

velopi

Policy and Procedures Document

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QI AWARD



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1 Organizational Details

1.1 Corporate Information

Name of Company:	Velopi Ltd
Status:	Private Company Limited by shares - Incorporated in Ireland
Registered Office:	2 Árd Álainn, Compass Hill, Kinsale, Co. Cork, P17 E519
Business Address:	Unit 7A Kinsale Commercial Park, Kinsale, Co. Cork, P17 PW40
Registration Number:	439615
Capital:	Authorised: 1,000,000 shares Issued: 110,010 shares
VAT Number:	9655552A

1.2 Vision

Our vision is to be the trainer of choice for the courses we provide.

1.3 Mission Statement

Our mission is to design and deliver Learning Solutions that enhance the capabilities of the people who attend our courses.

1.4 Organization Structure (Training)

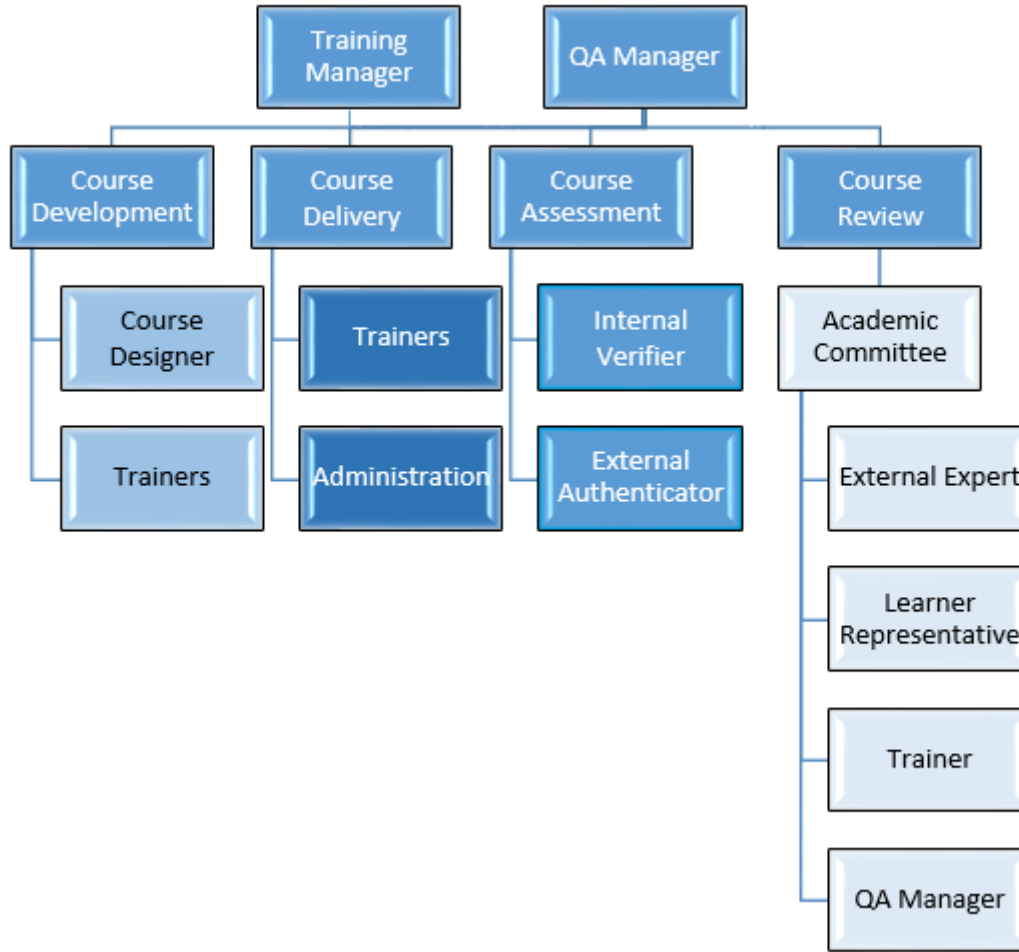


Figure 1 Velopi's Training Organization

1.5 Roles and Responsibilities

1.5.1 The Training Manager

The Training Manager has overall accountability for course development, delivery and assessment within Velopi. S/he provides strategic direction for the organization and has a commercial focus – ensuring that the work of the training organization is profitable and meets the needs of the project management profession. Of course, all of our courses need to comply with quality assurance guidelines and the Training Manager must ensure that the standards we have set for ourselves are met.

The Training Manager is Velopi's conduit to the marketplace and is the person who liaises with clients and generates course descriptions for discussion. Great care is taken to analyse the clients' training needs and to define the learning objectives. Several discussions with clients are usually required before course development is carried out.

The Training Manager also signs off on any updates to this Policies and Procedures document.

1.5.2 The Course Designer

The Course Designer is the person responsible for creating materials for the training courses. These include:

- Courseware for the Trainers. Each course includes a set of PowerPoint slides and various handouts for exercises. The learners are supplied with a copy of the slides, so they serve a dual purpose of aiding the Trainer in course delivery and aiding the learners in revision. Therefore, they need to strike a balance between the two purposes.
- Case study exercises. Velopi likes to ground its courses in practice and has found interesting case studies to be very effective in bringing the material to life. The Course Designer may use case studies based on real life projects – i.e. reports in the literature, such as the Harvard Business Review – or create fictional scenarios, set in industries the Designer has experience of. Alternatively, Velopi may work with the client to use one of their projects as a case study.
- Background research. Velopi's training courses need to be based on industry best practice. To that end, our training courses follow the guidelines and standards formulated by the Project Management Institute and conform to the learning objectives set out by Quality and Qualifications Ireland (QQI). We also explore peer reviewed research to ensure that our learners get the benefit of the latest thinking in the area.
- Preparing simulated exams for Project Management Institute exam preparation courses. Based on the Institute's Examination Content Outlines, the Course Designer creates realistic multiple-choice questions to provide effective practice for our learners. To ensure that our simulated exams are at the appropriate standard, we have purchased sample exam questions from the Project Management Institute. This provides a benchmark for the rest of our questions.

As our learners are exclusively adults who seek to apply their training in the workplace, our courses adhere to the andragogical framework postulated by Malcolm Knowles.ⁱ More details of our course design philosophy is given in sections 4.1.1 and 4.3.1.

1.5.3 Trainers

To be a Velopi project management Trainer, you need the following:

- A teaching qualification, e.g. "Train the Trainer", etc.
- A Project Management Professional (PMP)[®] accreditation
- At least ten years' relevant industrial experience.
- A teaching style that engages adult learners. Velopi's classes are made up of project managers, or experienced people who are considering project management as a career. It is important that they can see clearly how the topics introduced in the course can help them in their day-to-day work. The Trainer needs to provide lots of real-world examples and also be able to understand learners' scenarios and show how the tool or technique being discussed would benefit that situation.

Trainers have the opportunity to provide feedback on the courses they present and often offer really useful suggestions for improvement. We have found that, no matter what sort of pre-course reviews we carry out, the acid test to determine what works and what does not is actually delivering a course to a live class.

Our trainers are also experienced in fully virtual delivery and can instruct learners in making the most out of the online, study-support facilities provided on Velopi's Learning Management

System. Velopi delivers its fully virtual courses using Zoom and the trainers have been coached in making the best out of the facilities available – such as breakout rooms for exercises and virtual whiteboards to illustrate points through worked examples.

Trainers also need to be able to apply their project management knowledge to client-specific projects, as many clients request that their own projects be used as exercises in class. By working through their own projects, we have seen an immediate application of the course material in the workplace.

1.5.4 Quality Assurance (QA) Manager

The QA Manager is the person with overall accountability for compliance of the training provided by Velopi with our quality policies and procedures. S/he will review course materials, feedback forms from course delivery and will canvass feedback from learners in order to provide improvement suggestions to the Training Manager.

However, in circumstances where the QA Manager encounters breaches of Velopi's policies and procedures, action must be taken to correct the deviation.

Of course, such a deviation may actually uncover an ineffective policy or procedure, so the QA Manager needs to conduct an objective root-cause analysis of any rule infringement by determining:

- Was the staff member concerned aware of the policy or procedure? In other words, is there a weakness in staff training?
- Was the infringement due to an unforeseen circumstance, where the policy or procedure did not provide sufficient guidance? This suggests that the rules need to be revised to include these circumstances in the future.
- Were the rules deliberately flouted? In these unlikely circumstances, the QA Manager needs to report the breach to the Training Manager and appropriate disciplinary action needs to be taken. The nature of which depends on the impact to the learners and the reputation of the organization.

The QA Manager also maintains the Key Performance Indicator (KPI) metrics used to assess course effectiveness and compliance. S/he will report current status and emerging trends at Academic Committee meetings.

Finally, the QA Manager is the custodian of this Policies and Procedures document and will update the document as and when necessary. Feedback from learners and Trainers, as well as advances in technology, can show that individual procedures are no longer fit for purpose. The QA Manager will draft revisions to the document. These must be signed off by the Training Manager before the document is published and the staff informed of the update.

1.5.5 Administrators

Once a learner is enrolled, the Administrator needs to ensure that they have access to all necessary materials and services (such as the exam simulator). They will provide access to online training materials and provide logistical information, such as directions to physical course venues, or links to Zoom sessions providing the virtual classroom experience, if necessary.

An Administrator will record the learner's attendance in Velopi's Customer Relationship Management system, along with any accreditation they might have obtained as a result.

Periodically, an Administrator will generate reports based on learners' track records in previous courses. This is to see if the learner is ready to tackle more advanced training, leading to the next step on their career ladders.

Administrators will also collate feedback forms for use by the QA Manager and distribute promotional material and customer satisfaction surveys to past learners.

1.5.6 Internal Verifier

Velopi provides one Quality and Qualifications Ireland (QQI) course where the assessment is administered and assessed by Velopi personnel, according to QQI guidelines. This is the Level 6 Component Certificate in Project Management (6N4090).

Guided by QQI's Component Specification, Velopi has developed an assessment instrument to exercise the learner's understanding and application of project management practice. Velopi's Internal Verifier corrects each submission, using a clear marking scheme that is also provided to each learner, ensuring fairness and transparency.

The overall concern for the Internal Verifier is that the learner demonstrates sufficient competence that the Internal Verifier would be comfortable allowing the learner manage real world projects. This is achieved by ensuring the learner has demonstrated the learning outcomes required by QQI.

1.5.7 External Authenticator

As the name suggests, the External Authenticator is not a member of Velopi's staff. The Authenticator provides an objective, third-party view of the course assessment and the quality of the Internal Verification. Or, as Education and Training Boards Ireland (ETBI) describe it on its website: the "External Authenticator provides independent confirmation of fair and consistent assessment of learners in accordance with QQI requirements and reports on consistency of assessment results with national standards".ⁱⁱ

They may adjust grades based on their judgement of the submission. They may also flag concerns over the assessment itself – highlighting areas where the required learning outcomes are not being demonstrated. These are noted in the External Authenticator's Report and the issues are discussed during the Results Approval Panel meeting with the Training and QA Managers.

The External Authenticator will be changed every three years in order to prevent complacency. A fresh perspective at regular intervals will help maintain the standard and effectiveness of the assessment. A new External Authenticator has been recruited in 2022.

Recruitment of External Authenticators is facilitated through the ETBI web-site and also through our professional network. Candidates need to have experience of delivering or assessing programmes leading to QQI awards, or associated industry expertise (5 years). Previous experience in the role is an advantage but is not essential.

1.5.8 Customer Care Team

Although the Customer Care team is not part of the Training organization, it is involved in the admissions procedure (see section 4.1.2) and will be described here.

Velopi's Customer Care Team monitors the phones, the web-site and other social media platforms and a team member is the first Velopi person a learner will encounter. They should be able to guide the potential learner to a suitable course and process the admission if the enquirer chooses to go ahead with the course.

Customer Care provides support at the front-end for potential learners who contact the organization with a view to attending a course. Its role is to ensure that the learner has the necessary qualifications and experience to tackle their chosen programme. This role involves

detailed knowledge of Velopi's course offerings and an appreciation of the project management career path.

Success, from a customer care perspective, is measured by the number of contacts that are converted into paying students. Thus, this is very much a Sales & Marketing, rather than a Training function.

1.6 Course Delivery

As shown in section 4.3.4, Velopi's training courses can be delivered in three different ways:

1. By using traditional, face-to-face teaching methods in a physical classroom.
2. By supplementing the face-to-face teaching methods using a computerized learning management system for self-study
3. By providing an entirely online experience through a Virtual Classroom.

To date, Velopi has described the second option as "blended learning". However, using the description provided by Garrison and Kanuka – "At its simplest, blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experiences"ⁱⁱⁱ – we appear to be using this term inappropriately.

Reading further into these authors' paper hints that the online component of a blended learning course contains some sort of "community of inquiry". They reference discussion fora and collaborative learning environments.

To date, our learning management system has been used to support self-study. In other words, the online facilities are designed to provide exercises for the individual who is studying to take an exam on their own. We do not provide any group-based facilities on our learning management system; indeed our learners are unaware of their classmates during their time on the system.

To conclude, our learning management system does not provide any collaborative supports and none of our assessments are based on contributing to an online forum or other online community of inquiry.

2 Governance and Quality Management

2.1 Governance

The overarching goal of Velopi’s governance structure is to ensure that the academic activities of course design, course delivery and course assessment are shielded from commercial pressures from the organization. Our governance structures are designed to prevent our course assessors from yielding to such pressure.

Within Velopi, the Training and Quality Assurance (QA) managers, together with the Academic Committee are committed to effective and independent monitoring of academic activities.

Appropriate structures, processes and measures are in place to provide a robust system of governance to oversee all training activities.

2.2 Quality Assurance Management

Velopi has developed a governance system which provides effective oversight of all its training activities. This helps to ensure the overall quality of service delivery to learners.

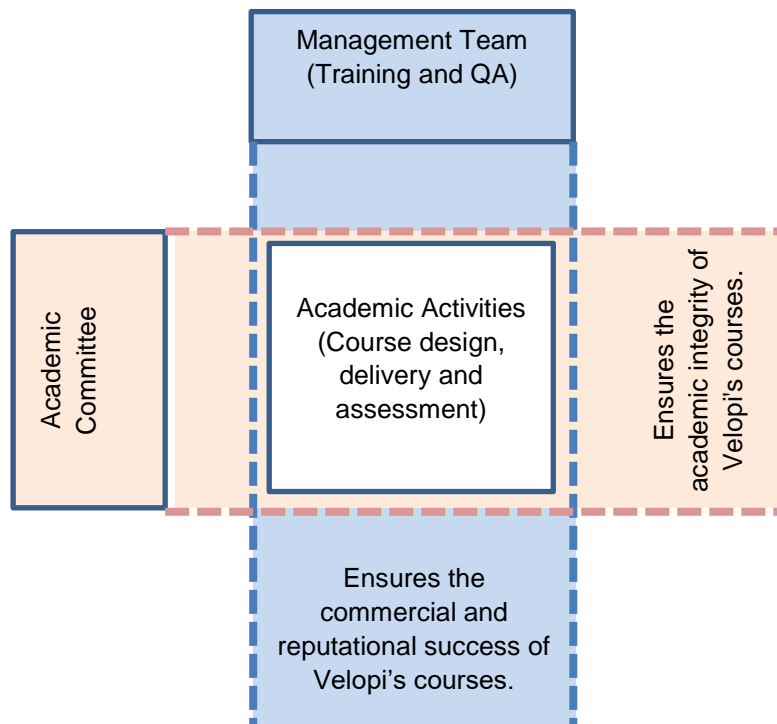


Figure 2 Velopi's Governance Structure

Figure 2 shows a matrix structure where the Management Team, comprising the Training and QA Managers, takes day-to-day responsibility for the design, delivery and assessment of training courses and the Academic Committee provides oversight to ensure the academic standards of the courses.

2.2.1 Terms of Reference for the Academic Committee

The Academic Committee's terms of reference are defined by its remit, accountability, responsibility and reporting obligations. These are informed by Quality and Qualifications Ireland's Statutory Quality Assurance Guidelines^{iv} and are outlined as follows:

Remit

The Academic Committee has been established by Velopi to assist in planning, co-ordinating, developing and overseeing its training provision and to protect, maintain and develop the academic standards of all courses provided.

Accountability

While the Academic Committee enjoys complete autonomy in terms of its evaluations, recommendations and decisions, it is also obliged to fulfil its role and undertake its responsibilities. Failure to undertake its responsibilities, or to carry them out with due diligence will result in the Training Manager dismissing one or more of the Committee and replacing them in time for the next review.

Responsibility

Responsibility for all academic matters have been delegated to the Academic Committee. All academic decisions will be within the sole purview of the Academic Committee. The Velopi Training Manager will be informed of any such decisions by the Committee. Specifically, responsibilities include:

1. Considering proposed new courses and their possible effects in terms of resourcing and the standards of existing training courses. It will offer recommendations in their report.
 - a. If the Committee is in favour of a proposal, it should recommend appropriate structures to allow the design, delivery and validation of the new course.
 - b. If it does not favour the proposal, it will detail its reasons in its report
2. Proposing policies and procedures for the assurance of quality to Velopi that are in accord with the standards and guidelines of QQI or other recognized awarding body as appropriate.
3. Evaluating learner feedback and making recommendations on improvements.
4. Setting academic regulations for Velopi.
5. Taking responsibility for academic discipline and maintaining the integrity of academic standards and awards.
6. Devising regulations for the delivery of courses, the conduct of examinations and for the evaluation of academic progress.
7. Evangelizing a culture of academic integrity at all levels in Velopi.
8. Providing tutorial support or other academic counselling to Velopi personnel.
9. Assisting in the implementation of any regulations which may be made by Velopi
10. Recommending to Velopi appropriate research and development work.

Reporting

The Academic Committee reports to Velopi's Training Manager. It is tasked with meeting bi-annually and producing a cogent report outlining its views on the efforts of the company during the previous six months and to recommend improvements and courses of action to be followed.

The Training Manager is obliged to respond to the report with an Action Plan within a month of receipt.

2.2.2 Makeup of the Academic Committee

The Academic Committee is made up of:

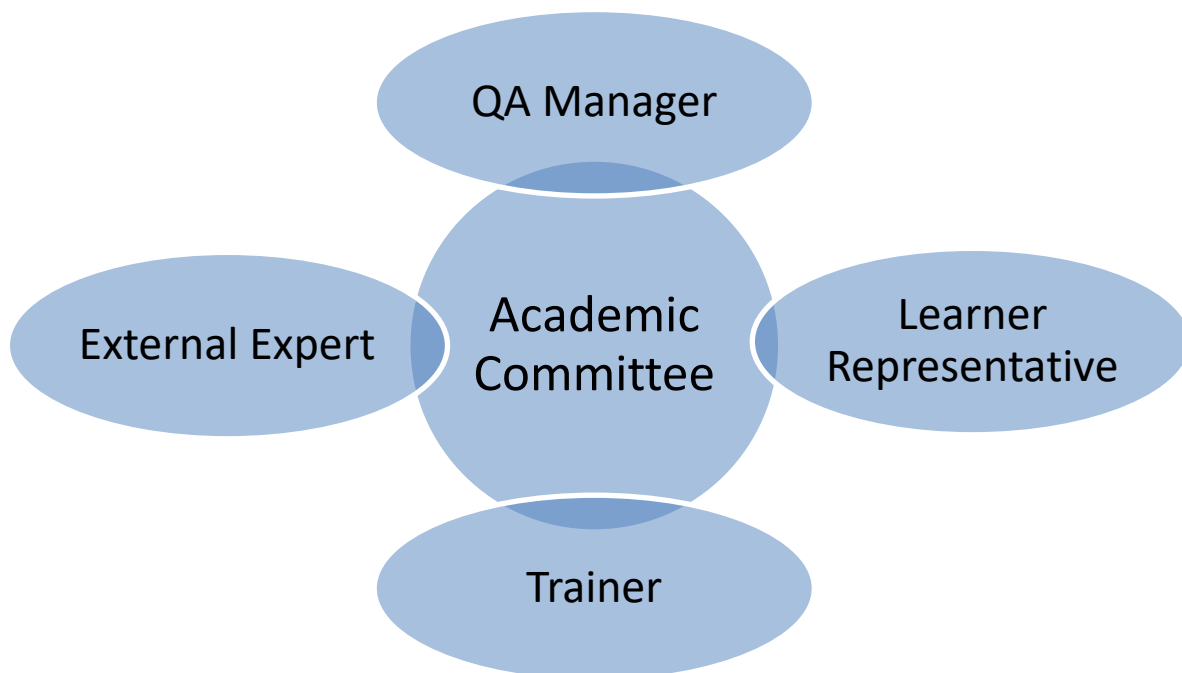


Figure 3 Members of the Academic Committee

- **The QA Manager**, who will provide a report on training activities for the time interval under review to the committee, along with relevant Key Performance Indicators (KPIs).
- **A Learner Representative**. This is someone who has been through a Velopi course within the time interval under review. Someone who can offer feedback on the learner experience. Note that the learner representative will change to ensure that the person can report on a course delivered in the interval under review.
- **A Trainer**. Being involved in the course design, course delivery and receiving informal feedback from learners, a Trainer is ideally situated to reflect on their part of the process and to gauge how effective, or otherwise, the courses are. A Trainer will also be involved in the assessment of new courses, providing useful feedback to the Course Designer.
- **An External / Independent Expert**. This person will assess the courses being offered in terms of their academic suitability. S/he will also monitor pass rates to determine if course assessments are too lenient or too difficult. S/he will chair the Academic Committee meetings and produce a report of their findings. This report is presented to the Training Manager, who will be expected to produce an Action Plan showing how the Committee's recommendations will be acted upon.

While the presence of the QA Manager on both the Velopi management team and the Academic Committee suggests a conflict of interest, the QA Manager's role in the committee is to provide access to materials and to answer questions on anomalies the committee might uncover. The QA Manager is not involved in writing the Academic Committee's report.

2.2.3 The Academic Committee Meeting

Meeting biannually, the Academic Committee will review:

- The Action Plan generated as a result of the previous Academic Committee report. The Academic Committee will generate a report biannually and submit this to the Management Team. The Management Team must respond to this report within one month. Their response takes the form of an Action Plan, detailing the steps to be taken to address the Academic Committee’s concerns and the timeframe for implementation. Progress against the Action Plan will be reviewed at the next Academic Committee meeting.
- Key Performance Indicators (KPIs) relating to academic aspects of the courses provided. Specifically, they will monitor class sizes and effective pass rates. See section 4.6.1 for details of available KPIs. If these metrics are unacceptable, or trending in a disturbing way, the Academic Committee will flag their concerns and offer recommendations to address the discrepancies.
- Learner feedback for delivered courses. Are there disturbing aspects relating to administration, course materials, training provision, or grade appeals? The Academic Committee will investigate these issues and provide recommendations.
- Proposals for new courses, or revisions to existing ones. If the Management Team decides to develop a new course, or significantly revise an existing one, the Academic Committee will review the proposal and offer advice in terms of learning outcomes and assessment, if appropriate.

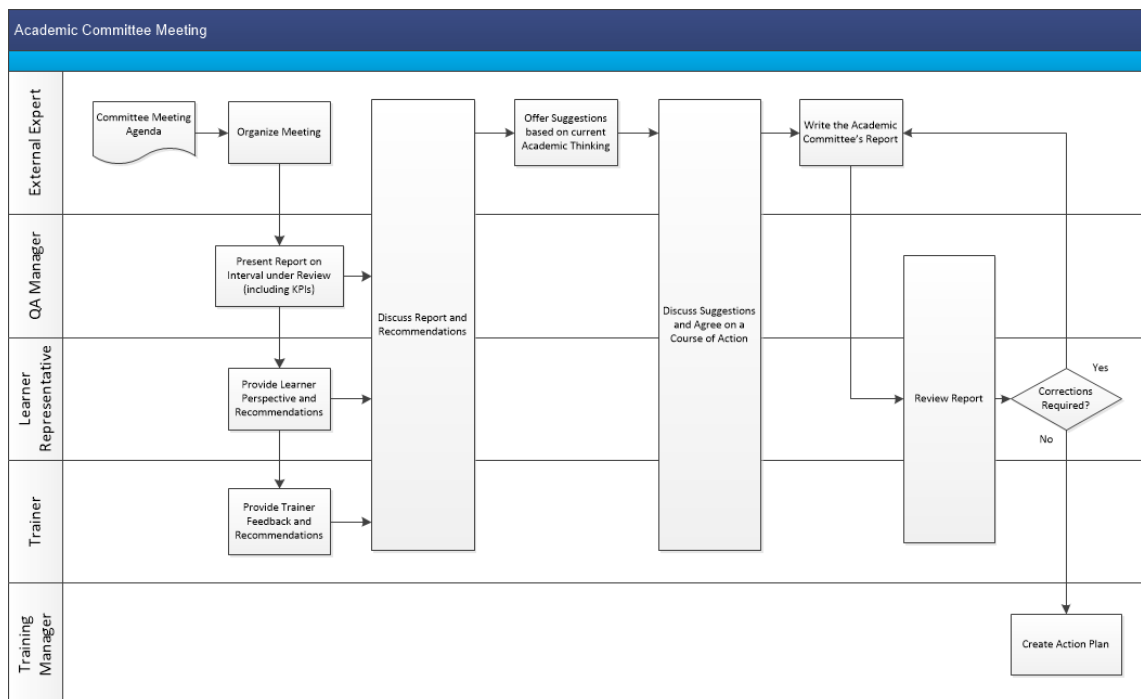


Figure 4 A Typical Academic Committee Meeting

2.2.4 Recruiting Members of the Academic Committee

The QA Manager is the sole permanent member of the Academic Committee. This role is envisioned as a supporting one, providing metrics for the time interval under review.

The three other roles are more fluid and will be filled in different ways, depending on the role:

- **The Learner Representative.** A different learner will be selected for each meeting of the Academic Committee. This person will have attended a Velopi course in the interval under review. The learner will be approached based on their feedback. Someone who has offered serious suggestions for improvement will be invited to discuss their ideas with the committee. They will be provided with a copy of the committee's report and the resulting Action Plan.
- **A Trainer.** Just like the learner representative, the Trainer selected for the Academic Committee will be someone who has delivered a course in the interval under review. S/he might also have proposed a new course, or a significant revision to an existing course. Their motivation for this development will be invaluable in assisting the Committee in deciding whether to approve the change or not. Alternatively, the Trainer may have had difficulties with a particular course and may wish to have the course retired or repurposed. A Trainer will be selected for the Academic Committee on a per session basis. This will be considered part of the Trainer's role in the company and additional remuneration is not planned.
- **An External / Independent Expert.** This person will be recruited for a period of two years, or four Academic Committee reviews. They will be paid a flat rate per review. The rationale behind this is to give the expert sufficient time to understand the workings of the Training Organization, but not enough time to "go native", or to regard the work as a mere form-filling exercise.

External experts will be recruited through our network and they will be required to work in academia and be capable of critically reviewing commercially-based training courses and recommending improvements both in terms of course content and administration. See section 4.8.3 for details of the recruitment process. The external expert will be responsible for:

- Chairing the biannual review meetings.
- Producing the Review Report.
- Reviewing the resulting Action Plan and signing off on this if it is satisfactory.
- Following up on the Action Plan in the subsequent review.
- Handing over to the next external expert, so they are familiar with the Action Plan that is currently in operation.

The external expert is expected to provide constructive criticism of Velopi's training efforts. The role might involve strong criticism of individuals or procedures. The external expert will not face any sanction for any such criticism. Indeed, this is why the Academic Committee exists.

However, failure to turn up for reviews; not preparing adequately for reviews; or failing to write up the Committee's report in a timely manner will result in termination from the role.

2.3 Embedding a Quality Culture

Here in Velopi, we have learned the benefits of creating a consistent quality culture throughout the organisation. We do this by encouraging open communication, both formal and informal. Customer satisfaction and the quality of services are essential to Velopi's survival as a commercial training provider. Thus, since the company's inception in 2007, we have

encouraged all staff members to contribute feedback and suggestions for new course ideas and for improvement suggestions wherever in the process they may lie.

Approaches we use to foster a quality culture include:

- Designing policies and procedures in consultation with all those involved in their implementation, as well as in line with guidance from key stakeholders: e.g. feedback received from staff during internal audits and external reviews is used to develop better systems and processes. Velopi employs W. Edwards-Demming's Shewhart or 'plan-do-study-act' cycle to track the effectiveness of existing policies and gain insights into emerging requirements for new policies.
- Training our staff in a 'systems thinking' approach to problem solving: e.g. processes are mapped to describe and explain the quality assurance feed-back and feed-forward paths so any variations can be clearly understood and corrected.
- Using a balanced, organization-wide approach to the implementation of quality assurance procedures to encourage a sense of ownership of quality among the team.
- Including quality on the agenda of weekly meetings to ensure everyone is aware of and understands the importance of ensuring that everything we do is fit for purpose.

Progress in embedding a quality culture is measured by the Management Team and Academic Committee using methods such as QA Manager monitoring reports, staff reviews, stakeholder feedback, learner surveys, internal and external audits, staff alignment and conformity with QA procedures, plus staff training and professional development.

