Carraig Safety

Quality Assurance Document

Current Version

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Maintenance: This document falls under documentation control, and it is reviewed at least annually by responsible parties within Carraig Safety Consultants Ltd and updated, as necessary.

Notice: *Published is Learner Centric Policies and Procedures.*
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Acronyms

Carraig Safety	Carraig Safety Consultants Ltd
QAM	Quality Assurance Management
QQI	Quality and Qualifications Ireland
EQP	Educational & Quality Panel
LR	Learner Representative
TM	Training Manager
CQI	Continuous Quality Improvement
CAR	Corrective Action Report
PAP	Programme Approval Panel
RAP	Results Approval panel
OM	Office Manager
TC	Training Co Ordinator
HRD	Human Resource Development
CPD	Continuous Professional Development
L&D	Learning and Development
IT	Information Technology
PDT	Programme Design Team
SMT	Senior Management Team
IV	Internal Verifier
EA	External Authenticator
QIP	Quality Improvement Plan
LMS	Learner/Learning Management System
KB	Knowledge Base
LSC	Learner Support & Communications
VLE	Virtual Learning Environment

Section 1: Introduction

1. Profile

Carraig Safety Consultants Ltd (Carraig Safety) stands out as a prominent Training Provider, specialising in a diverse range of programs such as Healthcare, Health and Safety, Emergency Care Practice, and comprehensive Professional Development initiatives encompassing Leadership, Business Development, and Training Qualifications.

Our offerings include accredited programs through QQI and PHECC (Pre-Hospital Emergency Care), supplemented by internal certifications spanning quality, leadership, mental health, among others. Beyond training, we extend our expertise to consultancy services covering environmental, health and safety, quality, and the effective evaluation of training programs, as well as talent transfer and retention.

Our unwavering commitment to quality is deeply woven into every facet of our operations, underpinned by robust Quality Assurance (QA) policies. Carraig Safety has strategically developed a meticulous Quality Management System to ensure the consistent delivery of high-quality training and education services. This commitment extends to our dedicated staff, contractors, and support services, ensuring a standardised implementation of internal business processes through oversight by the Educational & Quality Panel and external evaluators.

Recognising the pivotal role of training and development, Carraig Safety is devoted to enhancing Learning and Development, both within our clients' organisations and internally. We firmly believe in investing in our employees, fostering continuous improvement. This commitment not only nurtures a more productive and positive work environment but also contributes to the excellence reflected in the services we provide to our customers.

Customer satisfaction is at the heart of Carraig Safety's ethos, with our team, including extended tutors, working collaboratively to ensure clients have a positive experience.

Our accreditation of Business All-Stars is a testament to our dedication to achieving and celebrating this goal. This recognition serves as an external validation of our embedded customer-centric approach, further enhancing the trust our clients place in us.

As an SME, Carraig Safety places equal importance on revenue sustainability and long-term commitments to employees and customers. Our management is deeply invested in the development of all stakeholders, aligning individual growth with the strategic direction of the company. At Carraig Safety, we go beyond providing training – we invest in excellence, growth, and the satisfaction of everyone we serve.

Our QA policies are embedded in all areas of our practice and into the day to day running of our business activities.

Carraig Safety has developed its Quality Management System in response to our requirements to meet all our accreditation requirements. A core focus has been to ensure that all learners benefit though the delivery of a consistent, high-quality training and education service by ensuring the quality of Carraig Safety staff, contractors and support services of Education Panel Committee, quality review panels and external evaluators to ensure a consistent implementation of internal business processes.

The following documents/ processes were used provide context as a reference when developing our quality assurance system.

1. QQI Core Statutory Quality Assurance Guidelines – April 2016
2. QQI Sector Specific Quality Assurance Guidelines for independent private providers coming to QQI on a voluntary basis – April 2016
3. QQI Policy on Quality Assurance Guidelines – April 2016
4. QQI Policy on Monitoring – December 2014
5. Reengagement with QQI Policy and Criteria for Renewed Access to QQI Validation for Voluntary Providers of Further Education and Training – June 2014
6. Reengagement with QQI – Overarching Policy for All Providers – June 2014
7. QQI Reengagement Application Guide
8. QQI Reengagement Self-Assessment Checklist
9. Legislative requirements for Membership Providers (sought through external advice)
10. Health & Safety Legislation.
11. Data Protection & GDPR Guidelines

2. Mission

Carraig Safety Consultants Ltd mission is to provide high quality, flexible training Programme s nationwide, where objectives are met from a skill based and theory training scenario. We aim to carry out training according to best practice to individuals and organisations alike.

To undertake this our mission statement is:

The mission of Carraig Safety Consultants Ltd is to proactively support the achievement of all learner's objectives through collaborative methods in the provision of high-quality standards and supports in training and education using a holistic approach.

3. Core Values

1. High quality educational programmes that are designed to fit learner needs.
2. All programmes are learner centric and designed to ensure accessibility.
3. Tutors' commitment to delivering effective learner solutions and support to learner needs.
4. Invest in update resources and utilise current IT and research to enrich the learning environment.
5. Our commitment is to the learner and to endeavour to make all programmes as holistic as possible.

4. The Quality Assurance System

Managing Director of Carraig Safety has overall responsibility for ensuring the relevance, resourcing, implementation, and compliance with the quality policy, assisted by the Educational Quality Panel.

Managing Director will delegate to the relevant sub-group or individual, where required. The relevant sub-groups have responsibility for carrying out their activities in a timely, professional, and objective manner.

Carraig Safety will ensure that personnel and associated stakeholders are made aware of their responsibilities associated with all relevant policies and procedures. Regular reporting of all activities will take place at all levels within the organisation.

The teaching & learning environment in Carraig Safety is underpinned by a Quality Assurance Management (QAM) that is fit for purpose, appropriate to our context and reflective of the day-to-day activities of the organisation.

We have developed and approved a QAM that:

- Considers our obligations towards our external stakeholders.
- Is aligned to the vision, mission, values, and objectives of the organisation.
- Includes the policies, procedures, supporting documents, systems, and processes (manual & electronic) that support operational activities.
- Is communicated to personnel and understood at all levels in the organisation.
- Is systematically monitored, reviewed, and evaluated (internally and externally) for continued suitability.

It is the responsibility of Carraig Safety governance structure to enforce separation of responsibilities between those who produce/develop material and those who approve it. Carraig Safety is committed to the active development of a culture which recognises the importance of quality assurance, improvement, and enhancement.

5. Quality Manual Structure

Carraig Safety is a driven organisation, and our mission is to provide high quality training and education programmes across several industries and learner cohorts.

A culture of quality, consistency and reliability will be embedded in all our activities, both is educational and in those relating to the governance of the organisation.

A comprehensive system has been put in place to ensure the delivery of quality in all our programmes of education, and to ensure that systems are in place to enable continuous quality improvement and enhancement in all the organisational policies and procedures.

Our QA framework requires a documented approach and effective maintenance of all practices and the aim of this Quality Assurance Manual, is to provide:

- a documented overview of this quality culture
- provide a comprehensive and clear description of the Organisations policies and procedures.

Our documented approach to QA is to ensure that all activities of the organisation are evidenced and that all those associated to Carraig Safety provide the highest quality of educational and training provision. This manual is supported by living procedures and are maintained and monitored for effectiveness and currency to practice.

