

Carraig Safety

Quality Assurance Document

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Revision Details

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Section 1: Introduction

1. Profile

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

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

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

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

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

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

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

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

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

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

1. QQI Core Statutory Quality Assurance Guidelines – April 2016
2. QQI Sector Specific Quality Assurance Guidelines for independent private providers coming to QQI on a voluntary basis – April 2016
3. QQI Policy on Quality Assurance Guidelines – April 2016
4. QQI Policy on Monitoring – December 2014
5. Reengagement with QQI Policy and Criteria for Renewed Access to QQI Validation for Voluntary Providers of Further Education and Training – June 2014
6. Reengagement with QQI – Overarching Policy for All Providers – June 2014
7. QQI Reengagement Application Guide
8. QQI Reengagement Self-Assessment Checklist

Carraig Safety's Quality Assurance Manual for PHECC-recognised courses is guided by the following

9. PHECC Quality Review Framework Standard (GUI047 – May 2024)
10. PHECC Assessment Rating System (STN038 – April 2024)
11. PHECC First Aid Response Education and Training Standard
12. PHECC Cardiac First Response Community Education and Training Standard
13. PHECC Quality Review Framework
14. PHECC Clinical Practice Guidelines
15. PHECC Recognition of Prior Learning Policy
16. PHECC Assessment and Awards Policy
17. PHECC Complaints Procedure
18. PHECC Equality & Access to Training Policy
19. PHECC Venue & Equipment Suitability Checklist

Carraig Safety Internal guides for developing our quality assurance system.

20. Health & Safety Legislation.
21. Data Protection & GDPR Guidelines

2. Mission

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

To undertake this our mission statement is:

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

3. Core Values

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

Quality Area 3: Programmes of Education and Training

3.2 Admissions Policy

Purpose

To facilitate the enrolment of prospective learners onto their chosen Programme

Scope

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

Policy Statement

Implementation

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

This will be achieved by:

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

The design team are responsible for developing clear entry criteria and associated information for each programme.

The Educational & Quality Panel is responsible for ensuring all programme information is communicated to the administrator and Tutors who in turn are responsible for providing information to potential Learners.

Providing Learners with supports to facilitate this move.

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

3.3 Access, Transfer & Progression Policy

Purpose

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

Scope

- Applies to all learners and Programmes

Policy Statement

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

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

Implementation

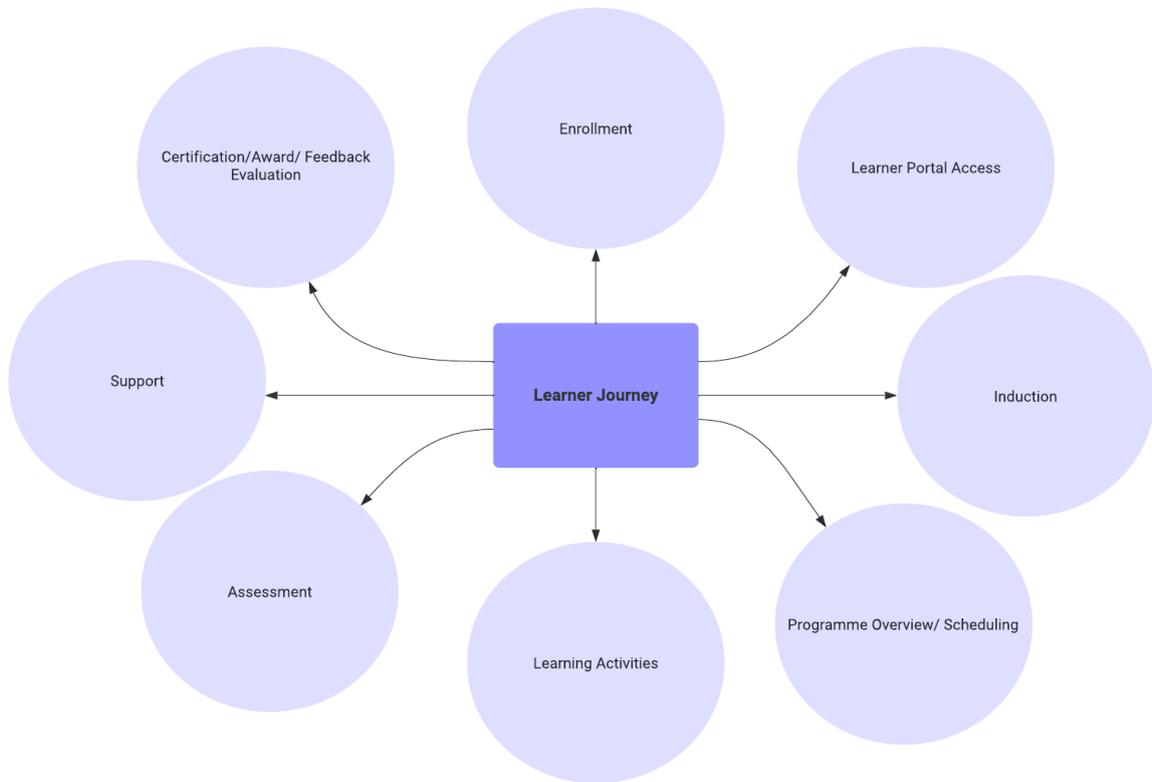
- The DOBD & DEQS & EQM have overall responsibility for the implementation and monitoring of this policy and delegate appropriate responsibility, as required.
- SMT has responsibility for ensuring clear information is available for learners on access, transfer, and progression.
- PQC and Tutors are responsible for ensuring that learners receive information about access, transfer, and progression.

