



Helping you along your learning pathway



Quality Assurance Manual Version 2.0

May 2021

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1. Preface

In compiling this version of our quality assurance manual, The Learning Rooms has taken the opportunity to revise our previous versions and to update them by incorporating QQI Statutory Quality Assurance Guidelines 2016 as a reference. As such, it is an opportunity to revise all policies and procedures associated with the delivery of QQI courses to ensure courses and all learning experiences are of high quality and provide high levels of learner satisfaction.

The purpose of the manual is to describe those quality assurance policies and procedures we use in all aspects of running QQI courses. It outlines the responsibilities of management and staff associated with the delivery of these QQI courses.

1.1 Introduction

The Learning Rooms (registered trading business name of SHRC Limited) was established in 2001. Set up as a management consultancy, the services offered to clients, both corporate and individual, evolved to include face-to-face training and development in soft skills and management development. In late 2008, SHRC Limited became a Q/A registered provider with FETAC. Since 2015, a key focus of the company has been the development of a comprehensive range of digital services to help our client organisations and their people to deliver technology-based training solutions. We develop highly effective eLearning and performance support solutions to deliver valuable skills and awareness training through meaningful, engaging and motivating learning experiences. Over time, a gradual shift has occurred where digital content development now forms the core of the company business.

Providing training to learners and clients directly is still very important to us and the courses we deliver include face-to-face, blended and fully online courses. The Learning Rooms also provide eLearning consultancy, training and supports for clients along with bespoke digital learning development services. The company also offers: HR, Employment Law and Organisational Survey services to clients.

1.2 Company Details

The team at The Learning Rooms is made up of a number of committed and talented individuals. We are comprised of learning specialists (trainers and content writers) and multimedia designers and developers supported by a strong administrative team to provide innovative learning solutions to suit the unique needs of both the client and learner.

1.3 Point of Contact

Rosemarie Carroll, Learning and Professional Services Manager also acts in the role of QQI Coordinator.

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1.4 Context and Scope of provision

The provision of training (face-to-face, blended, online) is one of the services The Learning Rooms offers. Our face-to-face training includes a range of management development and softs skills courses from one to three days duration. We also offer face-to-face training in the area of eLearning capability building. Our online suite of courses cover areas such as management, soft skills, health and safety and compliance. Clients and learners are also offered blended solutions where appropriate to their training requirements.

Within this context, The Learning Rooms offers three QQI validated courses:

- Management Essentials leading to QQI Managing People Component Certificate Level 6 (6N3945)
- Breakthrough leading to QQI Strategic Planning Component Certificate Level 6 (6N3673)
- Coaching leading to QQI Coaching Models of Practice Component Certificate Level 6 (6N3087)

Of these Management Essentials is the course we run most frequently both as an open/public course and also on an in-company basis. To date, Strategic Planning has been offered as an in-company course only. While validated to run Coaching Models of Practice, the Management Team took a strategic decision not to offer this course to any group/individuals. We do not deliver courses onsite on our own premises. Our open/public course are delivered in hotel venues, usually in Dublin. In-company courses are delivered to a cohort of staff within a specific organisation. In such instances, training is delivered within the organisations' own premises, usually a designated training room.

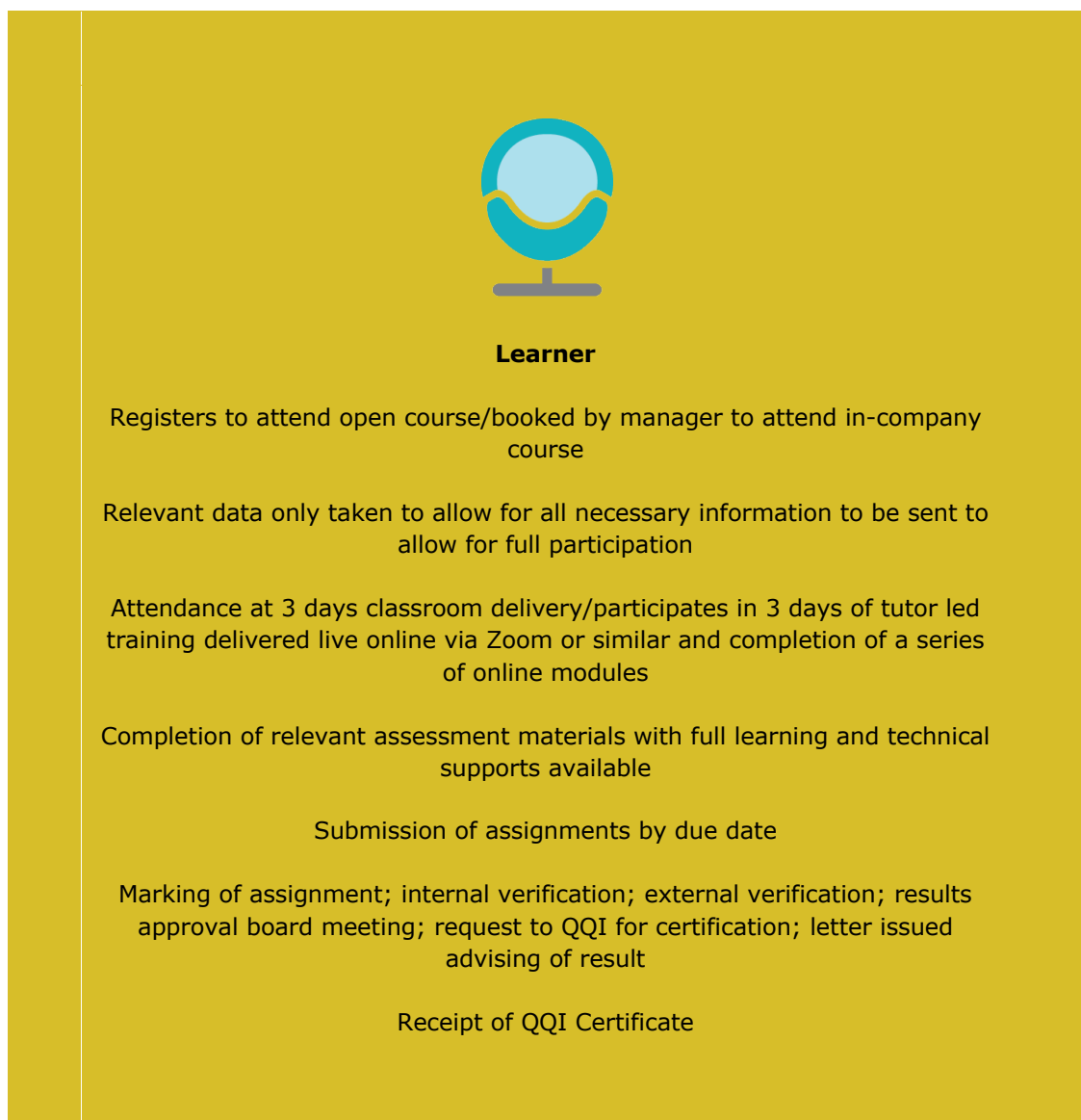
The Learning Rooms do not offer courses leading to awards from other certifying or awarding bodies.



1.5 Learner Profile

Much of our training is delivered into the health sector where we deliver both QQI accredited and non-accredited courses. This is as a result of our long-standing partnership with the Health Management Institute of Ireland (HMI). These courses are specifically designed to meet the needs and challenges of health sector managers. Participants on these courses include senior, middle and line managers working in both public and private sector organisations. Similarly, in other sectors where we have run training courses, the participants are adult learners who are in full time and occasionally part time employment. Many will have formal education qualifications at Level 7 or higher. As we offer a small number of QQI courses at Level 6 only, we do not have further engagement with individuals or groups with regards to QQI courses.

1.6 Overview of the learner journey



3. Mission Statement

Our aim to be Ireland's premier executive development consultancy providing world-class training and technology-based training solutions for our stakeholders (clients, learners, staff, peers and associate consultants). In meeting this mission, we will endeavour to provide training and education services that are inclusive, meets the needs of all stakeholders and is guided by the principles of accountability with equality and fairness for all. Training in this instance includes our face-to-face training delivery, blended learning and online learning. Aligned to this are our values of professionalism and integrity, which ensures we provide consistently high services that exceed stakeholder expectations.



2. Governance and Management of Quality

POLICY

Strong governance is central to all activities and services (including training) offered by The Learning Rooms. It guides our decision making across all aspects of our business, be it academic or commercial. We are committed to ensuring the highest standards and will maintain rigorous monitoring and regular reviews of all core activity. This includes being:

- compliant with and adhering to relevant legislation
- underpinning quality with a culture of openness and transparency
- being accountable through proper governance structures
- setting and implementing proper policies and procedures which ensure fairness and equity for all stakeholders.

In this regard The Learning Rooms follow the guidelines as provided for by QQI Core Statutory Quality Assurance Guidelines 2016 and QQI Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes 2018. These inform the policies and procedures we have in place to ensure:

- the quality of the QQI courses we offer to individuals and organisations
- that we have and maintain appropriate standards which are consistently applied.

QQI Core Statutory 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	Training 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



2.1 Quality Assurance System

The Learning Rooms is committed to the provision of high quality training experiences for individuals and clients. At the core of this lies our quality assurance system expressed through our policies and procedures. We understand that this must work on a whole organisation basis for the benefit of staff and learners alike. This manual describes our policies and associated procedures. The purpose of the manual is for staff to understand how these policies and procedures work to support them in their respective roles. It also serves to support our learners in the courses they undertake with us and what they can expect from The Learning Rooms to ensure the quality of their learning and development.

With quality assurance at the heart of our organisation, we remain committed to ongoing monitoring of our quality assurance system and to the ongoing improvement of our courses to develop and deliver professional and relevant courses designed to meet the needs of our learners.

2.2 Governance and Management

The Learning Rooms is a trading business name of SHRC Limited. SHRC Limited is a limited company with a current staffing compliment of 14, combining digital content development for a number of clients, a training function, HR advice for clients (including organisational surveys) and an administrative support function. We also provide a range of training, organisational and administrative functions on behalf of our strategic partner the HMI. Our training function in turn is supported by a panel of associate trainers which fluctuates in numbers. The core training panel have worked with us for over five years.

The company has two company directors in place, with one who undertakes the role of managing director.

Managing Director

Overall responsibility for governance and proper functioning of The Learning Rooms lies with the Managing Director:

Our Quality Assurance seeks to separate the academic decision making from commercial decision making.

Academic Function includes:

- teaching, assessment, learning, technology and learner support

Corporate Function includes:

- human resources, finance, sales and marketing, products and services

Academic/Quality Assurance Committee

Since May 2021, we have established an Academic/Quality Assurance Committee with an external member to ensure that there is an independent voice in overseeing academic activities and quality assurance as set out in the QQI Statutory Quality Assurance guidelines (2016). Membership of the Academic Committee comprises of:



- External member (who has suitable qualifications, is familiar with adult education and is familiar with QQI quality assurance processes)
- Tutor from Panel
- Learning and Professional Services Manager
- Key stakeholder

It is envisaged that the term of office for each member (not including the Learning and Professional Services Manager) will be a maximum of three years.

The Committee will meet at least once a year with an agreed agenda. Meetings will be minuted and the outcomes of the meetings will be passed to the Managing Director and Management Team.

Functions/Terms of Reference - Academic/Quality Assurance Committee

- Provide academic oversight to the provision of QQI and non-QQI courses
- Monitor and review course content and related training activities to ensure that content is up to date and supports the acquisition of learning
- Approve changes to course delivery or any minor changes which support a better learning experience and are within the bounds set by the validation process
- Advise on current and future learner supports
- Review learner numbers, completion rates
- Monitor and review of Learner Feedback (forms and compiled data reports) to advise on issues raised by learners and stakeholders with regards to learning and teaching
- Review the reports associated with the authentication process
- Support all evaluation processes (internal, external, monitoring)
- Monitor Improvement Plan if appropriate
- Identify risk to courses/learners and advise on plan of action if necessary
- Oversee the overall quality assurance system associated with our delivery of QQI and non-QQI courses

Results Approval Panel (RAP)

The purpose of the RAP is to monitor the processes associated with the assessment and certification of learners and to ensure that the processes have met the requirements of our quality assurance system.

Members of the Results Approval Panel

The RAP is comprised of:

- The Learning and Professional Services Manager/Internal Verifier
- Two Independent Members (revolving roles)

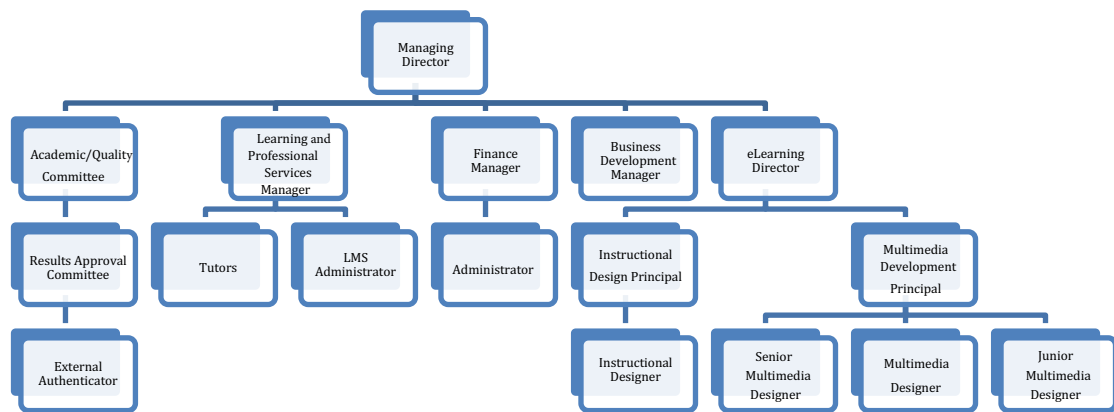
Committee meetings will be determined by QQI certification dates and cut off periods. A minimum of three members must be present for meeting to take place. All meetings will work towards an agenda and will be minuted and available as required.



Functions/Terms of Reference – RAP

- Meet as necessary to review and approve assessed results
- Review reports of the Internal Verifier and External Authenticator
- Agree to the final submission of results to QQI requesting certification
- Identify any issue arising in relation to the results and make recommendations

2.3 Organisational Structure



All members of staff including tutors have a role to play in quality assurance.

Managing Director

The Managing Director:

- is responsible for leadership of the company
- is responsible for and directs the overall strategic direction of the company
- is responsible/offers guidance for the overall day to day operations of the company (budget, financial management, HR and staffing, commercial operations)
- ensures adequate resourcing for product development and quality assurance for all aspects of the business
- monitors and reviews all processes regarding training activities
- is responsible for risk management across all areas of operation

In this, the Managing Director works with the support of the Management Team, each of whom is responsible for a core function of the company.

Management Team

Our management Team is comprised of:

- Managing Director



- Finance Manager
- eLearning Director
- Business and Development Manager
- Learning and Professional Services Manager

The Management Team meets weekly and a minimum of three members must be present. The Learning and Professional Services Manager appraises the Management Team of all matters in relation to training and quality assurance as necessary. The Learning and Professional Manager works closely with specific members of the Management Team at different times to ensure that adequate resources are provided for the quality assured provision of all training courses, both QQI and non QQI. These can include but are not limited to:

- Adequate eLearning resources and supports
- Adequate trainer supports
- Adequate learner supports
- Planned coordination of committee meetings and external authentication visits

Learning and Professional Services Manager incorporating the roles of Quality Officer/QQI Coordinator

The Learning and Professional Services Manager is responsible for the quality, development and monitoring of the systems, policies and procedures in place to manage face-to-face, blended learning and online course delivery, including the management of QQI courses. This includes oversight of the general administration associated with the delivery of courses.

Quality Officer/QQI Coordinator

The Learning and Professional Services Manager acts in the role of Quality Officer/QQI Coordinator. As such the Learning and Professional Services Manager is responsible for:

- Coordinating all QQI activities as they relate to quality assurance
- Advising all staff, tutors and stakeholders on their role in ensuring quality assurance
- Provides information to learners and ensures that staff are aware of updates and changes to the quality assurance system
- Sets date with tutors for review of course content, changes to content, and other matters arising
- Undertakes the role of Internal Verifier
- Sits on and liaises with the Results Approval Panel and the Academic/Quality Assurance Panel and liaises with the External Authenticator
- Manages feedback processes for learners and tutors
- Updates Learner Handbook
- Manages reasonable accommodation requests if they arise
- Updates Quality Assurance Manual as necessary
- Provides reports for evaluations and committees as necessary



eLearning Director

The eLearning Director has responsibility for all aspects of digital learning course design, development and delivery within The Learning Rooms. The eLearning Director manages the learning design and multimedia teams, working with Subject Matter Experts (SMEs) to ensure digital learning content is appropriate for the learning audience, designed to best enable the transfer of learning and provides a positive and motivating experience for learners. The role includes the design and maintenance of The Learning Rooms processes, templates and use of technologies to ensure quality at every stage of the learning design cycle. The eLearning Director also oversees the delivery of digital and blended learning projects through our Moodle Learning Management System. The role has direct access to LMS administration and learner support channels for quality purposes.

Finance Manager

The Finance Manager manages the whole finance function of the company. This includes the training function (setting budget, monitoring of income and training expenditure and the processing of all related finance activities). The role also includes the assessment of risk in relation to financial matters which may impact negatively on our ability to run our courses or which may impact negatively on our learners.

Business Development Manager

The Business Development Manager is responsible for the initiation and development of client relations and project management. This can include securing learners and key clients for our training courses, both QQI and non-QQI.

Administration Team

The administration team is responsible for bookings, preparation of course materials, invoicing, processing of associated paperwork and act as an initial point of contact for learners for any administrative or Learner Management System queries. The team works in accordance with agreed policies and procedures in relation to the administrative processes associated with our courses.

Associate Tutors

We maintain a panel of associate tutors who deliver both QQI and non-QQI training courses on our behalf. Our associate tutors also have a key role in the experience enjoyed by learners on those courses that they, the tutors, facilitate. In this regard, we expect high standards from our trainers which reflect the values of integrity, dedication and commitment of The Learning Rooms. As our tutors represent The Learning Rooms in everything they say and do when delivering courses on our behalf, they are responsible for:

- Adhering to the established high standards of course design and delivery
- Following our guidelines regarding facilitation of our online modules, face-to-face delivery and to adhere to all QQI requirements where applicable



- Treat all learners, stakeholders, and other staff with dignity and respect
- Being familiar with all course materials, assessment requirements and timetable for course delivery and follow content and timetables as laid out
- Respond quickly to learner queries/queries from office regarding course delivery/assessment etc.
- Complete attendance records and return promptly to the office
- Advise if any incident/accident or other areas of concern occur
- Offer support to learners as appropriate
- Mark and grade all submitted assessment work and complete feedback forms for all learners
- Apply Data Protection measures to any data pertaining to learners and to The Learning Rooms
- Advise if not available to undertake scheduled training days
- Be available to participate in course review, content update meeting as required



3. Documented Approach to Quality Assurance

POLICY

The Qualifications and Quality Assurance Act 2012 requires providers to establish Quality Assurance policies and procedures. In line with this, we are fully committed to establishing and maintaining our Quality Assurance System (QAS) as set out by QQI in the Core Statutory Quality Assurance Guidelines (April 2016) and Sector Specific Quality Assurance Guidelines – Independent/Private (April 2016).