It is important to note as stated above, that this is a living document, that it will be reviewed, monitored, and updated annually and as required, for effectiveness, practical application, compliance, and adherence to awarding body requirements.

All staff members, Tutors and contractors will be made aware of the importance of quality assurance within the organisation and take an active role in its implementation.
To ensure that our policies and procedures are implemented, monitored, and reviewed effectively, however, oversight of the quality assurance system lies primarily with the MD & Educational Quality Panel.

Carraig Safety has documented a comprehensive QAM that is committed to providing member providers, learners, staff, Tutors, and associated stakeholders, with clear guidance on the delivery in programmes of the highest quality that comply with all legal, statutory, and awarding body requirements.

At all times Carraig Safety will focus on excellence in provision and the supportive collaboration with member providers to ensure compliance.

While the QAM is structured under QQI guidelines and focused on education and training activities, it also covers the corporate domain, in areas such as:

1. Governance
2. Quality Assurance & Implementation
3. Programmes of education and Training
4. Staff recruitment development & supports.
5. Teaching & Learning
6. Assessment
7. Learner Supports
8. Information & Data Management
9. Public Information
10. Other involved in Education & Training
11. Self-Evaluation & Quality Improvement

3.2 Admissions Policy

Purpose

To facilitate the enrolment of prospective learners onto their chosen Programme

Scope

- Applies to all Programmes.
- Applies to all learners who wish to enrol on a Programme

Policy Statement

Implementation

It is the policy of Carraig Safety to ensure that learners can avail of fair and transparent access, transfer, and progression to all accredited programmes, which will include recognition of prior learning, where appropriate.

This will be achieved by:

- Providing potential Learners with sufficient information to make an informed choice about Programme participation and the ability to provide this learning.
- Developing clear entry criteria for each Programme, and the supports available
- Providing Learners with accurate, reliable, and timely information on all areas of educational activity inclusive of commitment of time etc.
- Identifying transfer and progression opportunities, where applicable., and inform learner of our commitment that their programme is both human and financially resourced to completion and certification.
- Ensuring Learners are aware of the transfer and progression options available to them, if applicable
- Ensuring that progression procedures are transparent, fair, and consistent.
- Ensuring that Learners are made aware of the process involved in certification and progression route.

The design team are responsible for developing clear entry criteria and associated information for each programme.
The Educational & Quality Panel is responsible for ensuring all programme information is communicated to the administrator and Tutors who in turn are responsible for providing information to potential Learners.

Providing Learners with supports to facilitate this move.

1. At the beginning of each Programme the Tutor delivers a comprehensive Learner induction

2. Learner handbook is given to Learners to include hand-outs, support material, quality information and access to main contacts for any concerns.
3. Tutors(s) use a variety of delivery styles, a blend of power point teaching, video, demonstration etc.
4. Learners with identified support needs are supported and will be accommodated, either through supports or external as directed in their provision.
5. The tutor must ensure that they understand their responsible for ensuring all relevant Programme documentation is distributed to Learners and completed e.g., daily sign in sheets, feedback forms etc. All relevant documentation is returned to the administration.

3.3 Access, Transfer & Progression Policy

Purpose

To ensure that learners (potential & current) can access Programmes and have opportunities for transfer and progression

Scope

- Applies to all learners and Programmes

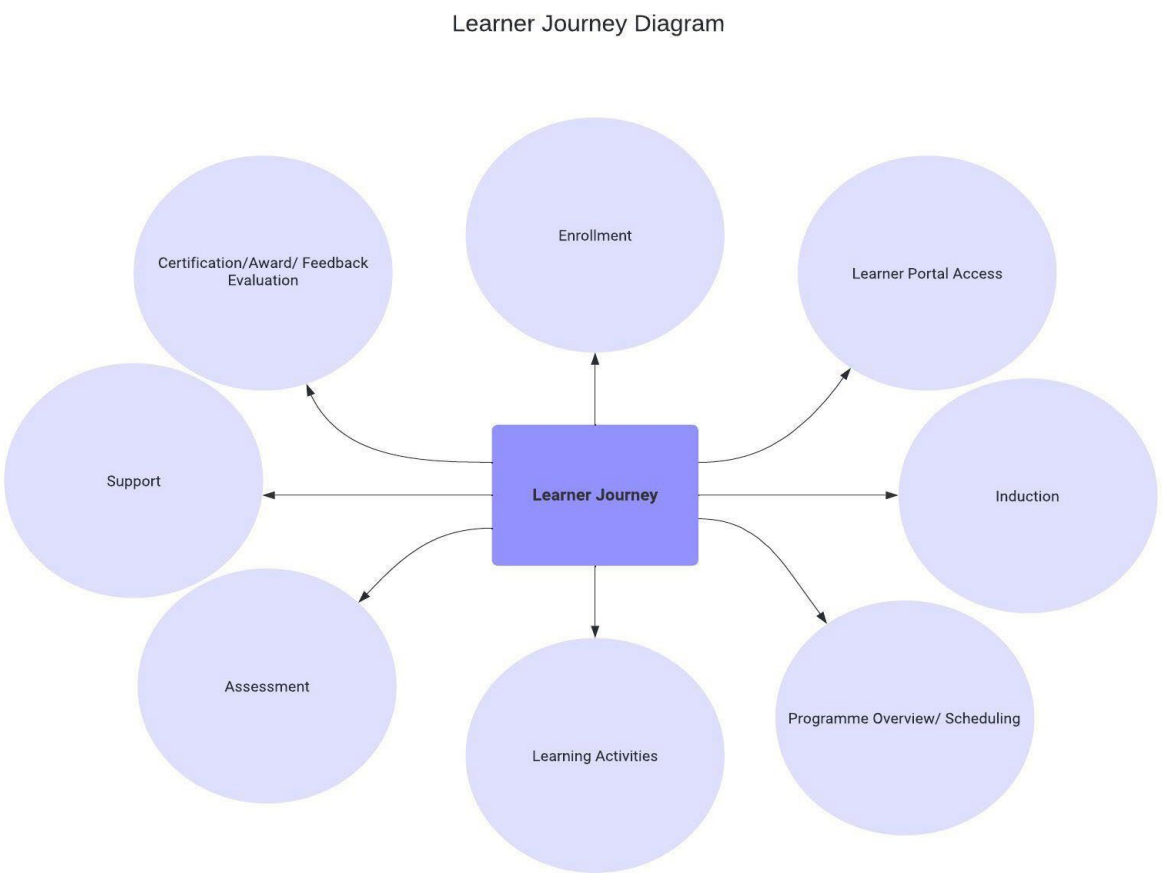
Policy Statement

At Carraig Safety we are committed to ensuring that learners can avail of fair and transparent access, transfer, and progression to Programmes, which will include recognition of prior learning, where appropriate. To meet our commitment, we will:

- Provide potential learners with sufficient information to make an informed choice about Programme participation.
- Provide access to Programme s that are delivered in a variety of methods that support learner needs, e.g., in-person face-to-face or in-person virtual learning environment, i.e., Zoom, Microsoft Teams.
- Develop and publish clear entry criteria for each Programme.
- Provide learners with accurate, reliable, and timely information.
- Identify transfer and progression opportunities, where applicable.
- Ensure learners are aware of the transfer and progression options available to them, if applicable.
- Ensure that progression procedures are transparent, fair, and consistent.
- Ensure learners are made aware of the process involved in progression route.
- Provide learners with support to facilitate this move.