The SMT has responsibility for day-to-day monitoring and implementation

3.3.1 Information for Learners (prospective & current)

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

Learner Journey Diagram



Purpose

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

Activities

- Education & Quality Manager together with Technology Lead with the support of the Education, Quality and Strategy Director are responsible for obtaining and publishing information about all Programmes (Information can be obtained internally or externally). The following information must be made available to employees and learners:
 - The name of the awarding body and the title, award type and level on the applicable framework
 - Clear eligibility criteria – including reference to the knowledge, skill and competency needed by the learner for successful participation on the Programme.
 - Arrangements to assess learner eligibility to enter and any further selection arrangements, if applicable
 - Statements on Recognition of Prior Learning (RPL) for each Programme, if applicable
 - Opportunities for transfer and/or progression associated with the Programme, including any relevant specific progression linkages.
 - Details of the learner supports that are available.
 - Details on the delivery method – in-person face-to-face or in-person in a virtual learning environment, e.g., Zoom, Microsoft Teams
- All communications and marketing documentation referring to a Programme leading to an award must include a statement of the entry requirements and a description of the transfer/progression possibilities into and out of the Programme.
- SMT is responsible for providing any additional information that may be required for each Programme – e.g., duration, cost, assessment details, timetables etc.
- Administrators will provide all relevant personnel with the information for each Programme in an easily accessible format.
- Requests for information by learners should be directed to the most relevant source depending on the nature of the query

3.3.2 Programme Entry

Programme entry is through initial access or by transfer or progression

Purpose

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

Activities

1. **Initial access** to a Programme can be gained through:
 - a) Meeting the eligibility criteria for the relevant Programme
 - b) Recognition of Prior Learning (RPL), if applicable
- a) Meeting the Eligibility Criteria
 - Entry requirements are specified for each Programme and are appropriate to the type and level, including language requirements (see below)
 - They are published on the website, in promotional material and in handbooks.
 - They are clearly stated for each Programme, and places are allocated in a fair and transparent manner.
 - There is no specific entry criterion including a minimum age for undertaking the course. However, a course participant should be mature enough to comprehend the knowledge, skills and implications associated with defibrillation and have a maturity to complete assessment to receive certification. (STN006 FAR Education and Training Standard V2, 2018)
- b) Recognition of Prior Learning (RPL)
 - Learners can apply for RPL to gain admission to a Programme or
 - To gain exemptions/credit for specific parts of a Programme
 - RPL can be prior formal/accredited or non-formal/informal/experiential learning.
2. **Transfer** is a process within Carraig Safety where:
 - Learners can transfer internally from one Programme to another while considering the credit and programme content for their prior learning.
 - Carraig Safety will or can advise Learners of transfer to and from another organisation.
3. **Progression** is a process within Carraig Safety where:
 - Learners are provided with opportunities to advance either within an individual programme or to higher-level learning through appropriate progression pathways. For QQI-accredited programmes, this includes advancement through NFQ levels (e.g., from Level 5 to Level 6). For PHECC-accredited programmes, progression is based on professional practice levels defined by the Council, such as from CFR to FAR, and onward to practitioner-level qualifications
 - Learners are informed of the progression opportunities available upon completion of their current programme. For QQI-accredited programmes, this may involve progression from a minor to a major award within a specific discipline on the National Framework of Qualifications. For PHECC-accredited programmes, learners are made aware of the professional development pathways available, such as advancing from Cardiac First Response (CFR) to First Aid Response (FAR), or progressing toward practitioner-level qualifications like Emergency Medical Technician (EMT)

3.3.2.1 Language Requirements

- Please note that all Programmes will be delivered in English.
- To access programmes leading to QQI Level 5 and 6 awards—or equivalent professional qualifications such as those accredited by PHECC—learners are required to have a proficient level of English, both oral and written. This is necessary to ensure they can engage fully with course content, participate safely in practical activities, and complete assessments effectively.
- The minimum standard required for learners whose English may not be their first language, or for those who have not completed primary or secondary education in English, is set at Level B2 on the Common European Framework of Reference for Language (CEFR) for those attending our level 3 programmes or B2 plus for those attending our level 5 or 6 programmes.
- Evidence of competence and certification to this standard can also be demonstrated by means of the following assessments:

The following statements will expand the needs for language proficiency:

‘Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialisation. Can interact with a degree of fluency and spontaneously that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.’