As an organisation, we constantly look to improve our courses, services and how we manage processes and workflow. The aim of all our training is to guarantee a high-quality learner experience. This means that Quality Assurance (QA) is the responsibility of all staff and those we contract to work on our behalf. Our QAS relies on the implementation of our policies and procedures, the maintenance of our policies and procedures, monitoring and improving upon these where necessary.

Our QA manual outlines our approach to QA and details procedures in place for a number of related QA policies and the monitoring of same. We have taken the opportunity to engage in a full review of the manual using the QQI Core Statutory Quality Assurance Guidelines (April 2016). To that end, we have reinforced policies and procedures around our QAS with the aim of purposeful improvement and maintenance of quality of the training courses we deliver.

Monitoring of our Quality Assurance System (QAS)

The Learning and Professional Services Manager has overall responsibility for the monitoring of the QAS. In undertaking this role, the Learning & Professional Services Manager will also feed into the activities of the Academic/Quality Committee. The Learning and Professional Services Manager will:

- Review all feedback and evaluations from learners, clients, received formally or informally
- Maintain informal feedback loop with tutors before and after all course delivery in order to be proactive should any issues arise
- Advise Academic/Quality Committee of the outcomes of feedback and evaluations. The committee will decide on corrective action if necessary.
- Review relevant websites to ensure information about our courses is accurate and up to date
- Ensure that all course materials and content is up to date and fit for purpose
- Ensure that self-evaluation is conducted as and when required
- Annually review all policies, procedures and forms to ensure compliance with all regulatory and legislative requirements
- Ensure that policies and procedures are formally version controlled and recorded



Glossary of Terms

EA	External Authenticator
IV	Internal Verifier
LMS	Learner Management System
NFQ	National Framework of Qualifications
QA	Quality Assurance
QAS	Quality Assurance System
QQI	Quality and Qualifications Ireland
RAP	Results Approval Panel



4. Programmes of Education and Training

POLICY

The Learning Rooms remains committed to providing training and education courses of high quality and standards, both QQI validated courses and our non-QQI training courses. Any QQI course we deliver, adheres to the national standards as provided for by QQI Statutory Core Quality Assurance Guidelines (2016). We have developed our courses in line with the Quality Assurance Guidelines to include teaching and learning; assessment; access; transfer and progression, learner supports and resources. Through feedback from our stakeholders (learners, clients, tutors, external authenticator), we look to identify areas where improvements can be achieved with regards to the quality and effectiveness of our courses.

4.1 Programme development and approval

Current courses leading to a QQI qualification are based on approved validated documentation, with the content and assessment requirements developed and written by our subject matter experts and members of our eLearning team.

A strategic decision was taken by the Management Team in 2018, not to seek approval to develop and deliver additional courses which lead to a QQI qualification. This decision was based on a number of factors which included:

- our area of expertise
- identifying a new market and new product
- implications in terms of legal responsibilities, financial impact, timeframes to develop a new course
- associated costs

Should this decision be reversed, TLR are committed to following a QA process which would include:

- identifying programme aims and programme objectives and associated learning outcomes
- identifying a market need
- designing course content and other supports for learners to achieve the desired outcomes
- course delivery type
- impact on staffing and tutor requirements
- ongoing review and development
- approval and submission for validation

4.2 Learner admission, progression and recognition

As we deliver training principally into the health sector, and for a specific cohort of learners, our courses are designed for staff who are already working within the sector. We aim to be inclusive and treat all learners in a way which is equitable and non-



discriminatory. We are committed to offering reasonable access where this is practicable and accommodating any special requirements which are within our resources to provide.

Blended learning

Where blended learning applies, learners take responsibility for their individual self-directed learning when completing the online modules. Learners need to have basic computer skills to understand and follow advice given to access both the Learner Management System, as well as following instructions regarding the uploading of assignments and completing certain forms online. In addition, learners are required to have access to an appropriate device with camera and audio and a reliable internet connection. Where tutor led delivery is completed online, there is no requirement to download additional software to join on Zoom calls. Learners are advised about the hardware required when they receive their guidance/joining instructions when they book to attend one of our courses.

Procedure	Responsibility	Process
Admission (individual learners)	Learning & Professional Services Manager/Administrator/LMS Administrator	<p>Information about courses and how to apply/book is available on our websites. www.thelearningrooms.com www.hmi.ie</p> <p>Information is also forwarded via email and telephone.</p> <p>Once booking is received and confirmed, learners are issued with additional guidance document which outlines next steps, key dates, information about the LMS etc, venue where appropriate/ requirements to participate in a live online tutor led course where applicable (Appendix 1: Guidance and Joining Instructions for Learners).</p> <p>Learners are admitted on a first come first served basis. Where a course is full, learners are offered alternative dates, or may choose to be included on a waiting list if this is applicable.</p>
Admission (in-company courses)	Learning & Professional Services Manager/Administrator/LMS Administrator	<p>First point of contact is with the Learning & Professional Services Manager who will assign a tutor.</p> <p>Tutor to make contact with client to discuss content and to discover if there are specific areas of concern/an overview of the group to be trained.</p> <p>Dates agreed.</p> <p>Close liaison with Learning & Professional Services Manager and client to ensure all</p>



		<p>required information, access to materials etc is received in sufficient time ahead of course delivery. The nature of this is dependent of type of delivery, face-to-face or fully online.</p> <p>Where face to face delivery is required, the venue is the responsibility of the client.</p> <p>Should client request a separate evaluation form to be included, or some small additions to the course, we work with the client to facilitate this. (Appendix 2: Administrative Process for registering and enrolling learners on QQI courses).</p>
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4.3 Cancellation policy

As advised on course literature, we reserve the right to cancel any course. There are different reasons why a course may be cancelled, insufficient numbers/cancellation of bookings. The Learning Rooms endeavour to meet all commitments. However, all courses need sufficient numbers to make them a worthwhile and engaging experience for learners, while The Learning Rooms also needs each course to be financially viable.

In the event that The Learning Rooms must cancel a course the following process is followed.

Procedure	Responsibility	Process
Cancellation of courses	Learning and Professional Services Manager/Finance Manager	Monitoring of bookings until two weeks before course commences.
	Administrator	<p>If there are insufficient numbers, we contact each learner by phone and email to advise the course will not run.</p> <p>We will offer a place on the next scheduled course if this suits the learner or offer a full refund.</p>

4.4 Payments

In the case of individual learners, we request full payment before commencement of the course, and we accept credit/debit card, online payment through PayPal and eft payments. In cases where a learner may experience difficulty making an upfront payment, we operate a flexible payment option on a case-by-case basis. All payment data is treated in accordance with the required GDPR legislation. Where in-company courses apply, clients are invoiced in accordance with our payment schedule.



4.5 Access, Transfer and Progression

As we only offer courses of short duration, we do not provide comprehensive transfer and progression opportunities. Our courses are designed for those who are already working and are looking to gain a short qualification to enable them to move into a management role, or if already in place to allow them to upskill.

Access

We provide full information to learners about our courses. As part of the booking process learners inform us of their work location. Learners also complete a Participant Details Form when commencing the course listing previous qualifications and other relevant details. We operate our bookings on a first come first served basis.

Transfer and Progression

As part of the induction to our courses, we provide information to our learners about the National Framework of Qualifications (NFQ) and where and how the course of study they are about to take fits into the framework, highlighting how they can build upon successful completion of our courses. Many of our learners have higher level qualifications and undertake our courses for a specific purpose e.g. workplace requirement, career progression.

4.6 Course Planning and Delivery, Monitoring and Review

The Learning Rooms remain committed to delivering training courses of high quality, which support the acquisition of skills and development for our learners. To do this we consider all aspects of course delivery including, tutoring, physical/online supports, academic supports and resources necessary to provide high quality training to learners.

Procedure	Responsibility	Process
Review of learning outcomes, course materials	Learning & Professional Services Manager and tutors	Early in the year a review of all materials associated with our/the course(s) is undertaken to see if updates/new materials/content should be included.
Set diary of course dates	Learning & Professional Services Manager and Finance Manager	Incoming individual and client queries are monitored. Turnover for previous year assists in establishing the schedule for the coming year (Jan-Dec).
Tutors secured	Learning & Professional Services Manager	Approach trainers from panel and check availability. Long standing trainers approached first and offered their choice of dates. This will depend on the number of courses being scheduled.



		complete their course. In addition to the above this includes; welcome message; module information; tips on using the system; tips for getting the best from eLearning; ergonomic tips; assessment information; appeals information and details for support/help desk.
Ongoing review and monitoring	Learning and Professional Services Manager/eLearning Director/Administrator/LMS Administrator	<p>This is conducted on an informal basis where any issue is brought to our attention by a learner, member of staff or a tutor e.g. broken link, or a form not available.</p> <p>Formal review of all materials is conducted annually.</p>



5. Blended Learning

POLICY

This outlines our policy to blended learning and is guided by QQI Topic Specific Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes. These guidelines are organised under three distinct headings:

- organisational context
- programme context including development and design
- learner experience context.

The Learning Rooms provides training courses delivered in a number of different ways:

- Blended learning, which combines live tutor led training sessions (both in the classroom and virtually via Zoom) and self-directed eLearning modules of discrete learning (QQI courses and non-accredited courses)
- Online learning where the content is delivered wholly online without any face-to-face element (The Learning Rooms and HMI accredited courses)
- Face-to-face learning where delivery is conducted within a classroom or virtual classroom setting, is entirely tutor led and based on best practice in adult education and learning. Lectures; facilitated discussion; case studies and role play are utilised by the tutor to achieve the desired outcomes for our learners.

5.1 Blended Learning Strategy

QQI (2018) refers to Garrison and Kanuka's (2004) definition of blended learning as "the integration of classroom face-to-face learning experiences with online learning experiences". The Learning Rooms is committed to providing a high-quality blended learning experience to our learners where blended learning offers the learner benefits that a single mode of delivery would not provide. We support the delivery of blended learning through the provision of all necessary infrastructure, supports, and staffing to ensure high quality provision. (See Policy Staff Recruitment, Management and Development).

- Relevant staff receive appropriate training
- All legal and statutory obligations (copyright, data protection) are adhered to
- Blended learning courses are monitored and evaluated continuously, and improvements and enhancements are incorporated

By taking a blended learning approach we can offer greater access and flexibility to our clients and learners alike.

5.2 Information Technology

The Learning Rooms utilise a range of learning technologies in communicating with their learners and delivering blended learning programmes. The technologies include:

- Moodle – Learning Management System
- Zoom – Virtual Classroom training
- DropBox – File management and transfer



- Email – Communication
- Wordpress – Communication

Learner Management System (LMS)

The Learning Rooms use a Moodle based Learning Management System (LMS), version 3.9. The Learning Rooms partner with a reputable eLearning Solutions Company who host the platform. Our partner provides the following:

- Monitor performance
- Apply relevant security patches as necessary
- Perform nightly backups
- 99.9% uptime for the service
- Response to incidents within 1 hour
- Target repair time for incidents of 6 hours
- 24/7 support

The eLearning Director has overall responsibility for the Moodle platform. The eLearning Director works with our partner company to ensure it is fit for purpose to ensure a seamless experience for learners and tutors.

Procedure	Responsibility	Process
Reliable IT systems, including LMS are in place	eLearning Director	Regularly checks systems, ensures updates are applied and that all IT equipment is satisfactory and in good working order. Ensures any LMS in use is easy for learners and staff alike to access and use. Ensures that the LMS is fully secured with appropriate data protections standards in place.
System/s failure	eLearning Director	In the unlikely event of an IT failure learners will be notified with estimated repair time.
Learner information security	eLearning Director/Learning and Professional Services Manager/Administrator/LMS Administrator	Learner information is limited to Administration and Management roles within the LMS. These are held by the eLearning Director and LMS Administrators. Tutors also have access to learner data for the courses they are delivering.

This LMS has been chosen for its ease of use for everyone involved in online course delivery including our learners. To access the LMS, learners are advised that they require a reliable internet connection and a PC, laptop, tablet or smartphone. Learners are also required to have a functioning camera, microphone, and speakers if they are attending any virtual classroom sessions. Learners are advised of the technical requirements when they



receive their login in details, (username and password) to access the course content and all other relevant information to complete their course. When receiving their login details, learners are given a generic password, which they must change to one of their own choosing the first time they log in.

The LMS is fully secure with all necessary Service Level Agreements, Data Protection Policies and Procedures in place. Each learner group is set up on it's own individual course on the LMS, ensuring that there is no one from outside of the group with access to the online forums.

Our online modules are fully accessible, and content features a range of text and images, videos, interactive scenarios, presentation slides, word documents.

The Learning Rooms ensures content accessibility for all learners:

- Videos, screencasts and all voiceover content is closed captioned
- Alt text is available for images and visual content
- Courses can be navigated using a keyboard

Learner Management System (LMS) Review

An annual review of all relevant online modules is undertaken to check for accurate content, functionality, broken links to external resources etc. This review is combined with learner feedback to provide an overall evaluation of the quality of our online modules. This review will be forwarded to the newly formed Academic/Quality Committee for consideration. The committee will then recommend any necessary enhancements to improve the quality of teaching and learning of our online modules.

5.3 Ensuring the Quality of Blended Learning

At the time of booking a blended learning course, learners are advised of the commitment involved in undertaking their course, and what this means in terms of time commitment, including self-directed learning. Completing the online modules in a blended learning course is the responsibility of the individual. As our learners are already in the workforce and many have previous qualifications, they have familiarity with computers and the various applications needed to participate in the online elements of the course. We provide information via a guidance document for learners on booking their course. This document acts as a map to the various elements of the course and joining information. It advises learners about the hardware they will need to complete the course, (PC, laptop, smartphone, camera, audio). When logging in, our Welcome Message, contains tips and further information about the course and how to get the best from it. We are available at all times to support learners and do this via telephone, email. For technical difficulties, we operate a helpdesk, and we are also available to learners by phone to talk through difficulties they may encounter.

All courses commence with a tutor led training day, which includes induction for learners. Induction includes what is involved in undertaking the course; using the LMS; assessment and appeals; plagiarism; supports available. When submitting assessments, learners are



required to submit a Plagiarism Statement confirming that the work submitted is their own.

Learners outside Ireland

The Learning Rooms do not enrol learners from outside Ireland on QQI courses.

Collaboration and Other Partners

The Learning Rooms do not collaborate with other providers with regards to QQI courses.

5.4 Programme/Course Development and Delivery

The Learning Rooms takes a consistent approach to developing courses which are well structured, up to date and meet the needs of our clients and learners. This process is guided by the Policies and Criteria for the validation by QQI of programmes of education and training.

Course structure

When designing any course, we consider:

- Course overview (as per QQI module descriptor) and how it will be delivered
- Learning outcomes
- Assessment
- The learning resources required
- Learning activities to facilitate learning
- Interaction (tutor to learner and learner to learner)
- Learner support

Our approach to learning is facilitative, activity based and based on best practice in adult education.

Tutor led training features	eLearning modules features
<ul style="list-style-type: none">• Short lectures to impart background information and knowledge• Facilitated face to face and online discussions to allow open debate and sharing of opinions and experiences• Self-evaluation audits• Team building exercises• Case studies to assist with the practical application of learning	<ul style="list-style-type: none">• Self-paced modules• Interactive and multimedia rich• Designed by professional Instructional Designers• Quizzes and exercises• Learner feedback• Reflective exercises• Weekly online discussion topics• Additional resources and further reading



- Design & delivery of presentations to demonstrate understanding gained from research
- Role plays to gain experience and use acquired skills

Designing and Building our online modules

People learn from experience. At The Learning Rooms we design every piece of content, every interface element, every click or touch to deliver an excellent digital learning experience. Incorporating interactive elements, instructional games, simulations and video scenarios we build rich, motivating learning that engages the learner.

ADDIE

The Learning Rooms have adapted the ADDIE (Analyse, Design, Develop, Implement and Evaluate) instructional design model as a framework for building effective learning materials. The key stages are outlined below.



The first stage is **Analysis**, an important step in identifying what learners need to achieve and in clarifying the existing skills, knowledge and needs of your learners. With this analysis we can write a detailed specification for your project.



The second stage is the **Design** stage. We specify the learning outcomes, write engaging content, stimulating exercises and interactive assessments resulting in the course storyboard, which details the approach to be taken for all parts of the course.



Stage three is **Development**. Our eLearning designers and developers create and build the course as outlined in the storyboard. Graphics are illustrated, video and audio are recorded, and animations and interactive exercises are created.



Stage four is **Implementation**, when we upload and test the course in the final learning platform. Facilitators are trained, learner supports are put in place and the course is rolled out to learners.



The fifth and final stage is **Evaluation** where we test the effectiveness of our course. Learners are provided with an opportunity to give feedback. This data is reviewed and informs future development.

Course overview

All blended learning courses start with a tutor led training day, either classroom based or live online. The trainer, by way of induction, gives an outline of the blended nature of the course, what we expect from learners, content, assessment, appeals and plagiarism information.

Learning outcomes

Learning outcomes are based on relevant QQI module descriptors and approved validation documentation.

Assessments

Summative assessment is based on the relevant module descriptor and validated assessment plans. Assessments are uploaded by the learner to the LMS by the submission due date. (See Policy Assessment of Learning and Learner Supports). Summative assessment takes place at the end of the course and is used to measure if the learner has met the learning outcomes. Assessment takes the form of written projects/essays.

Assessment undertaken when completing online modules is for formative feedback only and to ensure that learners can gauge their own understanding of the topic. Learners complete drag and drop exercises, quizzes, answer scenario-based questions etc. and receive feedback throughout the eLearning modules. We encourage learners to reflect on their learning through the online modules and we provide guidance and a template for this on the LMS.

Comprehensive assessment information is made available on the LMS. This includes assessment brief, criteria, grading information. We also provide a Q & A document, and a short video outlining the brief, criteria and grading information.

Learner Resources

All resources are made available on the LMS. This includes course content, surveys, self-audit tools, assessment, etc. Our resources are monitored to ensure that they are up to date, relevant and easily understood. They combine a mix of theory and practical tools and tips to assist learners to develop their skills and learning.

Interaction

During tutor led training, both in face-to-face, and live online contexts, learners have the opportunity to work in small groups for various exercises and discussions. This can help to form a community of support for learners. In addition, the LMS includes a discussion forum for modules, which can be accessed by learners and tutors. This allows learners to engage directly with each other to ask questions and to respond to tutor set questions about the content. Learners can download our document 'Tips for using online discussion forums for learners' which outlines online etiquette and acceptable behaviour while using our discussion forums.



Tutor led training days

All of our tutors engage a facilitative style to involve learners and to encourage them to participate fully in all exercises, group activities, role plays etc.

