



CoachAcademy PLUS

Quality Assurance Manual

2023

V3

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List of Abbreviations

AC	Academic Committee
AFC	Association for Coaching
BOM	Board of Management
CAP	CoachAcademy PLUS Limited*
CSL	Centre for School Leadership
CPD	Continuing Professional Development
EA	External Authentication
ETB	Education and Training Board
IV	Internal Verification
KPI	Key performance indicator
LMS	Learning Management System
QA	Quality Assurance
QQI	Quality and Qualifications Ireland
NFQ	National Framework of Qualifications
VLE	Virtual Learning Environment

* **Note:** all references to 'CAP' in this Quality Assurance manual refer to the legal entity 'CoachAcademy PLUS Limited'

Table of Contents

1.0 Introduction	1
1.1 Purpose and Scope of our Quality Assurance System	1
1.2 Background and context of CoachAcademy PLUS	2
1.3 Vision and Mission Statements	4
1.4 Recent Education and Training Initiatives and Developments	5
1.5 Governance and Commitment to Quality Assured Provision	7
1.6 Monitoring the Effectiveness of the QA System	9
2.0 Governance and Management of Quality (QQI QA Core Guideline 1)	10
2.1 CAP's Governance Structure	11
2.2 Corporate Governance – Board of Management	12
2.3 Board of Management Membership Roles	14
2.4 Academic Governance - Academic Committee	16
2.5 The Roles of Members of the Academic Committee and Programme Tutors..	18
2.6 Meetings of the Academic Committee	21
3.0 Documented Approach to Quality Assurance (QQI QA Core Guideline 2)	22
3.1 Documented Policies and Procedures	23
3.2 Quality Assurance Manual	25
3.3 Quality Assurance Policies / Templates	25
3.4 Document Controls	26
4.0 Programmes of Education and Training (QQI QA Core Guideline 3)	27
4.1 New Programme Development	29
4.2 Preliminary Approval of the Business case	30
4.3 Programme Design and Development Team	30
4.4 Overview of Programme Design & Development Process	31
4.5 Programme Delivery	32
4.6 Learner Admission and Progression Possibilities	32
4.7 Protection of Enrolled Learners (PEL)	35
5.0 Staff Recruitment, Management and Development (QQI QA Core Guideline 4)	36
5.1 Staff Recruitment ^[SEP]	37
5.2 Staff Recruitment	37
5.3 Criteria for Appointment of Trainers	38

5.4 Developing Online Competencies and Expertise	38
5.5 Staff / Tutor Communications.....	39
5.6 Staff Training and Development - The Tutor Journey	39
6.0 Teaching and Learning (QQI QA Core Guideline 5)	43
6.1 Living our Learning Ethos.....	43
6.2 Promoting a Learning Ethos	44
6.3 Benchmarking ^[L] _[SEP]	45
6.4 Training Methods and the Learning Experience ^[L] _[SEP]	45
6.5 Learning Environments and Live Interactive Online Delivery.....	46
6.6 Synchronous learning	48
6.7 Learner Supports.....	48
7.0 Assessment of Learners (QQI QA Core Guideline 6)	52
7.1 Context of Assessment of QQI Programme.....	53
7.2 Overview of Assessment Process.....	53
7.3 Planning the Written Assessments	55
7.4 Assessment Information for Learners.....	56
7.5 Security and Integrity of Assessment	56
7.6 Reasonable Accommodation	57
7.7 Consistency of Assessment	58
7.8 Internal Verification.....	59
7.9 Cross-Moderation Process	59
7.10 External Authentication	60
7.11 Feedback to Learners	60
7.12 Learner Appeals.....	61
7.13 Results Approval.....	63
7.14 Corrective Actions.....	63
8. Supports for Learners (QQI QA Core Guideline 7)	64
8.1 Learner Supports.....	65
8.2 Examples of Learner Supports available.....	66
8.3 Reviews of Learner Supports.....	69
9. Information and Data Management (QQI QA Core Guideline 8).....	71
9.1 Information Types and Formats	72
9.2 Service Providers and Data Management.....	73
9.3. Transmission of QQI Certification Data ^[L] _[SEP]	73

9.4 Data Protection and Privacy Policy.....	74
9.5 Management Information Systems (MIS) and Decision–Making	75
9.7 MIS and Future Planning.....	75
9.8 Records Maintenance, Retention and Disposal.....	76
9.9 Online Content.....	77
10. Public Information and Communication (QQI QA Core Guideline 9)	78
10.1 CAP’s Communication Principles	79
10.2 Approval of Communication Strategies	79
10.3 Learner Information.....	80
10.4 Information for Online Learners.....	81
11. Other Parties Involved in Education and Training (QQI QA Core Guideline 10) .	82
11.1 Peer Relationships and Collaborative Partnerships	82
11.2 External Authenticators	83
11.3 Second Providers ^{[[L]]} _{SEP}	84
12. Self Evaluation, Monitoring and Review (QQI QA Core Guideline 11)	85
12.1 Internal Self-Monitoring	86
12.2 Internal Self-Evaluation / Monitoring Process / Policy.....	86
12.3 Annual Self Evaluation Review Report.....	87
12.4 External Evaluation.....	88
Appendices	90

1.0 Introduction

CoachAcademy PLUS Limited (CAP) is a QQI approved training provider and has become one of Ireland's leading private coach training providers, using a process of continuous improvement and innovation to design, develop, deliver and assess our QQI Level 6 Component Certificate *Professional Coaching Practice and Ethics* for Educational Leaders.

1.1 Purpose and Scope of our Quality Assurance System

The Quality Assurance system at CAP is designed and developed to support and resource the facilitation and delivery of an empowering leadership coaching skills learning programme for educational leaders, and coaching and professional supervision services for professional clients.

Our Quality Assurance system honours and is aligned with QQI Quality Assurance guidelines.

This Quality Assurance System manual has been designed to be the key source of quality assurance policies and procedures as they relate to our QQI Level 6 *Professional Coaching Practice and Ethics* Component Certificate (6N2925).

CAP's Coaching Skills programme is also accredited by the Association for Coaching (AFC) and endorsed by the Centre for School Leadership (CSL).

The specific requirements of these independent organisations influence, inform and guide the process in which CAP's quality assurance policies and procedures have evolved.

The scope of this Quality Assurance (QA) system covers 11 main policy areas, informed by:

- Qualifications and Quality Assurance (Education and Training) Act, 2012
- QQI Core Statutory Quality Assurance (QA) Guidelines 2016
- Sector Specific Quality Assurance Guidelines – Independent/Private
- Statutory QA Guidelines for Synchronous Online Learning Programmes

The QA system has been designed as a comprehensive, integrated system, which meets the requirements of learners, QQI and other stakeholders in the delivery, assessment, and evaluation of CAP's coach training programme.

1.2 Background and context of CoachAcademy PLUS

CoachAcademy PLUS was established in 2007 and launched its Coach Training Programme and Coaching Services for senior and middle managers across different sectors including, health, finance, education and private owned companies. In 2008 CAP became a recognised FETAC Training Provider offering Level 6 minor awards in E30179 *Train the Trainer* and B30206 *Coaching*.

In 2016 CAP successfully completed the programme validation process with QQI for programme code PG19356.

CAP has delivered the following QQI Level 6 Component Certificate modules:

- *Professional Coaching Practice and Ethics 6N2925*
- *Developing Emotional Intelligence 6N2926*
- *Coaching Models of Practice 6N3087*

Learners who successfully complete all three Component Certificate Modules receive the QQI Level 6 Special Purpose Award in *Life and Workplace Coaching 6S3153*.

Since 2017 we have had the honour of coaching over 150 School Principles and 60 ISM Teams as part of the Coaching Service Initiative of the Department of Education and Skills and the Centre for School Leadership.

CAP is now recognised as a leader in the field of coaching and coach training in the education sector. CAP has also designed and delivered coaching skills training for senior Centre for School Leadership mentors.

Since 2019 CAP has specialised in designing and delivering a *Coaching Skills Programme for Educational Leaders* accredited by the Association for Coaching (AFC) and endorsed by the Centre for School Leadership (CSL). We are currently Ireland's (only) leading training provider of a *Coaching Skills Programme* specifically designed for Educational Leaders.

The QQI Level 6 Component Certificate Award *Professional Coaching Practice and Ethics* is integrated into the *Coaching Skills Programme for Educational Leaders*.

CAP is committed to excellence in training, learning and development, and we ensure that all learners receive appropriate high quality support. We live and experience a culture of continuous improvement within CAP, and we continue to invest in our people and systems to ensure that our activities and processes continue to keep up to date and relevant with the changing needs of Educational Leaders and requirements of certifying and accrediting bodies.

Our QOI Quality Assurance System is designed to document and explain the Quality Assurance System in place for the delivery, assessment and evaluation of the QOI Level 6 Component Certificate *Professional Coaching Practice and Ethics* award (6N2925).

This Quality Assurance System uses a framework based on the 11 core sections of QOI's Core Statutory Quality Assurance Guidelines.

CAP also offers a range of non-accredited practical in-house leadership workshops for a broad range of organisations and companies. *CAP adds extra value by coaching learners to embed new knowledge and leadership skills.* Up to March 2020 all training was delivered using the in-person classroom delivery format in facilities / venues provided by organisations / companies / Education Centres or suitable venues selected by CAP.

Since March 2020 CAP has had to review and restructure its training programme delivery methods to include a remote training and learning approach.

1.3 Vision and Mission Statements

Our vision is to create and resource a community of leaders and educators who lead and teach with empathy, compassion and a coaching skillset, so that all students' learning and wellbeing may flourish in a welcoming, creative and safe school environment.