3 Policies

3.1 Education and Training Programmes

Velopi Ltd. recognized the fact that project management – the subject matter for all our training courses – is an applied discipline. Therefore, all of our training courses are delivered by experienced practitioners and developed to include real-world examples and exercises. Many of our industry-based programmes are tailored to suit the organization's specific environment. Our aim is to prepare our learners to apply what they learn in practice.

3.2 Staff Recruitment, Management and Development

We aim to provide an effective and fair work environment for all staff and we facilitate this by providing two-way feedback systems as well as by aligning individual staff goals with organizational goals. We will also make available appropriate information regarding job opportunities, induction training and ongoing development.

3.3 Teaching and Learning

Velopi Ltd.'s courses are designed to prepare the learners to apply what they learn to their organizations. Even in cases where there is a formal assessment at the end of the programme – such as the Project Management Institute's Project Management Professional (PMP)[®] exam preparation course, or the Quality and Qualifications Ireland (QQI) component certificate in project management (6N4090) – our over-arching policy is to ensure that our students understand the principles and apply the practices in real-world situations.

3.4 Assessment of Learners

It is our rigorous policy to provide fair and consistent evaluation of participants by providing comprehensive assessments in accordance with our own procedures. Where our courses lead to an external qualification, we aim to align with that organization's guidelines as well. We aim to ensure that learners benefit from their assessments and that we regularly review our assessment practices with colleagues and national standards. We will maintain a process of internal and external verification and validation of the assessment results. We also make every effort to detect learner assessment malpractice and will sanction learners accordingly (see policy 3.10).

3.5 Supports for Learners

Our course development strategy is based on the fact that project management is a career and that learners will need training at regular steps along the way. Our aim is to maintain contact with learners who have attended introductory courses and to offer more advanced opportunities along the way.

Where a particular course leads either directly or indirectly to a professional accreditation, Velopi's Trainers provide telephone, e-mail, or video conferencing support from the course all the way to the exam or the assessment submission.

Admission to Velopi's courses is restricted to adult practitioners who can understand and communicate in English. All applicants whose first language is not English must have attained International English Language Testing System (IELTS) Level 6 or the equivalent Test Of English as a Foreign Language (TOEFL) score.

Many of our programmes require certain levels of experience and these requirements will be clearly listed in the course outlines. However, no one will be excluded from a Velopi course on the basis of

culture, gender, marital status, family status, age, race, disability, religion, sexual orientation, or membership of the Traveller Community.

3.6 Information and Data Management

Velopi Ltd. retains contact data and details of our learners' training history with Velopi, as well as details of which professional credentials they have obtained. We use these details to issue course attendance certificates to individual learners and also to assist learning and development managers to build representative skills matrices for their project management staff. They also provide tailored announcements of available courses that are appropriate to their current stage in their careers. Upon receipt of any such communication from Velopi, a past learner may opt out of receiving further communication, or have their records removed from our system, in accordance with Article 17 of the General Data Protection Regulation (GDPR), the Right to Erasure ('right to be forgotten')^v.

Our policy is to use contact and history information to advertise our own courses and to support our own learners. This information will NEVER be provided to any third-party (besides their learning and development manager) for research or for commercial purposes.

3.7 Public Information and Communication

Clear and accurate communication is a key underlying principle of Velopi's learner support and, to that end, we are committed to the provision of timely information to all our stakeholders regarding our services. In addition, we actively seek feedback to modify and improve our programs continuously based on this.

3.8 Third-party Involvement

Velopi does sub-contract training delivery to third-parties when capacity issues arise, or a client needs a course outside our core competency area. We also provide project management training services to the Education and Training Boards (ETBs) in collaboration with training provider, Hartley People, and various national Skillnets.

Finally, we deliver courses leading to the QQI 6N4090 component certificate and courses preparing students for the Project Management Institute's credential exams. Our quality policies and procedures have been informed by these organizations and we ensure that our training conforms with statutory QA guidelines^{vi}.

3.9 Self-Evaluation, Monitoring and Review

Our policy is to evaluate our programs and services continuously through routine internal analysis, learner/client feedback and scheduled audits.

3.10 Academic Integrity

In order to ensure academic integrity on courses where Velopi assesses the learners' work with a view to providing a recognized qualification, we will make every effort to detect learner assessment malpractice (in particular, plagiarism) and will not make an award where it has been proven that the learner has not produced their own work.

3.11 Customer Issue Resolution

Velopi's vision is to be the trainer of choice for the courses we provide. To ensure our reputation as an effective company to deal with, it is vital that we address any customer issues as soon as possible. We

also need to ensure that the client organization, or individual learner, is satisfied with the resolution provided.

4 Procedures

All of the following procedures will have the same basic structure. The following table begins each procedure:

Underlying Policy:	Cross reference to the policy underlying this procedure.	Version:	
		Date:	
Responsible Person(s):	The person (or persons) responsible for carrying out the procedure. Note that different people may be responsible for different steps in the procedure.		
Accountable Person(s):	The person (or persons) who provide oversight on the procedure and sign off that it has been properly followed. Note that different people may be accountable for different steps in the procedure.		
Revision History:	Any changes that lead to a version number change will be detailed in this section. Note that trivial changes, such as small typos or formatting errors may be corrected without altering the version number, as long as the meaning of the procedure remains unchanged.		

Note that the version number will adopt an X.Y format, where X represents the sign-off status of the procedure and Y represents a new revision that has not been formally approved. If X is 1 or greater, then this policy has been formally reviewed and signed off. If Y is greater than 0, it means that revisions have been made, but these changes have not been officially signed off.

This is followed by a brief description of the procedure, together with one or more flowcharts illustrating the steps involved (if appropriate). The flowcharts are drawn using a business process map, “swim-lane” format. This will illustrate which actors are responsible for what parts of the procedure.

4.1 Education and Training Programmes

4.1.1 Programme Development and Approval

Underlying Policy:	3.1 Education and Training Programmes	Version:	2.0
		Date:	15 Aug 2022
Responsible Person(s):	Course Designer, Trainers		
Accountable Person(s):	QA Manager, Academic Committee		
Revision History:	0.1 Original version (29 Jun 2021) 1.0 Approved (13 Sep 2021) 1.1 Included mention of basic language philosophy for non-native, English speakers. (21 Jun 2022) 1.2 Included section on andragogical assumptions. (24 Jun 2022) 2.0 Approved (15 Aug 2022)		

Ideas for new courses mainly come from market research or a specific customer request. If the requested course fits in with Velopi's strategic focus (i.e. project management), aligns with our current course offerings and has revenue-generating potential, a course description will be prepared. This will be presented to the requesting client or advertised on Velopi's web-site.

Full course development will not occur until such time as a customer places an order. The Course Designer will train the Trainer on how to deliver the course and the Trainer will have an opportunity to provide feedback.

All of our courses are targeted at adult learners. This allows us to make certain assumptions about our learners, such as:^{vii}

- A person's self-concept changes over time. Adults have the need for self-determination and would like a say in what happens in their training courses.
- An adult has valuable life-experience. Our courses need to relate to what the learner already knows and new knowledge needs to be put in the context of that experience.
- Adults are ready to learn. Children learn what they are told to learn, whereas adults learn for a specific purpose – for instance, how to cope with a given, real-world scenario.

- Children have a different orientation to learning from adults. The education system charts a path from primary, through secondary, to tertiary education. However, an adult learner is more concerned with addressing an issue in their life or workplace.

As an increasing number of our learners have English as a second language, another influencing factor for our courses is to ensure that the simplest language possible is used in our course materials. Thus short sentences are encouraged, with basic terms used in preference to less commonly used ones.

The main feedback will be provided by the learners and the Trainer once the course has been delivered. This feedback will inform any revisions needed to the course itself.

The QA Manager will review each course after delivery, while the Academic Committee reviews all courses on a biannual basis.

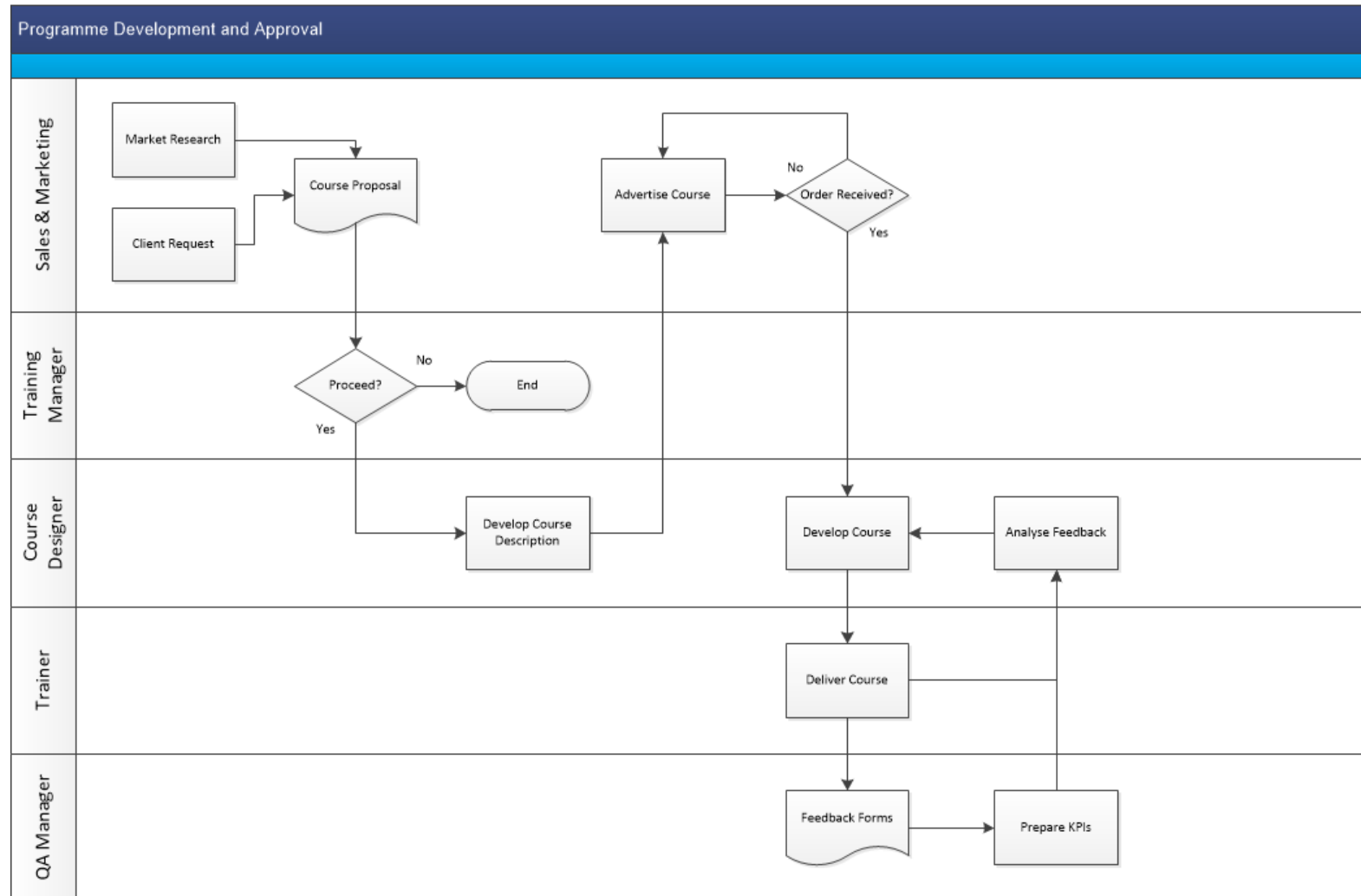


Figure 5 Programme Development and Approval Procedure

4.1.2 Learner Admission, Progression and Recognition

Underlying Policy:	3.1 Education and Training Programmes	Version:	2.0
		Date:	15 Aug 2022
Responsible Person(s):	Customer Care, Administrator		
Accountable Person(s):	Training Manager		
Revision History:	0.1 Original version (26 Jul 2021) 1.0 Approved (14 Sep 2021) 1.1 Stated basic entry requirements explicitly (11 May 2022) 2.0 Approved (15 Aug 2022)		

It is important to state that Velopi provides training to adult learners, ranging in ages from 21 to retirement. We also require that learners:

- Are reasonably proficient in both written and verbal English. In other words, they must have a minimum overall International English Language Testing System (IELTS) score of 6.5 with a minimum of 6.0 in each band, or the equivalent Test of English as a Foreign Language (TOEFL) score.
- Have reasonable numeracy skills – i.e. basic arithmetic. Thus we require learners to have a Junior Certificate, or equivalent. This also provides evidence of basic numeracy.
- Be computer literate. To access our learning management systems and virtual classroom-based courses, learners need to be comfortable with basic information and communications technology. They are also expected to provide their own computer equipment to access our learning systems.

Velopi offers training courses suitable to practitioners at all stages in their careers. Our principal admission criterion relates to experience. For example, entry to any Project Management Professional (PMP)[®] exam preparation course is limited to people with at least three years' project management experience. These restrictions are detailed in two sections of the course descriptions on our web-site. For instance, for our QQI component certificate in project management (6N4090), we describe the experience level required in one section:

For whom is this course suitable

-

This QQI Component Certificate in Project Management course is beneficial for those who are new or have just entered project management. The course provides an ideal introduction as a follow-up project and assignment in the workplace is required for certification. This ensures you can practice and apply the tools and techniques in the work environment. However, this is a course that can be customized to reflect the experiences and levels of participants. For more details on this please contact us.

Figure 6 Experience Level required for 6N4090

If there are educational, or specific experience requirements, these are detailed in the following section:

Admission Requirements, Eligibility & Assessment

To apply for this course, you need to be:

- ✓ Proficient in both written and verbal English. In other words, if English is not your first language, you must have a minimum overall International English Language Testing System (IELTS) score of 6.5 with a minimum of 6.0 in each band, or the equivalent Test of English as a Foreign Language (TOEFL) score.
- ✓ Reasonable numerate – i.e. understand basic arithmetic. Thus we require learners to have at least a Junior Certificate, or equivalent.
- ✓ Computer literate. To access our learning management systems and virtual classroom-based courses, you need to be comfortable with basic information and communications technology. You are also expected to provide their own computer equipment to access our learning systems.
- ✓ Supported by your organization and given opportunities in the workplace to manage an actual project (see assessment details).

Figure 7 Specific Education or Experience Requirements

Velopi's business model is based on taking students from introductory courses, through various levels of professional accreditation, all the way to level 9, Masters Programmes. Figure 8 shows career paths up to and including the M.Sc. programme developed jointly by Velopi and UCC.

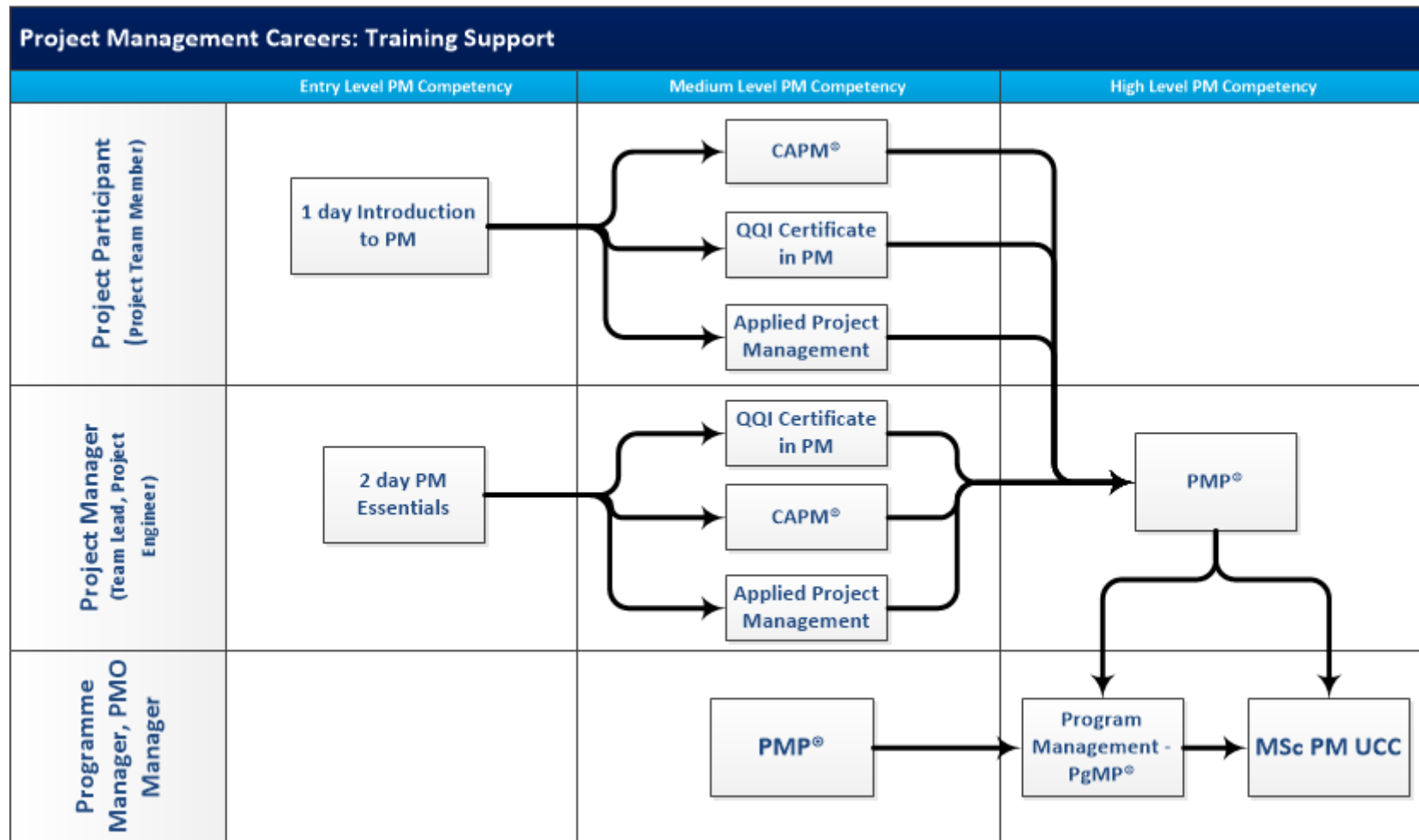


Figure 8 Training Support through Career Progression

In order to be admitted on one of Velopi’s courses, the learner needs to satisfy any entry criteria specified (see Figure 7 for an example). However, for the bulk of our courses, the learner’s work experience is the major requirement, as the more advanced courses assume knowledge that is obtained through practice – i.e. experiential learning^{viii}.

Any enquiry we receive from a potential Learner is followed up with a telephone call from one of the Customer Care team. This team is part of the sales and marketing function but each team member has an in-depth knowledge of our course offerings and for whom these are suitable (see Figure 8). The purpose of the call is to establish two things:

1. What is the best course for this learner at this stage of their career?
2. Have they the required qualifications / experience necessary to undertake this course?

While Velopi's non-certification programmes do not require formal project management qualification for entry, our certification courses do. In order to ensure that the potential learner is suitable, the Customer Care Team Member will enquire into their qualifications and experience level to ensure that the learner is eligible for that particular course. If they are not suitable (either under-qualified, or lacking the necessary experience), the Customer Care Person will direct the learner to a more appropriate programme.

Recognition of prior learning is integral to admission on the certification programmes. For example, someone without a third-level degree qualification is required to demonstrate at least five years' of project management experience to be admitted on a PMP® Exam Preparation course. However, if they have a primary degree, they only require three years' experience. Similarly, someone who may not have a university degree can still be accepted on the basis of three years' experience by having passed the Association of Chartered Certified Accountants (ACCA) exams.

UCC offers similar flexibility. Ideally, admission on the M.Sc. (level 9) programme should require a level 8 primary degree, but allowances can be made for someone with extensive work experience in the project management field.

We also encourage people who have attended previous Velopi courses to progress onto more advanced programmes as their experience levels and responsibilities grow. Figure 8 shows how a newcomer to project manager can begin by learning the fundamentals, before advancing through professional certification to master's degree level. Velopi supports project managers all through their careers.

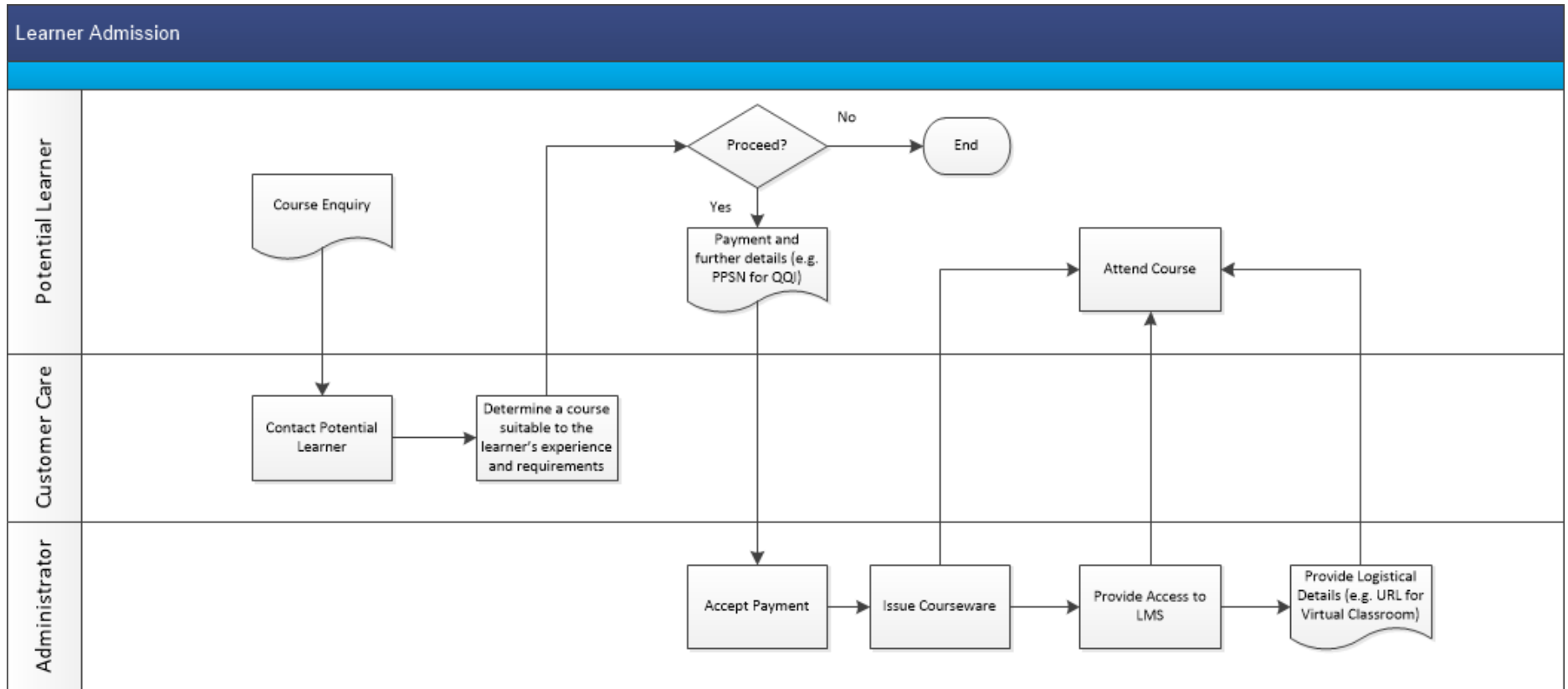


Figure 9 Learner Admission Procedure

4.1.3 Programme Monitoring and Review

Underlying Policy:	3.1 Education and Training Programmes	Version:	1.0
		Date:	14 Sep 2021
Responsible Person(s):	Trainer, Course Designer		
Accountable Person(s):	Training Manager, QA Manager		
Revision History:	0.1 Original version (31 Aug 2021)		
	1.0 Approved (14 Sep 2021)		

Following Edwards-Demming’s Plan-Do-Study-Act model, Velopi firmly believes that we improve our course content and delivery continuously through feedback from our Trainers, learners and the Results Approval Panel.

Feedback generally relates to four issues:

1. Flow of content. The Trainer may find that training materials are not in a logical order making the topic difficult to understand, as the trainer is jumping back and forth between concepts.
2. Learning objectives not being achieved. The Trainer might find that learners are struggling with certain exercises because the presented material has not explained particular concepts effectively.
3. Typographical Errors. Velopi maintains an Issue Log for each of its courses, providing a mechanism for Trainers to flag small issues with the materials. This log is in two parts – issue identification (filled in by the person raising the issue) and issue resolution (filled in by the Course Designer). See Figure 10 and Figure 11.
4. Results Approval Panel Observations. These can contain concerns raised about the assessment instrument, as well as the course content. These are also recorded in the Issue Log.

Issue Identification					
Issue ID #	Course Version #	Slide #	Issue Description	Identified By	Date

Figure 10 Issue Log Section 1 - Filled in by Originator

Issue Resolution				
Resolution	Resolved By	Resolution Appears on Course Version #	Date Closed	Notes

Figure 11 Issue Log Section 2 - Filled in by Resolver (Course Designer)

Learner feedback is obtained through feedback forms provided at the end of each course. The learner may provide feedback anonymously if s/he prefers. However, on longer courses (taking more than one day), the Trainer will canvas the learners informally for feedback at the end of each day. In this way s/he can determine if the pace is too fast or too slow and it also gives the learners the opportunity to ask questions if there are areas that did not make sense.

For in-house courses, an interview with the organization’s learning and development manager provides additional feedback. This feedback has proved useful to determine timing issues – has the course given sufficient time to aspects that are of most interest to the learners? If the feedback suggests that the course needs significant reworking, it will be reviewed immediately.

In the rare case when a learner expresses disappointment with a course, s/he is telephoned by the Trainer or the Training Manager to probe deeper into the issue. This step in the process provides two benefits: (1) It obtains a deeper understanding of the problem and (2) It assures the learner that their issue has been taken seriously, despite the disappointing learning experience.

If the content is the issue, it will be revised according to section 4.1.1. If learner feedback relates to the Trainer, then this will be discussed with the Trainer and actions taken according to section 4.2.3. Detailed content issues (such as typos) are handled by a periodic review of all the courses, when the Course Designer is scheduled to carry out updates across the entire range of courses.

Velopi is in a position to respond to feedback very quickly. If a Trainer spots a typo or a minor, cosmetic mistake, in course materials, s/he can log the issue in the log provided and this will be addressed in the next round of updates. More significant changes need to be discussed with the Training Manager, who ensures that the learning outcomes for the course will not be compromised by the change. Once the change is made, the Course Designer will create a new revision of the materials, increasing the minor number by one – e.g. v1.0 becomes v1.1.

However, before the revised material can be used in the next class, the changes must be signed off by both the QA Manager and the Training Manager. The effect of this step is that the materials are upgraded to a major revision – e.g. v1.3 becomes v2.0.

Where the course is delivered in a Virtual Classroom, the sign-off alone is sufficient to get the revised materials into use. However, if the course is being delivered in a physical classroom, the materials are provided in hard-copy format. For popular courses, materials for several courses are printed off in advance, to avail of bulk discounts and to promote efficiency – i.e. fewer transactions. For commercial reasons, the Training Manager may decide to use the existing version for the next course. But this decision needs to be approved by the QA Manager – a major correction to the materials should be included even though materials need to be reprinted.

Thus the procedure for updating a course is in two parts:

- Flagging and making a change (see Figure 12).
- Rolling out the change to the next class (see Figure 13).