For both classroom virtual classroom tutor led training tutors:

- Establish the ground rules (safe space and confidentiality to be maintained)
- Use icebreakers
- Plan their timings
- Focus on one core area of the course at a time
- Work in sufficient breaks
- Use small group discussions (breakout rooms if using Zoom)
- For Zoom training tutors are encouraged to use all functionality on the platform (Q & A, chat function, screen share)
- Incorporate feedback and questions

Learner Support

When booking for their course, learners are provided with additional information about the course (type of course, qualification gained, workload, LMS information and technical requirements etc.). At the start of the course, each tutor provides an induction to the course, highlighting the key elements. The LMS contains all necessary information, content, additional resources including the Learner Handbook etc. to complete the course. All requests for reasonable accommodation (Appendix 22) are considered and will be accommodated where practicable. (See Policy on Assessment of Learning and Learner Supports).

5.5 Learner Experience

Blended learning from a learner perspective:

- booking/registration, all processes followed, confirmation of place and all relevant details to participate on the course is sent to the learner
- first day of live tutor led delivery via Zoom (welcome, induction, learning activities)
- self-directed online modules to be completed over the duration of the course and ahead of submitting assessments, completed on our LMS
- additional live tutor led delivery days are interspersed during completion of the online modules
- assessments submitted
- advised of grade achieved and receives feedback
- receives QQI certificate

The following learner supports are available:

- One to one tutor support is offered via email or phone.
- Technical support via email at support@thelearningrooms.com
- A Support Helpdesk at <https://thelearningrooms.com/support>



6. Staff Recruitment, Management & Development

POLICY

This explains the purpose, process, and responsibility for staff development.

It is the policy of The Learning Rooms to ensure that our recruitment and development processes reflect openness, clarity and equal opportunity in order to be fair and effective in placing the most highly qualified candidates in roles as they arise. We comply with all relevant legislation and follow best HR practice in the selection, recruitment and retention of staff. Responsibility for the recruitment of staff lies with the manager of the department concerned. Appointments are agreed by the Management Team and signed off by the Managing Director.

eLearning and administrative staff are primarily office based. All tutors are self-employed associate trainers.

6.1 Staff Recruitment

Staffing and organisational capability is monitored on an on-going basis. When a need for additional staff has been identified (through staff turnover/project planning/scheduling of training), a candidate profile and job description are drawn up by the departmental manager. All stages of the process are documented, and personal information obtained is treated in line with our legislative requirements under GDPR.

Procedure	Responsibility	Process
Staff Recruitment	Relevant Manager	Defining the role (responsibilities; qualifications; skills; knowledge and experience required) Advertise the role Applications assessed against criteria List of suitable candidates to interview generated Following interview a suitable candidate is chosen, references checked as appropriate Candidate is offered the position following agreement of management team Managing Director approves the appointment Appointment made with probationary period applied Staff handbook made available to new staff



6.2 Selection of new tutors

Our training panel is formed by a number of independent sole traders who act as associate tutors on our behalf. When a need for additional tutors is identified the process for inclusion on the panel is outlined below. Our associate tutors are advised that this is not a full-time contract and that the delivery of training is distributed as fairly as possible across the panel, based on the requirements of the client, the type of training required, and geographical location.

Procedure	Responsibility	Process
Tutor panel	Learning and Professional Services Manager	<p>Qualifications; skills; expertise and necessary previous training experience is identified</p> <p>Potential tutors respond to advert by completing application form</p> <p>Applications assessed and tutors meeting the criteria are called to a group meeting (Appendix 4:Trainer Application Form)</p> <p>Presentation made to group about The Learning Rooms (ethos; culture, key clients and relationships etc.)</p> <p>Each potential tutor is requested to prepare a brief training presentation. This allows The Learning Rooms to review quality of slides, presentations style, interaction with audience. This is followed by 1:1 informal discussion with representatives of The Learning Rooms and each prospective individual tutor.</p> <p>If all parties are happy to proceed the successful candidate(s)/, tutor(s) are invited to join the panel.</p> <p>Ahead of any training delivery, The Learning Rooms and tutors sign contract (Appendix 2- tutor contract).</p>

6.3 Staff training and development

Procedure	Responsibility	Process
eLearning/administrative staff	Relevant Manager	Induction period on joining The Learning Rooms (overview of



		<p>organisation; ethos; culture; values etc.).</p> <p>Ongoing advice given on specific policies and procedures where relevant.</p> <p>Overview of IT/LMS where relevant including advice on cyber security and data protection.</p> <p>Development of training plan if necessary.</p>
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On-going training and development for staff

Training and development are monitored during the year in response to the demands of the company's strategic objectives. Budgetary resources are set aside annually in order to accommodate staff training and development. Our ethos as an organisation is to encourage and promote on-going staff development, upskilling and new learning.

Procedure	Responsibility	Process
eLearning/administrative staff	Manager/Finance Manager	<p>Performance management meetings with all staff to identify and agree training opportunities, e.g.</p> <ul style="list-style-type: none"> ○ seminars/conferences ○ membership of professional institutes ○ relevant training courses

6.4 Training for tutors

The Learning and Professional Services Manager and eLearning Director are responsible for providing induction for new tutors on our panel. In terms of QQI courses, The Learning Rooms mostly deliver one QQI course (Manging People 6N3945). Tutors are given a pre-designed course with content and all relevant materials. They receive the course descriptor which details the rationale; aims; learning outcomes; assessment of learning; marking criteria; marking scheme and model answers. They also receive a profile of our learners. In addition, they receive hard copies of all relevant course materials including those appropriate to marking and feedback and have access to digital versions where our blended courses are delivered using the Zoom platform. Tutors receive training on using our LMS to give them familiarity with the system and their own levels of access. Tutors are given guidance documents rather than a handbook (Appendix 6: Guidelines for Tutors (live online delivery)). Prior to delivering training on behalf of The Learning Rooms, all new panel tutors shadow an experienced tutor. When delivering their first course on behalf of The Learning Rooms, they will co-host with an experienced tutor or alternatively a member of The Learning Rooms will sit in on the training session to observe.



Procedure	Responsibility	Process
Tutor/training panel	Training & Professional Training Manager/eLearning Director	<p>Overview of types of training offered and understanding of the roles and responsibilities of different departments in The Learning Rooms.</p> <p>Expectations about the role of the trainer in delivering high quality, responsive and effective learning.</p> <p>Learner profile outlined.</p> <p>Information given about supports for tutors and learners.</p> <p>Training on the LMS/Zoom where blended learning applies and is appropriate.</p> <p>Relevant course documentation and information given (course details; course content; learning objectives; assessment criteria; marking and assessment).</p>

On-going training and development for trainers

As our trainers are sole traders and not employees, it is their responsibility to undertake upskilling in order to remain abreast of current trends and developments. The Learning Rooms do engage where appropriate with trainers to provide training (e.g. new LMS updates or Zoom updates, updates to content etc.).

6.5 Quality Assurance – staff and trainers

At The Learning Rooms, we are acutely aware that the high-quality experience of our clients and our learners is dependent on the level of expertise, capability, competence and professionalism of our staff and trainers. We understand that quality and the adherence to quality standards is an on-going process.

Quality Assurance – staff

Procedure	Responsibility	Process
Staff	Manager	<p>Annual performance review.</p> <p>Ongoing staff development and training opportunities and advice on how to access same.</p> <p>Regular feedback to staff to embed best practice when opportunity arises and to</p>



		strengthen continuous improvement among staff and processes (both formal and informal).
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Quality Assurance – tutors

Procedure	Responsibility	Process
Tutors	Learning and Professional Services Manager	<p>Informal 1:1 session with each trainer before course delivery.</p> <p>As part of the induction process, tutors sit in on a full QQI course (tutor led sessions and also completes all online modules).</p> <p>New tutors may be asked to co-present part of a course or alternatively a member of the management team/experienced tutor may sit in on parts of the first course a tutor delivers.</p> <p>Tutors familiarise themselves with materials.</p> <p>If delivering an in-company course, tutor makes contact with the client before course delivery.</p> <p>Post-course: learner feedback is gathered, analysed and shared with the trainer.</p> <p>Client feedback where appropriate is sought by the Learning and Professional Services Manager and shared with the trainer. This forms part of ongoing monitoring of quality.</p> <p>Where an issue arises with trainer performance, this will be discussed between the Learning and Professional Services Manager and the Managing Director and a course of action decided.</p> <p>Discussions to highlight shortcomings/discrepancies with the trainer are initially conducted on an informal basis. If the required improvements are not achieved, the contract is terminated.</p>

6.6 Staff Communication



Good channels of communication (both formal and informal) are essential to delivering high quality training and related services. Therefore, it is important that communication with staff and between different members of staff is on-going and based on mutual respect and an open culture within The Learning Rooms. Meetings are generally conducted face-to-face or via Zoom if appropriate. We also share information via telephone and email. Our tutors are encouraged to keep in contact with each other to share insights and act as a support to one another.

Procedure	Responsibility	Process
Communication with eLearning/administrative staff	Managing Director/Management Team/Managers	<p>Informal weekly staff meetings to share updates on new clients, training dates etc.</p> <p>Weekly informal team meetings.</p> <p>Agenda led Management Team meetings.</p> <p>Update meetings between relevant staff (training dates/ client information/LMS/new clients/schedule of open courses/accounts and payments).</p>
Communication with tutors	Learning and Professional Services Manager/eLearning Director	<p>Contact prior to each course delivery with the relevant trainer and following delivery on day 1 and on final day.</p> <p>Liaising with trainer, client, and learners ahead of course delivery.</p> <p>Open door policy for trainers to contact Learning and Professional Services Manager on any issue of concern (professional, duty of care, learners etc.).</p> <p>Minimum of one meeting per year with all trainers to exchange views, and experiences, share tips and review course content.</p> <p>Feedback from learners /external authenticator shared with individual tutors.</p>



7. Teaching and Learning

POLICY

The Learning Rooms understand that quality combined with a supportive learning environment is integral to helping learners develop new skills which impact positively on their workplaces. We continuously seek to improve the quality of our teaching through ongoing monitoring of our courses and through the feedback we receive.

All tutors on our panel hold relevant training/teaching qualifications in addition to qualifications in specialised areas, e.g. B.A. Education and Training, Train the Trainer. Our tutors also have prior experience of the adult education sector and a familiarity with QQI standards around teaching and assessment.

The Learning Rooms offer a mix of delivery methods:

- Face-to-face delivery where appropriate. Since the onset of Covid-19, we have moved to tutor led training delivered via the Zoom platform.
- Blended learning which combines face-to-face classroom delivery (currently delivered via live tutor led sessions) with a series of online modules for completion.
- Fully online courses. This does not apply to QQI courses.

7.1 Our teaching and learning strategies

Our QQI courses take a blended learning approach. Face-to-face delivery is combined with a series of self-directed online modules, which can be completed at a time of convenience to the learner. We design and deliver sophisticated, yet highly practical programmes that combine theory, peer learning, networking and action learning principles. To incorporate these principles into the design and methodology of our programmes we ensure that the following elements are included in every aspect of our design. Each programme:

- Must have a **positive impact** on participants and successfully convey the **practical** nature of that programme for their work environment
- Should allow **key behaviours and skills** to be practiced in a **safe environment** that facilitates constructive feedback
- Must be **energetic** with a **facilitative** learning style
- Should leave participants feeling **enthused and confident** about the nature of that particular programme and their new skills.

The training methods and techniques employed during tutor led training is based on best practice in adult learning. The methods we use include:

- **Short lectures:** to impart required background information/knowledge
- **Facilitated discussions:** to allow for open debate, airing concerns and enhance participation
- **Case studies:** to assist with the practical application of the learning
- **Group activities:** to enhance teamwork and promote an energetic learning environment



- **Role-plays:** to gain experience of using the acquired skills.

In addition, our online modules have been designed with input from our lead tutor, and our multimedia design team (instructional designer, graphic designer, developer) ensuring the best pedagogic/andragogic approach. We understand that people learn from experience. Therefore, we design every piece of content, every interface element, every click or touch to deliver an excellent digital learning experience. By incorporating interactive elements, instructional games, simulations and video scenarios we build rich, motivating learning that engages the learner.

As we offer training courses leading to a QQI component certificate at Level 6, our teaching and learning strategy is based on the relevant QQI module descriptor and approved validation documentation. (See Policy on Blended Learning)

7.2 Teaching and learning: our learners

The learner is at the core of all training activities and design projects we undertake, and we strive to ensure a learner centric approach to our teaching and learning activities. At all times we are available to support our learners in whatever way we can. This can be through email, telephone contact, or through our Support Desk. Our LMS is both easy to use and to access. It allows us to store all relevant information in the one place for all learner cohorts. Outside of tutor led training days, either face-to-face or via live online delivery, learners are encouraged to use the forums to exchange points of view and ask questions. (Appendix 7: tips for using online discussion forums for learning)

Equality and Diversity

We embrace Equality and Diversity for both staff and our learners and we are committed to a policy of equal opportunity in compliance with all equality legislation. It aims to accommodate diversity, promote equality of opportunity, and prohibits discrimination with regard to gender, disability, sexual orientation, race, religious beliefs, age, marital status, membership of the Traveller Community or family status (Appendix 8: Dignity at Work Policy and Bullying and Harassment Policy and Equality and Diversity Policy).

Procedure	Responsibility	Process
Ensuring equal access, support, respect and dignity to our learners	All staff, but especially those who have most frequent contact with our learners and clients (Learning and Professional Services Manager/tutors/Administrator/LMS Administrator	Contact with all learners and clients either verbal or written to be friendly and professional, and to treat all learners and clients on an equal basis and with respect. All requests for reasonable accommodation to be handled with discretion and respect for the learner involved and relevant staff to be advised, with a written record to be maintained.



Face-to-face delivery of courses	Administrator	<p>Ensure when booking venues that there is:</p> <ul style="list-style-type: none"> • Wheelchair access, lifts and other appropriate facilities suitable for all learners • Access to good transport • Assistance to help with moving desks/chairs if necessary • Suitable equipment for tutor within easy line of sight for everyone • Suitable internet connectivity • Compliance with H & S regulations.
Ensuring equality, dignity and respect for staff	Managing Director/Management Team/Head of Department/All staff	<p>Ensure that no job applicant, employee, prospective employee receives less favourable treatment on any of the grounds as set out in legislation.</p> <p>Ensure that the relevant policies are reviewed and updated as required and that the staff handbook is circulated to all staff</p>

7.3 Monitoring of Teaching and Learning

Monitoring of teaching and learning is done primarily through feedback forms which are completed by our learners. The information received from this feedback is collated and held in a master spreadsheet. This helps us to monitor changes and to identify areas for improvement (Appendix 9 Learner Evaluation Form for face-to-face delivery). Our LMS has an evaluation form included which looks for feedback for both the live online element and the online modules as well as on the use of the LMS.

Procedure	Responsibility	Process
Distribution of feedback forms (face-to-face training)	Administrator	Ensures feedback forms are included in tutor pack for circulation at the end of the training days.
Completion of forms	Tutor	Distributes to learners and collects when completed.



Distribution of feedback forms for blended courses (all online)	LMS Administrator	Ensures the form is included for each learner cohort on the LMS.
Distribution of feedback forms for blended courses with face-to-face tutor training days and online modules	Administrator/LMS Administrator/tutor	Learners asked to complete two forms as the face to face training days are completed ahead of the online modules.
Information to learners about importance of feedback	Learning and Professional Services Manager/Administrator/tutor	Learners advised in initial guidance document, referenced in the Learner Handbook, importance of giving feedback is also referenced on the LMS.
Other forms of feedback	All staff	Learners are also advised that if they have areas of concern that they can direct these to the tutor/Learning and Professional Services Manager/Administrator/LMS Administrator.
Collation of feedback	Administrator	This is completed twice yearly – Spring/Winter. Trends are noted and both positive and negative feedback is advised to the Learning and Professional Services Manager. Further discussion may be necessary and corrective action taken, also if necessary. Feedback updates are provided to the Quality Committee and the RAP. Should feedback concern a specific tutor, they will be contacted by the Learning and Professional Services Manager if necessary and an agreed set of actions will be decided.
Tutor feedback	Learning and Professional Services Manager	Following all courses, the manager contacts the tutor for a review. Where any issues arise, they will be discussed with the MD, or Quality Committee as appropriate and actions agreed and noted.



Feedback for in-company courses	Learning and Professional Services Manager	Following the conclusion of an in company course, the client is contacted to ensure that learners and the client are satisfied and that tangible results are being observed by the client.
Feedback from trainers	Learning and Professional Services Manager and other managers if appropriate	Review of the previous year held with all trainers in January. Discuss all aspects of the courses, content updates, trends and questions from learners, what worked well and what did not work so well from a tutor and learner perspective.



8. Assessment of Learning and Learner Supports

POLICY

The Learning Rooms Policy on Assessment of learning aims to employ assessment methods, which provide clarity and understanding to all stakeholders in terms of assessment criteria to achieve intended learning outcomes.

The purpose of assessment is to facilitate learning, certification for outcomes attained and quality assurance for the purpose of QQI awards. We are committed to ensuring that assessment is undertaken in a manner which is fair to learners and incorporates access, fair process and an understanding of diversity in learning. In reinforcing fairness, we recognise that consistency in terms of assessors and best practice is paramount.

Respect and honesty are integral parts of the assessment process. Any action, deliberate or otherwise which impinges on the validity of any course will be dealt with in accordance with our policy on academic integrity, which includes an action plan to deal with errors, omissions and notification to QQI in light of anything which may impact upon the integrity of certification (Appendix 10: Plagiarism Policy).