Our mission is to challenge and encourage programme participants to embrace practical and relevant coaching skills and attitudes in order to empower them to become more effective, agile and resilient educational leaders and educators in our VUCA (volatile, uncertain, chaotic / complex, ambiguous) world of today.

We facilitate powerful psychologically safe training and learning experiences based on 'brain friendly' methodologies, which incorporate some of the latest skills and insights in neuroscience, positive psychology and andragogy.

CAP's Core Values are:

- *Inclusion:* All learners are welcomed, invited to connect and build rapport with each other, and participate. Provide varied opportunities for everyone's voice to be heard by someone be it in pairs, small groups, or the whole group. Their contributions are acknowledged and validated
- *Integrity:* A foundational value for all human relationships. It embraces trust, honesty, fairness and respect. It invites a necessary level of questioning and reflection that lead to greater levels of personal and professional authenticity
- *Empowerment:* A passion for the work we do which in turn supports, enables and inspires learners and coaching clients to maximise their own individual potential
- *Accountability:* The ability to take responsibility and ownership for one's choices, actions and experiences
- *Learner / Client Focus:* Excellence in everything we do for programme learners and coaching clients including a commitment to innovation and development
- *Effective Communication:* Clarity in communication, openness and willingness to listen ensures a clear understanding of any request or concern
- *Empathy:* Adopting a positive and responsive attitude to all learners

We Support Learners by:

- Creating empowering and psychologically safe learning environments and providing a rich range of supports, resources and assessments to suit all learner style and preferences
- Delivering coaching principles, and facilitating coaching skills and attitudinal development in a holistic and inclusive framework
- Assessing learners through fair and consistent assessment tools, where we can provide evaluation for learner growth and skills improvement

CAP is committed to excellence in facilitating learning experiences so that leadership coaching skills are *learned, practiced* and *integrated* in the school/educational work environments.

We invite and encourage programme participants to engage in *reflective practice* to enhance and embed their learning and skill development. We believe that learning takes place not only in having learning experiences, but also by reflecting on those experiences.

Governance is aligned with Academy's overall Strategy and Mission Statement to deliver an excellent quality *Coaching Skills Training Programme* for educational leaders. The starting point for management in developing strategic objectives is to:

- Identifying the emerging leadership needs of educational leaders, through constant dialogue with learners and other key stakeholders
- Continually monitoring business processes with a view to continuous improvement

1.4 Recent Education and Training Initiatives and Developments

During 2019, in response to requests from the Clare Education Centre, learner feedback and market demand, CAP developed the *Diploma in Life and Leadership Coaching Programme* for School Leaders. This programme is accredited by the Association for Coaching and endorsed by the Centre for School Leadership. This programme also integrates the QQI Level 6 Component Certified Module *Professional Coaching Practice and Ethics*.

Training Delivery Modes

Since September 2021, CAP only delivers the QQI Level 6 minor award in *Professional Coaching Practice and Ethics* with a focus on educational leadership. The coaching programme is regularly updated to ensure that all learners are empowered to develop the coaching leadership skills and mind-set required to lead effectively in schools within the context of the world we live in. Since March 2020 delivery modes have evolved from a classroom setting to live online remote learning methodologies.

Remote Learning

CAP's remote learning approach offers opportunities for enhancement in training and learning, building on the wide range of possibilities provided by IT and new media developments.

Programme content has been designed with *synchronous* learning events (Live interactive Zoom Training Sessions).

CAP's vision for remote learning aims to offer a dynamic learning experience through the creation of an interactive online learning community. Therefore, learners are encouraged to research, share and discuss views on leadership programme content and practice leadership coaching skills. Opportunities for peer collaborative conversations, will be facilitated by, the Programme Lead Tutor.

CAP takes a holistic view of remote learning and the strategic influencers include factors such as:

- *Accessibility* – CAP offers the programme to educational leaders nationwide. Our remote learning strategy offers access to, high-quality, practical, relevant and applicable learning experiences
- *Learning styles and preferences* – people learn in different ways so remote learning can offer a range of learning experiences and possibilities which can acknowledge and facilitate individual learning styles and preferences
- *Technology is used to support learning* – through offering a live interactive virtual learning environment (VLE) plus online discussion groups focusing on learning outcomes, CAP promotes and nurtures a learning community resourced and supported by skilled tutors and facilitators
- *Learner engagement and fulfilment* – tutors can monitor learner motivation and their engagement with the programme content, intervening on a one-to-one basis as well as leading group discussions and conversations (both online and face-to-face) to support learning

- *Formative and summative feedback / forward to enhance programme design, delivery and assessment* – the Programme Leader and other lead tutors review feedback and further develop the coaching skills programme in response to the emerging needs of learners and wider stakeholders within the education community

An important theme in CAP's strategic approach is the trend towards remote *synchronous* learning environments. CAP's BOM acknowledges that this requires investment in time, skills, financial, technical and other resources to develop and enhance the capacity to deliver high quality *synchronous* learning experiences for learners.

1.5 Governance and Commitment to Quality Assured Provision

Specialisation and Quality Focus

Since 2019 CAP has specialised in providing coaching and professional supervision services and delivering Coaching Skills Programme for Educational Leaders. During 2021, training, management and business operations were restructured to ensure the effective delivery of services and training programme to our learners and clients.

Governance Structure

CAP's governance structures ensure that there is a division between the management of academic and commercial activities, which provides effective oversight of its teaching, learning, assessment and support activities, and helps to ensure the overall quality in the delivery of programmes and services for all.

This approach is of primary importance to the overall operations of the Academy to ensure that key decision-making, in relation to training and learning, is seen as an independent entity of any commercial considerations.

In summary, there are effective governance structures in place with the primary objective of ensuring that academic decisions are not unduly influenced by and made independently of commercial decisions.

Corporate Governance

The BOM has the key role of formulating and implementing the Academy's strategy with consideration to on-going commercial management.

The current Board of Management comprises:

Managing Director

Finance Coordinator

Programme Administrator and Secretary to the Board

External Representatives:

- Independent AC Chairperson
- Accountant

Academic Governance

The main aim of the AC is to maintain and promote excellent academic standards relating to our *Coaching Skills Programme for Leaders* in the education sector, and related coaching and supervision services, through monitoring, review, recommendation and implementation of appropriate quality assured procedures.

The current Academic Committee comprises:

Chairperson

Programme Leader

Tutor

Learner Representative

Education Technologist

CAP has a cohesive organisational structure in place, which consists of various internal and external personnel, and committees/teams, which ensures the separation between academic and commercial oversight:

- Board of Management
- Academic Committee (Independent Chairperson)
- Managing Director
- Programme Leader
- Finance Co-ordinator


- Programme Administrator
- QA Co-ordinator
- Education Technologist and Systems/Software Developers
- Training and Learning Support: Programme Leader, Lead Tutors, Tutors, Triad Coaching Skill Practice Facilitators, Programme Administrator
- *Academic Committees*: Results Approval Panel, The Academic Policy and Quality Assurance Committee, The Appeals Sub-Committee
- *Administrative Support*: Admissions, Registration and Programme Induction, Assessment, Results and Appeals Coordinator, General Administrative Support

1.6 Monitoring the Effectiveness of the QA System

The CAP QQI Quality Assurance document outlines the Quality Assurance (QA) policies and procedures for the delivery and assessment of our QQI programme ***Professional Coaching Practice and Ethics***. It has been developed in accordance with the requirements of QQI's Core Statutory Quality Assurance Guidelines and the Sector Specific Guidelines for Independent / Private Providers. The document is reviewed and maintained, on an on-going basis, in line with these requirements.

The following chapters 2 – 12 outline and describe the Quality Assurance Policies and Procedures of CoachAcademy PLUS.

2.0 Governance and Management of Quality (QQI QA Core Guideline 1)

				
Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved
Board of Management	Board of Management	V1	December 2021	
Academic Committee	Academic Committee	V2	February 2022	
	Managing Director Programme Leader and QA Coordinator	V3	March 2023	
<p>Policy Statement</p> <p>CAP's governance structures ensure a separation of academic and commercial activities within the Academy.</p> <p>The Board of Management and Academic Committee are committed to the effective monitoring and continual improvement of governance across the Academy.</p> <p>Appropriate structures, processes and measures are used to provide an effective system of governance to oversee all education and training activities.</p>				

2.1 CAP's Governance Structure

CAP recognises that the specific organisational and cultural context of the Academy plays an important role in the design of governance structures and their suitability and effectiveness. CAP has created and continues to develop a governance system which provides effective oversight of its training, programme research / design / delivery and support activities. The QA system facilitates the overall quality of service delivery to learners and meets stakeholders' specific requirements.

Governance within CAP has evolved with the recent creation of an Academic Committee in order to ensure that key decision-making in relation to training and education matters is independent of any commercial considerations.

