Occupli

Putting Safety To Work

Training Centre Handbook & Quality Assurance Manual

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SECTION 1 – WELCOME MESSAGE

1.0 WELCOME MESSAGE

Welcome along, and thank you for coming on this journey with us and making us part of your own career story.

Our story began over 25 years and today we are Putting Safety to work and positively impacting thousands of lives and the planet on a daily basis. A person without a safety net never learned how to walk a tight rope. At Occupli, we provide that safety net to our customers and empower them to provide their own safety net. We do the very same for our colleagues, our team, we provide a safe environment for you to grow and develop, in a team environment that empowers you to write your own story.

Team – a simple word but with such meaning when it is put to action. Occupliers are each as important as another, being part of a team, embraced for who you are and encouraged to be yourself. If we were all the same, we would not be creative or have an enjoyable experience daily at work.

As a team we hold our values close to us, as follows:

Strive to improve: We can always do better. This value is shared across the organization because it promotes the belief that whatever is good today, might not be good enough tomorrow. It's a mindset that makes us eager to become better every day, through incremental improvements. It instils in us the desire & appetite to learn & reach for excellence.

Be of service: We strive to use innovative techniques & think outside the box to develop unique solutions to complex occupational & organisational problems. We are responsive, agile, critical thinker and problem solvers.

Foster Safer Cultures: We deploy world class expertise, from engineers to safety specialists. Safety doesn't cost, it pays. It is the cultural embodiment of an organizational ethos that puts people first.

Many people go to work on a daily basis for various reasons but we as Occupliers want to bring meaning to what we do by understanding, Why, How and What we do:

The Why? Because we believe that the successful business of today must value its people above all else, and pledge to protect them in everything they do.

The How? We help human beings make safer decisions, by creating positive, proactive cultures that empower each and every person to take ownership of their own health and safety.

The What? Occupli is a collective of health & safety and environmental experts, dedicated to providing consultancy and training solutions, designed to transform your business, beyond compliance into powerful competitive advantage.

Through our people we form a great team, through our team we form a great business and through our business we help each other and our customers to grow and thrive. Welcome to our team, you are now an Occuplier and I hope your story is a happy and exciting one here.

I like everyone else, am one of the team, and I am glad to be on your team.

Best Wishes,
Martin Clancy
Fellow Occuplier

SECTION 2 – INTRODUCTION & BACKGROUND

2.0   Occupli Training Introduction

Occupli training department is part of a larger organisation that is the largest EHSQ provider in Ireland. We have built up a solid reputation, strong business links and a very impressive client list over the last 25 years. We deliver a large range and number of courses annually to both private and public clients. We deliver accredited and non-accredited courses including subjects in Health & Safety, qualification enhancement, functional area training and many others.

2.1   Our Values

The Occupli Mission Statement is

"To be a leading provider of outsourced professional consultancy, training and people solution resources internationally"

2.2   Training Department Provider Profile

Occupli was founded in 1996 and now incorporates several divisions including Training, Consultancy, Recruitment, The Food Safety Company and Carbon Action. Today, we are a leading provider of Health and Safety, Energy, Carbon Emissions and Environmental professional services in Ireland and beyond.

We train more than 30,000 people each year in classrooms and online. Many of our classroom courses are delivered in client locations with the balance being delivered in our premises or in independent venues nationally.

At Occupli, we develop long term working relationships with all our clients creating a repeating business model. We provide practical and quality solutions to our clients creating value and commercial advantage for them. Hence our clients keep coming back to us for more of our services.

Occupli has offices in Dublin, Cork and London. We also have a state-of-the-art fire training facility in Ringaskiddy. This centre is used to deliver hands-on fire and rescue training to clients from Ireland and beyond. Occupli have nearly 100 permanent staff and over 160 contract personnel, both full time and part time, working nationwide. Out of this total Occupli has over 80 contract trainers delivering training.

As an organisation we have been successful because of our high customer focus and satisfaction, client referrals; transparent and cost-effective pricing structures; comprehensive services with an integrated approach towards solving clients' problems.

We are an ISO quality assured training organisation for the provision of training programmes up to QQI Level 6. We also provide accredited programmes through IOSH, NEBOSH, SOLAS, PHECC, Canadian Standards Association, the Department of Transport Marine and more.

We currently hold ISO 9001, ISO 14001 and ISO 45001 certification from TUV Nord.

Over the years, many of our clients have requested us to develop bespoke training programmes for their employees. Through listening to customer requirements, identifying learning outcomes and using effective course formulation processes we have been very successful in developing these courses. We have over the years formalised our in-house developmental process.

The programme development is managed by our PRDC or Programme Review and Development Committee and the steps are outlined in Flow Chart FC-06 and the associated description. This process is used for both accredited and non-accredited courses. The following is a non-exhaustive list of Accredited Courses.

Sample Courses and clients

The following is an example of the range of OFF THE SHELF training programmes we provide:

Solas Safe Pass	Manual Handling
Fire Safety / Fire Warden	DSE Assessor
Chemical Handling Awareness	Training Delivery and Evaluation QQI Level
Forklift for Beginners	Chemical Handling with Spill
Abrasive Wheels	Forklift Experienced
Working at height	Confined Space
Safety & Health at Work QQI Level 5	Asbestos Awareness
Manual Handling Instructor QQI Level 6	Safety Representative QQI Level 5
IOSH Managing Safely	IOSH PSDP
	IOSH Managing Safely for Construction Managers

NEBOSH International Certificate in Fire Safety and Risk Management NEBOSH International General Certificate in Health & Safety

We include below a non-exhaustive list of sample private clients for your information.

- Janssen
- An Post
- Regeneron
- ESB
- Henkel
- Apple
- Gas Networks Ireland
- Abbvie
- Permanent TSB

2.3 Use of External Experts: Authenticators, Quality Champion and Subject Matter Experts

Our quality assurance procedures [outlined in Section 4 of this document] include explicit criteria and procedures for the recruitment, selection and engagement of subject matter experts, Quality Champion, and external authenticators. We provide guidelines relating to the participation of such individuals.

We review the independence and expertise of all newly engaged experts. We retain a copy of the Curriculum Vitae of all external experts used by us. We also check referees for each tutor, subject matter expert or course developer, engaged by us. All done whilst adhering to our GDPR policies.

2.4 Accreditation Bodies

Occupli offers a range of programmes that are validated by the following awarding bodies:

- Quality & Qualifications Ireland (QQI)
- Institution of Occupational Safety & Health (IOSH)
- National Examination Board of Occupational Safety & Health (NEBOSH)
- Pre-Hospital Emergency Care Council (PHECC)
- SOLAS – The Further Education and Training Authority
- Canadian Standards Association (CSA)

Occupli ensures that awards and accreditations are organised with reputable bodies and are subject to appropriate internal and external quality assurance procedures as set out by these bodies. Details of our arrangements with the various awarding bodies are published on the Occupli website.

Occupli currently do not engage with external partnerships or use second providers or sub-contract the provision of programmes, or plan to so in the immediate future. We understand that if we are to do so, we must have quality assurance procedures in place which cover all such arrangements; we are also aware of our requirements to carry out due diligence on the reputation, legal status, standing and financial sustainability of any parties we propose to engage with in advance of the agreement of such arrangements.

SOLAS - The Further Education and Training Authority

SOLAS is the state agency responsible for planning and co-ordinating Further Education & Training in Ireland. Occupli offer programmes under SOLAS' Construction Services Certificate Scheme (CSCS), primarily Safe Pass.

NEBOSH (National Examination Board in Occupational Safety & Health)

Occupli is a leading provider of NEBOSH programmes in Ireland and we are a fully registered NEBOSH Centre since 2003 with centres in Dublin and Cork. NEBOSH was formed in 1979 as an independent examining and awarding body. We offer NEBOSH qualifications in health & safety, fire, environmental and risk management. All NEBOSH certificates are internationally recognised.

Quality and Qualifications Ireland (QQI)

QQI (Quality and Qualifications Ireland) is the independent State agency responsible for promoting quality and accountability in education and training services in Ireland. It was established in 2012 by the Qualifications and Quality Assurance (Education and Training) Act 2012. The QQI's role is to:

- promote, maintain and develop the Irish National Framework of Qualifications (NFQ), a 10-level framework for the development, recognition and awarding of qualifications in Ireland;
- approve programmes offered at a variety of schools, colleges and further and higher education and training institutions. These programmes lead to qualifications (QQI awards) listed in the NFQ, which are recognised internationally;
- regulate and promote the quality of programmes offered by schools and colleges leading to qualifications in the NFQ for the benefit of learners, employers and other interested parties;
- ensure that providers offering national qualifications provide a positive, high-quality experience to international learners coming to study in Ireland. We will do this by authorising the International Education Mark (IEM);
- provide academic advice on the recognition of foreign qualifications in Ireland through NARIC Ireland – the National Academic Recognition Information Centre. We also provide advice on the recognition of Irish qualifications abroad;
- inform the public about quality assured education and training programmes and qualifications through a database of programmes and a register of providers;
- manage a national scheme for the quality assurance of English language services (Accreditation and Coordination of English Language Services - ACELS);
- advise the Minister for Education and Skills about national policy on quality assurance and improvement in education and training.

Pre-Hospital Emergency Care Council (PHECC)

PHECC is the independent statutory body that sets the standards for all recognised pre-hospital emergency care training programmes. From the 1st June 2018 First Aid Response Education and Training Standard (FAR) is the new minimum qualification for all workplace first aiders. In the workplace the Health and Safety Authority (HSA) demands his accreditation as a minimum

IOSH (Institution of Occupational Safety & Health)

Occupli is a leading provider of approved IOSH programmes in Ireland, providing a large range of offthe-shelf and bespoke programmes to clients and individuals. IOSH is a leading accreditation for health & safety training, and also providing professional membership to health and safety professionals all over the world. Occupli Training offer a wide range of IOSH approved programmes, including but not limited to the following:

- Managing Safely
- Working Safely
- Fire Safety for Managers
- Safety Health & Environment for Construction Site Managers
- Explosion Safety Management
- Introduction to Explosion Safety Management
- PSCS
- PSDP
- Machinery Safety • Process Safety

2.5   Occupli Capacity and Resources

Occupli uses the following internal resources to provide our support services.
- Human Resources
- Financial Management
- Health and Safety
- Insurance
- IT support
- ISO and Quality
- Central Services/Offices/ Training Rooms

Human Resources

Occupli Training Centres operates under the Occupli Human Resources policies and procedures. The HR department makes all policies and procedures available to all units within the organisation including the Occupli Training department through the internal ZOHO Information System.

Financial Management

Occupli has a full time Financial Manager heading up a Finance team. The auditors for the organisation RBK Chartered Accountants.

- Company Registration No.: 309301
- Vat Registration No.: 6329301B
- Current Tax Clearance Cert No.: 346721

The Training division works in close co-operation with the finance department in all aspects of financial management and billing.

Management of Course Fees

The fees for each programme are reviewed annually as part of the annual budget planning process. Details of fees are included on the marketing materials circulated by Occupli. When offered a place on a programme, applicants are notified in writing of the due dates by which fees must be paid. Prior to the due date for fees, applicants are issued with an invoice. When the training centre receives a payment, it is recorded on the learners' account immediately. Learners' accounts are maintained electronically and monitored by the Accounts Administrator in the finance department. Receipts are generated automatically for online bookings and issued on request for payments taken over the phone. No receipts issued for payment of invoice.