This policy and associated procedures are guided by:

- QQI Quality Assuring Assessment Guidelines for Providers 2013
- QA Assessment Guidelines for External Authenticators

8.1 Assessment Process

Procedure	Responsibility	Process
Providing information about assessment to learners	Learning and Professional Services Manager/Administrator/Multimedia designer Administrator LMS Administrator	Initial information provided on the website and the booking page. For in-company courses, the client is informed of the assessment requirement and what it involves. On issue of invoice/receipt, information about the logistics of the course is sent which includes additional information about assessment. Learner Handbook made available on the LMS. Full information is available on the LMS including: <ul style="list-style-type: none">• Assessment type• Assessment plan• Criteria and marking scheme• Grading classification• Submission date



	Tutor	<ul style="list-style-type: none"> • FAQ and video to explain what is required • Information on appeals <p>Information about assessment and what is required is included as part of the induction. The tutor discusses each part of the assessment at relevant stages and also makes learners aware of the submission date.</p> <p>At all times, the tutor and Learning and Professional Services Manager are available to answer queries about assessments.</p> <p>Prior to submitting assessments, learners can avail of the opportunity to submit a draft to their tutor for review.</p> <p>Learners upload assessments to the LMS by due submission date unless an extension has been agreed/granted.</p>
Designing assessments	Learning and Professional Services Manager/Tutors	<p>Assessment type is based on QQI module specification and agreed validated requirements.</p> <p>Where face-to-face delivery is conducted and fully online courses are delivered, learners are required to upload their assignments on the LMS by the due date.</p>
Marking assessments	<p>Learning and Professional Services Manager/Administrator</p> <p>Tutor</p>	<p>Prior to download of assessments, Administrator checks that all parts of assessment have been uploaded.</p> <p>Downloads assessments, marks and grades assessments according to the agreed marking scheme and assessment criteria, completes marking sheets and feedback forms.</p> <p>Trainer submits to Learning and Professional Services</p>



		Manager by agreed date and advises if there are any issues of concern.
Internal Verification	Learning and Professional Services Manager in the role of internal verifier	<p>Checks that all parts of assessment are available for all learners.</p> <p>Checks that the tutor has graded all parts of the assessment for all learners.</p> <p>Checks on the marks awarded and that the marks have been totalled and recorded correctly on the marking sheets for each learner. Given the small numbers of learners, there is no sampling strategy applied. All assessments form part of the process. (Appendix 11: IV checklist)</p> <p>Conducts cross verification if necessary, to ensure consistency of marking and grading, (Appendix 12: Cross Verification Form)</p> <p>Records the grades and completes the Internal Verification Report. (Appendix 13 I.V Report Template). Issues of relevance are included.</p> <p>Prepares for the EA visit, by contacting the EA, agreeing a date, based on QQI certification deadlines and to allow sufficient time for appeals. Organises the paperwork, assessments; cross verification report and IV report and gives verbal overview to EA about the learner cohorts, number, spread of grades and brings any relevant matters to the attention of the EA, e.g. borderline pass/fail grades.</p>
External Authentication	Learning and Professional Services Manager	<p>External Authenticator is contacted, drawn from QQI list.</p> <p>IV Report, assessment evidence, course module, assessment brief, cross</p>



		verification report, QQI Authentication Reports made available for visit. A verbal report is given to the EA highlighting any areas of concern.
	External Authenticator	<p>Authentication is carried out.</p> <p>EA uses own sampling strategy to conduct the visit. Learning and Professional Services Manager is available to the EA during the visit should any queries arise.</p> <p>EA then prepares EA Report for presentation to the Results Approval Panel (RAP)</p>
Approval of Results	<p>Results Approval Panel</p> <p>Learning and Professional Services Manager/Quality Officer</p> <p>Administrator</p> <p>Administrator</p>	<p>The Chair of the RAP convenes a meeting ahead of requesting certification from QQI and advising learners of their final results.</p> <p>The RAP reviews all results, IV Report and EA Report. If issues arise resulting from the EA Report, the RAP will make recommendations and advise the Quality Officer to follow up and implement.</p> <p>Once satisfied, the RAP signs off on the results and the results are submitted to QQI via the QBS.</p> <p>A report of the meeting is recorded by the Quality Officer to be passed to the Academic/Quality Committee</p> <p>Learners are advised of their results.</p> <p>Certificates are forwarded to learners once received. For in-company courses, the certificates are sent to the client organisation, in sealed envelopes marked private for onward distribution. Photocopies are taken of all certificates.</p>



8.2 Reasonable Accommodation

At all times, we work to maintain a fair and consistent assessment process. Consideration will always be given to learners who make a request for reasonable accommodation. This may include the adaption of materials or requests for additional time to be granted to submit assessments (Appendix

Extension on due submission dates

We understand that our learners have other commitments that may impinge on their ability to submit assessments according to the set deadline. We make every effort to be flexible and helpful to ensure successful completion of their course (Appendix 14: Late Submission Form).

Procedure	Responsibility	Process
Advice to learners on reasonable accommodation and requests to extend submission period	Learning and Professional Services Manager/ tutor/Administrator	Details are provided in our Learner Handbook. Tutor advises at induction period.
Requests for reasonable accommodation (adaption of material, special dietary requirements)	Learning and Professional Services Manager	Requests to be made to the Learning and Professional Services Manager prior to commencement. Will consider requests and work with relevant colleagues/external personnel to arrange.
Requests for reasonable accommodation (submission date extensions)	Tutor and Training and Professional Service Manager	On receipt of a request, tutor forwards to Learning and Professional Services Manager. In the first instance up to weeks can be granted on a discretionary basis. If additional time is required, supporting evidence is requested (e.g. medical cert, letter of support from manager). New date for submission is agreed and noted on the Participant Details spreadsheet. Learner asked to complete a Late Submission Form which is returned with the completed assignments and attached to submitted evidence for IV and EA



processes (Appendix 14: Late Submission Form)

8.3 Security of Assessment Related Processes and Materials

The integrity, confidentiality and authorised access to matters concerning learner records, documentation and the assessment process are of fundamental importance. Integrity in this instance also includes the veracity of learner assessment that the work submitted is their own.

Procedure	Responsibility	Process
Security of Documentation: e.g. (assessment briefs; marking schemes; learner details; learner assessments etc.).	Learning and Professional Services Manager/eLearning Director/Administrator	All such information is stored on a secure server and is password protected with restricted access only.
Learner assessments which are posted	Administrator	<p>Where learners are required to submit by post, they are advised to use registered post or to obtain proof of postage.</p> <p>Once received, checked to ensure that all parts are available. It is then recorded and receipt is acknowledged via email to the learner who is also advised of the certification date.</p> <p>Assessments are stored securely and either collected by tutor or delivered via courier for marking.</p> <p>Tutor returns marked assessments by hand or via registered post.</p> <p>When the certification processes are complete, assessments are stored securely for a period of a year. In line with our Data Retention Policy, once this has passed, assessments are shredded by a trusted shredding company. We retain marking sheets, authentication reports, IV, EA and RAP reports indefinitely in</p>



		a secure storage area, or digitally as appropriate
Learner Assessments uploaded to the LMS	Learning and Professional Services Manager/Tutor/eLearning Director/LMS Administrator/Administrator	<p>Learners upload assessments. Date of upload visible to learner and this acts as acknowledgement of receipt.</p> <p>Tutor downloads and marks , using the document review feature of Word, and returns to Learning and Professional Services Manager using secure service (e.g. Dropbox).</p> <p>Learning and Professional Services Manager and Administrator double check to ensure that all learner assessments are returned and complete with marking sheets and feedback forms included.</p> <p>These are submitted in turn to EA following the IV process (via Dropbox).</p> <p>Following the certification period, assessments are held on our secure server and the assessments deleted in line with our Data Retention Policy.</p> <p>We retain marking sheets, authentication reports, IV, EA and RAP reports indefinitely in electronic format/paper format.</p> <p>Tutors must delete all learner evidence from computers/laptops once returned to Training & Professional Services Manager (Appendix 15: Tutor Guidance – Data Protection).</p>
Learner Declaration that work is learner's own	Learning and Professional Services Manager/Administrator	<p>Learners must sign a Statement on Plagiarism and submit with their work (Appendix 16: Assessment Submission/Plagiarism Statement).</p> <p>We follow up with the learner if this is not received.</p> <p>Referencing guide is provided for learners on the LMS and tutor also advises on correct referencing and it's importance.</p>



8.4 Consistency of Marking

Consistency of marking between assessors is essential to the integrity of the assessment process. Tutors are assigned the task of marking their individual learner cohorts. The process is outlined below.

Procedure	Responsibility	Process
Training for tutors	Learning and Professional Services Manager	Marking and grading is included as part of the induction process.
Assessment, briefs criteria and marking schemes	Learning and Professional Services Manager	Based on validated assessment plans. Given to all tutors before courses
Internal verification of consistency between assessors	Learning and Professional Services Manager	For all certification periods second marking of a small number of learners is undertaken where there is more than one assessor for a module. If up to a + /- 5% difference is identified, the original mark will stand. If more than this, the Internal Verifier will note this as a concern to the External Authenticator. This is also brought to the attention of the Results Approval Panel. Changes to marking are also advised to the panel for further discussion and sign off. The Panel will decide if any further action is required. If there is a consistent recurrence with any assessor, our lead trainer will engage in additional coaching.

8.5 Internal Verification

Internal verification is the first step in ensuring fairness, consistency and validity of assessment and outcome of assessment. It also ensures that QQI will receive accurate and quality assured learner results.

The first stage of the process is the appointment of the Internal Verifier (Learning and Professional Services Manager acts in this capacity). The role is principally administrative.



The Internal Verifier will have knowledge of QQI procedures and timescales in relation to certification. The Learning Rooms will commit sufficient resources in terms of time and money to ensure quality led internal verification.

Procedure	Responsibility	Process
Confirmation of receipt of all learner evidence	Learning and Professional Services Manager	Confirms that all evidence has been received for all learners.
Verification conducted	Learning and Professional Services Manager	<p>Ensures that;</p> <ul style="list-style-type: none"> • All evidence is available • All work is marked, graded and that all results are accurate and calculated correctly • Conducts cross verification if applicable • Inputs data onto QQI system • Prepares report for the External Authentication visit • Arranges visit to fit with QQI timescales, liaises with External Authenticator before, during and after visit • Presents IV Report and EA Report to the RAP

8.6 External Authentication

External authentication is another component of the authentication process. This ensures independent authoritative confirmation of fair and consistent assessment of learners. The Learning and Professional Services Manager shall undertake to assign an independent external authenticator for each component award.

The External authenticator

The person assigned to undertake the authentication process shall:

- Be qualified in the subject matter being authenticated
- Have experience of delivering programme/component assessment
- Have suitable administrative and IT skills
- Undertake to operate within the code of practice and guidelines issue by QQI
- Be available at appropriate times
- Operate independently of The Learning Rooms

QQI Policy 'Quality Assuring Assessment, Guidelines for Providers, section 4.3.3 refers.



Procedure	Responsibility	Process
Appointment of External Authenticator (EA)	Learning and Professional Services Manager	Suitable External Authenticator appointed.
Preparation of materials and evidence for EA visit	Learning and Professional Services Manager/Internal Verifier	<ul style="list-style-type: none"> All documentation made available. Learner evidence prepared in alphabetical order (IV Report, learner evidence, marking sheets, assessment brief, marking scheme, marking criteria, QQI authentication Reports). Verbal report given by Internal Verifier to EA to highlight any areas of concern.
Review of documentation	External Authenticator	<ul style="list-style-type: none"> Conducts the external authentication process using their own sampling strategy. Internal Verifier available to EA for duration of visit. EA completes process and prepares EA Report. Report given verbally initially, with written report forwarded in either hard or soft copy. Written report presented to the RAP identifying areas of good practice and areas for improvement, if applicable.

8.7 Results Approval Panel Meetings

Following the outcome of the verification and authentication process, verified and authenticated results are submitted to the Results Approval Panel (RAP) to review and approve assessment results prior to the requesting certification from QQI. The RAP also



identifies any issues arising, areas for improvement and recommends corrective action. The RAP will issue a report to be made available if requested by QQI for monitoring purposes.

Results Approval Panel – Panel Members

The members of the RAP comprise of:

- The Managing Director
- The Learning and Professional Services Manager/Internal Verifier
- Independent Member (revolving role)

Procedure	Responsibility	Process
Convening of RAP	Chair of RAP	RAP convened for certification period as appropriate. This is usually twice yearly as learner numbers are small (approximately 100), and not feasible to request verification more frequently.
Meeting of RAP	RAP	The RAP reviews: <ul style="list-style-type: none"> • Provisional results • Learner evidence • IV Report • EA Report.
Formal sign off of results	RAP	If RAP is satisfied that assessment has been conducted in a fair, consistent manner and in accordance with our Q/A system, assessment results are approved.
RAP Report	Learning and Professional Services Manager	Report of the meeting is written and includes: <ul style="list-style-type: none"> • Formal proposals • Acceptance of the IV and EA reports • Approval of provisional results and advises requesting certification of approved results to QQI • Sign off Chair of RAP
Request for Certification	Learning and Professional Services Manager	Results uploaded to QQI QBS.



Issuing of results

Procedure	Responsibility	Process
Notification of results to learners	Administrator	Once certification has been requested, results are issued to learners via post. This includes information on timelines for appeals and timeline for receipt of QQI certificate. Where an in-company course has taken place, results are sent to the client in individual sealed envelopes marked private for onward distribution.
QQI Certificates	Administrator	<p>Certificates are forwarded to learners once certificates are received by us. Where an in-company course has taken place, certificates are sent to the client in individual sealed envelopes marked private for onward distribution.</p> <p>This includes photocopying certificates as a digital copy may be requested by a learner</p>

Feedback to learners

Feedback provided to learners by The Learning Rooms aims to be positive and constructive to learners and is seen as a key element of their learning. As part of the assessment process, tutors provide written feedback to learners.

Procedure	Responsibility	Process
Providing feedback to learners	Tutor	Tutor completes feedback form for all learners when marking assessment. This focuses on areas of strength and areas for improvement.
Issuing to learners	Administrator	Administrator ensures that feedback form is included with the notification of results letter.
Feedback during course	Tutor	At all stages of the course, the tutor is available to learners to provide feedback. Learners can forward assessments prior to submission to their tutor for comment and advise.



8.8 Assessment Appeals

This is to ensure that an avenue of appeal exists for those learners who believe an assessment process or assessment result is unfair.

Procedure	Responsibility	Process
Information about appeals	Learning and Professional Services Manager/tutor/Administrator/LMS Administrator	<p>Advice in Learner Handbook.</p> <p>Part of induction process.</p> <p>Appeals policy and procedure available on the LMS for all learners.</p> <p>Letter advising on results achieved also advises that learners have up to 14 days (10 working days) to lodge an appeal from the date on the letter.</p>
Making a formal appeal	Learning and Professional Services Manager	<p>First contact can be by phone and learner advised to put in writing the grounds for the appeal.</p> <p>Independent External Reviewer is contacted and is given the assessment evidence and marking. Timeline for response is agreed.</p> <p>Once completed, the learner is advised of the outcome (Appendix 17: Appeals Policy and Procedure).</p>



9. Information and Data Management

Policy

At the Learning Rooms, we understand that we are responsible for the proper and correct use and secure storage for all the data and information we gather and utilise as part of running our business. This is particularly relevant to the personal information we gather and collate as part of the delivery of our training courses. In this regard, we are guided by Data Protection legislation, which codifies the rights of all data subjects (individuals). The legislation sets out our obligations regarding the collection, processing, keeping and disclosure of personal data including the right to access any data held, or to correct or erase any data held.

All information gathered, collated and retained helps us to make informed decisions and improving how we work and improve on the services we offer.

As required under Data Protection Legislation, we have procedures and processes in place to ensure the accuracy, security and integrity of data and information we obtain. All staff, tutors, committee members, and relevant external organisations have responsibility to operate within our Data Protection Policy and procedures at all times. Specific responsibility for Information and Data Management lies with the eLearning Director, the Learning and Professional Services Manager and the Managing Director.

Our Data Protection Policy, Data Retention Policy and associated procedures apply to both digital records/information and written records/information including images, videos audio files.

This policy applies to all staff, including tutors, (past, current, prospective) our learners (past, current and prospective) and any individual or organisation from whom we have obtained information and personal data.

9.1 Information Systems

Procedure	Responsibility	Process
Our information systems	Learning and Professional Services Manager/Administrator/Finance Manager	Gathering and collating information to assist in our decision making regarding our courses including: <ul style="list-style-type: none">• Feedback from learners• Feedback form tutors• External authentication report• Certification data



Learner Information	Learning and Professional Services Manager/Administrator/LMS Administrator	Information from learners stored on a secure database with restricted access includes: <ul style="list-style-type: none"> • Personal details (including sensitive) • Contact information • Payment details • Progression details • Work submitted • Results • Client details for in-company courses
Management Information Systems/future planning	Management Team	All relevant information (financial, strategic plans, business planning etc.) is stored on our information systems, allowing us to make fully informed effective decisions regarding the future direction of the company and our training courses (includes numbers enrolled, numbers of in-company courses, staffing, current and future needs of our market, commercial viability)

9.2 Data Storage and Retention

Procedure	Responsibility	Process
Paper records	Learning and Professional Services Manager/Administrator/Finance Manager	<p>All paper records pertaining to learners (attendance sheets, learner application forms, feedback forms, payment information etc. are stored securely in locked cabinets.</p> <p>All paper records pertaining to staff (contracts, personal details, personnel files etc,) securely locked and stored.</p>



Digital records	eLearning Director/Learning and Professional Services Manager/Administrator/LMS Administrator	<p>All digital learner information is kept on secure databases and stored on secure drives on our server with restricted access.</p> <p>Learner data is also available/stored on our secure LMS. Access to the LMS is restricted with varying levels of access as required.</p>
Financial records and accounts	Finance Manager/Administrator	<p>Since 2020, Accounts information is stored securely using Sage200 cloud software. Prior to this we used WAVE software.</p> <p>Other financial information is stored on in private drives on our secure server.</p> <p>All accounts and financial information has restricted access.</p>
Business information	Management Team	<p>Confidential and key business information is stored digitally with appropriate levels of access in place via shared or private drives on our server</p>
Retention of learner data	Learning and Professional Services Manager/Administrator	<p>We retain such data for a year following certification both paper and digital copies. After this date, we shred hard copies of assignments, using a reputable organisation. We shred paper attendance sheets, etc. We retain certain learner information digitally (name, organisation, award information) indefinitely.</p> <p>Digital copies of assignments are deleted from our server a year after the certification date, but we retain certain learner</p>



		information (name, organisation, award information) indefinitely.
Retention of staff data	Managing director/Finance Manager	Staff data is retained in line with our Data Retention Policy

All digital data stored on The Learning Rooms file server is backed up using cloud backup service Backblaze. This service runs constantly and is encrypted. Access to the file server is by secure VPN and is limited to staff user accounts. All The Learning Rooms staff computers are encrypted using MacOS FileVault.

Sensitive Personal Data – Learners

When enrolling to complete a training course, learners are required to provide certain information to enable the appropriate exchange of communication and payment. This will include: name; address; email; contact number; payment details. For courses leading to a QQI qualification learners are also asked to provide their PPS and date of birth. Our Privacy Statement (available on our websites and links provided to learners via email) sets out why we ask for this information, how we use it and how long we will keep it. The Privacy Statement is also available on our LMS. Learners are advised that we will share this information with QQI, but not other third parties. Our signed Joint Controller Agreement is also available on the HMI website (strategic partner) which advises how both The Learning Rooms and HMI handle personal data and our responsibilities as Joint Controllers.

Appendix 17: Data Protection Policy and Data Retention Policy

Appendix 18: Privacy Statement on website

Appendix 19: Joint Controller Statement



10. Public Information and Communication

Policy

As a provider of high quality training courses, accredited and non-accredited, The Learning Rooms understands that we have a responsibility to provide information to the public, learners and other stakeholders about:

- The courses we provide which lead to an award on the NFQ
- Other courses and services we offer
- Our quality assurance system i.e. policies and processes

We work to ensure that this information is easily accessible, clear, accurate and up-to-date.