3.3.1 Information for Learners (prospective & current)

- We promote our Programmes through a range of activities, through which prospective and current learners can access accurate and up to date information.
- We are aware that accurate and timely Programme information is important to support learners to make an informed choice about their learning journey



Purpose

To ensure that prospective and current learners have appropriate and sufficient information to make an informed choice about their learning journey

Activities

- Administration is responsible for obtaining and publishing information about all Programme s (Information can be obtained internally or externally). The following information must be made available to employees and learners:
    - The name of the awarding body and the title, award type and level on the applicable framework
    - Clear eligibility criteria – including reference to the knowledge, skill and competency needed by the learner for successful participation on the Programme.
    - Arrangements to assess learner eligibility to enter and any further selection arrangements, if applicable
    - Statements on Recognition of Prior Learning (RPL) for each Programme, if applicable
    - Opportunities for transfer and/or progression associated with the Programme, including any relevant specific progression linkages.
    - Details of the learner supports that are available.
    - Details on the delivery method – in-person face-to-face or in-person in a virtual learning environment, e.g., Zoom, Microsoft Teams
- All communications and marketing documentation referring to a Programme leading to an award must include a statement of the entry requirements and a description of the transfer/progression possibilities into and out of the Programme.
- Requests for information by learners should be directed to the most relevant source depending on the nature of the query

3.3.2 Programme Entry

Programme entry is through initial access or by transfer or progression

Purpose

To ensure that learner entry is conducted effectively and efficiently in a fair and transparent manner

Activities

1. **Initial access** onto a Programme can be gained through:
    a) Meeting the eligibility criteria for the relevant Programme
    b) Recognition of Prior Learning (RPL), if applicable

a) Meeting the Eligibility Criteria
- Entry requirements are specified for each Programme and are appropriate to the type and level, including language requirements (see below)
- They are published on the website, in promotional material and in handbooks.
- They are clearly stated for each Programme, and places are allocated in a fair and transparent manner.

b) Recognition of Prior Learning (RPL)
- Learners can apply for RPL to gain admission to a Programme or
- To gain exemptions/credit for specific parts of a Programme
- RPL can be prior formal/accredited or non-formal/informal/experiential learning.

2. **Transfer** is a process within Carraig Safety where:
- Learners can transfer internally from one Programme to another while considering the credit and programme content for their prior learning.
- Carraig Safety will or can advise Learners of transfer to and from another organisation.

3. **Progression** is a process within Carraig Safety where:
- Learners are provided with the opportunity to advance to the next level within an individual Programme to advance to a higher level on the relevant framework, e.g., progress from a level 5 to level 6 on the national framework of qualifications.
- Learners are informed of the progression opportunities following completion of their current Programme, e.g., their Programme might be a minor award but could lead to a major award in a specific discipline.

3.3.2.1 Language Requirements

- Please note that all Programmes will be delivered in English.
- To access Programmes leading to QQI level 5 and 6 awards (or equivalent) learners will require a proficient level of English, both oral and written.
- The minimum standard required for learners whose English may not be their first language, or for those who have not completed primary or secondary education in English, is set at Level B2 on the Common European Framework of Reference for Language (CEFRL)for those attending our level 3 programmes or B2 plus for those attending our level 5 or 6 programmes.
- Evidence of competence and certification to this standard can also be demonstrated by means of the following assessments:

The following statements will expand the needs for language proficiency:

'Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialisation. Can interact with a degree of fluency and spontaneously that makes regular interaction with native speakers quite possible without strain

for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.'

3.4 Recognition of Prior Learning Policy

Purpose

To provide learners, with prior learning experience, the opportunity to get recognition for that learning and gain entry to a Programme

Scope

- Applies to all applicable Programmes.
- Applies to potential and existing learners

Policy Statement

Carraig Safety is committed to ensuring that our Programmes are accessible to a wide range of learners. We recognise that learning can come in many forms, such as, formal, non-formal and informal and that individuals may have extensive experiential learning. We are committed to recognising and promoting lifelong learning and will demonstrate this through offering RPL. Where possible and if applicable, the following applies:

- Learners can apply for RPL to gain admission to a Programme or exemptions/credit from some parts of a Programme, gain exemptions from elements of a Programme after admission, gain transfer from one Programme to another.
- Learners can apply for RPL based on prior formal, non-formal and informal learning.
- Ensure that all RPL requests are dealt with by appropriately qualified and experienced academic employees.
- Ensure that all RPL assessments are based on academic judgements and the learning outcomes associated with the relevant Programme.
- RPL assessments will be consistent, fair, and transparent and communicated to the applicant in a timely manner.
- We will provide, assistance, support, and guidance on the RPL process to all applicants who can demonstrate that they meet the criteria.
- We will provide accurate, up to date and detailed information about the application of RPL for all applicable Programmes

Implementation

- Administration, TM, Tutors are responsible for the day-to-day implementation of the policy.
- The TM will monitor activities and provide reports to the EQP at the next relevant meeting

3.4.1 Processing RPL Requests

- This applies to all applicable Programme s (refer to individual Programme details for more information)

Purpose

To ensure that an application for RPL is dealt with in an effective and efficient manner

Activities

1. When an application is requested, inform the applicant that they must:
    - Submit the application to the TM in writing.
    - What learning they are seeking recognition for and whether it is formal, non-formal or informal
    - The purpose of the recognition:
        - To gain admission to a Programme
        - Exemptions/credit from some parts of a Programme
        - Exemption from elements of a Programme after admission
        - Transfer from one Programme to another
2. Formal Prior Learning
    - The TM with support from tutor conducts an assessment to determine if it aligns with the learning outcomes of the relevant Programme and what exemptions, if any, can be applied.
    - Notify the applicant if exemptions have been granted or not and provide details and the rationale for the decision.
3. Prior Informal or Non-Formal Learning
    - The TM with support from tutor carries a review to determine if any of the evidence provided can be assessed for RPL.
    - Notify the applicant if it is possible or not to assess the evidence provided and provide details and the rationale for the decision

3.5.1 Learner Induction

The induction will be conducted by Office Administration and include:

- Instruction and guidance on how to access and login for virtual learning. All learners receive in advance access to induction session via zoom, session will be recorded and uploaded into LMS Learner resources.
- Instruction and guidance on accessing and using the LMS.
- Be provided with the contact details for the support.
- Attendance, punctuality & absence
- Equality & Diversity
- Expectations & Code of Conduct
- Safety Health & Welfare
- Policies & Procedures, including Complaints & Appeals etc.
- The opportunities to give & receive feedback and any other information.
- Learner Handbook – soft copy or accessible on LMS.
- Programme details, including assessment and timetable.

Quality Area 5: Teaching and Learning

Carraig Safety is committed to providing a learner environment that enables learners to achieve their maximum potential. Our teaching and learning policy outline our approach to adult learning and the need to make all learning environments holistic in both learners contact delivery and self-directed learning.