3.4 Recognition of Prior Learning Policy

Purpose

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

Scope

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

Policy Statement

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

Where possible and if applicable, the following applies:

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

Implementation

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

3.4.1 Processing RPL Requests

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

Purpose

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

Activities

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

3.5.1 Learner Induction

QQI Programmes:

The induction will be conducted by the Programme and Quality Co-Ordinator and include:

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

PHECC-Accredited Programmes:

While a formal classroom-based induction is not delivered for all PHECC learners, the following learner onboarding steps are in place:

- Learners receive an email notification when their LMS account is created, along with login instructions.
- A second email confirms that they have been assigned to a specific course, allowing access via the "My Courses" tab.
- Relevant course forms and documents (e.g., Learner Handbook, CPG's) are available within the LMS.
- For blended learning programmes, learners access Carraig eLearning, where each module includes a brief navigation induction at the start to guide learners on how to engage with the content and complete the course effectively.

Quality Area 5: Teaching and Learning

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

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

Carraig Safety is committed to providing a learning environment that enables Learners to reach their maximum potential while achieving the best possible assessment results.

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

We will achieve this by:

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

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

Bloom's Taxonomy

create Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

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Learning types cards (front)

Acquisition <small>Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching videos or videos.</small>	Collaboration <small>Learning through collaboration entails mostly discussion, practice, and production, building on intelligences and acquisition to about taking part in the process of knowledge-building itself.</small>	Discussion <small>Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas and questions from the teacher and/or from their peers.</small>
Investigation <small>Learning through investigation guides the learner to explore, compare and contrast the results, discover and measure that affect the concept, and draw being sought.</small>	Practice <small>Learning through practice enables the learner to apply their actions to the real world, and use the feedback to improve their skills. Practice has three main reflections: from peers, from the teacher, or from the activity itself. It allows them to improve the result of their actions in relation to the goal.</small>	Production <small>Learning through production is the way the teacher facilitates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they want to practice.</small>

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

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

5.2 Health & Safety Policy

Purpose

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

Scope

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

Policy Statement

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

- Comply with all relevant legislation, codes of practice, and other appropriate guidance.
- Provide and maintain premises and equipment that are, as far as is reasonably practicable, without risks to safety, health, and welfare, including safe access and exit.

- Provide systems of work that eliminate, as far as is reasonably practicable, risks to the safety, health and welfare of employees, learners, and other stakeholders.
- Prevent as far as is possible, any improper conduct or behaviour likely to put the safety, health and welfare of employees, learners, and other stakeholders.
- Provide appropriate information, training, and supervision to ensure the safety, health and welfare of employees, learners, and other stakeholders.
- Conduct risk assessments and provide employees with appropriate protective clothing and equipment, where necessary.
- Ensure that adequate emergency procedures are in place.
- Record and report accidents and dangerous occurrences to the or group
- Ensure a competent person (Internal or External) is in place to ensure safety, health and welfare issues are kept in the consciousness of the organisation.
- Consult with employees on all safety, health, and welfare matters

Implementation

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

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

Note: Document has been attached as Appendix [Carraig Safety H&S Statement](#)

Quality Area 6: Learner Assessment

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

6.1 The Assessment Framework

- The assessment framework aligns the curriculum, teaching and assessment and is focused on the learning outcomes for each Programme.
- Assessment for, as and of learning plays a key role enhancing quality learning.
- The principles underpinning assessment are clear and inform practice
- Assessment procedures for PHECC courses follow the full scope of QRF Standard 5, including planning, conduct, internal verification and Results Approval Panel.
- Assessment instruments for PHECC-recognised courses (e.g., FAR, CFR-C) follow PHECC-approved marking schemes, and folder evidence is verified against standardised IV checklists prior to RAP.
- Carraig Safety delivers both QQI and PHECC-accredited programmes. Assessment strategies for PHECC programmes such as First Aid Response (FAR) and Cardiac First Response (CFR) are conducted in accordance with the PHECC Assessment and Awards Policy. Summative and formative assessments utilise PHECC-approved Assessment Packs, including Multiple Choice Questionnaires (MCQs), Skills Demonstrations (OSCE's).