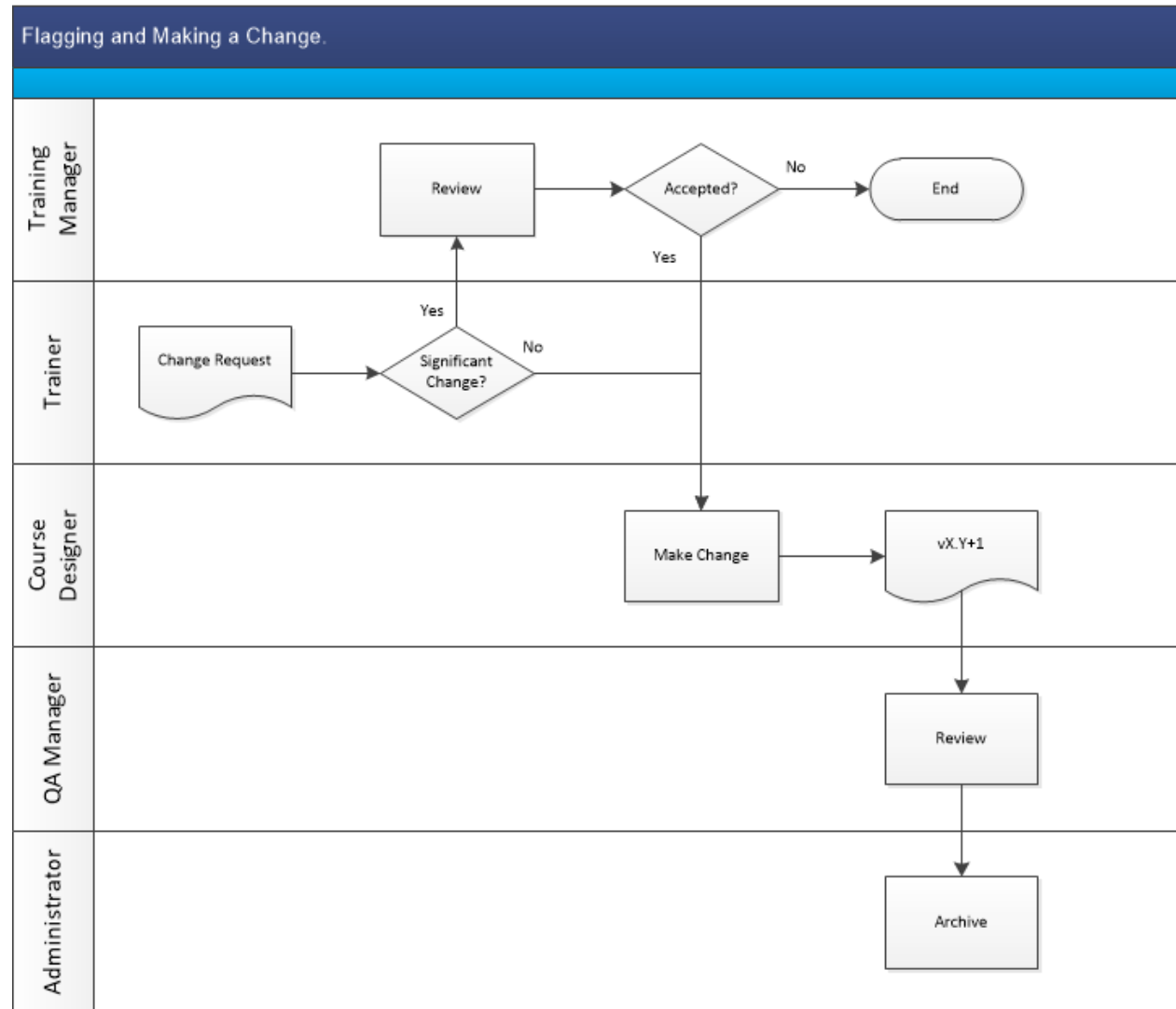


Figure 12 Flagging and Making a Change

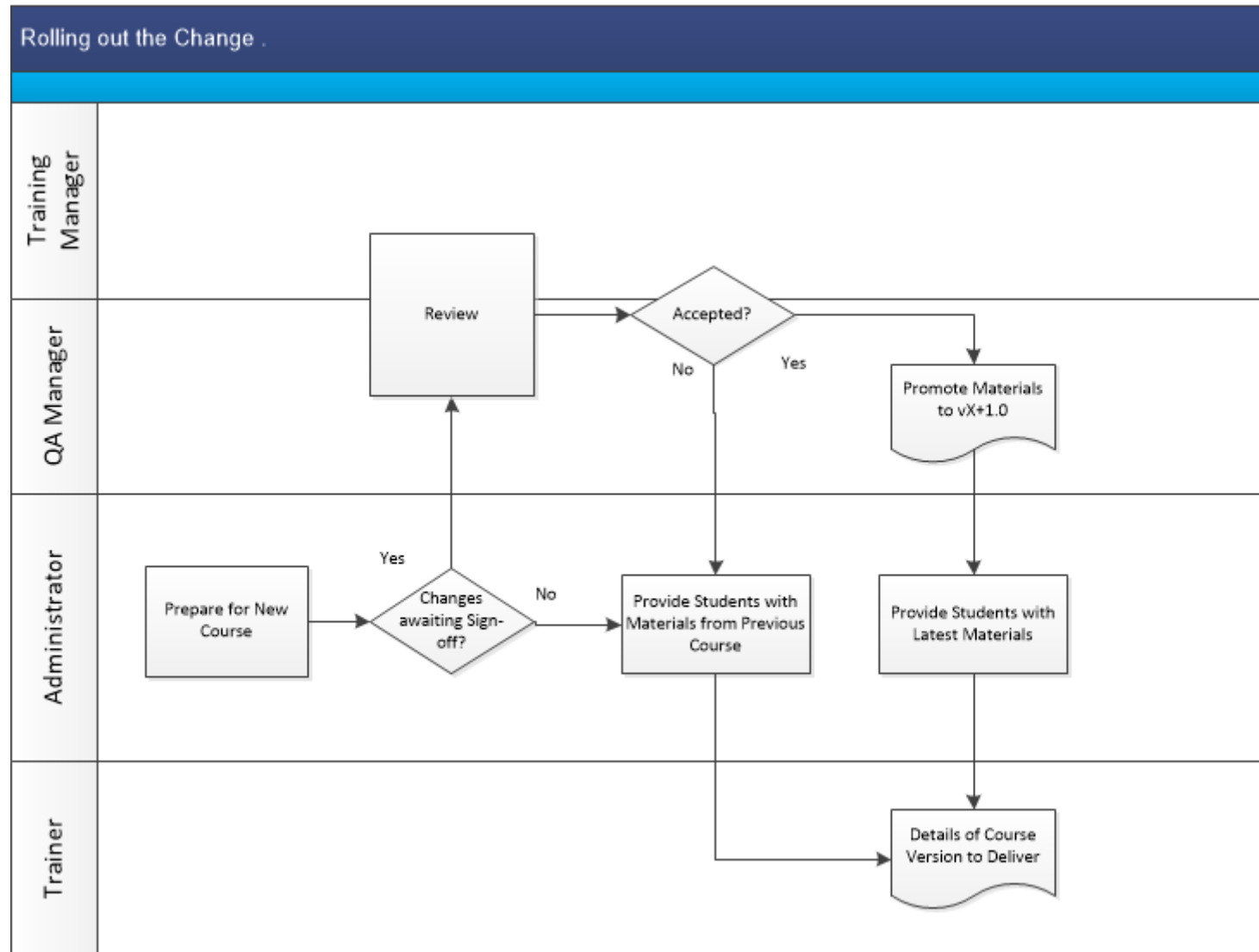


Figure 13 Rolling out the Change

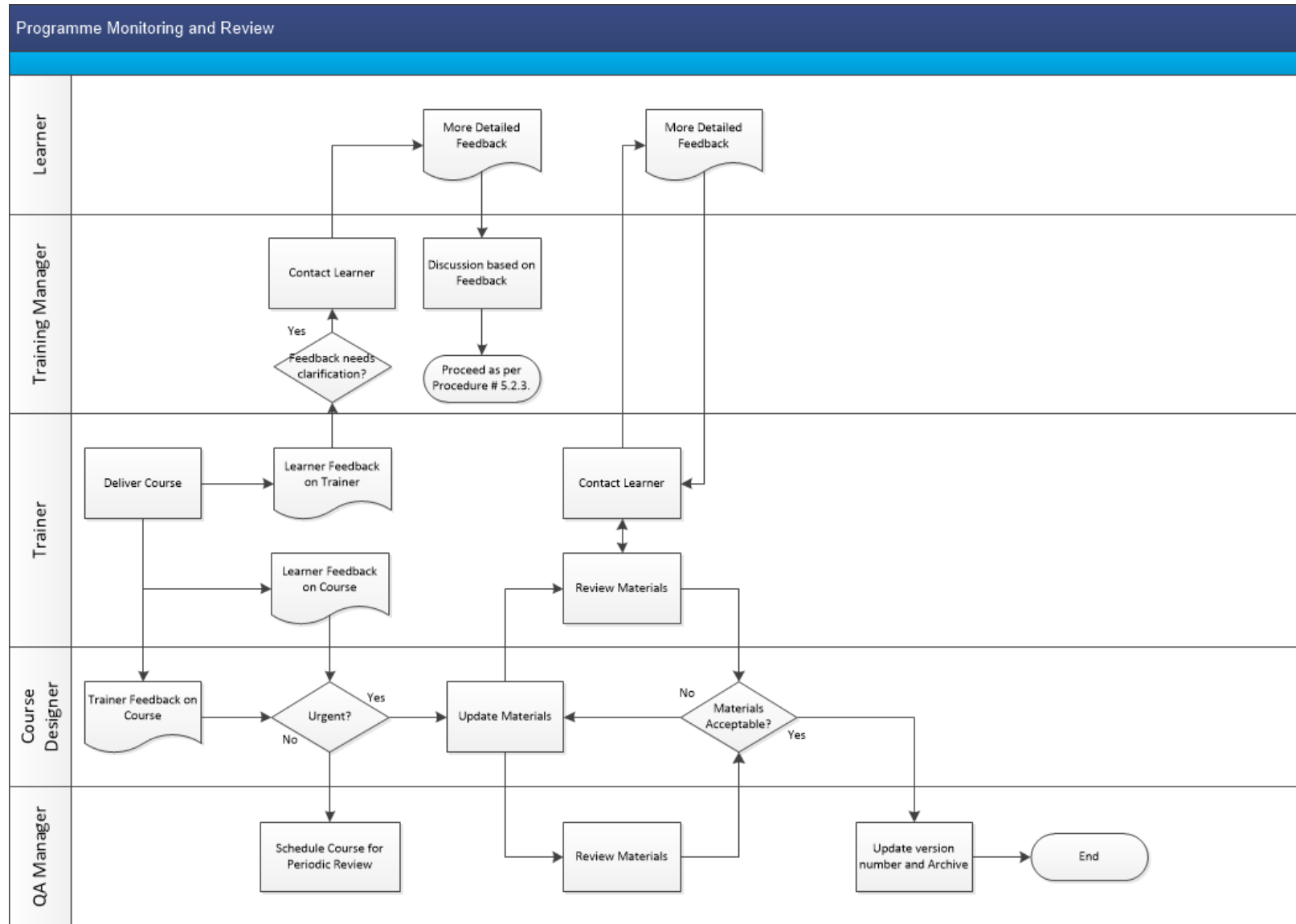


Figure 14 Programme Monitoring and Review Procedure

4.2 Staff Recruitment, Management and Development

4.2.1 Staff recruitment

Underlying Policy:	3.2 Staff Recruitment, Management and	Version:	2.0
		Date:	15 Aug 2022
Responsible Person(s):	Administration		
Accountable Person(s):	Training Manager		
Revision History:	0.1 Original version (06 Jul 2021) 1.0 Approved (7 Sep 2021) 1.1. Added induction section (10 May 2022) 1.2. Updated induction section based on review (21 Jun 2022) 2.0 Approved (15 Aug 2022)		

The recruitment process begins when a need for extra staff is identified. We try, where possible, to outsource non-core activities – for instance, payroll, web-design, printing, etc. The Training Manager will present the case for recruitment to the Velopi directors and, if approval is given, will trigger the recruitment process.

This involves preparing a detailed job description, together with a list of required competencies. The job description is then published on the Velopi web-site (www.velopi.com) and relevant social media platforms, such as LinkedIn. Recruitment agencies are also contacted and provided with the job description.

Candidates will be selected for interview based on their CVs and how well they match the skills requirements. Interviews are conducted by the Training Manager, the QA Manager and, depending on the role, someone who is carrying out a similar function in the organization already. An important requirement for candidates being invited to an interview for a Trainer position is to prepare a short presentation on a project management-related topic to demonstrate their effectiveness as a Trainer. Every effort is made to ensure that each candidate has a similar interview experience. This process is informed by legislation, such as the Employment Equality Acts 1998-2015.

When all selected candidates have been interviewed, the interview panel meets and decides on the best candidate. It should be noted that an acceptable candidate might not be identified during this process. In that case, the process will begin again, starting with a review of the job description.

Each applicant for the job will have their application acknowledged and will be informed of the result of their application.

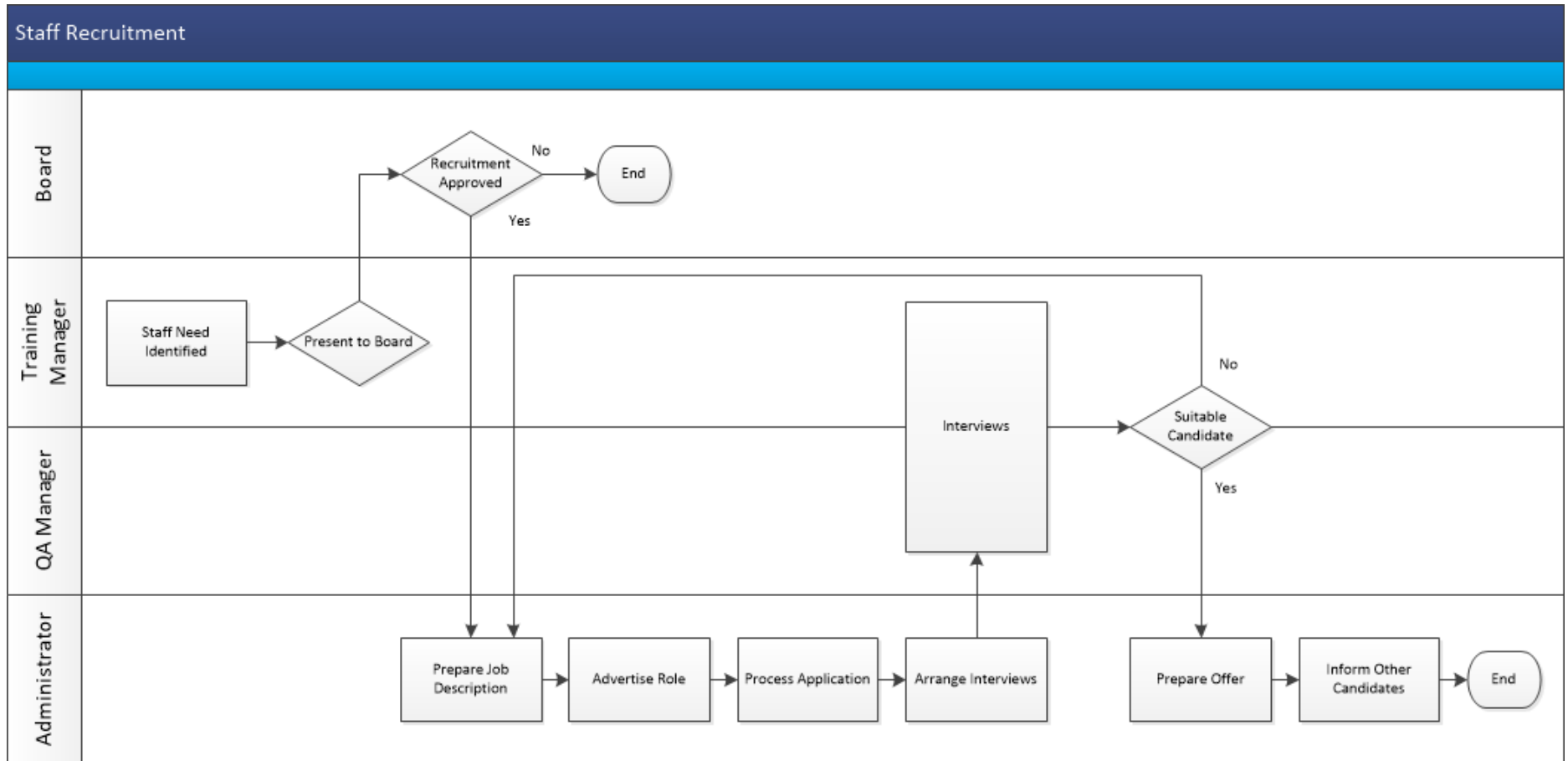


Figure 15 Staff Recruitment Procedure

Induction

Newly recruited Trainers are introduced to their new role by the QA Manager, who will, during an induction session, present:

- Velopi’s expectations of the Trainer. This involves providing the Trainer with a copy of this document (Velopi’s Policies and Procedures) and the Trainer Handbook. More significantly, the Trainer will be formally instructed in the quality standards employed by Velopi and the various

awarding bodies and main contractors with whom we work. This instruction is provided by the QA Manager, who will hold a discussion session with the new Trainer on the material, to ensure comprehension and appreciation of its importance.

- **The Tools of the Trade.** The new Trainer needs to become familiar with where approved versions of course materials are to be found and the quality systems associated with each course. Also, s/he is introduced to the Issue Logs provided, if there is an error in any course material and will be encouraged to flag any mistakes encountered, as well as to make recommendations for improvements.
- **Assessment Procedures.** Several of our courses involve assessment. Some, such as the QQI 6N4090 course, involve Velopi administering the assessment, in accordance with QQI guidelines. However, others, such as the Project Management Institute's exams, are proctored by the Institute and are based on its materials.

4.2.2 Staff management and communication

Underlying Policy:	3.2 Staff Recruitment, Management and	Version:	2.0
		Date:	15 Aug 2022
Responsible Person(s):	Administration		
Accountable Person(s):	Training Manager		
Revision History:	0.1 Original version (27 Aug 2021) 1.0 Approved (14 Sep 2021) 1.1. Included review of the Risk Register (11 May 2022) 2.0 Approved (15 Aug 2022)		

Velopi's on-site staff meet every Friday at 10:30am. The agenda for this meeting is the same every week, but the content varies depending on the courses completed and those planned for the following week. The staff meeting covers the following topics:

1. Review of courses run the previous week. Learner feedback forms are reviewed to ensure that the courses were run to the required standard. At the end of every course, the Training Manager will discuss the course with its Trainer and note down any concerns the Trainer might have. See section 4.1.3 for more details.
2. Review of enquiries from potential learners. While this is a commercial concern, the nature of the enquiries can result in the development of new courses or the tailoring of an existing course for a particular client. See section 4.1.1 for more details.
3. Status of next week's courses. Any courses scheduled for the following week are checked to ensure that learners have received access to training materials and logistical information. Learners signing up late for courses often require special consideration, particularly in face-to-face classes, as the physical course materials need to be brought to the venue.
4. Long-term issues. Staff members might have concerns about courses in the future. The team will discuss whether or not some extra sales and marketing effort is required. Similarly, an update to the Project Management Institute's exam structures will require updates to the affected courses.
5. Risk Register. Risks need to be considered on a regular basis and those identified in the Risk Register are discussed during this meeting. If new risks have been identified, they are added to the register. Similarly, if risks are no longer in play, they are retired. Any changes to the Risk Register trigger a new version of the document, allowing for traceability.

6. Any other business. Staff members are encouraged to flag issues of concern, or offer suggestions on improvements to any aspect of the business.

Outside of the weekly meeting, staff communication tends to be informal in nature but very frequent. Members of the training organization are in regular contact with clients, so two-way communication between managers and front-line staff is essential in order to gauge clients' needs. During training courses, particularly face-to-face, on-site courses, informal chats between Trainers and the client organization's learning and development managers often reveals other training possibilities, some of which may be satisfied by Velopi in the future.

Similarly, updates to Velopi's strategic direction are distributed quickly, as the training staff are an integral part of any realization of strategy.

4.2.3 Staff development

Underlying Policy:	3.2 Staff Recruitment, Management and	Version:	1.0
		Date:	14 Sep 2021
Responsible Person(s):	Trainers, Course Designers		
Accountable Person(s):	Training Manager		
Revision History:	0.1 Original version (27 Aug 2021) 1.0 Approved (14 Sep 2021)		

Velopi's training staff represent the foremost critical success factor of the organization. Ensuring that our Trainers maintain their skills and remain relevant in an evolving profession is crucial to Velopi's future success. To further staff development, we encourage:

- Continuous Professional Development. The nature of training is such that Trainers, in particular, develop their understanding of the subject matter over time. Fielding questions from students requires detailed knowledge of the subject. To facilitate staff development, Trainers are given a wide portfolio of classes to take and they are also involved in the development of new courses and customer-specific versions of existing courses. This ensures that they remain current with the latest thinking in project management. Also, in order to maintain their Project Management Professional (PMP)[®] credential, each Trainer is required to spend, on average, twenty hours a year on training or voluntary activities. This training activity is supported by the company and directly feeds back into our courses.
- Grounding our courses in academic research. Since Velopi's partnership with University College Cork, there is a stronger emphasis on academic support for the tools and techniques being presented. Thus the Course Designers become familiar with both the seminal and latest papers in the new subject areas. Academic rigour now informs our course materials, adding to the company's credibility.
- Collaboration with other learning and professional bodies. As an Authorized Training Partner (ATP) of the Project Management Institute, Velopi's Training Manager takes part in its training forum and contributes to the development of the Institute's PMP[®] courseware. Similarly, the Training Manager sits on UCC's Exam Board for the project management master's programme and has actively worked with UCC's academic staff to update the syllabus in order to retain relevance.
- Innovation in training. Although, Velopi's Trainers have received instruction in using the Zoom conferencing facility, many clients prefer to run their in-house classes using WebEx or Microsoft Teams. Our Trainers have had to learn these systems in order to ensure successful learning outcomes. On the commercial side, Customer Care Team Members have taken courses in social media and web-site design in order to understand how these can be used effectively. Velopi had also embraced completely virtual delivery approaches long before the Covid-19 situation demanded it.

- Understanding of the learner community. Velopi's clients tend to be full-time project managers who find it difficult to arrange study time. To appreciate the stresses these learners face, one of the Trainers tasked with delivering some of the M.Sc. modules completed a master's degree on a part-time basis. This experience has informed the course design and the assessment descriptions. Similarly, anyone delivering a Project Management Institute exam preparation class must have obtained that credential. Not only does this give the Trainer an understanding of the effort required, they are now in a position to guide the learners through the application process and suggest study plans based on their own experiences. Velopi has added follow-up tutorials to several of our courses based on this appreciation.
- Formal annual appraisals. Each Trainer will be invited to discuss their year in training and the Training Manager will offer feedback on performance so far, as well as suggestions for future development. The trainer also has the opportunity to offer suggestions for improvements – additional training for instance – and to discuss the evolution of their role over time.

4.3 Teaching and Learning

4.3.1 Teaching and learning

Underlying Policy:	3.3 Teaching and Learning	Version:	2.0
		Date:	15 Aug 2022
Responsible Person(s):	Trainer, Course Designer, Training Manager		
Accountable Person(s):	Academic Committee		
Revision History:	0.1 Original version (13 Jul 2021) 1.0 Approved (14 Sep 2021) 1.1 Revised section to explain andragogical principles 2.0 Approved (15 Aug 2022)		

As noted in sections 1.5.2 and 4.1.1, our learners are adults who are either working in project environments, or who have experience working in the role of project managers. This has implications for our approach to teaching and learning.

Our courses adhere to the andragogical principles developed by Malcolm Knowles.^{ix} These are:

1. Involve learners in the planning and evaluation of the course.
 - a. When we are providing training for a specific client (i.e. for an in-house training course), we work with its staff to tailor the course to suit its environment and to highlight its main concerns.
 - b. All courses begin with a discussion of the learning outcomes. While we are constrained to follow the overall course outline, we can place more emphasis on the topics of most relevance.



Learning Objectives

- Based on the learning objectives, in which areas are you most interested?

Name

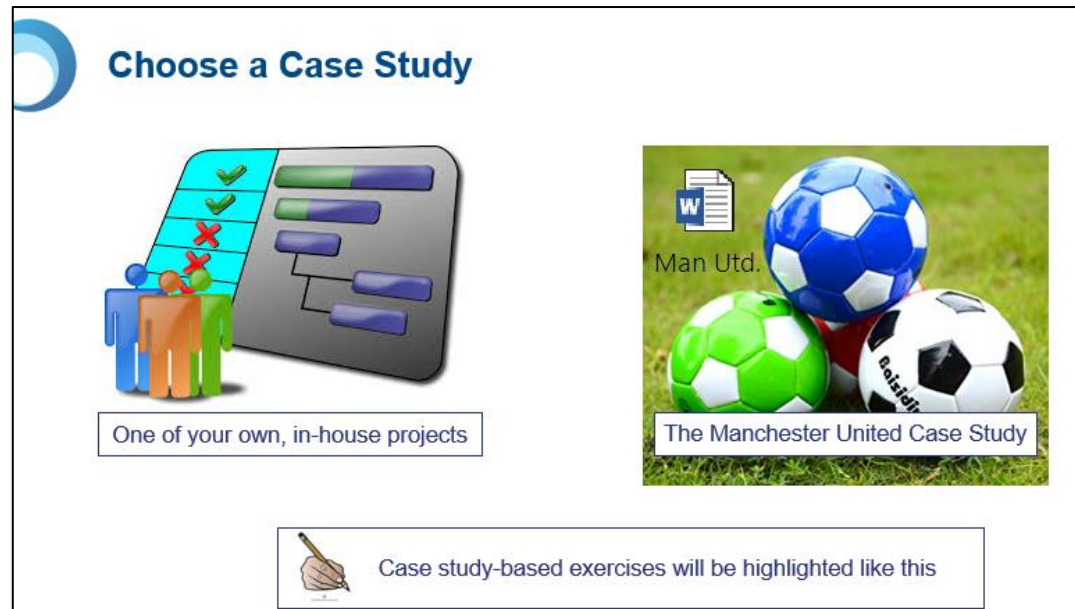
Function



Project Management Experience

Figure 16 Prompting a discussion on the learner's desired outcomes

- c. We offer a choice in class between using a Velopi-designed case-study, or one of the learners own projects. This is particularly popular during in-house courses and makes the training even more engaging for the learners.



Choose a Case Study

One of your own, in-house projects

Man Utd.

The Manchester United Case Study


Case study-based exercises will be highlighted like this

Figure 17 Allowing the learners choose their own case study

2. Adult learning needs to be problem-oriented, rather than content-oriented.
 - a. Project management is an applied discipline, so it is appropriate for our courses to frame their subjects in terms of the problems they address, rather than just explaining something because it is on the course.
 - b. Realistic case studies set the scene for our courses. Real-world, failed projects are discussed at the outset, showing that the material to be covered will assist in preventing such disasters in the learner's context.

The Millennium Dome : Discussion

- Constructed to celebrate the Millennium
- Completed on schedule 31st December 1999
- Initial estimate £250m
- Final cost £750m and 2 ministerial resignations
- Visitor numbers only 50% of forecast
- Closed after 1 year and redundant for many years



How might you end up in a situation like this?

Figure 18 Introducing a real-world, failed project

3. Adults learn by doing (experiential learning), so courses need to include plenty of trial and error opportunities.
 - a. Our courses make extensive use of case studies, where the learners are put in groups to address the issues outlined in the case studies. This gives them the opportunity to apply not only the classroom material, but their own backgrounds to the case scenario. We have found that using breakout rooms for these group case studies enhances learner engagement significantly in a virtual classroom situation.
4. Lessons must be relevant to the adult learner's current situation.
 - a. Having significant industry experience, Velopi's trainers employ a variety of "war stories" during the courses, providing real-world examples of where the tools and techniques introduced were employed. They also invite learners to share their experiences with the class to obtain other perspectives and to work out how to apply this knowledge to the learner's situation.

One of the main concerns of our training programmes is that they are appropriate for face-to-face and fully virtual environments. Thus the materials are informed by Cognitive Load Theory^x, where the goal is not to overload short-term memory. Julius Holmes, a consultant for the Project Management Institute, has developed a 320B module of instructional design based on the Cognitive Load Theory. This approach recommends that three chunks of information be covered in a twenty minute session, followed by a chance to breathe, or absorb the material – exercises or case studies work well here.

4.3.2 A provider ethos that promotes learning

Underlying Policy:	3.3 Teaching and Learning	Version:	1.0
		Date:	14 Sep 2021
Responsible Person(s):	Course Designer, Trainer		
Accountable Person(s):	Training Manager		
Revision History:	0.1 Original version (29 Jul 2021) 1.0 Approved (14 Sep 2021)		

Velopi’s clients are project managers who can be anywhere in their career paths from just starting out (or even just considering a move in this direction), to senior managers tasked with managing programmes, project management offices, or even portfolios. Learners approach Velopi because they want to apply the learning outcomes in the workplace. Therefore, our introductory courses are targeted at the first three levels of Bloom’s Taxonomy – Knowledge, Comprehension and Application. However, as learners obtain more experience and are placed in more strategic roles, their learning needs grow and they are required to compare alternative courses of action (Analysis), devise new courses of action (Synthesis) and access the effectiveness of existing courses of action (Evaluation).^{xi}

Velopi has developed a set of realistic case studies to place our learners in situations where they need to evaluate the status quo and propose remedial actions. Our Trainers have been surprised by the innovative solutions that the learners come up with to the problems given. The main lesson our learners take away from our more advanced training courses is that there is rarely only one way to deal with a situation and that the best course of action is the one that works best in this situation.

Many of our clients ask for the case studies to be replaced with their own projects, so the course can yield tangible benefits to the company immediately. These in-house projects have proven to be very effective in highlighting how generally applicable the project management tools and techniques are. Even if the Trainer has little or no experience of the application domain, s/he can assist the learners in working through the different stages of planning and managing the project.

The Training Manager drives the development of our courses, ensuring that the learners, at all levels, return to their workplaces with a broader perspective.

In the unlikely event of a learner having a complaint about a course, there are procedures in place to deal with issues relating to course administration (see section 4.11.1), the course materials (see section 4.11.2) or the Trainer (see section 4.11.3).

