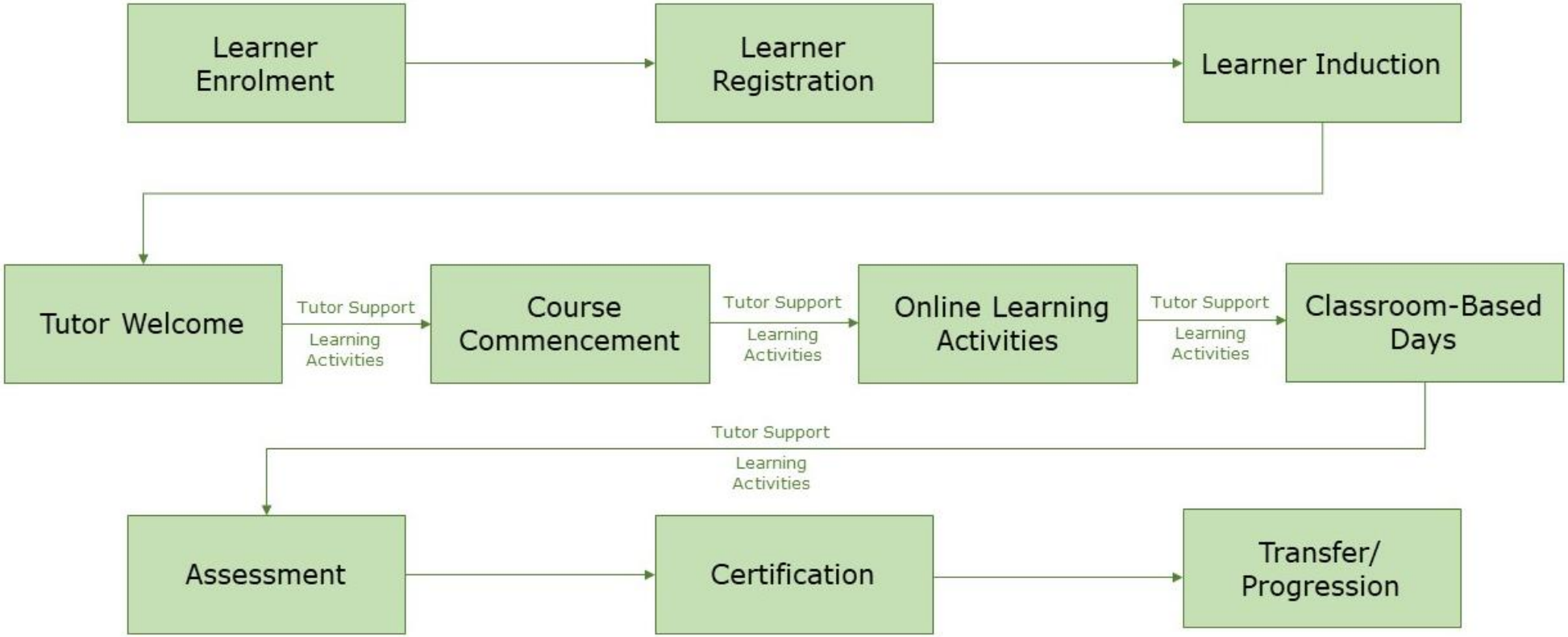
3.5 Blended Learning in a Learner Experience Context

3.5.1 Blended Learning Learner Journey



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Learner Enrolment	Learner completes enrolment process as per QF803 Admissions Policy & Criteria. Administration team confirms application process is completed correctly. QA Manager confirms minimum requirements are met. Submission is accepted.
Learner Registration	Learner is contacted by the TEL Manager to welcome them to their programme. Support tutor details and technical support information are provided.
Learner Induction	Learner completes an induction to the programme, Barrow Training's policies and procedures, and to the blended learning process.
Tutor Welcome	Support tutor contacts the learner to introduce themselves and explain the guidance that they can offer.
Course Commencement	Learner completes workshops on Academic Writing Skills and Referencing & Plagiarism prior to entering the course
Online Learning Activities	Learner accesses the programme content on the LMS which includes text, audio, video, and interactive quizzes and exercises.
Classroom-Based Days	Learner is invited to classroom-based days which involve a variety of the following: • Exam (if applicable) • Recording of skills demonstrations • Face-to-face tutor support • Group revision and study sessions
Assessment	Summative assessment of the programme takes place, e.g. assignment, portfolio, project, exam, skills demonstration.
Certification	Learner receives a certificate for the successful completion of their programme.
Transfer/ Progression	Successful completion of the programme may enable the learner to transfer to another programme at the same level, or progress to a programme at a level above.

3.5.2 Support Available to Learners

3.5.2.1 Induction

Prior to enrolment on a blended learning programme, learners are provided with an induction to the programme. This includes, but is not limited to, the nature and extent of autonomous learning, collaborative and supported aspects of learning, details of specified timings for synchronous learning or assessment, rules governing flexibility for learners, and regulations in place to protect learner information.

The learner induction will also specify requirements for access to the online learning environment – detailing the required broadband specification and any specific hardware or software requirements, for example.

The learner induction will provide information on the level and nature of support available, including but not limited to academic, technical and pastoral support.

Further detail will be offered to learners in the Learner Handbook (QF42)

3.5.2.2 Badges

Badges on the LMS are used to motivate learners. They are an electronic way to demonstrate that the learner has completed a specific section of the programme and are assigned to a learner's personal account. Moodle badges may be awarded based on a variety of criteria chosen by the Barrow Training TEL Manager.

Badges are currently awarded on the LMS for completion of the following:

- QQI Learner Induction
- Introduction to Blended Learning
- Academic Writing and Referencing
- Course Completion

LMS Admin has access to the badges in a course and the recipient list of who earned each badge, and when they received it.

3.5.2.3 Technical Support

Technical support on the LMS is available from the TEL Manager by contacting support@barrowtraining.ie. All emails are responded to within 12 hours.

The TEL Manager is notified at each stage of a learner's, tutor's, or administrator's progress throughout the LMS. See Appendix 4 for full list of notifications received by the TEL Manager.

Enovation offer 24/7 technical support to the TEL Manager.

3.5.2.4 Security

Learners will be assigned a private username and password for secure access to their personal account on the LMS. This will be issued to the email address provided at enrolment.

If a learner has forgotten their password or inputs their password incorrectly, they will be prompted to reset their password. The link provided will be sent directly to the learner's email address.

Barrow Training administration and academic staff do not have access to the learners' access information at any point.

See Chapter 6 – Learner Supports of Quality Assurance Manual for further information on:

- Reasonable Accommodation
- Protection for Enrolled Learners (PEL)
- Pastoral Care
- Equality of Opportunity

3.6 References

CAST (2019) *Universal Design for Learning*. Massachusetts: Available from http://www.cast.org/our-work/about-udl.html#.XTbuBohKiUk [Accessed 28th September 2020]

Policies and Criteria for the Validation of Programmes of Education and Training. QQI, November 2017

Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes. QQI, March 2018

University College London (2020) *ABC Learning Design @ UCL.* London: Available from https://blogs.ucl.ac.uk/abc-ld/ [Accessed 17th September 2020]

Young, C., Perović, N. (2018). ABC Learning Design.

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3.7 Appendix 1 – Blended Learning Tutors

The role and responsibilities of a Barrow Training Blended Learning tutor includes, but is not limited to the following:

- Understand the Barrow Training organisation and your role within Barrow
- Respect and follow Barrow Training QA and administrative policies and procedures
- Deliver training and complete assessment on behalf of Barrow Training in line with pre-course commencement briefing
- Return promptly all relevant paperwork and assignments
- Read and understand all Barrow Training updates sent to you
- Inform Barrow Training immediately if you are late for classroom-based or virtual training days or need to cancel
- Continue to check our website and QQI website for updates and current information
- Maintain your content expertise by being knowledgeable about the research, current practice and future trends regarding the topic you train in
- Always appear professional in dress and manner
- Do not promote or sell any non-training related material or market your own services
- Respect client confidentiality and advise learners to do the same
- Know how to set up, operate and troubleshoot all necessary equipment
- Utilise feedback given to improve content and delivery
- Have your own equipment necessary for training e.g. PC/laptop, webcam, headphones, strong internet connection
- Provide informal feedback to learners on assignments and learners throughout the course

Professionalism is characterised by behaviour that shows respect for the interests and welfare of learners. Barrow Training aims to promote self-respect and a positive self-image in its learners. All staff must be well presented; a smart casual dress code is permitted. Good hygiene standards are expected at all times. Tutors should not engage in demeaning descriptions of either learners, learner representatives or colleagues.

Use of the internet and email by tutors and learners is permitted where such use supports the goals and objectives of the training programme. Learners and tutors must ensure that they use this tool in a responsible, effective and lawful manner. The internet or email cannot be used for personal gain or profit.

The tutor must make Barrow Training aware of the following:

- Any discussion around the changing of dates or times of classroom-based days
- Any change in the number of learners, e.g. additional learners now attending the course.
- Any issues with learners not logging in or not spending enough time on each aspect of their course.
- If there are any issues relating to Barrow Training paperwork or materials, e.g. if you are short any documentation, packs or assignments, we must be informed and will arrange for additional paperwork to be sent to you immediately.
- Permission must be sought from Barrow Training before any additional materials are bought and any requests for materials should come through us. If materials are purchased without prior permission, they will be at the tutor's own cost.
- Photos/video recordings are mandatory in meeting QQI requirements on certain programmes. If for any reason you do not have a camera or cannot provide one to take evidence of skills demonstrations, you must contact us in advance of the course commencing, and we will provide you with a camera or other equipment as necessary.

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Blended learning tutor support is available from the TEL Manager on support@barrowtraining.ie or 059 972 1416.

Please see Tutor Handbook for more detail on tutors' roles and responsibilities, as well as health and safety requirements.

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3.8 Appendix 2 - Enovation Technical Support

Application Support – Enovation covers updates necessary to ensure the continued security of the application, where patches are released as point/minor upgrades. In case of fixes requiring major upgrades, Enovation will charge Barrow Training a fee based on the application's customisation level. Security patches are applied at the discretion of Enovation, based on an evaluation of the associated risks.

Monitoring – The Enovation service is connected to multiple monitoring systems providing both active and passive health checks of critical service components.

Availability is monitored every minute from multiple geographic locations to assure rapid problem detection and the system alerts the designated contacts of any outages or potential problems when readings reach predefined thresholds.

An array of specialised passive checks installed with the Enovation service allow for early detection of application configuration specific issues for example scheduler execution, email delivery problems, security settings problems (code and data permissions), anti-virus settings and password policies enforcement.

The capacity of the system storage devices, its memory, central processing unit (CPU) and network load are reported for alerting purposes but also collected in a separate system to help with performance related investigations.

Linux Stack Support - The service from Enovation covers systematic maintenance of all essential system components required to run the application - Operating System, Databases, Web/Application servers and additionally management of various aspects of the system on a per request basis including, but not limited to users permissions, custom configuration changes and auxiliary services like SFTP, SSH, SMTP.

Critical security updates are implemented within two business days from the release. The less critical updates and upgrades (security, stability, performance) are implemented either seamlessly or within a scheduled maintenance window. Security updates are applied at the discretion of Enovation, based on an evaluation of the associated risks.

Disaster Recovery – The service from Enovation covers an on-site, nightly, encrypted backup solution with 7 days retention. This level of protection allows for a service recovery within 24 hours (RTO) with data loss up to 24 hours (RPO). All disaster recovery solutions are tested on annual basis.

Infrastructure Support - The service from Enovation covers server hardware, storage, networking equipment and/or virtualisation/cloud software of the platform hosting the application. This service is an integral part of Managed Hosting but can also be added to Remote Server Management.

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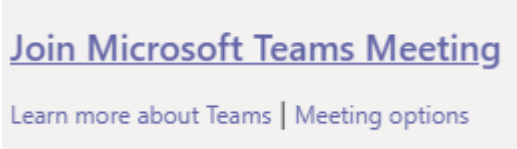
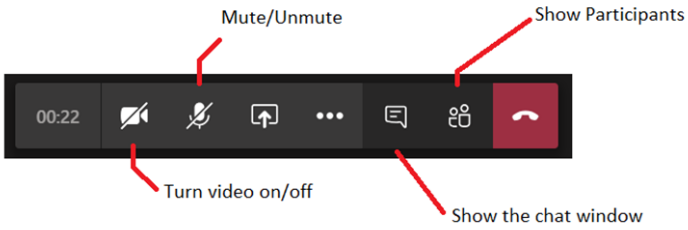
3.9 Appendix 3 - Instructions for Microsoft Teams

1. Click on the 'Join Microsoft Teams Meeting' hyperlink in the meeting invitation.



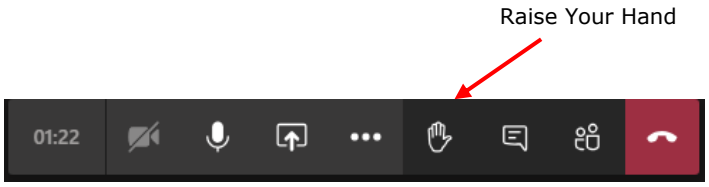
2. Join the meeting by clicking on the 'Join Now'.

3. You can switch off your camera and/or microphone as below. You are required to keep your camera on at all times to confirm your attendance. You can also view participants at the meeting by clicking the 'Show Participants' button and view the chat window by clicking the 'Show the Chat Window' button.



4. Turn your microphone on when you wish to speak. When not speaking, make sure your audio is muted. This will prevent interruption from background noises. It is important, however, that you use a quiet room to ensure you are not distracted.

5. Keep the "chat" side bar open and use it to ask questions. You can also use the "raise your hand" function for this purpose.



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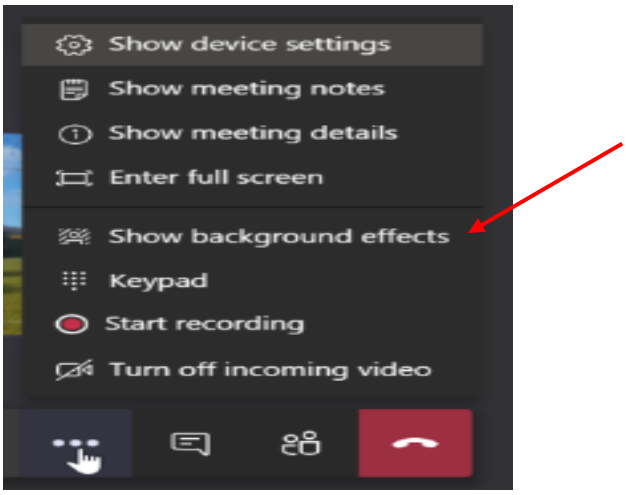
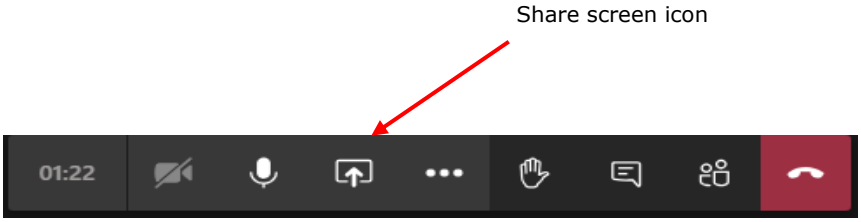
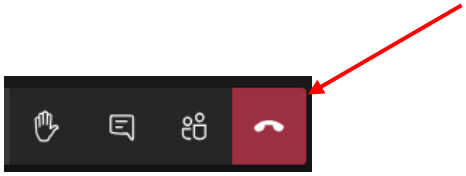
6. You may hide your background by using the "show background effects" option to minimise distractions.



7. You can share your screen by selecting Share Screen icon. You can then choose a window or program to share. You also can share your system audio to play a video or audio clip by ticking the include system audio option.



8. To leave meeting select red handset to hang up



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3.10 Appendix 4 - Notifications Received by TEL Manager

- Assignment notifications
- Feedback notifications
- Feedback reminder
- Subscribed forum posts
- Subscribed forum digests
- Lesson essay graded notification
- Notification of quiz submissions
- Confirmation of quiz submissions
- Warning when quiz attempt becomes overdue
- Notices about minor problems
- Important errors with the site
- Available update notifications
- Backup notifications
- Course creation request notification
- Course creation request approval notification
- Course creation request rejection notification
- Badge recipient notifications
- Badge creator notifications
- Comment posted on a learning plan
- Comment posted on a competency
- Insights generated by prediction models
- Message contact requests notification
- Asynchronous backup/restore notifications
- Grade notifications
- Manual enrolments
- Manual enrolment expiry notifications
- Certificate received
- Certifications
- Certification completed
- User allocated
- User deallocated
- Data requests
- Data request processing results
- Data requests exceptions notifications
- Notification action for dynamic rule tool
- Inbound message configuration
- Message to confirm that an inbound message came from you
- Warning when an inbound message could not be processed
- Confirmation that a message was successfully processed
- Event monitor
- Notifications of rule subscriptions
- Program completed
- User allocated
- User deallocated

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Chapter 4. Human Resources Management

This chapter relates to the following Quality Assurance guidelines from Barrow Training's accrediting bodies:

- Staff Recruitment, Management and Development (QQI Core Statutory Quality Assurance Guideline 4)
- Other Parties involved in Education and Training (QQI Core Statutory Quality Assurance Guideline 10)
- Human Resource Management (PHECC Quality Assurance Theme 3)

4.1 Policy Statement

Barrow Training is committed to ensuring procedures for recruitment and selection of staff will ensure they are suitably qualified and skilled. Barrow Training will ensure that all staff are reviewed and provided with constructive feedback and encouraged to engage with Continuing Professional Development (CPD). Barrow Training have commissioned the services of a HR Consultant, to aid the implementation of this policy.

4.2 Recruitment and Selection Procedure of Academic and Administrative Staff

Vacancies arise among administrative staff based on changing or additional organisational needs as identified by the Board of Management, while vacancies arise among academic staff based on programme requirements as identified by the Training Manager. When an academic or administrative vacancy arises, a job specification and associated selection criteria for that particular role is devised by the Director of Training and approved by the Board of Management prior to advertising. Posts will be advertised in regional newspapers, on the Careers section of the Barrow Training website, social media platforms, and online recruitment websites such as Indeed. Candidates are then shortlisted and approved by the Board of Management prior to interviews taking place.

All interview candidates are required to provide copies of relevant qualifications and a signed passport photograph which are kept together with their Curriculum Vitae and other relevant documentation such as interview sheet (QF 729 – Appendix 1).

Selection criteria for Barrow Training administration staff as follows:

- *Qualifications* – Staff members must have a qualification in a relevant field
  OR
- *Experience* – Staff members must have minimum 2 years work experience in a relevant field
- *Reference checks* – Minimum two references must be provided. Referees will be contacted by members of the Board of Management prior to appointment.

Selection criteria for Barrow Training tutors as follows:

- *Qualifications* – Tutor must have minimum QQI Level 6 Special Purpose Award in Training & Development/Train the Trainer or equivalent pedagogical qualification, e.g. First Aid Response Instructor, Instructing Manual Handling qualification. This must supplement a qualification in the tutor's specific area of expertise, minimum one level

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above the level of delivery. Best practice would require a minimum Level 8 degree in the area.

- *Experience* – Tutors must have minimum 2 years training experience prior to delivering accredited programmes for Barrow Training. This can be offered to new tutors in the form of non-accredited programmes.
  Tutors delivering blended learning programmes must have demonstrated excellent IT skills.
- *Reference checks* – At least two referees must be contacted. References will be based on training delivery experience. In the event of new tutors with no previous experience, an academic and/or character reference will be required.

Tutors are not employed on a full contract of employment basis. Tutors are advised during induction that Barrow Training cannot guarantee work, the hours are part time on an ad hoc basis as required.

A large tutor panel exists for each area of expertise within Barrow Training's scope which allows Barrow Training to cater for situations where a tutor originally due to deliver training is no longer available. Emergency out of hours contact information is provided to tutors on induction should these situations arise. The following contingency measures are in place should the need arise:

- Tutor contacts Barrow Training staff member to advise of inability to deliver training as scheduled
- Staff member contacts Training Manager to advise
- Training Manager contacts all inducted and qualified tutors to check availability for cover
- Training Manager provides new tutor with full programme briefing via Microsoft Teams/Zoom or by phone
- New tutor is met by a member of the Programme Management Committee at training venue prior to deliver any relevant paperwork

4.3 Induction, Training and CPD

4.3.1 Induction Process

Prior to commencement of employment, it is mandatory for the academic and administrative staff to complete an induction process. The staff member must attend an induction workshop which includes a presentation outlining role and responsibilities, policies and procedures, and code of conduct (QF37 for administrative staff; QF38 for academic staff). This is further detailed in a handbook (QF40 for administrative staff; QF41 for academic staff) which is part of the induction pack presented to staff members on the day. Introduction to QQI and PHECC programmes forms an integral part of the induction process. Induction for administrative staff is completed on the first day of employment by the Director of Training. Academic staff inductions are scheduled once per quarter, or as required, and are facilitated by the Quality Assurance Manager. An induction checklist (QF 54 – Appendix 2) is completed and maintained to safeguard compliance with all aspects of this procedure and a declaration confirming understanding and agreement must be signed following this induction.

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Any updates made to the system are communicated to administrative staff by email, followed up with a meeting, and to tutors in the quarterly newsletter, followed up with a meeting.

During the induction workshop, incoming academic staff will be asked to review the official programme documents together with all associated material such as learner handouts and assessment briefs. To ensure that the tutor has a clear understanding of the assessment standards required, they may be asked to assess an assessment element (project or case study) using specific grading criteria. The grade and associated marking scheme are reviewed by the Quality Assurance Manager and feedback is provided. Further assessment material may be cross moderated until such time that the required grading standard is met by the tutor. If a tutor does not meet the requirement of minimum 2 years training experience prior to delivering accredited programmes for Barrow Training, they will first deliver non-accredited programmes to gain teaching experience.

If the tutor is employed to deliver training via blended learning, tutors receive an induction from the TEL Manager in addition to the induction delivered by Quality Assurance Manager. This covers the processes and procedures relevant to this mode of delivery. A separate checklist (QF726 – Appendix 3) is completed and stored in the employee's file.

The Director of Training and Quality Assurance Manager will have the responsibility of verifying the authenticity of a potential tutor's qualifications and references.

4.3.2 Staff Training and CPD

Barrow Training will ensure that all staff are reviewed and provided with constructive feedback and encouraged to engage in Continuous Professional Development. Barrow Training will foster a culture of enthusiasm for CPD for all staff, academic and administrative. This will be achieved by each staff member having an Annual Performance Review with an Individual Learning and Development Plan (QF 53).