6.1.1 How we use Assessment

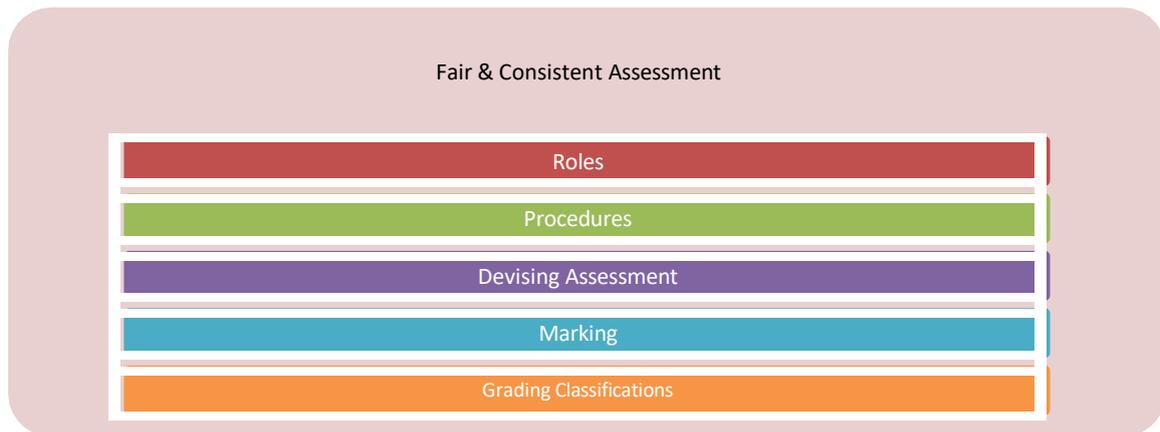
Assessment for Learning	<ul style="list-style-type: none">• Learner feedback informs teaching practice• Feedback to students about their learning and how to improve
Assessment as Learning	<ul style="list-style-type: none">• Learners are actively involved in monitoring their own progress• Learners are encouraged to self-assess and use faculty feedback
Assessment of Learning	<ul style="list-style-type: none">• Summative assessment is used to demonstrate achievement• To determine if the learner has met the learning outcomes

6.1.2 Assessment Principles

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

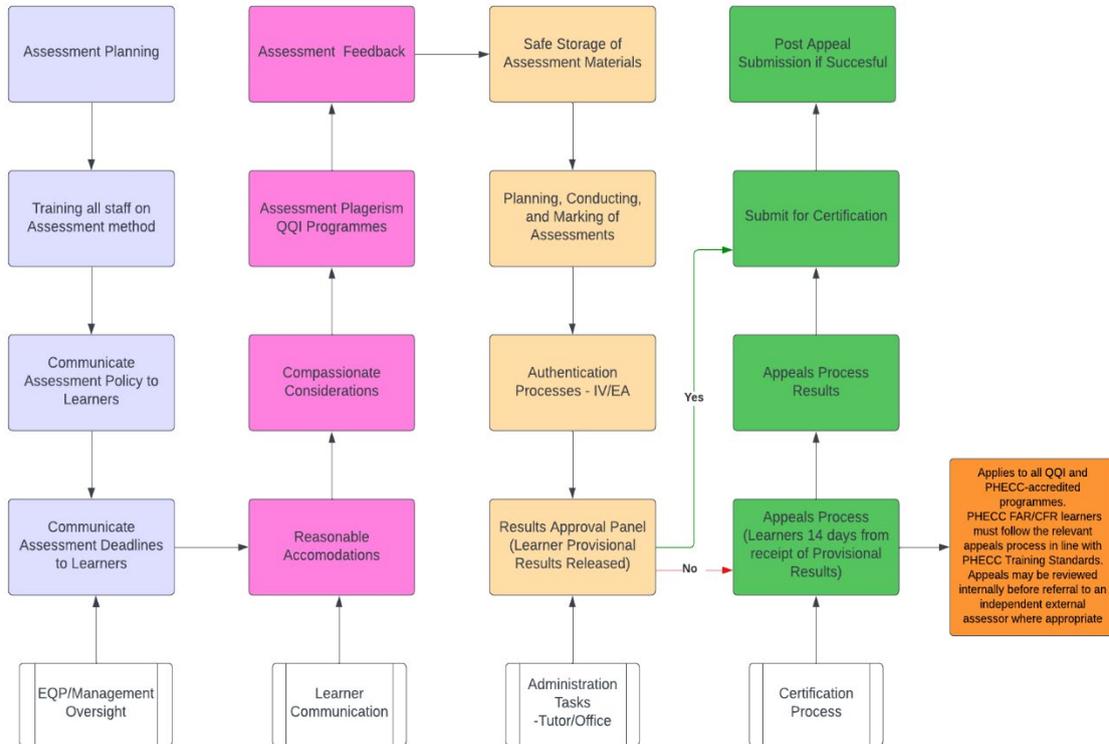
6.2 The Assessment Process

- To judge learner achievement against the knowledge, skills & competence required to receive an award
- Assessments for PHECC courses are aligned with PHECC Learning Outcomes and incorporate prescribed assessment instruments as per the relevant PHECC Education and Training Standards.