In the case of a learner wishing to appeal the result of their certification assessment, we will follow the guidelines laid down by the certifying body. However, in situations where the learner’s work has been assessed by Velopi personnel (e.g. the QQI 6N4090 component certificate, or UCC’s M.Sc.

modules), we will provide the learner with the rationale behind the grade they received. If the learner is still unhappy with the outcome, we will invite them to pursue the awarding body's appeals procedures.

4.3.3 National and international effective practice

Underlying Policy:	3.3 Teaching and Learning	Version:	1.0
		Date:	14 Sep 2021
Responsible Person(s):	Training Manager		
Accountable Person(s):	QA Manager		
Revision History:	0.1 Original version (30 Aug 2021)		
	1.0 Approved (14 Sep 2021)		

All of Velopi's courses are grounded in the standards developed over decades by the Project Management Institute. To date, our courses have drawn on the:

- Guide to the Project Management Body of Knowledge
- Agile Practice Guide
- Standard for Program Management
- Standard for Portfolio Management

This means that our learners are instructed in the terminology applied worldwide in the profession. As a Project Management Institute Authorized Training Partner (ATP), Velopi's Training Manager sits on the ATP Working Group, where matters pertaining to the development and delivery of Project Management Professional (PMP)[®] training materials and current issues in the project management world are discussed and recommendations put forward.

Our engagement with University College Cork has expanded our horizons to consider the educational requirements at level 9 of the National Framework of Qualifications (NFQ). While we still use the Project Management Institute's nomenclature, the assessment of our M.Sc.-level modules combines group-based case-studies with personal reflection, promoting critical evaluation of their learning experiences.

This thinking has also helped us to develop our level 6 Component Certificate in Project Management for QQI. While this is a level 6 accreditation, our essay assignment encourages learners to reflect on project management at a high-level, promoting learning about the wider subject area.

4.3.4 Learning environments

Underlying Policy:	3.3 Teaching and Learning	Version:	1.0
		Date:	14 Sep 2021
Responsible Person(s):	Trainer, Course Designer, Administrator		
Accountable Person(s):	Training Manager, QA Manager		
Revision History:	0.1 Original version (30 Aug 2021)		
	1.0 Approved (14 Sep 2021)		

Learning Context

Although project management is an applied discipline, it does not require any specific lab equipment, or working environments to simulate the tools and techniques taught on Velopi courses. However, projects are carried out by project teams, so group exercises are ideal to help learners work in such environments. Indeed, one of the difficulties we have found in training is getting groups to work effectively, as everyone on the group is a project manager and they are all used to being the one in charge. These situations have proven ideal to introduce the concept of the servant leader, where everyone in the group brings what they can to the assignment.

As Velopi often provides courses for other divisions of client companies, we have become familiar with the issues surrounding learners who have English as a second language. To accommodate these classes, we take the following steps:

- We provide the course materials well in advance of the course to allow the learners the time to translate the materials.
- We provide more time to deliver the course. For example, a two-day course will be delivered in three days.
- We review the course materials and remove complex syntax in order to make the concepts more accessible. We have found that these simplifications have proven useful for mainstream courses as well, making key points more comprehensible.
- We adapt the case-study scenarios in the same way.

Learning Environments

Velopi provides three distinct learning environments for its courses:

- Chalk and Talk Real Classroom
 - Armed with a projector, a set of PowerPoint slides and a flipchart, Velopi's trainers seek to provide an engaging learning experience through significant interaction with the learners during the courses. Because the learners are actual practitioners, their real-world experience of project management problems can provide interesting discussions during the class. This means that the learning environment needs to accommodate andragogy, or adult learning, approaches. Informed by Malcolm Knowles' assumptions about adult learners^{xii}, Velopi has taken into account the fact that our learners are often experienced professionals who have strong personalities and self-concepts. They also can draw on years of experience and are in class, ready to learn, because they want to solve problems in their workplace.
 - This explains why Velopi employs Trainers who are experienced practitioners themselves and are able to work through learners' scenarios in class spontaneously. It is vital that the lessons being learned are relevant to the learners' learning objectives.
 - All course materials are delivered, in hard-copy to the classroom and distributed during the training course.
 - Course venues are chosen based on a variety of factors, all aimed at providing the learners with the best possible learning experiences, such as:
 - The availability of audio-visual supports
 - Suitable accommodation for the learners - e.g. ergonomic seating, adequate light, heat and ventilation.
 - The venue meeting health and safety requirements, e.g. evacuation procedures, fire alarm, etc.
 - The availability of catering and bathroom facilities on-site.
 - Compliance with COVID-19 guidelines.
 - Parking facilities
 - Wheelchair accessibility
 - No disruptive background noise - e.g. from kitchens and traffic, etc.
- Real Classroom with Learning Management System Support
 - Our Moodle-based, learning management system supports the Real Classroom environment, allowing the learners the opportunity for self-paced study^{xiii}. Velopi adopted this approach early in its existence to facilitate students in preparing for professional examinations, such as the Project Management Institute's Certified Associate in Project Management (CAPM)[®] and the Project Management Professional (PMP)[®].
 - The technological solution is a Moodle-based learning management system that provides access to study plans and different levels of quizzes and exams which are taken according to an individually-tailored, study plan. These quizzes include:

- Knowledge area exams. Having studied a particular section of the course, the learner may evaluate their understanding by sitting one of these specialist exams.
 - Matching Quizzes. In any practical discipline, learning-by-rote is not particularly effective. These matching quizzes demand that the learner understands what individual project management processes actually do and what benefits they confer to the project. Successfully completing our matching quizzes proves a valuable predictor of the learner's performance in the exam itself.
 - Simulated certification exams. The Project Management Institute's exams are long – three or four hours in duration. Learners who sit our simulated exams learn when they start to lose concentration and can plan their exam strategy accordingly. We describe these exams as a way of getting “match-fit”. Good results in these simulated exams also correlate well with success in the actual exam.
- The learning management system is hosted on a platform that allows up to 1,500 simultaneous learners.
- Virtual Classroom
 - Due to the Covid-19 pandemic, Velopi's courses have had to migrate entirely to a Virtual Classroom setting. Our learning management system (described above for the Real Classroom with Learning Management System Support) has been enhanced to accommodate all the materials for our courses – slideware and class handouts.
 - The Virtual Classroom is created using the Zoom conferencing facility to provide synchronous engagement. Zoom provides several vital facilities that support the virtual classroom. Specifically:
 - Breakout rooms – ideal for group project work.
 - Annotation – Velopi's Trainers have become adept at using the sketching facilities to provide a virtual flipchart for off-the-cuff examples and clarification.
 - Recording – Being able to record live sessions allows learners who were unable to attend the class to catch up at a later date.
 - The move to a virtual environment has required updates to all Velopi's courseware, essentially reducing the amount of lecturing and increasing the amount of group work and practical examples. It has also demanded that the Trainers adapt their style to engage effectively with learners.
 - However effective the Virtual Classroom is from a learning perspective, the Trainers do miss the informal engagement during breaks in the class. These have served in the past to build a rapport between Trainer and learners. The same rapport is more difficult to establish virtually, but our trainers work hard to achieve high-levels of engagement without face-to-face contact. They have also received instruction in managing the Virtual Classroom through a two-day, train-the-trainer course provided by the Project Management Institute.

Post-course Learning

For Velopi’s certification, or exam preparation courses, the learners need to appreciate that there is work to be done after the course. Working with the Velopi Trainer, learners prepare a study plan that is realistic given their own work and family commitments. Learners are provided with a virtual learning environment, containing self-assessment quizzes and simulated exams. They also have access to their Trainer, who can provide assurances and answer questions throughout the interval leading up to the assessment.

Clear guidance is given to the learner in terms of how to submit their work for assessment. Figure 19 is an example of guidelines provided for a portfolio of work and essay assignment submission.

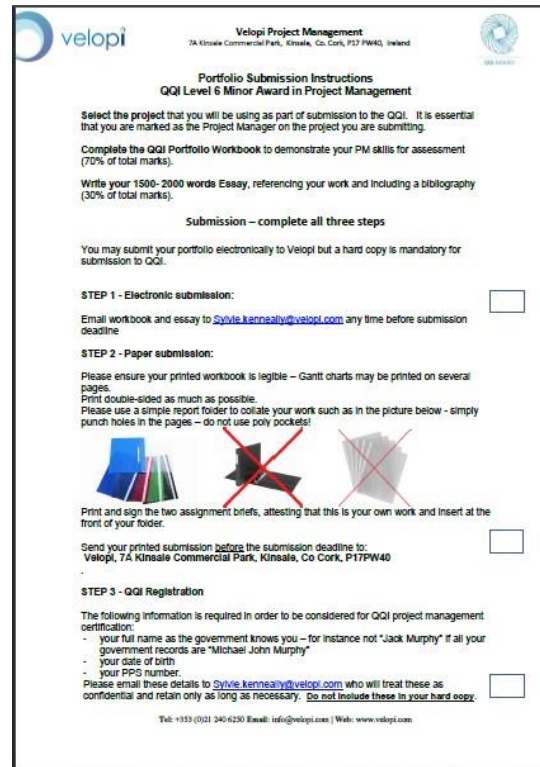


Figure 19 Learner Instructions for QQI Submissions

Physical Training Environment

Velopi brings its training to the learners. In the real classroom setting, Velopi's Trainers delivers courses in Dublin, Cork, Galway and Limerick, using central hotels with appropriate meeting rooms. For learners remote from the training venue, the hotel can provide accommodation at reduced rates to learners. These venues are constantly being reviewed. Are the facilities adequate? Does the equipment work? What sort of feedback are the learners providing?

Alternatively, the Velopi Trainer will make use of a client's training or conference room. Again, feedback from both the Trainer and the learners is reviewed and the Training Manager may need to discuss the environment with the client's learning and development manager to improve matters. Velopi encourages its Trainers to get to the venue early in order to set up audio visual equipment and generally tidy the place up, ensuring that the learners have a safe (e.g. no trip hazards) and comfortable experience. Every effort is made to conform to current Health and Safety legislation.

4.4 Assessment of Learners

4.4.1 Assessment of learning achievement

Underlying Policy:	3.4 Assessment of Learners	Version:	2.0
		Date:	15 Aug 2022
Responsible Person(s):	Trainer, Administrator		
Accountable Person(s):	QA Manager		
Revision History:	0.1 Original version (30 July 2021) 1.0 Approved (29 Sep 2021) 1.1 Added section on Results Approval Panel. (27 June 2022) 2.0 Approved (15 Aug 2022)		

Velopi's introductory courses and one-day specialist courses are not formally assessed. However, these courses are vital to Velopi's reputation, as the learners' experiences on these courses will prompt them to return to Velopi for more advanced training later in their careers. Similarly, many of these courses are delivered in-house to corporate clients and repeat business depends on learners being able to apply what they have learned and confer benefits to the client in terms of improved project outcomes.

However, Velopi's more advanced course offerings require assessment as shown below:

Course Type	Internal Assessment	External Assessment / Adjudication
Project Management Institute Exam Preparation	Simulated Exams	Certification exams are carried out by the Project Management Institute.
QQI Component Certificate (6N4090)	Portfolio of Work / Essay	Independent External Authenticator
UCC M.Sc. programme modules	Group Case Studies / Individual Reflections	External Examiner / UCC Exam Board

Project Management Institute Exam Preparation

These courses are designed to prepare the learner to sit exams devised and administered by the Project Management Institute. Ultimately, the success of the Velopi course depends on how many learners (1) sit the Institute's exam and (2) how many pass and obtain accreditation. Velopi provides simulated exams and other quizzes to prepare the student for the exam experience and, depending on how they do on the simulations, we will advise whether to take the formal exam or not. Velopi's Trainers provide extensive support to learners prior to the exam – advising on study plans and overcoming their nervousness. A distinctive feature of Velopi's certification programmes is that the Trainer provides a contact telephone number to the learners at the beginning of the course, encouraging them to get in touch if they are in any difficulty. Learners are given clear guidance in terms of what to expect in the exam – the type of question, the topics covered and the percentage breakdown of each, the time available and the exam environment.

The Project Management Institute provides a handbook covering all the latest administration information for learners in terms of eligibility, application, fees and appeals procedures. Velopi will provide access to this handbook to each learner taking an exam preparation course. Please note that the same handbook is used for each of the credentials (including CAPM®, PMP® and PgMP®).



Figure 20 Learner Details for all Project Management Institute Credentials

QQI Component Certificate (6N4090)

Velopi has developed an assessment instrument based on QQI's Component Specification NFQ Level 6 Project Management 6N4090. This instrument has been validated by the External Authenticator and has evolved over the years in response to learner feedback, analysis of key performance indicators (i.e. submission rates and success rates) and to reflect advances in project management best practice. Every class is given clear guidance on how the learners' submissions will be assessed. They are each provided with a list of learning outcomes (as defined by QQI) and are shown what project management artefact they will have to produce to demonstrate that learning outcome and how marks will be awarded. The learner is in no doubt about what they need to submit. See Figure 21 to see how learning outcome 1 of the 6N4090 programme is assessed.

Each learner submission is corrected by the Internal Verifier and detailed notes are maintained detailing why marks were deducted in certain places. The marks and the notes are made available to the External Authenticator who will review the submissions and decide whether the learners meet QQI's standards or not. Velopi has been guided by our first Authenticator's assertion that we need to be confident that any learner we put forward for certification is capable of managing a real-life project.

Both the Internal Verifier and External Authenticator produce separate reports, outlining the number of learner submissions processed by each and include any recommendations they may have. These reports are discussed by the Results Approval Panel, which is made up of the Training Manager, the QA Manager and the External Authenticator. The main benefit of these Panel meetings is to reflect on the QQI Component Certificate in Project Management (6N4090) course itself. If learners are consistently misinterpreting certain concepts, we will review the training materials and canvas the Trainers' views. This feedback has vastly improved the course materials over time and the assessment instrument itself – where questions have been reworded to remove confusion.

In the event of a learner appeal, Velopi maintains the physical submissions, together with the Internal Verifier's comments, in order to demonstrate where the learner lost marks.

Assessment Technique: Assignment Weighting: 30%

Critically assess the principles, concepts, tools and techniques described in your Project Management course under that heading and relate them to your projects and your organization.

Word Count: 1,500-2,000.

Format: Line spacing should be 1.5 and font size a minimum of 11.

You are required to **reference** your work and include a **bibliography** (not included in the word count).

Overall Topic	Maximum Mark	Demonstrate via	
<u>QQI Learning Outcome 1</u>			
Examine the key principles and concepts underpinning project management theory and practice			
Principles (Understanding of Project Management area in general.)	15	Select one of the five project management process groups (i.e. Initiating, Planning, Executing, Monitoring/Controlling or Closing) and explain what happens in this process group.	5 marks
		Explain how this process group contributes to successful project outcomes. Illustrate this with examples from your own project work.	5 marks
		Provide examples from your own experience which show weaknesses in your organization's application of this process group.	5 marks

Figure 21 Assessment Guidance for QQI Learning Outcome 1

UCC M.Sc. Programme Modules

Velopi collaborated with UCC in setting up an M.Sc. programme specifically targeting working practitioners. Velopi delivers both first and second year modules to the students. One of our Ph.D.-level Course Designers has also been called upon to supervise learners through their thesis assignment.

A major learner support task involves Velopi personnel uploading course materials onto UCC’s Canvas Learning Management System. As well as the course materials, Velopi also has to provide clear definitions of the courses assignments and how these will be assessed. See Figure 22 for an example of a UCC assignment definition, as seen on the Canvas system.

Assignment Reference	Regency Plaza Group Case Study
Due Date	Friday, 12th February 2021
Word Count	2,500 words
Weighting	45% of module total
File Format	Microsoft Word or PDF

Group Analysis of the case study, specifically addressing the following questions:

1. Given the scenario presented in the case study, **criticize** the performance of the project manager (25 marks).
2. **Explore** alternative courses of action the project manager could have taken and **justify** why these would have improved the project outcomes (65 marks).

The answers are to be submitted by the group in the form of a 2,500 word report.

Figure 22 Extract from UCC Group Project Assignment Instructions

This experience has added a stronger academic foundation to all of Velopi’s courses. Also, the correction of reflections and group assignments has provided invaluable feedback, leading to better courseware and more thoughtful Trainers. Providing the necessary academic rigour for UCC has had a profound effect on all our courses. We are now in a position to refer our learners to seminal papers and the latest thinking on project management topics.

Note that UCC’s learner appeals process is provided on its web-site at <https://www.ucc.ie/en/exams/appeal-mitigation-recheck/examinationappeals/>.

4.5 Supports for Learners

4.5.1 Supports for learners

Underlying Policy:	3.5 Supports for Learners	Version:	1.0
		Date:	29 Sep 2021
Responsible Person(s):	Administrator		
Accountable Person(s):	Training Manager		
Revision History:	0.1 Original version (30 Aug 2021)		
	1.0 Approved (29 Sep 2021)		

The Learner Experience

One of the foundation stones of project management is the management of stakeholder expectations. This is really important in terms of the learner experience. Prior to signing up for any Velopi course, learners can determine the learning outcomes of our courses from the web-site and also through discussion with Customer Care Representatives. Once they have registered for a course, an Administrator will provide details of all the learning environments available on the course – be they physical venues, virtual classrooms, or learning management systems.

In advance of our Project Management Professional (PMP)[®] classes, an additional briefing session is held prior to the courses to ensure that the learners understand the interface with the Project Management Institute and how they apply to sit the PMP[®] exam itself. Similarly, Velopi has to make itself aware of the academic timetable in UCC in order to provide appropriate deadlines for assignments. Trainers also have to become aware of the supports provided by UCC in order to guide learners in the right direction if they are having difficulties with the administration of the course.

Pastoral Care

Velopi's philosophy is not to regard training as a simple transaction, but as a stage in building a relationship with the learners. Remember, Velopi seeks to provide supports for project managers throughout their careers (see Figure 8), so an initial training course is, hopefully, just the first step in a long-term relationship.

Thus every training course is an opportunity to assist the learners along their career paths and to guide them to future success. Our exam preparation and certification courses provide ideal occasions to show that our Trainers are also effective coaches and mentors, available to assist and encourage learners from the end of the formal training course to the day of the exam, or the submission of the assessment.

Access to Related Services

Velopi has proven itself adaptable across the different courses it offers. For example, when providing course modules for the UCC M.Sc. programme, all course materials have been reworked into UCC's formats and made available on its Canvas learning management system. Similarly, in order to provide training for the Education and Training Boards (ETBs), Velopi has made its services available on the "ETBonline" platform. This allows our Trainers to integrate our materials into the wider range of supports available to the learners.

Learner Representation

We welcome feedback from all stakeholders, particularly learners. At the end of each course, the learners fill in a feedback form and these are carefully studied (see section 4.1.3). Often, a member of the Customer Care Team will contact learners who have issues with the course for clarification. These conversations have proven to be very useful, as the learners are keen to offer suggestions for improvement. In most cases, these have been acted upon, leading to better courses. It is also our policy to inform the learner of any changes we have made, assuring them that we have taken their feedback seriously.

Of course, a recent learner will take part in the Academic Committee, providing more detailed feedback on their learning experiences (see section 2.2)

Guidance

Thanks to the national Skillnets programme, many unemployed people have been able to benefit from project management training through Velopi. As part of the courses run for the Education and Training Boards (ETBs), Velopi has drawn on our network of industry clients to speak at these courses, giving the learners valuable insights into what these companies are looking for when they are actively recruiting for staff. Several learners have obtained employment through these networking sessions.

In general, learners are encouraged to contact their Trainer if they have any concerns about their course assessment. We are more than willing to work with the learner to develop a personal study plan and put in place a realistic schedule for their self-study.

4.6 Information and Data Management

4.6.1 Information systems

Underlying Policy:	3.6 Information and Data Management	Version:	1.0
		Date:	29 Sep 2021
Responsible Person(s):	Administrator, Trainer		
Accountable Person(s):	QA Manager		
Revision History:	0.1 Original version (31 Aug 2021)		
	1.0 Approved (29 Sep 2021)		

According to management guru, Peter Drucker, if you cannot measure something, you cannot improve it. This is the primary motivation for Velopi to maintain a set of Key Performance Indicators (KPIs) relating to course attendance and, in the case of exam preparation and certification programmes, exam attempts and successful conclusions.

Looking at these measures more closely reveals the sort of analysis possible:

- **Class Size:** From a commercial perspective, class size directly relates to revenue. However, from a teaching and learning perspective, smaller class sizes benefit student outcomes^{xiv}. Thus a balance must be maintained between commercial viability and small classroom sizes. Velopi has determined that a class size of 10 is optimal and we prefer to put on an extra course, rather than increase the class size. This applies both to face-to-face classes and virtual classes.
- **Assessment Attempts:** In other words, how many of the students either submit a portfolio of work for examination, or sit the professional exam they have prepared for. This figure is reported as a percentage of the Class Size. A low ratio here is of great concern to our commercial clients, who insist on a return on their training investments.
- **Assessment Success:** There are two ways to report this measure: (1) As a percentage of the Class Size, or (2) as a percentage of the Assessment Attempts. We find the second measure more useful, as it reflects on how well prepared (or otherwise) the learners were for the assessment.

Gathering KPIs

Obtaining raw data and calculating the required metrics (i.e. KPIs) can be quite difficult. The main issue is getting hold of these data in the first place. For the three KPIs described above, this is how Velopi calculates them:

- **Class Size:** As learners enter a physical classroom on each day of the course, they will be asked to sign an attendance sheet. These sheets are then reviewed by the Administrator to determine the class size. On a single day course, the number attending is the number of people on the attendance sheet. However, on a multi-day course, the numbers attending might differ. This would raise flags if the numbers drop throughout the course. On-site courses are often prone to this, as work distractions take people away from training. Having the attendance sheets highlights the issue with the organization's learning and development manager and can lead to future courses being held in a remote venue.

Conference systems, such as Zoom, allow the attendees to be listed and noted down – providing a virtual attendance sheet. Trainers need to carry out this chore during the class each day to obtain the class size.

Several metrics can be generated from this: Overall Average Class Size, Average Class Size per Course Type and Average Class Size per Course.

- **Assessment Attempts:** If an assessment has to be submitted to Velopi for correction, then the number of submissions received, as a percentage of the class gives the KPI. However, this is complicated by deadlines. As QQI submissions are possible every two months, anyone missing the submission deadline tends to be added to the following submission. Thus we now have two measures: (1) On-time Submissions and (2) Late Submissions. Combining the two measurements gives us the number of attempts and the KPI is arrived at by determining the percentage of the class that has submitted.

If the course is to prepare learners for a Project Management Institute exam, then the Trainer needs to keep close tabs on the class in order to determine which of them have applied for the exam and have scheduled attempts. This can be difficult as some learners (usually those requiring little or no support) often go through the process without informing their Trainer.

- **Assessment Success:** If Velopi has received an assessment, corrected it and had it externally authenticated, then that goes down as a successful assessment. However, as mentioned above, some of the exam preparation students do not inform us about whether they sat the exam, or what the outcome was if they did. This requires the Trainer to follow up on learners to obtain the data necessary. Some students have waited over a year before they attempted the exam, so this figure tends to grow over time.

Another follow-up mechanism is to send out mail-shots advertising refresher courses to encourage people who have not done the exam to have another attempt. Several learners have replied updating us on their success status.

Finally, the Project Management Institute lists people who have obtained credentials. The Administrator periodically visits the Institute's website and looks up individuals who attended the class and whose exam status is unknown.

As mentioned above, we can gather two KPIs from this: (1) Successes as a Percentage of Class Size and (2) Successes as a Percentage of Attempts. We rate our effectiveness on the latter metric, as it shows how well we have prepared the learner. The former is of interest to clients as it reflects on their return on training investment. The Training Manager needs to present this metric in the context of the percentage of attempts, as there are many reasons why a learner may not attempt an assessment – pressure of work, remoteness from a test centre, etc.

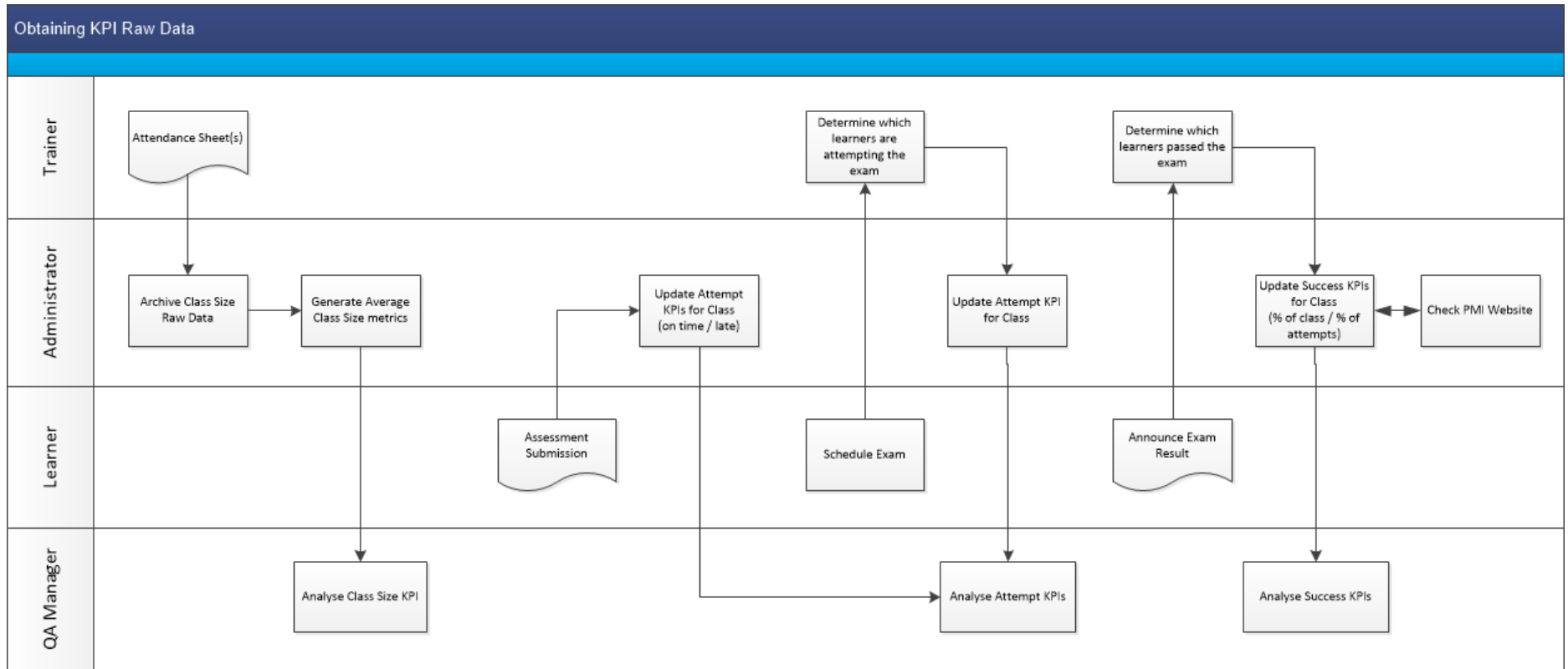


Figure 23 Gathering and Analysing KPI Data

4.6.2 Learner information systems

Underlying Policy:	3.6 Information and Data Management	Version:	1.0
		Date:	29 Sep 2021
Responsible Person(s):	Administrator, Internal Verifier, External Authenticator		
Accountable Person(s):	QA Manager		
Revision History:	0.1 Original version (17 Aug 2021)		
	1.0 Approved (29 Sep 2021)		

In terms of information technology, Velopi operates two systems which contain learner data. These are:

1. Our Exam Simulator. This is a Moodle-based Learning Management System (LMS) and contains Velopi’s simulated exams and online resources to supplement our classroom training. In terms of personal data, learners are given access to exams appropriate to their needs and have no visibility of other learners. The only detail recorded on the LMS for each learner is their e-mail address.
2. Our Customer Relationship Management (CRM) System. This is a cloud-based solution and is used to maintain KPIs and provide tailored advertising to graduates of our courses. For each past learner, we maintain contact details (e-mail and phone numbers) and their history with Velopi (i.e. courses attended and dates, together with accreditations received). Thus, if we want to promote a particular training course, we can target appropriate individuals. Of course, if a past learner no longer wishes to receive such communications, they are allowed opt out. If they do, we will delete their records from both our systems completely.

The QA Manager ensures that the personal data stored on Velopi’s systems that have been “collected for specified, explicit and legitimate purposes” are not being “further processed in a manner that is incompatible with those purposes”^{xv}.

From a learner’s perspective, the learning management system (LMS) provides the facilities for self-study and self-evaluation. In fully virtual courses, the LMS plays a more significant role where all training materials are made available to the learner, allowing them a one-stop shop facility for revision.

We also use the Zoom conferencing facility to provide our virtual classroom facility. This is described in section 4.3.4. One of its facilities has not been described previously and that is the ability to record classes. Velopi does this occasionally in circumstances where some learners are not able to make the synchronous class. The Zoom software alerts each attendee to the fact that the lesson is being recorded and they can raise concerns at this time. These recordings are uploaded to the Learning Management System and made available to members of the class.