Health & Safety

Occupli operates detailed Occupational Health & Safety policies and procedures. These are made available to all employees on the internal HR Information System. The main Health & Safety policy signed off by the Managing Director is available in (i).

Insurance

Occupli maintains the following insurance types:

- Professional Indemnity
- Employers Liability
- Public Liability
- Products Liability
- Pollution
- Cyber Security
- IT Support

Information Technology

Occupli operates a dedicated IT department which provides support to all employees and Occupli Training department as per their IT requirements. Support is available for delivery of online and blended learning for our clients and for our offices including Dublin, Cork and Ringaskiddy. The group uses off-site storage for security reasons and for fire walls, back-ups, and more.

ISO and Quality

Occupli has an integrated management system (IMS) which is accredited to ISO 9001, 14001 and 45001 standards, in addition to this Occupli offers a wide range of accredited courses approved by QQI, PHECC, SOLAS, NEBOSH, IOSH and others. There is a big overlap between ISO Quality Assurance requirements and the requirements of our Accrediting Bodies. To ensure these standards are maintained and enhanced there is an overarching Quality Assurance system for our training programmes

This Quality Assurance Manual provides details on all of our policies and procedures relating to training and ensuring training quality. There is a training standard (Ref TOR 004) in place which sets out our expectations for our trainers. Feedback forms a large part of our Quality Assurance system and Continuous Improvement is important to us. We welcome your input at all times either formally via feedback form, or informally. Whether attending at one of our offices or remotely at an approved venue, a client's site or online we are here to support you at all stages throughout the teaching and learning journey.

Central Services/Offices/Training Rooms

Occupli maintains offices in Dublin, Cork and Ringaskiddy, providing training with fully equipped training rooms at these locations. Training is also carried out at off-site locations either at pre-approved venues or at our clients own sites.

SECTION 3 - GOVERNANCE

3.0   Academic Governance Introduction

Academic Governance is very important to Occupli. In this section we give the reader an overview of Academic Governance in our organisation.

Our Organisation chart [OC-002] is in   of this document and shows the academic council [AC] who are tasked with overseeing the quality of our training programme and assessment development, review and delivery. It also shows

The Org Chart also shows the Programme Review and Development Committee or PRDC and the Results approval Panel or RAP. We will outline below the terms of reference for each of these entities in addition to the Academic Council or AC. Thereby explaining our Academic Governance.

Evidence

- Annual Objectives
- Mission, Vision, Values
- Risk Register
- ISO certificates
- Interested Parties
- Quality Manual
- SOP 007 Rev 4. Risk & Opportunity Management

Quality Improvement Plan [QIP]

The Managing Director and the senior management team are fully committed to continuous improvement of our quality systems where we have a detailed rolling Quality Improvement Plan [QIP].

3.1   Separation of Academic Governance and Training Delivery:

It is the policy of Occupli to clearly separate the governance of training quality from training delivery. This ensures no interference between commercial performance and quality of training delivery. Please see the organisational chart OC-002 in   that shows a clear separation of Academic oversight and Training delivery.

Org chart OC-002 also shows the academic council [AC] who are tasked with ensuring the quality of our training is not impacted by commercial influences. OC-003 in   shows the Training Department personnel and outlines the training department organisational structure.

The other main separation of responsibilities required by accrediting bodies is the separation of programme development/revision from programme approval. In our organisation the Programme Review and Development Committee [PRDC] is responsible for programme development and revision while the Academic Council [AC] is responsible for programme approval.

More detail is included in section 4 of this document.

3.2   Academic Council (AC)

The purpose of the Occupli Academic Council [AC] is to ensure the quality and academic governance of the Occupli Training department. The council shall ensure the primacy of quality of all accredited and non-accredited training courses. All courses designed and delivered by the training department must be quality controlled. A clear separation must be kept between quality of training and the commercial operation of the organisation. The council shall have a majority of external academic members and be chaired by an external academic.

Our accredited courses include Quality and Qualifications Ireland [QQI], National Examining Body for Occupational Safety and Health [NEBOSH], Institution of Occupational Safety and Health [IOSH], Canadian Standards Association [CSA], Pre-hospital Emergency Care Council [PHECC] and more.

This Academic council will oversee the effective operation of the following sub-groups: - (i) The Programme Review & Development Committee [PRDC]

(ii)   The Results and appeals Approval Panel [RAP]

The Terms of Reference for the Academic Council can be found in

3.3   Programme Review and Development Committee [PRDC]

The purpose of our Programme Review and Development Committee [PRDC] is two-fold:

(i)   To develop new course programmes from time to time.
(ii)   To review, revise and update existing programmes from time to time

All courses whether newly developed or updated following a review by the PRDC must be approved by the Academic council to ensure quality control. See Flowcharts FC-06 and FC-23 in Appendices 4 and 5 for detailed descriptions of programme development and programme review.

The Terms of Reference for the PRDC can be found in

3.4   Results Approval Panel [RAP]

In the interests of fairness and equity of learner assessments our Governance structure includes a separate Results Approval Panel [RAP]. The RAP facilitates internal cross moderation and external authentication as required by the accrediting bodies such as QQI, PHECC, IOSH, NEBOSH, etc. The RAP will sign-off on results and approve certification of training as needed and is responsible for ensuring high standards are maintained in programme assessments.

The panel ensure the following
   1.   Standardised marking schemes
   2.   Cross moderation between various markers
   3.   Internal verification of programme results
   4.   External Authentication of a proportion of programme results.

The panel consists of two Internal Verifiers, an External Authenticator (chair), Training Manager or Designee, Quality Department Manager or Designee and is managed by the Quality Manager. Any deviations in the results are reported to the Quality Department Manager for review and on to the Academic Council if appropriate. The Terms of Reference for the RAP can be found in

SECTION 4 – MANAGEMENT OF QUALITY

4.0   Overview of Quality Assurance

The Occupli Training department quality system is part of the overarching Occupli Integrated Management System (IMS) that is fully accredited to ISO 9001, 14001 & 45001 by TUV Nord. Our IMS system includes accreditations under Quality, Safety and Environmental headings. In this section we will elaborate on the management of quality assurance in the training department specifically.

Occupli Quality Policy is in   of this document and is signed by the Group Managing Director showing our senior management commitment to Quality. The training division operates according to this policy and our quality assurance system is applicable to all our training department activities.

Our company Organisational Chart OC-001 is in and shows the management structure of the group. In the document you can see the position of Director of Operations at senior management level. The responsibility for driving quality assurance within the organisational structure is with the Director of Operations. This section of the manual provides an overview of how quality is managed within the organisation, an overview of the Management of Quality in Training and the various roles in the system can be found in .

There is a big overlap between Quality Assurance requirements and Accrediting Bodies requirements and many of our courses are accredited by various accrediting bodies such as QQI, PHECC, SOLAS, NEBOSH, IOSH and others. As part of our approach to management of Quality within Occupli training in order to

meet the compliance requirements of the various accrediting bodies we have set up our own Academic Council, our own Programme Review and Development Committee, our own Results Approval Panel and enlisted the services of our own Quality Champion. These all assist us in ensuring quality management in our training department. See these Governance elements explained in Section 3.

The complexity of our quality assurance system demonstrates our commitment to high quality training and helps us to comply with all national and international requirements set by our awarding bodies. Occupli delivers all training programmes in a consistent manner to ensure all learners are treated with equality and fairness. This quality manual forms an integral part of our system, the sections in this manual have been mapped against Statutory Quality Assurance Guidelines issues by QQI and to PHECC Quality review Framework. This correlation table is available in

Occupli governance structures include a system for overseeing the education and training services offered by Occupli. The ownership of quality assurance within the organisational structure is the responsibility of the Director of Operations. The managing director will ensure adequate resources are in place to ensure effective governance of quality.

4.1   Quality Policy

Occupli is fully accredited to IS0 9001 via our Integrated Management System [IMS]. This includes the Training Department. The Director of Operations takes responsibility for the quality assurance system of Occupli training's education and training services. We are committed to a full programme of monitoring, Internal Audits, internal evaluations, feedback collection and evaluation.

Occupli is fully committed to Quality in everything we do. This commitment is documented in our Quality Policy. See this in

4.2   Internal Auditing and Monitoring

At Occupli we value the insight from internal auditing and self-monitoring initiatives. We obtain information to help us continually improve our offering to our stakeholders, enhance the teaching and learning experience to ultimately come closer to achieving our mission of becoming a leading provider of outsourced professional training.

Occupli manages the quality assurance system for training through dedicated personnel who are afforded the time, resources, and training to ensure quality assurance is fully embedded into everything we do.

The Quality Champion is responsible for the on-going monitoring of the quality assurance process by conducting regular venue and trainer observation checks. Internal audits of the Training Department are also carried out as per the Internal Audit Schedule. The Services of our Quality Champion are enlisted to assist us in our self-monitoring initiatives. Findings are reported to the Director of Operations. Actions arising from inspections and audits are raised in EHSQ card system or added to the quality improvement plan.

We have created key performance indicators to assist us in monitoring performance.

4.3   Feedback Forms from learners and tutors

An important part of our quality assurance system is getting feedback from various sources including the learners and the tutors (see AF032 Learner Feedback form in AF 033 Trainer Feedback Form in   &). Our front office administrator is responsible for issuing blank feedback forms and our Document Controller is responsible for collecting completed forms from learners and tutors.

The document controller collates and analyses these forms for good points and bad. Good points are passed to our web marketing section for adding to our website. Negative feedback is passed to the Quality Champion for review and then on to the Programme Review and Development Committee for further analysis. Following review negative feedback requiring further action will be logged in our Corrective Active register for follow up action. If required, the training programme will be revised to eliminate sources of negative feedback. See Flowchart FC-23 in Appendix 2 for more detail on this process.

4.4   Quality Champion

The Quality Champion ensures quality assurance in our systems. The appointed Quality Champion is either the Quality Manager or an External Professional tasked with quality checks on our training delivery and administration systems.   The following is a non-exhaustive list of tasks that this person carries out to assure quality.

1.   Carries out quarterly quality audits of a selection of course programmes
2.   Monitors training performance by completing Trainer Observation Checks
3.   Carries out quarterly reviews of the training department administration
4.   Carries out reviews of outputs from the Quality Co-ordinator, Document Controller, Results Approval Panel, Complaints, etc before passing to the Programme Review and Development Committee or the Academic Council if not resolved at source.
5.   Takes an active part in the Programme Review and Development Committee as the external member of same

4.5   Director of Operations

The Director of Operations ensures that all programmes are reviewed as needed with the and inputs from the Programme Review and Development Committee and the Quality Champion.   Specifically, this person will ensure the following
1.   The manager will review the Awarding Bodies requirements for Programme review and feed same to the Programme Review and Development Committee for their review as needed.
2.   The manager reviews all legislative changes to ensure all programmes are updated if the relevant legislation to any programme changes.
3.   The manager keeps a five-year review on all programmes to ensure compliance with awarding body time limits.

4. The manager chairs the Programme Review and Development Committee and the Quality Assurance Co-ordination meeting.

4.6   Quality Co-ordinator

The Quality Co-ordinator is responsible for maintaining compliance to our Integrated Management System, which is accredited to ISO 9001, 14001 and 45001. The following is a non-exhaustive list of tasks that this person carries out to assure quality.

1. Evaluates our external venues
2. Maintains audit schedule
3. Maintains the register of documented information DIR001.
4. Is an Internal Verifier and a member of the Results Approval Panel.