Quality Assurance Governance Structure

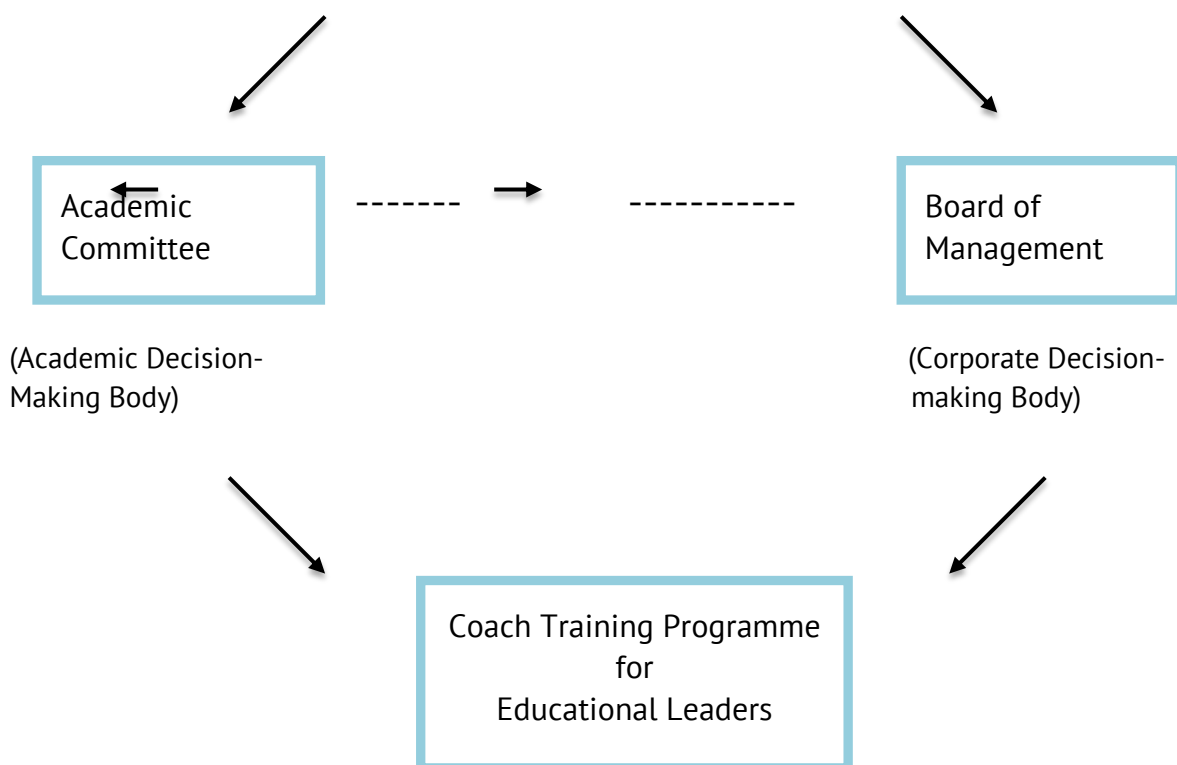


Chart of Governance domains within CAP

2.2 Corporate Governance – Board of Management

The BOM has the primary responsibility for corporate governance within CAP and the Managing Director is responsible for the overall delivery of quality to stakeholders.

The Composition of the BOM is outlined below:

- Managing Director (Chairperson),
- Secretary (CAP's Administrator and QA Co-ordinator)
- Finance Co-ordinator
- External Representatives (Independent AC Chairperson and Company Accountant)

The BOM consists of five key members, and when necessary and appropriate, additional members may be invited for the provision of further insight and perspective on all strands of services pertaining to corporate governance.

The Board meets 3 times a year to review and discuss the academy's operations and development. The BOM has the primary oversight for the management and operational development of the Academy. CAP's BOM agenda includes the following areas:

Roles & Responsibility:

- The BOM main function is to set the appropriate strategic direction for the academy, which reflects and brings into being the ethos, culture, vision and mission of the Academy
- Review, approve and monitor the implementation of business plans for the Academy while providing financial resources required to deliver our Coaching Skills Training Programme and high-quality coaching and supervision services
- Review and approve expenditure, cost analysis, return on investment to inform strategic direction, and current and new programme development
- Approve and allocate budgets for the upcoming academic year
- Recruitment of training contractors, assessors and external authenticator
- Induction training for new training contractors
- Promote and encouraging staff / training contractor CPD
- Review effectiveness of all operating policies, structures and resources

- Ensure that legal requirements and QA responsibilities to all stakeholders are met
- Appoint external consultant to review and audit legislative obligations
- Identify and acting upon risks identified through a SOAR (Strengths, Opportunities, Aspirations, Results) analysis
- Risks identified are recorded in the Academy's Risk Register. Risks are categorised as strategic, operational, regulatory, educational, and people and assessed in terms of likely impact on the academic and corporate performance of the Academy. The Risk Register is reviewed and discussed at BOM and AC meetings
- Monitor quality procedures and opportunities for process improvements
- Ensure that CAP's commitment to delivering high standards is maintained through the operation of the Academy's quality assurance procedures. The Programme Leader and QA Co-ordinator will report to the BOM on the operations and monitor the quality assurance procedures. The BOM will review these reports and may make strategic recommendations for the improvement of these procedures. The day-to-day implementation of quality assurance procedures is the responsibility of all staff and tutor contractors in their relevant areas
- Ensure full programme planning prior to the delivery of the *Professional Coaching Practice and Ethics* component module
- Review the delivery and assessment of the programme, and ensure recommendations are being implemented from feedback and reports of other Panels / Accrediting Bodies / Stakeholders – i.e., Academic Committee
- Review of the programme evaluation and feedback, which is collated by the Programme Leader. Recommendations from this and the Academic Committee are ratified for implementation for the next academic year
- Reviewing feedback from internal and external audits and making recommendations for changes to policies and procedures
- Identifying emerging trends within leadership coach training and education
- Ensuring that marketing strategies lead to customer satisfaction
- Collaborating with Education Centres and the Centre for School Leadership regarding planning and delivery of effective marketing strategies for the *Professional Coaching Practice and Ethics* training programme for Educational Leaders
- The BOM will ensure that Public Liability, Employer's Liability and Professional Indemnity cover are in place

2.3 Board of Management Membership Roles

Managing Director

- Has overall responsibility for the executive management of the Academy and is accountable to the BOM for the exercise of these responsibilities
- Chair of BOM meetings
- Advises on corporate policy development and review
- Develops and sustains a high performing executive leadership team
- Promotes and sustains a healthy climate in the Academy of mutual respect and high standards of performance for all staff in achieving excellent levels of success across the business
- Models and sustains effective leadership and shared governance practices which enhance achievement of the goals of the Academy
- Has responsibility for marketing the Coaching Skills Training Programme
- Develops succession planning to ensure continuity of Academy operations
- Represents the Academy in co-operation with the BOM and staff, to the education community and assists in the development of appropriate relationships and partnerships (e.g., QQI, Association for Coaching and the Centre for School Leadership), which assist in the advancement of the Academy's mission and vision

Programme Administrator

- Receives and collate Application Forms and oversees and manages the Learner Registration Process
- Provides learners with online LearnDash platform access details
- Manages and responds to learner correspondence, enquires and requests
- Researches and purchases company insurance cover for the Academy in collaboration with the Finance Coordinator
- Inputs learners' details on the QQI QBS and uploads and submits learner results for QQI certification
- Issues provisional and final results to learners.
- Gathers information for programme reviews and evaluation.
- Acts as secretary (non-voting) to the BOM and AC. Records all decisions made and communicates them to appropriate stakeholders
- Organises and oversees the annual coaching conference and graduation ceremony

Finance Coordinator

- Manages budgets and cash flow in financing day-to-day business operations (income/expenses)
- Oversees staff payroll, contractors' / consultants' fees payment, and handling company bank accounts, debtor controls and creditor management
- Monitors training programme and other services income and expenditure
- Prepares and presents financial reports to the auditors and BOM

QA Coordinator

- Implements and maintains procedures and documentation relating to the approval, monitoring and review of all training and education programmes
- Promotes a culture of quality and continuous improvement by supporting other team members in relation to QA standards, operational guidelines, programme content, evaluation and systems reviews
- Prepares and submits reports in required formats in line with management and stakeholder requirements
- Prepares reports relating to quality assurance of the QQI Level 6 *Professional Coaching Practice and Ethics* programme, and review with the Programme leader as appropriate
- Liaises with QQI and other certification agencies in relation to provider approval, programme validations and reviews
- Supports BOM and AC in relation to QA standards, development, governance and management processes

Marketing Function and Roles

Marketing activities include the promotion of CAP's QQI Level 6 Certificate Programme *Professional Coaching Practice and Ethics* in partnership with Education Centres to educators and educational leaders nationwide. The CSL also promotes the programme on its website as an endorsed leadership coaching programme.

The Programme Administrator responds to queries from potential programme participants regarding application and registration details, clarification re: course content, assessment procedures and the level of certification and progression to the Diploma programme.

The Programme Administrator will process all Application and Registration Forms.

2.4 Academic Governance - Academic Committee

Role of Academic Committee

The AC is responsible for the governance and academic oversight of all training, learning and assessment activities within CAP acting as the ultimate authority on all academic matters.

The AC will:

- Ensure that all education and training related policies, procedures and strategies fully support the effective planning, co-ordination, delivery and assessment of our QQI Level 6 Component Programme *Professional Coaching Practice and Ethics*
- Maintain and promote high academic standards across the *Professional Coaching Practice and Ethics* programme and related services through review, recommendation and implementation of appropriate quality assured procedures
- Lead and facilitate the development of new programmes
- Manage the potential risk of excessive influence from the BOM or other stakeholders

The Composition of the AC is outlined below:

- Chairperson (Independent External Education Professional)
- Secretary (also CAP's Programme Administrator and QA Co-ordinator)
- Programme Leader
- Programme Tutor
- Learner Representative
- Education Technologist

Academic Committee Responsibilities:

Quality Assurance

- To contribute to the development of CAP's quality assurance policies and ensure they are aligned QOI Core Quality Assurance Guidelines and other legislative requirements
- To monitor, review and evaluate CAP's Quality Assurance System to ensure the quality of training, learning and other related activities and a well supported and resourced Face to Face and Synchronous learning environment
- To assess and endorse programme reviews, programme improvement plans, self-evaluations and benchmarking reports
- Review the Risk Register on an annual basis with particular reference to external QA consultant reports