QQI Submission and Correction

Velopi makes use of a cloud-based, file-sharing system called Dropbox. One of the reasons for selecting this product was its compliance with international data security and privacy regulations, such as ISO 27001 (Information Security Management), ISO 27017 (Cloud Security) and ISO 27018 (Cloud Privacy and Data Protection) – see <https://www.dropbox.com/business/trust/compliance/certifications-compliance> for more details. Access to particular Dropbox folders is restricted.

Traditionally, all QQI portfolios of work are submitted in hard-copy; the Internal Verifier corrects them and creates a report for each learner, showing the marks for each section of the submission. S/he also details the rationale for these marks. These reports are printed out, signed by the internal verifier and attached to the learner's submission. Together, this package is sent to the External Authenticator, who signs the report if the marking reflects QQI's standards. Any concerns about marks – e.g. if the Adjudicator believes the learner merits a higher or lower grade – will be discussed at the Results Approval Panel meeting, required before the results are submitted to the QQI's online business system (QBS), available at www.qqi.ie.

During the Covid-19 pandemic, this procedure has differed slightly. The learners submit online versions of their work to reduce physical contact with the learner community and to protect both the Internal Verifier and the External Authenticator from unnecessary interaction. This also allows both the Internal Verifier and the External Authenticator to access the submissions without the need to ship the files physically to different locations. Before final submission to the QQI, the electronic submissions are printed out and archived, as per QQI regulations^{xvi}.

In terms of personal data, QQI requires that learners provide their Personal Public Service Number (PPSN) in order to complete the submission process. Velopi maintains these numbers until the learners have received their certificate from QQI. At this point, as they are no longer required, a Velopi Administrator will delete this information from our files.

UCC Submission and Correction

Learners taking the M.Sc. programme in project management submit all their assignments to the UCC Canvas learning management system. When Velopi corrects an assignment, the marks breakdown and explanatory feedback is recorded in a Microsoft Excel spreadsheet and submitted to the Course Director for approval. Once the results have been approved, they are entered into the Canvas system, together with the corrector's feedback. Overall results for each semester of the programme are subject to UCC's external examiner.

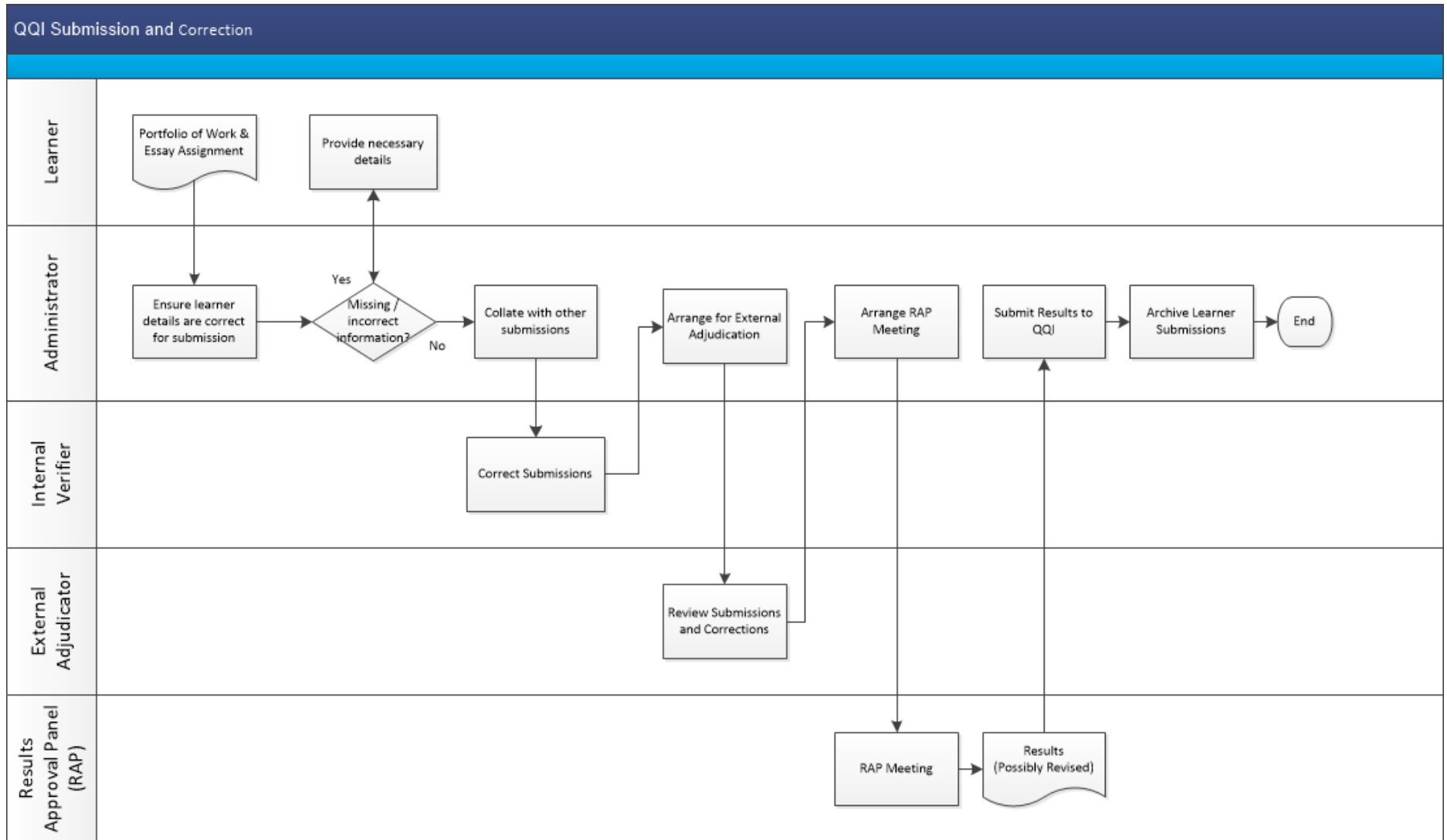


Figure 24 QQI Submission and Correction Procedure

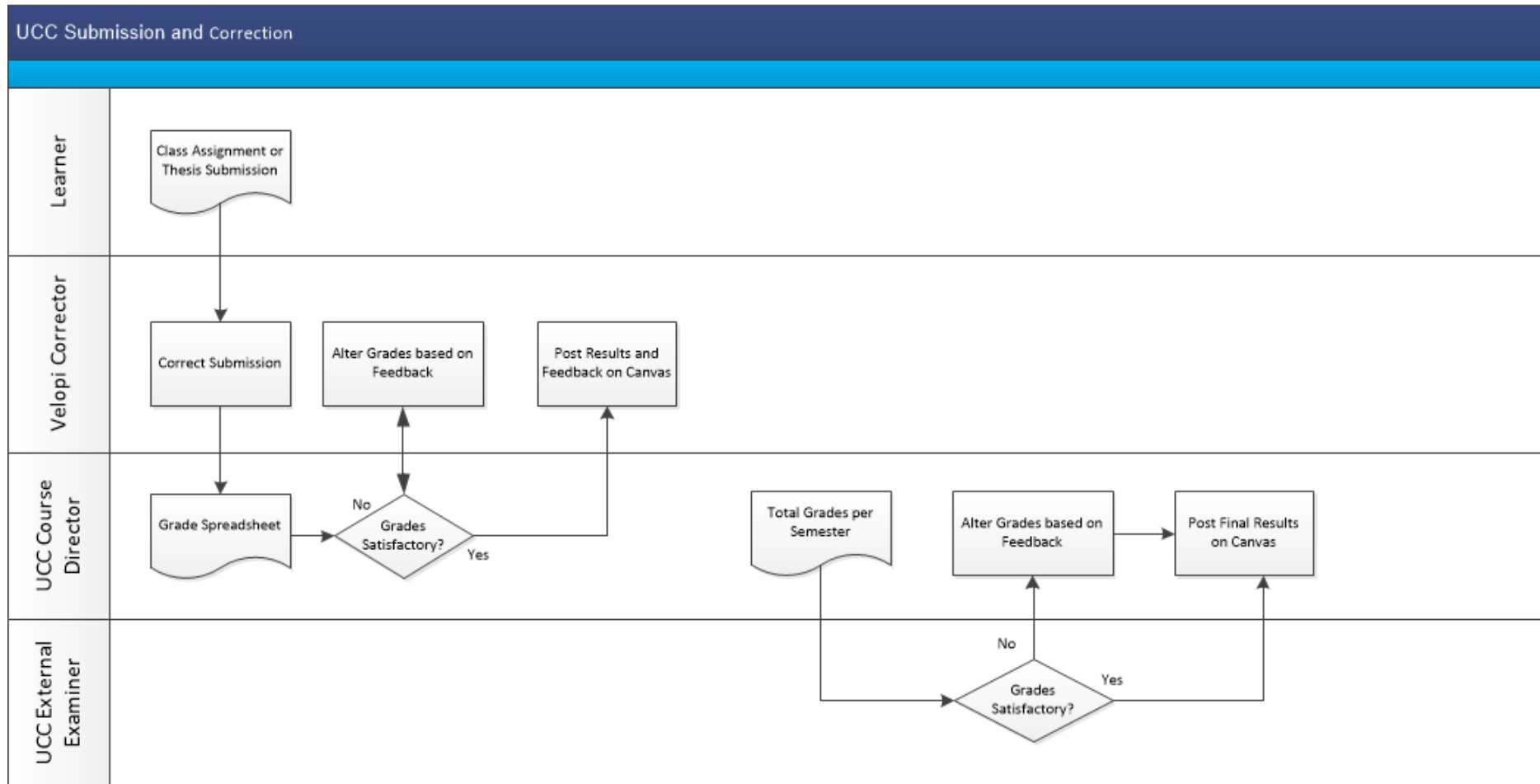


Figure 25 UCC Submission and Correction Procedure

4.6.3 Management information system

Underlying Policy:	3.6 Information and Data Management	Version:	1.0
		Date:	29 Sep 2021
Responsible Person(s):	Administrator, QA Manager		
Accountable Person(s):	Training Manager		
Revision History:	0.1 Original version (31 Aug 2021) 1.0 Approved (29 Sep 2021)		

The raw data for Velopi’s KPIs are maintained using the Zoho Customer Relationship Management (CRM) system. These data are used to create the KPIs which are recorded in a series of Excel spreadsheets by the QA Manager.

However, such metrics are of little benefit unless they are used to analyse the effectiveness of the training organization in a timely fashion, identify weaknesses in the system and offer suggestions for improvement. More formally, the following techniques are used by the Training Manager, based on the KPIs gathered:

- **Variance Analysis.** Every time a Class Size measurement is gathered (see section 4.6.1), it is compared with the rolling metrics of Average Class Size and Average Class Size per course. The Training Manager can raise a flag if the class size differs significantly from the average. A low class size has consequences for revenue; a large class size affects the learning experience. This anomaly needs to be explained. It is a similar situation if assessment attempts and successes are much lower than average. What has gone wrong?
- **Trend Analysis.** In order to facilitate this, KPIs are produced every quarter to determine trends in the volume of learners going through the system and the percentage of learners attempting assessments and the percentage of those succeeding. This will clearly show if our success rates are growing, remaining steady, or in decline. It also shows the effectiveness of the exam preparation and certification courses. Any deterioration in figures needs to be investigated to establish root causes. Similarly, a growth trend flags the need to expand the organization and recruit more training staff (see section 4.2.1).

The following table shows the KPIs, on what measures they are based and what benefit we obtain from them:

KPI	Raw Data Source	Type	Benefit
Average Class Size	Trainer (Attendance Sheets)	Number	Financial: Indication of revenue per course. Training: Class size measure. Lower numbers are better
Average Class Size per Course Type		Percentage	Financial: Allows estimates of revenues from each course type in future. Training: There might be some courses where the class sizes are too big and impacting learning outcomes.
Average Class Size per Class		Percentage	Training: A measure of drop outs during a multi-day course. Useful to discuss both with the Trainer and the client.
Assessments Submitted per Class	Administrator (receiving hard- or soft-copy of assessment)	Percentage	Training: A low figure here (compared to the average) suggests either the Trainer is not inspiring the learners to carry out the assessment, or they have not the time to get the assessment done.
Assessments Submitted by deadline per Class	Administrator (total reached on deadline)	Percentage	Training: This is useful to assess how good a particular cohort are at completing work to a deadline. A poor figure here usually indicates a lack of support by the client organization.
Assessments Submitted late per Class	Administrator (total calculated prior to each subsequent submission deadline)	Percentage	Training: This indicates the success or otherwise of incentives to get the learners to submit.
Exam Attempts per Class	Trainer (supporting learners through exam application and scheduling)	Percentage	Training: This figure is difficult to obtain and requires the Trainer to build up a close relationship with the learners in order to learn if they are going to sit the exam. Many learners like to wait until they pass before admitting that they have scheduled their exams. Note that this figure can be benchmarked through our participation in the ATP Working Group.
Successful Outcomes per Class	Trainer (e-mail confirmations of success) Administrator (periodic review of Institute's website)	Percentage	Training: Again, a difficult number to obtain and its use is questionable, given the various reasons for a low number of attempts.
Successful Outcomes per Total Class Attempts		Percentage	Training: A much more useful figure, indicating how prepared the learners are for the exam. Marketing: This figure is highlighted on the Velopi web-site and offers assurance to potential learners.

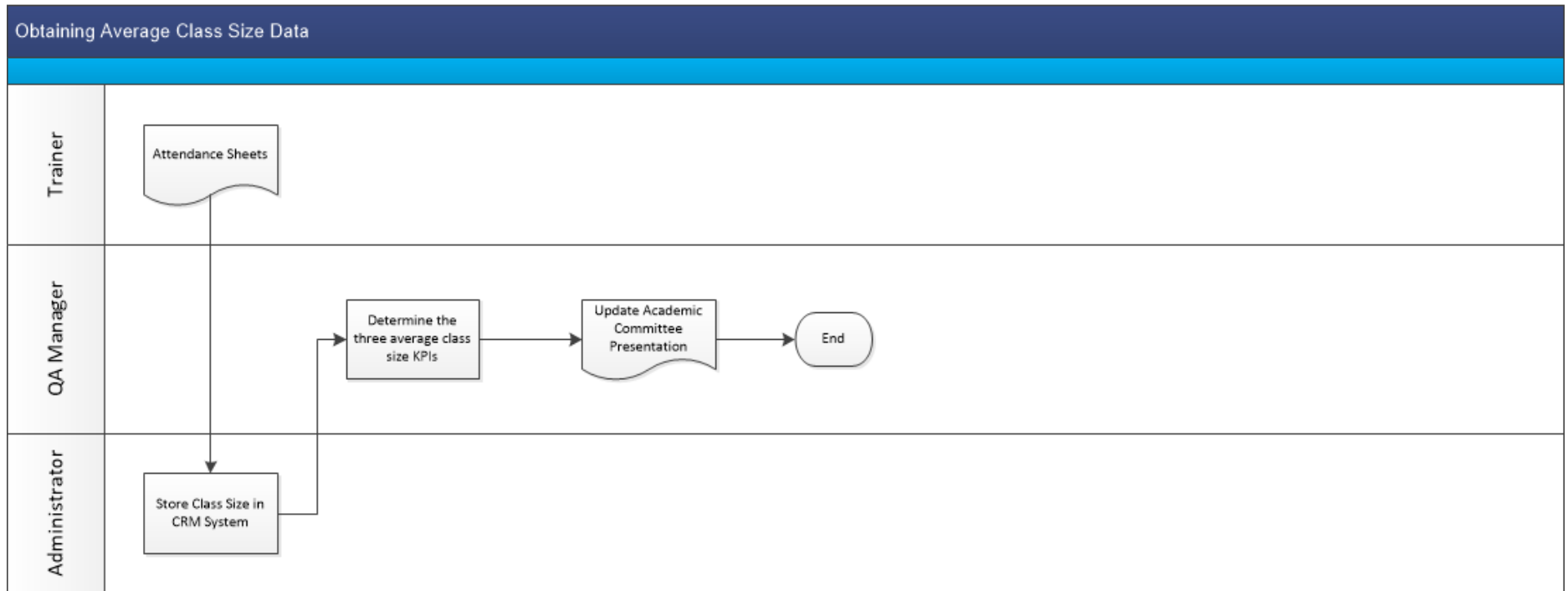


Figure 26 Gathering the Average Class Size Details

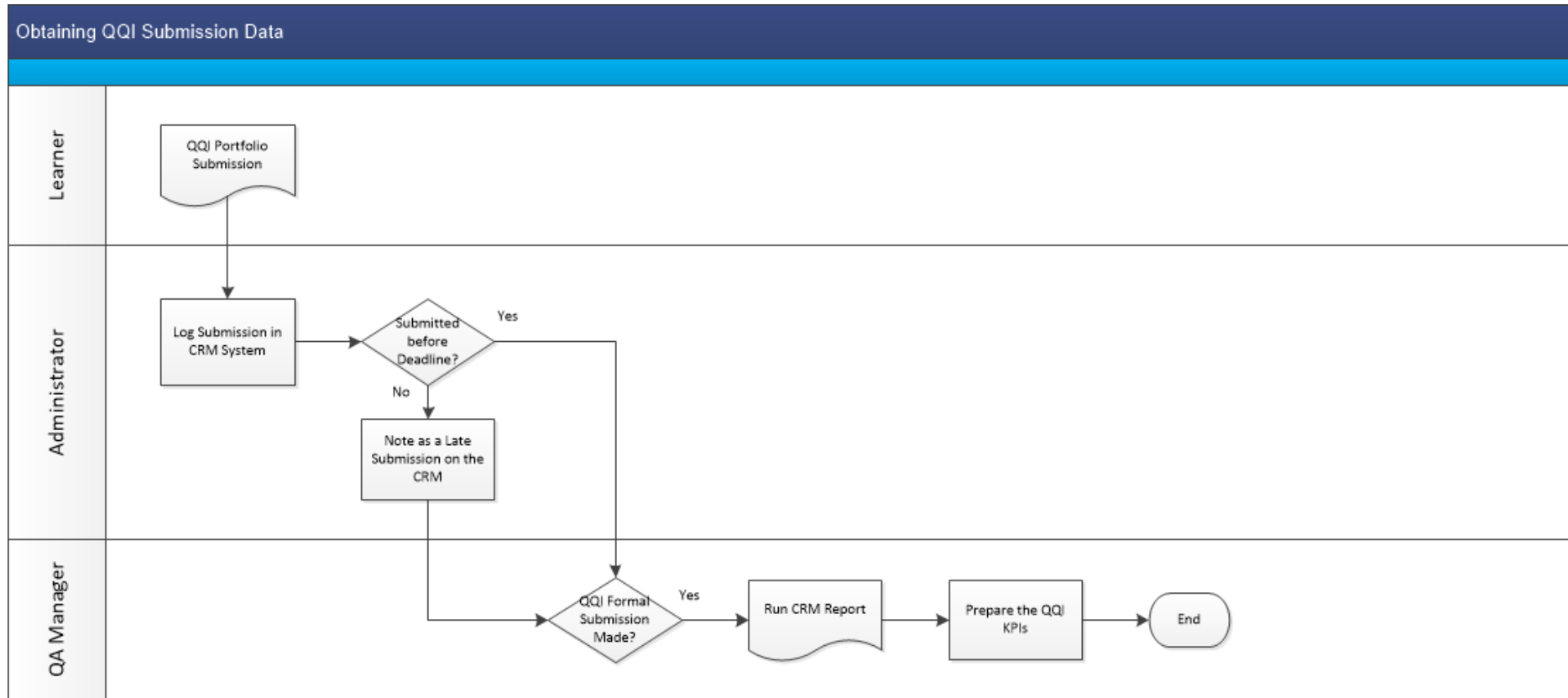


Figure 27 Gathering the QQI Submission Data

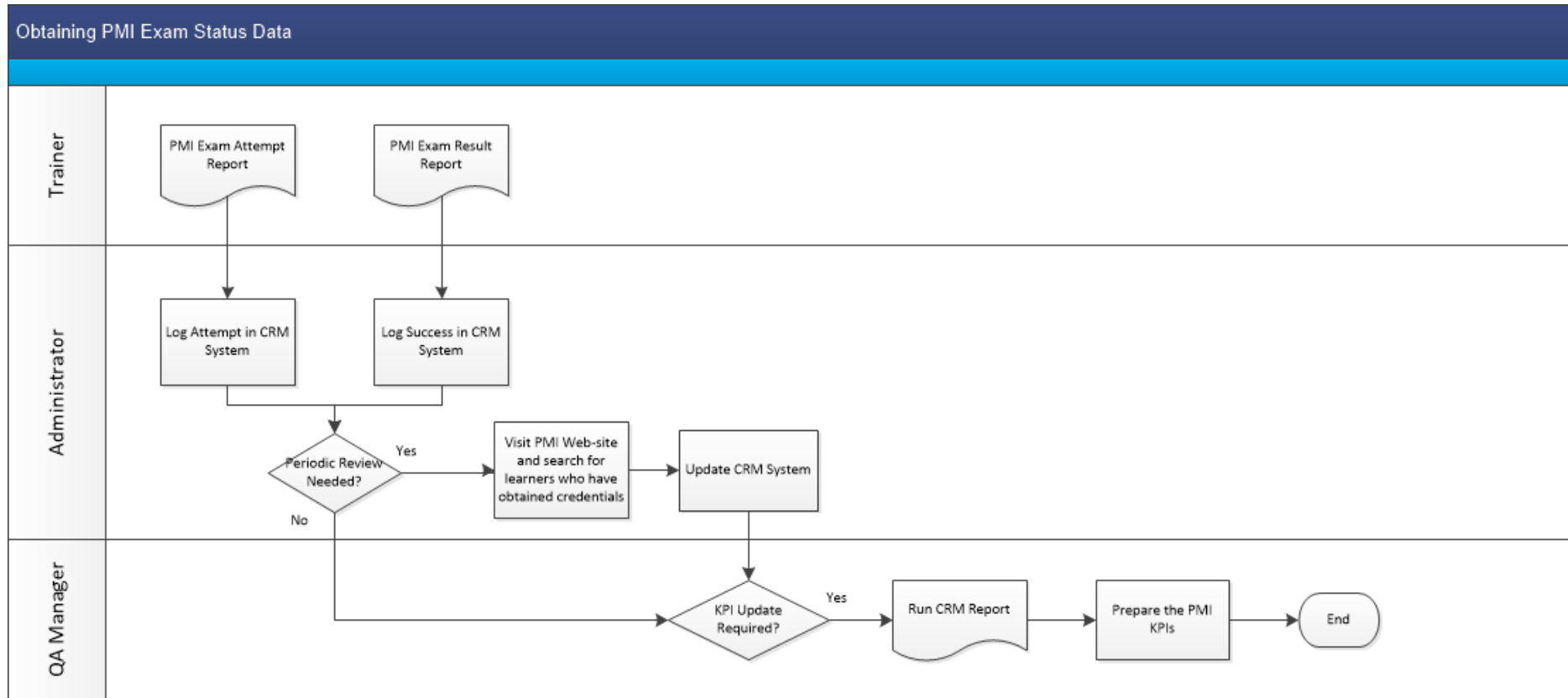


Figure 28 Obtaining Exam Status Information

4.6.4 Information for further planning

Underlying Policy:	3.6 Information and Data Management	Version:	1.0
		Date:	29 Sep 2021
Responsible Person(s):	Board of Directors		
Accountable Person(s):	Managing Director		
Revision History:	0.1 Original version (05 Aug 2021)		
	1.0 Approved (29 Sep 2021)		

Velopi’s strategy planning is conducted annually, where the previous year’s results are compared with the strategic plan. Then the plan for the next year is developed and signed off, setting the goals for the next twelve months. This planning is informed by the KPIs derived from the measurements recorded in the Zoho Customer Relationship Management system.

Velopi uses two techniques when developing strategic plans:

1. SWOT Analysis.

Every year, Velopi’s reviews the Strengths, Weaknesses, Opportunities and Threats that were identified the previous year and assesses progress in reducing (or, ideally, eliminating) internal weaknesses and building on our strengths. We also see how well we have exploited external opportunities and dealt with external threats.

Based on progress, we revise the SWOT table and discuss new developments that we have become aware of since the last SWOT table was prepared.

2. Strategy Mapping

While the SWOT Analysis is useful in determining the status quo, it does not provide any indication of what we need to do in order improve our overall position. We have been using a technique called Strategy Mapping^{xvii} which is, effectively, a graphical representation of the Balanced Scorecard^{xviii}. During this effort, we determine the commercial initiatives we want to achieve during the year. Then we look at the customer-facing work we must do to obtain the financial results we want. However, supporting these efforts, we need to assess the internal structures and systems we have in place and decide if they need to be upgraded. We also need to look at our staff and reflect on the training needs they will require in order to carry out the planned initiatives (see section 4.2.3).

4.6.5 Completion rates

Underlying Policy:	3.6 Information and Data Management	Version:	1.0
		Date:	29 Sep 2021
Responsible Person(s):	Administrator, Trainers, Training Manager		
Accountable Person(s):	QA Manager		
Revision History:	0.1 Original version (30 Jul 2021)		
	1.0 Approved (29 Sep 2021)		

On a biannual basis, the Academic Committee reviews the KPIs described in section 4.6.1 and determines (1) if there are any problems; (2) what are the root causes and (3) what corrective actions should be carried out? The QA Manager presents the figures to the Committee as part of a trend. This highlights any variances from the norm and also reveals both positive and negative trends. The Committee’s goal is to achieve consistency across all of Velopi’s programmes and may identify particular programmes, or particular Trainers, for further attention.

However, courses run in-house in client companies require more immediate feedback. Learning and Development Managers in these organizations want to see a return on investment and will review the above measures for the latest class. A poor showing in terms of assessment reflects two areas of concern:

1. Few people are taking the assessment

This is often due to time pressure – learners do not have enough time to study, or to prepare a portfolio of work. As part of the commercial negotiations, Velopi ensures that our clients are aware that their staff needs time to prepare for the assessments and recommends allocating study time during working hours. Velopi also provides tutorial support after the courses in order to address any questions learner may have and provide support and encouragement. Overcoming learning anxiety in adult learners is critical in this effort^{xix}

Another initiative we take is to hold briefing sessions with learners before exam preparation or certification courses. These outline the effort involved for the learners and highlight the fact that there will be significant effort required following the course – the assessments for these project management accreditations are non-trivial.

2. Few people are passing the assessment

This would be a serious red flag for Velopi if it occurred, as it would show that we did not prepare the learners adequately for the experience. Internally, Velopi would examine: (1) the Trainer; (2) the course materials and (3) the course supports. Once the root cause is determined, Velopi would provide extra support to make up for our original shortcomings. Such remedial steps are expensive, from a commercial perspective, but are invaluable for building relationships with both client organizations and the learners themselves.

Of course, there is a window of opportunity learners need to avail of. Waiting a year or more before attempting an exam, or a submission, increases the chance of failure. Thus Velopi recommends that learners sit professional exams, or submit portfolios of work within two months of the training course. At this point, the measures taken will provide enough information to identify shortcomings in the learners' study efforts or commitment to taking the assessment (Assessment Attempts). We should also have a clear picture of how effective our training is (Assessment Success).

4.6.6 Records maintenance and retention

Underlying Policy:	3.6 Information and Data Management	Version:	1.0
		Date:	29 Sep 2021
Responsible Person(s):	Administrator		
Accountable Person(s):	QA Manager		
Revision History:	0.1 Original version (18 Aug 2021)		
	1.0 Approved (29 Sep 2021)		

As a training company that provides support for project management professionals all through their career, Velopi maintains records of its learners indefinitely (or until they indicate that they no longer wish to be on our records). These records are used to ensure that the only courses we promote to these people are ones that are relevant to practitioners at their particular career stage. Every communication contains the facility to (a) opt out of any further communication or (b) to have their details removed from the customer relationship management system entirely.

These records have also proved beneficial to our clients' learning and development managers, who welcome reports of the courses attended and the certifications received by their staff, so they can determine their project management resource capability and how this needs to be developed into the future.

QQI Learner Records Maintenance

To get a QQI certification (such as the level 6 component certificate in project management (6N4090)), Velopi needs to obtain the following details from each learner:

- Personal Public Services Number (PPSN)
- Name (as the learner would like to see it on the certificate)
- Date of Birth (needed to provide a unique identifier for learners who received other certification prior to 2004 and the adoption of the PPSN)
- Gender (used by QQI for statistical purposes)

These data are submitted to the online QQI Business System (QBS) and, as soon as the learner receives their certificate, these details are deleted from all Velopi systems.

QQI Learner Assessment Disposal

Learners who wish to be assessed for the level 6, component certificate in project management (6N4090) need to submit their portfolio of work in hard-copy format. The marks awarded for the assessment, the Internal Verifier's and the External Authenticator's Reports, as well as the Results Approval Panel (RAP) Report are also printed and archived securely for the duration required by QQI. This is to allow a possible appeal by the learner. Appeals may be made up to one year after the learner receives the certificate.

At the end of this retention period, the learner may recover their own portfolio if they wish; otherwise the hard-copy of each portfolio, along with the various reports are shredded.