Barrow Training will also organise relevant CPD workshops, training and networking events as it sees fit. Where necessary, specific training to support programme or organisational development is organised by Barrow Training. All tutors are also afforded the opportunity to attend any Barrow Training programme. Tutors are expected to keep up to date with research and changes in legislation in their area of expertise.

A tutor training day in each category, e.g. hospitality, healthcare, childcare, is organised by Barrow Training at least once a year. All staff involved in the delivery of these programmes are expected to attend and make suggestions on items to be included on the agenda. The event usually includes workshops, presentations and discussions between Barrow staff, programme leaders and tutors. This provides the opportunity for academic staff to provide feedback and suggestions for programme improvements, as well as to engage with others in their field of learning. This day is scheduled with plenty of advance notice to ensure availability and involvement of as many tutors as possible.

Statistics/trends in relation to assessment results identified by the external authenticator, results approval panel and/or QA Committee are discussed, and action taken, if required. All who attend are asked to complete an evaluation form and provide suggestions for future events. Details of attendance of such training and other relevant information is added to the tutor's CPD log.

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Tutors receive a quarterly newsletter from Barrow Training which is compiled and issued by the Quality Assurance Manager. This includes updates on the organisation, legislation, learner and tutor resources, networking events or upcoming training.

4.4 Performance Management

The purpose of procedures in this area is to ensure that staff receive constructive feedback on their performance in order to allow them to identify key strengths and areas for improvement and agree action plans where necessary.

4.4.1 Monitoring Effectiveness of Tutors

A number of feedback mechanisms are used in the monitoring of effectiveness of tutors:

- Learner end of course evaluation forms (QF 24)
- Tutor end of course evaluation form (QF 25)
- Monitoring reports from QA manager (QF 104 – Appendix 4)
- Cross moderation and second marking exercises
- Attendance/retention rates
- Internal verification reports
- External authenticator reports
- Company feedback (for programmes delivered in-house)
- Performance review
- Peer review

In addition to the formal methods of evaluation above, tutors are asked to review learner course assessments during the programme and at the end of each programme. This affords the tutor the opportunity to reflect on and review the effectiveness of his/her work and seek improvement, as well as providing ongoing review of the programme content. The Training Manager will identify any adverse course performance and any issues are logged as a non-conformance in the incident database (QF 14).

4.4.1.1 Supports for Poorly Performing Tutors

The Director of Training will discuss the shortcomings with the tutor and an action plan will be put in place to address any issues to include shadowing and further training. Subsequent feedback is noted to evaluate if improvements have been made. All records of interventions and supports (formal and informal) are retained by Barrow Training.

Any tutor who fails to meet the required standards for the position following application of formal and informal interventions will be subject to dismissal by Barrow Training.

4.4.2 Disciplinary Procedure

4.4.2.1 Purpose

The purpose of the disciplinary procedure is help and encourage all employees to achieve and maintain standards of conduct and performance by making them aware of any shortcomings and identify how the necessary improvements can be achieved. The objective of such a procedure is to give employees the opportunity to improve their behaviour/performance.

The delivery of a high-quality service requires all employees to adhere to high standards of work performance, conduct and attendance. All Managers are responsible for making

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employees aware of the standards of attendance, work and conduct expected from them and for dealing with shortcomings promptly and fairly. In general, the employee's immediate Manager will deal with deficiencies on an informal basis through discussion, appropriate assistance and informal counselling rather than through the formal disciplinary procedure. If, following the informal counselling stage, the employee continues to fail to meet the required standards then the disciplinary procedure should be invoked. Depending on the severity of the complaint in any individual case, the Company reserves the right to skip a step or steps of the procedure.

An employee will have the right to appeal against any disciplinary penalty.

4.4.2.2 Scope

This policy applies to all Barrow Training & Consultancy Ltd. employees and aims to ensure consistent and fair treatment for all. The full disciplinary procedure applies only to those who have successfully passed their review period. This procedure is intended as a statement of current Company policy and commitment to operating a fair and consistent procedure in relation to all its employees, taking into account the Code of Practice on Disciplinary Procedures (SI 146 of 2000) as may be amended from time to time. The Company reserves the right to amend the procedure as necessary in line with any amendments made to the Code of Practice.

The company recognises three types of misconduct – minor misconduct, major misconduct, and gross misconduct. The penalty for gross misconduct will normally be dismissal without notice or payment in lieu of notice. Examples of conduct which may lead to disciplinary action under this procedure include:

Minor Misconduct

- Careless work / poor effort at work
- Absenteeism
- Lateness
- Failure to comply / adhere to Absence Notification and Certification procedure.
- Returning from tea breaks and lunch breaks late
- Misuse of the telephone / mobile phone / computer incl. WhatsApp messages
- Failure to wear uniform / dress code
- Excessive time away from the job
- Failure to maintain a tidy and safe working environment

Major Misconduct

- Unsatisfactory attitude to customers
- Serious neglect of safety / hygiene / security rules
- Smoking in prohibited areas
- Leaving premises during working hours without permission
- Neglect causing damage to or loss of company's customers or another employee's property
- Gossiping and / or rumour spreading about another staff member or customers
- Use of foul language
- Performance of duties below an acceptable standard
- Wilful or excessive wastage of material

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Gross Misconduct

- Theft
- Removal of company property whether of monetary value or not, without prior written consent
- Unauthorised discounting of stock
- Refusal to carry out duties or reasonable work instructions
- Disclosing confidential business or client information to a third party
- Intoxication induced by alcohol or drugs
- Fraud
- Falsification of company documents
- Deliberately ignoring safety / hygiene / security rules and thereby endangering one's own safety or another's physical wellbeing or safety
- Wilful damage to or gross negligence of companies, customers, or another employee's property
- Physically violent behaviour
- Undertaking work in competition with own employer
- Distribution of drugs

These lists are not exhaustive, and management reserves the right to decide how misconduct may be categorised. Each incident will be managed case by case.

4.4.2.3 Procedure

Pre-procedure stage – informal counselling

Counselling is an informal method of dealing with shortcomings in an employee's attendance, work or conduct without invoking the formal disciplinary procedure. The objective of the counselling is to ensure that employees understand what is expected from them and to provide an opportunity to discuss any aspects of the job which may be causing them difficulties. Counselling alerts the employee to his/ her shortcomings and is an opportunity to decide what measures should be taken to bring about the required improvements.

1. The line manager/supervisor or nominee will request an informal meeting with the employee to discuss performance, attendance or conduct issues
2. The employee shall be given precise details of the specific aspects of his/ her attendance, work or conduct that requires improvement
3. The employee shall be given an opportunity to respond and careful consideration shall be given to any explanations given.
4. Having made the employee aware of deficiencies in his/her attendance, work or conduct, the employee's line supervisor/manager or nominee shall identify any measures that can be taken to assist the employee and formulate an agreed action plan for achieving improvements.
5. Details of the counselling interview and any follow up action agreed shall be documented and signed by both parties

Investigation

If the necessary improvements have not been made by the employee, despite informal counselling, the supervisor/manager or nominee may request an investigation meeting with the employee and HR. Following this meeting a decision will be made as to whether the matter

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will be brought through the formal disciplinary procedure. This will be communicated in writing to the employee.

It is important to note the following stages will be followed for reoccurring instances, however for isolated instances management have the right to determine what stage the sanction will be issued.

An isolated incident can fall into any of the four stages.

Formal Disciplinary Procedure

Stage 1 – Verbal Warning

1. If the necessary improvements have not been made by the employee, despite informal counselling, the matter will be referred to stage 1 – verbal warning.
2. The supervisor/manager or nominee will notify the employee in writing, that they are required to attend a disciplinary hearing.
3. The written notification will include the following information:

a) The time, date & place of the hearing.
b) The purpose of the meeting, that it is a formal disciplinary hearing under the Company disciplinary procedure.
c) The precise nature of the complaint.
d) A copy of any documentation that may be relied upon at the hearing e.g. attendance records.
e) The right to be accompanied by a work colleague.

4. The employee will be advised of the precise nature of the complaint. No decision will be made until the employee has been given a full opportunity to state their side of the matter. No decision will be made at the meeting. Any warning issued will outline the improvements required and the timescale for improvement.
5. S/he will be advised that the verbal warning constitutes the first stage of the disciplinary procedure and failure to improve may result in further disciplinary action under Stage Two of the disciplinary procedure.
6. A written record of the verbal warning will be issued to the employee and kept on the employee's personnel file.
7. The written record will be disregarded for disciplinary purposes after 6 months, subject to satisfactory improvement during this period.
8. The employee will have the right to appeal the verbal warning to a level of management higher than the original decision maker.
9. Appeals must be made in writing setting out the grounds for appeal within 5 days of the employee being notified of the decision, referenced to a five-day Monday to Friday working week.

Stage 2 – Written Warning

If the necessary improvements have not been made by the employee, the matter will be referred to Stage Two – Written Warning.

1. The senior manager/ or nominee will notify the employee in writing, that they are required to attend a disciplinary hearing.
2. The written notification will include the following information:

a) The time, date and place of the hearing.

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b) The purpose of the meeting, that it is a formal disciplinary hearing under the Company disciplinary procedure.
c) The precise nature of the complaint.
d) A copy of any documentation that may be relied upon at the hearing e.g. attendance records.
e) The right to be accompanied by a work colleague.
3. The employee will be given sufficient notice of the hearing to enable him/her to arrange for representation and prepare a response.
4. The employee will be advised of the precise nature of the complaint and any warning issued will detail the improvements required and the timescale for improvements.
5. S/he will be advised that the written warning constitutes the second stage of the disciplinary procedure and failure to improve may result in the issuing of a final written warning under Stage Three of the disciplinary procedure.
6. A written record of the warning will be issued to the employee and kept on the employee's personnel file.
7. The written record will be disregarded for disciplinary purposes after 12 months, subject to satisfactory improvement during this period.
8. The employee will have the right to appeal the written warning to a level of management higher than the original decision maker.
9. Appeals must be made in writing setting out the grounds for appeal within 5 days, of the employee being notified of the decision, referenced to a five-day Monday to Friday working week.

Stage 3 – Final Written Warning

If the necessary improvements have not been made by the employee, the matter will be referred to Stage Three – Final Written Warning.

1. HR or his/her nominee will notify the employee in writing, that they're required to attend a disciplinary hearing.
2. The written notification will include the following information:
a) The time, date and place of the hearing.
b) The status of the meeting, that it is a formal disciplinary hearing under the Company disciplinary procedure.
c) The precise nature of the complaint.
d) A copy of any documentation that may be relied upon at the hearing e.g. attendance records.
e) The right to be accompanied by a work colleague.
3. The employee will be given sufficient notice of the hearing to enable him/her to arrange for representation and prepare a response.
4. The employee will be advised of the precise nature of the complaint and any warning issued will detail the improvements required and the timescale for improvement.
5. The warning will also advise that failure to improve may lead to dismissal or some other sanction short of dismissal under Stage Four of the disciplinary procedure.
6. A written record of the final warning will be issued to the employee and kept on the employee's personnel file
7. The written warning will be disregarded for disciplinary purposes after 12 months subject to satisfactory improvement during this period. This period may be extended in exceptional circumstances with the sanction of the HR Dept or his/her nominee and will be communicated to the employee in writing.

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8. The employee will have the right to appeal the final written warning to a level of management higher than the original decision maker.
9. Appeals must be made in writing setting out the grounds for appeal within 5 days of the employee being notified of the decision, referenced to a five-day Monday to Friday working week.

Stage 4 – Dismissal

If an employee fails to make the necessary improvements and meet the required standards of work, conduct or attendance following the issuing of a final written warning or these is a case of serious misconduct, the matter will be referred to Stage Four – Dismissal.

1. In all cases of alleged serious or gross misconduct, a full investigation will be carried out.
2. HR Dept. or his/her nominee will notify the employee in writing, that they are required to attend a disciplinary hearing
3. The written notification will include the following information:

a) The time, date and place of the hearing.
b) The status of the meeting, that it is a formal disciplinary hearing under the Company disciplinary procedure.
c) The precise nature of the complaint.
d) A copy of any documentation that may be relied upon at the hearing e.g. attendance records.
e) The right to be accompanied by a union representative or work colleague.

4. The clear terms of reference for the investigation.
5. The employee will be given sufficient notice of the hearing to enable him/her to arrange for representation and prepare a response.
6. The employee will be notified of the precise nature of the complaint and the possible outcomes, dismissal or action short of dismissal.
7. A written record of the decision will be issued to the employee and kept on the employee's personnel file.
8. The employee will have the right to appeal the decision to a Director or his/ her nominee. The appeals hearing is not intended to repeat the investigation process but to address specific issues which the employee feels have received insufficient consideration during the disciplinary process such as:

- Mitigating circumstances; and/or
- Procedural deficiencies

9. Appeals must be made in writing setting out the grounds for appeal within 5 days of the employee being notified of the decision, referenced to a five-day Monday to Friday working week.
10. The appeals hearing will normally be held within 10 working days of the appeal being lodged referenced to a five-day Monday to Friday working week. The Director or his/her nominee will hear all appeals and his/her decision shall be final.
11. Where an appeal against dismissal fails, the effective date of termination shall be the date on which the employee was originally dismissed.

Gross Misconduct

In cases of gross misconduct, the company may immediately dismiss an employee without recourse to all of the steps as outlined above in the disciplinary procedure. In cases where it is warranted, the company may suspend an employee with pay in order to facilitate an

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investigation. Suspension with pay is a precautionary measure and not a disciplinary sanction. During any period of suspension an employee will be refused access to any of the Company's premises without the prior consent of the Company and will be subject to such other reasonable conditions as the Company may impose.

Following investigation and appropriate disciplinary process, the company may decide either to impose another form of discipline, such as suspension without pay and/or final written warning without recourse or termination.

Gross Misconduct is an act of misconduct which is considered serious enough to result in summary dismissal. Summary dismissal is dismissal without notice or payment in lieu of notice.

The following list includes (but is not confined to) examples of the circumstances which will be regarded as 'Gross Misconduct'. Please note that this list is not exhaustive.

- Theft
- Deliberate damage of property
- Falsification of records or reports
- Fraud or deliberate falsification of documents
- Gross negligence or dereliction of duties
- Gross insubordination
- Incapacity to perform duties due to being under the influence of alcohol, un-prescribed drugs or misuse of prescribed medication
- Serious breach of health & safety rules
- Serious breaches of confidentiality (for instance, unauthorized IT systems access)
- Serious bullying, sexual harassment, or harassment against a member of staff
- Violent behaviour towards a member of staff, client or member of the public
- Sexual assault
- Downloading/disseminating pornographic material from the internet
- Circulation of offensive, obscene or indecent e-mails

4.4.2.4 Appeals Process

Where an employee feels that action taken under this procedure is unjustified or unfair, they shall have the right of appeal. All appeals must be made, in writing, within 5 working days to the HR Dept. stating the basis of the appeal. Appeal hearings will be held within 14 days of receipt of appeal. Any disciplinary action will stand until and unless the outcome of the appeal overturns the disciplinary action.

If desired, at the Appeal Hearing the employee concerned shall have the right to be accompanied by a fellow employee of their choice.

Where it is not appropriate or possible to involve HR or any other person named above in conducting the procedure, another person may be substituted by the Company for that person, as is appropriate in the particular circumstances.

The result of the Appeal Hearing shall be notified to the employee within 5 working days of the hearing, in writing.

This decision will end the appeals procedure.

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4.5 Equality, Diversity & Inclusion

Barrow Training is an Equal Opportunity Employer. All members of staff, tutors and learners have a role under the Equality, Diversity and Inclusion Policy, in that they are responsible for their own behaviour but also responsible for ensuring that they carry out their role in line with this policy. This includes:

- Being aware of the policy
- Attending training
- Treating others with dignity and respect
- Ensuring that during work, teaching content and resources should demonstrate sensitivity to equality and diversity issues
- Comply with the policy

The Board of Management will ensure that:

- They take a leadership role in equality, diversity and inclusion issues
- They promote the policy
- Equality is promoted
- Discrimination is prevented
- Human Rights of everyone are protected
- Everyone is treated fairly across the 9 Grounds
- Prompt action is taken over alleged discrimination or harassment
- All staff are offered training on equality, diversity and inclusion matters
- External contractors are made aware of their responsibilities in relation to equality, diversity and inclusion

Barrow Training will ensure the following:

- All staff undergo appropriate equality training for their role
- Staff are encouraged to discuss equality and diversity issues and raise any concerns they may have with the Board of Management
- Staff are supported in their role if they are supporting a learner with any equality, diversity or inclusion issues they may have

Where a member of staff or learner perceives that they have been unfairly treated in respect of the 9 grounds, the following steps are in place:

1. Report the concern to the Quality Assurance Manager in Barrow Training (quality@barrowtraining.ie 059 972 1416)
2. If the Quality Assurance Manager is involved in the concern, report to the Training Manager (admin@barrowtraining.ie)
3. Document the concerns on Discrimination Report Form (QF713 – Appendix 5)
4. Barrow Training will investigate the report and, if evidence proves the report to be true, will operate a disciplinary procedure as outlined in section 6.4.2

4.6 Other Parties involved in Education and Training

Barrow Training collaborates and shares information openly with other providers where possible. This allows for benchmarking between providers which Barrow Training deems an invaluable quality assurance mechanism.

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4.6.1 Peer Relationships

Barrow Training recognises the importance of collaboration and the sharing of information with peers as an effective quality assurance tool. Opportunities to develop and enhance Barrow Training's relationship with peers include the following:

- Engagement with other education and training providers in further education and higher education in programme development
- Working with Education and Training Boards
- Attending conferences and seminars to meet with other experts in the area
- Benchmarking exercises with other education and training providers

4.6.2 External Authenticators

4.6.2.1 Role

The External Authenticator reports to the Quality Assurance Manager. External authentication provides independent, authoritative confirmation of fair and consistent assessment of learners in accordance with national standards.

This process establishes the credibility of Barrow Training's assessment processes and ensures that assessment results have been marked in a valid and reliable way and are compliant with the requirements for the award.

Barrow Training will have at least one External Authenticator in any one submission period, and will be assigned depending on the following:

- the number of learners
- the number, range and diversity of awards being offered – all award areas must have an external authenticator assigned per annum

4.6.2.2 Recruitment and Requirements

External authenticators are recruited prior to a submission period. The authenticators list on the QBS is used to recruit an authenticator in the relevant field.

If these authenticators are not available to complete this process, or if the requirement is for a different accrediting body, the Barrow Training database is utilised.

Otherwise, the role is advertised externally. A job specification and associated selection criteria for the particular role is devised by the Director of Training and approved by the Board of Management prior to advertising. Posts will be advertised in regional newspapers, on the Careers section of the Barrow Training website, social media platforms, and online recruitment websites such as Indeed and JobAlert.

Candidates are then shortlisted and approved by the Board of Management prior to interviews taking place. All interview candidates are required to provide copies of relevant qualifications, photographic proof of identification, a tax compliance certificate and a signed passport photograph which are kept together with their Curriculum Vitae and other relevant documentation such as interview sheet (QF 65).

Requirements for this role are as follows:

- Independent of Barrow Training
- Excellent attention to detail
- Excellent communication and report-writing skills
- Familiarity with provider's assessment policies and procedures, and accrediting body's code of practice
- Technical/subject matter expertise within the relevant award area

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- Previous experience of delivering programme assessment or work in the relevant field
- Agree to undertake appropriate training and attend appropriate briefings
- Must not have delivered training for Barrow Training previously

4.6.2.3 Responsibilities

- Confirm the fair and consistent assessment of learners consistent with the provider's procedures and with accrediting body's policy
- Review internal verification report(s) and authenticate the findings/outcomes
- Apply a sampling strategy to moderate assessment results
- Visit Barrow Training and meet with appropriate staff
- Identify any issues/irregularities in relation to the Assessment Process
- Recommend results for approval
- Produce an external authentication report using the template provided by Barrow Training

4.6.3 Accreditation Bodies

Barrow Training currently offers programmes accredited by QQI and PHECC. Any proposal for a new programme partnership must be reviewed and approved by the Quality Assurance Committee. The proposal is considered under the following headings, prior to forming a Programme Development Committee:

- Barrow Training scope of practice
- Quality assurance
- Financial implications
- Legal implications
- Risk

4.6.4 Collaborative Partnerships

Barrow Training does not engage in collaborative provision with other providers and must submit QA procedures to the relevant accrediting body for this purpose and secure approval, prior to engaging in any collaborative provision in the future.