Training, Learning and Assessment

- Review and make recommendations on policy and procedure relating to training and learning
- Review and make recommendations on policy and procedure relating to practical and written assessment of learners
- Ensuring the programme is delivered and assessed in line with QOI validation requirements
- Oversee training for Programme Tutors, Internal Assessors and Triad Skill Practice facilitators
- Monitor, encourage and resource a safe psychological and brain-friendly learning environment
- Monitor consistency of academic standards across the five learner groups on the *Coaching Skills Programme*
- Review and approve decisions relating to learner appeals
- Review and adjudicate on escalated learner complaints
- Review and adjudicate on escalated breaches of learner code of behaviour
- Approve appointment of External Examiners and Authenticators
- Review Results Approval Panel Reports
- Reflect on and make recommendations on the Annual Programme Review Report
- Present the Annual Programme Review Report to the BOM

New Training Programmes

- Review the academic case for new training programmes and recommend / reject them for design and development.
- Approve membership of the New Programme Development Team
- Review and approve programmes prior to submission to QQI for validation or other accrediting bodies e.g., The Association for Coaching and the Centre for School Leadership

Self Evaluation Process

- Participate in a review the *Professional Coaching Practice and Ethics* (PCPE) Programme on an annual basis, with particular attention on completion rates and stakeholder feedback
- Examine the findings of internal and external evaluation Reports and make recommendations
- Review governance structures and Academic Committee composition, to ensure the continued effectiveness of the Academic Committee itself
- Identify and provide subject matter expertise where needed

2.5 The Roles of Members of the Academic Committee and Programme Tutors

Independent Academic Committee Chairperson's Role

- Chair AC meetings
- Issue AC meetings invitations to the Managing Director
- Liaise with the Programme Administrator to create agendas for AC meetings
- Liaise with the Programme Leader re: academic reports and opportunities for improvement and development
- Chair Learner Appeals Sub-Committee
- Chair Results Approval Panel
- Attends BOM meetings to provide an effective line of communication with the AC

Programme Leader

- Report on programme delivery and assessment to AC
- Be aware of learning and educational leadership coaching developments relating to the *Professional Coaching Practice and Ethics* programme
- Organise Programme Reviews
- Collate, manage all sources of learner and tutor feedback and present findings and make recommendations to the AC
- Make reasonable and appropriate supports available to learners with disabilities
- Be a point of contact for learners/tutors/assessors/admin with academic opportunities, concerns and / or challenges
- Oversee and monitor the QQI certification process
- Collaborate with the QA Co-ordinator on the effective the implementation of all QA policies and procedures at programme training delivery and assessment level
- Approve all new programme tutors, Triad learning facilitators and assessors.
- Moderate assessments
- Member the Results Approval Panel
- Approves all learner results prior to submission for certification.

Lead Programme Tutor / Learning Facilitator

- Facilitate programme delivery - including email and phone support, VLE support, classroom and interactive live virtual delivery, induction and coaching learners where appropriate
- Engage in learner assessment - in line with validation requirements and QA procedures
- Support learner engagement and progress through programme content delivery and coaching skills demonstrations
- Monitor academic standards and QA measures for the programme module
- Participate in and contribute to annual programme review meetings
- Assist with on-going programme design, planning and development
- Assist in the development of policies and procedures related to, programme delivery, assessment and evaluation
- Engage in appropriate continual professional development (CPD)
- Assess and mark the 3 written assignments for QQI certification and forward provisional results and feedback to the Programme Administrator for issue to each learner

Programme Tutor / Learning Facilitator

- Participate in the Tutor induction programme and in other tutor training / education events
- Acts as Zoom Host
- Assist in programme content delivery
- Assist in demonstrating coaching skills
- Participate in and contribute to end of programme review and to the tutor self-reflection process
- Engage in appropriate continual professional development (CPD)

Triad Skill Practice Facilitator

- Participate in the Triad Skill Practice induction training programme.
- Facilitate 5 Triad Skill Practice sessions
- Observe Coaching Skill Practice and share constructive feedback with each Triad participant
- Write up and submit a learner progress report to the programme leader
- Assess learners' 30 minute coaching skills demonstration at the end of the programme and submit results to the programme leader
- Participate in and contribute to the Triad Coaching Skills Practice review, and submit a report with recommendations to the programme leader

Education Technologist

- Work with our web designer for the further development of existing eLearning platform
- Maintain and develop the existing online LearnDash system and database in line with future requirements for National Accrediting bodies and industry
- Liaise with and inform tutors on future eLearning requirements
- Plan, develop and implement a strategy for tutor training and development, establish and maintain appropriate systems for measuring necessary aspects of tutor training and development for use of eLearning platform
- Direct and manage tutors' delivery of content for uploading onto the eLearning platform – video recording, learning resources, additional content
- Review and update existing learning materials for uploading to eLearning database
- Set-up and manage interactive live online zoom sessions between learners and Tutors
- Develop ideas and create new media and delivery options for eLearning within the Academy

2.6 Meetings of the Academic Committee

- The Academic Committee meets three times a year or as otherwise deemed necessary by the Chairperson. Members of the AC may attend in person or by Zoom link, at the discretion of the Chairperson
- Additional tutoring staff / contractors may be invited to attend any meeting. The purpose of their attendance will be to gather further insight and evidence relating to the performance of our *Coaching Skills programme for Educational Leaders*
- A quorum of 4 (which includes a least 2 independent members) is necessary for AC meetings and the Chairperson has the casting vote if required
- The meeting agenda is prepared by the Secretary in consultation with the Chairperson and the Programme Leader and circulated to committee members one week prior to the meeting date
- Minutes from the meeting will be prepared by the Secretary and sent to the Chairperson for approval prior to being circulated to all AC members


Note:

The Managing Director and Financial Coordinator (Company Directors) may be invited by the independent Chairperson to attend AC meetings to provide context and any other relevant information / insights. They will not be present during the AC's decision-making or voting process. This ensures that there is no undue influence exercised by Company Directors and BOM over academic decision-making.

Terms of Office

The term of office for AC members is 3 years. The Chairperson has the option to serve for two terms of office. The Learner Representative may change on an annual basis.

3.0 Documented Approach to Quality Assurance (QAI QA Core Guideline 2)

				
Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved
Board of Management Academic Committee	Board of Management, Academic Committee, Programme Leader, Tutors and QA Coordinator	V1	December 2021	
		V2	February 2022	
		V3	March 2023	
<p>Policy Statement</p> <p>CAP aims to provide a comprehensive Quality Assurance (QA) system that is fully documented. This clearly establishes the Academy’s commitment to quality delivery and continuous improvement. Our QA provision covers both corporate activities and academic domains, including programme delivery, research and related development activities.</p> <p>CAP acknowledges that an effective QA framework should seek to facilitate diversity, encourage and support future innovation within the Academy, so that all staff members, contract tutors and assessors are invited to contribute to the development of policies and procedures.</p>				

3.1 Documented Policies and Procedures

Our QA framework requires a documented approach to enable staff and training contractors to deliver an effective QA system. Policies, procedures and other QA documents have been developed to support the management, delivery and control of CAP's training programme and other services. These documents are owned and controlled by either the AC or BOM. The QA Coordinator oversees that the QA documents are made available to staff / contractors / stakeholders on the shared **drive**. This ensures that every staff member and contractor has access to the correct documents in order to deliver CAP's training programme.

The Quality Assurance (QA) system covers 11 main policy areas. These have been informed by the core Statutory Quality Assurance Guidelines published by QQI (April 2016), together with QQI guidance for Private Providers and in the area of Synchronous Online Learning.

The policies are listed below, and the following sections of the QA manual provide a detailed explanation of each policy area, as listed below:

Ref	Policy Area	Overview	Policy Owner(s)
QP1	Governance and Management of Quality	<i>Systematic quality oversight of all CAP's activities, with clear lines of responsibility</i>	Board of Management Academic Committee
QP2	Documented Approach to Quality Assurance	<i>Documented policies to support a QA culture</i>	Board of Management Academic Committee
QP3	Programmes of Education and Training	<i>Structured approach to evaluation and development of new programmes</i>	Academic Committee
QP4	Staff Recruitment, Management and Development	<i>Hiring Contract Trainers, then supporting, developing and resourcing them to meet their full potential</i>	Board of Management

QP5	Teaching and Learning	<i>Creating an engaging learning environment using appropriate teaching techniques and learning methodologies</i>	Academic Committee
QP6	Assessment of Learners	<i>Using appropriate and relevant assessment materials and methods to check on each learner's progress</i>	Academic Committee
QP7	Supports for Learners	<i>Empower learners with practical and relevant supports and opportunities for feedback</i>	Academic Committee
QP8	Information and Data Management	<i>Collecting relevant data to support and monitor CAP's activities</i>	Board of Management
QP9	Public Information and Communication	<i>Providing high quality and accurate information on CAP's programmes and public profile</i>	Board of Management Academic Committee
QP10	Other Parties involved in Education and Training	<i>Ensuring effective working practices with both Irish and international training and education providers</i>	Board of Management Academic Committee
QP11	Self-Evaluation, Monitoring and Review	<i>Reflecting and reporting on all CAP's training and education activities with a view to improving overall quality of the organisation</i>	Board of Management Academic Committee

Reference Documents

- QOI Core Statutory Quality Assurance (QA) Guidelines 2016
- Sector Specific Quality Assurance Guidelines – Independent/Private.

3.2 Quality Assurance Manual

Policies, procedures and processes which create our Quality Assurance system are presented in our QA manual.

CAP's QA system reflects the scope and nature of our specialised QQI Level 6 *Component Certificate in Professional Coaching Practice and Ethics*, while also being aligned to QQI Core Statutory Quality Assurance (QA) Guidelines 2016.