4.6.7 Data protection and freedom of information

Underlying Policy:	3.6 Information and Data Management	Version:	2.0
		Date:	15 Aug 2022
Responsible Person(s):	Administrator		
Accountable Person(s):	QA Manager		
Revision History:	0.1 Original version (23 Jul 2021) 1.0 Approved (29 Sep 2021) 1.1 Updated with revised Privacy and Data Protection Policy (11 Jul 2022) 2.0 Approved (15 Aug 2022)		

As Velopi makes use of personal data – such as contact details and course attendance and certification history – we are very conscious of the need to ensure that such data never fall into the hands of third parties, or used for purposes not listed in section 4.6.1. The QA Manager is accountable for the safe keeping of all personal data and for maintaining Velopi’s Privacy and Data Protection Policy. This policy is detailed in the Velopi Data Protection Statement and is reproduced here for convenience:

Velopi’s Data Protection Statement

This legal notice applies to the entire contents of the Website under the domain Velopi.com. By accessing or using this Website visitors accept these Terms of Use and we agree to abide by the Privacy Policy stated below. If a visitor is unwilling to accept these Terms, they are required to exit our website immediately. Throughout this page the pronouns “we” or “us”, means Velopi Ltd and its affiliates.

The purpose of our Privacy Policy is to outline how we deal with any personal data a visitor provides to us while visiting our website and throughout the course of various interactions pre, post and during a learner’s course with Velopi. By visiting this website, a visitor accepts the terms of this Privacy and Data Protection Policy.

Velopi respects visitors’ rights to privacy and will not collect any personal information about visitors on this website without their clear permission. Any personal data that a visitor volunteers to Velopi, if retained, will be held on secure servers and will only be used to better our service offering.

No data transmission over the Internet can be guaranteed to be 100% secure. However, we will take all reasonable steps to protect visitors’ personal data.

Personal data are data that identifies visitors, or can be used to identify or contact visitors and may include, for example, their name, address or e-mail address, occupation and photograph. In certain circumstances a visitor will provide us with their personal data directly or their data may be supplied by

their organisation / business. We do not collect any sensitive personal data by design, however in certain circumstances we will hold sensitive personal data about visitors by default where this information forms part of their personal contact details and is publicly available.

Velopi does not collect any personal data about visitors from this website, apart from information that they volunteer (for example by e-mailing us or by completing any of our on-line forms or physical application form).

Like most websites, we gather statistical and analytical information collected on an aggregate basis of all visitors to our website. These non-personal data comprise information that cannot be used to identify or contact individuals.

Any personal data collected about our customers and our legitimate business contacts is stored in Velopi's Customer Relationship Management (CRM) system and other appropriate data management systems which may be paper based or electronic.

Such personal data will be processed for the following purposes:

- to contact potential learners in relation to our courses, general news from Velopi and other communications from Velopi deemed to be of possible interest to the learner, as an individual and/or company;
- to contact potential learners in response to communications they might send us;
- to provide a potential learner with the information / service they have requested;
- to administer our website and for internal operations, including troubleshooting, data analysis, testing, research, statistical and survey purposes and
- to send potential learners email alerts and newsletters that they have opted-in to receive by filling in our online forms or contacting us by email or by other means. We also provide the facility to opt-out of receiving such communication on the site and within each such email we send out.

We only collect the minimum amount of personal information necessary.

Velopi may record virtual classes for our own records, but we will not publish them unless we advise our learners otherwise. We will not take screen shots of learners' images and post them on social media or any other of our communication channels without the learners' consent. While we will advise participants of all virtual classroom courses not to make recordings or post screenshots we cannot control the actions of others. Therefore, it is not possible for us to confirm that a learner's image will not be used.

The provision of learners' personal data for the purposes described above is a contractual requirement. In addition, we may need to process learners' personal data to comply with statutory requirements, such as keeping proper records of financial transaction.

We will not share learners' data with any third party unless absolutely necessary. For instance, we may share certain parts of a learner's data when we are required to do so with competent regulatory authorities and bodies as requested, such as Quality & Qualifications Ireland (QQI).

We may also share learner data with our affiliates around the world, which may include affiliates which are based outside of the European Economic Area (EEA) in a country which is not recognised by the European Commission as providing an equivalent level of protection for personal data as is

provided for in the EEA. If we transfer any personal data outside of the EEA please rest assured that we will ensure that appropriate measures are in place to protect these personal data and to comply with our obligations under applicable data protection law. This may mean that we enter into contracts in the form approved by the European Commission or use such other General Data Protection Regulation (GDPR) compliant transfer mechanisms that may be approved from time to time. If a learner would like further details about the measures we have taken in relation to the transfer of their personal data, or copies of the agreements that we have put in place in relation to the transfers, please contact us using the details at the bottom of this notice.

Visitors may request information regarding personal data relating to them, how it is stored, how the data were collected, and for what purpose. If personal data are incorrect or incomplete, you may request for it to be corrected or supplemented. A visitor may request that your data are deleted if the processing of such data has no legal basis, or if the legal basis has ceased to apply. The same applies if the purpose behind the data processing activity has lapsed or ceased to be applicable for other reasons. However, retention requirements must be observed. Visitors have the right to data portability i.e. they have the right to request us to provide them, or a third party, with a copy of their personal data in a structured, commonly used machine readable format. If the very limited circumstances where we may be processing personal data based on visitors' consent, they may withdraw that consent at any time. This does not affect the lawfulness of processing which took place prior to its withdrawal.

If a visitor is unhappy with how we process personal data, we ask them to contact us so that we can rectify the situation. Visitors may lodge a complaint with a supervisory authority. The Irish supervisory authority is the Data Protection Commission.

We will retain personal data (including sensitive data) on an ongoing basis, for as long as we have a relationship with the visitor, and in order for us to:

- comply with our legal records retention obligations and for any extended period reasonably determined necessary;
- to investigate or process complaints and/or defend or bring legal claims or complaints.

We will automatically delete any personal data once it is no longer required for these purposes. If a visitor wishes to request that their personal data is deleted in advance of our routine deletion or for further details of our data retention procedures, they should contact us.

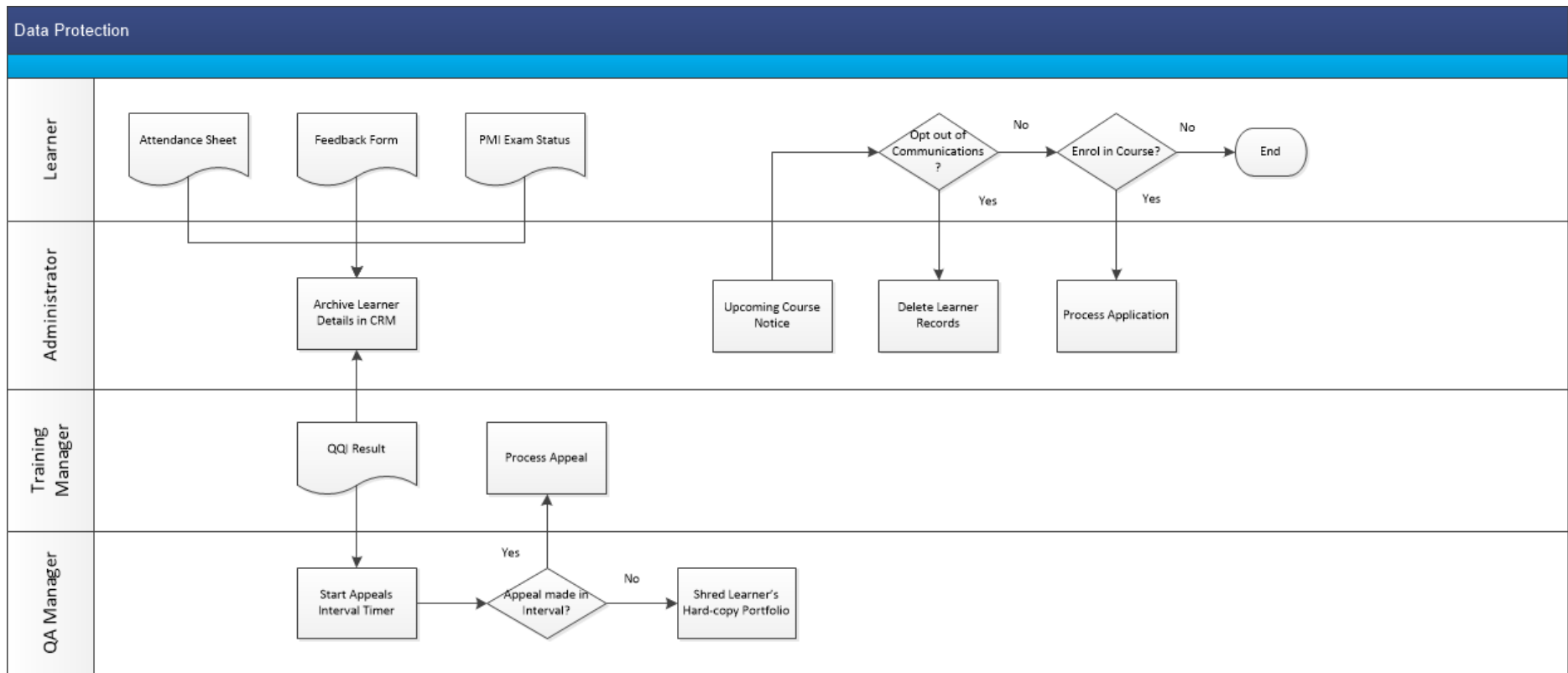


Figure 29 Data Protection in Action

4.7 Public Information and Communication

4.7.1 Public information

Underlying Policy:	3.7 Public Information and Communication	Version:	1.0
		Date:	29 Sep 2021
Responsible Person(s):	Administrator		
Accountable Person(s):	QA Manager		
Revision History:	0.1 Original version (30 Aug 2021) 1.0 Approved (29 Sep 2021)		

All of Velopi’s courses are described in detail on Velopi’s web-site – www.velopi.com. The QA Manager maintains regular contact with the awarding bodies and the Velopi Training Manager in order to be aware of any changes required on the web-site and our course descriptions. Any changes required are carried out by an Administrator and reviewed by the QA Manager and the relevant Trainers, to ensure that the revisions are clear, accurate and objective. Periodically, the QA Manager will carry out an audit of the web-site and ensure that all materials are up-to-date and easily accessible.

For each course we provide, the following section headings are used on the web-site:

- **Overview:** This is a high-level description of the course and makes up the text seen in the course page. If the course leads directly to an accreditation, or prepares the learner for an accreditation exam, the awarding body is clearly flagged in the overview. Potential learners need to visit the “Course Description” tab to access the other sections.
- **Learning Objectives:** What can the learner expect to accomplish by taking this course?
- **For whom is this course suitable:** What is the target audience for this course? Velopi seeks to provide appropriate training for project managers at all stages of their careers. This section explicitly states where you need to be in terms of project management experience to benefit from taking this course.
- **Course Content:** This is a table of contents of the course materials. Taken together with the Learning Objectives, this section should give the learner a clear picture of what the course entails.
- **Eligibility & Assessment:** This section is only included for courses that (a) lead directly to a professional accreditation, such as the QQI Component Certificate in Project Management (6N4090) or (b) prepare the learner to sit the various Project Management Institute

accreditations, namely the Certified Associate in Project Management (CAPM)[®], Project Management Professional (PMP)[®] and Program Management Professional (PgMP)[®]. Here we state the required educational standard and work experience requirements for each course.

- Key Features: This is where Velopi can highlight competitive advantages it offers, such as tailored classes for organizations or its status as a Project Management Institute Authorized Training Partner.

4.7.2 Learner information

Underlying Policy:	3.7 Public Information and Communication	Version:	1.0
		Date:	29 Sep 2021
Responsible Person(s):	Administrator, Customer Care		
Accountable Person(s):	QA Manager		
Revision History:	0.1 Original version (30 Aug 2021) 1.0 Approved (29 Sep 2021)		

Anyone interested in project management training can find out details of the courses Velopi offers on our web-site. They can contact the company and discuss their training needs with a member of the Customer Care Team. Learners who have signed up to take a Velopi course will be provided with all necessary logistical details as well as how to access all training materials. See Figure 19 as an example of such communication.

As not all of Velopi's courses lead to awards, we are careful to outline clearly those that do. The main purpose of this information is to allow potential learners compare our course offerings with others. If the course leads directly to certification (e.g. the level 6, component certificate in project management (6N4090)) or prepares learners for a third-party exam (e.g. from the Project Management Institute) details of the award on offer are given, including:

- The name of the awarding body – e.g. QQI, Project Management Institute, UCC.
- The title of the award; whether the award is recognised in the National Framework of Qualifications (NFQ) and if so, the award type and NFQ level
- Where the course fits in with the project management career path. For example, does the course lead to European Credit Transfer and Accumulation System (ECTS) credits to use as part of a more advanced award?
- Training organizations, such as Velopi, must have Protection of Enrolled Learner (PEL) arrangements in place. PEL is a requirement to ensure that, if one of our courses ends prematurely, learners will be able to enrol on a later course, or have their fees refunded if such a course is not available.

As mentioned in section 4.7.1, the QA Manager ensures that the accuracy of any award-related information is kept up to date on our web-site through periodic reviews and the application of a formal updating procedure.

4.7.3 Publication of quality assurance evaluation reports

Underlying Policy:	3.7 Public Information and Communication	Version:	1.0
		Date:	29 Sep 2021
Responsible Person(s):	Administrator		
Accountable Person(s):	QA Manager		
Revision History:	0.1 Original version (03 Sep 2021)		
	1.0 Approved (29 Sep 2021)		

Internal quality assurance reviews (see section 4.9.1) are required to be published on the Velopi web-site. Any shortcoming in our processes are addressed in an action plan which is used to outline corrective and preventative measure, as well as direct process improvement activities.

Quality assurance audits carried out by external parties are also published on the Velopi web-site, together with Velopi’s official response – namely an action plan to address any concerns identified.

4.8 Other Parties Involved in Education and Training

4.8.1 Peer relationships with the broader education and training community

Underlying Policy:	3.8 Third-party Involvement	Version:	3.0
		Date:	17 Nov 2022
Responsible Person(s):			
Accountable Person(s):			
Revision History:	<p>0.1 Original version (14 Sep 2021)</p> <p>1.0 Approved (29 Sep 2021)</p> <p>1.1 Added section on which quality system to use (1 Jul 2022)</p> <p>1.2 Revised this section based on review (19 Jul 2022)</p> <p>2.0 Approved (15 Aug 2022)</p> <p>2.1 Changed “UCC standards” to “UCC quality system”. Revised final paragraph (17 Nov 2022)</p> <p>3.0 Approved (17 Nov 2022)</p>		

Velopi is not a university or a recognized provider of professional credentials. Therefore, it is essential for us to enter into effective working relationships with awarding bodies in order to provide our learners with the qualifications they require for professional development.

To date, Velopi has established close ties with:

1. The Project Management Institute (PMI)[®]. Velopi was a Registered Education Provider (REP) for the Institute for many years. This meant that our Project Management Professional (PMP)[®] exam preparation material was audited by the Institute and our courseware conformed to the Institute’s standards. This relationship has deepened with the Authorized Trainer Partner (ATP) programme, where the Institute has created its own materials and has authorized Velopi to present these materials.
2. Quality and Qualifications Ireland (QQI). Since September 2011, Velopi has been delivering and assessing a programme leading to a level 6, component certificate in project management (6N4090). Velopi has had to develop, not only the courseware, but the assessment instrument. Also, all corrected submission of work are reviewed by an External Authenticator, ensuring that the learners have indeed reached level 6 in this subject.

3. University College Cork (UCC). In this case, Velopi recognized a demand among the senior project managers attending its courses for a level 9 academic qualification in project management. We discussed the lack of such a course with UCC and worked with the academics to develop a course proposal. In 2016, the M.Sc. programme was launched with significant Velopi contributions.

Thanks to these relationships, Velopi now offers a suite of attractive academic and professional credentials to support our aim of providing project management career development to our learners.

Which Quality System to Use?

Interfacing with these awarding bodies and also working as a subcontractor for larger training bodies (i.e. main contractors) raises the question: Which quality system should be used in what circumstances? The descriptions below outline the different quality systems involved and in what circumstances they apply:

- **Velopi:** Our quality system is the **default**. If we do not have specific requirements by a main contractor, or an awarding body, we will default to our own Policies and Procedures. Note that this system has been informed and reviewed by both QQI and PMI®.
- **UCC:** All courses developed and delivered to UCC must adhere to their quality system. Admissions are handled by UCC, all course material is developed using UCC templates and is made available through its learning management system. Finally, assessments and corrections are all subject to UCC's quality system.
- **Main Contractor:** In cases where Velopi delivers a course for a main contractor, learner admissions (with input on entrance requirements from Velopi) and certain administrative procedures relating to the course delivery, such as feedback and attendance sheets, will comply with the Main Contractor's quality system. Course design and delivery will comply with Velopi's quality system.
- **PMI® (Non-PMP® Courses):** All aspects of these courses, except for the assessment and award, will comply with the Velopi quality system.
- **PMI® (PMP® Courses):** Since 2021, PMI® insists that its Project Management Professional courses use their materials and learning management system. In this case, Velopi's quality system will apply to admissions, delivery and support. Design, assessment and award are covered by the Project Management Institute's quality system. In order to deliver the Project Management Professional (PMP)® exam preparation course for PMI®, a Trainer will need to undergo a two-day, train-the-trainer course provided by the PMI®.

Trainers, on induction, are instructed in the above quality systems.

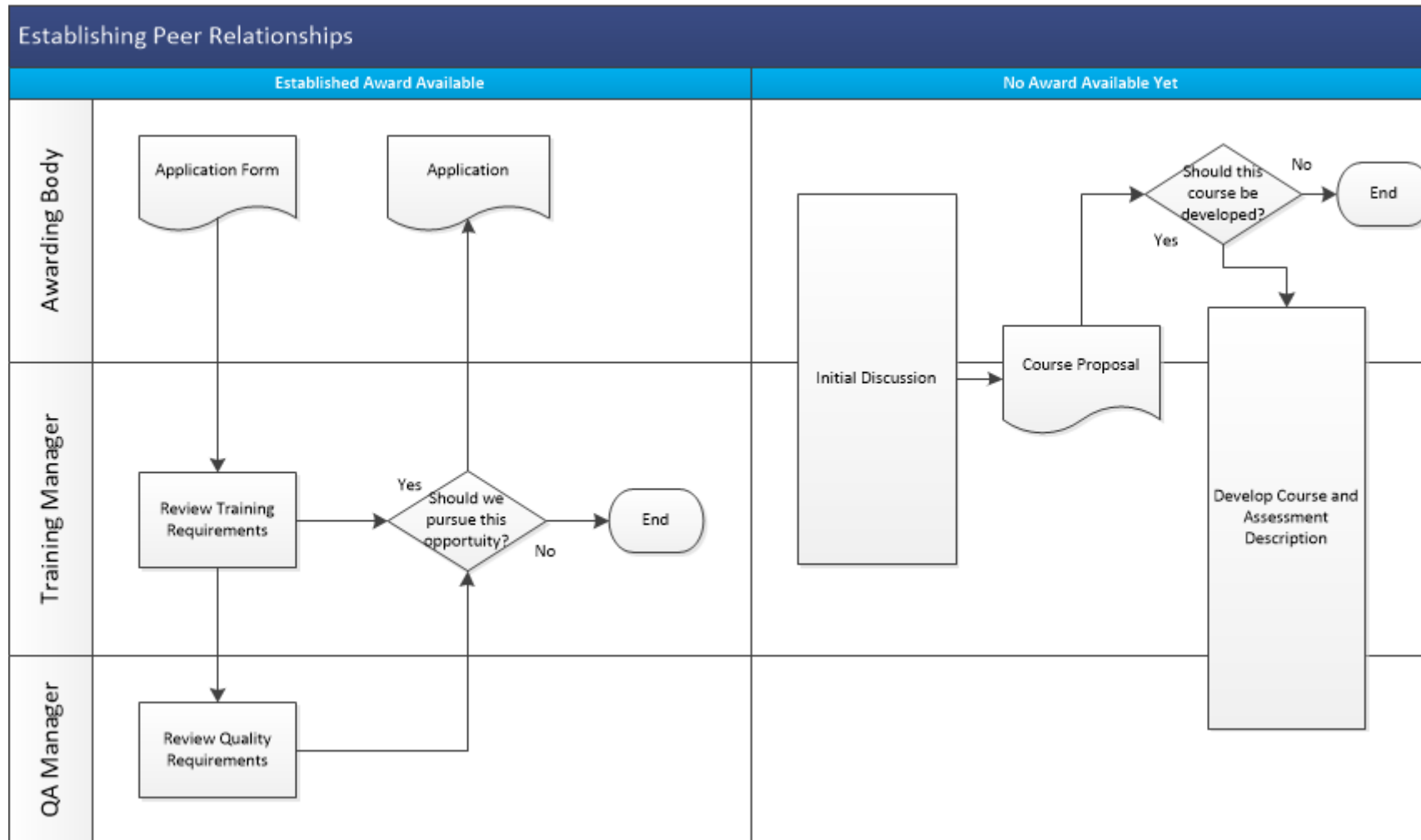


Figure 30 Establishing a Relationship with an Awarding Body

4.8.2 External partnerships and second providers

Underlying Policy:	3.8 Third-party Involvement	Version:	1.0
		Date:	29 Sep 2021
Responsible Person(s):	Training Manager		
Accountable Person(s):	QA Manager		
Revision History:	0.1 Original version (02 Sep 2021)		
	1.0 Approved (29 Sep 2021)		

Velopi has experienced situations over the years where several clients require courses to be run in the same time frame. This has led, on occasions, to capacity issues and the need to acquire Trainers for the purpose of running a particular type of course.

Similarly, a client may require training in a particular area of project management that is not currently provided by Velopi. The Training Manager needs to make the commercial decision to develop a new course or sub-contract the work to a training provider who already offers such a course.

At this stage, Velopi has built up a list of approved providers, mainly free-lance trainers, who have proved their worth through previous engagements. Because our requirements for assistance are short-term (one or two day training assignments usually), we do not investigate the provider's long-term financial viability. Our overriding concern is that the provider has the ability to deliver the course to the standards our learners have come to expect from Velopi. If we have any concerns about the quality of a provider, we would prefer to forego an opportunity than risk giving our learners a sub-standard experience.

Depending on factors, such as availability and competence in the particular area, Velopi will select a provider for the purpose of delivering a single course. This can be one of Velopi's own courses (to overcome a capacity limitation) or the provider's own specialist course. Before scheduling such a course, we will confirm the contract Trainer's availability. If the Trainer is unavailable for these dates, the course will be rescheduled.

In the event that the contract Trainer (or indeed any Trainer) becomes incapacitated at short notice, we will endeavour to provide a replacement. If this is not possible, we will offer the enrolled learners new course dates or a full refund.

If there are no suitable providers, or none that are available at the time, Velopi will have to turn down the work, unless the client is willing to reschedule, or cover the cost of developing the required course.

The QA Manager will pay particular attention to the feedback forms provided by the course and, based on these and the client's feedback will recommend that the provider is maintained on the approved provider list, or removed from same.

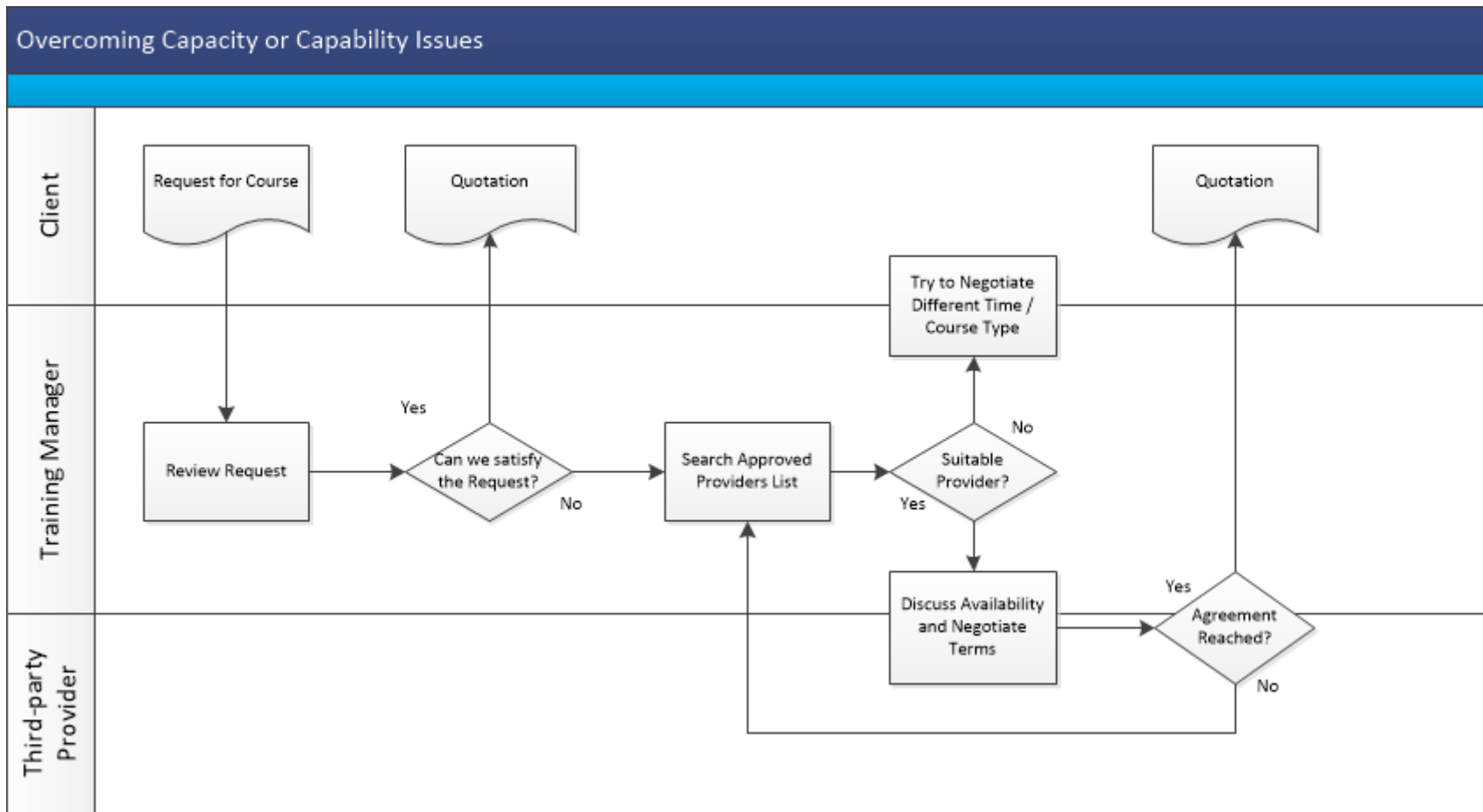


Figure 31 Selecting a Third-party Provider

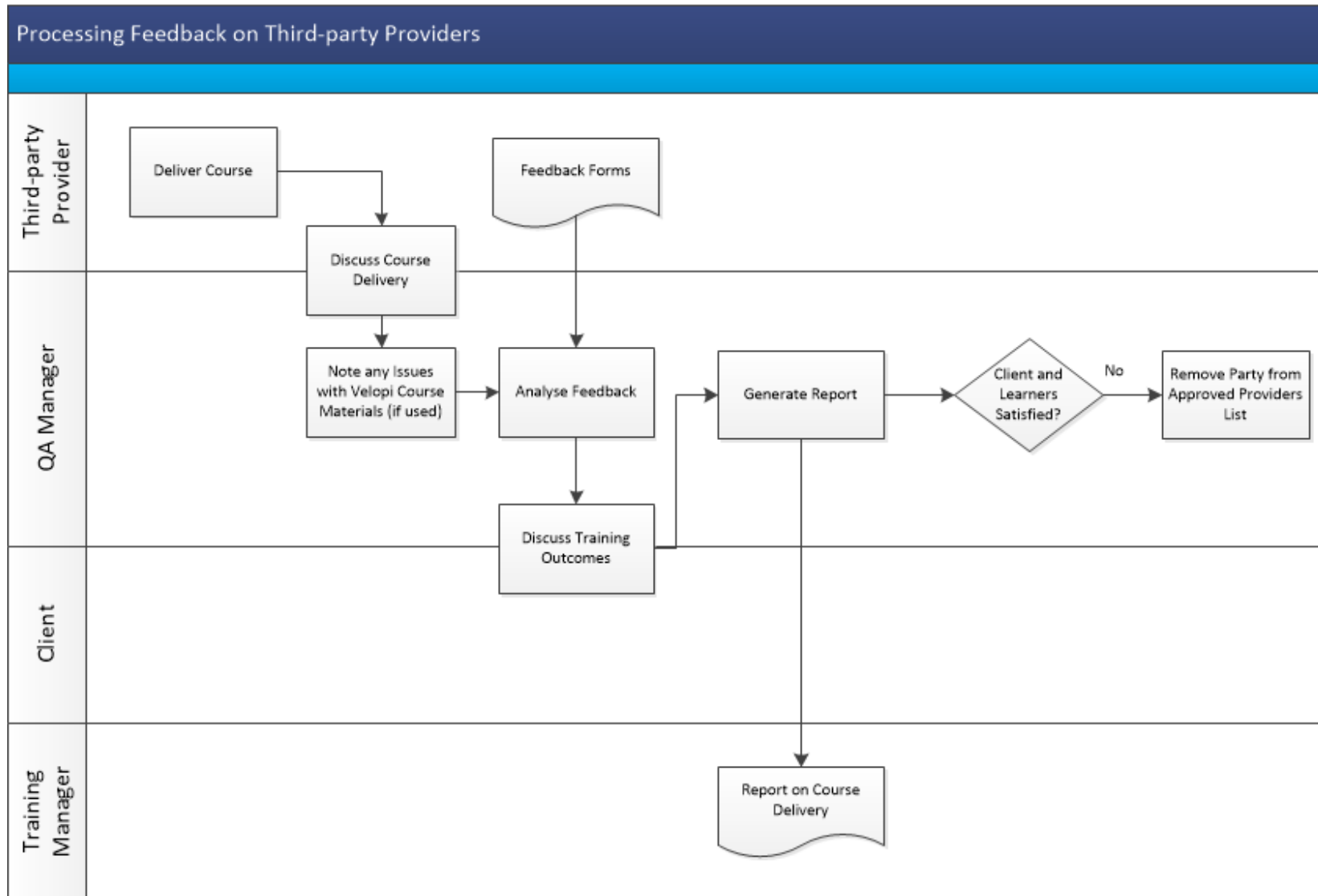


Figure 32 Analysing the Feedback from Course Delivery

4.8.3 Expert panellists, examiners and authenticators

Underlying Policy:	3.8 Third-party Involvement	Version:	1.0
		Date:	29 Sep 2021
Responsible Person(s):	QA Manager		
Accountable Person(s):	Training Manager		
Revision History:	0.1 Original version (02 Sep 2021)		
	1.0 Approved (29 Sep 2021)		

Two external subject matter experts are required to fulfil the roles of (1) the External Authenticator and (2) the External Expert on the Academic Committee.