4.7   Documentation Controller

The documentation Controller is responsible for managing all course returns and plays a key role in our quality assurance system. The documentation controller checks and monitors all paperwork returned from trainers to ensure it is within agreed timelines and completed correctly. Coordinates and maintains the administration of the QQI, NEBOSH IOSH and PHECC accreditations to ensure that the appropriate document control procedures are followed. Ensure programme examinations are assessed and processed through the relevant certification systems, and highlights any quality issues to the Quality Manager and the Training Manager

SECTION 5 – DOCUMENTED APPROACH TO QUALITY

5.0   Documented Approach to Quality

Our quality management system is <u>documented</u> in the Occupli Integrated Management System document [IMS-001] and in this document – The group IMS Certification includes ISO 9001, ISO 14001 and ISO 45001 accreditations. These certifications come from TUV Nord.

The over-arching Integrated Management System Document [IMS-001] is available to staff in our documented ZOHO based Client Relationship Management system. Numerous quality management documents are tabulated in our main Documented Information Register [DIR-001] and also available on ZOHO CRM.

The documented approach to quality includes SOPs; Approved policies; Approved High Level Documents (e.g. Safety Statements, Risk Register, etc.); Approved Flowcharts; Approved Forms; Approved Templates and many more. We also have information documented live documents and registers which are continually being updated as part of ongoing business activities, we call these NOT Approved, examples of which include RACI Documents, Strategy Documents, Minutes of Meetings, Pestle, SWOTS, EHSQ Card system, Corrective Action, Quality improvement plan and many more

Quality Improvement Plan [QIP]
The Managing Director and the senior management team are fully committed to continuous improvement of our quality systems where we have a detailed rolling Quality Improvement Plan [QIP].

5.1   Document Control

All associated documents that form part of the quality assurance system are controlled. This includes all documents, internal & external, which would or could influence the quality of the Training services provided. All documentation is kept up to date to allow for changes in Training methods and to improve the quality and efficiency of the training provided.

All template forms required for the implementation and/or maintenance of this quality system are stored on the internal HR system. All training staff have access to these forms. All new documents and forms to be issued are checked and reviewed by the Training Manager. On confirmation that the document is suitable for issue, it is formally identified by a document number and revision status. Previous versions are archived on the central server.

Only live documents are considered the current revisions of approved documents. Hence any printed document is not a valid current revision of any document. The activities outlined encompass the daily activities of all staff related to Education & Training within Occupli. Information on our QA procedures can also be found on our company website. All documents that form part of the Quality Assurance system are revision controlled as per SOP-001 and relates to Approved Document.

5.1   Document Control contd.

Documents relating to the quality assurance system are monitored by the Quality Manager, Training Administrators, Training Team Lead and Training Quality Coordinator to ensure they match the requirements of our stakeholders or improve our operations. Our Quality Assurance system is designed to reflect all legislative requirements such as health & safety, data protection, etc.

All documents including all associated records that form part of the management of training within the organisation fall under the remit of the quality assurance system and are controlled. Personal or sensitive information is handled in accordance with GDPR regulations.

All approved documents within the system such as policies, procedures and forms etc. are subject to periodic review to ensure they are kept up to date and to allow for changes in regulations, best practice standards, and training methods to be incorporated and to allow for improvements to be made in the quality and efficiency of the training provided. AP-015 Data Protection Policy.

All template forms required for the implementation and/or maintenance of this quality system are stored on the internal HR system. All training staff have access to these forms.

All new documents and forms to be issued are checked and reviewed by the Director of Operations or Quality Manager. On confirmation that the document is suitable for issue, it is formally identified by a document number and revision status. Previous dated versions are archived on the central server.

5.2   Governance Structure

Occupli has set up a governance structure that allows for the separation of quality assurance and commercial performance and delivery. The company has an excellent Board of Directors in place. The board ensures operational excellence, fiduciary control and ensures that the company carries out its affairs in the best interests of all stakeholders.

The organisational chart in   shows the company management structure for all divisions.
The organisational chart in   shows the structure and hierarchy in the training department.

The Managing Director has divided the company into well-defined functional areas. The responsibility and authority for each functional area is detailed in the current Functional Area Ownership Matrix. Please see document FAM-001 for more detail

Each senior manager takes part in the Company **SWOT and PESTEL analysis** each year.   Risks are identified and listed in the **Risk Register (AF-050)**. Please also refer to SOP 007 Risk and Opportunity Management in   for further details.

SECTION 6 – MANAGEMENT OF TRAINING DEPARTMENT

6.0   Management of Occupli Training Department

Occupli Training has a large administration team headed up by the Occupli Director of Operations assisted by the Occupli Training Manager. See Training Department Organisational Chart in .

Our training team is dedicated to the delivery of our training programmes and the implementation of our quality assurance system (QAS). The Occupli Training team has evolved over many years and now includes the following roles:- Director of Operations, Training Manager, Training Team Lead, Quality Coordinator/ Internal Verifier, Training Documentation Controller, Training Administrators, Trainers and Accounts Administrator.

The Training Manager has direct access to the highest level of management within the company where policy decisions are made. The Training Department Organisational Chart shows the lines of responsibility within Occupli Training.

6.1   Occupli Training – Quality, Management and Organisation

Occupli Training department is governed by the Occupli Integrated Management System (IMS). This system includes compliance elements including Quality, Safety and Environmental.

It is the policy of Occupli Training to clearly separate the governance of training quality assurance and training delivery (including commercial performance). Please see the organisational chart OC-002 in that shows the separation of Academic oversight and Training delivery.

The other main separation of responsibilities required is where the programme development and programme approval are controlled independently. The PRDC is responsible for programme review and development while the AC is responsible for course approval and internal validation.

Occupli maintains a stable financial position under fiduciary oversight of our board of directors. It is the responsibility of the department managers to ensure that they have adequate resources to ensure sustainability. This ensures that Occupli can maintain its capacity to deliver education and training programmes.

6.2 Organisational Chart – Training Department

Occupli has in place a training management team to ensure the successful delivery of all training programmes. The organisation chart for the Training Department

Roles

- Director of Operations
- Principal Accreditation Advisor
- Training Manager
- Training Team Lead
- Training Quality Coordinator/Internal Verifier
- Training Documentation Controller
- Training Administrators
- Front Office Administrator(s)
- Trainers

What is our Typical Learner Profile?

Our learners are primarily employed persons working in roles from craft worker to labourer; from manufacturing worker to maintenance worker; from Designers to Constructors; from health & safety workers to recruitment personnel and many other disciplines.

Our learners are employed in a variety of industrial sectors including construction, pharmaceutical, chemical, insurance, utilities, office-based, site-based and many more. Learners can come to us to enhance their own CVs or are assigned to programmes by employers based on a training needs analysis carried out within a client organisation.

Interested Parties

Interested Parties for the purposes of this document includes employees, trainers, clients, learners, accrediting bodies and others. These are included in our quality assurance system through:

- Open forums with employees.
- Trainer focus group meetings
- Meetings with customers
- Customer Surveys
- Staff Suggestion Scheme
- EHSQ card system
- Attendance at conferences and events

SECTION 7 – TRAINING DEVELOPMENT, ADMISSION & DELIVERY

7.0   Programme Review and Development Process

The purpose of this policy is to highlight Occupli Training's commitment to developing and providing the highest standard of programmes possible to learners, while ensuring national standards and programme guidelines are also a focal point of the delivery.

Please see Flowchart FC-06 and associated description for further detail on new programme development

Please also see Programme Review Flowchart detailed in FC-23

Occupli are committed to providing an environment that enables learners achieve their desired goals, which are considered from the beginning of the process of designing and providing programmes.

Procedures to enhance learner experience

- Needs Identification
- Programme Design and Development
- Programme Validation/Revalidation
- Programme Planning and Delivery
- Learner Registration
- Access, Transfer & Progression
- Recognition of Prior Learning
- Programme Approval

Needs Identification

We ensure that the programmes we develop meet an identified need and that we have evidence available to make an informed decision [**FC-06 Flowchart Steps 1 and 2**] to progress proposed programmes to the design and development stage.

Evidence of Need

- PRDC meeting minutes and feasibility reports
- Market research reports
- Records of enquiries from Business Development Manager, Training Admin staff and Trainers
- Industry Reports, Networking within, and knowledge of, the relevant industry sectors.
- Linkages between our consultancy and training departments.
- Monitoring changing policy, regulations, and legislation relevant to our sector.
- We review relevant reports and papers and consult with subject matter experts.
- We record and monitor inquiries and referrals from clients, businesses, prospective learners, local agencies, local and national advertising, word of mouth etc.

7.1 Programme Design and Development

We design all elements of programme including structure, materials, delivery and assessment methodologies to meet the needs of potential learners, meet the requirements of the awarding body (if applicable) and meet the needs of the industry sectors we operate in.
See description of this process and associated Flowcharts FC-06 and FC23.

7.2 Programme Approval, Validation and Re-Validation

All programme documentation is approved by the PRDC and the Academic Council before being submitted to the awarding body for validation or prior to delivery. Following approval and sign-off by the Academic Council the Quality Manager completes the relevant certifying bodies application for validation and completes the submission documentation. The appropriate fees are paid to the relevant certifying body by EFT quoting the Programme Code. The Quality Manager tracks the status of the application to confirm that the application is progressing satisfactorily, reports on progress of the application and co-ordinates follow up action to address any queries raised.

If a programme involves a 'second' provider, we draw up a **Memorandum of Understanding** to formalise and approve the arrangements between Occupli Training and the second provider clearly outlining the areas of responsibility and accountability for all stakeholders involved in this programme.

We secure programme validation by the relevant certifying body (QQI, PHECC, SOLAS, IOSH, NEBOSH) before enrolling learners on any programme leading to a recognised award.

We review our capacity to uphold the terms and conditions of validation and ensure that our programmes meet the validation criteria as part of our programme review.

We arrange for the revalidation of continuing programmes every 5 years (or in accordance with the expiry of the duration of the validation if different).

We understand that validation is for a maximum of five years and automatically lapses unless renewed through re-validation.

We carry out a Self-Evaluation/5-year programmatic review to coincide with revalidation – data from this review is used to inform and support the revalidation process.

We understand that a validated programme may be reviewed by the relevant certifying body (QQI, PHECC, SOLAS, IOSH, NEBOSH) at any time and we facilitate such reviews.

7.3 Admission, Progression, and Recognition

Occupli Training Admissions Policy

Fundamental to our Admissions Policy is the principle of equality and inclusivity. However, while we make every effort to accommodate special needs, we can only respond to requests that are reasonable and practicable. We use "Ahead Teaching and Learning: Making learning accessible for students with

disabilities in further education" as a reference document for guidance when making arrangements for reasonable accommodation.

All programmes offered are subject to minimum enrolment numbers.

- Places on programmes are offered on the basis that each of the following requirements is met:
- There is a place available to be offered, i.e. the programme is not full.
- The applicant should have a good command of the English language, in some cases the candidate may need to provide evidence of competence in written and spoken English (e.g. B2+ CEFR).
- Learners who may not be able to demonstrate compliance with the entry criteria may request access by means of Recognition of Prior Learning (see below).
- Candidates must be 18 years or older at the commencement of the programme. In the case of mature students, i.e. 21 years and over, there are no formal academic entry requirements. The applicant's academic ability is determined using the principles of Recognition of Prior Learning (RPL).
- The applicant demonstrates the capacity to successfully participate on the programme for which they have applied. This includes the academic, practical, and work experience (where applicable) elements of the programme.
- Some programmes may have specific requirements in addition to the standard requirements.