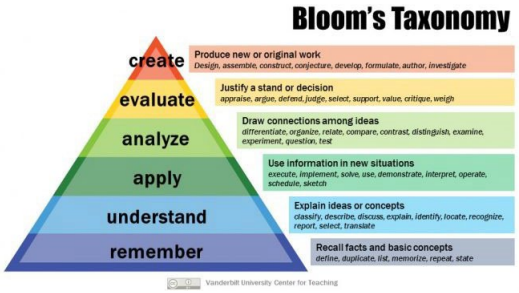
Carraig Safety promotes a learning model and ethos that ensures flexibility for adult learners and recognises that managing learning with day-to-day work and family life can be challenging. All learners are supported in a timely manner and have effective access routes to programmes that provide both supports and continuous engagement with tutors.

Carraig Safety is committed to providing a learning environment that enables Learners to reach their maximum potential while achieving the best possible assessment results.
This policy outlines our approach to teaching and learning and learning is informed by an understanding of the needs of adult learners in the field of vocational education and training, and an appreciation of the challenges faced by adult learners both in developing their knowledge, practical work-based skills, and competencies, and in sustaining a motivated approach to self-directed learning.

We will achieve this by:

- Ensuring teaching and learning activity is professional, positive, engaging and a rewarding collaboration between Learners and Tutors.
- Ensuring learners fully understand the learning objectives of their Programme at every stage.
- Assisting learners to develop the skills, confidence, and motivation through engaging in a positive learning experience.
- Approaching teaching and learning with an open mind, actively seeking new ways to motivate and engage Learners.
- Using the technologies and other resources available to enhance the learning experience.
- Providing each learner with the opportunity, resources and support they need to fulfil their potential.
- Providing Tutors with the opportunities, resources and support they need to fulfil their potential.
- Encouraging Tutors to be reflective, assess their own performance and development needs, and to work together to share best practice and support each other's development.
- We use a variety of pedagogical methods, and these are evaluated, monitored, and adjusted as required for our learner needs.

We demonstrate the above using models and theories based on Blooms, ABC Learning Design and core competencies.



Bloom's Taxonomy is a way to organize learning into six levels, from simple recall (Remembering) to complex tasks like creating new ideas (Creating). Developed by Benjamin Bloom, it helps educators set goals and assess student learning. The levels are Remembering, Understanding, Applying, Analysing, Evaluating, and Creating, each representing a different cognitive skill. It's a useful tool for designing lessons and evaluating how well students grasp and use information.

The ABC model (originally developed by UCL Digital Education) brings together colleagues as 'learning design' teams to prototype new (and review existing) modules and programmes through an engaging hands-on workshop

5.1 Teaching & Learning Policy

Purpose

To ensure consistency in the quality of learning environment and the learning experience through models of learning that place the learner at the centre of the process.

Scope

- Applies to all Programmes, all Tutors, employees, and associated stakeholders

Policy Statement

Carraig Safety is committed to providing a high-quality learning environment that enables learners to reach their maximum potential while achieving the best possible assessment results. To meet this commitment, we will:

- Systematically monitor, review, and evaluate the learning experience.
- Ensure Tutors are appropriately qualified & experienced to teach the Programme.
- Systematically monitor, review, and evaluate Programmes and associated activities.
- Ensure that pedagogic styles reflect national and international best practice.
- Respect and address the diversity of learners and their needs, enabling flexible learning pathways, i.e., admission, transfer & progression.
- Consider the use of different modes of delivery, where appropriate and if possible
- Encourage a sense of autonomy in learners, while ensuring that appropriate, timely and effective support is available.
- Promote mutual respect between tutor, employees, and learners through ensuring a professional, positive, engaging and rewarding collaboration.
- Ensuring learners are provided with the resources and support they need.

- Systematically monitor, review, and evaluate premises, equipment, and facilities

Implementation

- The SMT & EQP have overall responsibility implementation and monitoring of the policy.
- The SMT are responsible for the day-to-day implementation, relevant to their department and areas of responsibility.
- All employees, tutors and associated stakeholders facilitate the implementation, monitoring and evaluation of the policy and procedures.

5.2 Health & Safety Policy

Purpose

To provide a framework to ensure that safe systems and work practices are in place to minimise health and safety risks as far as is reasonably practicable

Scope

- Applies to the premises and all organisational activities.
- Applies involving employees, learners and those acting on behalf of the organisation.

Policy Statement

Carraig Safety is committed to ensuring in so far as is reasonably practicable, the safety, health, and welfare of employees, learners, and other stakeholders by creating an environment in which the risk is minimised and where people are not unnecessarily exposed to health hazards. To meet our commitment, we will:

- Comply with all relevant legislation, codes of practice, and other appropriate guidance.
- Provide and maintain premises and equipment that are, as far as is reasonably practicable, without risks to safety, health, and welfare, including safe access and exit.
- Provide systems of work that eliminate, as far as is reasonably practicable, risks to the safety, health and welfare of employees, learners, and other stakeholders.
- Prevent as far as is possible, any improper conduct or behaviour likely to put the safety, health and welfare of employees, learners, and other stakeholders.
- Provide appropriate information, training, and supervision to ensure the safety, health and welfare of employees, learners, and other stakeholders.
- Conduct risk assessments and provide employees with appropriate protective clothing and equipment, where necessary.
- Ensure that adequate emergency procedures are in place.
- Record and report accidents and dangerous occurrences to the or group
- Ensure a competent person (Internal or External) is in place to ensure safety, health and welfare issues are kept in the consciousness of the organisation.
- Consult with employees on all safety, health, and welfare matters

Implementation

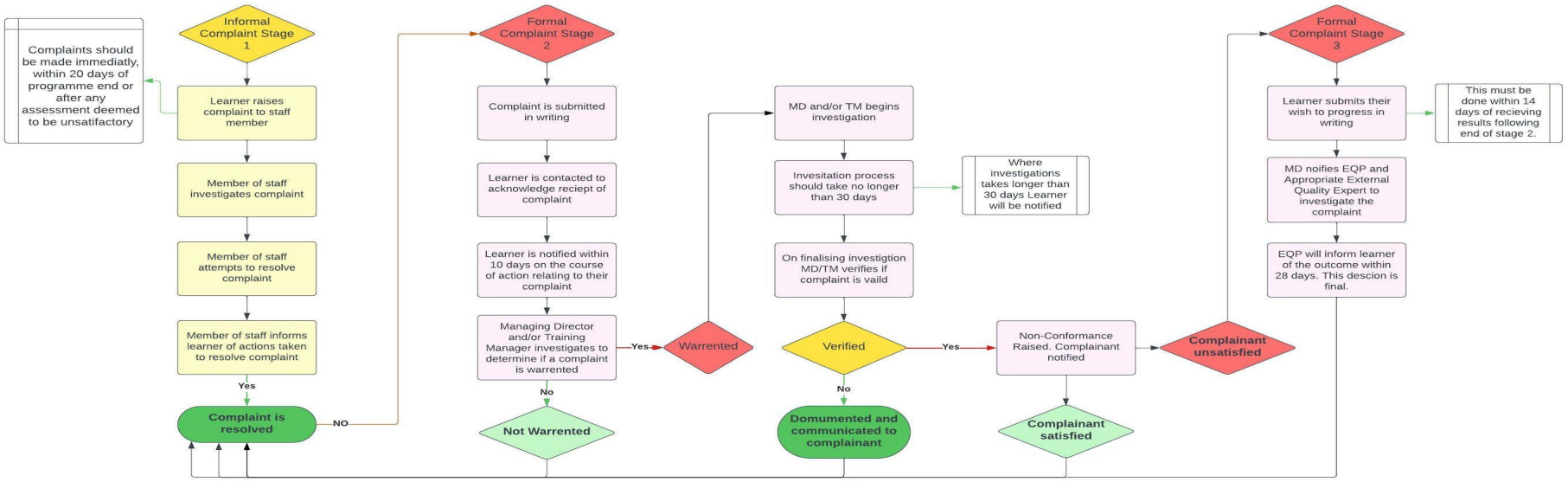
- The MD have overall responsibility implementation and monitoring of the policy.
- The SMT are responsible for the day-to-day implementation, relevant to their department and areas of responsibility.
- All employees, Tutors and associated stakeholders facilitate the implementation, monitoring and evaluation of the policy and procedures

Carraig Safety has developed a set structure to our Health and Safety obligations, this document is a standalone working document and is updated on a regular basis minimum yearly.