Assessment Practices Flowchart

Created 15/11/2023



6.2.1 Formative Assessment

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

6.2.2 Summative Assessment

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

6.4.2 Learner Information

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

Purpose

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

Activities

- Potential and existing learners are informed about how and why they are assessed in the following ways:
 - On the website and in marketing & promotional material
 - Assessment brief
 - At induction
 - Learner handbook
 - Formal assessment information session, group and/or one-to-one meetings
 - Email & phone
- Potential & existing learners will be provided with the following assessment information:
 - Assessment methods and types
 - How the assessment will be marked and
 - The assessment schedules – when, what and how often
 - Assessment Deadlines and associated procedures
 - The grading system used is aligned with the requirements of the relevant awarding body: For QQI-accredited programmes, learner achievement is graded as *Pass*, *Merit*, or *Distinction*, in accordance with QQI award specifications. For PHECC-accredited programmes, assessment is competency-based and learners are assessed as either Competent or Not Yet Competent, based on their achievement of the learning outcomes as prescribed in PHECC's Education and Training Standards.
 - Progression requirements
 - Compassionate Consideration
 - Learner Declarations
 - Assessment Malpractice
 - Reasonable Accommodations
 - Assessment Feedback
 - The Appeals Process

6.4.7 Reasonable Accommodation for Assessment

- In the context of assessment, reasonable accommodation is the term for the adaptation of assessment as necessary to cater for the needs of learners' whose personal situation means that the assessment would otherwise be unfair e.g., learners with a disability, and/or other learners covered by equality legislation.
- Reasonable accommodation for PHECC assessments is provided in accordance with QRF 5.4, ensuring equitable access to assessment for all learners.
- Applies to all learners participating in all Programmes and all personnel involved in the delivery, support, and administration of those Programmes

6.4.8 Compassionate Consideration

- Applies where a learner experiences an extenuating circumstance, which impacts their capacity to participate in and provide assessment evidence by the stated deadline.
- Compassionate consideration **may be** considered for, but is not limited to:
 - A physical injury or emotional trauma during a period four to six weeks previously
 - A physical disability or chronic or disabling condition such as epilepsy, glandular fever, or other incapacitating illness.
 - Recent bereavement of close family member or friend
 - Severe accident, domestic crisis
 - Terminal illness of a close family member
 - Other extenuating circumstances
- Compassionate consideration **may not be** considered for, but is not limited to:
 - Programme workload.
 - Minor illnesses such as a common cold
 - Holidays, Weddings, Sports Activities
 - Work or voluntary commitments
 - IT and/or computer failure (excluding in an examination)
 - Transport, financial or relationship issues

Purpose

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

6.4.9 Repeats/Remediation

- The organisation aims to facilitate repeat assessments and remediation opportunities in a fair and equitable manner, within the constraints of the programme structure, resources, and time available.

For QQI-Accredited Programmes:

- Learners are entitled to **repeat assessment opportunities** in accordance with QQI's assessment guidelines and the specific module descriptor.
- Where a learner has not achieved a satisfactory result, a repeat opportunity will be scheduled, subject to internal verification timelines and programme delivery schedules.
- Remediation may be offered informally through formative feedback or structured learning support prior to reassessment.
- All reassessment results are subject to the standard internal verification and external authentication process before results approval.

For PHECC-Accredited Programmes (e.g., FAR, CFR):

- Learners who are assessed as **"Not Yet Competent"** in a skills demonstration or knowledge-based component may be offered **one opportunity** to repeat the assessment, provided time and resources allow, and in line with PHECC's Education and Training Standards.
- Targeted **remediation** may be provided to address specific deficits in knowledge or skill prior to the repeat assessment. This may include skills re-practice or review of content with a qualified tutor.
- All remediation and reassessment must be documented in the learner's file to maintain transparency and quality assurance.
- Where repeat assessments cannot be completed during the current programme delivery (e.g., due to time constraints), learners may be required to re-attend the relevant part of the course at a future date.
- In all cases, the awarding body's guidelines take precedence. Where no awarding body-specific policy exists, Carraig Safety's internal procedures apply.
- Learners will be informed in advance of all procedures relating to remediation, repeat assessments, and any associated conditions or costs.