Subject to meeting the above requirements, places are offered on a first come first served basis along with our terms and conditions. Programme enrolment is considered complete when all information and any supporting documentation requested has been submitted by the applicant and successfully inputted into our CRM booking system.

Except in exceptional circumstances, we require individual learners to pay their fees in full prior to receiving booking confirmation. Customer clients already approved by our finance department are invoiced after the training has been completed.

If an applicant is not offered a place due to numbers, they may be added to a waiting list for a cancellation or offered the next available course date. We have an entry appeals process in place which applicants can evoke if they are not offered a place on a programme, and they consider our decision to be unfair or unjustified. The provision of false or inaccurate information by an applicant may render his/her application null and void.

Entry Criteria

We set out minimum entry requirements for each programme which are comprehensive, clear and explicit. Reflect the level and content of the awards being offered in the programme   Entry requirements are justifiable and genuinely required for successful completion of the programme. They reflect the access, transfer and progression statements from the award specification.

Progression

We are committed to complying with the requirements of the Qualifications and Quality Assurance (Education and Training) Act 2012. Progression is defined by the Act as the process whereby a learner

may transfer from one programme of education and training to another programme, where each programme is of a higher level than the preceding programme.

Learners who successfully complete a programme leading to a Level 5 or 6 minor award with Occupli Training have the opportunity to progress to programmes at a higher level on the National Framework of Qualifications NFQ.

It is our policy to do all we can to facilitate learners gain access to the programmes we offer, transfer to other programmes/providers and progress to programmes leading to awards at higher levels of the NFQ.

We allocate places on programmes based on objective criteria in a fair, transparent and consistent manner. To ensure this we provide information to applicants and learners regarding access, transfer and progression to help them make an informed decision regarding their choice of programme.

Information on access, transfer and progression is available in our Learner Handbook which is accessible from our website or by contacting one of our Training Administrators. Information on minimum entry requirements for each programme is also readily available.

At Induction, our trainers explain applicable transfer and progression routes, the next level available and links forward to higher levels within the framework of the NFQ.

Recognition of Prior Learning or RPL

We recognise the knowledge, skills and competence an individual learner has already acquired for admission to our programmes. Information regarding RPL is made available in our Learner Handbook which is accessible from our website or by contacting one of our Training Administrators. We receive very few such requests. However, we consider each RPL application on a case-by-case basis.

Learners must be able to demonstrate that they have the capacity to successfully participate on our programmes. Evidence may include a CV, references, and records of programmes attended or samples of work. Our decision to offer a learner a place on a programme is usually made on the basis of information supplied by applicants at the time of booking.

As a provider of special purpose/minor awards recognition of prior learning is generally not applicable and currently only applies to BER and Manual Handling Instructor courses.

We reserve the right to interview applicants if we deem it necessary.

7.4 Learner Application, Registration and Appeals Process

We accept applications directly from individual applicants or from our clients on behalf of groups of employees. The learner experience flow chart FC 25 provides an overview of the process from enquiry stage through to booking and course completion and certification.

Direct Application from the Learner

Training Administrators send Programme Outlines by email to applicants in response to queries. Copies of these Programme Outlines are also available on the Occupli Training website. Learners may register their interest in a programme by completing the Occupli online application form

The completed application forms are reviewed by a member of the Training team and applicants are accepted onto the programme if they meet the entry requirements (for BER training applicants must first complete a questionnaire which is reviewed by the trainer prior to being accepted onto the course). If an applicant is not accepted onto a programme, they are told the reason why and are advised that there is an appeals process. Details of the appeals process are made available to them.

A list of learners booked onto a programme is given to the trainer prior to induction. If any learner has indicated on the Application Form that they have any specific/additional needs these are highlighted by the Training Administrators and brought to the attention of the trainer.

All students are required to complete a Personal Details Form at Induction.

Occupli Training recognises the access rights of people with disabilities to education. However, entry requirements to some programmes may preclude applicants with certain disabilities due to the nature of the programme. If there is a restriction, it is set out clearly in the programme entry requirements.

Application from Client for a Group of Employees

If a client books a group of employees onto a programme, they are required to contact the Training Department to arrange bookings, alternatively they can book and pay for group online.

Appeals

In the event of an application being refused, the applicant is entitled to appeal this decision. Any applicant wishing to appeal a decision may do so by contacting the Training Administrator, who will log the appeal as an action for review on our Corrective Action Register on Zoho, which is then managed in accordance with our procedure for managing formal complaints for SOP 004 Non-conformance, Customer Complaints, and CAR Management).

7.5 Programme Planning and Delivery

We are committed to delivering high quality training programmes. The delivery of a programme is considered from the development stage. We identify and put in place the human, physical and academic supports, and resources necessary for delivery of programmes as set out in approved programme descriptors prior to programme delivery.

The programme resources necessary for successful participation by learners are identified and documented at the programme design stage and are listed in the Programme Descriptor. The Training Administrator books trainers, venues and takes bookings from prospective learners.

The Training Administrator ensures that the training venue selected for delivery is safe and suitable. Most Occupli Training programmes are delivered in Occupli's training facility in Dublin or Cork.

A **Place Audit** is carried out regularly to ensure resources in training rooms are in good working order. Programmes can also be delivered onsite on a client premises or other public venues if the facilities meet the requirements of the programmes and are judged to be fit-for-purpose. An External Venue Audit Checklist is completed to ensure the suitability of venues off-site.

The Front Office Administrator prepares programme resources, supporting materials, equipment, learner induction pack, evaluation forms.

Our trainers double check that the appropriate training equipment and resources are available to them and our learners and in good working order before a programme begins.

Training Administrators and the Training Quality Coordinator monitor the resources required for the delivery of programmes, including human, physical, ICT.

SECTION 8 – MANAGEMENT OF STAFF

8.0 Management and Development of Occupli Training Staff

At Occupli Training we ensure that all members of staff have the required qualifications and expertise to provide programmes and services to the highest standard. We are fully committed to employing sufficient and appropriately qualified and experienced staff for training and administration to support the co-ordination, delivery and certification of all of our courses. We provide support and promote further training within our organisation to assist our staff to continually develop their skills to ensure they are capable and competent to design, deliver, support, and assess our training programmes. We actively seek and encourage feedback from all staff, trainers, and learners in our efforts to continually develop and improve our staff, our performance and the delivery of our service. Occupli TRAINING is an equal opportunities employer and is guided at all times by equality legislation and best practice.

It is the responsibility of the Director of Operations, assisted by the Training Manager to ensure that these processes are followed to the spirit and the letter.

8.1 Trainer Recruitment and Induction

Trainer Recruitment

We have policies and procedures in place to ensure that we attract and employ the best possible candidates to deliver and assess our programmes. We conduct our recruitment process in a consistent, fair and transparent manner that does not discriminate against any potential candidate. The Human Resources department maintains a robust recruitment process to ensure that the Company recruits trainers with the necessary skills and attributes to meet the needs of the business be they full time, parttime, permanent, or temporary. Our faculty consists of trainers with a mix of practical experience and training experience in the relevant sector. There is a separate policy in place for recruitment of trainers (Ref AP014 Recruitment of trainers policy), all trainers undergo induction training as part of the on-boarding process (Ref AF086 Trainer Induction checklist,) and sign up to a training standard (Ref TOR 004) to ensure good quality training is provided to our learners.

We identify the need and develop selection criteria based on role specific requirements.
- Trainers *must have* qualifications and experience appropriate to our programme offering
- Experience
- Availability
- Suitability to the role
- Communication skills
• Ability to work as part of a team. We seek referrals from peers and/or advertise positions with online job boards, via social media and the company website
• The Quality and Training Manager reviews CV's to ensure applicants meet our requirements and have the required background and experience. We short-list applicants based on the match of the applications to criteria set out and invite shortlisted candidates for interview
• The Quality and Training Manager (or designate) interviews the selected candidates.
• Successful candidates are required to sign a contract of employment or service level agreement including a training standard which sets out our expectations in relation to quality.

Trainer Induction

All trainers will undergo Occupli training induction prior to commencement. This induction consists of an online presentation

- All trainers (staff and contractors) are given a comprehensive induction which includes an overview of the company and sets out our expectations in relation training delivery and quality.
  • Induction includes information about the role and responsibilities of the trainer, our Quality Assurance System (QAS), and the trainer's role in implementing the QAS. A walkthrough of all relevant course paperwork and forms to be completed.
- Whilst much of the induction can be done online trainers will be offered the opportunity for a face-to-face meeting with the Training Manager and/or Quality Coordinator on commencement.
- There is an Induction Checklist in place (Ref AF086 Trainer Induction checklist) which is used as a guide to ensure that all core issues are covered at Induction, including HR, Health & Safety and Quality policies and procedures.
- This Handbook is also provided, along with any further pertinent information

8.2   Staff Training and Development

We endeavour at all times to promote and encourage the further upskilling and development of Occupli Training staff and contracted trainers. Occupli Training Services is committed to equal opportunity of training and staff development related to its services. We offer educational assistance to promote and support the educational and professional development of all our staff. We will pay for courses that assist employees to develop themselves professionally, further details can be found in our educational assistance policy AP004.

All decisions made are based on the employee's requirement to perform the job effectively and efficiently, and on the skills required by the company both now and into the future.

The policy for training and development of permanent staff is set at Company level and is detailed in each employee's HR file. Support and supervision activities takes place formally twice a year. All formal discussions are documented and available on the employee's Zoho People profile.

Further details on the management of training, and development can be found in our Performance, Training & Competence Procedure SOP 006

- We provide membership of professional bodies for employees.
- We encourage all members of staff to engage in CPD and we maintain a record of all CPD activities for staff. Contracted trainers are responsible for their own CPD and are requested to submit evidence of CPD activities on an annual basis.
- Trainers are invited to attend training events organised by Occupli Training when relevant and appropriate.
- We review our certification reports to check if there is a need for training and/or upskilling for trainers in relation to assessment, particularly marking and grading. We also review Internal Verification training
- We organise internal training events e.g. workshop on marking and grading as required.

Staff Management and Communications

We have systems to communicate with, manage and monitor staff performance to ensure that all members of our programmes team are in a position to perform their duties to a high standard, to identify areas of best practice and areas needing improvement. We regard continuous two-way communication between staff and management as essential in maintaining quality standards and highlighting areas that may require improvement. Staff and management meet regularly to discuss ongoing issues within the company

Procedure

- The HR Department is responsible for the implementation of the Occupli Communications Policy and the Staff Suggestion Scheme Policy.
- The Managing Director hosts town-hall meetings on a bi-annual basis to communicate updates on the performance of the Company. Weekly communications meeting are also held to provide operational updates.
- Department Managers are responsible for communications within their respective departments
- Members of staff of the training department meet weekly. These meetings are chaired by the Training Team Lead. Topics covered in these meetings include staffing, resources and quality issues. Minutes of these meetings are maintained.
- Staff members are invited to give their views and feedback on an ongoing basis and this data is considered as part of our ongoing monitoring and review processes.
- We have an annual performance appraisal, and we provide structured feedback to staff members on their strengths and areas requiring improvement. We monitor the areas as needing improvement.
- The Training Administrators are primarily responsible for day-to-day communication with trainers about all aspects of our programmes and all learner issues. They do this by maintaining a high level of personal contact (face-to-face, telephone and email) with trainers at all stages of delivery.
- If a trainer is delivering a programme off-site, they are required to contact the Training Administrator to highlight issues of concerns (if any).
- All members of staff have access to a copy of our Quality Assurance Manual.
- We hold regular Quality assurance co-ordination meetings and communicate any updates at the weekly communications meeting throughout the year if significant.