Our QA policies and procedures are presented in the QA manual chapters:

2. Governance and Management of Quality
3. Documented Approach to Quality Assurance
4. Programmes of Education and Training
5. Staff Recruitment, Management and Development
6. Teaching and Learning, and Learner Supports
7. Assessment of Learners
8. Information and Data Management
9. Public Information and Communication
10. Other Parties involved in Education and Training
11. Self-evaluation, Monitoring and Review.
12. Synchronous Online Learning

3.3 Quality Assurance Policies / Templates

The QA Coordinator oversees all policies, which generally follow a common template:

- Policy title, date effective and version number
- Policy owner, e.g., Academic Committee, Programme Leader
- Policy scope and purpose
- Policy details and review date
- Policy is informed by and aligned with QQI guidelines
- Where policies are to be shared publicly, they are available in a user-friendly manner (e.g., via CoachAcademy Plus website)

3.4 Document Controls

Quality Assurance documents are owned by, the BOM and AC. Programme-specific documents are owned and controlled by the Programme Leader.

The QA Coordinator uses internal audits and on-going reviews to monitor the effectiveness of CAP's overall documentation processes, policies and procedures to ensure that the QA system is operating effectively. The QA Coordinator monitors and reviews the following:

Audits:

- Internal audits
- External QA audits


Learners:

- Learner programme evaluation questionnaires and feedback

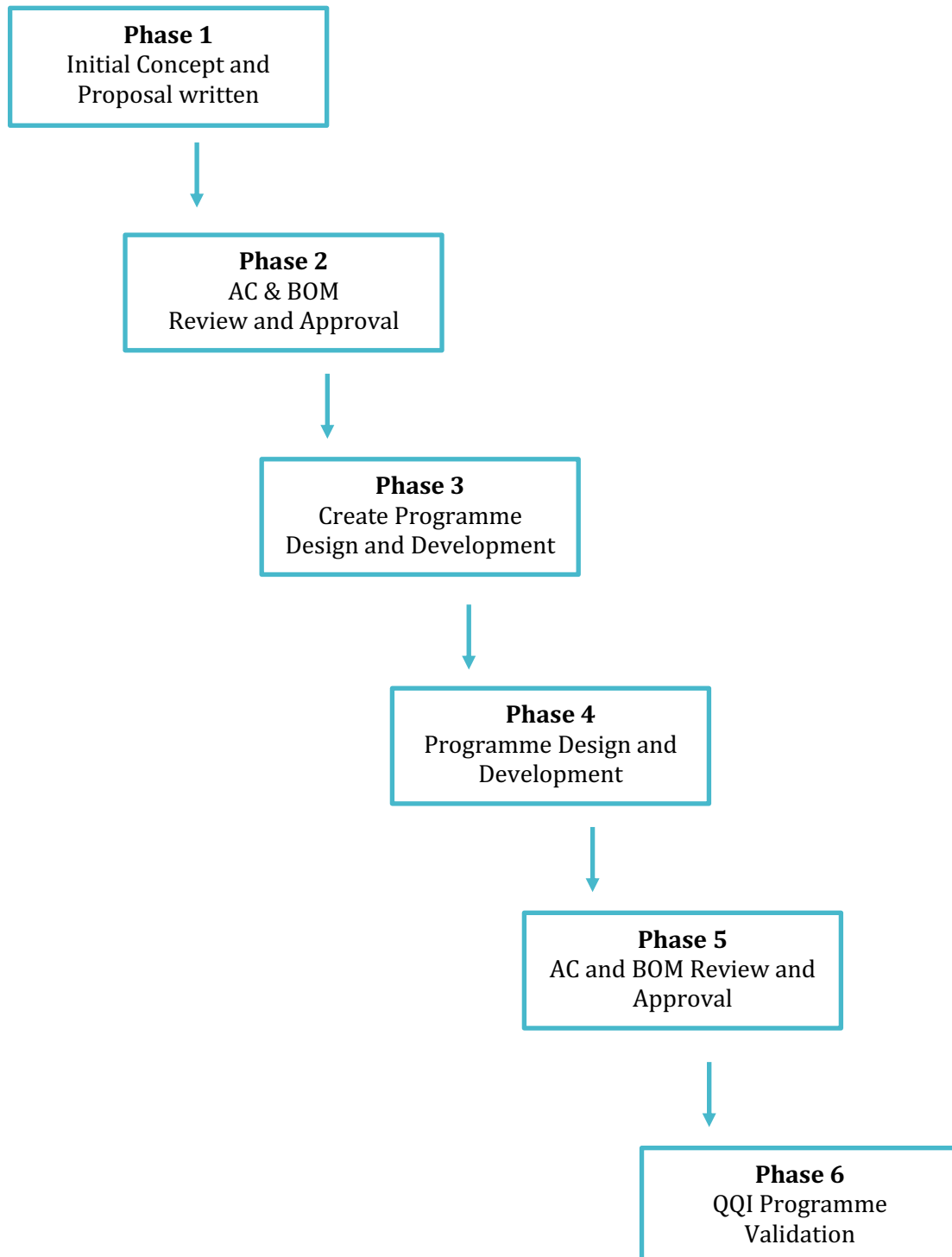
The overall aim is to facilitate continuous improvement in the delivery of CAP's Coach Training Programme and other professional services. The QA Coordinator works with the relevant document owners to:

- Update documents
- Make changes and identify revision status
- Control document access and distribution
- Facilitate proper archiving. The QA Coordinator maintains a master record (Document Control File) listing all controlled documents and their owners.

4.0 Programmes of Education and Training (QQI QA Core Guideline 3)

				
Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved
Board of Management Academic Committee	Board of Management, Academic Committee, Managing Director, Programme Leader, Tutors and QA Coordinator	V1 V2	December 2021 February 2022	
<p>Policy Statement</p> <p>CAP is committed to the design, development and delivery of programmes that meet the needs of its learners and anticipate future learning needs of educational leaders. The BOM and AC engage in planning to support the design and external approval of new leadership programmes for educational leaders.</p> <p>Programmes are designed, developed, monitored and reviewed to ensure they:</p> <ul style="list-style-type: none"> • Meet the emerging needs of educational leaders • Meet QQI's validation requirements • Meet the course specification, learning outcomes and standards for the award • Ensure continuous improvement to meet national quality standards • Meet other accrediting bodies (the Association for Coaching and the Centre for School Leadership) requirements • Meet requirements for effective and 'learner-friendly', remote and online synchronous learning experiences • Concurs with Universal Design for Learning (UDL) Principles 				

New Programme Development Pathway



Flow Chart of 6 Phase New Programme Development Process

4.1 New Programme Development

Needs Identification

CAP is open to identifying the need for a proposed new programme through use of the following sources and methods:

- Review programme evaluation and feedback from learners
- Assess prospective learner enquiries
- Examine and assess feedback and recommendations from external experts and other stakeholders
- Study and reflect on emerging national and international trends in Educational Leadership and Skills, e.g., White Papers, Academic Journal articles and reports
- Conversations with the Centre for School Leadership and The Association for Coaching
- Discussions with training and education partners, e.g. ETBs
- Other research in relation to school leadership skills requirements, impending legislation and regulation
- Educational networking events, conferences and publications
- Programme Leader and tutor insights

Approach – Key Elements

Currently, CAP's QQI Level 6 component module *Professional Coaching Practice and Ethics* is now delivered in live online remote learning formats. The core elements and influencers for this and new programmes are:

- All programme development is learner-centred
- Programme Leader, designers and developers to ensure that the programme's quality standards are met and are appropriate and relevant to the programme's learning outcomes
- The focus will be on the design and delivery of a empowering and enriching interactive live zoom and Face-to-Face learning experiences
- Universal Design for Learning (UDL) Principles

4.2 Preliminary Approval of the Business case

Preliminary approval of the business case for a new programme is required from both the MOB and the AC. These bodies will independently evaluate the required Academy resources needed and overall suitability of the new programme for learners and other stakeholders.

The relevant Programme Leader will carry out the initial work in this area, and write a *New Programme Proposal* which includes the following:

- Rationale for the programme's development (Training Needs Analysis)
- Scope and define the programme's key features
- Confirm the programme's NFQ level
- Proposed mode of delivery
- Learner admissions information
- Access/transfer/progression options
- Business model analysis (e.g., expected number of learners, programme fees, costs of delivery, etc.)

The *New Programme Proposal* will also take into consideration and be influenced by:

- Learner programme evaluation questionnaires, feedback and enquiries
- Research evidence: e.g., Future Skills Needs reports, Education Leadership sector White Papers and Reports, new legislation, etc.
- QQI Component Specification/Module Descriptor
 - QQI guidelines, e.g., Policies
 - Programme scope
 - Draft programme and module validation documents

4.3 Programme Design and Development Team

A new Programme Development Team will be established when Preliminary Approval has been granted by the AC and BOM

The Programme Development Team will include:

- The Programme Leader
- The Programme Administrator
- A Subject Matter Expert
- Tutor, Programmer Designer

The Development Team will engage in the design of the new programme under the following guidelines:

- Programme aim and objectives
- Programme content and structure
- Delivery method(s) and aids
- Learning methodologies
- Assessment methodologies
- Programme entry criteria
- Programme evaluation methodologies

All documentation is reviewed and approved by the Academic Committee prior to submission of the QOI validation application.