Purpose

To provide learners with the opportunity to repeat the assessment activity to achieve a pass grade

6.7 Learner Appeals

- The appeals process enables learners to:
 - Appeal the Assessment Process
 - Appeal the Assessment Result
- Only approved results can be appealed.
- Applies to all Programmes, in line with relevant awarding body guidelines
- The appeals process for PHECC courses is compliant with QRF Standard 5.6

Purpose

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

Activities

- Learners will have 14 working days from when they receive their approved results to submit an appeal.
- The appeal must be submitted in writing on the relevant to the EQM or Programme and Quality Co-Ordinator, and:
 - Clearly outline the reason(s) for the request
 - Reference the specific area(s) where they believe they have been disadvantaged.
- Administration will:
 - Acknowledge receipt of the request to the learner within 3 working days and inform them of the next steps.
 - Notify the EQM that an appeal has been submitted.
- Once an appeal is received the EQM and Tutor will progress to

Stage 1: Informal Appeal (14 days)

In the initial 14 days, learners can initiate an informal appeal by contacting the office administration. This stage provides an opportunity for a quick resolution through open communication with Tutor and Programme & Quality Manager/ EQM or Tutor.

Stage 2: Formal Appeal Submission (14 days)

If the concern persists or necessitates a formal approach, within the next 14 days, learners can submit a formal appeal using the designated form. This is escalated to the Education and Quality Manager and/or equivalent to initiate the formal appeal process.

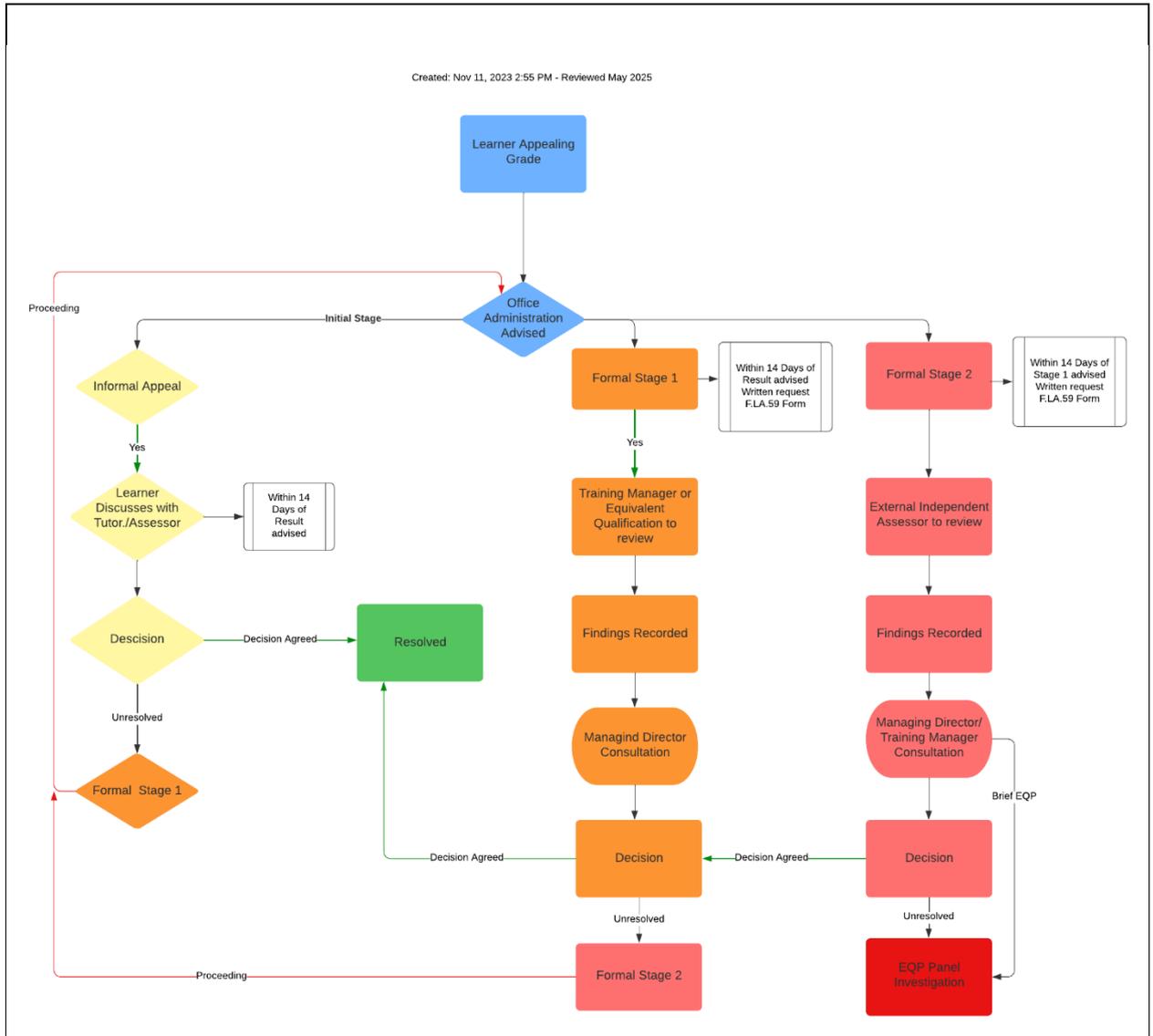
Stage 3: Escalation to Independent Assessor (14 days)