Procedure	Responsibility	Process
Making public information available	Learning and Professional Services Manager/Business Development Manager eLearning Director/Administrator	<p>We use a number of channels to make information available. This is done principally through our website www.thelearningrooms.com and the website for our strategic partner www.hmi.ie</p> <p>Information includes courses offered; duration; assessment, payment details, privacy statement etc.</p> <p>We also offer information in other ways including:</p> <ul style="list-style-type: none"> • Brochures • Social media • Email marketing • At strategic partner events (Annual Conference, regional meetings) • CRM Platform HubSpot
Information for learners	Learning and Professional Services Manager/Administrator/Multi Media Designer	<p>Comprehensive information is available on our websites www.thelearningrooms.com and www.hmi.ie Our LMS also provides relevant information to</p>



		<p>our learners: Information includes:</p> <ul style="list-style-type: none"> • Entry requirements • Award details, type and NFQ level if appropriate • Duration and relevant dates • Payment details • Assessment details • Booking form <p>LMS includes:</p> <ul style="list-style-type: none"> • Course materials • Tutor details • Support details • Zoom links to access tutor led days • Assessment information • Appeals information • Learner handbook
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Protection for Enrolled Learners

The Learning Rooms does not have a requirement in respect of Protection for Enrolled Learners at this time regarding our current QQI provision. Should this change, the appropriate steps will be put in place as per our legislative requirements.

Quality Assurance

The Learning Rooms commit to publishing and making our Quality Assurance Manual publicly available on our website/s once it has been formally adopted. We also commit to publishing QQI Monitoring Reports as and when they are available.



11. Other Parties involved in Education and Training

The Learning Rooms do not work with other training or accreditation bodies.

The Learning Rooms, have a strategic partnership in place with the Health Management Institute of Ireland for approximately 18 years. We deliver a range of services including administration, events management, and health management related training and development plans on behalf of the Institute.

We ensure that when delivering QQI courses on behalf of the Institute, that it is made clear to learners that The Learning Rooms are the training organisation and that The Learning Rooms who are responsible for the quality assurance of courses undertaken by learners through the Institute.

We have a rolling Memorandum of Understanding in place which is reviewed every three years. The training activities of the Institute are reported to the Council of HMI on a monthly basis, with twice yearly reconciliations detailing the courses we have delivered on behalf of the Institute.

To ensure the proper management of learner data as required by GDPR, we have a Joint Controller Agreement in place in addition to our Data Protection Policies; Privacy Statements; Data Retention Policies.

Procedure	Responsibility	Process
Information to learners	Learning and Professional Services Manager/tutors/Administrator	HMI website Course brochures Learner induction



12. Self-Evaluation, Monitoring and Review

The Learning Rooms is committed to a self-evaluation process. The purpose of this is to help us to maintain/improve our training and education services to the highest possible standard. Self-evaluation shall be undertaken as a consultative process with staff, learners and other stakeholders and conducted in a clear, open and timely manner.

12.1 Procedures for internal evaluation of each QQI course

Procedure	Responsibility	Process
Continued monitoring to ensure s is relevant to learner environment	Academic/Quality Committee Learning and Professional Services Manager eLearning Director Tutors	Sharing of information about developments within the context of our course delivery to maintain relevancy.
Review of current course content, assessment briefs etc.	Learning and Professional Services Manager Tutors	Annual review of course content, both face-to-face content and online content to ensure content remains valid to learning outcomes.
Provision of adequate resources	Managing Director Management Team	Ensures that staff are sufficiently resourced in terms of time and tools to maintain and implement quality improvements.
Links to the external environment	Learning and Professional Services Manager Academic/Quality Committee Tutors	We work collaboratively with our strategic partner and key clients to be informed when new issues/new strategies/policies which are relevant to our courses become available.

12.2 On-going monitoring of QQI courses

On-going monitoring is necessary to the maintenance of quality assurance. We do this by obtaining feedback from learns, tutors, clients and other stakeholders.

Procedure	Responsibility	Process
Assessment of learners progress	Tutor LMS Administrator	Tutor does this during face-to-face delivery/online tutor led delivery. At the mid-point of the course, the LMS Administrator issues a progress report for each cohort of learners which is passed to the tutor and Learning and



		<p>Professional Service Manager. The tutor will remind learners of their requirement to complete all parts of the online modules. The Learning and Professional Services Manager issue emails to learners re completion of online modules.</p> <p>For face-to-face delivery tutor ensures attendance record is signed. For tutor led deliver online, the tutor marks off the list of attendees.</p> <p>Where learners have not attended one or more tutor led sessions or completed online modules contact is made with the learner via email, text or telephone.</p> <p>For in-company courses, client is advised.</p>
Feedback forms	Tutor/Administrator	Feedback forms for face-to-face delivery are returned to the office. Online feedback forms are completed on the LMS. The information from all feedback forms is collated.
Trends/issues	Learning and Professional Services Manager	<p>Notes any changes to rating scales and general feedback given. If anything emerges as a significant issue, the Academic/Quality Committee will be informed.</p> <p>Informs tutors of positive feedback or where any issue requiring attention arises.</p> <p>Should any ongoing issue arise with any tutor, the Academic/Quality Committee will be advised and all assistance offered to the tutor involved with a view to improvement of performance/attitude. If no change is recorded/evident, our contract with the trainer will become null and void.</p>
Recording incidents/accidents/complaints	Learning and Professional Services Manager/tutors	Record of such any incidents/accidents /complaints retained along with any action taken on our Matters of Concern register. Academic/Quality



		Committee and Managing Director to be advised.
Monitoring of numbers of learners attending our courses	Learning and Professional Service Manager/Finance Manager/Administrator	Tracking the numbers of learners is indicative of the relevance of our courses. Tracking the numbers who achieve certification is indicative also of the value of our courses to learners and client organisations.

12.3 External Evaluator

To support the self-evaluation process, The Learning Rooms will engage the services of an external evaluator as appropriate. The Learning and Professional Services Manager will engage an evaluator who will meet certain criteria:

- Has a wide breadth of experience in the subject area
- Has experience of course design/delivery/evaluation and review

It is intended that self-evaluation shall be open, planned and allow sufficient scope to produce adequate feedback which will allow The Learning Rooms to improve upon the QQI courses offered. The aim of this external evaluation is to:

- Confirm those areas where we meet quality standards
- Identify areas for improvement
- Ensure that our QAS is robust and achieves the desired learning outcomes for our learners in a fair and consistent manner

All relevant documentation will be submitted to the external evaluator who will then produce a report, making suggestions for improvement where appropriate. These will be agreed with The Learning Rooms and included in the report. The Learning Rooms will commit to the development of an Improvement Plan. The Improvement Plan will be acted upon to maintain and improve the quality of the course.

Procedure	Responsibility	Process
Planning of evaluation	The Learning and Professional Services Manager	Resource planning. Appointment of external evaluator using criteria outlined. Making all evidence available to external evaluator.
End of evaluation report	External Evaluator	Based on evidence and data provided, external evaluator submits report including agreed areas for improvement.
Improvement Plan	The Learning and Professional Services Manager	Plan in place if required.



Circulation of Report and Improvement Plan	The Learning and Professional Services Manager	Report and Improvement Plan to be circulated to: <ul style="list-style-type: none"> • Academic/Quality Committee • Managing Director • Management Team.
Allocation of responsibility to implement Improvement Plan	Managing Director	Allocation of responsibility to relevant members of staff to undertake improvements as required within agreed timelines.
Forward to QQI	The Learning and Professional Services Manager	Forwards a copy of the Self Evaluation Report and the Improvement Plan as required to QQI.



Appendix 1: Guidance and Joining Document for Learners

Dear course participant

Your live online Management Essentials course will begin on the first of the tutor led live online sessions on the (dates).

Management Essentials is a blended learning course combining live online tutor led sessions with a number of online modules to complete also.

To participate in the live sessions you will need to have a reliable internet connection and either a PC, laptop, tablet or smartphone.

The live online sessions will be delivered using Zoom. The timetable for these sessions is listed below.

Timetable of live online sessions for each day

09.30 - 12.30 Morning session

12.30 - 13.30 Lunch

13.30 - 16.30 Afternoon session

We hope that you enjoy your training and that you will find it informative and useful. Please take the time to read through the remainder of this document. Here you will find other necessary and relevant information to participate fully on the course.

Tutor

Your tutor on this course is (tutor name).

Course materials

Approximately one week before the course starts you will receive an email from support@thelearningrooms.com which will give you your log-in details (username and password). This will give you:

- access to the course notes (covered during the live online sessions)
- access to the online modules for completion
- links for each of the Zoom sessions
- information on how to use Zoom
- information about the assignments, assessment, appeals, and uploading your assignments once they are completed
- resources



If you do not receive the email from support@thelearningrooms.com please check your spam folder. If you still have not received the email, please email support@thelearningrooms.com or call 01 2974070.

Your email address

Please note that we will use the email address given to us to contact you. If you are using a work email address you may not be able to access it if you are completing the course remotely and so you may not be able to access your log in details.

Once you receive your email with your log-in details, it can be forwarded to any email address. (work to personal or personal to work). Once you know your log in details, you can follow the instructions and go online. Alternatively, you can note down your log-in details and access The Learning Rooms on the web and use the details to go online and start your course or modules.

Online modules

There are a number of online modules to be completed. Most will take approximately 3.5/4 hours to complete. We suggest that you complete one per week to keep up to date.

N.B. The online modules are a core part of the learning and they must be completed in full in order to achieve certification.

Education Form and QQI Certificate

All providers of education which leads to QQI certification are obliged to collect certain information on behalf of QQI, (your PPS number and your date of birth). This information allows us to submit your final results to QQI for certification. You will be required to complete an Education Form which you will be directed to on our Learner management System (LMS). This link will bring you to our Privacy Statement <https://www.hmi.ie/privacy-statement/> which explains what information we collect and how we use it.

Supports

For queries regarding content of the course or assessment, please contact your tutor. You will be given the appropriate email address on Day 1 and in your course notes. For support with online modules, username, password etc. you can go to our online Support Desk at <https://thelearningrooms.com/support/> where you can submit a ticket for any query you have. You will also find a FAQ section which answers some of the easy to resolve questions you may have.



Feedback

We ask that you complete the feedback form when you have completed the course. This will help us to ensure consistent standards across all our courses and to make future improvements.

Assessments

Your tutor will advise you of your assessment submission date. This is generally three weeks following the final training date with your trainer. The assessments are to be uploaded on line by the closing date. At a later date, they are then marked by the assessor, are verified through an internal verification process and an external authentication process. Finally, the Results Approval Panel sign off on results, prior to submission to QQI with a request for certification.

Your certificate

If you require a HMI Certification of Completion, please contact admin@hmi.ie and this will be emailed on to you. You will be advised of likely dates for receiving your QQI certificate.

If you have any questions or require any further assistance, please email admin@hmi.ie or call the office at 01 2974070.



Appendix 2: Administrative Process for registering and enrolling learners on QQI courses

Calendar of dates for open courses

Dates agreed October for the following year with management team. Put onto website, links, booking forms and all relevant information and dates to be checked.

Responsibility: eLearning Designer and Learning and Professional Services Manager

Advertising

Courses to be advertised by email, adverts onto Activelink, LinkedIn, blog articles

Responsibility: Business Development Manager and Learning and Professional Services Manager

Bookings

Online bookings

Relevant information to be put onto control sheet and saved on the server. Notify accounts, admin and eLearning admin.	Administrator/Learning and Professional Service Manager
Excel sheet with details to be saved in QQI folder on the server.	Administrator
When booking is received, additional information about next steps (guidance document/joining instructions) to be sent to learners (1 st contact) via email. Need to check dates, and name of tutor and to change any additional details if necessary. If bounce back occurs with email, need to follow up with learner.	Administrator
Week before the course commences login details to the LMS and their course is to be issued to the learners	LMS Administrator

Phone bookings

As above.



In-company courses

- Once agreed with client organisation, agree dates with tutor and set up contact between client and tutor for further discussion.
- Look for list of names and email addresses of learners to send on additional details or ask contact to do so.
- Advise accounts, admin and eLearning/LMS admin on dates and other relevant information.
- Before course commences, (for tutor led delivery via zoom) get zoom links from the tutor.
- Send on list of learners/sign in sheet to tutor
- Advise tutor if any special circumstances arise, e.g. learner late joining.
- Excel sheet with learner details to be saved in QQI folder on the server.
- Request client to forward appropriate policies if necessary for use during training.
- Week before the course commences, login details to be issued to the cohort of learners.

Learner Management System (LMS)

All courses (open and in-company)

Each cohort of learners to be set up on the LMS for both face-to-face delivery and for tutor led delivery via zoom.

Each course includes:

- Welcome
- About the course
- Live online tutor led training (to include tutor biography; zoom links to each day of training; how to use zoom video; course notes; handouts) where applicable
- Getting the best from online learning, tips for online learning, reflection, ergonomic tips
- All online modules
- Assessment information
- Assignment upload
- Appeals information
- Feedback form

Checklist

- Correct tutor biography and slides
- Correct contact details on LMS
- Correct assessment submission date
- Correct policies as appropriate

Responsibility: LMS Administrator



Appendix 3: Sample checklist for course materials for face-to-face delivery

Open ME Checklist

Dates:**Venue:****Joining Instruction sent:****Trainer:****No. of booklets:**

New Folders with Welcome Note and Tutor Biog

Notebook

Handouts

Day 1

New Picture Quiz & Answers

SHRC Leadership Styles Questionnaire

Leadership through the Ages (colour)

Team Building Exercise (Tutor's Choice) – Nothing needed.

Team Effectiveness Survey

Delegation Quiz

Learning Styles

Team Roles

Day 2

Paper Plane Exercise –

New Scenario

HSE Policies – (Attendance, Discipline and Grievance and Dignity at Work) OR Client Policies

Day 3

Lateral Thinking Exercise and Answers

Values Exercise

Peacock, Panther Dolphin and Owl exercise

Communication Skills Picture exercise

Assignment details and info pack

Also:

Evaluation sheets / Submission Sheets

Attendance sheets

Certificates of Attendances



Appendix 4: Trainer Application Form Template

Associate Trainer Panel

Application Form

1. Contact details	
Name	
Address	
Mobile number	
Email address	

2. Relevant qualifications
Please include training qualifications and subject specific qualifications.

3. Psychometric Testing qualifications
Please list any relevant qualifications.

4. Professional experience
Please give an indication of your professional background.

5. Areas of expertise
What do you consider to be your particular area of expertise? Please give details.



6. Do you have experience writing content for self directed online courses?			
Yes		No	
If yes, please give details.			

7. Please give details of relevant management and soft skills training delivered to other organisations
Profile of participants, educational level, QQI or similar accreditation, dates delivered etc.

8. References
Please give details of two organisations you have recently worked with as a trainer. Include an overview of the types of training delivered and contact details for your client.

9. Training commitments
Please give details of any current training commitments.

10. Subject areas	
Please select the subject area(s) you would be interested in delivering.	X
People Management Performance Management, Coaching, Mentoring, HR Policies and Procedures, Managing Teams, Delegation, Motivation, Conflict Resolution, Facilitation Skills, Competency-Based Interviewing etc.	
Strategic Management Developing a Strategic Focus, Project Planning and Management, Managing Change, Developing High Performance Teams, Motivational Skills etc.	
Personal Effectiveness	



Stress Management, Building Resilience, Time Management, Problem Solving, Giving Presentations, Communication Skills, Personal Development Planning, Negotiation/Influencing Skills etc.	
Customer Service The Customer Journey, Handling Difficult Situations, Assertiveness, Communication and Listening Skills, Interpersonal Skills etc.	

11. Regions While our tutor led training has moved to online platforms like Zoom, please select the regions where you would be available to deliver training in a face-to-face capacity once public health advice changes in relation to Covid-19.	X
Dublin and North East	
Dublin and Mid-Leinster	
South and South West	
North/North West and Border Counties	

Payment

- The hourly rate for training is – and travel expenses where incurred.
- The rate includes course preparation, assessment and evaluation activities where required.

Please complete and return via email



Appendix 5: Tutor Contract

Associate Trainer Agreement

This contract outlines the terms and conditions under which an Associate Trainer will provide training/education services on behalf of SHRC Limited. The following agreement is between

The Learning Rooms, Unit 7, 78 Furze Road, Sandyford, Dublin D18 YW2 and **xxxxxx**.

Upon signing of this contract you will be agreeing to the terms and conditions outlined below.

The Learning Rooms is a provider of high quality training, education and eLearning services to public and private sector organisations. This agreement covers all training, education and eLearning delivered by The Learning Rooms through.....as an Associate Trainer. It also covers programmes provided by The Learning Rooms or programmes delivered by The Learning Rooms through their relationship with the Health Management Institute of Ireland (HMI).

1. The Learning Rooms agrees to communicate regularly regarding opportunities and actively explore opportunities for work.
2. As an Associate Trainer you act as a representative of The Learning Rooms/HMI and all behaviour must be reflective of this. As such, you are required to adhere to the established high standards of programme design and delivery. In addition, you are required to follow The Learning Rooms guidelines regarding facilitation of our online courses and to adhere to all QQI requirements where applicable.
3. All content and materials produced under the terms of this agreement are copyright to The Learning Room. This includes existing materials or any new materials produced as a result of this relationship. In order to ensure consistency and standardisation of The Learning Rooms/HMI products, all new materials including tenders/proposals/training materials must be submitted to The Learning Rooms for formatting prior to being circulated to clients/course participants. All materials are to be used exclusively for The Learning Rooms/HMI programmes. No unauthorised use of The Learning Rooms/HMI materials is permitted.
4. Induction and training will be provided where the Associate Trainer is required to deliver our established programmes. It is a requirement of all Associate Trainers to participate in our Management Essentials course. Where Associate Trainers are required to attend face-to-face training days as part of their induction, expenses only will be paid to the Associate Trainer. Please see below for details.
5. Payment

Under this agreement there may be a range of services required. This includes face-to-face delivery of training courses and desk-based tasks.



Service	Payment
Face-to Face-delivery of training courses Please note it is expected that where eLearning facilitation forms an integral part of the course that no additional payment will apply e.g. Management Essentials	€- per hour
Desk based tasks includes but not limited to:	
➤ Marking of assignments for QQI purposes	€- per learner
➤ Facilitation of eLearning courses (excluding Management Essentials)	€- per hour
➤ Designing a new course/s where required (developing content, sourcing additional materials, populating powerpoint, devising timetable, producing client reports, post programme evaluation)	€- per hour
➤ Client liaison ahead of programme delivery	
➤ Client liaison with new or previous clients on potential new work	€- per hour
	€- per hour

- Please note that there is no payment for routine client contact, e.g. phone calls to discuss logistics of training dates.

Payment will be made within 30 days of receipt of invoice from the Associate Trainer. Associate trainers are required to submit invoices monthly in arrears. Travel expenses will be paid for work which takes place **outside a 20 mile** radius from the Associate Trainer's base. Mileage is paid at €0.00 per mile. Claims for such expenses should be made monthly in arrears on the appropriate claim form. Subsistence rates are in line with Civil Service rates, applicable since April 2017 and are outlined below.