5.4 Learner Complaints
• At Carraig Safety we understand and accept that issues may arise for learners during their time on their Programme. • Should any issue arise and be brought to our attention, we will listen and make every effort to come to a satisfactory resolution
Purpose
To ensure that complaints are dealt with effectively and efficiently while providing valuable information to improve services.
Activities
Please See Flowchart and for further queries please contact Carraig Safety on 01 6293852 or info@carraigsafety.ie.

Complaints Procedure Flowchart

Created 15/11/2023



Quality Area 6: Learner Assessment

- Carraig Safety aims to implement fair and consistent learner assessment in an effective and efficient manner and in line with awarding guidelines and best practice

6.1 The Assessment Framework

- The assessment framework aligns the curriculum, teaching and assessment and is focused on the learning outcomes for each Programme.
- Assessment for, as and of learning plays a key role enhancing quality learning.
- The principles underpinning assessment are clear and inform practice

6.1 1 How we use Assessment

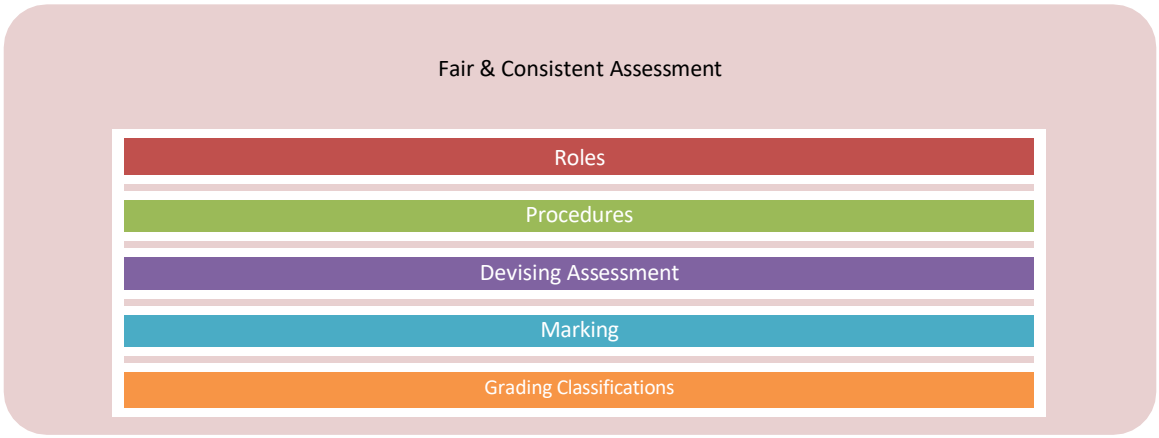
Assessment **for** Learning	• Student feedback informs teaching practice • Feedback to students about their learning and how to improve
Assessment **as** Learning	• Students are actively involved in monitoring their own progress • Students are encouraged to self-assess and use faculty feedback
Assessment **of** Learning	• Summative assessment is used to demonstrate achievement • To determine if the student has met the learning outcomes

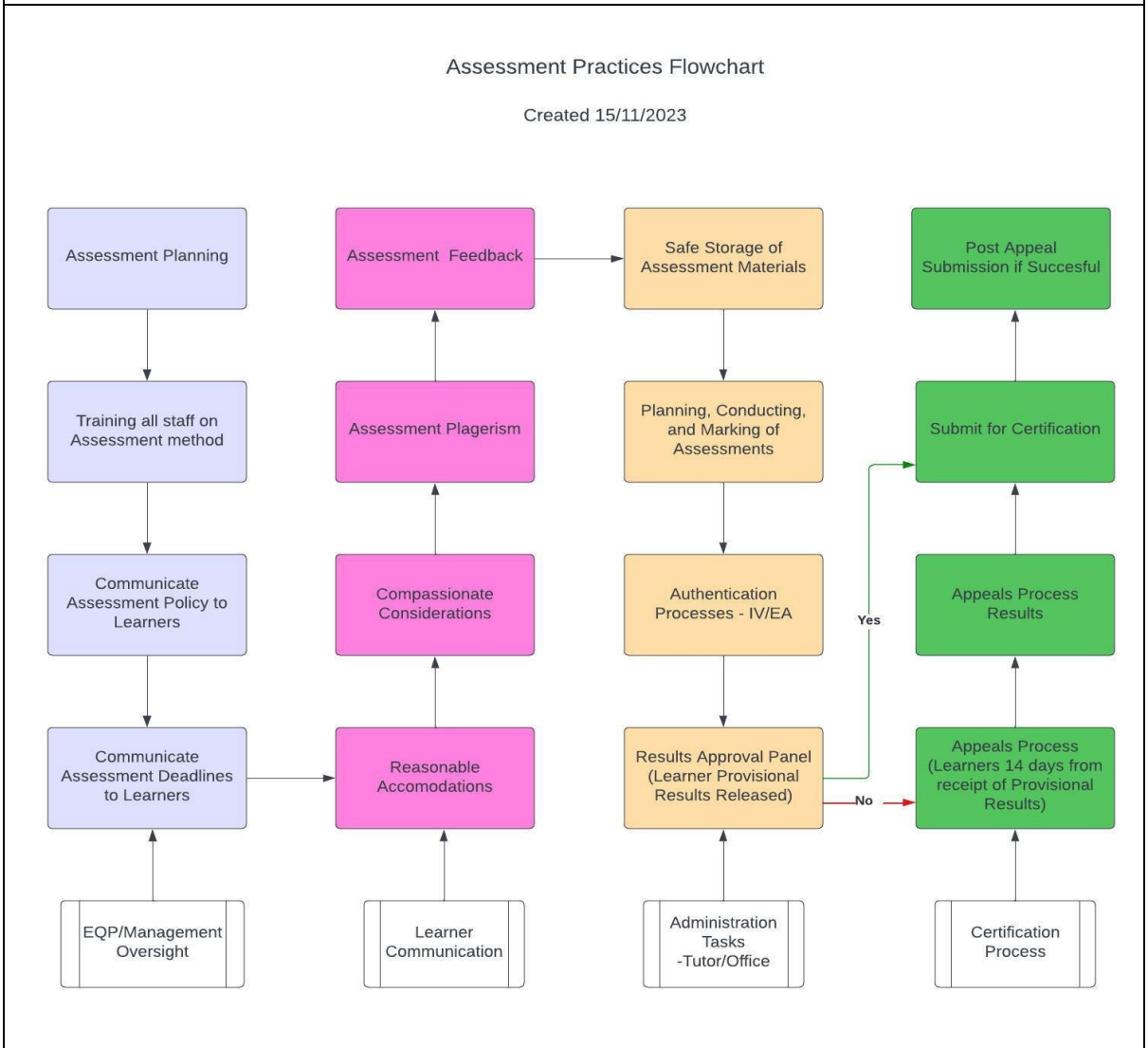
6.1.2 Assessment Principles

- Learners are responsible for demonstrating their learning achievement
- Assessment is valid, reliable, credible, fair & transparent
- The responsibility for assessment is clear and explicit
- Assessment supports standards based on learning outcomes
- Learners are well informed about how and why they are being assessed
- Assessment supports and enhances the quality of teaching and the teaching & learning environment
- Assessment is systematically monitored, reviewed, and evaluated to ensure it is relevant, fit for purpose and meeting stakeholder needs