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4.7 Appendix 1 – QF729 Interview Sheet (V1, February 2020)

INTERVIEW ASSESSMENT AND SCORING RECORD

Role:

Location:

Date:

Interviewee Name:

Interviewee Address:

Interviewer Names:

QUALITIES/SKILLS	Weight	Score 1 - 10	Total Score
A relevant qualification	5		
Experience in office administration	5		
Experience in dealing with the general public	5		
Excellent communication and interpersonal skills as evidence at interview	5		
Understanding of the work undertaken by Barrow Training	5		
Knowledge of IT, social media	5		
Excellent IT skills, e.g. excel spreadsheets, PowerPoint	5		
Knowledge of GDPR	5		
Ability to work under pressure	5		
Flexibility	5		
Total score			

Comments

_____
_____
_____
_____
_____
_____
_____

Interviewer's Signature: _____

Interviewer's Signature: _____

Interviewer's Signature: _____

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4.8 Appendix 2 – QF54 Staff Induction Checklist (V9, July 2020)

QF 54	Issue No 09
Issue date July 2020	Page1 of 1

Name of Tutor/Employee: _____

Date of Meeting: _____

Staff Contact Details Email: Phone:

	Date	Actions to be followed up on
Contract		
Bank Details		
References x2		
Health & Safety Statement		
Confidentiality Statement		
Job Description - Role and Responsibilities		
Induction		
Barrow Training Policies and Procedures		
GDPR		
ISO 9001		
QQI		
PHECC		
Programme Development Committee		
Contracted Training (if applicable)		
Blended Learning (if applicable)		
Equality Policy		
Safeguarding and Child Protection Policy		
Quality Policy		
Consent to share CV/certs with third party		
Other		

Signed: _____ Date: _____
(Barrow Training)

Signed: _____ Date: _____
(Employee/Tutor)

Notes

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4.9 Appendix 3 – QF726 Blended Learning Tutor Induction Checklist (V1, February 2020)

QF 726	Issue No 01
Issue date February 2020	Page1 of 1

Name of Tutor _____

Date of Meeting _____

Tutor Contact Details
Email:
Phone:

	Date	Actions to be followed up on
Set up tutor email		
Navigation of the Platform Logging in & out		
Use of platform		
Protocol when dealing with platform issues		
Use of Notice board		
Protocol when assigned a student: Welcome email Checking in email Correction of platform exercises Correction of draft work Invitation to skill/ Exam day		
Email templates sent		
Set up as student on platform		
Released relevant courses		
Unrestricted access given		
Monthly reports protocol		
Issues with students protocol		
Assessments		
Clssroom-based days		
Inviting students to Skills & Exams		
Any questions from tutor		
Other		

Signed: _____ Date: _____
(Barrow Training)

Signed: _____ Date: _____
(Employee/Tutor)

Notes

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4.10 Appendix 4 – QF104 Tutor Monitoring Report (V6, January 2020)

Tutor Monitoring Visit Report

Programme Title:	
Course/Component:	
Venue:	
Start Date:	
Date of Monitoring Visit:	
Time arrived:	
Time departed:	
Number of Participants:	

Tutor:	
Barrow Contact:	Vicky Nolan, QA Manager
Phone:	059 972 1416
Email:	vicky@barrowtraining.ie

Checklist for Monitor			
Please tick box as appropriate:			
Tutor wearing Barrow lanyard		Photos taken (with written consent)	
Quote/testimonial obtained from supervisor		Quote/testimonial obtained from learner	
Learners asked to check in on Facebook		Learners asked to complete review on Facebook and Google	
Schedules provided		Thank you address	
All necessary equipment/resources available and in working order		Notes:	

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The tutor has demonstrated the following before the course:		Evaluator's Initials
Learner Profiles	• Takes individual intellectual and physical differences of learners into consideration prior to course delivery. • Knows the support systems available to learners with particular learning difficulties and makes learners aware (e.g. Dyslexia, Sight or Hearing difficulties).	
Learning Process	• Creates appropriate learning situations, taking the cycle of adult learning into consideration.	
Learning Styles	• Incorporates an appreciation of varied learning styles in the training programme. • Adapts training presentation to meet the needs of particular learning styles.	
The tutor has demonstrated the following during the course:		**Evaluator's Initials**
Training Programmes Preparation	• Has the ability to prepare and plan training.	
Motivation	• Supports learners by utilising the most appropriate motivational approaches for any given learning situation.	
Communication	• Makes appropriate use of basic communications theory to exchange information and stimulate insight in individuals and groups. • Displays a basic understanding of communication theory, two-way communication and interaction and incorporate this into the training event. • Checks for understanding, the asking of probing questions and the promotion of discussion.	
Feedback	• Gives and receives feedback in the training situation so that it is constructive, can be understood and can be acted upon. • Delivers feedback in a constructive non-personal manner. Understands the benefits of constructive/positive modes of feedback and to deliver feedback in a manner that encourages learner self-evaluation and improvement.	

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Training / Visual Aids	• Operates overhead projectors, slide projectors, video projectors, whiteboards, chalkboard and flip charts. Designs and uses appropriate visual aids.	
Presentation Skills	• Prepares a lesson plan and organises the delivery of the information in a logically structured manner. • Plans and presents structured talks and demonstrations; organises discussion groups and facilitates training sessions. • Delivers a lesson, making effective use of voice, eye contact, interaction, and checks for understanding, physical positioning • Facilitates group sessions and promotes participation by learners in group discussions.	
Equality Matters	• Identifies characteristics used as a pretext for unequal treatment. Aware of legal requirements as regards equality in training. Uses appropriate language in relation to equal treatment for men and women, for people with disabilities and for other groups.	
The tutor has demonstrated the following after the course:		**Evaluator's Initials**
Evaluation & Assessment	• Determines the appropriate evaluation level. Formulates and interprets an appropriate training evaluation instrument. Objectively assesses learner progress.	

Tutor's Comments:

Signature of Tutor: _____

Date: _____

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Evaluator's Comments:

Signature of Evaluator: _____

Date: _____

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4.11 Appendix 5 – QF713 Discrimination Report Form (V1, December 2019)

Discrimination Report Form

Name of referrer: _____

Phone: _____

Email: _____

Details of concern – please include details of who treated you unfairly, where and when the incident(s) occurred, and a full description of the incident, including evidence:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Please tick which of the 9 grounds for discrimination this report falls under:

Gender	☐	Age	☐
Civil status	☐	Disability	☐
Family status	☐	Race	☐
Sexual orientation	☐	Religion	☐
Membership of the Traveling Community	☐		

Date concern reported to Barrow Training: _____

Signed (referrer): _____

Date: _____

Signed (Barrow Training): _____

Date: _____

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Chapter 5. Teaching, Learning and Assessment

This chapter relates to the following Quality Assurance guidelines from Barrow Training's accrediting bodies:

- Teaching and Learning (QQI Core Statutory Quality Assurance Guideline 5)
- Assessment of Learning (QQI Core Statutory Quality Assurance Guideline 6)
- Learning Environment (PHECC Quality Assurance Theme 2)

5.1 Teaching and Learning Strategy

The strategy for teaching and learning at Barrow Training is designed to achieve learner-centred learning that empowers individual learners and ensures continuously evolving innovative approaches to teaching and learning, support and guidance structures and programmes.

The overall approach to teaching and learning will integrate core principles of adult education:

- Acknowledge the prior experience of the learner and integrate this experience into the learning process
- Reflection as an integrated and active process
- Learners take ownership and responsibility for their own learning
- Formative assessment and feedback where learners will be given the opportunity to discuss their own performance and plan improvements for future efforts
- Constructive pedagogy where knowledge is created together, and all theories/models are subject to critique of real-life application

The foundations for Barrow Training's Teaching and Learning Strategy are:

- Learning outcomes
- Establishing a learner-centred culture
- Ensuring fairness and consistency
- Promoting the continuous improvement of the learning process

5.1.1 Learning Outcomes

Learning outcomes are sets of competences, expressing what the learner will know, understand or be able to do after completion of a process of learning, long or short *(European Credit Transfer and Accumulation System (Key Features)", European Commission, 2004)*

Learning outcomes focus on what the learner has achieved rather than merely focussing on the content of what has been taught. Learning outcomes focus on what the learner can demonstrate at the end of a learning activity. (*Writing and Using Learning Outcomes: A Practical Guide", D. Kennedy, UCC & NAIRTL, 2007)*

The minimum intended programme learning outcomes (MIPLOs) and minimum intended module learning outcomes (MIMLOs), while important and intrinsic to the programme, do not define it. All programmes offered by Barrow Training will have an associated set of MIPLOs and MIMLOs. Learning outcomes at programme and module level will be used as the basis on which decisions regarding teaching, learning and assessment approaches will be used. During the

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monitoring and review stage, MIPLOs and MIMLOs reviewed by the Director of Training, tutoring staff and SMEs.

5.1.2 Establishing a Learner-Centred Culture

Barrow Training will equip learners with the knowledge, skills and competencies to be employable and to ensure that they are prepared for career flexibility and progression in their chosen field. Barrow Training will engage, stimulate and challenge learners to prepare them to learn independently and think critically.

- Barrow Training will continuously update its Quality Assurance policies and procedures to reflect a learner-centred approach
- Barrow Training will ensure that the number of learners participating on a programme is manageable (maximum 16 learners) so that individual learner attention is safeguarded
- Barrow Training will establish a centre for teaching and learning. This will provide, resources, training and guidance on teaching and learning e.g. tutor CPD meetings, tutor newsletters, networking events

5.1.3 Ensuring Fairness and Consistency

All Barrow Training learners will be treated with fairness and consistency while responding to the individual needs of learners, in line with the Equality, Diversity & Inclusion Policy (QF712). Barrow Training will promote a culture of continuous reflection and planning on teaching and learning strategies to achieve an appropriate mix of teaching and learning styles, methods of assessment, and organisation of courses.

Equality seeks to advance equality of opportunity in access to employment or a programme of study, training, development and career opportunities without any direct or indirect discrimination, or conscious or unconscious biases. Equality is ensuring individuals or groups of individuals are not treated less favourably, on the basis of the 9 grounds for discrimination, which are:

1. Gender
2. Civil status: single, married, divorced, etc.
3. Family status: if you're the parent or person responsible for a child over 18, or if you're the main carer or parent of a person with a disability
4. Sexual orientation
5. Religion
6. Age
7. Disability
8. Race
9. Being a member of the traveling community

At this time, Barrow Training is not in a position to offer training to learners outside of Ireland. All applicants must have a good standard of the English language. Learners who undertake a blended learning programme must also have basic computer skills, e.g. opening an internet page, following simple instructions, opening a Word document.

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5.1.4 Promoting the Continuous Improvement of the Learning Process

Barrow Training programmes will be intellectually stimulating, challenging and relevant to the employability of the learner. Learner support systems will be maintained that facilitate a high-quality experience for all learners, irrespective of their location and their mode of study.

To achieve this Barrow Training will promote and develop active and reflective teaching and learning techniques, develop learning materials (resource books) that are academically sound and engaging.

Barrow Training invite all learners to complete an evaluation form (QF 24) at the end of each programme which includes a section on the learning experience. This feedback is used in the continuous improvement of programmes. Additionally, the Quality Assurance Manager makes unannounced and scheduled site visits to programmes. The assessment form (QF 104) requires an evaluation of the learning experience. All feedback is returned to the Programme Development Committee and Quality Assurance Committee.

5.2 Teaching and Learning Environment

Barrow Training incorporates a variety of delivery modes into its training and education programmes. These are depicted in the figure below:

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5.2.1 Training Venues

Barrow Training will ensure that training venues are designed so that they meet the requirement for which they are intended.

Lighting	All rooms will have the lighting appropriate to their use
Accessibility	Access for people with a disability (including special arrangements) where required shall be in accordance with national legislation, or reasonable accommodation made as appropriate
Health & Safety	All venues will comply with legislative requirements relating to health and safety. This will include insurance, risk assessments, safety statements, escape routes, fire drills, emergency contacts and ensuring this information is communicated to both tutors and learners.
Equipment	Venues for theory assessments and skills demonstrations will satisfy the following: • Desks/chairs set out in examination format • Space to display clock and examination regulations • Sufficient space and breakout rooms for skills demonstrations • Access to appropriate toilet facilities • Appropriate waiting areas

The relevant manager will identify and make booking arrangements with appropriate venues that satisfy the required standards. They will be aware of and will communicate any specific requirement beyond the minimum standard. Bookings will only be confirmed upon completion of a site visit to determine the suitability of the venue and completion of the Venue and Training Room Checklist (QF 261 – Appendix 1). At every rebooking of an existing approved venue, the venue will be required to confirm that they continue to meet the minimum standards and must inform Barrow Training of any changes.

Learners are requested to submit online feedback relating to venues after each module. This feedback is collated by the relevant manager. Any issues or concerns will be notified to the Training Manager. Issues will be listed in the corrective action database. Tutors are also requested to submit feedback when they are asked to rate the on-site teaching venue and facilities at the end of each delivery instance (QF25).

The venue will be notified of concerns where corrective actions need to be taken. All concerns and issues are recorded in the incident database (QF14) and will consider these when planning venue bookings for the next sitting.

See Chapter 3. Blended Learning for further information on the Blended Learning environment.

5.3 Complaints and Grievance Procedure

Staff, tutors and learners are made aware of the complaints and grievance procedure in their respective handbooks.

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5.3.1 Purpose

This policy outlines the procedure for an employee or customer to raise a complaint concerning work related matters so that the issue may be addressed fairly and promptly and as close as possible to the point of origin, without disruption to work duties.

The benefits of such a procedure are that it prevents an accumulation of minor issues and ensures that the issues are resolved as speedily and fairly as possible. Failure to resolve grievances without undue delay and in a fair and reasonable manner may result in a minor grievance being escalated unnecessarily.

It is management's responsibility to deal promptly and fairly with any complaints raised by employees and customers either informally or under the formal grievance procedure. Managers are expected to handle all complaints in a manner that respects the right of the employee or customer to air his/her grievances.

If an employee or customer feels sufficiently aggrieved to raise a formal complaint, then the Board of Management is responsible for taking the complaint seriously. Managers are required to address grievances at the lowest level possible and to give careful consideration to the merits of the employee's or customer's case before reaching a decision. Where a complaint is not upheld, the employee/customer is entitled to a clear explanation as to how the decision was reached.

Third party referrals should be viewed as a 'last resort' having exhausted the internal stages of the grievance procedure. In the event that an employee or customer refers the matter to a third party, the Manager must respect their rights to exercise his/her statutory entitlement to seek redress by co-operating fully with proceedings and maintain normal working relationships.

Managers have a duty to ensure that no employee suffers detrimental treatment as a result of raising a formal complaint either internally or to a third party.

5.3.2 Scope

This policy applies to all Barrow Training employees regardless of length of service and all Barrow Training customers.

Barrow Training is committed to promoting and maintaining good employee and customer relations. The grievance procedure does not cover claims for improvements in existing terms and conditions of employment which are of general application.

If an employee or customer has difficulty at any stage of the Grievance Procedure because of a disability or because English is not their first language, the employee should discuss the situation with his/her immediate Manager to whom he/she reports or, in the case of a customer, should report to the Training Manager. If the complaint relates to the Training Manager, then the customer may request to speak to another member of Barrow Training staff who can then liaise with Management to appoint someone else.

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5.3.3 Informal Procedure

Most routine complaints are capable of being resolved on an informal basis without recourse to the formal grievance procedure.

1. The employee should raise the matter informally with his/her immediate Manager before invoking the formal grievance procedure.
   The customer should raise the matter informally to the Training Manager.
2. If the complaint relates to the employee's immediate Manager, the employee may discuss the matter informally with their HR representative.
   If the customer's complaint relates to the Training Manager, then the customer may request to speak to another member of Barrow Training staff who can then liaise with the Board of Management.
3. An informal discussion is to take place with the employee and supervisor/manager, or the customer and Training Manager.
4. Written records of the informal discussion and agreements must be kept by the relevant Manager.
5. The company may opt to use an external facilitator/mediator to resolve the matters informally.

5.3.4 Formal Procedure

If the matter has not been resolved satisfactorily through the informal discussions, the employee or customer may raise a formal complaint under the grievance procedure.

5.3.4.1 Investigations

It may be necessary for the company to carry out an investigation into the employee's or customer's grievance. The level of any investigation required will depend on the nature of the allegations and will vary from case to case. It may involve interviewing and taking statements from the employee or customer and any witnesses, and/or reviewing relevant documents. The investigation may be carried out by the employee's immediate Manager to whom the employee reports or someone else appointed by Barrow Training. In the case of a customer, the Training Manager will conduct the investigation or, if necessary, someone else appointed by Barrow Training.

The employee or customer must co-operate fully and promptly in any investigation. This may include informing Barrow Training of the names of any relevant witnesses, disclosing any relevant documents to the company and attending interviews, as part of the company's investigation.

Barrow Training may initiate an investigation before holding a formal grievance meeting where the company considers this appropriate. In other cases, the company may hold a grievance meeting before deciding what investigation (if any) to carry out. In those cases, the company will hold a further formal grievance meeting with the employee or customer after the company's investigation and before the company reaches a decision.

5.3.4.2 Right to be Accompanied

The employee or customer may bring a companion to any grievance meeting under this procedure. In the case of an employee, the companion must be a colleague. The identity of the chosen companion must be reported to the relevant manager, in good time before the meeting.

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At the meeting, the companion may make representations to the immediate Manager or nominee and ask questions but should not answer questions on behalf of the employee or customer. The employee or customer may talk privately with the companion at any time during the meeting.

If the chosen companion is unavailable at the time a meeting is scheduled and will not be available for more than five working days afterwards, Barrow Training may ask the employee or customer to choose someone else.

Acting as a companion is voluntary and the employee's colleagues are under no obligation to do so. If a colleague agrees to do so they will be allowed reasonable time off from their duties without loss of pay to act as a companion. Barrow Training may, at its discretion, allow the employee to bring a companion who is not a colleague (for example, a member of the employee's family) if this will help overcome a disability, or if the employee has difficulty understanding English.

5.3.4.3 Stage 1

1. The employee or customer refers the complaint in writing to the Manager. This should contain a detailed description of the nature of the complaint, including any relevant details (facts/dates) and names of individuals involved. In some situations, the supervisor/manager or nominee may ask the employee or customer to provide further information.
2. If the grievance involves personal or other sensitive issues, which the employee considers inappropriate to raise directly with the supervisor/manager the employee may seek advice from HR. The customer may request to speak to another member of Barrow Training staff who can then liaise with the Board of Management.
3. The Manager or nominee will arrange a grievance meeting to discuss the matter not later than 7 working days, referenced to a five-day Monday to Friday working week.
4. The Manager or nominee will advise the employee or customer in writing of the date, time and venue for the grievance meeting and his/her right to be accompanied by a representative.
5. The Manager or nominee conducting the hearing should establish the precise details of the complaint in advance in order to check any policies or rules prevalent to the matter.
6. The purpose of the grievance meeting is to enable the employee or customer to explain the grievance and how he/she thinks it should be resolved, and to assist the Company to reach a decision based on the available evidence and the representations that have been made by the employee or customer.
7. The Manager or nominee should arrange for a colleague to attend to take notes and act as a witness.
8. The Manager or nominee will hear the complaint. Written records must be kept by the Manager or their nominee.
9. The Manager or nominee will convey the decision in writing to the employee or customer within 7 working days.
10. The Company may opt to use an external facilitator/mediator to resolve informally.

5.3.4.4 Stage 2

Should the issue remain unresolved following stage 1, the employee may refer the matter in writing to HR. This must be submitted within 5 working days referenced to a five-day Monday to Friday working week. Customer complaints move directly to Stage 3.

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1. The HR representative or their nominee will arrange a grievance meeting to discuss the matter no later than 7 working days, referenced to a five-day Monday to Friday working week, following receipt of the complaint.
2. The HR representative or their nominee will notify the employee in writing of the date, time and venue for the grievance meeting and his/her right to be accompanied by a representative.
3. The HR representative or their nominee should establish precise details of the complaint in advance in order to check any policies or files relevant to the matter.
4. The HR representative or their nominee will arrange for a colleague to attend, take notes and act as a witness.
5. The HR representative or their nominee will hear the complaint.
6. Written records must be kept by the HR representative.
7. The HR representative or their nominee will convey the decision in writing to the employee within 7 working days.

5.3.4.5 Stage 3

If the matter remains unresolved after stage two in the case of an employee or stage one in the case of a customer, the matter may be referred in writing to the Directors of the Company. This must be submitted within 5 working days, referenced to a five-day Monday to Friday working week.

1. The Directors will arrange a grievance meeting to discuss the matter not later than 7 working days, referenced to a five-day Monday to Friday working week, following the complaint.
2. The Directors will advise the employee or customer in writing of the date, time and venue for the grievance meeting and his/her right to a representative.
3. The Directors or their nominee conducting the hearing should establish the precise details of the complaint in advance, in order to check any policies or rules relevant to the matter.
4. The Directors or their nominee should arrange for a colleague to attend the hearing, take notes and act as a witness.
5. Written notes must be kept by the Directors or their nominee.

The Directors will convey the decision in writing to the employee or customer within 7 working days, referenced to a five-day Monday to Friday working week. This decision will be final.

5.4 Policy on Assessment

Barrow Training is committed to a fair and consistent assessment process. Barrow Training therefore develop and comply with procedures for the fair and consistent assessment of learners in line with the relevant standards and guidelines as set out by our accrediting bodies. Barrow Training will ensure that assessment tools are fit for purpose, and that learners will receive formative feedback and ongoing support in a timely manner. Barrow Training will publish all relevant criteria and regulations. By doing so, Barrow Training will ensure validity and reliability of assessment tools and methodologies.

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5.4.1 Assessment of Learning

Assessment of learning incorporates formative and summative assessment. Assessment of learning is a judgement, estimation or evaluation of a learner's knowledge, skills and competence by comparison with a standard base. Learner assessment may be used to:

- determine entitlement to a qualification (e.g. summative assessment)
- confirm learning progress (by the learner or by another)
- to determine a learner's 'learning' competence
- identify gaps in learning (to, e.g., enable and inform the development of formative feedback to the learner or to adapt learning strategy)
- help determine special educational or training needs (e.g. diagnostic assessment)
- provide a learning opportunity
- inform the evaluation of the quality of a programme of education and training
- recognise experiential learning
- support the learner to monitor their own progress
- determine eligibility to enrol on a programme

5.4.2 Principles of Assessment

Assessment principles are organised under six themes (QQI Assessment and Standards, Revised 2013)

a) Learners are responsible for demonstrating their learner achievement
b) Assessment support standards are based on learning outcomes
c) Assessment promotes and supports effective teaching and learning
d) Assessment procedures are credible
e) Assessment methods are reviewed and renewed as necessary to adapt to evolving requirements
f) Learners are well informed about how and why they are assessed

Barrow Training Assessment principles are: (QQI Green Policy on Assessment of Learners and Learning, March 2018)

a) Assessment will be valid, reliable and effective
b) Assessment and feedback will empower learners to become self-regulated learners
c) Assessment and feedback will be clear and understandable by staff and learners
d) Decisions on assessment and feedback will be guided by a programme-level approach
e) Assessment and feedback approaches will foster partnership between staff and learners
f) Learners will experience a diverse range of assessment methods, including, where relevant, authentic and work-based assessments
g) Assessment and feedback will be manageable for staff and learners
h) Assessment and feedback will be enhanced through staff engaging in related professional development, including engagement in scholarship in this area
i) Assessment and feedback will be supported by enabling policies

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5.5 Marking and Grading

Barrow Training's assessment strategy is developed at programme design stage and should:

- Link the programme assessment instruments (formative and summative) to the MIPLOs and MIMLOs
- Describe and provide a rationale for each choice of assessment task
- Describe specific special regulations associated with a programme, i.e. learner may be required to achieve a minimum grade in each assessment
- Match the programme assessment instruments to the requirement of Barrow Training's grading system
- Ensure the programme workload is balanced and distributed, and that the effort required is proportionate to the credit allocated
- Relate to the programme's teaching and learning strategy
  (QQI Assessment and Standards, Revised 2013)

Marking criteria is confirmed in the form of marking schemes and associated rubrics for each assessment element. This will ensure accuracy and consistency of standards across all tutors/internal examiners.