Contingency Planning

Cross training of staff

All of our Training Administrators are cross trained in each other's roles and can fill in for one another if needed, and all of our Managers are required to have a number 2 or appropriate designate appointed to deal with any issues that may arise in the event of a planned or unplanned absence.

Dealing with Trainer Absence

Trainers are required to let a Training Administrator know at the earliest possible opportunity if they think they might be delayed or absent. We have a panel of reserve trainers in place that we can utilise if any of our trainers are unavailable at short notice. In the case of the unavoidable absence of a trainer for any reason, a replacement trainer from our panel of Trainers who is suitably qualified is contacted by the Training Administrator and asked to cover for the absence. Only in exceptional circumstances do we cancel, postpone or reschedule a programme or make a change to the timetable. Our objective is to conduct all programmes without interruption and avoid causing any disruption or inconvenience to our learners.

Protection for Enrolled Learners

Occupli Training recognises that exceptional or unforeseen circumstances may arise outside of current contingency arrangements that require a training course to cease prematurely. In the event that such a situation arises learners will be offered an alternative date in order to complete the training course or have their moneys rebated.

SECTION 9 – TEACHING & LEARNING

9.0   Teaching & Learning

Teaching and Learning Policy

Occupli is committed to having a high-quality learning experience in place to facilitate a range of learners with a variety of abilities and competencies. We aim to provide learners with the knowledge and skills that they require for personal and professional development. We aim to create an environment in which learners can take responsibility for their own learning, providing a support infrastructure and an environment conducive to the provision of the highest standards in teaching and learning. We are committed to self-monitoring and continually improving the quality of training and learning.

Our philosophy is to provide a caring and supportive environment where we are concerned for the general wellbeing of our both our trainers and our learners.

We set out the skills and expertise required for staff involved in delivery of the programme at the design stage and ensure that the modes of teaching and learning we use are appropriate to the programme being delivered to ensure that our Learners fully understand the learning objectives of their programme.

Our courses are developed with a mix of pedagogical techniques, trainers are required to complete feedback forms after each course and evaluate the effectiveness of these methodologies. Not only does this provide the trainer with an opportunity to give feedback, it also provides us with invaluable insight into the delivery of the programme and potential improvements which could be made to enhance the learning experience.

We have a trainers focus group in place and we encourage our trainers to be reflective, assess their own performance and development needs, to work together to share best practice and support each other's development.

If any learner or trainer presents to us with personal problems, we will support them in whatever way we can.

Blended Learning Policy

It is the policy of Occupli that students are inspired, motivated and engaged to learn, through blended learning approaches that vary according to their appropriateness to the particular learning context. Staff are encouraged and supported to adopt fit-for-purpose and innovative blended learning approaches that are a mixture of online delivery and practical classroom demonstrations and assessments.

- Blended learning is a flexible way of learning, combining online aspects with in-classroom experience to allow for an accessible learning style. In a blended course, students may view lectures, access readings, ask questions and complete assignments online, so time in the classroom can focus more on discussion and activities.
- We expect that all students will engage with this approach to teaching and learning and exceptional levels of engagement. It needs to be made clear to students that work is not "optional" and we expect tasks to be completed.

- Blended learning and flexible delivery are chosen to enhance student engagement and learning outcomes. Blended learning students have access to all of Occupli resources if and when needed.
- The policy will be supported by the option for one-to-one engagement to ensure the resources and delivery method are suiting the learner needs

9.1   Quality of Teaching and Learning

The quality of teaching and learning experience is of utmost importance to us. Teaching methods and delivery are designed to ensure a range of methods are used appropriate to subject matter and learning objectives and include presentations, group work, role play, demonstrations, and practical exercises. Assessments are also designed fitting to the learning objectives and may include multiple choice type questionnaires, assignments, quizzes, practical exercises.

All of our trainers have signed up to a training standard (Ref TOR 004) which ensures consistency of our training.

We monitor our performance and actively seek feedback from our trainers and learners in order to gain insight into the teaching and learning experience so that we can continually improve our offering to our stakeholders and come closer to achieving our mission to become a leading provider of outsourced professional training.

In line with government restrictions and protocols in response to the Covid-19 pandemic we have adapted many of our training programmes to delivery online and can provide a blended learning option to meet the requirements of our many clients and regulators alike (QQI, PHECC, SOLAS etc). Our trainers have undergone training themselves on the use of MS Teams and our electronic training platform called Safeware. Systems and log-in access are all checked in advance of commencement. Our IT department is available to provide support and ensure quality in our provision of teaching and learning for all involved.

Learner Evaluation and Feedback

We regard learner evaluation and feedback as one of the primary mechanisms for us to identify ways to improve the quality and effectiveness of our programmes and services. Both formal and informal modes of communication are available to our learners. At the start of each programme Learners are informed that they may approach the Trainer or the Training Administrator at any stage of programme delivery to highlight areas of concern and/or give us feedback. The Trainer is available to the Learner for informal discussions at breaktimes throughout the day providing the Learner with the opportunity to give feedback. This informal feedback helps the Trainer gauge the learning experience and the timeliness of this feedback allows the Trainer to adjust the lesson plan, or recap on areas requiring further tuition. We also collect more formal, documented feedback and suggestions for improvement from Learners at the end of each programme. If the learner feels that they need a more formal one to one with the trainer then this can also be arranged by contacting the Training administrator when booking or speaking to the trainer during the course.

- We highlight the importance of Learner feedback at Learner Induction and in our Learner Handbook and ask learners to complete a Feedback Form (AF032 in) at the end of each programme. The trainers are responsible for the circulation and collection of the completed forms.

- We invite Learners to approach any member of staff at any stage of programme delivery to highlight areas of concern and/or give us feedback.
- Our Training Documentation Controller reviews the completed Learner Feedback Forms when they are submitted by the trainer and reports on the outcomes.
- The Quality Manager is informed of any issues arising from review of the Learner Feedback forms, positive feedback may be used for testimonials on our website.
- Learner Feedback is discussed at the monthly Quality Co-ordinator meeting.
- Any issues that have been highlighted are discussed between the Training Manager, Quality Manager and the Director of Operations, to determine the most appropriate course of action.
- Depending on the nature of the issue a Corrective Action may be raised as per SOP 004: Nonconforming services, customer complaints and CAR management
- Issues may also be escalated to the Program Review and Development Committee or Quality Champion.

Trainer Evaluation and Feedback

We consider the collection and consideration of Trainer feedback to be key to our process of continuous quality improvement and we collect, collate, and analyse feedback data from our trainers from each and every course they deliver. Both formal and informal routes of communication are encouraged at all times. We believe in developing good working relationships amongst all of our staff and support and encourage regular communication between our Trainers and Training Administrators. There is also a Trainer feedback form (AF033 in) in place which provides the trainer with the opportunity to formally document feedback on each course delivered.

- Trainers are encouraged to contact a Training Administrator on a regular basis by email, phone or in person throughput the duration of the programme to highlight or discuss any issues of concerns that arises. It is our policy to resolve any issue at the earliest possible opportunity to the satisfaction of all.
- At the end of the programme, the trainer completes a Trainer Feedback Form, which consists of a range of questions giving the trainer the opportunity to raise and document any issues which may have occurred during the delivery of the programme.
- Our Training Documentation Controller analyses the content of our Trainer Feedback Form returns, any issues requiring immediate attention are reported to the Training Manager and Quality Manager for follow up action.
- Depending on the nature of the issue a Corrective Action may be raised as per SOP 004: Nonconforming services, customer complaints and CAR management) and escalated to the Director of Operations or Quality Manager and discussed at the monthly Quality Co-ordinator meeting.
- Our Training Documentation Controller is also the voice of our Trainers at the Program Review and Development Committee [PRDC] and facilitates communication of any issues or areas of concern that the Training faculty have raised to the Quality Champion and at the PRDC meetings.

Feedback from other Stakeholders

The majority of our Learners are assigned to the programmes by our corporate clients. We regard our corporate clients as our most essential external stakeholders and invite them to contribute their views on our programmes. Developing good working relationships with all of our clients and stakeholders is important to us, both formal and informal routes of communication are encouraged at all times. We actively seek feedback in the form of annual client surveys from our corporate clients who are oftentimes not only clients of Occupli training but also clients of the larger Occupli business. We do this to enhance the experience for all of our stakeholders as we aim to be responsive to industry needs and to the evolving needs of learners in today's economic environment.

- Client feedback is discussed at weekly departmental meetings. With the clients' consent positive feedback may be used in testimonials on our website.
- Any negative feedback is reported to the Training Manager for follow up action.
- Depending on the nature of the issue a Corrective Action may be raised as per SOP 004: Nonconforming services, customer complaints and CAR management) and escalated to the Director of Operations for follow up and close out.
- Any issues are also discussed with the Quality Champion.

Internal Audits

At Occupli training we also carry out our own internal audit checks of training venues and training delivery. These checks are conducted at random by our Quality Manager, Quality Co-ordinator or appropriately appointed designate and provide us with additional insight into the teaching and learning experience.

- Our Quality Champion attends a training programme as an independent observer and evaluates the learning and teaching experience by completing the Trainer Observation form (See AF052 Trainer Observation Form in)
- Any issues or concerns related to the venue or to the Trainer performance are reported to the Training Manager for immediate follow up action.
- Any issues related to course content are collated and reported to the Director of Operations and the Programme Review and Development Committee for consideration for course improvements.
- Depending on the nature of the issue a Corrective Action may also be raised as per SOP 004: Non-conforming services, customer complaints and CAR management to   monitor follow up and close out.

SECTION 10 – SUPPORTS FOR LEARNERS

10.0 Learning Support

We are committed to providing the necessary resources and supports that our learners need to ensure successful participation in our programmes and that the resources necessary for delivery of our programmes to a high standard are identified, resourced, allocated and maintained. Our Supports for Learners policy AP 021.

We provide pre-entry information about the content, assessment and demands of each programme to enable potential learners to make an informed choice about participation on a programme. Learners are requested to identify any specific needs they may have at the time of booking, feasibility of accommodation can then be assessed prior to commencement, this is done on a case-by-case basis in conjunction with the Training Manager. Upon initial enquiry learners have the opportunity to discuss specific learning needs and supports they may need with our Training Administrators; queries may also be submitted via the website at info@occupli.com. Detailed Information on learning support is also documented in the Learner Handbook accessible on the website.

We assess each case individually and endeavour to accommodate additional needs where possible to ensure that learners who may need additional support have the opportunity to access and benefit from our programmes. Facilitating certain physical disabilities may not always be possible (for example on manual handling or first aid response training courses where there is a practical element to the learning assessment).

We will also endeavour to cater to the needs of the international student and accommodate any reasonable request.