- 'Five hour' rate of
- Ten hour' rate of
- Overnight rate of (this includes evening meal and overnight bed and breakfast)

All receipts to be furnished (as requested by our accountants and auditors).



6. The Learning Rooms value the relationship that they build with their clients. All queries from a client concerning further work or additional training/education programmes must be discussed with The Learning Rooms. The Associate Trainer will be given, in the first instance, an opportunity to conduct the work concerned, provided they have the required skills and knowledge to do so.
7. Biographical details of the Associate Trainer will be included in relevant tender documents and supplied to clients where appropriate. This information will also feature on the company's website.
8. Programme evaluations and application forms where relevant must be completed by participants at the end of each training/education programme and must be forwarded to The Learning Rooms office within five working days of programme completion. An SAE is now enclosed with programme materials. It is essential that we receive these and it is the responsibility of the trainer to ensure this.
9. The Learning Rooms reserves the right to withdraw associate trainers from programmes where performance or feedback from clients/participants is not of a suitably high standard. Areas of concern will be addressed with the Associate Trainer where possible.
10. Performance reviews will be conducted at qualifying intervals as appropriate.
11. Training projects will in general be allocated on the basis of qualifications and experience and geographic location.
12. There will be at a minimum, one meeting with all trainers in The Learning Rooms offices in order to update trainers and as a way to exchange information and voice any concerns.
13. Rosemarie Carroll will be the initial point of contact for The Learning Rooms and trainers are asked to contact Rosemarie with any issues of concern, or any observations about our courses and training.
14. This agreement is a twelve month contract with automatic renewal unless at least two months notice is given by either party.

Signed for The Learning Rooms	Signed by Associate Consultant
Date	Date



Appendix 6: Guidelines for Tutors (live online delivery)

The move to live online delivery arising from Covid-19, has changed the way we deliver training to participants and clients. This has resulted in changing some of the processes associated with dealing with participants and client organisations. This set of guidelines is to assist in the development of smooth flow of information between all relevant parties.

Programme dates

Open courses: These are set in advance from year to year.

In-company courses: following engagement and agreement with the client organisation to deliver live online training, the dates are agreed between the client, individual trainer and TLR. Should agreed dates need to be altered, please advise TLR promptly, so that alternative dates can be scheduled as quickly as possible.

Times of training (full day)

The scheduled times for live online delivery are listed below.

09.30 – 12.30: Morning session

12.30 – 13.30: Lunch

13.30 – 16.30: Afternoon session

We can alter these timings on the request of a client organisation. All TLR (open) courses will keep to this schedule.

Learner Management System (LMS)

QQI courses

All QQI courses are built individually on the LMS. This takes some time for our eLearning Department to complete. We require zoom links and any additional materials tutors want to include for a particular group to be sent to us as soon as possible, ideally 2 weeks in advance of any course scheduled to begin.

Non-QQI courses

Only those courses which include an online module/s for completion will be set up on the LMS.

Where there is a live online delivery component only, participants will receive a Dropbox link with all relevant materials and zoom link to access the training.

Zoom links

Please forward Zoom links as appropriate, once dates are agreed with a client. This is to facilitate the building of the course on the LMS and allows us to forward login and other details to participants in a timely fashion.

When setting up Zoom links, the following settings should always be used:



- Disable the waiting room function. This will allow participants to join without waiting to be admitted and for participants who leave or get kicked out during a session to get in easily again. As meetings are password protected, it is only those who are sent the link who will be able to join. In order to disable this function, you will need to go into the settings on your Zoom account. You will also find video tutorials on Zoom to help you with this.
- If setting up break out rooms, this should be enabled ahead of the session.
- Set up one link for each day's training, rather than setting up separate links for both the morning and for the afternoon. Do not close off the link during the lunch period. Therefore a standard days training should be set up on Zoom to run from 09.30 to 16.30.

Recordings

We do not record training sessions. If participants cannot attend on a day or part of a day, alternative arrangements can be made. We may ask you to record the Zoom session if requested by the client.

Attendance/Sign-in Sheet

It is important that we monitor attendance on our courses. A sign-in sheet will be sent to you ahead of training delivery. Please mark off attendees and make notes where appropriate. At the end of the training, please return the marked sheet to the office via email to Rosemarie Carroll.

Evaluation form

At the end of the session, please remind participants to complete the evaluation form. This is in the assessment section of the LMS.



Appendix 7: Tips for using online discussion forums for learning

For those who are studying online and using discussion forums and chat rooms to communicate with their tutor and other course participants, there are a few pointers listed below.

- As a shared learning environment, online forums rely on everyone making a contribution to the discussion. Make sure to join in.
- Be careful in your choice of language – text message language, rude or offensive language is not appropriate.
- Keep to the point. Be clear in what you are saying and avoid long and winding sentences.
- Read through comments before submitting.
- Before posting a question, take time to read through previous posts, to see if this question has been asked and answered already.
- Understand that there are different points of view and experiences amongst your group, be respectful.
- Remember never post online what you would not say in a face-to-face situation. Always remember that you leave your digital footprint – if you post it, it's there forever.
- Do not type in CAPS, it screams out!
- if you are experiencing difficulties with course material, contact your tutor directly.
- Be polite and understanding towards fellow course participants.
- Let the course administrator know if you are experiencing any difficulties logging in to the discussion.

As adult learners, we are responsible for our own learning and how we interact with others. By following some simple guidelines, we can both gain a lot and give a lot in our online learning experiences.



Appendix 8: Dignity at Work Policy and Equality and Diversity Policy

DIGNITY AT WORK POLICY

Policy

THE LEARNING ROOMS is committed to a policy of treating all employees equally, with dignity and respect and providing a safe working environment free from bullying, harassment and sexual harassment.

The aim of this policy is to indicate what constitutes bullying, harassment and sexual harassment, the complaints procedures available to an employee and what action THE LEARNING ROOMS will take if it is required to deal with an offence of this nature. Offending employees may be subject to the disciplinary procedure up to and including dismissal.

It is the responsibility of all employees to familiarise themselves with this policy and related procedures and to treat their colleagues at all levels with dignity and respect at all times.

Where an employee or manager suspects that a colleague is a victim of bullying, harassment or sexual harassment behaviour, they should report their suspicions to their immediate manager or any senior manager.

All complaints or reports of a bullying, harassment and sexual harassment nature will be treated with fairness, sensitivity and in as confidential a manner as possible consistent with the rights of all the parties involved. The rights (to confidentiality, a fair hearing etc.,) of the complainant and the alleged perpetrator will be equally respected at all stages.

This policy applies to all employees and management, whether full-time, part-time, fixed-term or permanent employees. In addition this policy covers clients, customers or other business contacts with whom THE LEARNING ROOMS may be engaged from time to time.

The policy encompasses bullying, harassment and sexual harassment that may occur in the workplace and at work associated events (conferences, meetings, travel etc.) whether on or off THE LEARNING ROOMS premises. All managers and staff should be made aware of this procedure and receive any training appropriate to their roles.

Definitions

Workplace bullying is defined as "repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining the individual's right to dignity at work". Bullying is defined more by the impact of the behaviour on the recipient(s) rather than the intention of the perpetrator.



Bullying examples (non-exhaustive lists):

- Verbal bullying – Shouting, personal insults, spreading malicious rumours, and unfair and excessive criticism
- Non-verbal bullying – Gestures, looks, whistling, exclusion, and threatening behaviour
- Physical bullying – Hitting, jostling, interfering with personal property or workstations
- Written bullying – including text messages, emails, social media messaging, notices or letters

An isolated incident, while it may be an affront to dignity, is not considered to be bullying which is persistent or occurs repeatedly.

Harassment is defined as any form of unwanted conduct related to any of the nine discriminatory grounds (gender, marital status, civil status, race, religion, sexual orientation, disability, age and membership of the traveller community), being conduct which has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment. A single incident may constitute harassment.

Examples of behaviour (non-exhaustive list) that may constitute harassment include:

- Verbal harassment – jokes, comments, ridicule, songs
- Written harassment – including text messages, emails, notices faxes or letters
- Physical harassment – jostling, shoving or any form of assault
- Intimidatory harassment – gestures, posturing or threatening poses
- Visual displays such as posters, emblems or badges
- Isolation or exclusion from social activities
- Pressure to behave in a manner that the employee thinks is inappropriate, for example, being required to dress in a manner unsuited to a person's ethnic or religious background

Sexual harassment is defined as any form of unwanted verbal, non-verbal or physical conduct of a sexual nature, being conduct which in either case has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment. A single incident may constitute sexual harassment.

Examples of behaviour (non-exhaustive list) that may constitute sexual harassment include:

- Physical conduct of a sexual nature – includes unwanted physical contact; touching, patting, pinching or brushing against another person's body
- Verbal conduct of a sexual nature – includes sexual advances, propositions or pressure for sexual activity, continued unwanted suggestions for social activity outside the work place, unwanted or offensive flirtations, suggestive remarks, innuendos or lewd comments



- Non-verbal conduct of a sexual nature – includes the display of pornographic or sexually suggestive pictures, objects, written materials, whistling or sexually suggestive gestures
- Sex based conduct – includes conduct that denigrates or ridicules or is intimidatory or physically abusive of an employee because of his or her sex such as derogatory or degrading abuse or insults which are gender-related

Procedure

THE LEARNING ROOMS has two approaches to deal with bullying, harassment and sexual harassment: informal and formal. The decision rests with the complainant regarding which approach to adopt in any particular situation.

Informal Procedure

The purpose of the informal procedure is to ensure that the majority of cases of this nature will be handled effectively, efficiently and in a confidential and sensitive manner.

An employee (the complainant) who feels subject to bullying, harassment or sexual harassment, should, in the first instance approach the alleged perpetrator and make it clear that the behaviour is unwanted and request him/her to stop. The complainant should then inform the individual of THE LEARNING ROOMS bullying, harassment and sexual harassment policy and advise him/her that a second occurrence of this nature will result in a formal complaint.

If the complainant is too embarrassed or intimidated to approach the alleged perpetrator or is unsure if the behaviour is of a bullying, harassment or sexual harassment nature they should talk to their immediate manager or any senior manager or a colleague.

At the complainant's request, this individual may approach the alleged offender informally and request him/her to stop. The alleged perpetrator should be informed of the bullying, harassment and sexual harassment policy and advised that a second occurrence of this nature will result in a formal complaint.

If the bullying, harassment or sexual harassment behaviour continues, further action will be necessary and should be initiated through the formal procedure.

The complainant is advised to make a note of the offences, including dates and witnesses, if any. The complainant should avoid being alone with the alleged perpetrator.

A complainant may decide, for whatever reason, not to use the informal procedure. Choosing not to use the informal procedure should not reflect negatively on a complainant in the formal procedure.

Formal Procedure

Formal procedures should be used where efforts have failed to achieve an informal resolution or where the offensive behaviour is more serious in nature.



The complainant should make an initial complaint to their immediate manager or any senior manager. This complaint must be in writing, signed and dated by the complainant.

The complaint, must as far as possible, contain:

- Clear, specific allegations against named individuals
- Dates and times of incident(s)
- Names of witnesses, if any

Where necessary assistance in writing or dictating a complaint can be sought from the complainant's immediate manager or any senior manager.

All complaints will be acknowledged within five working days.

An investigation or a mediation process into the alleged offence will then commence with an invitation to interview of the employee within ten working days.

Mediation

THE LEARNING ROOMS will explore with the parties where a mediation process should be established under agreed terms of reference. Both the employee and the alleged perpetrator must agree to the mediation process and no conclusion may be drawn from a refusal to do so by either party. Likewise, either party may withdraw from the process at any time. If a mediation process is unsuccessful, then a formal investigation process will be set up.

Investigation Process

Following receipt of a formal complaint, a senior manager or other appropriate person will establish the investigation process with the appointment of independent (internal or external) investigators trained to carry out such an investigation. Only individuals necessary to the investigation will be involved at the initial stages.

Separate interviews will be held with the complainant, the alleged perpetrator and any relevant witnesses to establish a thorough understanding of the facts of the case. The purpose of the interviews is to gather:

- Factual description(s) of incidents
- Direct quotes, if they can be recalled accurately
- The context of each incident
- Any other documentary evidence
- Details, if any, of how the complainant has shown the behaviour complained of to be unwelcome

All parties will be given the opportunity to be accompanied at the investigation interviews by a work colleague.

All material received will be treated with the strictest confidence and sensitivity.

When the investigation is completed all the facts will be reviewed and if possible a decision will be made as to whether bullying, harassment or sexual harassment did take place.



Both the complainant and the alleged perpetrator will receive written copies of the investigators' report.

Findings and Action Arising

If an allegation is substantiated, that is, if it is concluded that bullying, harassment or sexual harassment has occurred a disciplinary hearing will be initiated under THE LEARNING ROOMS's disciplinary procedures.

The complainant will be formally notified of any action taken against the perpetrator.

A complainant's rights are protected under this policy and a complainant will not be penalised for making a complaint in good faith. In cases where it is found that the complainant made deliberate false, malicious or vexatious accusations against an employee for bullying, harassment or sexual harassment the complainant will face gross misconduct charges under the disciplinary policy.

THE LEARNING ROOMS will monitor the workplace to ensure there is no victimisation of the complainant and no future incidents of the behaviours complained of.

Records

Both the complainant and the alleged perpetrator will be formally notified of the result of the disciplinary process.

When proceedings have been completed, the investigation notes, disciplinary reports and any other material used will be filed, on a strictly confidential basis, with the Company Secretary.

General

THE LEARNING ROOMS reserves the right to relocate the complainant or alleged perpetrator where it is necessary for the effective running of a department.

If a change of work location is deemed appropriate at any stage during the investigation, it will normally be the alleged perpetrator rather than the complainant who will be re-assigned, unless the complainant prefers otherwise.

As part of this policy of treating all employees with dignity and respect and providing a safe working environment free from bullying, harassment and sexual harassment, each manager is responsible for ensuring that this policy is upheld, that employees are aware of the policy, and that the procedures are followed as required.

Where it is found that elements of the policy are not working effectively improvements will be recommended and the policy updated accordingly.

The policy will also be regularly reviewed to ensure changes in legislation or case law are reflected in its contents.

All employees and managers will be notified of any changes to the Bullying, Harassment and Sexual Harassment Policy.



EQUALITY AND DIVERSITY POLICY

THE LEARNING ROOMS is an equal opportunities employer. It is the duty of all management and employees to ensure we comply fully with equality legislation and maintain a workplace where diversity is valued.

Equal opportunity is a priority for THE LEARNING ROOMS. In particular, no person will be treated less favourably, whether directly or indirectly, or subjected to any unwelcome comment or behaviour by virtue of their gender, age, civil status, family status, sexual orientation, disability, race, religion or membership of the travelling community. This includes equal treatment in relation to, but is not limited to, recruitment and promotion, pay and benefits and training and development.

The Company Dignity at Work policy deals specifically with bullying, harassment and sexual harassment.

EMPLOYEE ASSISTANCE PROGRAMME

THE LEARNING ROOMS operates an Employee Assistance Programme which provides confidential support to employees when appropriate. Please contact your manager for details.

GRIEVANCE

Policy

Most problems concerning an individual employee and his/her employment will be dealt with satisfactorily in the course of the normal working relationship between the employee concerned and their immediate manager.

The purpose of an individual grievance procedure is to provide a framework for dealing formally and fairly with individual employees concerns or complaints about their working environment, terms and conditions or workplace relationships which have not been or cannot be resolved through the normal working relationship.

This applies to all employees and management, whether full-time, part-time, fixed-term or permanent.

The procedure complies with the general principles of natural justice and fair procedures which include:

- Employees' grievances are fairly examined and processed
- Employees are given the opportunity to avail of the right to be represented, by a work colleague or recognised employee representative, and management reserve the right to nominate an appropriate manager to hear and respond to the grievance
- Employees have the right to a fair and impartial determination of the issues concerned, taking into account any representations made by them or on their behalf and any other relevant evidence, factors or circumstances



Any employee, who feels that he/she has a complaint in respect of any matter regarding his/her employment should, in the first instance, raise it with his/her immediate manager. Most complaints and grievances are resolved speedily and satisfactorily in this way.

Where the complaint cannot be resolved at this level, or the employee is dissatisfied with the response received, he/she may invoke the formal grievance procedure.

Procedure

The grievance procedure enables an employee to refer a complaint formally as a grievance to their immediate manager at the earliest opportunity, but in any event within a reasonable time-scale. The grievance should be recorded fully in writing.

Stage 1

1. A meeting will be arranged between the immediate manager and the employee.
2. An employee may be accompanied by a colleague of his/her choice at the meeting.
3. The problem will be discussed and a timeframe will be agreed for the manager to communicate a response, generally within 5 working days.
4. A summary of the meeting will be recorded and copies issued to those in attendance.
5. A decision will be taken as soon after the meeting as possible, following reasonable inquiries by the manager.
6. A written response to the grievance should be sent by the manager within 5 working days, or when reasonably practical. Copies will be maintained on the employee's file.

Stage 2

1. If agreement is not reached at Stage 1, then the employee should appeal the decision to the next highest level of management (who may be the Managing Director) at the earliest opportunity.
2. A meeting will be arranged between the employee concerned and the Managing Director, or a manager appointed by him or her, within 7 working days. Every effort will be made by both parties to achieve a mutually satisfactory outcome.

Notes

1. It is recognised that there are different types of grievance that may need to be handled in different ways. Employees with complaints in relation to bullying, harassment and sexual harassment should refer to the Dignity at Work policy or seek advice from their immediate manager.
2. There may be occasions when an employee may feel that it is not appropriate to raise the grievance with line management. In such cases, they may submit their grievance in writing to one of the Company Directors.
3. When a grievance is being heard, the employee is expected to work normally and to follow instructions even in relation to matters which are the subject of the complaint.
4. When the grievance process is completed, the parties to the grievance are expected to regard the matter as being settled and to work normally in line with the outcome of the grievance.



Appendix 9: Training Experience and Learning Evaluation Form (face-to-face delivery)

As a provider of high quality training experiences, we are eager to know how our participants feel about the programme they have just attended. This is part of our commitment to continuous improvement. We would appreciate your assessment of the programme. We will be happy to respond to any comments.

Programme		Name	
Venue		Organisation	
Date		Email	

Please rate the following statements based on your level of satisfaction with the programme you have just attended	1. Poor	2. Average	3. Good	4. Very Good	5. Excellent
Achievement of the learning objectives					
Suitability of programme content for application to your work environment					
Quality of the training handouts/manual					
Mix of training methods: theory/practice/interaction/participation					
Standard of the trainer					
Level of support given by the trainer					
Suitability of training facilities					
Overall learning experience					



Please expand on any of your ratings above:

Would you be happy to recommend this programme to others?

Yes		No	
-----	--	----	--

Additional comments/recommendations on your overall experience

Thank you for your time.

From time to time we use comments provided by participants for our marketing materials. If you would be happy for us to use your comments please tick this box. ☐

Please note all comments used are anonymous.