Once graded, assessment material is subject to internal verification (maximum 2-week process). Borderline or failed grades may be passed onto internal cross moderation. All assessed work is subject to an external, independent evaluation/moderation by an external authenticator. Once the assessment material has been verified and evaluated, and marks approved by the external authenticator they will be submitted to the results approval panel. Assessment results that has been passed through each of these stages is then submitted to the relevant awarding body for certification.

5.6 Assessment Strategies

Assessment strategies are developed by the programme development committee at programme design stage in line with the QQI programme descriptor. The committee also reviews these strategies on an ongoing basis.

Grading criteria of QQI assessments as follows:

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

5.7 Assessment Procedures

Assessment procedures are provided to each learner at the start of the programme in the learner handbook. These procedures cover all aspects of assessment including marks and standards relating to the programme, rules regarding submission of course work, procedures relating to extensions and deferrals, and information relating to plagiarism and assessment malpractice.

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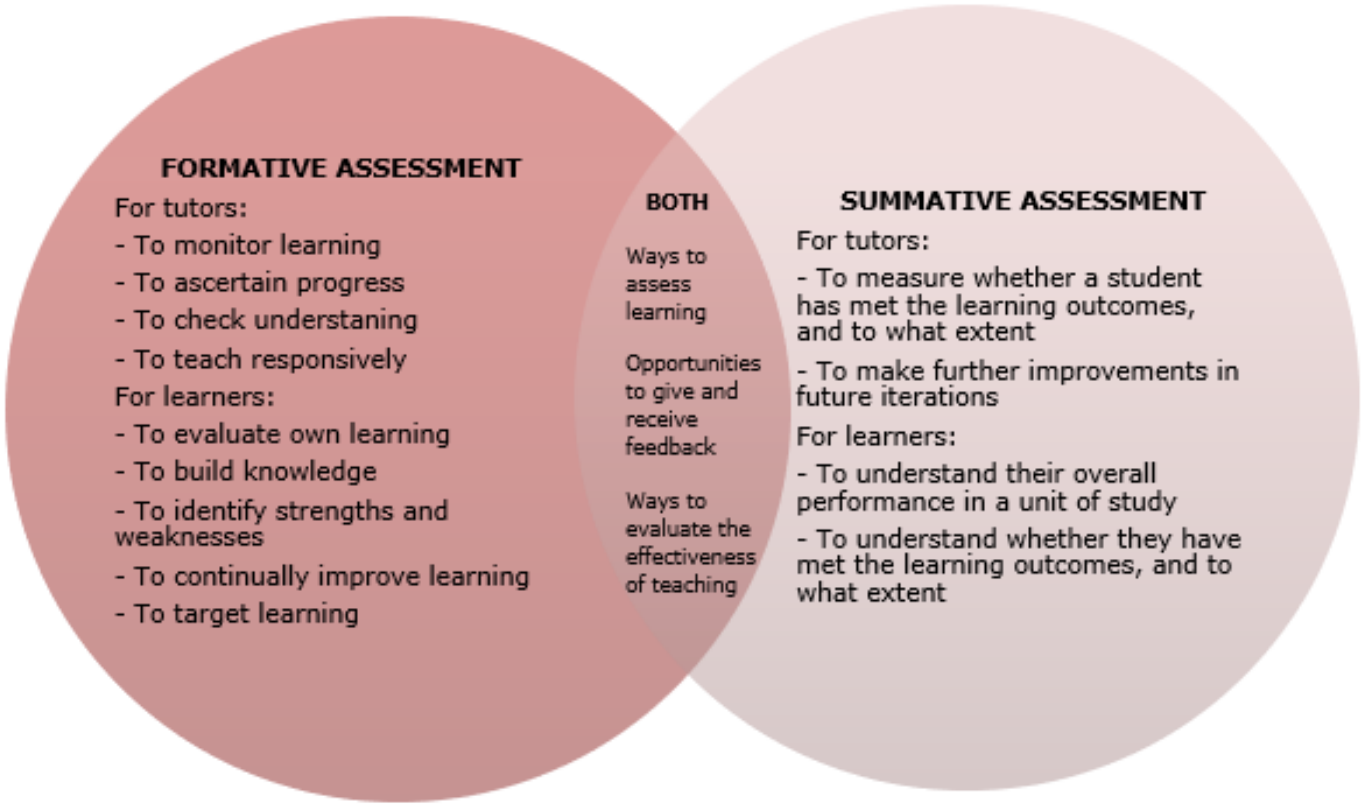
Barrow Training abide by best practice principles for assessment:

- Setting and sharing the learning outcomes for each module and programme
- Sharing criteria for success for each assessment
- Providing feedback

5.7.1 Types of Assessment



Assessment plays a key role in the learning outcome approach by Barrow Training. Assessment tasks are seen as a primary means of learning and will provide the opportunity for demonstrating the learning outcomes in an integrated and realistic setting. Barrow Training aims to provide a balance of formative and summative assessment in its training and education programmes. The outcomes of these assessments provide an opportunity for the learner to give and receive feedback and aid their progress.

Formative assessments are conducted in class, usually devised by the tutors, and are usually informal, with no associated module marks or weighting. This type of assessment may include group-work exercises in class to include role-play, problem-solving and presentations, quizzes or mock exams, and peer feedback activities. This is an inclusive approach to assessment which supports learners in reflecting on their own learning.

Summative assessments normally take place at the end of a module and measure the extent to which a learner has met the learning outcomes. Examples of this type of assessment include exams, skills demonstrations, assignments, projects and portfolios. The result of these assessments will contribute to the leaners overall grade for the module.

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5.7.1.1 Assessment Methodologies

It is important to link learning outcomes to assessment methods. Barrow Training uses a range of assessments to achieve learning outcomes which are linked to the Accrediting Body Assessment Criteria and are outlined below:

Type of Learning Outcome	Assessment Methodology
Communicating	Oral presentation Role play Group work Written presentation
Make judgements and think critically	Review Assignment Report
Solving problems	Group work Case study Problem scenario
Demonstrate knowledge and understanding	Report Quiz Assignment Case study Exam
Developing/managing yourself	Self-Evaluation Group work/project Learning journal
Performing procedures and demonstrating techniques	Role play Demonstration

5.7.2 Responsibilities relating to Assessment

All summative assessments are validated internally and externally. The tutor and the Quality Assurance Manager are responsible for the assessment of learners.

Approval for new assessment instruments are developed by the programme development committee and reviewed by the quality assurance committee. Pending recommendations, these will be submitted to the Board of Management for ratification before a proposal is submitted to the accrediting body.

5.7.3 Examinations Procedures

All examinations in Barrow Training adhere to the procedures and standards are required by the respective awarding body. If an exam forms part of the course paperwork, it will be issued to the tutor in a separate sealed envelope and stamped with the Barrow Training stamp. The exam date must be clearly written on the envelope along with the statement "must be opened and witnessed in class". The version used is logged on the Barrow Training system and the versions of exams are alternated. This envelope must be stored securely by the tutor.

Learners are made aware of the exam code of conduct during their induction presentation and in their learner handbook. This is reiterated to the learner immediately prior to the exam. Tutors must then return corrected exams to the Barrow Training office by registered post. Any spare exam papers are also returned and are shredded and destroyed.

If a learner is unsuccessful in their examination, they may repeat the exam within two weeks of their first attempt (maximum of 3 attempts). If the learner requires a repeat examination,

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their grade will be capped at a Merit. This may result in postponement of Certification until the next submission date. An administration fee of €50 applies per sitting.

5.7.4 Assessment of Skills

Skills demonstrations that form part of the assessment for classroom-based modules are completed during class time. Learners completing their training and education programmes through blended learning are invited to a skills demonstration day, where they will meet with their tutor for assessment.

Skills demonstration days for learners completing a blended learning programme are scheduled one day per month in the Barrow Training classroom by the TEL Manager. Offsite skills demonstration days are organised as required.

All skills demonstrations that form part of the assessment are photographed or, preferably, video recorded to be presented as evidence. If the module includes a skills assessment, learners sign a consent form (QF223 – Appendix 2) which confirms that they understand that video recordings/photographs of their skills demonstration will be submitted as part of their assessment for certification in line with GDPR requirements.

Evidence of skills demonstrations are stored in an encrypted file and made available only to those involved in the certification process, i.e. tutor, internal verifier, external authenticator and results approval panel. The maximum timeframe for these to be stored is nine months. After this time, skills demonstrations are deleted from the Barrow Training system.

Learners who complete skills demonstrations in the workplace must also present video/photographic evidence, as appropriate. Skills such as these are quality assured by the workplace supervisor, and a report is compiled as part of the assessment.

5.7.5 Recording Receipt of Assessments

Learners are issued with a written receipt when an assignment is submitted to the Barrow Training office. This receipt is presented in hard copy if submitted in person, or an email is sent if submitted by post. Date of receipt is recorded into our Learner Management System by the Senior Training Administrator.

Assignments are stored in a secure location in the Barrow Training office and the tutor is advised that they are now available for collection. Alternatively, the assignments are posted to the tutor via registered post. Tutors are aware of the requirement to return corrected assignments in person or by registered post.

5.7.6 Assessment Extensions

Extensions are granted in exceptional circumstances and must be requested at least three days in advance of the deadline date.
The learner must submit the request in writing using the extension request form (QF520 – Appendix 3) to the Quality Assurance Manager. Valid reasons include bereavement, serious illness, an accident or other serious personal issues. Where possible, these should be supported by documentary evidence.

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The application is reviewed by the Quality Assurance Manager and the supporting tutor. A decision is made and communicated to the learner within 1 working day by the Quality Assurance Manager.

5.7.7 Security and Integrity of Assessment

Barrow Training recognises the importance of the security arrangements for its assessment procedures to ensure its integrity. These procedures are monitored for effectiveness by the internal Quality Panel. Tutors and learners alike are provided with examination and assessment guidelines during induction, which is reiterated in their respective handbooks. Examination versions are recorded in the exam log. ScanMyEssay is used on all modules in order to identify plagiarism in written assignments. Additionally, learners are asked to sign a declaration on the Front Cover for Portfolio of Assessment (QF36 – Appendix 4) stating that all work included is their own.

This is also of particular relevance to learners completing blended learning programmes. Learners on the LMS must upload a profile picture for identification purposes, as well as presenting photographic proof of identification, e.g. passport, driving licence, when attending classroom-based days.

Technological developments have driven changes in both the nature of academic cheating and in the level of detection rates. Contract cheating is a term used to refer to the practice of companies that sell bespoke assignments, essays and theses which learners may then submit for assessment, as their own work.

A new provision was included in the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 which empowers QQI to prosecute those who facilitate academic cheating, under the following headings:

- Impersonation
- Provision of cheating services
- Advertising cheating services
- Publishing advertisements for cheating services

5.7.8 Assessment Malpractice

Assessment malpractice includes any act that may undermine the integrity or validity of the assessment.

In cases where tutors suspect assessment malpractice, the matter should be reported to the Quality Assurance Manager. If there is insufficient evidence, then no further action will be taken. Otherwise the Quality Assurance Manager and tutor, with appropriate witnesses, will conduct a preliminary investigation, which will include (an) interview(s) with the learner(s) concerned. If there is insufficient evidence of an offence, then no further action will be taken. If sufficient evidence that an offence has been committed exists, the Quality Assurance Manager will decide on a course of action, which may include any of the following:

- Reduction in the mark (including a mark of 0) for the work affected
- Resubmission of the work subject to a reduced maximum mark awardable of grade Pass

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- Referral of the matter to the Director of Training who will review the case and recommend a disciplinary action

Examples of assessment malpractice include the following:

- Plagiarism
- Impersonation of another learner
- Fabrication of evidence
- Wrongly obtaining secure assessment materials, e.g. examination paper
- Behaving in such a way that would undermine the assessment process, e.g. mobile phone use during an exam, communication with others during an exam, bringing prohibited materials into the exam centre

5.7.8.1 Plagiarism

Plagiarism is the practice of taking someone else's work or ideas and passing them off as one's own. It is dishonest, unethical and unprofessional. Barrow Training uses effective anti-plagiarism processes and software ensuring the authenticity of learner's work. Work submitted for assessment may be subject to electronic or other detection methods. All work must go through the ScanMyEssay plagiarism check.

5.7.9 Grading Assessments

Tutors are the primary examiners of assessment. Barrow Training ensure that there is transparency in grading. Feedback is recorded for each assignment by the tutor on the Assignment Front Cover Sheet (QF 36). The main purpose of the feedback is to enable the learner to use the assignment process effectively in preparation for future assessments and to ensure transparency.

Grading criteria as outlined in QQI Quality Assuring Assessment Guidelines for Providers (2013) is used to inform tutors as to what a learner must attain in order to achieve a particular grade at each level. This is aided by Barrow Training's marking schemes set out for each module.

5.7.10 Internal Verification

Internal verification is the process by which Barrow Training assessment policies and procedures relating to planning, managing and completing all aspects of assessment practices are monitored and checked internally by Barrow Training itself.
Barrow Training completes 100% internal verification of its courses.
Barrow Training may have more than one Internal Verifier in any one submission period, depending on the following:

- ✓ the number of learners
- ✓ the number, range and diversity of awards being offered

Responsibilities of the internal verifier include the following:

- Confirm that Barrow Training assessment procedures were adhered to across the range of assessment activities from planning to finalising results
- Ensure learning has been assessed using the techniques and instruments as indicated in the validated programme

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- Check the accuracy of assessment results to ensure learner evidence exists, and that results, and grades are correctly computed and recorded
- Monitor assessment results
- Produce an internal verification report (QF100) outlining the outcome of the internal verification process

Section 7.1 of SOP 201 Operations Manual Procedure details the step-buy-step procedure for internal verification.

5.7.11 Grade Rechecks

Should a learner consider that they may have been assigned an incorrect grade, they may request a recheck of the grade within two weeks of their provisional results becoming available. To request a recheck, the learner must contact the Quality Assurance Manager at quality@barrowtraining.ie.

The following procedure should be followed by the tutor responsible for the relevant module:

- Review the exam script and the original assignment submission(s)
- Regrade the exam script and assignment to establish whether or not the original mark/grade awarded was correct
- Check to ensure that marks given to individual elements of the assessment are included in the total marks
- Check that the original total mark, where applicable, is accurate and that the grade awarded is correct
- The tutor shall pass the marking sheet to the programme lead for their authorisation and they shall return the approved marking sheet to the tutor. Grades may be changed to lower or higher grades or may remain the same.

The tutor shall return the rechecked assessment to the Quality Assurance Manager, with their decision noted, within two weeks from the time the request is lodged.

5.7.12 Cross Moderation

A sample of each module will be subjected to cross moderation prior to submission for certification. A sample is chosen and checked by Barrow Training's lead assessor for the field of learning.

Where the lead assessor identifies a difference in the standard of marking greater than 5% but no greater than 10%, then the lead assessor has the authority to alter the mark awarded. Where a significant difference is identified, the mark will be altered, and relevant tutors will be invited for further training.

5.7.13 External Authentication

A sample of the assessments will be reviewed by an external authenticator prior to submission for certification. The role of the external authenticator is as follows:

- Confirm the fair and consistent assessment of learners consistent with the provider's procedures and with QQI/PHECC policy
- Review internal verification report(s) and authenticate the findings/outcomes
- Apply a sampling strategy to moderate assessment results

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- Visit Barrow Training and meet with appropriate staff
- Identify any issues/irregularities in relation to the Assessment Process
- Recommend results for approval
- Produce an external authentication report using the template provided by Barrow Training (QF101)
- Maintain Barrow Training's agreed quality standards

Any feedback received is communicated to the relevant tutors by the Quality Assurance Manager during a tutor training day. Changes and recommendations for any future delivery will also be reviewed and considered by the Results Approval Panel.

5.7.14 Results Approval

The purpose of the Results Approval Process is to ensure that results are quality assured entirely and signed off by Barrow Training prior to submission to the relevant awarding body. The Results Approval Process ensures that appropriate decisions are taken regarding the outcome of the assessment and authentication processes, i.e. the internal verification and external authentication processes.
In the event that the external authenticator has concerns regarding the results, a report will be submitted to Barrow Training outlining these concerns and identifying the irregularities found. Barrow Training must then instigate appropriate corrective action, as decided upon by the Results Approval Panel.

Responsibilities of the results approval panel include the following:

- Meet as required to review and approve assessment results
- Review reports of the internal verification and external authentication processes
- Agree to the submission of final results to the relevant accrediting body for certification
- Maintain Barrow Training's agreed quality standards
- Identify any issues arising in relation to the results and make recommendations for corrective action

5.7.15 Result Appeals

It is the policy of Barrow Training to provide arrangements for appeals in relation to assessment results and to ensure that they are dealt with in a thorough, fair, transparent and timely way. Learners are informed of their right to appeal during induction.

Upon receipt of the final result for a module, a learner who wishes to appeal the grade awarded should contact the Quality Assurance Manager. The learner can appeal the assessment process itself they believe there were irregularities or inequality in its implementation, e.g. an examination was not conducted in accordance with the regulations, an administrative error in assessment procedures occurred which made a real and substantial difference to their result. The learner can appeal the results of their assessment if they feel that:

- There was a substantial error of judgement or miscalculation on the part of the tutor
- Their performance in the assessment was adversely affected by illness or other factors, which they were unable or unwilling to divulge prior to completion of the assessment
- The tutor did not give sufficient weight to any extenuating circumstances previously notified to Barrow Training, or did not meet the request for reasonable accommodation

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A request for an appeal must be submitted in writing using the Appeals Request Form (QF145 – Appendix 5) to the Quality Assurance Manager not later than the date specified in the letter accompanying results. An administration fee of €25 applies for the appeal which is refundable if the appeal is successful. Further submission of evidence is not allowed at this stage.

The assessment material for the module is issued to the lead assessor for review. If the lead assessor is the original assessor, another assessor will be appointed.

The Quality Assurance Manager will inform the learner in writing of the outcome of the recheck within 15 working days. The relevant tutor will also be notified of the outcome within this timeframe.

The potential outcomes of the appeals process are as follows:

- Result upgrade or downgrade – the relevant accrediting body will be requested to amend database and issue new certificate accordingly
- No grade changes

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5.8 Appendix 1 – QF261 Venue and Training Room Checklist (V3, October 2018)

Venue and Training Room Checklist

Name & Address of Venue: _____

Course: _____

Date : _____

Item	Comments	Actions Needed
Room Size for 20 participants (should be >720 sq. feet per/67 Sq. Stanford Space planning guidelines 2003) Is it fit for purpose? Is there sufficient space for all students to be tested at same time?		
Does it have Universal Access approved by Fire Safety Officer? e.g. access to all & understood by all http://www.access4all.ie/UniversalAccess.htm		
Course Specific Requirements?		
Electronic Trunk/Sockets		
Wired for Internet Access		
Are proper tables & chairs to be supplied by host or trainer & quality?		
Quality of Overhead Lighting		
Wired for Overhead Projector?		
Is there a projector screen or sufficient white wall surface?		
Computer Facilities		
Heating/Ventilation & controls		
Windows (Glare)		
Good acoustics & sound proofing		

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Adequate sanitary & toilet facilities – who ensures toilet paper, etc		
Is there a Safety Statement for the facility? Will a Risk Assessment be done prior to the course? Who will do it?		
Separate Canteen Facilities with cups, tables, chairs, Burco boiler, etc – what's shared?		
Cleaning Arrangements – how often & what is the routine?		
Smoking area?		
Location secure – consider getting to/from locality & undesirable persons entering		
Access to public transport – get specific details e.g. bus numbers, etc.		
Car parking – view locations		
Facility Contact Person Name and Contact Details		
Other best practices including: • Notice Board • Clock for tutor • Photocopying facility • Lockers/ personal storage • Breakout area(s) • Local shop access		

Approved? YES NO

Signed by: _____ Date: _____

To be followed up on:

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5.9 Appendix 2 – QF223 Learner Consent Form (V7, July 2020)

Learner Consent Form

Barrow Training require your permission to complete certain tasks.
It is important that you read this form carefully.

Please tick below as appropriate:

1. Barrow Training tutors and assessors are required to collect and retain digitally recorded evidence for the purposes of the assessment process. Barrow Training have established the lawful purpose for processing this data is under Article 6 1(b) of the General Data Protection Regulation i.e. this recording is necessary for the completion of your course/exams.

   Recorded digital evidence includes any video and/or audio recordings. Assessment techniques that commonly require the use of video and audio include assessments that involve skills demonstrations and practical examinations.

   This digital evidence will be securely retained on Barrow Training's protected IT system, and presented to the internal verification process, then the external authentication process, and, retained until after the appeals process has elapsed, after which all evidence will be securely disposed of.

   I acknowledge and confirm that I have read and understand the above terms and conditions. ☐

2. Where applicable, if my supervisor/manager has booked and paid for me to attend this course, I give my consent that my results/certificates and all correspondence in relation to my place on this course will be sent directly to them. ☐

3. I permit Barrow Consultancy & Training to take and use any videos/photographs/images of me for use in the production of marketing, competitions, promotional material for future courses, or any other document, and use on social media. ☐

Please note that not all will be applicable to you depending on what course you are doing and how it was booked.

Name: _____

Course: _____

Signed: _____

Date: _____

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5.10 Appendix 3 – QF520 Extension Request Form (V8, October 2019)

Extension Request Form

Important Notes:

- Please complete this form in full
- Once completed, please submit this request (via email to **admin@barrowtraining.ie**, or in person at **Barrow Training, High Street, Bagenalstown, Carlow). DO NOT ATTACH YOUR ASSIGNMENT**
- You should keep a copy of your request
- Requests should be made at least 3 days before assignment due date
- Requests should include appropriate supporting documentation
- No coursework will be accepted/marked after the submission date has passed
- Each application will be judged individually on its own merits

---

Learner Name: _____

Assignment Extension ☐ Online Module Access Extension ☐

Phone: _____

Email Address: _____

Address: _____

_____

_____

_____

Date of Birth: _____/_____/_____

Course Title: _____

Tutor Name: _____

Reason for Extension? (Evidence Attached)

_____

_____

_____

_____

Signed (Learner): _____

Date: _____

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1. Fees Include
Course fees include tuition on the day(s) and all relevant course material, tea, coffee/refreshments and certification. If you receive your QQI Major award after completing just 1 module with Barrow Training the cost of this is not included. An additional cost of €50 for level 5 and €80 for level 6 will apply in such cases. There are fees associated with extensions of modules: €99 for a 3-month extension on QQI courses, €20 for a 3-month extension on online certificates and diplomas. A fee of €20 is applied for cancellation/re-scheduling of Skills Demos/exams. A repeat exam is €20.