Examples of supports that we can make available to learners (this list is not exhaustive and any learner presenting with any other support needs will be accommodated within reason to the best of our ability)

- Physical modifications to the training location e.g. seating arrangements etc.
- Learning materials provided in accessible format where possible.
- Additional time allocated to complete assessments.
- Alternative assessment formats
- Support from a scribe or a reader to complete examinations/assessments

Our trainers are available to meet with our learners on a one-to-one basis if a learner has a particular concern or an issue they wish to raise in confidence. As well as direct support with programme content, we recognise that learners sometimes need help and guidance on administrative or personal issues e.g. delay an assignment because of sickness or cancel enrolment and postpone it to another date. We do all we can to ensure that we accommodate applicants and learners.

We offer email and telephone support to learners in addition to classroom activities for the duration of our programmes. Learners who present any issues during the programme are invited to contact the Training Administrator to discuss any outstanding issues.

It is the policy of Occupli training to consider learner supports at the programme review and development stage so that we can provide an effective learning environment specific to the programme needs and

requirements. We ensure that the premises we use for training delivery are comfortable, well-serviced and maintained, fit-for-purpose and conducive to learning. Tutor observation, Trainer and Learner feedback are all considered as part of the review process so that we can continually improve are programmes and the learning experience provided.

10.1 Facilitating Diversity

We are committed to equality of access and attainment among learners, and we actively seek to implement policies and procedures which promote equality and avoid discrimination.
We have an extensive Equality and Diversity Policy which sets out our commitment to facilitating diversity and difference. The policy is applicable to all present employees (temporary and permanent), all potential employees, all independent contractors, trainers, partners and Occupli's customers (individual learners and client companies). The policy also applies to all past employees for twelve months after termination. It is the policy of Occupli to create an environment for employees, learners, clients and service providers that is free from discrimination based on the following nine grounds of discrimination and as described the Equal Status Acts 2000-2008.

- gender,
- marital status,
- race
- family status,
- religion,
- sexual orientation,
- disability,
- age,
- membership of the Traveller community.

Occupli expects that all employees, independent contractors, trainers, learners, partners and associates are responsible for maintaining and adhering to this policy, to adhere to legislation in relation to equality and diversity, and to contribute to a positive environment within the company. All decisions made by Occupli Training will be cognisant of the nine grounds of discrimination. It is expected that all employee's, service providers, learners and clients act in a similar manner.

All staff have received training on this policy, there is also a separate induction module on equality and diversity for our newly contracted trainers. Equality and diversity is also included at Learner induction.

Applicants are requested to disclose details of any learning or medical support requirements they have and wish to make us aware of, on the application form. Learners are also invited to disclose any support requirement to their trainer at any stage of a programme. This also applies to any learner who develops/discovers a support requirement which they did not have or were not aware of at the time of application.

10.2 Reasonable Accommodation/ Compassionate Consideration

Occupli Training is committed to equality of opportunity for learners, staff and stakeholders and takes a pro-active approach to accommodating diversity. We recognise our responsibility to learners who have a disability/specific need and do our best to provide reasonable accommodation when it is practicable and

feasible to do so (an accommodation is a modification of classroom, or an evaluation procedure designed to address a particular need).

We invite learners who have any additional needs/requirements to speak to either a Trainer or Training Administrator in confidence ideally before the scheduled course date and we will do our best to accommodate special requirements and assist those who may need special assessment arrangements – e.g. additional time or the provision of special equipment.

Our trainers are required to arrive at the training room/venue 30 minutes prior to scheduled start time, to be available to learners and to provide an opportunity for them to raise any issues or discuss any additional needs/requirements they may have prior to commencement. We will do our best to accommodate and assist those who may need additional assistance / arrangements – e.g. seating arrangements, additional breaks.

Occupli Training recognises that exceptional circumstances may arise where learners may not be able to submit assessments on the due date/attend an exam e.g. domestic crisis, death of close relative. Where this arises, learners are asked to contact the Training Administrator directly to discuss the circumstances and apply for compassionate/special consideration. Every effort will be made to accommodate you.

When a learner requires additional time to submit an assessment this may be allowed on a case by case basis but a marking penalty MAY be applied of the order of 10% and where a new agreed submission date and time are agreed.

10.3 Learner Complaints

We have a system in place for managing complaints which can be made either formally or informally. Learners are made aware of the complaint process at Induction and in the Learner Handbook. We invite learners to highlight any issues of concern to their trainer at the earliest possible stage with a view to having the issue resolved informally and without having to invoke the formal written complaints procedure.

Complaints can be made informally at any point to any member of staff. We also ask learners if they have any complaints to inform us by using the Learner Feedback Form. (See AF032)

We have a documented procedure in place for managing formal complaints (SOP 004 Non-Conformance, Customer Complaints, and CAR Management). Learners who wish to make a formal complaint with regard to any aspect of our programmes and/or services will invoke this procedure. Telephone and e-mail complaints are logged in a Corrective Actions Register hosted on our electronic tracking system on ZOHO people.

Complaints are discussed at the monthly Quality Co-ordinator meeting.

10.4 Quality Assuring Physical Premises, Equipment, and Facilities

We ensure that the premises, equipment, and facilities we use for training are fit-for-purpose, suitable for our learners and our programmes and are maintained in such a manner to ensure the health, safety and comfort of trainers and learners. We have an up-to-date Health and Safety Statement and Risk Assessment for the company's own premises in Dublin, and Cork. As part of our integrated management

system and accreditation to ISO 45001 standard, an Accident & Incident Report log is maintained for accidents or incidents.

When we use off-site venues for programme delivery, we either use conference facilities in four-star hotel as a minimum standard or clients' own premises. In using such venues, we have a checklist of criteria which the Training Administrator verifies that the venue meets prior to booking.

The training venues we use must be accessible, comfortable, well-ventilated, quiet, clean, safe and well serviced. Venues must also be able to provide suitable space for training equipment and supports, be served by public transport and have parking facilities.

Our trainers are required to familiarise themselves with the venue prior to the training course commencing and to advise our learners regarding welfare facilities, housekeeping, safe access and exits; including fire assembly points, at induction.

We evaluate the venues we use as part of our ongoing monitoring and evaluation and ask both learners and trainers for their feedback in their evaluation forms. Trainer and learner feedback forms assess the suitability/ satisfaction with the choice of venue. This feedback is used to inform us for repeat bookings.

Trainers are asked to inform the Training Department of any issues with room maintenance or technical equipment as soon as the issue is identified. The Quality Coordinator is responsible for ensuring that these issues are resolved as soon as possible. The Quality Coordinator may also complete an External Venue Audit at random to verify criteria are being met.

Our premises selection criteria for each training venue reflects programme requirements and the specific needs of our learners. When we use external premises; we request and review a copy of the Premises Insurance and Safety Statement.

SECTION 11 – ASSESSMENT OF LEARNERS

11.0 Occupli Assessment of Learners Policy

Having in place fair and consistent assessment practices that satisfy external awarding body requirements and Occupli internal quality standards is a fundamental quality objective for Occupli. We are determined to have an assessment system in place which is fair, consistent, and effective in measuring the extent to which learners achieve stated learning outcomes. It is our policy to ensure that learners are given sufficient information on assessment requirements.

Overview of Occupli's Assessment Process

There are five stages to the assessment process
    11.1 Assessment
    11.2 Authentication
    11.3 Results Approval
    11.4 Appeals Process
    11.5 Certification

11.1 Assessment

We have assessment policies, processes, and procedures in place to ensure assessments are carried out in a fair and consistent manner, in compliance with accrediting body standards to ensure effective learning experience and achievement of learning outcomes. The Programme Review and Development Committee [PRDC] is responsible for ensuring assessments are developed in line with learning objectives and mapped accordingly. Assessment instruments, marking schemes and assessment criteria are typically devised by a lead trainer or subject matter expert on the PRDC.

Assessment Planning and Design

The Programme Review and Development Committee [PRDC] is responsible for ensuring assessments are developed in line with programme learning objectives and mapped accordingly. The programme review and development flow chart FC-06 and associated description provides an overview of the process steps in developing and reviewing a training programme, which includes the development and review of appropriate assessments as an integral part of the programme.

A Lead trainer or subject matter expert appointed by the Director of Operations and a member of the PRDC designs a Programme Assessment Plan based on the validated assessment plan in line with the award specifications.

The programme assessment plan includes mapping of course descriptors and key learning objectives to the assessment instruments. Assessment briefs provide comprehensive information to the learner as to what to expect and detailed marking schemes.

Review of assessment instruments, assessment briefs and marking scheme is carried out in conjunction with full programme review carried out by the PRDC. Review is typically carried out every five years but may be more frequent if the need is identified sooner.

Information for Learners on Assessment

It is the policy of Occupli to provide learners, both registered and potential, with information on assessment that is clear, transparent and facilitates comparison.

General information regarding assessment is available on our website and contained within the Learner Handbook. Learners can readily access information regarding our policies relating to learner supports and reasonable accommodation, malpractice, plagiarism, and appeals.

We make information regarding assessment available to learners upon joining, when potential learners enquire about our training courses, they receive a booking form which includes our Terms and Conditions course specific joining instructions and an opportunity to highlight if they require needing any additional supports.

Learners are also made aware of the assessment process and course specific requirements by the trainer at Induction. All critical assessment-related dates are highlighted at Induction on Day 1 of the training course.

Our training standard (Ref TOR 004) requires all of our trainers be committed to conducting fair and consistent assessment of learners, endeavour to provide a positive and safe learning environment, and are available to answer any questions or ease any concerns the learners may have in relation to the assessment.

We ask learners in the learner feedback form to rate whether in their opinion the assessment/ examination requirements were clear, fair and in line with the course objectives.

Security of Assessment Related Processes and Materials

Assessment materials (unused) are stored on the company's secure network, with access to the network secured by password encryption. Copies of assessment material are either printed when necessary. and forwarded to our trainers by the Front Office Administrator by secure/registered post or emailed to the Trainer for distribution to the learners at the end of the training course.

Trainers are expected to return the marked and graded assessments to the Training Documentation Controller by secure/registered post who records the outcomes at the earliest available opportunity. Trainers are also required to complete and return an AF 090 Integrity of Assessment Form which confirms that the envelope containing the exams does not show signs of tampering.

If marked and graded assessments are returned by hand, they must be signed in to either the Cork or Dublin office by the Trainer using the **Trainer Returns Sign-In Sheet** in the respective office. Completed assessment materials are maintained in a secure storage area that remains locked at all times. A register of learner's results is maintained by the documentation controller on the Company's secure network with password restricted access.

All staff are required to sign confidentiality agreements upon commencement of employment. All assessment materials and practices related to learners are covered by this agreement.

All learners are required to sign to confirm that the programme work they submit is their own work (authorship statement AF 092 Assignment Declaration Form). For distance learning exams and open book exams, learners are also required to sign to confirm the exam was conducted in line with the expectations for distance learning (AF 093 Exam Declaration Form). We have procedures for dealing with incidents of suspected academic malpractice (SOP 034 Integrity of Assessment) and we address this at Learner Induction and in our Learner Handbook.

SOP 034 Integrity of Assessment also provides a detailed procedure for examination invigilation and our examination invigilators are fully briefed.

Reasonable Accommodation for assessments

We aim to ensure a fair and consistent assessment process for all learners, including those with specific learning requirements, in accordance with their distinct needs and in a manner consistent with academic principles.
In the context of assessment, *reasonable accommodation is the term for the adaptation of assessment as necessary to cater for the needs of learners whose personal situation means that the assessment would otherwise be unfair e.g. learners with a disability, and/or other learners covered by equality legislation.*

All learners may apply for Reasonable Accommodation in relation to assessment, we will endeavour to accommodate all applications, as outlined under the Equality & Diversity Policy. This covers any nonlegislative applications made by learners also. We will consider all applications for Reasonable Accommodation and will endeavour to satisfactorily resolve applications under the Equality & Diversity Policy of the company.