We also like to keep participants informed of other programmes on offer. If you would like to be kept informed please tick this box. ☐

If yes, we will contact you via email. Please note that you can withdraw this consent at any time by contacting us at hello@thelearningrooms.com



Appendix 10: Plagiarism Policy

Plagiarism Policy

The Learning Rooms ask that all staff and students make themselves aware of our plagiarism policy. This policy shall be brought to the attention of all staff and students through our website, induction courses, course brochures. All learners must complete a Statement on Plagiarism form (appendix 4) and attach same to each piece of work submitted for assessment. The statement declares that this is your own work.

The assessment process is of integral value to the learning outcomes of any course undertaken with The Learning Rooms. Because of this, any action which violates or subverts the process is deemed to be a serious occurrence. Therefore, any suspicion of cheating, dishonesty or plagiarism shall be rigorously examined and punished if it is found to be true.

What is plagiarism?

Plagiarism occurs when the words or ideas, of a person are used by another (i.e. copied) without acknowledging or giving credit to that person. It is not just words, but pictures, images, tables, graphs etc. which can also be plagiarised.

What else is considered as plagiarism?

It is not just copying from a book which counts as plagiarism. Copying articles from journals, magazines, the internet, copying work from another student, copying notes from tutors are all considered as plagiarism. Submitting work which has been completed by other people as your own sole work is also considered as plagiarism. Where any suspicion of cheating/dishonesty/plagiarism is corroborated, it may result in grades being marked downward. If the plagiarism is of a more serious nature, it is possible that no grade will be given.

How do we deal with plagiarism/cheating/dishonesty?

The Learning Rooms do not look favourably on any such acts and will deal with such incidents appropriately. Tutors and examiners are fully conversant with the literature available and the Learning and Professional Services Manager, will be advised of any suspicions the tutor/assessor may have. The tutor/assessor will outline the area of concern and give a context to the concern and advise where in the assessment the offence has occurred.

The next stage in the process is determined by the nature and extent of the offence.

Minor and major offences

Where a minor act of plagiarism has occurred, the tutor/assessor will use their discretion as to the level of penalty to apply.

Examples of minor plagiarism

- Inadequate citation such as poor referencing or inappropriate paraphrasing
- Over reliance on sources without sufficient input of learners own work



Penalty for minor plagiarism

Where the suspected plagiarism represents a small proportion of the work and or an element in a piece of work which makes a small contribution to the mark for the module, the tutor may make a small deduction from the marks.

Examples of major plagiarism

- Copying multiple paragraphs in full without acknowledging the source
- Taking information from the internet without referencing the source
- Copying the work of another learner with or without their knowledge

Penalty for major plagiarism

Where a major offence has occurred, no marks will be awarded to the plagiarised work submitted.

Where any plagiarism offence has occurred, it will be noted in the IV Report and advice of the External Authenticator will be sought if necessary.

The learner will have the opportunity to appeal when they receive their final result.



Appendix 11: I.V. Checklist

Name of course	
Certification period	
Number of candidates	
Sampling strategy	
Assessment plan	
Copy of course descriptor	
Assessment instruments	
Marking schemes	
Internal Verification Report	
Cross Moderation Form	
Correct names, dob, and PPS for all candidates	
All results recorded accurately on marking sheets and QBS	
Copy of QA Manual	
Sign off sheet	



Appendix 12: Cross Verification Form

Internal Verification/Cross Moderation

Programme:

Internal Verifier:

Date of I.V. :

Assessment brief approved by IV prior to issue?: Yes/No

Was it discussed with all assessors?: Yes/No

Are the assessments appropriate? Yes/No

Name of learner:	Name of learner:	Name of learner:
Assessor:	Assessor:	Assessor:
Module:	Module:	Module:
Assessment type:	Assessment type:	Assessment type:
Grade awarded:	Grade awarded:	Grade awarded:

Comments

Signature:

Date:



Appendix 14: I.V. Report Template

Registered Provider:	The Learning Rooms
Address:	Unit 7, 78 Furze Road, Sandyford, Dublin 18, D18 YW2
Registered Number	38384J
Named Award and Code	Component Award 6N3945 Managing People, Level 6
Date of internal verification:	
Name of internal verifier:	Name: Rosemarie Carroll
Assessment processes and procedures	<p>Verification of adherence to provider's assessment procedures.</p> <p><i>Commentary should be provided as appropriate.</i></p> <p>Is documentation available and completed correctly?</p> <p>Is sufficient and reliable assessment available for all learners?</p> <p>Was the evidence generated in accordance with the techniques and instruments indicated in the programme module?</p>



<p>Basis on which sample of learner evidence was selected (i.e. identify learner groups and total learner population being sampled and sample size selected)</p>					
<p>Assessment procedures</p> <p>I can confirm that the assessment procedures as agreed through this provider's quality assurance have been applied across all assessment activities for this award</p> <p><i>Tick as appropriate</i></p> <table border="1" data-bbox="256 1072 435 1234"> <tr> <td><u>Yes</u></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td><u>No</u></td> <td><input type="checkbox"/></td> </tr> </table>	<u>Yes</u>	<input checked="" type="checkbox"/>	<u>No</u>	<input type="checkbox"/>	<p>Comment as appropriate (If 'no' identify issues arising and corrective action taken)</p>
<u>Yes</u>	<input checked="" type="checkbox"/>				
<u>No</u>	<input type="checkbox"/>				

Internal verifier

Name: Rosemarie Carroll

Signature:

Date:



Appendix 14: Late Submission Form Sample

Assessment late submission form

Name	
Address	
Email address	
Telephone number	
Course name	
Start date of course	
QQI Module Code	
Assessment description	
Assessment due date	
Revised submission date	
Signature	

The completed form must be uploaded to the Learner Management System with your assignments by the date agreed with our office. Separate relevant information to be emailed to our office, (e. g. medical certificate).



Appendix 15: Tutor Guidance: Data Protection and course delivery

Individuals have rights in respect to their personal data. Personal data is information that relates to you, or can identify you, either by itself or together with other available information.

The Data Protection Acts (1988 - 2018) set out guiding principles to protect personal data whether it is held digitally or in manual copy. The Acts place responsibilities on organisations and individuals who ask for such information to hold and process such information in a way that is lawful, fair and transparent.

As a provider of a range of training and online development services The Learning Rooms (TLR) needs access to certain personal information in order to deliver on our commitments and to achieve the desired outcomes for our clients, their managers and staff. In this capacity, we act as a Data Controller and therefore we have a legal responsibility to:

- Obtain and process personal data lawfully, fairly and in a transparent manner;
- Keep it only for one or more specified and explicit lawful purpose(s);
- Process it only in ways compatible with the purpose of which it was given initially;
- Keep data accurate, relevant and not excessive;
- Retain it no longer than is necessary for the specified purpose or purposes;
- Keep personal data safe and secure.

In the course of delivering our services, we share certain information with our tutors which allows them to interact with course participants/learners.

Information shared

In the first instance, we will share participant/learner names and email addresses and where appropriate the name of client organisations and their point of contact details.

For all tutor led courses, delivered either in a face-to-face capacity or for live online interactive sessions, only the tutor's TLR email address is shared. A tutor may choose, of their own accord, to share mobile numbers or offer an alternative email address if any difficulties arise. If a difficulty with the TLR email address arises, tutors are asked to notify the eLearning Director.

Zoom

Tutors will also forward Zoom details for live online sessions they will lead for sharing with participants/learners ahead of the training day. This will be sent to the admin personnel in TLR to be distributed to the participants/learners. It must not be shared with anyone outside the participant/learner group.

Where tutor led training is delivered via Zoom, these sessions will not be recorded unless specifically requested by a client. Should such a request be made, the tutor must advise the participants/learners.



Short and non-accredited courses

Course materials

Where tutor led short and non-accredited courses are delivered, either face-to-face or live online without online modules, participants/learners will receive course materials and zoom links if required, via a Dropbox link. This will be forwarded by the Learning & Professional Services Manager.

If online modules are to be included as part of training, each cohort of participants/learners will be set up as an individual group on the Learner Management system (LMS), with access to materials given to the group, tutor, eLearning administrator and Learning and Professional Services Manager. After a period of three months, following completion of the course, either the Dropbox link or the group will be deleted.

Attendance sheets and other forms

For each course, an attendance/sign in sheet will be given to the tutor to monitor course attendance. For face-to-face training, signed sheets are to be returned to the office immediately, along with completed hard copies of evaluation forms. Where participants fail to take away completed questionnaires, surveys, etc. these must also be returned to the office immediately for safe disposal. Attendance sheets and evaluation forms will be stored as required and deleted when a suitable time has elapsed, usually a period of one year.

Where training is delivered live online, the trainer must mark the attendance sheet and return via email to the office. The evaluation forms and other forms will be completed digitally by participants/learners.

QQI courses

All QQI courses will have different levels of assessments. In the case of TLR and the courses we offer, assessments take the form of written assignments. For certain other courses, part of the assessment may be recorded e.g. a presentation.

All participants/learners completing QQI courses are set up on our LMS. Each course holds all the materials and information that participants/learners need to participate and complete their course and allows for the uploading of assignments. By uploading assignments to the LMS, learners can see time and date of the upload.

Marking of assignments

On the LMS, only the tutor and the Learning & Professional Services Manager has systems rights to download assignments.

Prior to the relevant QQI certification period, tutors download assignments as required to mark and grade.

- Assignments once downloaded should be saved on a secure device with relevant antivirus software in place.
- Once marked, assignments should be returned in a secure way to the Learning & Professional Services Manager, i.e. password protected or via a Dropbox link.



- The Learning & Professional Services Manager will check to see that all relevant materials for each participant/learner has been received; marked assignments; marking sheets and feedback forms.
- Once done, the Learning & Professional Services Manager will advise the tutor.
- Marked assignments and associated documentation will be then stored on the TLR secure server.

Deleting assignments – tutors

Once the Learning & Professional Services Manager advises the tutor that all elements of the participants/learners work has been received the tutor should:

- Delete all assignments from their device/s. This includes all areas where the assignments may have been stored, e.g. usb key, google drive, other cloud applications.
- Similarly, any draft assignments sent by learners/participants for review via email should be deleted from the tutor's email.
- Any other personal data, such as phone numbers shared via email should also be deleted.

From time to time, it may happen that participant/learner assignments may need to be emailed between the Learning & Professional Services Manager. The assignments should be password protected with the password forwarded via text rather than email to the other party.

Recording of presentations

For certain QQI courses, presentations form part of the assessment process.

In all cases:

- Participants/learner will be advised at the start of the course.
- Each participant/learner will be recorded as per assessment requirements.
- The tutor will include the recording as part of the assessment materials being forwarded to the Learning & Professional Services Manager.
- Once advised that this has been received, the tutor will delete from their device/s as per the instruction above.



Appendix 16: Assessment Submission and Plagiarism Statement

Please complete all parts of this form for each assignment and upload with your assignments when you are submitting online.

Programme name:		
Venue:		
Learner Name:		
PPS number:		
Date of birth:		
Module name:		
Date submitted:		
Due date:		
Assessment no.:		
Assessment type	Assignment 1 : Learner Record	
	Assignment 2: Project	
	Assignment 3: Evaluation	

Authorship Statement

(Declaration of Compliance and Ownership)

Declaration	Tick
I wish to confirm that I have read and understand all Policies and Procedures around projects and assignment submission, plagiarism and malpractice as described in the learner handbook/website etc.	
I wish to confirm that I have retained a copy of this assignment for my own personal use and in the event of being requested for an additional copy from my tutor.	
I hereby declare that all work described in the assignment, except where referenced, is entirely my own. All sources of information have been acknowledged by means of reference as required.	

Signature:

Date:



Appendix 17: Assessment Appeals – Policy and Procedures

Only approved results can be appealed.

The appeals procedure allows for an appeal against the result of an assessment to be made. If making an appeal, the process should be initiated within 14 days of the result of the assessment being made available.

You must also have adequate grounds for an appeal. The three grounds are as follows:

- Where you believe there was a problem with the assessment process or where some irregularity occurred.
- Appealing the result - where you believe the result/grade awarded is incorrect on stated grounds
- Other grounds including assessment deadline (compassionate grounds and too short an extension period) reasonable accommodation not allowed.
-

Timeline

It is necessary for you to lodge an appeal query with the Learning and Professional Services Manager within 14 days of the date on your results letter.

Lodging an appeal

If you wish to pursue an appeal, you must first review the grounds for your appeal and then complete an Assessment Appeals form (appendix 2). This form must be accompanied by a letter detailing the grounds for your appeal, with specific focus on where you believe either a process/procedural irregularity has occurred, or where you believe the grade awarded is incorrect.

If appealing on other grounds, you must include supporting documentation e.g. medical certificate. A fee of €40 also applies. You can submit your appeal by email or post. If using the postal system, you are also asked to obtain proof of postage, available from the post office, when returning the appeal, as those appeals received after the deadline will not be processed.

The process

Once the form is received, a review will commence. Two members of staff (Appeals Committee) will review all aspects of your assessment, including:

- That all evidence has been marked
- That all marks have been calculated properly
- That all marks have been transferred correctly to the results sheets

If an error is identified at this stage leading to a change of mark/grade, you will be notified and the new marks/grade advised to QQI.

Your fee will be refunded.



If there is no error identified, and you wish to continue with the appeal, the next steps are as follows.

The Learning Rooms will appoint an Appeals Examiner who:

- Is experienced with QQI standards and procedures
- Is independent of the original process

The role of the Appeals Examiner is to:

- Review and remark appealed assessment evidence. Marks will either be upheld or changed as a result of this review and remarking process.
- Process/procedure based appeal: Both the Appeals Committee and the Appeals Examiner will seek to establish that fair assessment procedures were applied. They will review the evidence and make a decision based on their findings.
- Other grounds: Both the Appeals Committee and the Appeals Examiner will seek to establish that fair assessment procedures were applied. They will review the evidence and make a decision based on their findings.

The Learning and Professional Services Manager, will advise you of the outcome of your appeal within 5 working days. If appropriate, QQI will be advised of any change to the marks/grade originally awarded.

Learners should note that results may go either up or down at the conclusion of the appeals process.

It should be noted that appeals can only be entered by learners and not third parties acting on their behalf.



Appendix 18: Data Protection Policy including Data Retention Policy

The Learning Rooms is committed to meeting our obligations under the GDPR legislation. This policy demonstrates how we will meet that commitment.

Title	Data Protection Policy (including record retention schedule)
Document type	Policy
Version	1.0
Status	Active document
Start date	01 May 2018
Review date	01 May 2019
Confirmed Review	Yes – May 2019
Revised review	May 2020

1. Purpose of policy

Under the Data Protection Acts 1988 and 2003 (as amended) (DPA) companies who process personal data and sensitive personal data, are obliged to treat such data in accordance with the Acts. With the enactment of the General Data Protection Regulation (GDPR), May 2018, the rights and protections afforded to individuals, also known as data subjects, are greatly enhanced.

Broadly, individuals have a right to be informed about how their personal data is processed. Under the GDPR, individuals should be supplied with certain information and GDPR also stipulates when we should supply this information. One aspect of this information is the retention period which applies to certain types of information.

1.1 Grounds for processing

For all personal data that we process, under the DPA and GDPR, we need to provide individuals with the lawful basis we rely on for processing such information. There are six lawful basis available for processing.

These include:



- Consent: (the individual has given clear consent to allow us to process their personal data for a specific purpose)
- Contract: (the processing is necessary or a contract we have with the individual, or because the individual has requested we take specific steps before entering the contract)
- Legal obligation: (the processing is necessary for us to comply with the law. This does not include contractual obligations)
- Vital interests: (the processing is necessary to protect someone's life)
- Public task: (the processing is necessary for us to perform a task in the public interest or for our official functions, and the task or function has a clear basis in law)
- Legitimate interests: (the processing is necessary for your legitimate interests, the legitimate interests of a third party unless there is a good reason to protect the individual's personal data which overrides those legitimate interests).

Explicit consent is required for certain categories of data known as sensitive personal data is to be processed.

The lawful basis for processing personal data and sensitive personal data relies on it being necessary, targeted and proportionate. In some instances, there may be more than one legal basis for the processing of personal data or sensitive personal data.

We can only collect data about our clients, if it is necessary only in relation to the purpose for which it is collected. Once that purpose has been fulfilled, such data needs to be deleted or destroyed if in hard copy.

In order to track our interactions with prospective clients and customers, we use CRM software HubSpot. This is to help us to give a better service to our clients and customers. We track name and contact details and stages of the customer journey. HubSpot manages this information on our behalf. In this instance, we are the Data Controllers. HubSpot do not contact our clients or customers directly and is fully compliant with GDPR. You can read their privacy statement [here](#).

2. Data Subject Rights

Under the legislation, individuals have rights with regards to the data held about them. They can have their personal data removed/deleted/destroyed where:

- Retention of the personal data/sensitive data is no longer necessary
- The individual withdraws consent
- The individual objects to the processing of personal data
- The individual requests rectification/correction to the data held

The individual also has access to any information held about them. There are separate procedures in place for this.



3. Reasons for Data Retention

Some data needs to be retained in order to protect the company's interests, preserve evidence, and generally conform to good business practice. Therefore, The Learning Rooms is obliged to retain certain records (usually for a set amount of time). We will balance this against the requirements of the GDPR legislation. Some of these reasons include:

- Regulatory requirements
- Accident investigation
- Evidence of business transactions, they record our rights and obligations
- Compliance with legal, accounting or other statutory obligations

4. Types of Documents

4.1 Records

A record is any type of information created, received, transmitted in the course of SHRC business. Listed below are some examples of where various types of information can be found.

- Appointment books and calendars
- Audio and video recordings
- Computer programmes
- Contracts
- Electronic files
- Emails
- Handwritten notes
- Letters and other correspondence
- Memory in stored on computers and mobile devices
- Voicemails
- Performance reviews
- Online postings on social media

All paper or electronic records must be kept for the amount of time as specified in the following schedule. Once the purpose for which personal data is being held has ceased, such data must be deleted or disposed of in a secure manner.

Retaining a record beyond the specified time limit, can only be done where there is a valid reason.

4.2 Disposable information

Disposable information describes that information which may be discarded or deleted at the discretion of the user once it has served its temporary useful purpose and/or data that may be safely destroyed because it is not a record as defined by this policy. Such data includes:

- Duplicates or originals which have not been annotated



- Preliminary drafts of letters, memos, reports, worksheet and informal notes that do not represent significant steps in the preparation of an official record
- Books, periodicals, printed materials obtained from sources other than SHRC and maintained for reference purposes
- Junk mail and spam

4.3 Confidential information belonging to others

Any confidential information that an employee may obtain from a source outside of SHRC, must (a) not disclose or use that information while it remains confidential, (b) must not be used by The Learning Rooms. Information which is received and which is unsolicited, must be returned to the sender where possible and deleted if received via the internet.

5. How we store our documents

All manual documents are to be stored in a safe and suitable manner. Access to files, information and data is on a need to know basis.