2. Protection for Enrolled Learners (PEL)
Barrow Training has appropriate arrangements in place for the protection of learners on QQI programmes Barrow Consultancy and Training 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. Transfer to another programme is always only a second option. The learner protection insurance policy is governed by s. 65(4)(b) of the 2012 Act.

Office Use Only:

Extension Approved: **Yes** □ **No** □ **New Due Date:**_____

Fee received: **Yes** □ **No** □

PEL submitted: **Yes** □ **No** □

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5.11 Appendix 4 – QF36 Front Cover for Portfolio of Assessment (V5, December 2018)

Front Cover for Portfolio of Assessment

Module Name _____ **QQI Level** _____

Learner Name: _____

(Please write clearly in **block capitals** as this name will be on your certificate.)

Location of Training: _____

Tutor: _____

I confirm that this is entirely my own work except where referenced (refer with Barrow Training referencing procedure as outlined in handbook) ☐

I am aware that my work will not be assessed and of the associated consequences if plagiarism is identified. ☐

I confirm that I have read and understand all Barrow Training's Policies and Procedures around course work submission, deadlines, plagiarism and malpractice. ☐

I confirm that I have retained a copy of this course work for my own personal use and in the event of being requested for an additional copy by Barrow Training for whatever reason. It is not Barrow Training's policy to return course work. ☐

I understand that in order for the award to be made, I am required to submit my personal information to Barrow Training for onward submission of that information to QQI. ☐

I understand that QQI will retain this data indefinitely for the purpose of verification and confirmation of my QQI award, for example to employers, to other training providers and to myself. There may be circumstances where I give permission to have this information shared, for example with CAO. ☐

This declaration must be signed by the learner. Assignments without this form will not be accepted by course tutor.

Signed (Learner): _____ **(Mandatory)**

Submission Date: _____

TUTOR- Please provide overall assignment feedback, which will be provided to the learner and the EA indicating where marks were lost of where improvements could be made.

Tutor Signature _____

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5.12 Appendix 5 – QF145 Appeals Request Form (V2, July 2020)

Appeals Request Form

Name: _____

Phone: _____

Email: _____

Please complete the details below and return by email to quality@barrowtraining.ie or by post to FAO Quality Assurance Manager, Barrow Training, High Street, Bagenalstown, Co. Carlow, R21 TH22. The Quality Assurance Manager will inform you in writing of the outcome of the appeal within 15 working days.

I completed the module: _____

On the date: _____

I received the grade of: _____

On the date: _____

My tutor was: _____

I would like to appeal this result on the grounds that:
(Select all that apply)

- There were irregularities or inequality in the implementation of the assessment process. ☐
- There was a substantial error of judgement or miscalculation on the part of the tutor. ☐
- My performance in the assessment was adversely affected by illness or other factors, which I was unable or unwilling to divulge prior to completion of the assessment. ☐
- The tutor did not give sufficient weight to any extenuating circumstances previously notified to Barrow Training or did not meet the request for reasonable accommodation. ☐

  Please give details: _____

  _____

  _____

  _____

Please find enclosed my fee of €25.
I understand that this fee is refundable if the appeal is successful.

_____ _____

Signed Date

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Chapter 6. Learner Supports

This chapter relates to the following Quality Assurance guidelines from Barrow Training's accrediting bodies:

- Supports for Learners (QQI Core Statutory Quality Assurance Guideline 7)
- Learning Environment (PHECC Quality Assurance Theme 2)

6.1 Delivery Mechanisms and Learning Resources

Barrow Training provide an integrated and relevant range of learning resources and learner supports. These are actively promoted and communicated within Barrow Training and are responsive to learner feedback and to the evolving needs to learners. Learners are made aware of the supports and resources available to them in their learner handbook (QF42) and are asked to evaluate these in their evaluation form upon completion of the module (QF24).

Face to Face Classroom Delivery	Barrow Training programme content is facilitated through appropriate delivery mechanisms such as role plays, group discussion, tutorials and workshops.
Course Resource Books	Barrow Training has developed comprehensive learner resource books for each course. These are provided to all learners by soft copy (hard copy by request). Programme material is updated as necessary to ensure validity and currency, while ensuring that the programme and module-specific learning outcomes are delivered. All updated and current packs are saved on the master list for access by the administrative and tutoring team.
Practical Assignments and Group Quizzes	This practical application is a key process and is assessed through practical assignments such as case studies and project work. Tutors will also use quizzes and worksheets to reinforce learning through formative assessment.

6.1.1 Ongoing Support Mechanisms

Barrow Training supports the learner over the duration of the programme and for up to 3 months post-programme delivery. The Training Manager has overall responsibility for co-ordinating the various learner supports, including arranging special accommodation requests, by learners and monitoring their effectiveness.

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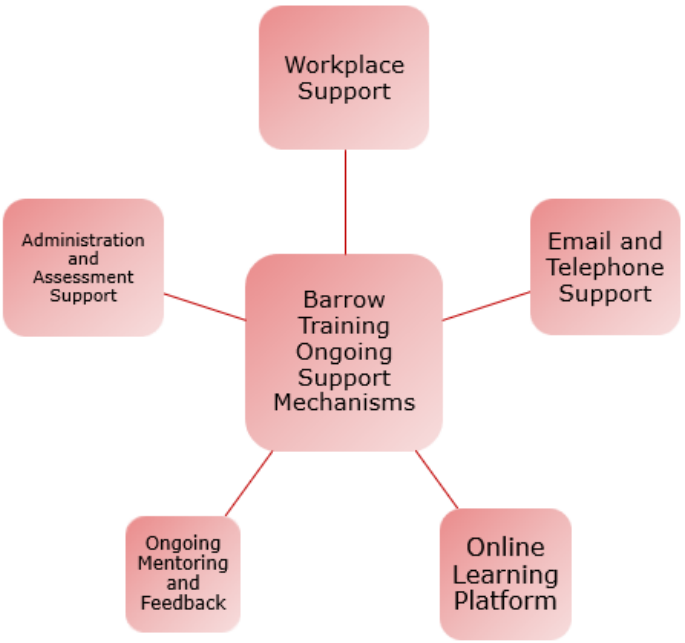

Email and Telephone Support	Tutors and administrative staff provide individualised learner support by email and telephone throughout the duration of the programme and for up to 3 months post programme delivery.
Workplace Support	Support within the learner's workplace is provided by the tutor.
Barrow Training Online Learning Management System	Barrow Training delivers its blended learning programmes via a Moodle-Based Learning Management System (LMS) from Enovation. This support provides learners with a library and forum for communication and technical support.
Ongoing Mentoring and Feedback	Barrow Training tutors and administration team provide ongoing mentoring and assignment feedback for the duration of the programme.
Administration and Assessment Support	Barrow Training team are available to provide necessary administrative support and endeavour to respond to all queries within 12 hours on working days.

6.2 Partnerships

For modules that require a work placement, e.g. Work Experience 5N1356, there is a particular focus and relevance on the practical and technical aspect, there is therefore a three-way partnership between:

a) The learner
b) The host employer
c) Barrow Training

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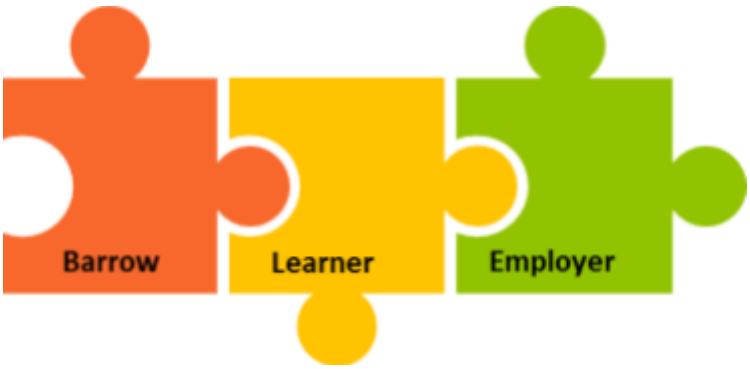

Barrow Training commits to:	Provide guidance on selection of potential workplace Provide appropriate learning resources Provide online and face-to-face support Provide ongoing academic support Provide access to mentoring and guidance Provide on-going administrative support
The learner commits to:	Secure an appropriate work placement Complete the minimum number of work placement hours Undertake personal study in their own time to complete required assessments and assignments Agree to abide to any consent/confidentiality agreement in place with their employer Inform Barrow of any relevant changes in the workplace
The employer commits to:	Agree to the learner undertaking their work placement Agree to the learner undertaking work-based assignment/skills demonstrations as part of their regular duties Provide the learner with supports within the workplace Liaise with Barrow training when circumstances change or when difficulties arise

6.3 Reasonable Accommodation Policy (QF800)

6.3.1 Reason for Policy

Barrow Training and Consultancy (BTC) is committed to building an inclusive learning environment. In compliance with legislation, BTC is further committed to the provision of reasonable accommodation as defined in that legislation as a response to meet individual needs and as far as possible to enable full access and participation for all learners with a disability, a significant on-going medical condition or learning difficulty. The disability must be long-term and impact on learning and must be substantial.

6.3.2 Policy Statement

Under the Equal Status Acts, 2000 to 2015, BTC is fully committed to providing reasonable accommodation to meet the needs of learners with a disability, a significant on-going medical condition or learning difficulty to enable them to successfully complete their programme on an equal footing with other learners.

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A reasonable accommodation might be any action that helps alleviate a substantial disadvantage arising from the learner's disability, significant medical condition or learning difficulty, without changing the demands or the integrity of the examination or the programme.

Providing a reasonable accommodation might involve changing procedures, modifying the delivery of the course taken, providing additional services (e.g. examination arrangements, materials in large print), or altering the physical environment. It does not substitute for, or exempt learners from meeting the core requirements of their programme. All learners registered with the BTC must be able to meet the learning outcomes of their programme. Reasonable and appropriate accommodations (adjustments and supports) and/or auxiliary aids are determined on a case-by-case basis and in accord with the individual's
certified disability/significant medical condition/specific learning difficulty. Reasonable accommodations are intended to support learners to become more independent in their learning.

6.3.3 Scope

All learners seeking reasonable accommodation in relation to a disability, a significant medical condition or learning difficulty are required to confidentially disclose their status to BTC prior to programme commencement. Disclosure of a disability, significant medical condition or learning difficulty does not necessarily imply the need for reasonable accommodation or that an application for accommodation would be successful.

The named person in BTC for advice and support is the Quality Assurance Manager available on quality@barrowtraining.ie or 059 972 1416.

6.3.4 Procedures

A) Initial Application

Learners seeking reasonable accommodation in relation to a disability, a significant medical condition or learning difficulty are required to confidentially disclose their status to BTC prior to programme commencement.
This can be done by requesting the QF283 Reasonable Accommodation Request Form (Appendix 1) from the Quality Assurance Manager on quality@barrowtraining.ie.
Learners should ensure that they have gathered all necessary medical evidence as outlined in Appendix 2 in advance of this application.

This applies to incoming learners or an existing learner who may not have previously declared a disability/significant medical condition/learning difficulty, or whose personal circumstances have recently changed.
In the case of the recent diagnosis of a previously unknown condition, the sudden onset or worsening of a significant medical/health condition, or where a learner has experienced an accident, consideration may be given to a late application on a case-by-case basis.
Whilst every effort will be made by BTC to facilitate learners in these circumstances, it may not be feasible to respond effectively to unanticipated learner needs within the period preceding scheduled assessments.

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B) Assessment Process

Upon receipt of a correctly completed and signed application for reasonable accommodation and supporting documentation, the Quality Assurance Manager will contact applicants to arrange a meeting with an internal disability expert to conduct a Learning Needs Assessment (LNA).

LNAs determine the level of support that learners require. Based on appropriate evidence of a disability/significant medical condition/specific learning difficulty, and information obtained from the learner on the impact of this, the internal expert will identify supports designed to meet the learner's needs. This assessment meeting may be conducted face-to-face or remotely via phone or video conference (Microsoft Teams).
As part of the LNA, the following areas are addressed:

- Nature of disability or condition, to include impact on education, severity, hospital admissions etc.
- Treatment: any medication they are taking, outpatients' appointments, physiotherapy
- Previous support: what arrangements were made at secondary school or other FET/HE institutions, if any
- Current difficulties: what difficulties does the learner anticipate they may have with their course
- Access to equipment and IT facilities
- Appropriate academic and disability support. These might include, for example, accessible class venues, in-course support, examination support arrangements

The QA Manager will consider the recommendations identified within the report following this assessment and determine the feasibility of making the accommodations required.
Where the necessary accommodations result in additional costs, beyond those which are standard in assessment, the QA Manager will consult the Training Manager for approval.

Where a reasonable accommodation request has been granted, the learner will be notified in writing as indicated and will be required to confirm acceptance of the offer of reasonable accommodation in writing within 2 weeks of the date of the letter of offer. A failure to confirm acceptance in writing within the defined time period will be taken as a rejection of the offer and the file will be closed.
Where an application for reasonable accommodation has been refused, the learner will be notified in writing as indicated.
The QA Manager will provide, to the Quality Assurance Committee, an anonymised summary report on reasonable accommodations granted. This will include the number of applications received, the basis of the application and the accommodations granted.

C) Guidelines for Granting and Providing Reasonable Accommodations

Alternative Venues – Learners receiving reasonable accommodations normally sit their examinations in a different venue to their peer group and can, if necessary, sit an examination in a room of their own. Alternative venues should be fully accessible to learners with disabilities. The physical space available should be appropriate for the effective provision of the reasonable accommodation, for example:

- A large table to accommodate enlarged papers, Braille material, and/or technological aids
- Adequate floor space for manoeuvring wheelchairs, mobility aids, crutches, canes and any other physical aid
- Access to power points for equipment and/or assistive technology

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It is the responsibility of the Quality Assurance Manager to ensure that all announcements are conveyed to all learners sitting examinations in separate examination venues.

Time Allowance – Learners whose examination performance is significantly impacted by a disability/significant medical condition/learning difficulty may require extra time in examinations. Extra time is set at 10 minutes per hour. In exceptional circumstances this extra time may be extended.

Rest Breaks – Learners who may require a rest break in examinations include learners whose ability to complete the examination within the required time is significantly impacted by a medical, sensory, psychological or physical disability. Rest breaks should be considered as pauses in the exam and the exam time should be stopped when a learner takes a rest break. Learners will have 10 minutes per hour.

Learners should tell the invigilator when they wish to have a rest break. They may take as much or as little out of their allocation as they wish at any one time. Learners can choose to stay in the room for their rest break or may leave the room if supervised. This can include going to the bathroom, taking a drink or snack if recommended, or moving around to relieve physical discomfort.
Learners may not talk about or work on the examination during their rest break. The learner's examination paper(s) should also be turned over during rest breaks.

Scribe – Scribes may only be granted for learners who cannot handwrite due to the nature of their disability/significant medical condition/learning difficulty. Additional time of ten minutes per hour and a separate venue will be provided when using a scribe.

Both the learner and scribe should have access to training and practice sessions before the examination. The scribe should be an independent person and not known to the learner. The scribe may also act as the invigilator for the examination. Sometimes a learner may require a reader and a scribe. In such instances, the same person may act as both. A recording of the session is recommended as this will act as a secondary source of information for the examiner if required. Scribes should be capable of writing legibly at appropriate speed when writing a learner's dictated answers.

The scribe is required to produce an accurate record of the learner's answers and to write at an appropriate speed. The scribe should arrive before the commencement of the examination, allowing sufficient time to establish a rapport with the learner, to make seating arrangements and to agree guidelines for:

- Presentation
- Spelling
- Punctuation
- New paragraphs

The scribe should be relaxed. This may help to alleviate any anxieties the learner may have in relation to the examination. The scribe should advise learners as to the duration of the examination, the number of questions to be answered and any additional instructions. The starting time and finish time of the examination should be clearly stated by the scribe and/or invigilator. If the learner needs a rest or toilet break the scribe/invigilator should accompany them. A learner may elect to write sections of the paper themselves. If the learner writes notes, essay plans or illustrations, these

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should be included with the examination script. For example, the learner might draw rough diagrams from which the scribe will draw a final version and include both copies with the examination script.

Reader – Learners whose ability to read is significantly impacted by a disability may require a reader in examinations. Most learners will be accommodated together in the same venue with a shared reader. In exceptional cases only an individual reader may be required. If the examination is assessing competence in reading and reading comprehension the provision of a reader may not be appropriate.

Both the learner and reader should have access to training and practice sessions before the examination. The reader should be an independent person and not known to the learner. In the case of a foreign language, scientific, mathematical or technical subject, the reader should have a working knowledge of that subject/language. The reader should be able to read accurately and at a reasonable rate. The reader may also act as the invigilator for the examination.
Sometimes a learner may require a reader and a scribe. In such instances the same person may act as both.

The reader should not provide content to the learner or offer any suggestions. The reader should not advise the learner on which questions to attempt, when to move on the next question, or the order in which questions should be attempted. Instructions given on the examination paper can only be repeated when the reader is specifically requested to do so by the learner. The reader should make no other comment or use any intonation which emphasises any part of the examination questions, nor make any interpretation of the examination question(s). The reader should not discuss any matter with the learner during the examination unless it relates to the re-reading of an examination question (having been requested to do so by the learner).

When working with vision-impaired learners, readers should read the examination questions as often as requested. Readers should provide information regarding time elapsed and time remaining. Readers should help a learner using tactile maps, diagrams, graphs and tables to extract the information which the print copy would provide to a sighted learner. Readers should give the spelling of a word on an examination paper if requested.

Sign Language Interpreter – A sign language interpreter translates oral-based language, text and speech, into Irish Sign Language (ISL) so a Deaf person can understand what is being communicated.

Where a learner's first language is ISL, an interpreter may, if requested, be made available to translate the examination paper into ISL. An interpreter may also be made available to facilitate a learner whose first language is ISL answering the examination questions in ISL. This can be done in one of the following ways:

- The learner may wish to sign their examination and to have this simultaneously transcribed by a scribe
- In exceptional circumstances where learning outcomes cannot be assessed by any other mode, the presentation of assignments or examinations in ISL recorded on videotape may be permitted. If a learner signs the examination to a scribe or on video, additional time, a separate examination venue and appropriate invigilation will be granted

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The interpreter should arrive before the commencement of the examination, to make seating arrangements and to interpret interactions between invigilators and learners. This time should also be used as an opportunity for the learner and the interpreter to become familiar with each other's communication styles. The interpreter should translate all announcements and information given by the invigilator prior to and during the examination. The interpreter should translate all interaction between the examiner and the learner, including questions and clarifications. The interpreter should interpret no other speech/sign, nor go beyond the learner's or the invigilator's/examiner's communications.

The learner may request that the interpreter translate questions from the written examination paper. If, following translation, there is need for further clarification, the interpreter may attempt to rephrase their interpretation, but they must not attempt to introduce additional information over and above that which is specifically mentioned in the question. Any further clarification that is sought should be referred to the examiner and not offered by the interpreter.
Where a learner's first language is ISL an interpreter may, if requested, offer a translation of ISL vocabulary into English; this may include offering the spelling of word in English on the basis of ISL vocabulary. The interpreter must not provide additional examples, contextual information nor should they attempt to provide guidance to the learner in answering a question.
If a learner wishes to sign their assignment or examination and to have this simultaneously transcribed by a scribe, the interpreter may seek clarification, as is normal in interpreted interaction. This should be done in a manner that reduces the impact upon the learner's flow. If the interpreter is seeking frequent clarification, the matter should be raised with the Quality Assurance Manager at the earliest opportunity, and a suitable replacement for further examinations should be found.

Furniture in Examination Venues – A learner with a disability or significant medical condition may require alternative furniture (i.e. chair support, writing board, footstool etc.) in examination venues.

Personal Assistants – Learners who have a Personal Assistant may require the Personal Assistant to be in attendance at the examination venue.

Examination Papers in Alternative Formats – Learners who are visually impaired may require examination papers in enlarged print. Learners who have a visual impairment may require graphs, diagrams, maps or other visual elements of the examination paper presented in a tactile format. Learners who are blind or vision-impaired and fluent Braille readers may require a Braille version of the examination paper. Learners who have difficulty reading the examination paper may require coloured overlays.

Flexible Examination Arrangements – Flexible examination arrangements refer to any alteration in the standard form of assessment in order to accommodate a learner's disability/significant medical condition/learning difficulty. This might include:

- Provision of an oral examination instead of a written test
- Some flexibility around the scheduling of examinations, such as, allowing more time between examinations for a learner with a physical disability or medical condition who experiences fatigue
- Examinations split into more than one session

It should be noted that flexible examination arrangements are granted in exceptional circumstances only.

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D) Review

All reasonable accommodations will be subject to annual review to ensure the effectiveness of the accommodations provided and to facilitate the termination of accommodations no longer required or necessary. Learners who fail to use a reasonable accommodation that has been granted will have that accommodation reviewed.

6.4 Protection for Enrolled Learners (PEL)

Barrow Training has learner protection arrangements in place with respect to enrolled learners on all QQI (FET) validated courses in accordance with the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2012.

The following programmes provided by your institution are listed under the aforementioned policy:

- Healthcare Support 5M4339 – Online
- Healthcare Support 5M4339 – Classroom Directed
- Childcare 5M2009 – Online
- Childcare 5M2009 – Classroom Directed
- Childcare 6M2007 – Online
- Childcare 6M2007 – Classroom Directed
- Healthcare service Skills 5M3782 – Classroom Directed
- Management 6M4587 – Classroom Directed

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.

Barrow Consultancy and Training 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. Transfer to another programme is always only a second option. The learner protection insurance policy is governed by s. 65(4)(b) of the 2012 Act.

6.5 Pastoral Care

In an increasingly complex, diverse and often uncaring world, the need for pastoral care is greater than ever.

In Barrow Training, some of those we work with feel side-lined and vulnerable. For them, coming to further education is their way of giving their lives purpose and meaning. Barrow Training staff are acutely aware of this and see every learner as a unique individual and treat them with unconditional positive regard.

The Director of Strategic Planning and Finance is a qualified life coach with a post-graduate qualification in adult career guidance counselling. A 30-minute appointment is available to all our learners, free of charge, upon request.

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Our expert tutors are supported by the Quality Assurance Manager in their provision of pastoral care. The Quality Assurance Manager organises regular CPD for tutors and staff alike, outside of academic requirements, e.g. Mental Health Awareness, LGBT+ Awareness.

Tutors also have access to mentoring, a psychotherapist and a HR professional for advice, if necessary.