Occupli Training recognises that exceptional circumstances may arise where learners may not be able to submit assessments on the due date/attend an exam e.g. domestic crisis, death of close relative. Where this arises, learners are asked to contact the Training Administrator directly to discuss the circumstances and apply for compassionate/special consideration. Every effort will be made to accommodate the request.

Reasonable Accommodation for assessments contd.

Details of our reasonable accommodation policy are provided in our Learner Handbook which is available on our website. Trainer and learner inductions also include details on our policy. Our Trainers explain what is meant by 'reasonable accommodation' at Learner induction and provide examples of adaptions we can/have made which include: - Rest periods during examinations; Using a scribe or reader; Oral (as opposed to written) examinations; Extended time to complete assignments

When a learner requires additional time to submit an assessment this may be allowed on a case by case basis but a marking penalty MAY be applied of the order of 10% and where a new agreed submission date and time are agreed. Learners are informed that requests for extensions must be submitted via assessments@occupli.com in advance of the submission date with supporting evidence if relevant e.g. medical certificate in case of sickness. All extension requests must be accompanied by a completed extension request form (see AF087) which the training administrator sends to the learner on initiation of the process.

Repeats and Reattends

Occupli training have a Repeat and Reattends Policy AP 093 in place. The purpose of the policy is to ensure that all learners have an opportunity to repeat and assessment activity or reattend a course programme where possible.

11.2 Authentication

Internal Verification

We have procedures in place to confirm that our assessment procedures have been applied consistently across all our assessment activities and that learner results are recorded accurately (Ref SOP 018 Results Authentication Procedure in)
Following completion of a course assessment learners will have their papers marked and graded by the trainer. The trainer collates all learner assessments, feedback forms into a "course returns" pack, which is given to our document controller for processing.

Our document controller reviews all paperwork in the course returns pack for completeness, will flag any issues with the trainer for follow up. The workflow is tracked through our electronic Zoho CRM system.

Our Internal Verifier checks a sample of programmes for each certification period, reviews all marking and grading and highlights any inconsistences in an Internal Verification report. A selection of each trainer's programmes is reviewed to ensure consistency across the board any observations are recorded in the Internal Verification report.   Details of our sampling strategy can be found in SOP 018 Results Authentication Procedure in)
All new trainers are subject to Internal Verification and External Authentication for a minimum of their first two programmes.

When carrying out Internal Verification, the Internal Verifier checks for:

- Missing or inappropriate evidence
- Missing or inappropriate assessment briefs
- Data omission, transcription / calculation errors
- Inaccurate data entry – award codes, name spelling, results etc.
- Provisional outcomes

The Internal Verification Report (see AF067) is submitted to the Quality Manager for review. The Quality Manager arranges for external authentication to take place and ensures the Internal Verifier is available to liaise with the External Authenticator before, during and after their review.

External Authentication

The external authentication systems we have in place ensure that learner assessments are independently checked as part of our assessment process. This provides independent confirmation that we have assessed our learners fairly and consistently, that our marking and grading is valid and reliable and meets the national standard for the award and that we are compliant with the requirements for the award.

The Director of Operations is responsible for selecting, appointing and quality assuring a suitably qualified External Authenticator. We contract an External Authenticator based on their suitability for the role as outlined in the QQI Policy 'Quality Assuring Assessment, Guideline for Providers', section 4.3.2 and our based on the selection criteria we have in place. We maintain a panel of approved external authenticators suitable to specific areas of expertise and we do not contract the services of the same External Authenticator for more than three successive certification periods.

All portfolios are submitted to the External Authenticator for moderation of results and in keeping with the independence of the process we do not define a specific sampling strategy or sampling criteria for the external authenticator to apply. The external authenticator is expected to comply with the relevant standards of the awarding body and to include portfolios from new trainers and any critical points between bands or grades.

The External Authenticator completes an External Authentication Report (see AF058) which is made available to the Results Approval Panel.

Both Internal Verifier and External Authenticator attend our Results Approval Panel meetings to present the findings in their respective reports and discuss any issues highlighted. Any inconsistencies are handled in accordance with SOP 004 Non-Conformance, Customer Complaints & CAR Management and escalated to the Academic Council).

11.3 Results Approval

Our Results Approval Panel [RAP] is convened in order to assure that assessment decisions and outcomes are reviewed and consistent. The RAP signs off on results prior to submission for certification by the relevant awarding body. The Quality Manager appoints a Results Approval Panel [RAP] and convenes a meeting of the Panel for each certification period . The external member acts as the Chair.

We review results/outcomes, learner enrolments, completion rates, internal verification reports and external authenticators' reports at the RAP meeting. The RAP also deals with rechecks and reports any uncommon deviations from the norm in examination results. e.g. high failure rate or high pass rate to the Academic Council. Further details on the function of our Results Approval Panel including Terms of Reference can be found in   of this manual

The outcome of the results approval process is that final results are submitted to the relevant awarding body by the Training Documentation Controller for certification.

The Training Documentation Controller make results available to learners   The results approval process is illustrated in flow chart FC-24.

Information to learners regarding this process is made available to learners in the Learner Handbook

Feedback on Assessment

- We provide learners with appropriate, timely and constructive feedback on their assessments. This helps to ensure a successful outcome to assessment.
- Our trainers are available at all stages throughout the programmes to provide formative feedback to learners on a one-to-one basis and/or group basis.
- Our trainers are required to stay in attendance for the duration of classroom based and online assessments.
- We ask learners for their views of in our Learner Feedback Forms.

11.4 Appeals and Complaints (Assessment)

It is the policy of Occupli that all learners be given to right to appeal a result. All appeals must be made in writing within 14 days of the result publication date. The learner may request a recheck of the examination paper/assessment where a suspected error may be identified.

There are two grounds on which students may appeal an assessment decision:

1. **Procedural irregularity.** Where there is evidence that the procedures relating to a decision were not followed properly, which may have impacted on the decision.

2. **Extenuating circumstances.** Where the student wishes the assessor to consider circumstances which the student feels impacted on their performance in the assessment.

We facilitate learners who wish to appeal an assessment result which they consider to be invalid or unfair or who wish to make a complaint about any aspect of our assessment processes. All appeals are handled in compliance with SOP 004 Non-Conformance, Customer Complaints & CAR Management (See   for further details. There is a charge associated with this process.

Learners have 14 days to appeal the result from when they receive their results. We inform learners about the process at Induction, in the Learner Handbook and with their statement of results. The learner shall make contact with the training administrator, who will then escalate the appeal by raising a Corrective Action and informing the Quality Manager i.e. Results Approval Panel organiser.

All appeals are notified to the Results Approval Panel to review. An independent reviewer will be appointed to review the assessment paperwork and the original assessor will take no part in the review. Findings will be presented to the Academic Council for review and approval of final decision.

One of the following decisions will be communicated to the learner by the Training Administrator in writing within 10 working days of the decision having been made.

1.   Uphold the original assessment decision.

2.   Modify the original assessment decision.

In exceptional circumstances, the learner may be provided with an opportunity for reassessment. The decision of the Academic Council will be final. Occupli training will retain records of appeals for a minimum period of 2 years.

11.5 Certification

The Training Documentation Controller submits all learner results to the relevant awarding body for certification.

SECTION 12 – MANAGEMENT OF INFORMATION & DATA

12.0 Information and Data Management

It is the policy of Occupli to maintain reliable information that is used in the decision-making process. The data that is collected is used for measuring the effectiveness of quality assurance policy and procedures. All data maintained by Occupli must be relevant and allow for informed decision making. This enables the company to work on areas that need attention while also knowing what is working well.

Occupli maintains a Data Protection Policy (See AP-015) and privacy statement which reflects the requirements of General Data Protection Regulation (GDPR). Each document is reviewed annually to ensure it is accurate and up to date.

Information Systems

Occupli has in place a robust and comprehensive information system called Zoho that assists the collation, storage and reporting of information for quality assurance of our training services.

We operate a customer relationship management system called Zoho-CRM and is used primarily to manage interaction with our customers and learners. It is a database that stores all information relating to learners, trainers, training courses and scheduling. It is used to manage the workflow within the training department.

The system has an analytics function called Zoho-analytics which is used to provide reports and information for monitoring performance. The information system allows for analysis and benchmarking against key performance indicators and can be retrieved quickly and efficiently. Key Performance Indicators of our quality management system are monitored on our Training Dashboard and include qualitative and quantitative measures of success.

The system also has a Human Resource management system called Zoho people which is used to manage and access employee information including time and attendance, setting of objective and targets, and performance reviews.

Additional information is maintained on company servers. All staff are given access to the Management Information System as per their needs. An Active Directory is maintained which outlines the access levels each individual is provided with. The Management Information system allows information to accessed for reporting requirements as necessary. Back-ups of the drive are created by the host of the server (CIX). The management information system allows for a review of material as and when needed. The information system is maintained as per SOP 001 Approved Document Change Management**.**

We maintain detailed process flows and associated process flow descriptors to provide clarity on the sources and types of information and data collected and how it is used to inform our decisions. The following information is typically collected and evaluated by the training division:

- Programme delivery, including feedback from learners, tutors, and independent observations.
- Programme enrolment and completion rates
- Learner satisfaction, achievement of learning objectives and certification rates
- Tutor performance monitoring

12.1 Data Protection & Management:

Occupli operates the information management systems in compliance with GDPR legislation. Occupli manages personal data throughout its lifecycle within the organisation, with data management being a part of all employee's daily role. Procedures SOP025 Data Breach Management and SOP027 Data Rights Management can be found in   & respectively.

Types of Data

The following is a list of the data that is collected by employees and sub-contractors of Occupli as part of delivering programmes:

- Name
- PPS Number
- Date of Birth
- Address
- Gender
- Contact information
- Nationality

This information is collected solely for the purposes of:

i)   adhering to awarding body requirements
ii)   issuing of certification
iii)   contacting a learner in the event of further information being required

Compliance with our obligations under data protection legislation is ensured by conducting periodical internal audits.

All data that is collected is stored securely, with access limited to both hard and soft copies of same. Each employee is provided with a unique password to access the shared network drive, with a requirement to change every 90 days. An Active Directory is maintained to highlight users who have access to certain areas of the Shared network drive, and what level of access they have.

A Register of Processing is maintained as instructed under relevant legislation which outlines the retention schedule. Staff are made aware of retention schedules applicable to their line of work. All hardcopy Learner records are confidentially shredded by a licensed provider.

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A certificate of destruction is issued upon completion of this. Soft copies are deleted from the system as outlined under the retention schedule. Occupli uses external expertise to assist in data protection legislation. Training in data protection policies and procedures is provided to employees annually. In the

event of a data breach, the Breach Management Plan is followed

SECTION 13 - COMMUNICATIONS

13.0 Public Information and Communication

Communications Policy

It is our policy to facilitate effective two-way communication with our learners, staff, trainers, awarding bodies and other stakeholders. We are committed to providing our clients, learners, teaching and administrative staff with up to date and relevant information relating our training programmes. We believe that, to be effective, communication must be two way and inclusive of diversity. Therefore, we are committed to provide accurate information about our programmes and services and to seek constructive feedback so that we can make our programmes and services as relevant as is possible. This is achieved by creating a climate which promotes learning.