4.4 Overview of Programme Design & Development Process

The Programme Design and Development process

- The Programme Development Team will ensure that the programme's quality standards are met and are appropriate and relevant to the programme's learning outcomes
- The Universal Design for Learning principles and approach will influence and guide the programme design and development process
- The focus will be on the design and delivery of an empowering and enriching interactive learning experiences.
- The Programme Development Team will design programme structures, content, coaching skill demonstrations and skill practice sessions, assessment methodologies and evaluation processes
- Training Programme Aims and Learning Outcomes are clearly identified and aligned to appropriate QOI award standards
- Resource requirements for programme delivery / facilitation (e.g., contract tutors, IT)
- Drafting of programme content and assessment documents, with version controls/approvals
- Programme admission criteria will be established
- Confirming PEL arrangements and setting ATP criteria (if applicable)
- Expected learner academic commitment and skills practice workload forms part of the programme design and development, and is clearly defined
- Completion of the QOI validation documentation pack and supporting materials

The Programme Design and Development process will be guided by:

- QQI component specification
- QQI Guidelines for Synchronous Online Learning and Programme Development
- Subject matter experts / tutors
- Review of programme content against Learning Outcomes
- Programme and module(s) descriptors drafted for QQI submission
- Outline Plan for programme delivery schedule/dates
- Tutor specification and competencies
- Tutor panel
- Learner assessors reports and recommendations
- Marketing possibilities proposed

The AC assesses and approves the New Programme Plan prior to submission to QQI for validation

4.5 Programme Delivery

Once a new programme has been approved through QQI's validation process, the Training Programme Leader will appoint a panel of suitably qualified contracted tutors. The Programme Leader is required to participate in the interview process to ensure the training experience and academic suitability of potential tutors.

The Programme Team comprises of the Programme Leader, Lead Tutors, Tutors, and Programme Administrator. The Programme Leader has overall responsibility for the delivery of a validated programme in collaboration with the Programme Team.

4.6 Learner Admission and Progression Possibilities

Entry requirements and progression opportunities for our current QQI Level 6 Component module *Professional Coaching Practice and Ethics* module (and any new programme) will be documented in the QQI validation application.

Admission requirements will be framed by reference to a clear and consistent approach for all learners, based on:

- QQI component award specification
- NFQ award level
- Programme delivery method (e.g., IT skills for Synchronous Online learning)

Overview of Programme Admission policy and procedures

- Entry requirements to participate in the QQI Level 6 Component module *Professional Coaching Practice and Ethics* module (and any new programme) are detailed in the validation documentation and marketing materials
- Key programme entry requirements include being currently in a leadership role in the education sector and have at least three years work experience
- Learner suitability for delivery method assessed, e.g., **Live interactive online**. Educators and school leaders are ideal candidates to participate in online interactive learning environments, due to their recent experience of designing and delivering remote teaching classes due to Covid-19 restrictions
- Suitable candidates are offered a place on the programme on a 'first come, first served' basis. There are 4 programme groups of 18 learners in each group. Unsuccessful candidates are informed that the programme group is full and they are placed on a waiting list, should places become available due to cancellations, etc.
- For the **live interactive online** programme, learners are provided with a login email to access the programme
- The Programme Administrator oversees the Admission's Policy and Procedures

Learner Progression and Recognition of Prior Learning: information made available to learners / Activities used in this process

Note:

Given the specific nature and learning intentions of this programme – the development of practical leadership coaching skills and their application in the primary and post primary education environments – *there is no provision available* for recognition of prior learning. All learners will participate in:

- Practical role plays
- Triad Skill Practice session
- Peer 1 to 1 coaching practice rotations
- Reflective practice and peer group supervision

Learners who successfully complete a QQI Level 6 component module *Professional Coaching Practice and Ethics* will have opportunity within a learner progression pathway to study for the ***Diploma in Life and Leadership Coaching***, which is accredited by the Association for Coaching and endorsed by the Centre for School Leadership.

Should CAP, in the future, design and have further QQI validated programmes, procedures will be established to recognise prior learning where appropriate. The AC will discuss and create a policy on recognition of prior learning.

Any RPL requests will be reviewed on a case-by-case basis, including recognition of QQI and non-QQI awards, plus matching programme learning outcomes against previously completed qualifications.

All information on CAP's 'Recognition of Prior Learning' and 'Learner Progression' policies may be located on the Academy's website and Learner Handbook.

4.7 Programme Reviews

CAP is committed to the on-going review of the QQI Level 6 component module *Professional Coaching Practice and Ethics* programme to ensure and enhance the effectiveness of its delivery methodologies, the continued relevance of content, and the availability of appropriate supports and resources.

The Programme Review process will ensure:

- A programme review team is established
- Programme content, training and learning methodologies, learning supports and resources, communication system with learners and learner assessment methods are reviewed
- Review team will identify if programme objectives are being achieved and learner expectations are being met
- Learners are invited to provide evaluations/feedback during and post-programme delivery
- Learner feedback is collated (via hard copy; online questionnaires)
- Tutor/assessor feedback is collated and acted upon
- Learner Feedback and completion rates are assessed
- All programme reviews are presented to the AC
- AC discusses and assesses programme reviews and makes recommendations for improvement and development
- Programme Improvement Plans are created, documented and implemented
- The Programme Improvement Plan is approved by the AC, overseen by the Programme Leader and implemented by the Programme Tutors
- Minutes and action plan from related meetings retained and available for review

Note:

In addition to scheduled programme monitoring arrangements, the Programme Leader and Administrator maintain a log of programme revalidation dates (normally every 5 years or such date as agreed between CAP and QQI).

4.7 Protection of Enrolled Learners (PEL)

Protection of Enrolled Learners ('PEL') is a legal requirement for providers to put in place arrangements to ensure that if a programme of education and training ceases prematurely, learners will be able to complete a similar programme with another provider or have their programme fees refunded.

Note 1:


CAP's QQI Level 6 Component Certificate module in *Professional Coaching Practice and Ethics*, is less than three months duration and is not therefore subject to Section 43 of the Qualifications Act. We will continue to review this policy. Should CAP design and deliver another QQI validated programme, which is greater than three months duration, a process will be established to ensure that protective measures for learners comply with Section 43 of **the Qualifications Act**.

Note 2:

While CAP is ONLY delivering the *Professional Coaching Practice and Ethics* Component module, it validated for the Special Purpose Award Life and Workplace Coaching, which is more than three months duration.

Therefore, Arachas will issue a holding letter to CoachAcademy PLUS, thereby providing a suitable insurance arrangement to ensure appropriate 'Protection for Learners.'

5.0 Staff Recruitment, Management and Development (QQI QA Core Guideline 4)

				
Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved
Board of Management	Board of Management, Academic Committee, Programme Leader,	V1	December 2021	
Academic Committee		V2	February 2022	
		V3	March 2023	
<p>Policy Statement</p> <p>CAP is committed to recruiting, managing and developing qualified staff / training contractors in order to:</p> <ul style="list-style-type: none"> • Meet the academic, operational and quality requirements of the Academy • Encourage, resource and support staff to enable them to work effectively and develop professionally <p>CAP has a systematic approach to the recruitment, induction, management and professional development of staff and contractors. We create supportive and resourceful training environments to enable programme contract tutors and assessors to carry out their work effectively.</p>				

5.1 Staff Recruitment

CAP ensures that staff and contractors are correctly aligned and matched to their training and assessment roles, with access to appropriate and relevant supports, resources and opportunities for Continuing Professional Development (CPD) and further training.

All recruitment is carried out in a prescribed fashion to meet the needs of learners.

The recruitment process across CAP meets all legal and regulatory requirements, such as the Employment Equality Acts 1998-2015.

Descriptors for the Lead Tutor, Tutor, Triad Skill Practice Facilitator and Assessor roles are developed by the programme leader and agreed by the AC.

Selection criteria are established before any applications are considered, using the process and methods outlined below. A Subject Matter Expert may be involved when recruiting for specialist roles such as Triad Skill Practice Facilitators and Assessors.

5.2 Staff Recruitment

Policy

- Meet all legal and regulatory requirements
- Develop Tutor, Triad Facilitator and Assessor role specifications
- Identify any specific live interactive online learning requirements of the role
- Define required qualifications, experience and remote online training skills
- Role advertised (via CAP Recruitment)
- Track and process all applications received for role
- Candidate shortlist completed
- Candidate interviews take place
- Discuss interview results with Programme Leader and refer to AC if required
- Notify candidates of outcome
- Contract of Employment issued (by Finance Coordinator) to selected candidate for signature
- Benchmarking of staff skills and training profiles to ensure that organisational needs are being met.
- Tutor Panel created to cover tutor unavailability

Procedures

- Trainer / assessor role specification created
- Role Application Form designed
- Role advertised via Academy website and emailed to relevant networks and associations, e.g., the Centre for School Leadership and Education Centres
- Receive completed application forms
- Short list applicants for interview
- Establish an interview with clear guidelines and marking sheets
- Engage in the interview process
- Programme Administrator to email successful/unsuccessful candidates.
- Comprehensive records of interview process retained
- Finance Coordinator issues Training Contract Agreement form to successful candidate for signature
- Benchmarking exercise KPI objectives and achievement records
- New contractor induction sessions arranged, communicated and delivered
- Tutor Panel list created to cover tutor unavailability

5.3 Criteria for Appointment of Trainers

CAP has identified specific requirements, educational experience and qualifications for the appointment of *Coaching Skills Programme* tutors, Triad Skill Practice Facilitators and assessors. The Academic Committee has approved the training role specification.

- A Degree in *Teaching Theory and Practice*
- A Diploma in *Life and Leadership Coaching*
- A QQI Level 6 Component Certificate Award in *Professional Coaching Practice and Ethics*
- At least 3 years' experience in a educational leadership role
- IT skills and technical competency for live interactive online remote training delivery

5.4 Developing Online Competencies and Expertise

CAP recognises that the increasing focus on online delivery within its training and coaching/supervision activities will impact on its recruitment processes. These processes will include the need to recruit and develop training contractors with both academic and technical expertise. Therefore, CAP will make specific efforts to select tutors with training and assessment skills appropriate to online learning and

educational technology.

5.5 Staff / Tutor Communications

The Programme administrator is responsible for general staff communications via email and telephone.

All staff and contractors have regular planning and review meetings with the Programme Leader to review current programme delivery and identify of any training and development needs.