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6.6 Appendix 1 – QF283 Reasonable Accommodation Request Form (V3, August 2020)

Reasonable Accommodation Request Form

Barrow Training will facilitate learners who may need extra support/resources in order to access assessment on an equal footing with other learners.
Further information can be found in QF800 Reasonable Accommodation Policy for Learners with a Disability, Medical Condition or Learning Difficulty.

Instructions for Completion:

- A relevant Medical Consultant/Specialist who has the training and experience with the particular condition/disability must complete this form
- This form must be stamped
- All applicants must complete this form, with the exception of those with Specific Learning Difficulties (e.g. Dyslexia), who must provide a recent Educational Psychologist's report

Please complete ALL sections below in BLOCK capitals:

1. Learner Details

Name:
Date of Birth:
Phone Number:
Email:

To be completed by the learner:
I consent to sharing this information with relevant personnel at Barrow Consultancy & Training Ltd. for the purpose of my application for reasonable accommodation. ☐
I understand that this information will be stored as outlined in Barrow Training's Records Management and Retention Policy.

Signed: _____

2. Qualified Health Professional/Specialist Details

Name:
Phone:
Email:
Position/Professional Credentials:
Date of Report:

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If you are a GP or other health professional (not a Consultant or Specialist), please tick the relevant box below:

I have a diagnosis on file from the appropriate consultant/specialist named above ☐
N.B. A copy of the document in which the diagnosis is confirmed must be attached to this form.

OR

I can confirm that I have diagnosed this person with a disability e.g. depression/ acute anxiety ☐

3. Disability Information (to be completed by qualified health professional)

Please tick all that apply:

Disability Type	✓	Disability Type	✓	Disability Type	✓
ADHD		Autism Spectrum Disorder		Dyspraxia	
Blind/Visual Impairment		Deaf/Hard of Hearing		Mental Health Condition	
Neurological Condition		Physical Disability		Significant Ongoing Illness	
Speech and Language Communication Disorder		Specific Learning Difficulty			

Please state the specific name of the disability/medical condition/learning difficulty:

_____

Date of Diagnosis/Onset of Disability: _____

Please briefly describe the course of the condition i.e. will remain static, may have periods of relapse/remission, may deteriorate:

_____

Duration: Ongoing/Permanent ☐ Temporary ☐ Fluctuating ☐

How does the disability/medical condition impact on the learner's ability to study and participate (example, fatigue, concentration, pain, etc.)?

_____

_____

_____

_____

Please describe measures currently being taken to treat the disability/condition (e.g. medication, therapy).

_____

_____

_____

_____

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What recommendations would you make for reasonable adjustments to enable equal participation in education (e.g. examination accommodations, adaptive equipment etc.)?

_____

_____

_____

_____

Where a Consultant has completed this form, Consultant must complete the details below:

Signature: Date: ___ /___ /_____

Name of Consultant: _____

Official Stamp:

If a stamp is not available, this form should be accompanied by a business card or letter on headed paper.

Where a GP has completed this form, GP must complete the details below:

Signature: Date: ___ /___ /_____

Name of GP: _____ IMC Number:

Official Stamp:

If a stamp is not available, this form should be accompanied by a business card or letter on headed paper.

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6.7 Appendix 2 – Documentation Required for Verifying a Disability

Type of Disability	Type of Documentation	Appropriate Professional
Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)	Evidence of Disability Form OR Existing report	Consultant Psychiatrist OR Psychologist OR Neurologist
Autistic Spectrum Disorder (including Asperger's Syndrome)	Evidence of Disability Form OR Existing report	Consultant Psychiatrist OR Psychologist OR Neurologist
Blind/Vision Impaired	Evidence of Disability Form OR Existing report N.B. Evidence from high street retailers not acceptable	Ophthalmologist OR Ophthalmic Surgeon OR Letter from the National Council for the Blind confirming registration with the council OR If a learner has attended a school for the Blind, a letter on headed notepaper signed by the principal which confirms attendance at the school
Deaf/Hard of Hearing	Evidence of Disability Form OR Existing report N.B. Evidence from high street retailers not acceptable	An audiogram from a professionally qualified Audiologist and/or ENT Consultant, with signature, clearly indicating moderate to profound bilateral hearing loss (i.e. above 40dB). OR If a learner has attended a school for the Deaf, a letter on headed notepaper signed by the principal which confirms attendance at the school
Developmental Coordination Disorder (DCD) - Dyspraxia/ Dysgraphia.	Full psychoeducational assessment **AND** Evidence of Disability Form OR Existing report	Psychologist **AND** Occupational Therapist OR Neurologist OR Chartered Physiotherapist
Mental Health Condition	Evidence of Disability Form completed no more than 5 years before point of Needs Assessment OR	Consultant Psychiatrist OR Specialist Registrar

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Type of Disability	Type of Documentation	Appropriate Professional
	Existing report which must be no older than 5 years at point of Needs Assessment	
Neurological Condition (incl. Epilepsy and Brain Injury)	Evidence of Disability Form OR Existing report	Neurologist OR Other relevant Consultant
Physical Disability	Evidence of Disability Form OR Existing report	Orthopaedic Consultant OR Other relevant consultant appropriate to the disability/ condition
Significant on-going illness	Evidence of Disability Form no more than 5 years before point of Needs Assessment OR Existing report which must be no older than 5 years at point of Needs Assessment	*Diabetes Type 1:* Endocrinologist OR Paediatrician *Cystic Fibrosis (CF):* Consultant Respiratory Physician OR Paediatrician *Gastroenterology Conditions:* Gastroenterologist *Other Conditions:* Relevant Consultant/ Specialist in area of condition
Speech and Language Communication Disorder	Evidence of Disability Form OR Existing report	Speech and Language Therapist
Specific Learning Difficulty (incl. Dyslexia & Dyscalculia)	Full Adult Educational Psychology Assessment	Psychologist This must be less than three years old and must have been conducted by an educational psychologist

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Chapter 7. Information and Communication Management

This chapter relates to the following Quality Assurance guidelines from Barrow Training's accrediting bodies:

- Information and Data Management (QQI Core Statutory Quality Assurance Guideline 8)
- Public Information and Communication (QQI Core Statutory Quality Assurance Guideline 9)
- Organisational Structure and Management (PHECC Quality Assurance Theme 1)

Barrow Training is committed to reviewing, maintaining and continuously enhancing its knowledge-based information system to allow for the collection, analysis and use of relevant information to ensure effective management support and development of its programmes and other activities. Critical quality indicators are maintained and reviewed on an ongoing basis and used to inform continuous improvement within the organisation.

7.1 Information Management System

Barrow Training implement a customised Information Management System (IMS) called VERI. The Training Manager has full access to this system, while administrative and academic staff have limited access. The system, which was implemented in 2016, is updated on a regular basis and provides an excellent data repository and reporting function for all organisational activity.

The system is monitored through day-to-day use and various other forums such as IT meetings, staff meetings as well as a systematic QA audit process. Identified improvements and necessary updates are carried out in a timely manner by VERI development team.

7.2 Data Collection and Sources

Barrow Training collect and hold a wide range of data which is captured within our IMS, the NAS (network-attached storage) system and the emails systems. These can be used for relevant analysis and reporting within all functional areas. The data which is captured can be organised into the following 5 categories.

a) Personal data (tutors, learners and staff – queries, learner admission and assessment information)
b) Programme-specific
c) Assessment
d) Financial and operational
e) Learner, tutor and client feedback

Data is collected through various methods such as booking forms, enquiry forms, telephone conversations, emails, LiveChat, CVs, registration forms and other appropriate means. Mailchimp is also utilised when necessary.

Information is stored on Barrow Training's internal administration system for seven years, at which point it is deleted. Hard copies of information collected is destroyed after one year.

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7.3 Backups and Disaster Recovery

Barrow Training's backup system is managed by a local external IT Support company.

Business IT Solutions, 16 Hebron Business Park,
Hebron Road, Kilkenny

(056) 778 6882 support@bits.ie

Barrow Training servers are protected from physical and electronic attack. The security and retention of learner data is paramount, and a multi-layer back-up policy and data processing agreement are in place. All files are backed up twice a day to secure cloud storage. Barrow Training monitor these daily backups by the support dashboard and can respond immediately to any abnormal events.

The system is designed to handle hardware failure on any individual server with minimum disruption to learners and faculty. Load balances automatically manage the network traffic in the event of a server failure, in many cases without interruption to the learners' online experience.

In case of an emergency where it is not possible to gain access to Barrow Training's physical office, e.g. red weather warning, the Director of Training and the Project Manager can access the NAS drive remotely. This will ensure that the company can operate on a temporary basis.

7.4 Policy & Procedure for Data Protection (QF654)

7.4.1 Introduction

This policy is a statement of Barrow Consultancy & Training Ltd.'s (hereafter Barrow Training) commitment to protect the rights and privacy of individuals in accordance with Data Protection Law.

Barrow Training may have to collect and use information about people with whom we work. These may include current, past, and prospective employees, learners, clients, and suppliers. This personal information must be handled and dealt with properly, however it is collected, recorded and used, and whether it be on paper, in computer records or recorded by any other means.

Barrow Training regard the lawful and correct treatment of personal information as very important to our successful operation and to maintaining confidence between us and those with whom Barrow Training carry out business. Barrow Training will ensure that we treat personal information lawfully and correctly.

To this end Barrow Training fully endorse and adhere to the principles of the General Data Protection Regulation (GDPR) which confers rights on individuals as well as responsibilities on those persons processing personal data.

This policy applies to the processing of personal data in manual and electronic records kept by us in connection with its human resources function as described below. It also covers our response to any data breach and other rights under the GDPR.

This policy applies to the personal data of job applicants, existing and former employees, learners, placement students, workers and self-employed contractors. These are referred to in this policy as data subjects.

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7.4.2 Definitions

"Personal data" is information that relates to an identifiable person who can be directly or indirectly identified from that information, for example, a person's name, identification number, location, online identifier. It can also include pseudonymised data.

"Special categories of personal data" is data which relates to an individual's health, sex life, sexual orientation, race, ethnic origin, political opinion, religion, and trade union membership. It also includes genetic and biometric data (where used for ID purposes).

"Criminal offence data" is data which relates to an individual's criminal convictions and offences.

"Data processing" is any operation or set of operations which is performed on personal data or on sets of personal data, whether or not by automated means, such as collection, recording, organisation, structuring, storage, adaptation or alteration, retrieval, consultation, use, disclosure by transmission, dissemination or otherwise making available, alignment or combination, restriction, erasure or destruction.

7.4.3 Data Protection Principles

Under GDPR, all personal data obtained and held by us must be processed according to a set of core principles. In accordance with these principles, Barrow Training will ensure that:

a) processing will be fair, lawful and transparent
b) data be collected for specific, explicit, and legitimate purposes
c) data collected will be adequate, relevant and limited to what is necessary for the purposes of processing
d) data will be kept accurate and up to date. Data which is found to be inaccurate will be rectified or erased without delay
e) data is not kept for longer than is necessary for its given purpose
f) data will be processed in a manner that ensures appropriate security of personal data including protection against unauthorised or unlawful processing, accidental loss, destruction or damage by using appropriate technical or organisation measures
g) Barrow Training will comply with the relevant GDPR procedures for international transferring of personal data

7.4.4 Types of Data Held

Employees

Barrow Training keep several categories of personal data on our employees in order to carry out effective and efficient processes. Barrow Training keep this data in a personnel file relating to each employee and we also hold the data within our encrypted and password-protected computer systems, for example, our holiday booking system.
Specifically, Barrow Training hold the following types of data:

a) personal details such as name, address, phone numbers
b) information gathered via the recruitment process such as that entered into a CV or included in a CV cover letter, references from former employers, details on your education and employment history etc
c) details relating to pay administration such as PPS numbers, bank account details and tax codes
d) medical or health information
e) information relating to your employment with us, including:

   i) job title and job descriptions
   ii) your salary
   iii) your wider terms and conditions of employment

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iv) details of formal and informal proceedings involving you such as letters of concern, disciplinary and grievance proceedings, your annual leave records, appraisal and performance information
v) internal and external training modules undertaken

Learners

Learner data is mainly obtained from the details you provide directly through the application/enrolment/registration process, or which your manager/supervisor provides, as well as your academic information, e.g. results, certification.
This is held by Barrow Training on its records systems including encrypted and password-protected Excel spreadsheets and the Veri Learner Management System. Learners engaged in Blended Learning will also have their name and email address stored on the Enovation Learner Management System.
Categories of personal data collected/recorded include:

a) Name
b) Postal and email addresses
c) Phone number
d) Date of birth
e) Gender
f) PPS Number
g) Next of kin/emergency contact details
h) Financial information (including details of funding and fees paid and outstanding)
i) Image (for online platform) and proof of identification where necessary
j) Garda vetting record
k) Engagement with Barrow Training's virtual learning environment activity
l) Information about examinations, assessments and results, repeat examinations and learner progression
m) Certificates awarded
n) Details of disabilities (optional) and/or medical records (may be necessary in application for reasonable accommodation
o) Disciplinary, grievance procedures data
p) IP address, and the type of device you are using when visiting the Barrow Training website on a mobile device

7.4.5 Rights of Data Subjects

Your rights relating to your personal data include:

a) to be informed (via a privacy notice and other communications)
b) to request access to Personal Data held by Barrow Training, and to have any incorrect Personal Data rectified
c) where appropriate, to the restriction of processing concerning you or to object to processing
d) to have Personal Data erased, where appropriate
e) to data portability regarding certain automated Personal Data
f) with regard to rights within the legislation relating to "automated decision-making", Barrow Training does not use such processes and they do not arise
g) to restrict the use of the data Barrow Training hold and the right to object to Barrow Training using your data – please contact the Data Protection Officer if you believe your personal data is being used unlawfully or you have reason particular to your personal situation why Barrow Training should not be processing it.

Requests for any of the above should be addressed by email to info@barrowtraining.ie or in writing setting out your specific request to Barrow Training's Data Protection Officer, Barrow

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Training, High Street, Bagenalstown, Co. Carlow, R21 TH22. Your request will be processed within 30 days of receipt. Please note, however, it may not be possible to facilitate all requests, for example, where Barrow Training is required by law to collect and process certain personal data including that personal information that is required of any learner of Barrow Training.
Additionally, you can update your personal data by contacting the Training Manager at admin@barrowtraining.ie.

7.4.6 Responsibilities of Employees

In order to protect the personal data of data subjects, which it holds or to which it has access, Barrow Training have designated employees with specific responsibilities for the processing and controlling of data.

Barrow Training have also appointed employees with responsibility for reviewing and auditing our data protection systems.

7.4.7 Responsibilities of Data Subjects

1. *Updating your details*: The GDPR requires that personal data is accurate. Please let Barrow Training know if your contact details change. If Barrow Training do not have the correct contact details, we cannot take responsibility if we are unable to provide you with any information you require, for example, missing an exam or deadline resulting in serious consequences.
2. *Processing Personal Data*: You must comply with Barrow Training's Data Protection Policy and the GDPR if, as a learner, you have access to the personal data of others; or if you wish to collect or process any personal data as part of your studies or research. You must ensure that you notify and seek approval from your tutor before any processing occurs. If you are processing personal data other than as part of your studies, you should contact the Office of the Data Protection Commissioner (Supervisory Authority) as you will not be covered under Barrow Training's registration. You can contact that Office at info@dataprotection.ie or by writing to the Data Protection Commission, 21 Fitzwilliam Square South, Dublin 2, D02 RD28.

7.4.8 Lawful Bases of Processing

Data Protection law requires that Barrow Training must have a valid lawful basis in order to process personal data. Barrow Training relies on a number of such bases as follows:

1. *The provision of a contract* – much of the personal information Barrow Training processes is necessary to meet its commitments to you, for example, processing your data in relation to teaching, assessment and associated administration. The following sets out the main purposes of which we process learners' personal data in the provision of a contract:
    - Recruitment and admission of learners
    - Provision of teaching and associated academic services including examinations, progression and related administration
    - Facilitating accreditation with professional and industrial bodies
    - Managing and administrating learners' educational contracts
    - Recording and managing learner conduct (including disciplinary procedures)
    - Maintaining learner records
    - Management and administration of learner finance (including fees and funding)
    - Graduation – type and status of graduate awards are publicly acknowledged at Barrow Training conferring ceremonies and are published in Barrow Training's

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conferring booklet; Graduation ceremonies are regarded as public events and may be recorded and/or live streamed by Barrow Training.
- Delivering plagiarism checking and academic validation services
- Providing services necessary for the learner experience (including IT and communication services)
- Providing support and maintenance services (including IT)
- Safeguarding and promoting welfare of learners
- Dealing with grievances and disciplinary actions
- Dealing with complaints and enquiries
- Providing careers and placement advice and services
- Service improvement via feedback and surveys
- Internal reporting and record keeping
- Responding to data access requests you make
- Inclusion in Barrow Training's Outlook directory
- Providing learner support services including:
    - Disability and learning support services
    - Careers and employment advice and services
    - Health and wellbeing services
    - Barrow Training email distribution lists: as a registered learner you will automatically be added to a number of email distribution lists to enable Barrow Training to manage its operations and provide the full range of services to you. An opt-out option is not permitted for these operations and core services.

The following sets out the main purposes of which we process employees' personal data in the provision of a contract:

- Contact details such as name, address, phone numbers
- Information gathered via the recruitment process such as that entered into a CV or included in a CV cover letter, references from former employers, details on your education and employment history etc
- Details relating to pay administration such as PPS numbers, bank account details and tax codes
- Medical or health information
- Information relating to your employment with us, including:
    - job title and job descriptions
    - your salary
    - your wider terms and conditions of employment
    - details of formal and informal proceedings involving you such as letters of concern, disciplinary and grievance proceedings, your annual leave records, appraisal and performance information
    - internal and external training modules undertaken

2. *The fulfilment of a legal obligation* – Barrow Training must process your personal data when required to do so under Irish/EU law, for instance:
    - Sharing information with statutory bodies
    - Monitoring equal opportunities
    - Providing safety and operational information
    - Performing audits
    - Preventing and detecting crime
    - Administration of insurance and legal claims
    - Garda vetting

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3. *To protect the vital interest of you or another person* – under extreme circumstances Barrow Training would share your personal data with third parties to protect your interests or those of another person, for example:
    - Providing medical or emergency contact information to emergency services personnel
    - Contacting you or your next of kin, in case of an emergency

4. *Consent* – under certain circumstances, Barrow Training will only process your personal data with your explicit consent. Explicit consent requires you to make a positive, affirmative action and be fully informed about the matter to which you are consenting, for example:
    - Dealing with enquiries by providing information on Barrow Training courses and other programmes of study that may be of interest and benefit to learners, applicants and other interested parties
    - Promoting Barrow Training's services (e.g. career guidance, consultancy)
    - Marketing, including images, online, in print and on social media; publications, invitations and other communications
    - Competition entries – As per the data retention schedule, contact details will be retained until competition closing date has passed and winner has been notified
    - References: Academic staff may agree to provide a reference for you if you apply for a job or further study. You should ensure that the requesting organisation is in a position to provide the academic staff member with a copy of your signed consent to the issuing of your reference to them
    - Participating in third party surveys

    You will be given clear instructions on the desired processing activity, informed of the consequences of your consent and of your clear right to withdraw consent at any time.

7.4.9 Access to Data

As stated above, employees and learners have a right to access to access the personal data that Barrow Training hold on them, as per the Subject Access Request Policy (QF658). To exercise this right, data subjects should make a Subject Access Request using the Subject Access Request Form (QF792 – Appendix 1). Barrow Training will comply with the request without delay, and within 30 days unless, in accordance with legislation, Barrow Training decide that an extension is required. Those who make a request will be kept fully informed of any decision to extend the time limit.

No charge will be made for complying with a request unless the request is manifestly unfounded, excessive or repetitive, or unless a request is made for duplicate copies to be provided to parties other than the employee making the request. In these circumstances, a reasonable charge will be applied.

7.4.10 Data Disclosures

The Company may be required to disclose certain data/information of an employee to any person. The circumstances leading to such disclosures include:

a) any employee benefits operated by third parties
b) disabled individuals - whether any reasonable adjustments are required to assist them at work
c) individuals' health data - to comply with health and safety or occupational health obligations towards the employee
d) for sick pay purposes

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e) HR management and administration - to consider how an individual's health affects his or her ability to do their job
f) The smooth operation of any employee insurance policies or pension plans
g) to assist law enforcement or a relevant authority to prevent or detect crime or prosecute offenders or to assess or collect any tax or duty.

These kinds of disclosures will only be made when strictly necessary for the purpose.

7.4.11 Data Security

All our employees are aware that personal information should be kept in a locked filing cabinet, drawer, or safe.

Employees are aware of their roles and responsibilities when their role involves the processing of data. All employees are instructed to store files or written information of a confidential nature in a secure manner so that are only accessed by people who have a need and a right to access them and to ensure that screen locks are implemented on all PCs, laptops etc when unattended. No files or written information of a confidential nature are to be left where they can be read by unauthorised people.

Where data is computerised, it should be coded, encrypted or password protected both on a local hard drive and on a network drive that is regularly backed up. If a copy is kept on removable storage media, that media must itself be kept in a locked filing cabinet, drawer, or safe.

Employees must always use the passwords provided to access the computer system and not abuse them by passing them on to people who should not have them.

Personal data relating to employees or learners should not be kept or transported on laptops, USB sticks, or similar devices, unless prior authorisation has been received from the Data Protection Officer. Where personal data is recorded on any such device it should be protected by:

a) ensuring that data is recorded on such devices only where absolutely necessary.
b) using an encrypted system — a folder should be created to store the files that need extra protection and all files created or moved to this folder should be automatically encrypted.
c) ensuring that laptops or USB drives are not left where they can be stolen.

Failure to follow the Company's rules on data security may be dealt with via the Company's disciplinary procedure. Appropriate sanctions include dismissal with or without notice dependent on the severity of the failure.

7.4.12 Third Party Processing

Barrow Training may disclose certain personal data to third parties. These external organisations, and the purpose for sharing the information, are set out below. This list will be updated periodically as required.

Barrow Training will only share your personal data with external third parties where we are required to do so under a statutory or legal obligation, or we are required to do so under a contractual obligation or we have your consent, or we are otherwise permitted to do so in accordance with data protection legislation.