6.2 The Assessment Process

- To judge learner achievement against the knowledge, skills & competence required to receive an award





6.2.1 Formative Assessment

- To be ultilised throughout teaching and learning, to monitor learner learning, identify gaps and provide feedback to learners of how they can improve their learning
- Use methods appropriate to the Programme and learner needs

6.2.2 Summative Assessment

- To judge learner learning achievement against the relevant standards and provide a grade
- Use methods appropriate to the Programme and awarding body guidelines and requirements

6.4 Assessment Policy

Purpose

To provide guidance on fair and consistent assessment of learners and the planning, implementation, and use of assessment for, of and as learning

Scope

- Applies to all applicable Programmes.
- Applies to all those involved in assessment

Policy Statement

Carraig Safety is committed to ensuring that all learners are facilitated to take part in fair, transparent and consistent assessment. To meet this commitment, we will:

- Design and implement an assessment framework that is learner-centred, reflective, engaging and enables self-directed learning, where appropriate
- Ensure systems are in place to meet awarding body guidelines and requirements, including, the assessment process, authentication, results approval, and appeals.
- Implement systems that ensure learners are aware of and take responsibility for demonstrating learning achievement.
- Ensure that formative assessment is used to enhance teaching and learning.
- Ensure assessments are aligned to the learning outcomes for each Programme and includes formative and summative assessment, where required.
- Include appropriate mechanisms to measure, record and document learner learning.
- Provide learners with timely, relevant, and accurate information about assessment.
- Facilitate those with additional support needs to take part in assessment without compromising the assessment process

Implementation

- The SMT & EQP have overall responsibility for the implementation and monitoring of the policy.
- The TM & SMT are responsible for the day-to-day implementation.
- All employees, tutors and associated stakeholders facilitate the implementation, monitoring and evaluation of the policy and procedures

6.4.2 Learner Information

- Learners are informed about how and why they are being assessed and are provided with feedback on assessment

Purpose

To ensure that learners are provided with timely assessment information and constructive feedback on assessment

Activities

- Potential and existing learners are informed about how and why they are assessed in the following ways:
  - On the website and in marketing & promotional material
  - Assessment brief
  - At induction
  - Learner handbook
  - Formal assessment information session, group and/or one-to-one meetings
  - Email & phone
- Potential & existing learners will be provided with the following assessment information:
  - Assessment methods and types
  - How the assessment will be marked and
  - The assessment schedules – when, what and how often
  - Assessment Deadlines and associated procedures
  - Grading system in relation to the relevant awarding body guidelines (i.e., QQI, Pass, Merit, Distinction)
  - Progression requirements
  - Compassionate Consideration
  - Learner Declarations
  - Assessment Malpractice
  - Reasonable Accommodations
  - Assessment Feedback
  - The Appeals Process

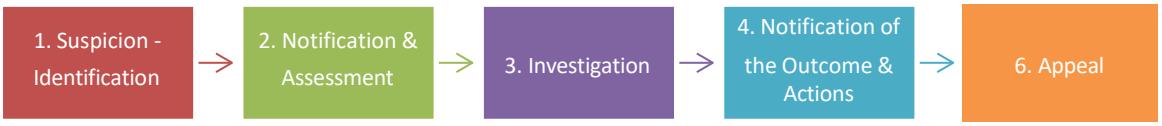
6.4.6 Assessment Plagiarism/Malpractice

- Assessment plagiarism/malpractice is any activity that undermines the fairness of the assessment and may include:
  - Learner plagiarism i.e., passing off someone else's work their own with or without their permission. This may involve direct plagiarism of another learners' work or getting another individual to complete the assessment activity.
  - Impersonation of another learner
  - Fabrication of evidence
  - Alteration of results
  - Wrongly obtaining secure assessment material, e.g., examination papers
  - behaving in any way to undermine the integrity of the assessment process.

Purpose

To outline the steps to be followed to investigate and deal with any form of assessment malpractice that could impact the validity of assessment

Activities



6.4.7 Reasonable Accommodation for Assessment

- In the context of assessment, reasonable accommodation is the term for the adaptation of assessment as necessary to cater for the needs of learners' whose personal situation means that the assessment would otherwise be unfair e.g., learners with a disability, and/or other learners covered by equality legislation.
- Applies to all learners participating on all Programmes and all personnel involved in the delivery, support, and administration of those Programmes

Purpose

To ensure that those with additional support needs are provided with the opportunity to participate in assessment without significantly altering or compromising the standard

Activities

• The following will be considered when facilitating a request for reasonable accommodation to adapt an assessment or part of an assessment:
  – Any adaptation of the assessment should facilitate the learner to demonstrate their achievement of the standards without significantly altering the standard.
  – Special assessment arrangements/adaptations are not intended to and should not reduce the validity and reliability of the assessment or compromise the standard.
  – The adaptation should seek to amend the aspects of the assessment technique or instrument which prevent a learners' participation in the assessment.
  – It should be used where the assessment technique(s) or instruments disadvantages the learner in assessment.
• Learners will be provided with an opportunity to highlight their need for additional support to participate in assessment.
  – Prior to the Programme, via email, phone, application form or through meeting with a employees/tutor.
  – During the Programme, via email, phone, and through a meeting with a employees/tutor.
• It is the learners' responsibility to highlight their need for additional support and make a request for reasonable accommodation.
  – Learners can make a request at any time, they are encouraged to do so at the earliest possible time to ensure the appropriate supports can be put in place, if applicable.
• A request for reasonable accommodation may include, but is not limited to the following:

  - Modified presentation of assignments/examination papers e.g., enlargements
  - Scribes/readers
  - Use of sign language
  - Practical assistants
  - Rest periods
  - Adaptive equipment/software
  - Use of assistive technology
  - extra time
- If a learner wants to make a request for reasonable accommodation, they should submit the request in writing to admin, providing details of:
  - Their disability, medical condition or learning difficulty.
  - How they may be impacted without the additional support
  - The supports they are requesting.
  - Independent, verifiable evidence from a medical professional to support the request.
- The TM and tutor are responsible for reviewing and deciding on the outcome of the request for reasonable accommodation.
  - The learner is informed of the outcome of the review within 5 working days of the submission of the request.
- If the request is accepted:
  - The learner is informed of the supports that will be provided.
  - With the consent of the learner, all relevant stakeholders will be informed of the supports to be put in place, i.e., tutor.
- If the request is denied:
  - The learner is informed how and why the decision was made.
- The learner is informed of their right to appeal. If they decide to appeal, the learner must:
  - Submit the appeal in writing within 14 working days of receiving the decision.
  - Clearly outline the grounds for the appeal
- The appeal with be handled by another employee not involved in the original process.
  - Decision on appeal will be final.