Staff / Tutor Communication Procedures

- Communication system to be included in the staff / contractor induction session
- Communication will be primarily via email, telephone and zoom meetings
- A two way communication system will be encouraged and fostered
- Key values of honesty and respect will underpin all communication
- All tutors' concerns, feedback and programme delivery recommendations are welcomed.
- Frequent skills audits by Programme Leader / Lead Tutors to identify training and learning needs
- Training/Learning Team briefings are facilitated weekly
- Email updates

5.6 Staff Training and Development - The Tutor Journey

Overview

CAP endeavours to ensure the personal and professional competence of all contracted Tutors, Triad Facilitators and Assessors who are engaged in the delivery, assessment and review of our Coaching Skills Programme for School Leaders.

To facilitate this process, CAP is committed to the on-going development of all contracted staff through the provision of training supports and Continuous Professional Development (CPD).

Contractors will be encouraged and supported to participate in practical and relevant training programmes to keep up to date with leadership coaching skills, models, principles and best technologies for synchronous online teaching and learning activities.

Training Materials and Resources

After appointment tutor contractors will receive:

- Hard copy of course textbook, *Coaching in the Workplace* by Julie Starr and a Journal for reflective practice
- Soft copy of CoachAcademy PLUS Quality Assurance Manual and Tutor Handbook
- Tutor contractors will be requested to read the Tutor Handbook ahead of the induction so that they will have the opportunity to seek clarifications to any questions or concerns.

Induction

Tutor contractors will be requested to participate in a 2-day induction programme.

Day 1 of the Induction programme will be facilitated by the Programme Manager and Lead Tutor.

The induction programme is facilitated in a live zoom context where all contracted tutors be introduced to staff and briefed on CAP's QA system, policies and processes that are relevant to their tutor roles and activities. Tutors will be fully informed of the teaching, learning and assessment strategies employed by the academy. This induction will include a brief overview of the Academy's vision, mission and organisational structure.

On Day 2 of the Induction Programme the Education Technologist will introduce and demonstrate the features of the CAP's Learner Management System – LearnDash, data protection and GDPR requirements, training requirements, and any other information relevant to synchronous online learning methodologies. This session will help develop tutor online competencies and expertise.

Weekly Training Planning and Review Meeting

Tutors are required to participate in weekly training planning and review meetings. This meeting is facilitated by the Programme Leader and takes place every Friday afternoon, 4.30-5.30 on Zoom.

This meeting affords tutors the opportunity to reflect on the quality of teaching and learning in the last session across all 5 learner groups. The next training session plan

and timetable is created and agreed on. This assures consistency in the quality of training delivery, training materials used, opportunities of coaching skill development and practice.

Reflective Practice – Bimonthly Tutor / Facilitator / Assessor Supervision sessions

Tutors are requested to participate in 4 Group Supervision sessions to reflect on their training, facilitation and assessor skill sets, thereby embedding best practice. These group sessions will be facilitated and guided by a qualified Cross Professional Supervisor.

Triad Facilitators' Training

Learners will participate in 5 Triad Practical skills training and demonstrations via zoom in breakout rooms. Tutors will act as facilitators to lead and guide each Triad session.

Tutors will attend a 2-hour training workshop on learning and developing Coaching Triad Facilitation skills.

Special focus will be on facilitating reflective practice and the key skill of offering constructive feedback to embed new awareness, insights and learning.

Training for Assessors

Tutors will be required to assess, mark and share feedback on assignments submitted by learners.

The Lead Assessor will facilitate the Assessor Skills Training Session (Marking Conference).

Marking sheets and marking schemes for submitted assignments will be discussed. Sample marked assignments will be available for illustration purposes.

The training provided at the Marking Conference will ensure marking consistency and alignment with QQI component assessment criteria.

The Education Technologist will also train assessors on how to use the *Assignment Feature* on LearnDash re: accessing uploaded assignments, marking assignments and completing mark and feedback sheets.

Continuous Professional Development (CPD)

CAP is committed to supporting each tutor's personal and professional development.


Tutors are encouraged to engage in CPD with the intention to further enhance the standards of teaching, learning and assessment in the synchronous online context.

The programme leader will coach new and existing tutors in embracing a 'coaching mind-set' (based on coaching principles), modelling best practice and engaging in professional reflective practice and supervision. Learner feedback is used by the Programme Leader to encourage, support, resource and coach tutors.

The Programme Leader will also conduct a skills audit for newly appointed contract tutors and Triad Skill Practice Facilitators. Tutors develop training plans in collaboration with the Programme Leader. A CPD action plan is then used to identify opportunities for internal training, projects and external courses. The QA Coordinator monitors a CPD record and feedback sheet for each tutor.

Supports for Tutors' CPD include workshops on developments in leadership coaching skills; access to relevant coaching blogs and articles; recommended reading list: webinars, YouTube videos and podcasts.

6.0 Teaching and Learning (QQI QA Core Guideline 5)

				
Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved
Board of Management Academic Committee	Board of Management, Academic Committee, Managing Director, Programme Leader, and QA Coordinator	V1	December 2021	
		V2	February 2022	
		V3	March 2023	
Policy Statement CAP commits to continuous monitoring and review of the learning experience to enhance and develop the quality of training delivery and learning on our QQI Level 6 Component Module <i>Professional Coaching Practice and Ethics</i> .				

6.1 Living our Learning Ethos

CAP creates a psychologically safe learning environment for training programme participants. Learners are invited and encouraged to live out the following values: respect, diversity, inclusion, appreciation, non-judgement, empathy and compassion. School leaders come to the programme with a wide range of professional and life experiences, which can be used to enrich the learning process.

CAP creates many opportunities for skill development and practice. Learners are challenged to let go of limiting belief systems and disempowering behaviours, which hinder their leadership roles. They are requested to:

‘Unlearn and relearn’

so that powerful leadership mind-sets and behaviours may be learned, practiced and applied in the school environment. Learners are invited and supported to engage in the process of critical reflection on their learning experiences and skill development.

Learners are invited to participate in programme reviews to help continuously improve CAPs programme content, delivery and learning experience. Processes are used to monitor learning experiences on an on-going basis, both on a regular basis and through formal review processes.

6.2 Promoting a Learning Ethos

Procedures used in promoting a Learning Ethos

- Use a Learner Pathway to explain and promote a learning culture
- Monitor and research emerging best coaching skills practice for educational leaders
- Use live online activities to facilitate learner-to-learner and learner-to-tutor interactions and engagement
- Ensure that programme content and training facilitation styles reflect real-experiences in programme delivery
- Different learning methods and training styles are used to support learners
- Check that tutors’ qualifications and experience meet the delivery and assessment requirements of CAP’s QQI Level 6 Component Module *Professional Coaching Practice and Ethics*
- Tutors can evaluate the quality of programme delivery through reflective practices, shared experiences and coaching practice
- Monitor tutor performance and coach training improvements at weekly review and planning meetings
- Acknowledge and respond to learner concerns, complaints and requests

6.3 Benchmarking

In order to ensure that the Academy's training and learning methodologies meet best practice requirements, the Academy participates in benchmarking exercises with the aim of comparing experience with other QQI and coaching providers. The Programme Leader organises and oversees these benchmarking reviews which are designed to monitor alignment with best practice approaches, compare QA experience in a wider context, plus identify opportunities for improvement. Benchmarking reports are shared between providers with further reporting to CAP's AC and BOM.

6.4 Training Methods and the Learning Experience

CAP documents the training and learning methods for the QQI Level 6 Component Module *Professional Coaching Practice and Ethics*

Monitoring the Learning Experience

CAP outlines the learning process and requirements on our website. This informs learners of expectations prior to enrolment and the commencement of the learning programme.

Learners are made aware of the importance of their full participation and engagement with peers and tutors in the interactive live online learning sessions.

The Learners' Handbook and the online programme induction session explain the training, learning and assessment process to learners, with tutors available to answer any questions and address any concerns prior to commencement.

Procedures for Monitoring the Learning Experience Process

- Specific learning objectives are communicated to learners prior to programme commencement
- Programme design, resources and evaluation considers a range of training methodologies to enhance the learning experience
- Tutors take ownership and are familiar with programme materials, resources and delivery while acknowledging and taking into consideration the variety of

- learner preferences and styles
- Learners are invited to provide evaluations on programme delivery and their learning experiences during and post-programme delivery, in order to reflect on the effectiveness of the programme content and delivery, learner supports, coaching skills demonstrations and practice
 - Regular Programme review meetings are held during and post-programme delivery, providing opportunities for feedback from the programme team, learners and other related stakeholders, leading to recommendations and action plans
 - Review of feedback with action plans for enhancements (training / learning materials; programme content; assessment tools)
 - Comprehensive records retained
 - Programme and learner Review Reports assessed by AC as part of QA and academic oversight
 - Minutes, action plans, etc. from related meetings retained

6.5 Learning Environments and Live Interactive Online Delivery

CAP is focused on delivering programmes with a comprehensive support system in place with the purpose of facilitating effective learning experiences. Flexibility, diversity and accessibility are key characteristics within CAPs programme design strategy to facilitate adult training and learning.

Online Remote Learning

CAP recognises that online remote programme delivery has particular and distinctive features in comparison with conventional classroom learning environments.

These include:

- Learners are located remotely from other learners, tutors and assessors
- Learners need to engage with the learning resources that are customised and personalised with the aim of engendering a sense of ownership from the learner.