The disclosure of your data to third parties includes:

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- Accrediting Bodies – Quality and Qualifications Ireland (QQI) and Pre-Hospital Emergency Care Council (PHECC) – Sharing data relating to qualification recognition, quality assurance, and qualification details referenced to the National Framework of Qualifications
- External Software as A Service (SAAS) providers. Barrow Training has entered into commercial agreements with external software service providers to support and enhance teaching, learning and assessment and research mission of Barrow Training. These services include Learning Management Systems (Veri, Enovation and Training for Success), online discussion forums, lecture and tutorial recording, research publications, authenticity checking, and feedback and assessment. This sharing is governed by a Data Processing Agreement between the organisation and Barrow Training.
- Acuity Scheduling – When a learner books a course through our website, the information collected, i.e. learner contact details, is shared with Acuity Scheduling, the provider of our online booking service. Barrow Training deletes this information from Acuity Scheduling's platform on a monthly basis.
- Department of Employment Affairs and Social Protection: Information may include details of your progression/completion to ensure continuance of funding
- Stripe – credit/debit card payment provider. Barrow Training will accept credit/debit card payment by phone. This information is processed during the phone call and is not stored by Barrow Training. Therefore, if payment processing is unsuccessful, you will be required to provide the information again.
- FCR Media (website providers) – By simply visiting our website, you do not disclose, nor do we collect, personal data about you. The information collected about your visit is limited to technical data such as:
    - the Internet address (or IP address) of the device you used to access this website
    - whether you reached the site using a search engine or if you clicked a link on another website
    - the type of web-browser you used
    - the type of device you used to access the Internet

  We use this data for administrative and statistical purposes as well as to help us improve our website. This technical data does not provide us with the personal data of visitors to our website.
- Web Browsers via Cookies – A cookie is a small piece of data or text file sent by a website to the browser on your computer or mobile device when you are visiting a website. To measure performance, our website uses cookies on certain sections to gather data for statistical purposes only. You can modify your browser to accept or decline these cookies at any given time. Please note if some cookies are blocked, you may not be able to reach certain pages of our website.
- Revenue Commissioners
- Tenders – Details of relevant employees, tutors and company referees are shared in tender applications
- Awards – Details of relevant employees and tutors are shared in award nominations
- Regulatory Authorities – e.g. Office of the Ombudsman, Office of Data Protection Commissioner, Office of the Information Commissioner
- Legal advisors, Courts
- An Garda Síochána – prevention/detection of crime, apprehension and prosecution of offenders, protection of an individual's vital interests/welfare or safeguarding national security
- Garda Vetting Bureau – details of learners who have applied for courses that require Garda vetting

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- Insurance companies for the purpose of providing insurance cover or in the event of an insurance related claim
- External Authenticators – Assessment scripts for external review, quality assurance
- Employers, voluntary and charitable organisations – To facilitate cooperative and volunteering placements of learners
- Other training providers for external training such as Skillnet groups and County/City Chambers who may fund the training
- Financial sponsors – if a learner's fees are paid by an external organisation (e.g. your employer, Community Employment Scheme), Barrow Training may share personal data relating to your attendance and academic progress
- Prospective employers for confirmation of qualification and provision of references with your consent
- Press and the media – with your consent we may share information about you for publicity and marketing purposes online, in print and on social media
- Data may be shared with reputable "data processors" for the purposes of sending communications (e.g. Mailchimp)

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7.4.13 International Data Transfers

Barrow Training does not transfer personal data to any recipients outside of the European Economic Area (EEA).

7.4.14 Requirement to Notify Breaches

All data breaches will be recorded on our Data Breach Register. Where legally required, Barrow Training will report a breach to the Data Protection Commission within 72 hours of discovery. In addition, where legally required, Barrow Training will inform the individual whose data was subject to breach.

More information on breach notification is available in our Breach Notification policy (QF 656).

7.4.15 Training

Employees must read and understand Barrow Training's policies on data protection as part of their induction. All employees also receive training in GDPR Awareness which must be refreshed every two years, as they have access to the secure data storage systems. This training covers protecting individuals' private data, ensuring data security, and understanding the consequences of any potential breaches of the Company's policies and procedures.

The nominated Data Protection Officer receives additional training in their role under the GDPR.

7.4.16 Records

The Company keeps records of its processing activities including the purpose for the processing and retention periods in its Records Management and Retention Policy (QF 791). These records will be kept up to date so that they reflect current processing activities.

7.4.17 Data Protection Compliance

Barrow Training Data Protection Officer is:
Liz Doran
info@barrowtraining.ie 059 9721416

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7.5 Learner Data Protection Privacy Notice (QF790)

7.5.1 Introduction

Barrow Consultancy & Training Ltd. (hereafter Barrow Training) must process the personal data of its learners (you) in order to carry out its functions and manage its operations. The processing of this data is carried out in accordance with the General Data Protection Regulation (GDPR)/Data Protection Acts 1988-2018 and with Barrow Training's Data Protection Policy.

Barrow Training is a registered Data Controller and is the Data Controller for personal data we process about you. The purpose of this Data Protection Privacy Notice is to explain how Barrow Training uses personal data we collect and hold about prospective, current and previous learners of Barrow Training. This notice should be read in conjunction with Barrow Training's Data Protection Policy and Compliance Regulations (available at https://www.barrowtraining.ie/about/data-protection).

This notice extends to all your personal data as defined under Article 2(1) of the General Data Protection Regulation (EU) 2016/679.

Why do Barrow Training hold your data?

1. Barrow Training must process your personal data in order to provide educational services through its teaching, research and associated academic and administrative activities, for example, recruitment of learners, provision of programmes of study, examinations, engaging with accrediting bodies and Government agencies such as Quality and Qualifications Ireland (QQI), Pre-Hospital Emergency Care Council (PHECC) and the Department of Education & Skills.
2. Barrow Training will process your personal data in order to promote programmes of study and in these circumstances your explicit consent will be sought to enable such processing.

7.5.2 Learners' Personal Data held by Barrow Training

Learner data is mainly obtained from the details you provide directly through the application/enrolment/registration process, or which your manager/supervisor provides, as well as your academic information, e.g. results, certification.

This is held by Barrow Training on its records systems including encrypted and password-protected Excel spreadsheets and the Veri Learner Management System. Learners engaged in Blended Learning will also have their name and email address stored on the Enovation Learner Management System.

Categories of personal data collected/recorded include:

- Name
- Postal and email addresses
- Phone number
- Date of birth
- Gender
- PPS Number
- Next of kin/emergency contact details

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- Financial information (including details of funding and fees paid and outstanding)
- Image (for online platform) and proof of identification where necessary
- Garda vetting record
- Engagement with Barrow Training's virtual learning environment activity
- Information about examinations, assessments and results, repeat examinations and learner progression
- Certificates awarded
- Details of disabilities (optional) and/or medical records (may be necessary in application for reasonable accommodation
- Disciplinary, grievance procedures data
- IP address, and the type of device you are using when visiting the Barrow Training website on a mobile device

7.5.3 Lawful Basis for Barrow Training Processing Personal Data

Data Protection law requires that Barrow Training must have a valid lawful basis in order to process personal data. Barrow Training relies on a number of such bases as follows:

5. *The provision of a contract* – much of the personal information Barrow Training processes is necessary to meet its commitments to you, for example, processing your data in relation to teaching, assessment and associated administration. The following sets out the main purposes of which we process your personal data in the provision of a contract:
    - Dealing with enquiries
    - Recruitment and admission of learners
    - Provision of teaching and associated academic services including examinations, progression and related administration
    - Facilitating accreditation with professional and industrial bodies
    - Managing and administrating learners' educational contracts
    - Recording and managing learner conduct (including disciplinary procedures)
    - Maintaining learner records
    - Management and administration of learner finance (including fees and funding)
    - Graduation – type and status of graduate awards are publicly acknowledged at Barrow Training conferring ceremonies and are published in Barrow Training's conferring booklet; Graduation ceremonies are regarded as public events and may be recorded and/or live streamed by Barrow Training.
    - Delivering plagiarism checking and academic validation services
    - Providing services necessary for the learner experience (including IT and communication services)
    - Providing support and maintenance services (including IT)
    - Safeguarding and promoting welfare of learners
    - Dealing with grievances and disciplinary actions
    - Dealing with complaints and enquiries
    - Providing careers and placement advice and services
    - Service improvement via feedback and surveys
    - Internal reporting and record keeping
    - Responding to data access requests you make
    - Inclusion in Barrow Training's Outlook directory
    - Providing learner support services including:
        - Disability and learning support services
        - Careers and employment advice and services

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- Health and wellbeing services
- Barrow Training email distribution lists: as a registered learner you will automatically be added to a number of email distribution lists to enable Barrow Training to manage its operations and provide the full range of services to you. An opt-out option is not permitted for these operations and core services.

6. *The fulfilment of a legal obligation* – Barrow Training must process your personal data when required to do so under Irish/EU law, for instance:
    - Sharing information with statutory bodies
    - Monitoring equal opportunities
    - Providing safety and operational information
    - Performing audits
    - Preventing and detecting crime
    - Administration of insurance and legal claims
    - Garda vetting

7. *To protect the vital interest of you or another person* – under extreme circumstances Barrow Training would share your personal data with third parties to protect your interests or those of another person, for example:
    - Providing medical or emergency contact information to emergency services personnel
    - Contacting you or your next of kin, in case of an emergency

8. *Consent* – under certain circumstances, Barrow Training will only process your personal data with your explicit consent. Explicit consent requires you to make a positive, affirmative action and be fully informed about the matter to which you are consenting, for example:
    - Providing information on Barrow Training courses and other programmes of study that may be of interest and benefit to learners, applicants and other interested parties
    - Promoting Barrow Training's services (e.g. career guidance, consultancy)
    - Marketing, including images, online, in print and on social media; publications, invitations and other communications
    - References: Academic staff may agree to provide a reference for you if you apply for a job or further study. You should ensure that the requesting organisation is in a position to provide the academic staff member with a copy of your signed consent to the issuing of your reference to them
    - Participating in third party surveys

7.5.4 Protecting Your Personal Data

Your personal data may be shared between members of staff within Barrow Training in order for Barrow Training to fulfil its functions and objects.

In addition to the foregoing principle, Barrow Training will employ reasonable and appropriate administrative, technical, personnel, procedural and physical measures to safeguard your information against loss, theft and unauthorised users' access, uses or modifications.

The following principles apply:

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- *Confidentiality* – only people who are authorised to use the data will be authorised to access it. Staff are required to maintain the confidentiality of any of your data to which they have access.
- *Integrity* – Barrow Training will make all reasonable efforts to ensure that your personal data is maintained accurately and remains suitable for the purpose for which it is processed.
- *Availability* – that authorised users should be able to access the data if they need it for authorised purposes.
- *Security* – We are committed to ensuring that your personal data is secure with us and with the data processors who act on our behalf. We are continuously taking technical and organisational steps to better protect your information. Data Protection training has been made available to all staff.

7.5.5 Sharing Your Personal Data with Third Parties

Barrow Training may disclose certain personal data to third parties. These external organisations, and the purpose for sharing the information, are set out below. This list will be updated periodically as required.

Barrow Training will only share your personal data with external third parties where we are required to do so under a statutory or legal obligation, or we are required to do so under a contractual obligation or we have your consent, or we are otherwise permitted to do so in accordance with data protection legislation.

The disclosure of your data to third parties includes:

- Accrediting Bodies – Quality and Qualifications Ireland (QQI) and Pre-Hospital Emergency Care Council (PHECC) – Sharing data relating to qualification recognition, quality assurance, and qualification details referenced to the National Framework of Qualifications
- External Software as A Service (SAAS) providers. Barrow Training has entered into commercial agreements with external software service providers to support and enhance teaching, learning and assessment and research mission of Barrow Training. These services include Learning Management Systems (Veri and Enovation), online discussion forums, lecture and tutorial recording, research publications, authenticity checking, and feedback and assessment. This sharing is governed by a Data Sharing Agreement between the organisation and Barrow Training.
- Acuity Scheduling – When a learner books a course through our website, the information collected, i.e. learner contact details, is shared with Acuity Scheduling, the provider of our online booking service. A Data Sharing Agreement exists between the Acuity Scheduling and Barrow Training.
- Department of Employment Affairs and Social Protection: Information may include details of your progression/completion to ensure continuance of funding
- Stripe – credit/debit card payment provider. Barrow Training will accept credit/debit card payment by phone. This information is processed during the phone call and is not stored by Barrow Training. Therefore, if payment processing is unsuccessful, you will be required to provide the information again.
- FCR Media (website providers) – By simply visiting our website, you do not disclose, nor do we collect, personal data about you. The information collected about your visit is limited to technical data such as:

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  - the Internet address (or IP address) of the device you used to access this website
  - whether you reached the site using a search engine or if you clicked a link on another website
  - the type of web-browser you used
  - the type of device you used to access the Internet

  We use this data for administrative and statistical purposes as well as to help us improve our website. This technical data does not provide us with the personal data of visitors to our website.
- Web Browsers via Cookies – A cookie is a small piece of data or text file sent by a website to the browser on your computer or mobile device when you are visiting a website. To measure performance, our website uses cookies on certain sections to gather data for statistical purposes only. You can modify your browser to accept or decline these cookies at any given time. Please note if some cookies are blocked, you may not be able to reach certain pages of our website.
- Revenue Commissioners
- Regulatory Authorities – e.g. Office of the Ombudsman, Office of Data Protection Commissioner, Office of the Information Commissioner
- Legal advisors, Courts
- An Garda Síochána – prevention/detection of crime, apprehension and prosecution of offenders, protection of an individual's vital interests/welfare or safeguarding national security
- Garda Vetting Bureau – details of learners who have applied for courses that require Garda vetting
- Insurance companies for the purpose of providing insurance cover or in the event of an insurance related claim
- External Authenticators – Assessment scripts for external review, quality assurance
- Employers, voluntary and charitable organisations – To facilitate cooperative and volunteering placements of learners
- Financial sponsors – if a learner's fees are paid by an external organisation (e.g. your employer, Community Employment Scheme), Barrow Training may share personal data relating to your attendance and academic progress
- Prospective employers for confirmation of qualification and provision of references with your consent
- Press and the media – with your consent we may share information about you for publicity and marketing purposes online, in print and on social media
- Data may be shared with reputable "data processors" for the purposes of sending communications (e.g. Mailchimp)

7.5.6 Transfer of Personal Data to other Countries

Your personal data will not be shared with third parties outside of the European Economic Area (EEA).

7.5.7 Retention of Data after you Complete your Training

Barrow Training retains all personal data in accordance with its Records Management and Retention Policy (QF 791). Barrow Training will need to maintain some records relating to you after you complete in order to provide services to you as a previous learner of Barrow Training. This includes:

- verifying your award

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- providing transcripts of your marks
- opportunities for further study
- academic references
- careers support

Data that is not required to fulfil the services Barrow Training will provide to you after you complete your training will be securely deleted in accordance with Barrow Training's Records Management & Retention Policy (QF 791).

7.5.8 Your Rights

Your rights relating to your personal data include:

- to be informed (via this privacy notice and other communications)
- to request access to Personal Data held by Barrow Training, and to have any incorrect Personal Data rectified
- where appropriate, to the restriction of processing concerning you or to object to processing
- to have Personal Data erased, where appropriate
- to data portability regarding certain automated Personal Data
- with regard to rights within the legislation relating to "automated decision-making", Barrow Training does not use such processes and they do not arise
- to restrict the use of the data we hold and the right to object to Barrow Training using your data – please contact the Data Protection Officer if you believe your personal data is being used unlawfully or you have reason particular to your personal situation why we should not be processing it.

Requests for any of the above should be addressed by email to info@barrowtraining.ie or in writing setting out your specific request to Barrow Training's Data Protection Officer, Barrow Training, High Street, Bagenalstown, Co. Carlow, R21 TH22. Your request will be processed within 30 days of receipt. Please note, however, it may not be possible to facilitate all requests, for example, where Barrow Training is required by law to collect and process certain personal data including that personal information that is required of any learner of Barrow Training.
Additionally, you can update your personal data by contacting the Training Manager at admin@barrowtraining.ie.

7.5.9 Your Responsibilities

3. *Updating your details*: The GDPR requires that personal data is accurate. Please let Barrow Training know if your contact details change. If we do not have the correct contact details, we cannot take responsibility if we are unable to provide you with any information you require, for example, missing an exam or deadline resulting in serious consequences.
4. *Processing Personal Data*: You must comply with Barrow Training's Data Protection Policy and the GDPR if, as a learner, you have access to the personal data of others; or if you wish to collect or process any personal data as part of your studies or research. You must ensure that you notify and seek approval from your tutor before any processing occurs. If you are processing personal data other than as part of your studies, you should contact the Office of the Data Protection Commissioner (Supervisory Authority) as you will not be covered under Barrow Training's registration.

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You can contact that Office at info@dataprotection.ie or by writing to the Data Protection Commission, 21 Fitzwilliam Square South, Dublin 2, D02 RD28.

7.5.10 Queries, Contacts, Right of Complaint

Further information on Data Protection at Barrow Training may be viewed at https://www.barrowtraining.ie/about/data-protection. You can contact Barrow Training's Data Protection Officer at info@barrowtraining.ie or by writing to Data Protection Officer, Barrow Training, High Street, Bagenalstown, Co. Carlow, R21 TH22.

You have a right to lodge a complaint with the Office of the Data Protection Commissioner (Supervisory Authority). While we recommend that you raise any concerns or queries with us first, you may contact that Office at info@dataprotection.ie or by writing to the Data Protection Commission, 21 Fitzwilliam Square South, Dublin 2, D02 RD28.

7.5.11 Review

This Privacy Notice will be reviewed and updated from time to time to take into account changes in the law and the experience

7.6 Records Management & Retention Policy (QF791)

7.6.1 Purpose

Barrow Consultancy and Training Ltd. (hereafter Barrow Training) is committed to the proper and effective management of the records and data it creates, receives, captures, maintains, or otherwise processes, in all formats, in the course of its operations, academic and administrative, in a manner which:

- is transparent, consistent, and accountable
- meets legal, regulatory, and audit requirements
- supports the efficient conduct of its business
- protects the security and integrity of Records and Data, including Personal Data
- ensures the preservation of Archives documenting its history and development

Barrow Training recognises that records management is a collaborative process, which calls for the support and active participation of management and staff at all stages, including design, implementation, compliance, and review. Engagement is essential to achieving the purposes of this Policy.

It is acknowledged that the greater part of Barrow Training's records is now held in digital formats, including records comprised of data within digital systems. Barrow Training commits itself to ensuring its record systems, for both digital and hard copy records, support records management processes and the purposes of this Policy.

Particular recognition is given to Barrow Training's obligations as a data controller and processor towards data subjects under Barrow Training's Data Protection Policy and Data Protection legislation, and to the special and limited derogations given under that legislation for processing data for research and statistical purposes, and for archival purposes in the public interest.

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7.6.2 Scope

This Policy applies to all records, in all formats, created, received, maintained, or otherwise processed in the course of the activities of Barrow Training including, without limitation, hard copy and digital records. Personal records unrelated to Barrow Training activities are not within the scope of this policy. Staff are advised to avoid maintaining such records within Barrow Training systems (e.g., email servers, network folders), as doing so may place them within the scope of legislation such as Freedom of Information.

7.6.3 Records Management

Records Management is the application of controls and procedures to the creation, maintenance, use and disposal of records in accordance with approved procedures.

Records Management includes, but is not limited to, records classification; management of filing systems, retention scheduling; the administration of inactive records storage; management of record conversion programmes; disaster planning; vital records protection; archival preservation activities and appropriate destruction of records.

7.6.4 Ownership of Records

All records (including emails, images, photographs, databases etc.) that are created by Barrow Training employees in the course of their duties are the property of Barrow Training. All records received are in the care of Barrow Training and are also subject to Barrow Training's overall control and to the provisions of this policy.

7.6.5 Responsibilities of Barrow Training Employees

This policy applies to all areas and locations of Barrow Training and includes all departments and areas of work which form part of Barrow Training structure.

Operational responsibility for the implementation of this policy rests with the Manager in each Academic/Administrative area.

Where records are used by more than one department, clarity about which department has primary/final responsibility for management of the records should be established between the relevant department

The confidentiality of information within records must be safeguarded at all times. It is the responsibility of each department to ensure that the appropriate security measures are observed for maintaining records containing personal or other confidential information.

Once records have been retained by the creating department (in situ or offsite storage) for the requisite time as stipulated in the attached retention schedule, they must be destroyed or archived for permanent retention as set out in the schedule.

When scheduled for destruction, records must be shredded, pulped, or otherwise disposed of securely. The manner of destruction of records must be appropriate to the level of confidentiality of the records.

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In the case of in-house destruction, the department/office/unit should document and retain the date and manner of destruction of records. In the case of third-party destruction, a certificate or docket confirming destruction should be received and retained as proof of destruction.

7.6.6 Definitions

Record

Records are documents in all formats, which are created/received and maintained as evidence of business completed or as a source of knowledge and which must be retained for as long as required to meet legal, administrative, financial, operational or historic needs of Barrow Training.

The Freedom of Information Act, 2014, defines a 'record' as follows:

a) "a book or other written or printed material in any form (including in any electronic device or in machine readable form)
b) a map, plan or drawing
c) a disc, tape or other mechanical or electronic device in which data other than visual images are embodied so as to be capable, with or without the aid of some other mechanical or electronic equipment, of being reproduced from the disc, tape or other device
d) a film, disc, tape or other mechanical or electronic device in which visual images are embodied so as to be capable, with or without the aid of some other mechanical or electronic equipment, of being reproduced from the film, disc, tape or other device
e) a copy or part of any thing which falls within paragraph (a), (b), (c) or (d)."

Record Series

Groups of related records, which are created and used with a common purpose, for example, financial records; personnel records; examination results, committee minutes etc.

Records Classification

The procedure where records are identified and categorised for filing on the basis of their subject and are assigned a file name for efficient retrieval.

Active Record

Active records are records, which are required and referred to constantly for current use, and which need to be retained and maintained in office space and equipment close to users.

Semi-Active Record

Semi-active records are records, which are referred to infrequently and are not required constantly for current use. Semi-active records are often removed from office space to off-site storage until they are no longer needed.

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Inactive Record

Inactive records are records for which the active and semi-active retention periods have lapsed, and which are no longer required to carry out the functions for which they were created.

Permanently Valuable Records – Archives

Permanently valuable records include those with legal, operational, administrative, historical, scientific cultural and social significance.

Disposition

Disposition is the action taken in regard to the disposal of active records, which can involve physical destruction by means of security shredding or recycling; transfer to archival storage for selective or full retention; or special disposition though a formal act of alienation from the custody of Barrow Training.

Records Retention Schedules

A Records Retention Schedule is a control document that the describes Barrow Training's corporate records at a series level and indicates the length of time each series should be retained prior to final disposition; and the final disposition of each series. This document serves as the legal authorisation for the disposal of records.