6.4.8 Compassionate Consideration

- Applies where a learner experiences an extenuating circumstance, which impacts their capacity to participate in and provide assessment evidence by the stated deadline.
- Compassionate consideration **may be** considered for, but is not limited to:
  - A physical injury or emotional trauma during a period four to six weeks previously
  - A physical disability or chronic or disabling condition such as epilepsy, glandular fever, or other incapacitating illness.
  - Recent bereavement of close family member or friend
  - Severe accident, domestic crisis

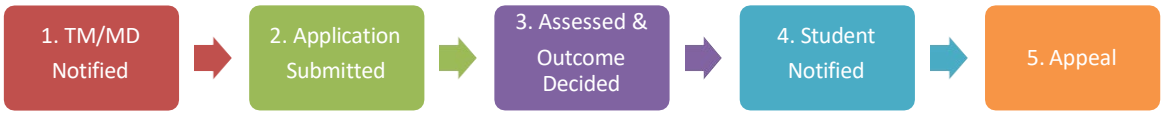
- Terminal illness of a close family member
- Other extenuating circumstances

- Compassionate consideration **may not be** considered for, but is not limited to:
  - Programme workload.
  - Minor illnesses such as a common cold
  - Holidays, Weddings, Sports Activities
  - Work or voluntary commitments
  - IT and/or computer failure (excluding in an examination)
  - Transport, financial or relationship issues

Purpose

To enable learners who have been prevented from undertaking a specific assessment activity or who feel their performance is seriously impaired because of exceptional circumstances to apply to defer the assessment i.e., to be allowed to complete the assessment activity on another occasion.

Activities



6.7 Learner Appeals

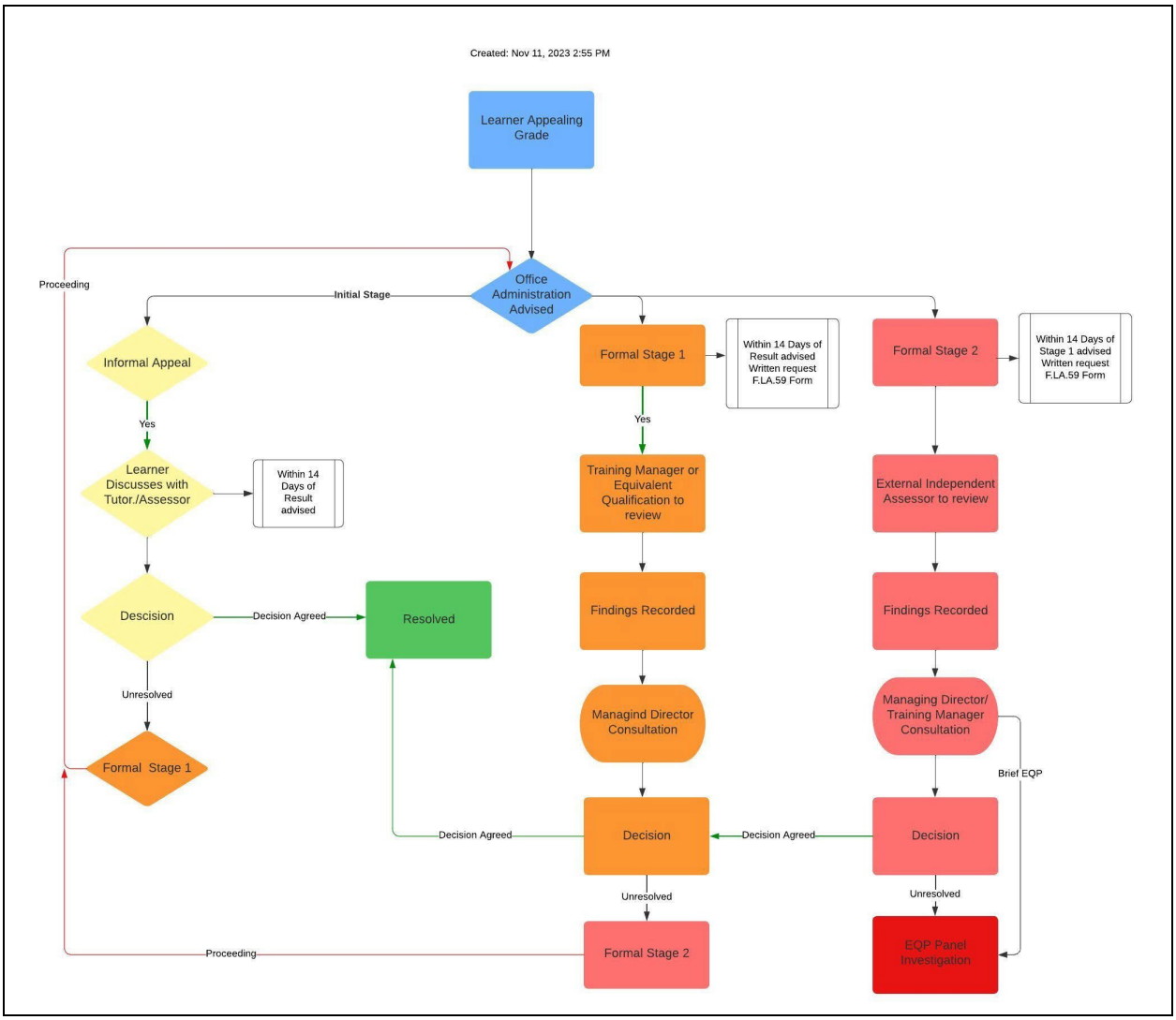
- The appeals process enables learners to:
  - Appeal the Assessment Process
  - Appeal the Assessment Result
- Only approved results can be appealed.
- Applies to all Programme s, in line with relevant awarding body guidelines

Purpose

To ensure that assessment appeals are conducted in a timely, fair, and transparent manner

Activities

Please see Flowchart, please contact Carraig Safety if further information is required at 016293852 or info@carraigsafety.ie


Created: Nov 11, 2023 2:55 PM
Learner Appealing Grade
Office Administration Advised
Proceeding
Initial Stage
Informal Appeal
Yes
Learner Discusses with Tutor./Assessor
Within 14 Days of Result advised
Descision
Decision Agreed
Resolved
Unresolved
Formal Stage 1
Formal Stage 1
Within 14 Days of Result advised Written request F.LA.59 Form
Yes
Training Manager or Equivalent Qualification to review
Findings Recorded
Managind Director Consultation
Decision
Decision Agreed
Unresolved
Formal Stage 2
Proceeding
Formal Stage 2
Within 14 Days of Stage 1 advised Written request F.LA.59 Form
External Independent Assessor to review
Findings Recorded
Managing Director/ Training Manager Consultation
Brief EQP
Decision
Decision Agreed
Unresolved
EQP Panel Investigation

Quality Area 7: Learner Support

- Learner support includes, learner welfare, services and administration and provides learners with a high-quality range of supports to enhance their learning experience

7.1 Learner Support Policy

Purpose

To provide guidelines to enhance the learner learning experience so they can achieve the maximum from their Programme

Scope

- Applies to all learners on all Programmes.
- Applies to all employees (academic and non-academic) and other stakeholders who engage in the delivery and/or administration of Programmes

Policy Statement

Carraig Safety is committed to providing learners with appropriate, timely and relevant support during their participation on their chosen Programme. To following applies:

- The adequacy of resources will be regularly monitored.
- Ensure learners are provided with clear information and opportunities to seek support and guidance from initial engagement to Programme completion.
- Engage professional and appropriately experienced and qualified personnel to support learners through their learning journey.
- All employees/tutors/SMT will work together to provide appropriate support in a timely, effective, and efficient manner.
- Ensure that learner complaints and misconduct (academic & non-academic) will be managed in a supportive, respectful, and confidential manner.
- Ensure that all learners have access to the resources necessary for their Programme.
- Proactively offer support, advice, and information to learners
- Employees will have the skills required to provide learners with well-informed support.
- Ensure effective and efficient two-way communication with learners to support the continuous quality improvement.
- Proactively support learners who may be give cause for concern.