These external parties need to have expert knowledge of the application domain (i.e. project management) and also be versed in the requirements of the awarding body (i.e. QQI) for people in these roles.

Velopi uses its network of providers to locate people of this calibre for its external roles. The QA Manager approaches other providers, who deliver similar courses to ours and asks them for recommendations. If suitable candidates are identified, they are approached and interviewed. If this is not successful, QQI will be approached for recommendations.

The QA Manager takes particular care in selecting candidates for both roles. The External Authenticator needs to understand project management and the standard learners need to reach to obtain certification. S/he needs to have the independence and assertiveness to ensure that this standard is reached and be willing to fail learners whom s/he finds lacking.

The Academic Committee's External Expert needs to have a wider perspective, in order to contribute to the effectiveness of the training organization as a whole. S/he must be able to review course material and determine if learning outcomes can be achieved using this. S/he needs to be able to assess Trainers and recommend development initiatives where appropriate. In other words, we see the External Expert as precisely that: An outside party, without internal biases, who can objectively assess the status quo and provide useful guidance for future improvements.

In order to ensure an adequate separation of concerns between the commercial operation and academic integrity, the External Expert is required to chair the Academic Committee and produce a report after each meeting, describing the status quo and providing recommendations. These recommendations will be presented to the Training Manager and an Action Plan will need to be generated in response. Thus the External Expert needs to operate at a high level and not be influenced by the Training Manager.

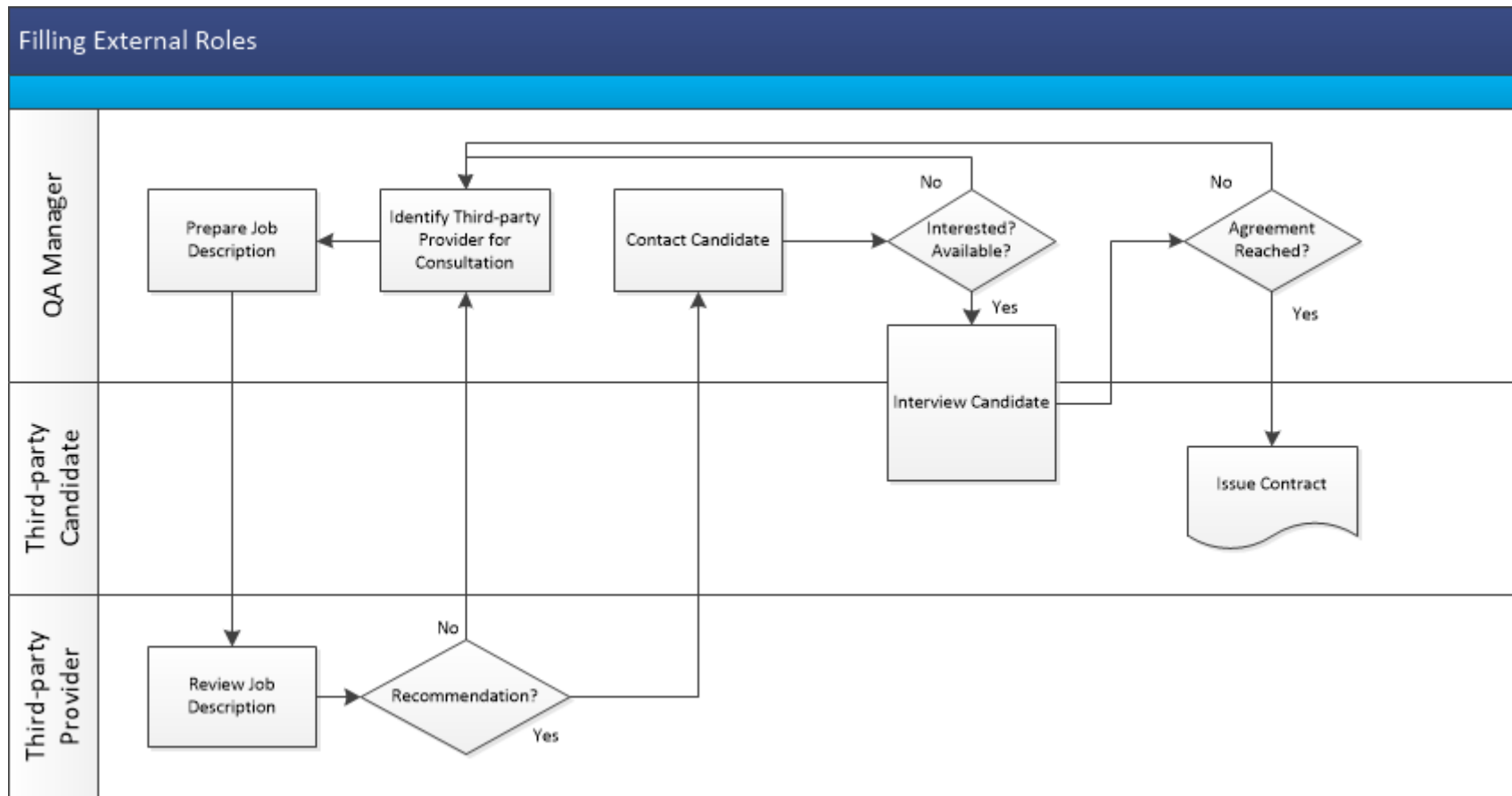


Figure 33 Selecting External Authenticator and External Expert Roles

4.9 Self-Evaluation, Monitoring and Review

4.9.1 Provider-owned internal review, self-evaluation, monitoring

Underlying Policy:	3.9 Self-Evaluation, Monitoring and Review	Version:	2.0
		Date:	15 Aug 2022
Responsible Person(s):	Administrator, QA Manager		
Accountable Person(s):	Training Manager		
Revision History:	<p>0.1 Original version (30 Aug 2021)</p> <p>1.0 Approved (29 Sep 2021)</p> <p>1.1 Changed the emphasis of the QA Manager from commercial to an academic perspective. (11 May 2022)</p> <p>1.2 Added trainer and client interviews. Removed commercial aspects entirely. (21 Jun 2022)</p> <p>2.0 Approved (15 Aug 2022)</p>		

Velopi's Policies and procedures document (i.e. this document) contains guidance as to how training courses are developed, updated and corrected (if necessary). It also documents how the company needs to engage with its learners and how we should communicate with them. But how effective are these policies and procedures? The QA Manager will instigate a series of reviews as follows, to determine how well it is doing and how well its work is being supported by the policies and procedures laid down here.

1. Post-course Reviews: After each course is delivered, the QA Manager will review the course with a view to updating KPIs, detecting issues with the course and generating actions and recommendations.
2. Biannual QA Reviews: These are to provide input to the Academic Committee meetings. The QA Manager will summarize the course delivery activity for the interval under review. This review seeks to identify trends and offer recommendations for the Academic Committee's consideration.

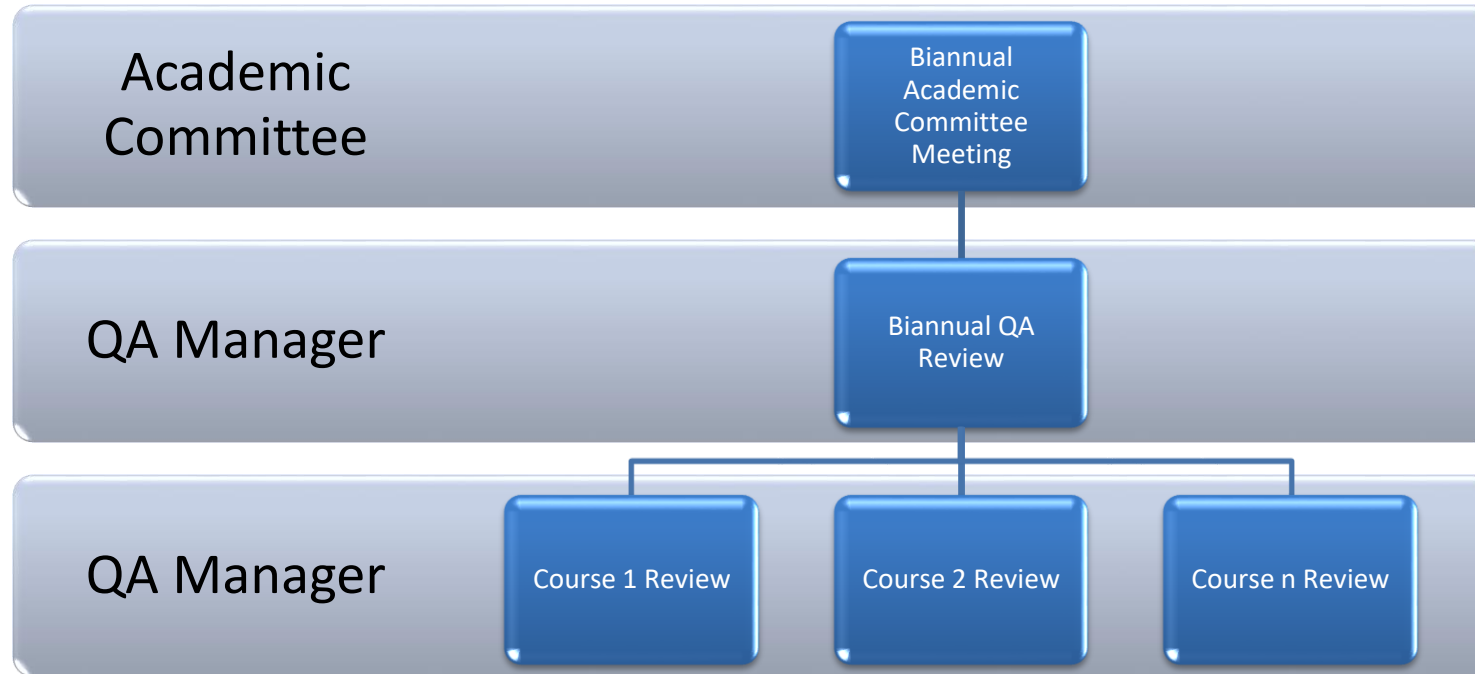


Figure 34 Self-Evaluation Reviews

Post Course Review

For every course provided by Velopi, the QA Manager will review the course by considering the following:

1. The learner experience.
 - a. The QA Manager will analyse the learner feedback forms
 - b. If learners make specific complaints, or the feedback scores are low, the QA Manager will contact learners to discuss their concerns in detail.
2. The Trainer's feedback
 - a. The QA Manager will interview the Trainer, beginning by summarizing the learner feedback.

- b. If feedback is good, the Trainer's work is acknowledged. However, the QA Manager will seek insights into any issues raised by the learners, to obtain the Trainer's perspective.
 - c. Immediate action items may be required at this stage; recommendations will be archived for the Biannual QA Review.
3. The Client's or Main Contractor's Feedback
 - a. If the course has been delivered in the role of a sub-contractor, or if the course has been delivered to a client company, the QA Manager will interview the main-contractor or client to find out if the course met its learning objectives and to invite them to provide high-level feedback on the course.
4. Key Performance Indicators (KPIs)
 - a. These will be updated based on course numbers.
5. Results Approval Panel Report
 - a. In the case of the QQI 6N4090 course, the recommendations of the Results Approval Panel will be noted for the Biannual QA Review.

Biannual QA Review

This review is concerned with the training organization's performance overall during a six-monthly interval. Its goal is to analyse the KPIs and highlight trends in the data. It also evaluates course materials and student supports. The goal of the review is to generate recommendations for the Academic Committee's review.

1. KPI Analysis
 - a. All metrics will be brought up to date and reviewed to detect trends, or variances of concern. Recommendations will be made based on this analysis.
2. Overall Feedback
 - a. What is the overall picture from our learners, Trainers and clients? Are learning goals being met? Are there specific aspects of our process that need refining?
3. Course Materials and Supports
 - a. Are the course materials formatted professionally and consistently? Are the stated learning outcomes possible based on the courseware?
 - b. Are the additional study materials up to date? Is the layout of the learning management system easily accessible and available to learners in a one-stop-shop setting?

c. Is the web-site easy to navigate? Can course information be accessed without too much difficulty? Are all web pages up to date?

The QA Manager's Biannual QA Review will result in a report that will be presented to the Academic Committee.

See section 4.9.3 for details of the Academic Committee's review.

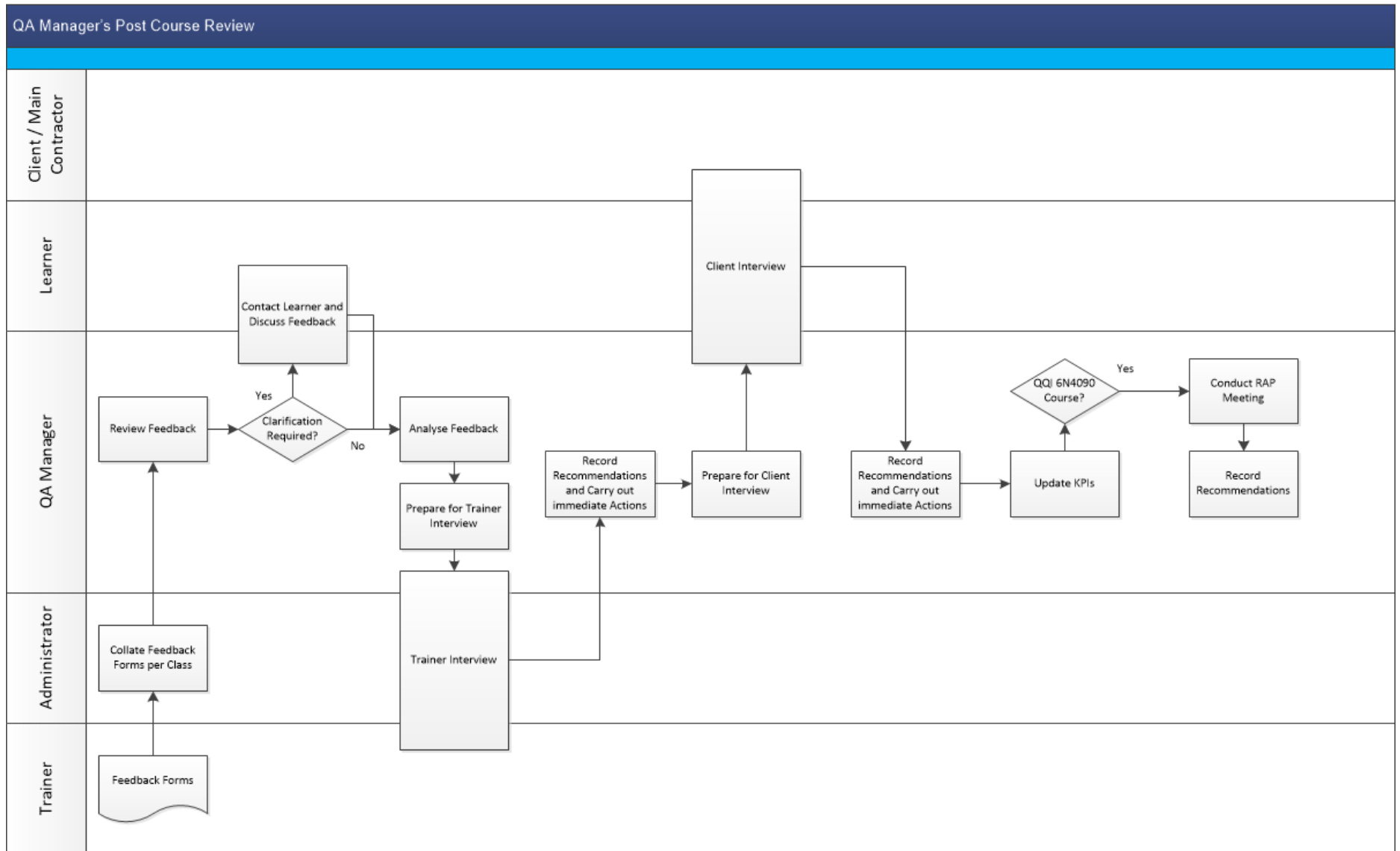


Figure 35 Post Course Review

4.9.2 Internal self-monitoring

Underlying Policy:	3.9 Self-Evaluation, Monitoring and Review	Version:	1.0
		Date:	29 Sep 2021
Responsible Person(s):	Training Manager		
Accountable Person(s):	QA Manager		
Revision History:	0.1 Original version (08 Jul 2021)		
	1.0 Approved (29 Sep 2021)		

As a commercial organization, Velopi needs to ensure that the courses it offers are generating revenue for the company. However, our most successful marketing tool has been word-of-mouth endorsement and we have benefited greatly from past students returning to take more advanced courses. As these learners reach higher levels in their organizations, they have approached Velopi to provide project management training for their staff.

This business model is unsustainable unless the courses being provided are both enjoyable and effective in achieving their learning outcomes. To ensure this, Velopi's Training Manager conducts a review of each training course on completion. From our Customer Relationship Management system, we extract:

- The type of course delivered
- The number of learners on this course

For each course, the feedback forms for each learner are reviewed, as well as feedback from the Trainer. The goal of the review is to determine the future of each course: Should it be:

- Run again as is?
- Updated to reflect changes in project management thought? This is a major concern following the release of a new edition of any of the Project Management Institute's standards.
- Updated based on learner and Trainer feedback? For example, certain sections of the course might not be achieving their learning outcomes due to a confusing structure or having exercises that are at the wrong level for the learners. We are particularly interested in courses that have only recently been delivered in a virtual classroom environment for the first time. What works in a physical classroom often can fall flat in a virtual one.

- Retired? This decision relates mainly to those courses that have not been run in the previous year. These are also considered in the annual review and decisions are made either to refresh them or take them off Velopi's course offerings.

Please note that assessment attempts and success rates are not considered immediately after course conclusion, as the learners need time to study and to complete assignments. These factors are considered in the biannual review (see section 4.9.1).

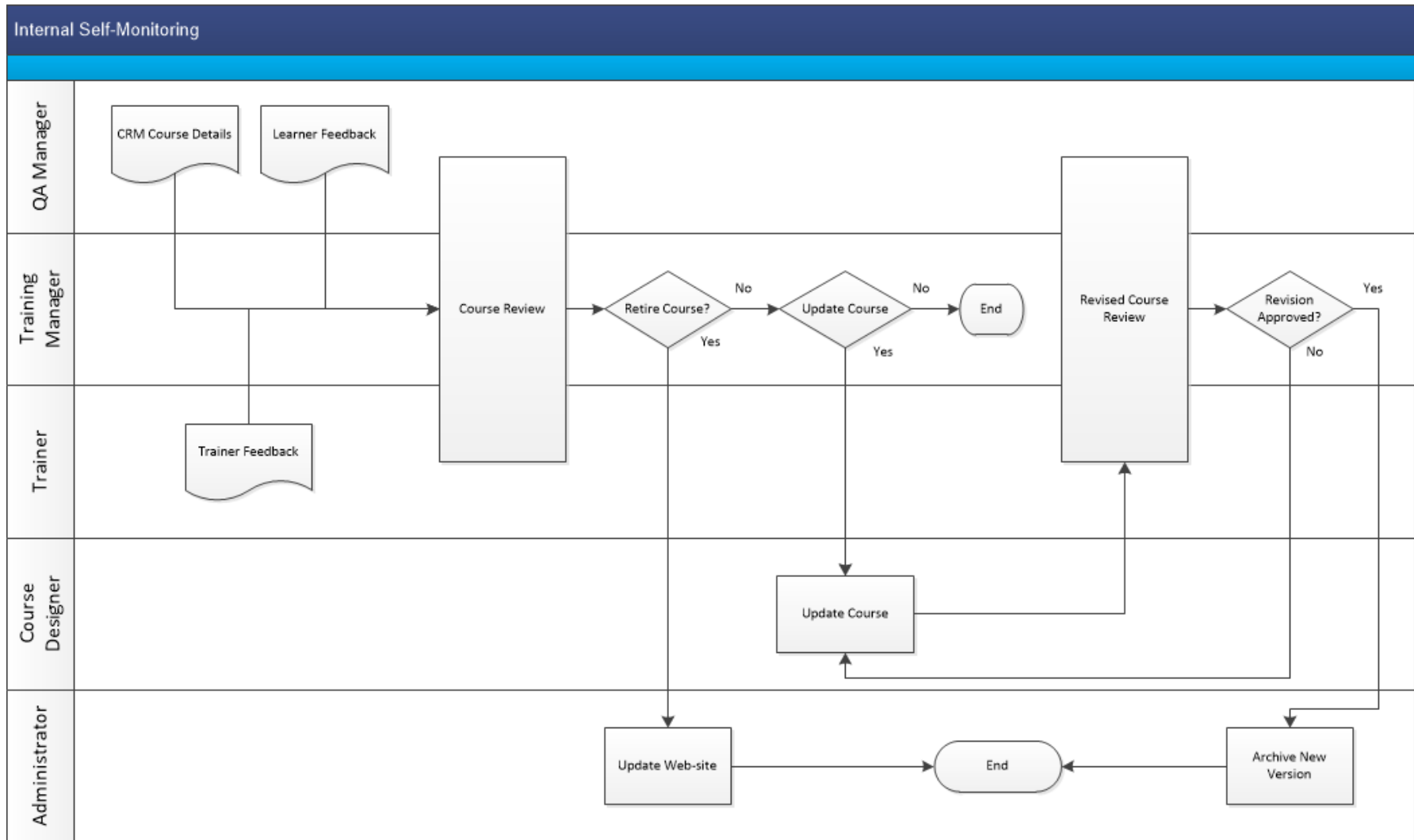


Figure 36 Internal Self-Monitoring

4.9.3 Self-evaluation, improvement and enhancement

Underlying Policy:	3.9 Self-Evaluation, Monitoring and Review	Version:	1.0
		Date:	29 Sep 2021
Responsible Person(s):	Academic Committee		
Accountable Person(s):	QA Manager		
Revision History:	0.1 Original version (08 Jul 2021) 1.0 Approved (29 Sep 2021)		

When the Academic Committee meets, its primary concern is with the quality of the training product, as well as the training process. It seeks to determine whether the training courses provided by Velopi are meeting their learning objectives and satisfying learner expectations. Each member of the Academic Committee contributes to this objective as follows:

- QA Manager. This person provides the committee with objective data from the training interval under review. Key Performance Indicators (KPIs) are maintained to facilitate the review, such as:
 - Courses delivered in the training period
 - Average class size
 - Pass rate for certification courses
- The Learner Representative. This is someone who has attended a Velopi course in the interval under review. S/he will provide subjective insights into the experience. The ideal person for this task is someone who has offered constructive criticism of their learning experience. By engaging with them and acting on their suggestions, we can ensure that s/he is left with a good impression of the company. During the review, other learner feedback is also assessed.
- Trainer. A trainer, who has delivered one or more courses during the review period, will join the Academic Committee for the review. S/he will provide feedback on any issues with the course from a training perspective. For example, students might be experiencing difficulties in one particular area, suggesting either a change to the courseware, or to the supports provided. Students, particularly those prepared for a certification assessment, are encouraged to contact their Velopi Trainer if they need any assistance after the course. The number of contacts is a clear indicator of how successful or otherwise the course has been in achieving its learning outcomes.
- The External Expert. Internal reviews tend to be very subjective and there is a tendency to rationalize away criticisms received from learners. At the same time, externally imposed “self-evaluations” are also problematic^x. The presence of an External Expert allows Velopi to steer a path

between the two extremes. The External Expert needs to have enough insights into what is happening in the broader training community to assess how effective Velopi is in its training endeavours. At the same time, this Expert needs to become familiar with Velopi's structure and objectives and to offer guidance tailored to the organization.

The goal of the Academic Committee's review is to determine how effective Velopi's training offerings are to its learners. Are students achieving their learning objectives, be they improved performance in their project management roles, or obtaining professional accreditation? If not, then where is the learning experience falling down? If any weaknesses are uncovered by the Academic Committee's deliberations, then the Committee needs to provide useful suggestions to overcome these weaknesses.

The agenda for the Academic Committee review will cover the following main topics:

- Actions taken in response to the recommendations made at the last Academic Committee review. (QA Manager)
- An overview of the training activity during the interval under review. (QA Manager)
- Learner feedback. (QA Manager and Learner Representative)
- Trainer feedback (Trainer)
- Discussion and analysis (Led by the External Expert)
- Assessment and recommendations (All)

The outcome of the review is a report containing an overview of the training carried out in the review interval, together with recommendations for improvements.

4.9.4 Provider-owned quality assurance engages with external quality assurance

Underlying Policy:	3.9 Self-Evaluation, Monitoring and Review	Version:	2.0
		Date:	16 Aug 2022
Responsible Person(s):	QA Manager		
Accountable Person(s):	Training Manager		
Revision History:	0.1 Original version (8 Jul 2021) 1.0 Approved (29 Sep 2021) 1.1. Relating this section to section 4.8.1 (16 Aug 2022) 2.0 Approved (16 Aug 2022)		

As noted in section 4.8.1, Velopi works with external partners and adopts their quality systems as appropriate. This section outlines how this works in terms of the Project Management Institute’s Project Management Professional (PMP)[®] exam preparation course and the QQI 6N4090 course.

Engaging with the Project Management Institute’s Quality System

Velopi provides examination preparation courses for the Project Management Institute’s Project Management Professional (PMP)[®] accreditation. Originally, Velopi had to undergo an audit every three years where its training materials were carefully reviewed by the Institute. However, this has changed since 2020 and the Institute now supplies its Authorized Training Partners (ATPs) with courseware and sample exam questions. It has provided a train-the-trainer course for Velopi’s trainers and insists that the PMP[®] exam preparation courses use the materials provided. Learners send feedback directly to the Institute. Thus the Institute has much tighter control of the exam preparation course and can assess the effectiveness of their training partners through direct feedback from the learners and from instructors through the ATP Working Group.

Engaging with Quality and Qualifications Ireland’s Quality System

Velopi has a much more active role in guiding learners to Quality and Qualifications Ireland’s (QQI’s) 6N4090 Component Certificate in Project Management. QQI has provided ten learning outcomes that learners must demonstrate through a portfolio / collection of work (70%) and an essay assignment (30%). How each learning outcome is assessed is the responsibility of the training provider. In Velopi’s case, we have assessed the first two outcomes through an essay assignment and the remaining eight through a portfolio demonstrating the management of an actual project.

All submissions for the 6N4090 credential are corrected by an external academic (the Internal Verifier). They are then assessed by an External Authenticator to determine if the learners have shown the required competence to merit a qualification in project management.

For each learner submission, the Internal Verifier provides:

- Marks per each learning outcome
- Written justification for each mark – i.e. an explanation for each lost mark.

Before each learner cohort's work is submitted for external adjudication, the Internal Verifier fills out an overall report indicating the percentage of submissions that were corrected. In Velopi's case, this is always 100%.

Both the Internal Verifier and the External Authenticator may make recommendations in their respective reports. These will be discussed at the Results Approval Panel meeting, which consists of the Internal Verifier, the External Authenticator, the QA Manager and the Training Manager. If Velopi has decided (on the basis of feedback from learners, Trainers, or the Internal Verifier) to revise the assessment instrument, the changes will be presented at the Results Approval Panel meeting as well. If the External Authenticator agrees that the revisions are appropriate, they will be rolled out for the next learner cohort.