7.6.7 Forms of Records

Records may exist in a variety of physical forms including:

- paper documents (written or printed matter)
- electronic records (i.e. word processing files, databases, spreadsheet files, emails, electronic data on any media etc.)
- books, drawings, and photographs
- anything on which information is recorded or stored by graphic, electronic or mechanical means
- copies of original records

7.6.8 Electronic Records

The nature of electronic records requires that consideration be given to security, authenticity, accessibility, version control, preservation (e.g. back-up of records) and the disposal of such records.

Staff must employ the following good housekeeping practices in the management of electronic records:

- sensible and consistent naming of files and folders
- systematic indexing/classification of records
- backup of appropriate files on a regular basis
- delete records regularly (including email records) in accordance with the attached retention schedule

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- restrict access to record systems (use of passwords, timed lock out of PCs, etc.)
- particularly sensitive records to be emailed to external bodies should be password protected
- produce paper copies if required to maintain the integrity of manual files

In the case of electronic records where the computer equipment is maintained by a local external IT Support company – Business IT Solutions (BITS), Barrow Training must formally agree backup and recovery procedures with BITS. This is to ensure that there is no ambiguity as to which office is responsible for records in the event of hardware failure or accidental deletion of records.

Where electronic records are kept on systems not maintained by BITS, a formal inventory of such records must be maintained by the head of academic/administrative area.

7.6.9 Management and Retention of Records

Records should be retained for as long as they are required to meet the legal, administrative, financial, and operational requirements of Barrow Training during which time, they should be filed appropriately. Following a period of time, as set out in the attached retention schedule, they are either archived or destroyed.

Barrow Training records must be sorted and filed on a basis that ensures efficient retrieval.

Appropriate filing/archiving or destruction of records is to be carried out in accordance with the attached retention schedule.

The retention schedule is based on a determination of legal retention requirements as defined in relevant legislation (Health, Safety and Welfare at Work Acts 2001 & 2005; Freedom of Information Act 2014; General Data Protection Regulation (GDPR) and Data Protection Acts 1988-2018 etc.) as well as Barrow Training policies and procedures, administrative and operational requirements, historical value and general best practice.

7.6.10 Record Retention Schedule

The records retention schedule in Appendix 2 prescribes the retention period for a range of records held by Barrow Training.

Any department which considers that records should be retained for a longer period than that set down in Barrow Training retention schedule is required to consult with the Data Protection Officer to ensure that reasonable justification exists for their retention and, in the case of records which contain personal information, to ensure compliance with the GDPR and the Data Protection Acts (1988-2018).

7.7 Provision of Programme Information

Barrow Training is committed to providing accurate, impartial, objective and readily accessible information about the programmes and services which they offer. Information that is published on programmes offered by Barrow Training include the following:

- Programme Title
- Award Type
- NFQ Level (if applicable)
- Credits (if applicable)
- Awarding body and relevant quality assurance procedures
- Programme Background

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- Information relating to accreditation/validation of programme, including self-certified programmes
- Profile of potential learners
- Entry Requirements
- Transfer & Progression
- PEL Requirements
- Detailed Programme Outline
- Teaching and Learning Mechanisms and Relevant Supports
- Assessment Information
- Tutor Details
- Learner Testimonials
- Programme Schedules
- Programme Pricing

This is approved for accuracy by the Training Manger prior to publishing. Some of the information above is provided to potential learners and other stakeholders through the following channels:

- Barrow Training website www.barrowtraining.ie
- Social networking sites such as Facebook, Twitter, Instagram and LinkedIn
- Prospectus
- Flyers
- Newsletters
- Promotional emails from Mailchimp

7.8 Publication of Information

Barrow Training publishes the following information with respect to the quality of its programmes:

- Programmatic Review Reports (Self-Evaluation and Reports of the Expert Panel and/or relevant awarding body)
- Institutional Review Reports (Self-Evaluation and Reports of the Expert Panel and/or relevant awarding body)
- Learner/Client Testimonials

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7.9 Appendix 1 – QF792 Subject Access Request Form

Subject Access Request Form

Request for Access to Personal Data under the General Data Protection Regulation 2018. Please return the completed forms, together with a copy of proof of identity, by email to info@barrowtraining.ie or by post FAO Data Protection Officer, Barrow Training, High Street, Bagenalstown, Co. Carlow, R21 TH22. The request will be processed within 30 days of receipt.

Name: _____

Phone: _____

Email: _____

Address: _____

_____

_____

_____

Choose which of the following best describes your relationship with Barrow Training:

Past/Current Learner ☐

Past/Current Employee ☐

Other *(please provide details)* ☐

_____

My preferred form is access is:

To receive photocopies by post ☐

To receive soft copy by email ☐

To receive photocopies by hand ☐

Other *(please provide details)* ☐

_____

In accordance with the GDPR, I request access to the following personal data that I believe Barrow Training holds about me:

A description of the data held ☐

A copy of the personal data held ☐

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Please provide as much information as possible to help Barrow Training locate the information as quickly as possible for you.
(This may include information such as the time periods concerned, names of members of staff you may have dealt with or who may be able to locate the information, the areas of Barrow Training that are most likely to hold the relevant information, or any other details you may deem relevant.)

_____

_____

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_____

I, _____ , wish to have access to data that I believe Barrow Training retains on me as outlined above.

I acknowledge that, before I am given access to personal information about myself, I may be asked for ID.

_____ _____
Signed Date

OFFICE USE ONLY

Date received: _____

Date of acknowledgement to requester: _____

Identity verified: _____

Date identification securely destroyed: _____

Date of response issued to requester: _____

_____ _____
Signed Date

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7.10 Appendix 2 – Records retention Schedule

Governance and Administration Records

General classes of records held by Barrow Training departments	Default retention period	Final disposition
Business Development Plans	Retain indefinitely	Appropriate filing/archiving
Management System Procedures	Retain current until superseded	Appropriate filing/archiving
Business Operating Procedures	Retain current until superseded	Appropriate filing/archiving
Quality Assurance Policies and Procedures	Retain current until superseded	Appropriate filing/archiving
Records of Board of Management, Quality Assurance Committee and Programme Development Committee Meetings e.g. agenda, minutes, documents relating to agenda items, voting records	Retain indefinitely	Appropriate filing/archiving
Records of Team Meetings which may contain learner details	Retain for 7 years after actions completed	Confidential shredding/secure deletion of electronic records
Risk Register	Retain for 7 years after superseded	Confidential shredding/secure deletion of electronic records
Organisational Structure	Retain current until superseded	Appropriate filing/archiving
Circulars, memos re policy matters	Retain until policy to which they relate is superseded	Appropriate filing/archiving
Projections and statistical analyses	Retain for 7 years	Confidential shredding/secure deletion of electronic records
General (non-HR) written Allegations/Complaints: records received/created as a result of investigating allegations/complaints	Retain for 7 years after resolution of complaint or from date of last correspondence	Confidential shredding/secure deletion of electronic records
General (non-HR) written Allegations / Complaints: records received/created as a result of investigating allegations/complaints - significant cases which set precedents or result in changes to Barrow Training policy	Retain indefinitely	Appropriate filing/archiving

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General classes of records held by Barrow Training departments	Default retention period	Final disposition
Handwritten notes taken by recording secretary present at meetings	Retain until minutes have been agreed	Confidential shredding
Routine administration records	Retain for current year, or until they cease to be of administrative use	Appraise and evaluate for archiving where relevant. Otherwise, confidential shredding/secure deletion of electronic records
General correspondence, including emails *(Where content of an email and/or its attachment(s) fall under another specific class of record in this Records Retention Schedule, it should be handled, retained, and disposed of appropriately as set out in in the relevant section of the Schedule)*	Retain for current year, or until they cease to be of administrative use	Appraise and evaluate for archiving where relevant. Otherwise, confidential shredding/secure deletion of electronic records
ISO, QQI and PHECC Audit Reports	Retain indefinitely	Appropriate filing/archiving
Quality Assurance Manual, Quality Reports, Quality Assurance Peer Reviews	Retain until superseded	Appropriate filing/archiving
Training schedules	Retain until superseded	Appropriate filing/archiving
External liaison – e.g. correspondence with accreditation bodies	Retain indefinitely	Appropriate filing/archiving
Records of awards	Retain indefinitely	Appropriate filing/archiving
Legal cases, advice, and any correspondence	Retain indefinitely	Appropriate filing/archiving
Copyright records/trademark registrations	Retain indefinitely	Appropriate filing/archiving

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Academic and Learner Records

General classes of records held by Barrow Training departments	Default retention period	Final disposition
Programme development/accreditation records and reports	Retain indefinitely	Appropriate filing/archiving
Re-engagement records and reports	Retain indefinitely	Appropriate filing/archiving
Learner enrolment record including name and contact details	Retain indefinitely	Appropriate filing/archiving
Learner records including: Personal information, e.g. date of birth, PPSN; fees/payment records; extenuating circumstances forms; requests for extensions; transfer; exemptions; reasonable accommodation	Retain for duration of studies plus 1 year	Confidential shredding/secure deletion of electronic records
Correspondence with learners	Retain for duration of studies plus 1 year	Confidential shredding/secure deletion of electronic records
Learner discipline records	Retain for duration of studies plus 7 years	Confidential shredding/secure deletion of electronic records
Garda Vetting records	Retain for duration of studies plus 1 year	Confidential shredding/secure deletion of electronic records
Examination papers (and related records i.e. recommended marking scheme, sample answers, where relevant)	Retain indefinitely	Appropriate filing/archiving
Records which contribute towards module grade and which have not been returned to learners: e.g. examination scripts, assignments, projects, portfolios, skills demonstrations video/photographic evidence and written reflections, learner records	Retain for 1 month following deadline for appeal	Confidential shredding/secure deletion of electronic records
Assessments which undergo appeals procedure	Retain for 2 years after action completed	Confidential shredding/secure deletion of electronic records
Internal verification reports	Retain for 7 years	Confidential shredding/secure deletion of electronic records
External authentication reports and all correspondence	Retain for 7 years	Confidential shredding/secure deletion of electronic records
Results approval panel meeting minutes	Retain for 7 years	Confidential shredding/secure deletion of electronic records
Tutor monitoring reports	Retain for 7 years	Confidential shredding/secure deletion of electronic records
Cross-moderation reports	Retain for 7 years	Confidential shredding/secure deletion of electronic records
Records of module grades	Retain indefinitely	Appropriate filing/archiving

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General classes of records held by Barrow Training departments	Default retention period	Final disposition
Amendment to marks, published results/grade alteration correspondence	Retain indefinitely	Appropriate filing/archiving
Learner academic transcript	Retain indefinitely	Appropriate filing/archiving

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Finance Records

General classes of records held by Barrow Training departments	Default retention period	Final disposition
Accounts payable – batches of invoices; tax clearance certificates	Retain for current year plus 6 years	Confidential shredding/secure deletion of electronic records
Accounts receivable – debtors ledgers; income listings; income control accounts; receipts reconciliation	Retain for current year plus 6 years	Confidential shredding/secure deletion of electronic records
Bank records – paid cheques; bank reconciliation; bank statements	Retain for current year plus 6 years	Confidential shredding/secure deletion of electronic records
Financial statements – annual financial statements; final budget reports	Retain indefinitely in original form	Appropriate filing/archiving
Asset register	Retain indefinitely in original form	Appropriate filing/archiving
Agreements – Rental; Lease; Use; Occupancy	Retain indefinitely	Appropriate filing/archiving
Audit reports/records	Retain indefinitely in original form	Appropriate filing/archiving
Internal financial policies, accounting standards, procedures	Retain until superseded	Confidential shredding/secure deletion of electronic records
Expenses/Travel claims forms, all supporting receipts	Retain for current year plus 6 years	Confidential shredding/secure deletion of electronic records
Credit card statements	Retain for current year plus 6 years	Confidential shredding/secure deletion of electronic records
Stripe proof of payment	Retain for current year plus 6 years	Confidential shredding/secure deletion of electronic records
Customer payment information, e.g. debit card details	Destroy immediately	Not recorded or stored
Cancelled cheques	Retain for current year plus 6 years	Confidential shredding/secure deletion of electronic records
Receipt books	Retain for current year plus 6 years	Confidential shredding/secure deletion of electronic records
General correspondence	Retain for current year, or until they have ceased to be of administrative use	Appraise and evaluate for archiving where relevant. Otherwise, confidential shredding/secure deletion of electronic records

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General classes of records held by Barrow Training departments	Default retention period	Final disposition
Contracts for services	Following completion of contract, retain for current year plus 6 years	Appraise and evaluate for archiving where relevant. Otherwise, confidential shredding/secure deletion of electronic records
Employee pension information	Retain indefinitely	Appropriate filing/archiving
Payroll – Pay-sheets, authorisations to deduct tax details of staff, appointment details, payslips	Retain on personnel file for duration of employment and for 5 years after last pension payment	Confidential shredding/secure deletion of electronic records

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Human Resources Records

General classes of records held by Barrow Training departments	Default retention period	Final disposition
Recruitment - Vacancy notification, Advertisement copies, Job description, Selection criteria	Retain indefinitely	Appropriate filing/archiving
Applications and CVs of candidates not qualified or short listed for interview; Applications and CVs of candidates shortlisted for interview but who do not attend; Applications and CVs of candidates shortlisted and who attended interview but who are not successful or who are successful but do not accept offer	Retain until review period has passed, final appointment has been approved plus 2 years	Confidential shredding/secure deletion of electronic records
Interview Board marking sheet, Interview Board notes, and recommendation by Interview Board	Retain until review period has passed, final appointment has been approved plus 2 years	Confidential shredding/secure deletion of electronic records
Personnel Files - May include such records as: Personal contact details Application form/CV/cover letter Contract of employment (Offer of appointment, Date appointed) Evidence of education qualifications References Questionnaire on Criminal Offences Probation forms Salary Service Records Completion of mandatory training (where relevant) Termination notices Training and development records Safety Training Records Leave records relating to: Sick Leave, Shorter-working year/Term-time, Job-share scheme, Part-time Working records, Parental leave, Adoptive Leave, Maternity Leave, Force Majeure, Jury Leave, Bereavement Leave	Retain on personnel file for duration of employment plus two years	Confidential shredding/secure deletion of electronic records
Annual Leave	Retain for 7 years	Confidential shredding/secure deletion of electronic records

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General classes of records held by Barrow Training departments	Default retention period	Final disposition
Discipline records - Records relating to disciplinary actions taken against employees e.g. warnings, suspensions recorded, or copy warnings placed on an employee's personnel record etc.	Retain for 7 years	Confidential shredding/secure deletion of electronic records
HR Allegations and Complaints – Written Allegations/Complaints: records received/created as a result of investigating allegations/complaints	Retain for 7 years	Confidential shredding/secure deletion of electronic records
Written Allegations and Complaints: records received/created as a result of investigating allegations/complaints – significant cases which set precedents or result in changes to Barrow Training policy	Retain indefinitely	Appropriate filing/archiving
Safety policies	Retain until superseded	Confidential shredding/secure deletion of electronic records
Safety Training Records	Retain on personnel file for duration of employment plus 2 years	Confidential shredding/secure deletion of electronic records
Risk Assessments Records	Retain for 7 years after superseded or after activity ceases, whichever relevant	Confidential shredding/secure deletion of electronic records
Incident Reports	Retain for 7 years after date of incident	Confidential shredding/secure deletion of electronic records
Safety audits, investigations, and safety evaluation records where cases result in significant changes to policy	Retain indefinitely	Appropriate filing/archiving
Third Party recommendations e.g. Labour Court, Equality Tribunal, Labour Relations Commissions etc.	Retain indefinitely	Appropriate filing/archiving
Individual industrial relations issues	Retain indefinitely	Appropriate filing/archiving
Claims records (e.g. correspondence, status records etc.)	Retain indefinitely	Appropriate filing/archiving

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Other Records

General classes of records held by Barrow Training departments	Default retention period	Final disposition
Data submitted for the purpose of a course enquiry	Retain until enquiry has been responded to, and one-week follow up contact made	Confidential shredding/secure deletion of electronic records
Data submitted for the purpose of a competition entry	Retain until competition closing date has passed and winner has been notified	Confidential shredding/secure deletion of electronic records
BUILDING		
Maintenance records (buildings, structures, grounds)	Retain for 7 years following completion	Confidential shredding/secure deletion of electronic records
Records pertaining to security operations, lists of keys issued, office space	Retain until superseded	Confidential shredding/secure deletion of electronic records
Inspection Records (equipment etc)	Retain for 7 years from date of inspection	Confidential shredding/secure deletion of electronic records
INSURANCE		
Insurance Policies	Retain for 7 years	Confidential shredding/secure deletion of electronic records
Claims correspondence and records of providing legal support & representation in dealing with claims by or against Barrow Training which do not proceed to litigation or settlement by an agreement	Retain for 7 years following settlement or withdrawal of claim	Confidential shredding/secure deletion of electronic records
Claims correspondence and records of litigation with third parties	Retain indefinitely	Appropriate filing/archiving
COMPLIANCE		
Freedom of Information/Data Protection: decisions on requests	Retain indefinitely	Appropriate filing/archiving
Freedom of Information/Data Protection: other records relating to requests	Retain for 7 years after final action completed	Confidential shredding/secure deletion of electronic records

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Chapter 8. Self-Evaluation, Monitoring and Review

This chapter relates to the following Quality Assurance guidelines from Barrow Training's accrediting bodies:

- Self-Evaluation, Monitoring and Review (QQI Core Statutory Quality Assurance Guideline 11)
- Course Development, Delivery and Review (PHECC Quality Assurance Theme 4)

8.1 Procedures for the Ongoing Monitoring of Programmes

Barrow Training has a cycle of reviews and evaluations to ensure regular academic quality assurance and to allow continued improvement for each of its programmes.

- Internal Programme Monitoring
- External Evaluation

8.2 Internal Programme Monitoring

Evaluation Method	Stakeholders Involved	Frequency	Content Reviewed
End of course learner evaluation forms (QF 24)	Learners	Completion of each programme delivery	Tutor delivery, programme objectives, resources, supports, facilities, assessment and customer service
End of Course Tutor Evaluation forms (QF 25)	Tutors	Completion of each programme delivery	Training venue, programme delivery, timing, customer service/support, learner issues, assessment
External Authenticator Reports (QF 101)	External Authenticator	Twice a year	MIPLO, learner attainment, assessment, learner evidence
Informal discussion and correspondence with learners and tutors	Learners, tutors	Once per course	All aspects of programme content and provision
Management Meetings	Board of Management, Quality Assurance Manager, Training Manager	Monthly	All aspects of programme content and provision, including assessment rates, completion rates,

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			grades, statistics and trends
In-house Clients Management	Training Manager	Once per course	All aspects of programme content and provision

8.2.1 Changes to a Programme

The Programme Review Committee is responsible for conducting internal monitoring activities. They also ensure that areas are identified that require programme modifications and improvements. Before any changes are made, the committee will secure feedback from the Quality Assurance Manager to confirm if the modification is major or minor.

Any major changes or modifications require QQI approval. These could include, but are not limited to:

a) Addition of modules
b) Change to credit weightings
c) Changes to learning outcomes
d) Change to programme title

Any minor changes or modifications are approved by the Quality Assurance Committee.

Minor modifications may include, but are not limited to:

a) Changes that don't impact on the learning outcomes
b) Changes/updates in assessment brief
c) Update of learner resources

8.2.2 Annual Programme Review Report

The Annual Programme Review Report (QF727 – Appendix 1) is completed by the Programme Review Committee. See terms of reference in Section 1.3.5.

This report ensures there is ongoing quality enhancement within the company.

Sources for this report include:

a) Learner Evaluations
b) Tutor Evaluations
c) Programme Descriptor and Tutor notes
d) Programme resources
e) New relevant legislation
f) Scheme of works
g) Attendance records
h) Daily reports
i) Retention rates
j) Completion rates
k) Certification rates
l) Grade distribution and benchmarking

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m) QQI analytics and benchmarking
n) Course meeting records
o) IV Panel reports
p) EA Panel reports
q) RAP minutes
r) QQI Validation reports
s) Any other relevant reports or feedback from external experts or stakeholders

8.3 External Programme Review

This is a formal evaluation of our validated programmes by our various accrediting bodies. It is carried out on a five-year cycle. This project is managed by the Quality Assurance Manager.

This review has 3 stages:

- Internal review
- External review
- Final overall review by Barrow Training

8.3.1 Internal Review

Formation of Programme Review Team	This team is appointed by the Quality Assurance Committee. This process is the responsibility of and is co-ordinated by the Quality Assurance Manager who will develop a project plan with timelines, key tasks and review meetings.
Consultation with Relevant Stakeholders	Relevant stakeholders may include learners (past and present), relevant managers, programme tutors, and relevant external consultants, if required.
Review of Collected Data	Feedback from stakeholders above is reviewed along with annual programme review reports. The data is critically analysed to establish to what extent the programme meets the accrediting body validation criteria. Recommendations and findings are presented to the Board of Management prior to the completion of the Self-Evaluation Report.
Self-Evaluation Report (SER)	This report is compiled by the Quality Assurance Manager. It will provide the expert panel with an overview of developments over a 5-year period. The Quality Assurance Committee will approve the final report before submission to relevant accrediting body.

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8.3.2 External Review

Expert Panel Formation	An expert panel is formed by the accrediting body with experts from relevant fields of learning.
Site Visit	This allows the panel to review necessary documentation and meet relevant personnel. An agenda is agreed in advance.
Panel Review and Feedback	Formal report is based on combined review and evaluation of SER and panel visit and will contain a recommendation in respect of the continuing validation of the programme.

8.3.3 Final Overall Review by Barrow Training

Review by Barrow Training	The Board of Management will review the findings of the final report and decide whether or not to consider revalidation. A formal response will be submitted to the accrediting body.

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8.4 Appendix 1 – QF727 Annual Programme Review Report (V1, February 2020)

Barrow Training Annual Programme Review Report

Programmes under review (title and code)	

Source	**Results** *(Commentary should be provided as appropriate.)*
End of Course Learner Evaluation (QF 24)	
End of Course Tutor Evaluation (QF 25)	
External Authenticator Reports (QF 101)	
Management Meetings (QF 04)	
Feedback from QQI	
Programme Development Committee Meetings	
Annual KPIs (QF 383)	
Review of course literature	

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Learner completion rates, retention rates and grades	
Other providers' delivery	
Review of new developments in training delivery and evaluation	
New relevant legislation	

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