Should resolution not be achieved in the formal stage, learners have an additional 14 days to escalate the appeal to Stage 3. External Assessor will conduct a thorough review and communicate the ultimate decision.

- This systematic approach ensures that learners' appeals are addressed at each stage, with the entire process designed to be completed within a reasonable timeframe. Initial contact through the office administration sets the appeal in motion, and involvement of the Education and Quality Manager adds expertise and oversight to ensure a fair and satisfactory resolution.
- The appeal process will only focus on a review of the assessment process for the specific learner concerned, including where appropriate:
 - A review of learner evidence – Only evidence which has already been presented for assessment will be reviewed.
 - New evidence may not be added by the learner for the appeal.
 - The assessment results.
 - The learner will be notified of the outcome of the process at each stage. Should appeal progress to Stage 3, decision outcome is final.

For PHECC-certified programmes only:

- If a learner remains dissatisfied after the internal appeal, **they may submit a further appeal directly to PHECC** under the PHECC Recognised Institution Quality Assurance Framework.
- Learners will be informed of this right and provided with the appropriate contact details and form.
- Only assessment-related appeals are considered (e.g., results, procedures). No new learner evidence can be introduced.



Quality Area 7: Learner Support

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

7.1 Learner Support Policy

Purpose

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

Scope

- Applies to all learners on all Programmes.
- Applies to all employees (academic and non-academic) and other stakeholders who engage in the delivery and/or administration of Programmes
- This section aligns with PHECC QRF Standard 4.1, ensuring that learners are informed of policies, procedures, and supports available to assist them throughout their educational journey and Standard 4.3, ensuring that learners are regularly informed and given opportunities to provide feedback during and after their courses.

Policy Statement

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

- The adequacy of resources will be regularly monitored.
- Ensure learners are provided with clear information and opportunities to seek support and guidance from initial engagement to Programme completion.
- Engage professional and appropriately experienced and qualified personnel to support learners through their learning journey.
- All employees/tutors/SMT will work together to provide appropriate support in a timely, effective, and efficient manner.
- Ensure that learner complaints and misconduct (academic & non-academic) will be managed in a supportive, respectful, and confidential manner.
- Ensure that all learners have access to the resources necessary for their Programme.
- Proactively offer support, advice, and information to learners
- Employees will have the skills required to provide learners with well-informed support.
- Ensure effective and efficient two-way communication with learners to support the continuous quality improvement.
- Proactively support learners who may be give cause for concern.
- Supports provided during PHECC programmes are guided by QRF Standard 4 and include induction, safeguarding, inclusive learning practices, and accessible complaint/appeals pathways

Implementation

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

7.1.1 Learner Supports

- All learners are asked to disclose any support needs they may have when they register, request for information is sent through LMS via course information guide and user addition emails (Talent LMS).
 - Those identified with additional support needs are then contacted by email or phone to make the necessary arrangements.
 - Includes IT support for those considering enrolling or already enrolled on a Blended Learning Programme.
- Learners who encounter difficulties during their Programme are advised to inform their Tutor/Programme and Quality Co-Ordinator and/or the EQM immediately.
 - Programme and Quality Co-Ordinator and/or EQM is the main point of contact for learner support, including IT.
- The following supports will be available to learners:
 - Venues checked to ensure accessibility and appropriate facilities.
 - Physical modifications to the training and assessment location e.g., seating arrangements
 - Learning materials provided in accessible format, where possible
 - Additional time allocated to complete assessments.
 - Alternative assessment formats
 - Support from a scribe to complete examinations
 - Support from a reader to complete assessments
 - Recognition of Prior Learning, if applicable
 - Compassionate consideration
 - Remediation
 - Formative assessment
 - Learner handbook
 - Dedicated experienced employees.
 - Access to technology and IT support – include access to computers in one of our centres.
 - Accessible and fit for purpose facilities, equipment, and resources.