Electronic information is stored on a secure server and password protected. All essential documents (financial/staff records) should be duplicated and stored off site. All electronic data should be backed up on a monthly basis and also stored off site.

6. Destruction of documents

SHRC has a responsibility to continuously identify those records which have surpassed their retention period. All such hard copies must be destroyed by shredding. Disposing of digital/ electronic records to be coordinated and planned with our IT team. Time limits refer to both soft and hard copies of records and documents.

Record Retention Schedule

Personnel and Payroll Records	
Employee application forms, C.V.s, portfolios, (hard copy and electronic)	1 year and 1 day Where successful or the duration of employment plus 7 years from the date of termination of employment
Employee offer letters and other documentation regarding hiring, promotion, selection for training etc.	7 years from date of making the record or the action involved, whichever is later, or 1 year from date of involuntary termination
Background check documentation	7 years from when check is conducted
Employment contracts; employment and termination agreements	7 years from the date of expiry of the contract or agreement



Employee records with information on pay rate	3 years
Tax forms	6 years after date of hire
Job descriptions, performance reviews and other job-related documentation	Duration of the employment plus 7 years from the date of termination
Employee tax records	6 years from the date tax is due or paid
Employee benefit scheme	7 year from when the record was required to be disclosed
Personnel or employment records	7 years from the date the record was made
Written allegations/complaints	Retain indefinitely
Pension records	Permanent
Payroll registers	Permanent/3 years from the last date of entry
Work time schedules, earnings records, records of additions to and deductions from wages, records on which wage computation are based	7 years

Corporate/Company Records	
Articles of Incorporation	Permanent
Registration with CRO	Permanent
Policies, minutes of meetings of Directors	Permanent
Contracts	Permanent
Emails (business related)	Permanent
All tax records	Permanent
Sales and purchase records	3 years



Accounting and Finance	
Accounts payable and receivable ledgers and schedules	7 years
Annual audit reports and financial statements	Permanent
Annual plans and budgets	2 years
Bank statements, cancelled cheques, deposit slips	7 years
Business expense records	7 years
Cash receipts	3 years
Electronic Fund transfer documents	7 years
Employee expense reports	7 years
Journal entries	7 years
Invoices	7 years
Petty cash vouchers	3 years
Debit and Credit Card details	In compliance with PCI DDS

Tax Records	
All tax records	Permanent/7 years

Legal and Insurance Records	
Insurance contracts and policies (Director, Public Liability, Professional Indemnity Insurance)	Permanent
Leases	6 years after expiry
Loan contracts, deeds	Permanent



Trademark registrations, evidence of use documents	Permanent
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Health and Safety	
Records of accidents and occurrences	10 years (Safety, Health & Welfare at Work Act 2005)

Learner details	
Application forms (including all details)	1 year after date of finish of course. Allows for late submission, re-submission of assignments, and the bi-yearly visit of external authenticator
Learner assignments	12 months after submission for certification to QQI to allow for appeal of result
Learner marking sheets, feedback sheets, QQI results sheet, internal verification report, external authentication report	Indefinitely
Results Approval Panel Meetings Minutes	Indefinitely
Learner details (online courses)	3 months
Learner completion information	3 months
Correspondence (electronic and hard copy)	12 months after date of finish of course – for general correspondence Indefinitely if relating to a results query, plagiarism issue, etc.
Learner full name and email address	Indefinitely, if consent given



Google analytics	
Cookies used on our websites	50 months (option as given by Google)
Databases	Indefinitely if consent is given



Appendix 19: Privacy Statement

This is the Privacy Statement for The Learning Rooms. It tells you which personal/sensitive information we collect about you and the reasons why. We only collect the minimum information that is necessary to allow us to process your query, your booking, to process requests for the services or products which you have purchased. We understand that the privacy of your data is important to you and to us. We will treat your data with respect and not share it with third parties without your prior consent.

Topics:

- When do we collect information about you?
- What types of information we collect and how we use it?
- Marketing
- Your rights
- Other websites
- Changes to our privacy statement
- How to contact us?

When do we collect information about you?

We collect information about you at different times:

- When you visit our website
- When you enquire about any of our services or products, either online or via email or telephone
- When you book to attend and pay for a course, buy a product or service
- When you complete a feedback form, either manually or online
- For QQI certification
- For HR/Employment Law case details
- Surveys

What types of information we collect?

We collect information;

- **When you visit our website:** Cookies are used to collect standard log information and visitor behaviour information and helps us to compile statistics about website activity using Google Analytics. The information tells us about pages visited, what is looked at and how long a visitor stays on the website. It collects the IP address but no other personal data. Google Analytics is a web analysis service provided by Google Inc which prepares reports and shares with other Google services. We retain this information for 50 months.
- Cookies are created when you use your browser to visit a website that uses cookies to keep track of your movements within the site, help you resume where you left off, remember your registered login, theme selection, preferences and other customisation functions. You can choose to accept or not accept cookies when you visit our website. However, if you turn off cookies, it may happen that some of our website features will not function.



- **When we respond to a query made online or via email or telephone:** we collect name, email address and a contact number in order to forward a response to your query.
- **When you book to attend and pay for a course, buy a product or service;** we process different sets of data to deliver our service to you.
 - **Contact details to allow us to provide the service:** name, email, contact number, preferred address, employer details if applicable. We retain this information for a year following the completion of the course or transaction.
 - **Payment processing details:** invoicing details/card payment details/electronic fund transfer details. If payment is made online, this is processed via PayPal. All payments are processed using secure payment gateways, either PayPal or WAVE. Both services employ encryption protocols to keep your personal data secure. We are not responsible for any data breach that may occur on these sites. You can check their privacy statements on their respective websites. We retain payment processing details in accordance with our legal obligations. Any data taken manually is destroyed once the payment has been processed electronically.
 - **Online learner data:** our learning management system is a secure Moodle based system available at <https://learn.thelearningrooms.com> . Within Moodle, learners complete our online courses and participate in online discussion forums. Learner data is collected and reported on for certification purposes. Some data is available to other learners enrolled in the same course. The personal data collected includes: name, email address, completion data, discussion forum posts. We retain this data for a year following completion of courses.
- **When you complete a customer/learner feedback form:** on the completion of a course, all participants are requested to complete a feedback form. The purpose of this is to evaluate the training delivered and to make improvements to course delivery if necessary. On occasion, we may use quotations from our courses on our promotional materials. Such use is always anonymised. If we require a direct quotation, we will always contact the person for permission. We retain this information for a year following completion of a course.
- **For QQI certification:** Some of our training courses lead to a QQI qualification and for this we are required to look for additional information on behalf of QQI. We collect this information via our Education Form. This includes your PPS number and your date of birth and the signifier of Male or Female. These must match the name on the QQI database. In the event that a difficulty arises, proof of identity will also be sought, e.g. copy of passport or driving licence etc. These are destroyed once the matter is resolved with QQI. We also look for relevant work details including any education qualification attained in order to assess that the participant is suitable to undertake the course in question. We retain Education



Forms for a year following certification. In order for course participants to be submitted for certification with QQI, they are required to complete assessments relevant to their particular course of study. These must be posted to us for marking by our internal assessor. These assessments are held for one year following receipt of certification and are then destroyed in accordance with The Learning Rooms policy. We also retain results sheets for each cohort of participants, which list, name, PPS number, mark and grade obtained. These sheets along with participant marking sheets are retained indefinitely.

- **For HR/Employment Law Case Information:** if we undertake a case on your behalf, or offer advice, we may need to collect data of a highly sensitive and confidential nature. All information is gathered on a case by case basis, but only on a needs must basis. We have procedures in place where access to such information is on a need to know basis, both internally and with relevant external parties. This applies to both digital and manual files. We abide by the lawful timelines in relation to retention of this data.
- **Surveys:** Data and information received in response to a client organisation survey are treated on a highly confidential basis. All responses are anonymised and aggregated when being returned to the organisation. The results are treated in line with our service level agreement and shared only with relevant personnel, both internally and externally. We use the electronic survey tool, SurveyMonkey to gather data and to assist us in analysing it.

Marketing

We would like to send you information about our services, training and events from time to time which may be of interest to you. If you have consented to receive such marketing information, you may opt out at a later date. You have a right at any time to ask us not to contact you for marketing purposes. If you no longer wish to be contacted for marketing purposes, you can visit email us at info@shrc.ie or by clicking the unsubscribe button at the end of an email you have received from us.

Your rights

Under GDPR, as a Data subject you have a number of rights regarding your personal information. These include:

- The right to request a copy of any personal data we hold about you. If you wish to have a copy of this, please email info@shrc.ie and we will forward a Data Request Form. Alternatively, you can write to us indicating relevant dates, courses attended, etc. to assist us in locating the correct data. We will forward a copy within 30 days. You can email us at info@shrc.ie or write to us at The Learning Rooms, Unit 7, 78 Furze Road, Sandyford, Dublin D18 YW20.
- The right to be forgotten. You can ask us to delete any personal information that we hold about you in any format.
- The right to accuracy. You have the right to ensure that any data we have is correct and accurate and to have it rectified if necessary.



- In certain instances, you have the right to object to processing, for example, marketing purposes. This will not otherwise impact on you receiving any of our products or services.

Other Websites

In some of our articles and blogs, we may reference other websites and provide links. The Learning Rooms is not responsible for the privacy policy of these websites. You will need to read their own policies. We do not accept responsibility or liability for the products, services or information available from other websites.

Changes to our privacy statement

We will review this policy regularly and update as necessary and relevant.

How to contact us?

If you have any questions about this privacy statement or about any information we may have about you, you can:

- Email us at rosemarie@thelearningrooms.com
- Write to us at The Learning Rooms, Unit 7, 78 Furze Road, Sandyford, Dublin D18 YW20



Appendix 20: Joint Controller Agreement

Introduction

This agreement is made between the Health Management Institute of Ireland (HMI) and The Learning Rooms (TLR). The HMI and TLR (trading business name of SHRC Limited) have worked collaboratively since 2003. This collaborative working relationship has been and continues to be mutually beneficial and has served as a springboard for initiatives and programmes in both organisations.

The HMI and TLR have agreed to enter into this agreement to ensure compliance with Data Protection Legislation as determined by the General Data Protection Regulation 2016/679 (GDPR) and transposed into European Law in May 2018. Both organisations are in agreement that they act as Joint Controllers as defined in Article 26 of the GDPR as both HMI and TLR jointly determine the purposes and means of processing of personal data, (i.e. personal data is used for the same purpose or for combined purposes in that both Parties provide a combined service to members and non-members and share client information at the point of collection).

Definitions

- For the avoidance of doubt, and for consistency in terminology, the following definitions apply.

Data	This includes both automated and manual data. Automated data means data held on computer or stored with the intention that it is processed on computer. Manual data means data that is processed as part of a relevant filing system, or which is stored with the intention that it forms part of a relevant filing system.
Personal Data	Information which relates to a living individual, who can be identified either directly from that data, or indirectly in conjunction with other data which is likely to come into the legitimate possession of the Data Controller. (If in doubt, TLR refers to the definition issued by the Article 29 Working Party and updated from time to time).
Sensitive Personal Data	A particular category of Personal data, relating to: Racial or Ethnic Origin, Political Opinions, Religious, Ideological or Philosophical beliefs, Trade Union membership, Information relating to mental or physical health, information in relation to one's Sexual Orientation, information in relation to commission



	of a crime and information relating to conviction for a criminal offence.
Data Controller	A person or entity who, either alone or with others, controls the content and use of Personal Data by determining the purposes and means by which that Personal Data is processed (both HMI and TLR in this instance).
Data Subject	A living individual who is the subject of the Personal Data, i.e. to whom the data relates either directly or indirectly.
Data Processor	A person or entity who processes Personal Data on behalf of a Data Controller on the basis of a formal, written contract, but who is not an employee of the Data Controller, processing such Data in the course of his/her employment.
Data Protection Officer	A person appointed by HMI and TLR to monitor compliance with the appropriate Data Protection legislation, to deal with Subject Access Requests, and to respond to Data Protection queries from members and non-member clients.
Relevant Filing System	Any set of information in relation to living individuals which is not processed by means of equipment operating automatically (computers), and that is structured, either by reference to individuals, or by reference to criteria relating to individuals, in such a manner that specific information relating to an individual is readily retrievable.

Purpose of the Agreement

The purpose of the agreement is to set out the responsibilities of the parties when they act either as individual Controllers which share personal data or as Joint Controllers. This will allow both Parties to:

- Understand their respective responsibilities and actions they need to take to comply with Data Protection Legislation
- Assist in delivering the aims and functions of both Parties

Scope of Agreement

This data is limited to personal data provided to HMI directly (member database) and to non-member clients who provide their data to TLR directly following regional meetings; the annual conference; training courses (face-to-face or online); delivery of consultancy services and independent requests for inclusion on mailing lists regarding upcoming training courses and events. This also includes those organisations who have engaged with HMI and TLR as sponsors of HMI events and other activities.



Retention of Data

Personal data is retained in a number of databases including: members database; Health Manager database; annual conference database; course attendance database and QQI database. Member data is retained while the data subject remains a member of HMI. Similarly with the Health Manager database, all information is retained unless a request is received from the data subject to be removed. At all times, in compliance with Data Protection legislation, data subjects have the choice to opt-out of receiving notifications and information or being otherwise removed from the databases.

Other databases are deleted as appropriate within a reasonable time period, depending on the purpose of the database.

Purpose of Data Processing

The purpose of data processing is to allow both HMI and TLR to undertake their functions as both individual parties and combined parties, i.e. to provide services as appropriate to members, individual non-members and other clients.

Data Subject Rights

Right of Access	HMI will provide the data subject with a copy of personal data retained if this request comes from a member. TLR will provide the data subject with a copy of personal data retained if his request comes from a non-member.
Right to have inaccuracies corrected	A data subject may request that any inaccurate information held by a Joint Controller is rectified.
Right to be forgotten	A data subject may at any time request that data retained by a Joint Controller is deleted.
Right to restriction of processing	The Joint Controllers will administer requests which seek to restrict processing.
Right to object to direct marketing	The Joint Controllers will administer such requests.
The right to data portability	N/A

Provision of Information

HMI and TLR will provide all relevant information as required by legislation by means of a notice on the HMI website.



Data Breaches

TLR will implement the appropriate security measures (technical and organisational) to protect personal data in its systems on behalf of both organisations.

TLR will inform HMI of any security breaches and will ensure the proper steps are taken to inform (a) the data subject(s) and the relevant authorities should this (b) be appropriate.

Term of Agreement

This agreement runs concurrently with the Memorandum of Understanding between HMI and The Learning Rooms and ceases at the same time.

If either party wishes to terminate this agreement, it may do so by providing written notice to the other Party, outlining the reason for termination and the proposed date of termination, and at least three months' notice prior to termination.

Notwithstanding the expiry or termination of this Agreement for any reason, the provisions of this Agreement shall continue to apply to any personal data in the possession of either party which was covered by the Agreement. Both Parties retain copies of the data and retain responsibility as Controllers in separate entities.

This agreement shall be governed by Irish Law and subject of the exclusive jurisdiction of the Irish courts.



Appendix 21: Matters of Concern Register

Date	Name and organisation	Details of issue of concern	Follow up action	Resolution



Appendix 22: Reasonable Accommodation Policy

The Learning Rooms understands the learning environment needs to be inclusive. At all times we will endeavour as far as possible to respond to the individual needs of learners who may have special requirements to allow them to participate in our courses and to attain relevant qualifications.

Details are available in the Learner Handbook.

Grounds for application can include, but are not limited to:

- Hearing difficulties
- Visual difficulties
- Physical difficulties (to include medical, sensory, mental health or physical difficulties)
- Extenuating circumstances which impact on submission of portfolios, taking exams

Accommodations can include:

- Large print materials
- Extending deadlines for submission of assignments

Procedure

- Learners are advised to contact us as soon as possible (via their tutor or by contacting the Learning & Professional Services Manager/Quality Officer) or to include details on the application form.
- Request is reviewed by the Learning & Professional Services Manager/Quality Officer. If evidence is provided this is also reviewed. If it is reasonable and practicable to respond positively to the request, we will do so. However, the provision of reasonable accommodation must not in any way confer any additional advantage to the learner over other learners in their cohort. Reasonable accommodation is intended to give learners with special requirements every opportunity to participate on an equal footing with their peers and to show their level attainment of the learning outcomes.
- The learner is then notified as to the outcome of the request and the tutor is advised.
- The I.V. report will note the reasonable accommodation provided.
- Any reasonable accommodations provided will also be advised to the Academic Committee/Quality Committee.

If you have additional needs/requirements, please contact your tutor or our office as soon as possible. All such communication will be treated in confidence. Some of the grounds where reasonable accommodation can be requested include:

- Visual difficulties
- Physical difficulties



Extenuating circumstances

Reasonable accommodation also includes extenuating circumstances in relation to the submission of portfolios or undertaking an exam. A request for consideration of reasonable accommodation can be made where illness or a bereavement, work or domestic crisis arises. Learners are asked to contact the office as soon as possible to discuss further and to put alternatives in place.



Appendix 23: Learner Complaints Policy

The Learning Rooms is committed to providing a high quality learning experience for all learners which includes all aspects of learning provision and associated services. We support the right of a learner to make a complaint. We aim to deal with any complaint brought to us in a way that is open, timely and fair to all relevant parties. This policy and its associated procedures is to inform any learner who wishes to make a complaint of the processes involved.

Please note that any learner wishing to query an assessment process/result, should refer to our **Assessment Appeals Policy and Procedures**.

Grounds for a complaint

Some of the reasons a learner may wish to make a complaint could relate to:

- Issues with training facilities
- Issues with support services provided
- Issue with learning activities
- Difficulties with a tutor
- Difficulties with another learner

Procedure

- Depending on the nature of their complaint, learners are advised to contact their tutor or the Learning & Professional Services Manager in the first instance
- Once received, the complaint will be recorded in our Matters of Concern register
- Depending on the complexity of the complaint, the learner may be asked to submit the complaint in writing outlining all relevant details
- Complaints will be formally acknowledged within 5 working days of receipt

Informal resolution

It is our aim to resolve all complaints in an informal way, depending on the nature of the complaint. In such an instance, The Learning & Professional Services Manager will aim to find a satisfactory solution acceptable to the learner.

Formal resolution

If the informal process does not resolve the complaint, the learner may request to go to a formal process.

Please note that if a complaint is of a serious nature, it may be necessary to proceed directly to the formal process immediately.

- The learner will be requested to submit the complaint in writing
- The complaint will be acknowledged within five working days
- The complaint will be forwarded to the Managing Director for investigation
- A written response will issue to the learner with ten working days. This will outline the proposed actions to be taken to resolve the matter.



- Where the complaint is of a serious nature e.g. regarding the conduct of a tutor or other member of staff, an independent investigator will be engaged to conduct the investigation and propose a course of action
- If a complaint is not upheld, the learner will be advised on the reasons why
- The results of any independent investigation will be shared with relevant parties
- The Academic/Quality Committee will be advised of all complaints and follow up actions