Our communications policy AP010 effective implementation of this procedure will:

- Ensure learners are provided with all necessary information, advice and support in a manner that is appropriate to their abilities and personal beliefs.
- Create a good working relationship with learners and improve customer care for learners.
- Encourage effective feedback from learners.
- Ensure consultation with regular and contracted staff, learners and other stakeholders regarding developments in training services
- Encourage openness in internal communication and the sharing of information.

The communication mechanisms in place for receiving feedback are as follows:

- Learner feedback forms: These forms are given to learners at the end of their programme.
  - Trainer feedback forms: These reports are completed by trainers at the end of the training programme.
- Course review emails: Course review/feedback emails are sent to every course participant approx. 1 month after the completion of training.
- Client Surveys: Client surveys are also carried out by the marketing department on an annual basis.

Occupli accepts informal feedback from learners and trainers via email or telephone communications. Completed feedback forms are reviewed by the documentation controller. Any issues are highlighted to the Quality Manager for follow up action.

Communication with Learners

We use the following to communicate with learners

- The Occupli website – https://www.occupli.com/training/
  - Facebook - https://www.facebook.com/Occupli
- Twitter - @Occupli
- LinkedIn
- Company Brochure
- Email and telephone
- Advertisement and information stand at Conferences and seminars
- Posters and related information on display at reception

It is our policy to present all information in a clear, accurate and transparent fashion which allows for comparison. External communication published in relation to programmes of education and training considers all legal compliance obligations including the requirements of the Training and Education Act 2012. Information must be presented in a form that does not conflict with our Equality and Diversity Policy.

Information available on our website includes:

- Whether the programme leads to an award
- The name of the awarding body
- The title of the award
- Whether the award is recognised on the NFQ (including type and level)
- Whether Access, Transfer, Progression is applicable
- Evaluation reports

The information that is available on the Occupli website regarding programmes is benchmarked against similar providers to ensure consistency and allow for comparison between providers. All communications intended for Media use (e.g. press releases) must be signed off by the Functional Area Owner (See FAM001) and the Managing Director.

The company marketing team operate an editorial calendar in which all upcoming Blogs, News Articles, Flyers and promotions are planned and scheduled. Topics covered in Blogs, News Articles, Flyers and promotions include achievement of accreditations, new training courses on offer, legislation updates, client legal & compliance obligations. Reminder emails are sent to clients in advance of their certification expiring reminding/prompting them to book appropriate refresher course.

Pay Per Click (PPC) Targeted paid adverts are also used to reflect upcoming training using keywords & location targeting depending on course venue. Success rates are monitored via our information management system Zoho analytics and reported on weekly.

Communication with Staff

Communications with relevant staff are achieved by the following methods:

1. **Staff Meetings** are held for regular Training Services personnel. Staff meetings are chaired by the Training Team Lead. The agenda for the staff meeting may include the following discussion items:

   - Matters arising from previous staff meeting
   - Training Team Lead Report
   - Health and Safety
   - Learner & Tutor feedback
   - New developments (e.g. New Programmes)
   - Staff feedback/ suggestions
   - Non-Conformance

Meeting minutes will be stored on the server in an accessible folder.

2. **Regular E-mail** - between staff and trainers.

3. **Staff Notice Board**: All information posted by the Training department will be monitored to ensure it is relevant and up to date.

Communication with other stake holders

Senior management and the Board of Directors at Occupli Training will be informed by the Director of Operations of developments within the Training Services Department at regular management meetings. These meetings will be minuted, sent by e-mail to relevant stakeholders and stored on the shared network drive.

Separate strategic meetings are held regularly with the Marketing and Sales Team. Quality assurance issues and programme details and promotion will be discussed and recorded.

Funding Agencies: Information provided to funding agencies e.g. SOLAS, will be in the same format as information provided to learners.

SECTION 14 - STAKEHOLDERS

14.0 Other parties and/or stakeholders involved in education and training

Occupli training recognises all actual and potential stakeholders within the broader education and training community when describing our context as a training provider. The following is a non-exhaustive list of stakeholders and potential stakeholders at this time.

- Potential Course Applicants
- Former Occupli Graduates
- Employers and clients
- Higher Education and Training Providers
- Accreditation / Regulatory Bodies - QQI, IOSH, PHECC, SOLAS, NEBOSH and more.
- Funding and Referral Agencies
- Sectoral and affinity Bodies
- External experts
- Collaborative partners
- Other training providers

It is the policy of Occupli Training not to engage in collaborative relationships for the delivery of training services at this time.

SECTION 15 – SELF EVALUATION

15.0 Self-evaluation, monitoring and review

It is the policy of Occupli to monitor the quality of courses on an on-going basis and to commit to the continual improvement of its programmes. This is to ensure that the training programmes delivered by Occupli training are effective, meet the objectives of the learner and comply with the relevant awarding body standards.   The self-evaluation, monitoring and review processes that we have in place enable us to be systematic in our approach to continuous improvement.

Occupli implements a range of self-monitoring activities which are built into the daily role of all staff involved and ensure the quality of services offered by Occupli is maintained to a high standard. Our Self Evaluation policy can be found in (k).

Information from self-monitoring feeds into the evaluation process. Focus on completion rates and feedback from learners and trainers helps us to evaluate the learners experience, satisfaction, achievement of objectives etc. and to identify any gaps or areas for improvement in the courses provided. Regular client feedback is sought by our Training Administrators and an annual customer survey is conducted by our marketing department, all providing valuable insight into the impact on learners.

The programme review and development process as illustrated in flow chart FC-23 (See Appendix 2) outlines the process implemented. In addition to feedback from learners, trainers and clients, inputs to the process also includes tutor observations by our Quality co-ordinator or Quality Manaqer (ref AF 052 in), review of changes in legislation and accrediting body requirements by the Director of Operations, audits by the Quality Champion and reporting on significant deviations by our Results Approval Panel.

A series of audits are conducted throughout the year by our Quality Champion, these audits cover course delivery and administration within the training department. The Director of Operations (or suitably experienced designate) may also carry out a gap analysis of our quality system against one or more of our accrediting bodies standards i.e. QQI, PHECC, SOLAS, IOSH, NEBOSH etc. As part of our integrated management system which is accredited to ISO 9001, 14001 and 45001 we also conduct a range of system audits throughout the year. Audit findings are logged on our corrective actions register for follow up and close out.

We have a documented rolling Quality Improvement Plan [QIP] that is designed to drive continuous improvements in all areas of our training services. The QIP is a live document which is reviewed and updated at regular quality assurance co-ordination meetings.

A self evaluation report is prepared by the Quality Champion, findings are reviewed in conjunction with the Quality and Training Manager. The report is presented to the Academic council for review along with recommendations for improvements. Actions agreed for implementation to address the findings are added to the quality improvement plan.

SECTION 16 - APPENDICES

16. Organisational Charts
    a. OC-001 Company Organisational Chart
    b. OC-002 Organisational Chart Governance Structures
    c. OC-003 Training Department Organisational Chart
    d. Overview of Management of Quality in Training descriptor

17. Flow Charts
    a. FC-06 PRDC Programme Development Flow Chart
    b. FC 23 PRDC Programme Review Flow Chart
    c. FC 06 Description
    d. FC 24 Results Approval Flow Chart
    e. FC 25 Learner Experience Flow Chart

18. Terms of reference
    a. ToR 001 Terms of reference for Academic Council
    b. ToR 002 Terms of reference for the PRDC
    c. ToR 005 Terms of reference for the RAP
    d. ToR 004 Training Standard

19. Policies
    a. AP 012 Quality Policy
    b. AP034 Equality and Diversity Policy
    c. AP 018 Dignity at work Policy
    d. AP 015 Data Protection Policy
    e. AP 006 Blended Learning Policy
    f. AP 014 Recruitment of Trainers Policy
    g. AP 017 Recognised Prior Learning Policy
    h. AP 021 Supports for Learners Policy
    i. AP 010 Communications Policy
    j. AP007 Information and Data Management Policy
    k. AP 019 Self Evaluation Policy
    l. AP004 Educational Assistance Policy
    m. AP 093 Repeats and Reattends Policy

20. Forms
    a. AF 032 Learner Feedback form

    a.   AF 033 Trainer feedback form

    b.   AF 052 Trainer Observation form

    c.   AF 085 Course Returns Header

    d.   AF 067 Internal Verification Report

    e.   AF 058 External Authentication Report

    f.   AF 086 Induction Checklist for Trainers

    g.   AF 026 Course Attendance List

    h.   AF 020 External Venue Audit Checklist

    i.   AF 055 Reasonable accommodation request form

    j.   AF 087 Extension Request Form

    k.   AF 090 Integrity of Assessment Form

    l.   AF 092 Assignment Declaration Form

    m.   AF 093 Exam Declaration Form

21.   Procedures

    a.   SOP006 Performance training and competency procedure

    b.   SOP004 Non-conforming services, customer complaints and CAR management

    c.   SOP007 Risk and Opportunity Management

    d.   SOP001 Approved Document Change Management

    e.   SOP018 Results Authentication procedure

    f.   SOP025 Data Breach Management

    g.   SOP027 Data Rights Management

    h.   SOP 034 Integrity of Assessment

22.   Other Documents

    a.   QQI to QA system Correlation Table

    b.   Learner Handbook

    c.   FAM001 Functional Area Matrix

OC-001 2025   Occupli Limited.
ORGANISATIONAL CHART   Rev 7

Martin Clancy
Managing Director

Line Manager

SENIOR MANAGERS

Brian Murnane
Business
Development
Manager

Darren O'Keeffe
Health & Safety
Consultancy Director

Tim O'Brien
Finance & Integration
Manager

Philip O'Sullivan
Commercial & OPS &
Central Services
Director

Function Lead Manager/Team Lead

Gary
Horgan
EHS
Manager
Cork

Michael
Gleeson
EHS
Manager
Dublin

Deirdre
Darmody
Quality ISO
Coordinator

Lisa Angelini
Central Services
& ERT Projects
Nebosh
Pheec/IHF

James Daly
Training
Depart.
Manager

Laura O'Regan –
HR Manager

John Kelleher
Lead
Recruitment
Specialist

External Carbon
&
Environmental
Consultants

Tingting Li
Process &
Machinery
Lead

Lisa
Walsh
EHS
Manager

Brendan O'Grady
Safeware/
Technical/ IT

Tim O'Leary
Marketing

Ross
Gernon
FRTC
Centre

Odhran
Dignam
Commercial

Rebecca
O'Donovan
Reception

Function Owners

Cleaning Staff
Dublin – Ashling
Hannon

Sinead Hayes
Consultancy
Admin

Catherine
O'Donnell
Consultancy
Operations &
Quality

Quality &
Operations
Administrat
ors

Cork
based
Consultants

Client Solutions

Senior
training
consultant &
trainers

Natalie
Nevin
Pheec/IHF

Jil Myres
Carbon
IOSH/QQI

Damian
O'Donovan
Recruitment
specialist

Dublin based
Consultants

Sile Ní
Laocha
Credit
Control

Breda
Gardner
Credit
Control

FRTC
Fire &
Rescue
Trainer
coordination

Ross Hart
Occupli

Adam
Thornhill
Solas/QQI

Data
Controller
TBA

Sibrena
Sullivan
Solas/QQI

Cleaning Staff
Cork

Occupli
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