Learner Support in Blended Learning

- Learners in blended learning programs will have access to technical support through the LMS, ensuring they can access materials and submit assignments without technical issues.
- Online induction sessions will be provided to help learners familiarise themselves with the LMS and other online tools used during the course.
- Tutors will offer ongoing support through live virtual classes, helping learners with both academic content and technical difficulties as they arise.

Note: 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

7.1.2 Accessing the Supports

- The EQM is the main point of contact for learner support on all Programmes.
- Tech Lead & Program & Quality Co-Ordinator will provide IT support for those enrolling or considering enrolling on a Blended Learning Programme through Induction Programme.
 - Shown how to login use the platform.
 - Have access to one-to-one support if, and when required.
- Once they commence their Programme the tutor will be the primary source of support and conduit for requested any additional support with support from Carraig Safety Team.

7.1.3 Learner Charter

Learners can expect:

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

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

Our commitment ensures:

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

Learners are expected

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

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

Specifically for learners, we encourage you to:

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

Keep us informed of any personal details changes.

7.2 Equality & Diversity Policy

Purpose

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

Scope

Applies to all employees, job applicants and those who work/act on behalf of the organisation and all associated employment practices.

Applies to all prospective and current learners and associated services, e.g., access, transfer and progression, support services, teaching etc.

Policy Statement

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

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

Implementation

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

Quality Area 8: Information and Data Management

- Our information and data management processes reflects our context and mission and supports the delivery of our strategic priorities and objectives. Identifying and collecting reliable, meaningful data is a key activity in Carraig Safety. The information generated from the analysis of the data, enables us to:
 - Make well-informed decisions.
 - Identify what is working well and areas for improvement.
 - Create, use, and maintain valuable data & information for future planning.
 - Ensure compliance with awarding body requirements and legal obligations.
 - Respond appropriately to information requests from relevant stakeholders.
 - Protect our reputation and provide accountability over time

8.2 Data Protection Policy

Purpose

This Policy sets out the foundation on which all personal data that Carraig Safety Consultants Ltd collect from you, or that you provide to us via our emails, course paperwork, one to one meetings and any other form of communication with Carraig Safety Consultants Ltd, will be processed by us. If you do not accept that we process your data in the manner detailed in this Policy, please do not submit any personal data to us.

Scope

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

Data security protocols for PHECC courses comply with QRF 1.7. This includes control of learner records, certification data, and tutor credentials and Standard 1.10, outlining how we maintain secure, accurate, and accessible learner records in compliance with data protection legislation.

Policy Statement

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

Key Steps

To meet our responsibilities under the legislation and in accordance with the data protection principles, we will:

- Collect and process information fairly.
- Keep it only for one or more specified, explicit and lawful purposes.
- Use and disclose data only in ways compatible with these purposes.
- Take appropriate measures to keep data safe and secure.
- Keep it accurate, complete and up to date
- Ensure it is adequate, relevant and not excessive.
- Retain for no longer than is necessary for the purpose or purposes in was collected.

Who Can Access your Data

Carraig Safety Consultants Ltd directly manage all Data received; we do not sell any Data received. The only 3rd parties involved in the transferring of data relates to the Course Accreditation body, i.e., QQI, PHECC.

Existing Data Information

We will use our best endeavours to guarantee that all Personal Data that you have submitted to us is maintained and up to date. However, it is your responsibility to inform us of any changes to your Personal Data to ensure that it is up to date.

Where we currently hold personal information about you, you may at any time request that we modify, update, erase or provide a copy of this information to you. Any deletions and updates requests should be sent to support@carraigsafety.ie from the email address of record and these will be actioned within three weeks and you will receive confirmation that this has been completed. We may only refuse your request where we are legally obliged to do so. Where your request has been refused we will provide you with reasons for this refusal. We will then hold such data for only as long as it is necessarily required by law.

Security of your Personal Data

We value your trust in providing us your Personal Information, thus we are striving to use commercially acceptable means of protecting it. But remember that no method of transmission over the internet, or method of electronic storage is 100% secure and reliable, and we cannot guarantee its absolute security. Carraig Safety Consultants Ltd accepts no liability should this occur.

Cybersecurity and Data Protection for Blended Learning

- All components of blended learning programs must comply with GDPR and data protection regulations.
- The LMS will store learner data securely, with regular backups to protect information.
- Tutors and learners will receive training on cybersecurity best practices, including safeguarding personal data during online activities.
- Data retention policies will apply to blended learning, with automatic purging of outdated records from the LMS.