4.10 Academic Integrity

4.10.1 Learner Assessment Malpractice

Underlying Policy:	3.10 Academic Integrity	Version:	1.0
		Date:	15 Aug 2022
Responsible Person(s):	Administrator Appeals Investigator		
Accountable Person(s):	Training Manager		
Revision History:	0.1 Original version (10 May 2022) 0.2 Located under new policy – academic integrity. (21 Jun 2022) 1.0 Approved (15 Aug 2022)		

Learner Assessment Malpractice is defined as wrong doing or misbehaviour committed by a learner during the assessment process. The following are examples of Assessment Malpractice:

- Copying from another learner.
- Copying or passing off another person’s work as their own (Plagiarism). This can be from a book, the internet, notes, or another person’s test.
- Removal of assessment material from the assessment location without permission e.g. taking examination papers from the test centre.
- Using electronic communication devices or other materials that the learner is not allowed during the assessment e.g. mobile phones and tablets.
- Assisting other learners during the assessment.
- Collusion by working with other learners beyond what is allowed e.g. speaking to another learner during the assessment.
- Making up their results or evidence.
- Behaving in such a way as to undermine the integrity of the assessment event e.g. talking loudly during a test or disturbing others.
- Getting somebody to pretend they are the learner so they can produce work for the learner or pretending to be somebody else.
- Engaging in unsafe practices during a test, such as playing with work tools.

Plagiarism

This is defined as:

- Turning in someone else's work as their own
- Copying words or ideas from someone else without giving credit
- Cutting and pasting information from the Internet without crediting the source of the information
- Copying text from books, newspapers, journals etc., without acknowledging the source of the information.
- Failing to put a quotation in quotation marks
- Changing words but copying the sentence structure of a source without giving credit

A learner is expected to give credit to a source by providing a source “citation” for every use of another person's words or ideas unless the information is common knowledge.

This is of particular relevance for Essay Assignments. Using material from the literature, without acknowledging the source is a serious breach of the regulations and result in the learner's entire submission being rejected. Velopi checks for Plagiarism using software utilities, such as Turnitin.

Dealing with Assessment Malpractice

There are six main steps involved in investigating a claim / allegation of learner assessment malpractice. These are:

1. Informing the learner about the claim of malpractice.

The person who is making the claim of malpractice must inform Velopi, either in writing or verbally of the allegation.

We will then:

- Write to the learner to let them know about the claim of malpractice made against them and that we are going to investigate the claim.
- Appoint an investigator to carry out an investigation.
- Ensure that the investigation is carried out within 5 working days from the date Velopi was informed of the malpractice.

2. Investigating the Allegation

The Investigator will gather the facts about the alleged assessment system malpractice. They will:

- Interview the learner and any other witnesses or involved parties
- Ask the learner to write a statement on the assessment in question and how the learner went about it

Upon completion of the investigation, the investigator will write a report and decide if the assessment system malpractice allegation against the learner is upheld or not. This report will be supplied to Velopi's Training Manager and, if applicable, the learner's organization.

3. Informing the learner about the findings of the investigation

Velopi will let the learner know if the allegation against them is upheld or not. We will do this within 5 working days from the date of receiving the investigator's report.

If the allegation against the learner is upheld, that learner can make an appeal. Velopi will explain the appeals process to the learner.

4. Appealing an Assessment Malpractice finding

Where an assessment system malpractice allegation is upheld, you may appeal those findings.

Accepted grounds for appeal include:

- The malpractice was not dealt with in line with procedures.
- The regulations did not adequately cover the circumstances relating to the malpractice.
- New information has become available that was not available when the investigation was being carried out.

To make an appeal, the learner must clearly state the reasons for the appeal in writing, including any further relevant evidence supporting the appeal. The learner must provide this within 5 working days of being notified of the findings of the investigation.

Velopi will decide if the learner's application meets one of the accepted grounds of appeal and whether their appeal application should proceed or not. Velopi will inform the learner in writing of their decision within 5 working days of receipt of the appeal application form.

The appeals process must be completed within 10 working days from the date Velopi approves the learner's appeal. An "Appeal of Findings Reviewer" will be appointed and will:

- Look at the appeal application and evidence for the learner's appeal
- Write a report on their findings
- Send a report to Velopi within 5 working days of being asked to do the appeal.
- The report will be reviewed by Velopi's Training Manager, who will make the final decision on the findings of the appeal.

5. Sanctions for Assessment System Malpractice

If a learner is found guilty of Assessment System Malpractice, Velopi will impose sanctions on this learner or apply disciplinary action. An example of such a sanction is not being put forward for an award. The learner will be informed of these sanctions in writing and provided with information on how to appeal the sanctions. Sanctions will be applied immediately from the date of issuance of the letter informing the learner of the sanctions.

6. How to Appeal a Sanction

Should a learner wish to appeal sanctions imposed on them, s/he must set out the grounds for the appeal in writing, including any further relevant evidence supporting the appeal. This must be returned to Velopi within 5 working days from the date the learner first learned about the sanction.

Velopi will decide if the application meets one of the accepted reasons for appeal and will inform the learner of its decision in writing within 5 working days of receipt of the appeal.

If the appeal is sanctioned, the appeal process must be concluded within 10 working days from the date of approval of the appeal.

An "Appeal of Sanctions Reviewer" will be appointed and will:

- Examine the learner's appeal application and evidence for the appeal.
- Write a report on their findings
- Send their report to Velopi's Training Manager who will make the final decision on the findings of the appeal.

The learner will be informed in writing of the final decision for their appeal within 5 working days from the date of approval of the appeal.

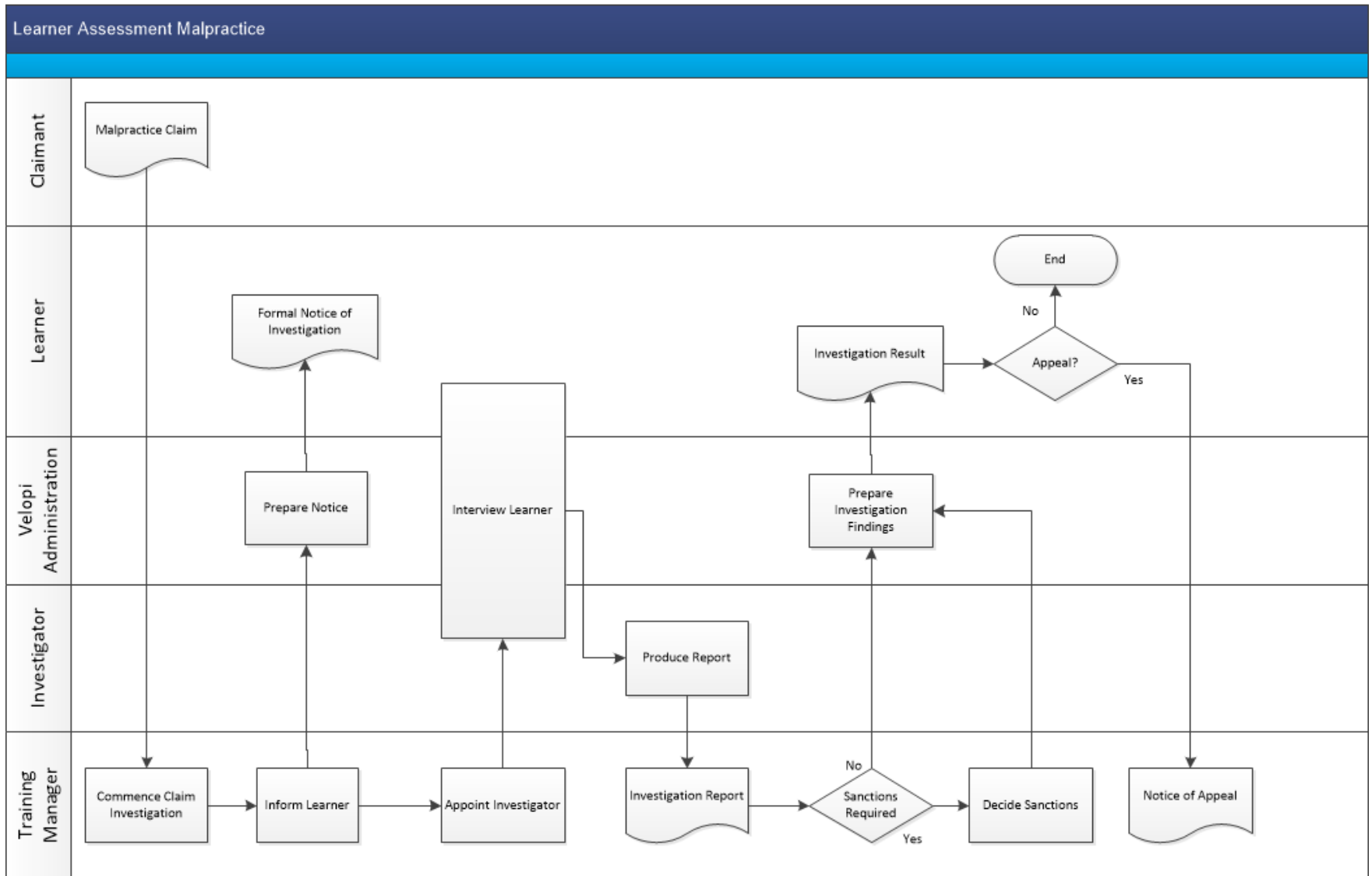


Figure 37 Malpractice Claim (without the Appeals Procedure)

4.11 Customer Issue Resolution

4.11.1 Administrative Issues

Underlying Policy:	3.11 Customer Issue Resolution	Version:	2.0
		Date:	15 Aug 2022
Responsible Person(s):	Administrator		
Accountable Person(s):	Training Manager		
Revision History:	0.1 Original version (27 Aug 2021) 1.0 Approved (29 Sep 2021) 1.1 Revised flowchart (22 Oct 2021) 2.0 Approved (15 Aug 2022)		

While Velopi makes every effort to provide its learners with a professional training experience, we acknowledge that, occasionally, things go wrong and the learner is subject to inconvenience. In the case of administrative issues, such as not receiving the correct logistical information, or not having access to course materials, we seek to identify the root cause – e.g. poorly written instructions, Administrator error or learner misunderstanding – and act accordingly to address the issue in this instance and take steps to ensure that it does not re-occur in future.

This procedure is shown in Figure 38. Please note that the logged issue will be raised during the weekly staff meeting (see section 4.2.2) and recommendations for preventing this issue occurring again will be discussed.

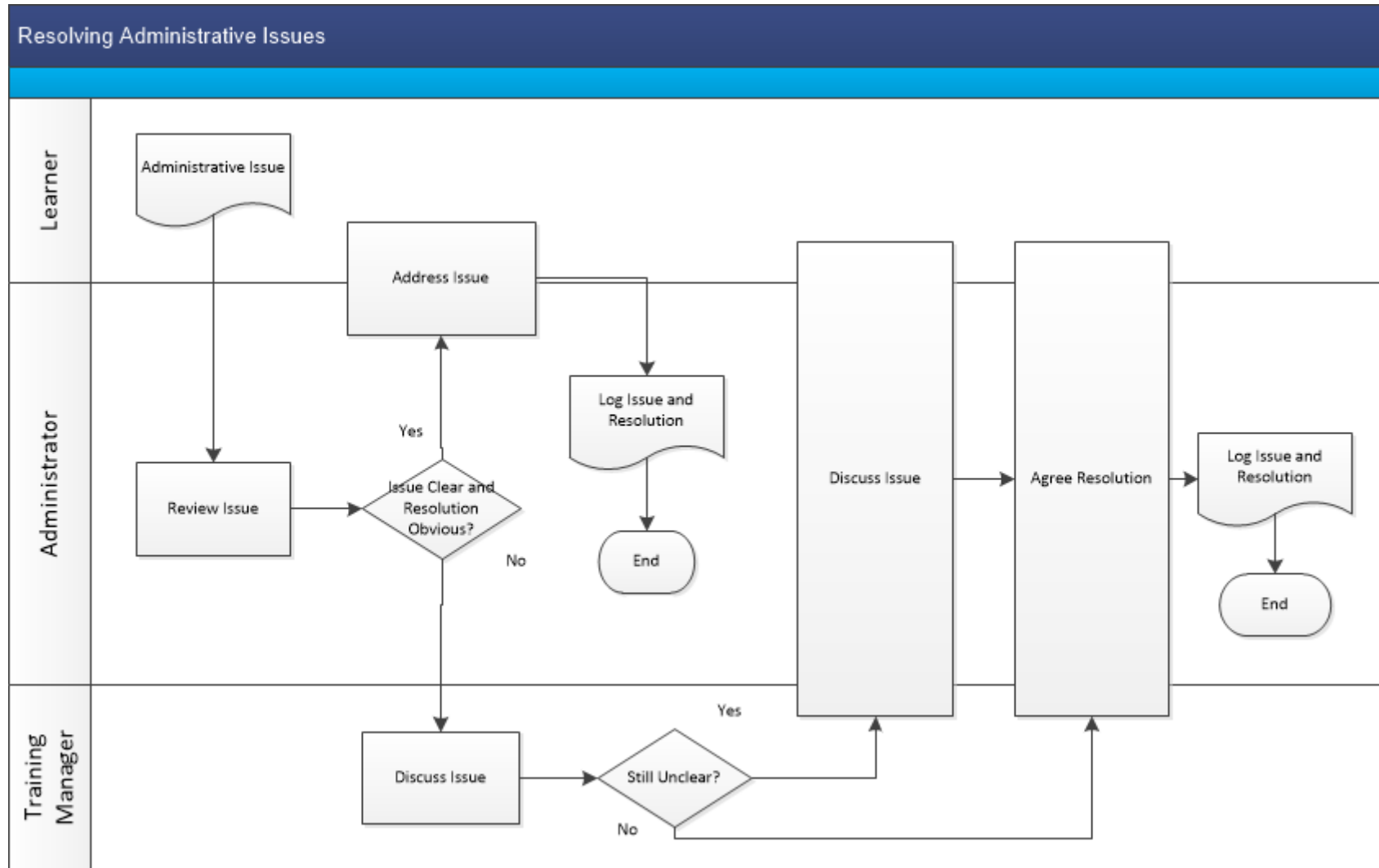


Figure 38 Resolving Administrative Issues

4.11.2 Course Material-related Issues

Underlying Policy:	3.11 Customer Issue Resolution	Version:	1.0
		Date:	29 Sep 2021
Responsible Person(s):	Trainer, Course Designer		
Accountable Person(s):	Training Manager		
Revision History:	0.1 Original version (27 Aug 2021)		
	1.0 Approved (29 Sep 2021)		

Velopi provides its learners with comprehensive course materials that allow learners revise material after class. By having proper quality assurance procedures in place, every effort is made to ensure the material is correct and defect-free. However, there are occasional typos and formatting errors that are only obvious when the material is being presented, or when a learner is reading back over the topic.

However, discussions with learners can potentially reveal a significant flaw with the material. It is possible that the Course Designer's understanding of the material is incorrect and the Trainer is misled in these cases. If such an issue is raised, the course materials would need to be revisited urgently and corrected. Typos and formatting errors are logged and corrected during periodic updates for the course.

The contact person for any issues relating to course materials is the Trainer, who logs the issue and raises a discussion with the Course Designer if necessary. Urgent updates are reviewed by the Trainer and, if accepted, the Trainer will update the learner and acknowledge their help in uncovering the issue. Of course, the Trainer may also originate concerns about course materials and will raise these when the materials are originally reviewed. However, the Trainer might also develop better understanding of a topic and advise the Course Designer to adjust some material to reflect this.

The procedure is outlined in Figure 39.

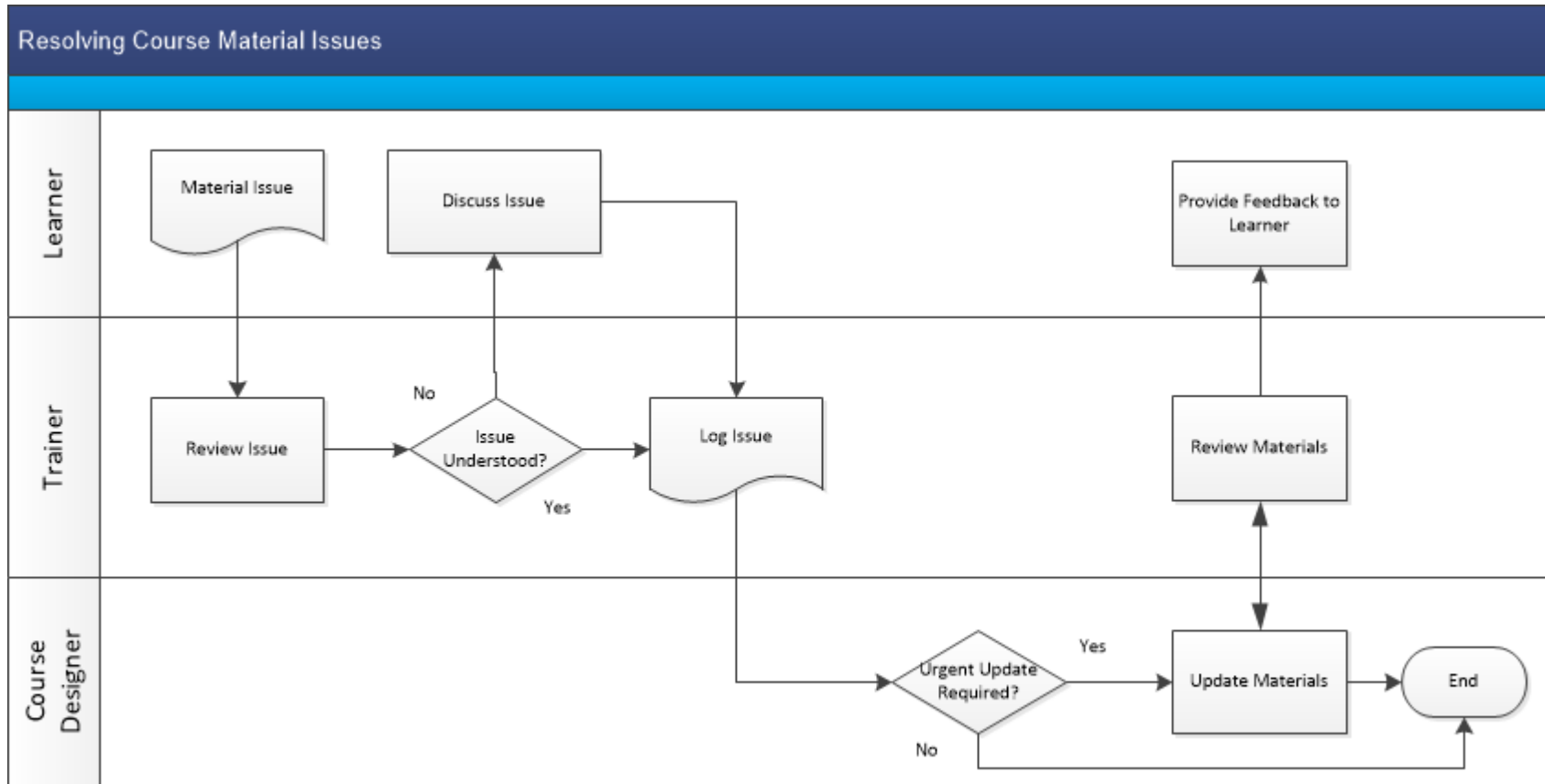


Figure 39 Resolving Course Material-related Issues

4.11.3 Course Delivery-related Issues

Underlying Policy:	3.11 Customer Issue Resolution	Version:	1.0
		Date:	29 Sep 2021
Responsible Person(s):	Trainer		
Accountable Person(s):	Training Manager		
Revision History:	0.1 Original version (27 Aug 2021) 1.0 Approved (29 Sep 2021)		

The Trainer is the learner’s point of contact. If there are any issues relating to the course delivery, the learner is welcome to raise these issues with the Velopi Trainer and, of course, articulate these in the course feedback form. The issue will be clarified with the learner to ensure mutual understanding and the root cause of the problem will be determined.

If the course material is in error, the trainer will log the issue. Thus the material will address the issue in the next release.

However, if the material is correct and the issue is due to a misinterpretation by the learner, this will be explained clearly. The Training Manager is particularly concerned about these issues because the Trainer might be unable to explain certain topics properly, indicating either a lack of ability or simply poor understanding of a particular topic. The appropriate Trainer development steps will be recommended.

This procedure is given in Figure 40.

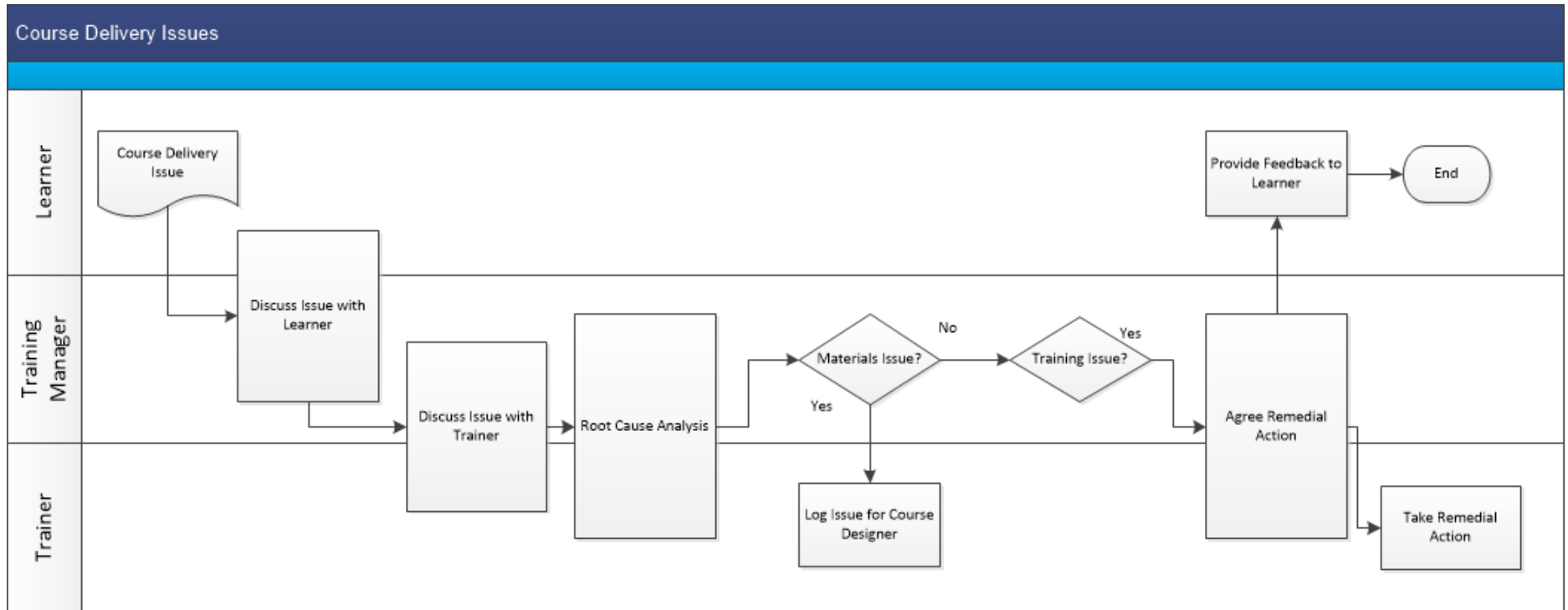


Figure 40 Course Delivery-related Issues

4.11.4 Assessment-related Issues

Underlying Policy:	3.11 Customer Issue Resolution	Version:	1.0
		Date:	19 Sep 2021
Responsible Person(s):	Trainer		
Accountable Person(s):	Training Manager		
Revision History:	0.1 Original version (15 Sep 2021) 1.0 Approved (29 Sep 2021)		

In situations where Velopi is responsible for the assessment and the grading of learner assignments, the learner may, if s/he is unhappy with the received mark, query the grade awarded.

The learner first makes contact with their Velopi Trainer. The Trainer will locate the marking sheet for this assessment. As well as detailing the marks breakdown, the person correcting the assignment (e.g. the Internal Verifier) details where marks were lost – e.g. key components of the deliverable were not included, cross referencing with other components shows inconsistencies (such as: people listed in the Stakeholder Register who are not catered for in the Communication Plan).

There is also the possibility of an error on Velopi’s part being uncovered – e.g. a submitted component being overlooked. If this is the case, the corrector (e.g. the Internal Verifier) will be alerted and the assessment will be re-graded. The learner will be informed of the outcome.

In most cases, these explanations are sufficient to explain the grade awarded. However, if the learner is still convinced that they did not get the grade they deserved, the Trainer will escalate the learner’s concerns to the Training Manager. At this point, the Training Manager selects an independent person to re-grade the assignment. If s/he arrives at the same grade, then the original grade will be upheld. However, if the independent person gives a different grade, the revised grade will be awarded. The learner needs to understand this process and agree to the outcome. It is possible that any revised grade will be lower than the original.

The goal of this appeals process is to ensure that the learner did indeed get an appropriate grade and that they understand clearly why they achieved this grade.

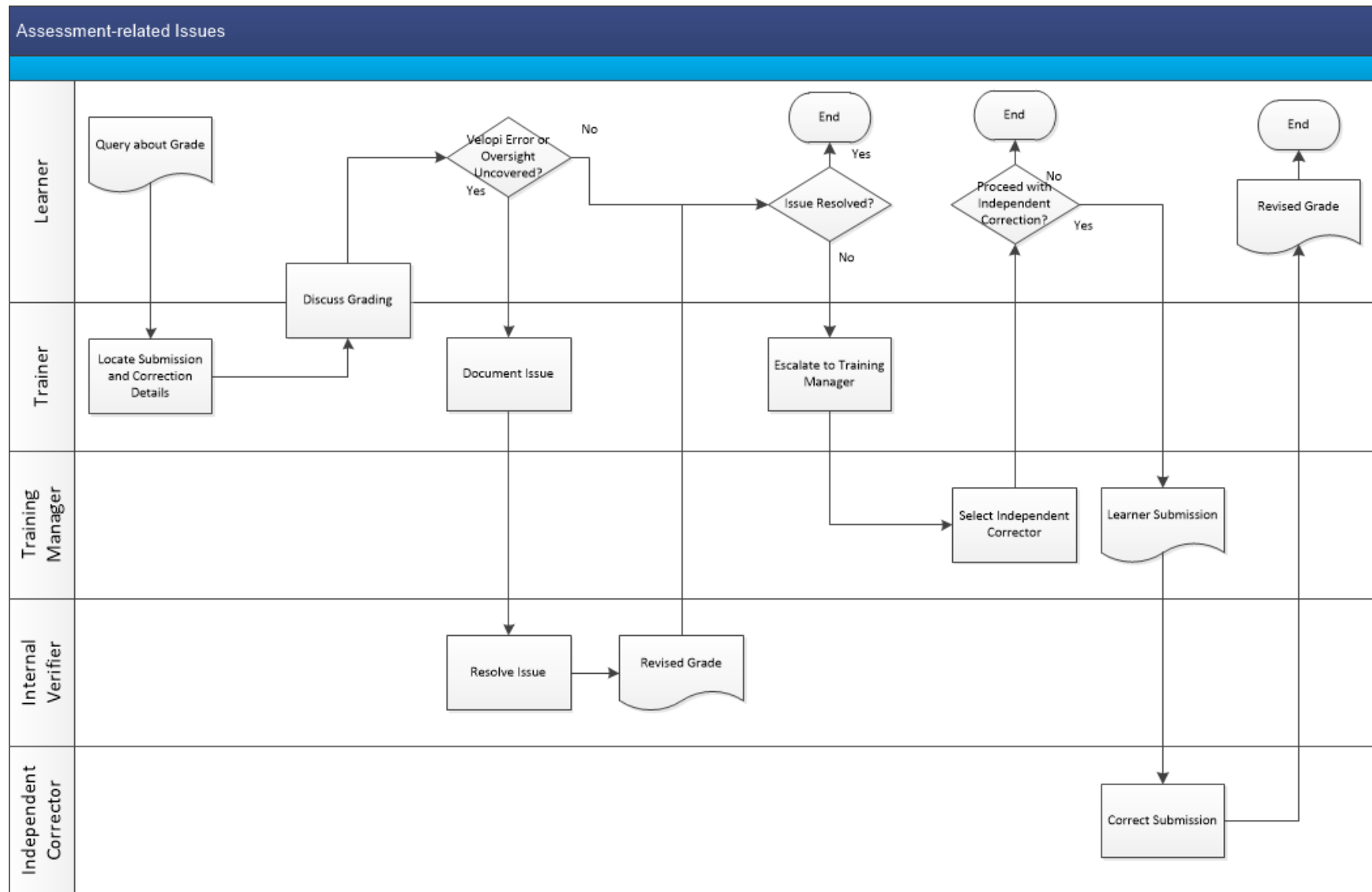


Figure 41 Resolving Assessment-related Issues

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