Implementation

- The EQP have overall responsibility for the review and monitoring of the policy.
- The MD and TM are responsible for the day-to-day implementation.
- All employees, tutors and associated stakeholders facilitate the implementation, monitoring and evaluation of the policy and procedures

7.1.3 Learner Charter

Learners can expect:

At Carraig Safety, we prioritise meeting the needs of our learners, aiming to provide a quality learning environment and experience. To achieve this, we commit to:

- Deliver high-standard training by qualified tutors, supported and reviewed by Carraig Safety Consultants Ltd.
- Assess learning needs to tailor programs to individual goals, considering learning styles and special needs.
- Utilise diverse teaching methods, such as group discussions, lectures, and role plays, to accommodate different learning styles.
- Publish accurate, up-to-date information on all our programs.
- Provide information and advice on work and progress.
- Respond promptly, courteously, and accurately to inquiries via letter, email, phone, or in person.
- Address any problems brought to our attention promptly.
- Maintain confidentiality of information shared by learners and encourage their feedback on program quality and content.

Our commitment ensures:

- An appropriately resourced and systematically reviewed teaching and learning environment.
- High-quality teaching and support from qualified staff.
- Use of technology where possible and well-equipped, safe, and suitable learning facilities.
- Opportunities for feedback on the learning experience, including teaching quality, facilities, resources, and support.
- Timely and accurate information on classes, assessment, policies, procedures, and any changes affecting the learning experience.
- Clear guidelines on expectations during participation, assessments, and interactions with others.
- Responsiveness to the latest pedagogical and assessment developments.
- An open, inclusive, ethical environment that rejects discrimination and treats everyone with courtesy, dignity, and respect.
- Access to independent, confidential processes for handling complaints, appeals, and disciplinary issues.

Learners are expected

At Carraig Safety, we emphasise mutual respect and cooperation. To contribute positively to our community, we ask everyone to:

- Treat all staff and learners respectfully, regardless of cultural, disability, learning differences, medical conditions, race, ethnicity, gender, age, sexual orientation, religion, or social class.
- Refuse participation in any activity that degrades others based on any grounds.
- Adhere to health and safety regulations.
- Be punctual and bring required equipment for the program.
- Update us on any changes to personal details, especially phone numbers.
- Provide feedback through evaluation forms to help us enhance our services.
- Take ownership of your learning journey.
- Collaborate in maintaining a respectful and conducive environment.

- Engage with tutors for a smooth program experience.

Specifically for learners, we encourage you to:

- Familiarise yourself with and adhere to Carraig Safety's policies, procedures, rules, and regulations.
- Commit to and actively participate in all course-related activities.
- Meet assessment deadlines with integrity and honesty.
- Respect the rights of staff and fellow learners.
- Disclose any relevant information that might affect your course participation.
- Keep us informed of any personal details changes.

7.2 Equality & Diversity Policy

Purpose

To ensure that employees, learners, and all other stakeholders are treated fairly and without discrimination while working for or engaging with the organisation

Scope

Applies to all employees, job applicants and those who work/act on behalf of the organisation and all associated employment practices.
Applies to all prospective and current learners and associated services, e.g., access, transfer and progression, support services, teaching etc.

Policy Statement

At Carraig Safety we are committed to promoting and implementing equality and diversity in all our activities. We believe that every individual is entitled to be treated equally with dignity and respect. We recognise that every individual has a right to equal recognition and fair and appropriate treatment and opportunities regardless of their: gender, civil status, family status, age, race, religion, disability, sexual orientation, membership of the travelling community. To support this commitment, we will:

- Embed equality and diversity throughout our policies, procedures and practice and develop an ethos which respects and values all people.
- Challenge direct and indirect discrimination, lack of opportunity and encourage other individuals to do the same.
- Actively promote equality of opportunity
- Create a culture that respects and values an individual’s differences and recognises that difference/diversity is an asset to our organisation.
- Strive to eliminate all forms of unfair discrimination, bullying, harassment, or other oppressive behaviour.
- Strive to remove barriers which limit or discourage access to our services.
- Monitor the implementation, set targets for improvement, and evaluate the impact of equality and diversity action

Implementation
• The MD & EQP have overall responsibility for the review and monitoring of the policy. • The SMT is responsible for the day-to-day implementation. • All employees, Tutors and associated stakeholders facilitate the implementation, monitoring and evaluation of the policy and procedures

8.2 Data Protection Policy
Purpose
This Policy sets out the foundation on which all personal data that Carraig Safety Consultants ltd collect from you, or that you provide to us via our emails, course paperwork, one to one meetings and any other form of communication with Carraig Safety Consultants Ltd, will be processed by us.

If you do not accept that we process your data in the manner detailed in this Policy, please do not submit any personal data to us.

Scope

The GDPR Policy is part of our companies overall Quality Assurance Procedures. Directors, staff, faculty and stakeholders pertain to all aspects of the new GDPR Regulation (EU) 2016/679 of the European Parliament. Carraig Safety Consultants Ltd is committed to maintaining the highest standards of information and data management through the management of quality systems.

Policy Statement

1. Carraig Safety Consultants Ltd have in place a Quality Management System for all information to be stored, channelled and purged where it is needed.
2. All Learners attending courses will be made aware of Carraig Safety Consultants Ltd role with GDPR and how it relates to the usage and storage of their information.
3. All Carraig Safety Consultants Ltd staff will have training on the GDPR Policy.
4. It will be a mandatory practice by Carraig Safety Consultants Ltd to keep all communication records, e-mails, phone logs, booking forms with clients/learners in compliance with the Data Protection Act.
5. Data retention periods are clearly specified to Clients/Learners when requested.
6. Data Retention is controlled by our LMS/CRM System and deleted automatically after clearly specified time periods.
7. Carraig Safety Consultants Ltd will have available to them legal advice to make sure all data protection procedures are compliant with the new Data Protection Act should this be required.
8. Carraig Safety Consultants Ltd will have both an electronic and a manual system in place for the Management of Information systems.
9. Clients/Learners may be added to our list of marketing contacts, If you share your email address or other contact details with us and consent to receive marketing communication, we will use your personal data to communicate with you directly with useful information, advice, and support materials through email/web notification. We will only contact you via methods that you approve directly and will only send you content that you have requested directly or consented to receive. As a marketing contact your data will be held only for as long as you consent to receive communication from us, you will always have the freedom to unsubscribe from some or all contact from every message.