To facilitate the effective delivery of our live interactive online programme, we use the following approach:

- Learning resources are available on the LearnDash Platform, combining a mix of text-based materials, video and audio content with the aim of meeting different learning styles
- The remote learning programme is tested by the Programme Leader and Lead Tutors prior to launch to ensure full functionality
- The Programme Leader is accountable to the AC for the continuing quality of online learning materials. The Lead Tutors, Tutors, Subject Matter Experts and QA Coordinator are available to assist in this area
- Learner supports will be listed and described in programme information sources, programme induction session and Learner Handbook
- Learners will receive clear guidelines, encouragement and support throughout their learning journey so that they have the confidence and skillset to participate fully in the live online programme learning experience
- Tutors will routinely check learners' understanding of programme content and focus on the programme's learning outcomes. They will ensure that learners understand what is expected of them to successfully complete the programme (e.g., active participation in live interactive zoom learning sessions, completion of formative and summative assessments; attendance at Triad Coaching Skill Practice sessions and Peer 1 to 1 Coaching Practice Rotations)

Procedures for monitoring the Live Online Learning Environments

- CAP promotes a welcoming and safe learning environment with a range of constructive and 'learner-friendly' supports
- Uploading existing programme content quickly and easily in a range of formats (e.g., Word, PowerPoint, PDF, Video files)
- Editing and updating content on LMS
- Messaging between learner and tutor
- Mutual respect is encouraged within the tutor – learner relationship
- Mutual respect and collaboration are fostered among peers to further enhance their learning experiences
- Examine IT consultant reports
- Identify and collate evidence that VLE supports learning environments
- Review learner surveys and feedback forms
- Assess and respond to learners Complaints and Requests log
- Tutor experience and feedback
- Review VLE system reports
- Programme Review Committee minutes/action plans
- AC and BOM reviews

6.6 Synchronous learning

Procedures that enhance synchronous learning experiences

- Programme content created and available on LearnDash after interactive live Zoom Session
- Learners follow a learning pathway under tutor guidance
- Learner and tutor interactions within weekly live sessions and 5 Triad Skill Practice and Development sessions
- Tutor – learner engagement enhanced and facilitated by use of screen share, chat box, mentimeter and breakout rooms
- Weekly short coaching demonstrations, followed by learner skill practice and tutor feedback
- Completion and submission online of 3 written assignments
- Tutor and learner programme review meetings
- AC reviews

6.7 Learner Supports

Our QQI Level 6 Component Module *Professional Coaching Practice and Ethics* is delivered with a wide range of practical and relevant supports and resources to enhance the learning experience. Learners can access these supports and resources through guidance from their tutor.

Accessing and Reviewing Learner Supports

The quality of learner supports and opportunities for enhancement are formally reviewed as part of the annual Programme Review process. In addition, tutors and Programme Administrator will respond to queries from learners during day-to-day programme delivery, alerting the Programme Leader to any areas of concern or potential areas for improvement. The AC will monitor feedback on Learner Supports as part of its academic oversight brief, making recommendations for enhancements to the BOM.

Supports for Learners with disabilities

The Programme Leader will make reasonable and appropriate supports available to learners with disabilities

Examples of other Learner Supports available (and procedures / activities involved) are outlined below:

School - Work-based Coaching Skill Practice / learning

- Lead Tutor assigned to workplace learning
- Coaching Skills Practice plans developed
- Programme content and coaching skills demonstrations suitable for integration in educational environments
- Learner Reflection sheets on coaching skills integrated in the school environment

Triad Coaching Skill Practice Sessions / workshops

- Practical workshops
- Group discussions
- Practical skills training and demonstrations via zoom
- Coaching Skills Practice in breakout rooms
- Reflective Practice
- Peer-to-peer supports

Reflection / Discussion forum

- Live Online discussion platforms
- Coaching Skills Demonstration analysis and discussion
- Small group discussions
- Peer-to-peer learning
- Live or recorded Coaching Demonstrations
- Tutor guidance, encouragement and constructive feedback
- Creating an online learning community
- Learners can exchange views on programme content and coaching skill practice sessions
- Learners respond to learning invitations questions set by tutor
- Evidence of learner engagement
- Quality of online discussions, dialogue and conversations
- Policies re: online etiquette agreed on

Formative Assessments

- Monitoring learning through responses to questions set by tutor and assignment briefs
- Triad Facilitator observing and monitoring learner skill practice. Best practice is validated, while errors and omissions are course corrected
- Tutor and Triad Facilitator provide on-going constructive feedback and encouragement
- Tutor and Triad Facilitator respond to learner(s) on needs identified through assessment process

Tutor support, coaching and supervision for Learner Wellbeing

- 1-to-1 Coaching to support learners on their learning journey
- Coaching in learning skills and application of leadership in the workplace / school environment
- Feedback of assessment (incl. drafts)
- Tutor feedback
- Guidance on course content and assessments
- Accommodation
- Extra Skill Practice Sessions
- CPD
- Peer group supervision session to facilitate reflective practice and embed learning

Live Webinars

- Live webinars (Zoom)
- Tutor led presentation of programme content
- Learner questions and feedback
- Learner interaction with webinar content
- Applying new knowledge in engaging with programme content and assessments
- Applying Coaching Skills in the school environment
- Tutor guidance, encouragement and constructive feedback


e-Library

- VLE links
- Tutor guidance
- Relevance to programme content and coaching skill development
- Applying new theories and knowledge in engaging with programme content and assessments
- Coaching Skills videos
- Articles and reflections on leadership coaching skills in the school environment
- Programme and Academic Committee review meetings – new resources identified and budget made available

Post Graduate Support

- Access to e-library
- Coaching Circles for further CPD and advanced coaching skill practice
- Live Webinars
- Conference Workshops facilitating a CPD community of learners and practitioners
- Graduate Membership Site to be discussed and explored by AC

7.0 Assessment of Learners (QQI QA Core Guideline 6)

				
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Board of Management Academic Committee	Board of Management, Academic Committee, Managing Director, Programme Leader, Tutors, Assessors and QA Coordinator	V1	December 2021	
		V2	February 2022	
		V3	March 2023	
Policy Statement				
<p>CAP ensures the quality and integrity of all assessment, so that arrangements are valid, reliable, and secure. CAP recognises the diversity of learners so reasonable accommodation provisions are available to support learners. Assessment is an integral part of the overall learning experience with CAP. It is essential to provide learners with appropriate constructive and relevant feedback on their learning and coaching skills development in a spirit of dignity, courtesy, non-judgement, empathy, encouragement and mutual respect.</p>				

7.1 Context of Assessment of QQI Programme

CAP's policies and procedures in relation to the assessment of learners are informed by the QQI document *Assuring Assessment, Guidelines for Providers* 2013 edition, available at:

<http://www.qqi.ie/Downloads/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers%2C%20Revised%202013.pdf>

In addition, reference is made to QQI's *Core Statutory Quality Assurance Guidelines* and *Sector Specific Quality Assurance Guidelines - Independent/Private* (both published April 2016), available at:

www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf

www.qqi.ie/Downloads/Sector%20Specific%20Quality%20Assurance%20Guidelines%20V2.pdf

7.2 Overview of Assessment Process

Assessment of learners participating in the QQI Level 6 *Professional Coaching Practice and Ethics* programmes covers five broad areas with associated processes, as outlined below:

(a) Assessment Approach

Activities

- Approach is informed by policies and specific programme validation requirements
- AC is responsible for oversight of assessment processes
- The Programme Leader and Lead Tutors are responsible for delivery of assessment
- Security and integrity of process (security of written assignments; anti-plagiarism, etc.)
- Assessment methodologies play a central role in our self-evaluation process

(b) Assessment Authentication

Internal Verification (IV)

- Check and verify that all assessment procedures have been followed
- Monitor outcomes via sampling of results
- Ensure quality and maintenance of standards
- Lead assessors cross-moderate assessment work completed by another assessor
- The Programme Administrator is the Internal Verifier

External Authentication (EA)

- EA assigned per award, based on award knowledge/field of learning experience
- Moderate results via sampling assessment outcomes

Results Approval Panel (RAP)

- Results Approval panel approves assessment results
- Responsible for QA checks & sign-off on assessment results
- Notify learners of assessment outcomes

Appeals Process

- Appeals Process available to learners
- May lodge an appeal re: assessment results (time limits & fee)

Certification Process

- All results compiled, checked and uploaded on QBS system
- Any results under appeal are flagged to QQI
- QQI issue award certificates via CAP

(c) Assessment Techniques

The range of assessment techniques used will depend on a programme's specification and validation requirements. CAP has used a common approach in assessment for our QQI coaching programme, regardless of whether the course has adopted classroom or online delivery methods. Assessment methods have included 2 soft copy written assignments and 1 soft copy of a learner record.

Protocols exist for safe, accessible and reliable communication of assessment between tutors and learners on written assignments.

(d) CAP's Assessment Framework

CAP's approach to the assessment of learners ensures that all assessments are:

- Consistent with CAP's training and learning mission
- Valid for the purpose of QQI awards
- Clearly understood by staff, contractors, assessors and learners
- Fair to all learners
- Internally verified as being fair and consistent
- Externally authenticated as being aligned with national standards and consistent with QQI assessment guidelines

To demonstrate that learners have reached the standards of coaching knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the following assessments:

- 2 written (1250 words each) assignments
- Learner Record (2500 words)

7.3 Planning the Written Assessments

Planning for assessment involves the process outlined below:

- Pre-programme commencement planning includes reflection on all aspects of programme delivery and assessment, plus the preparation of assessment guidelines
- Review of QQI's component specification, identification of assessment criteria
- The Lead Assessor will create an assessment plan and distribute to AC for review
- Development of three assessment briefs in accordance with QQI component specification and in-house layout
- Approval of assessment briefs by Programme Leader
- Development of marking sheets and marking schemes for assessment briefs
- Assessors to be selected by Programme Leader and Lead Assessor
- A marking conference for all assessors will be facilitated by the Lead Assessor to ensure marking consistency and alignment with QQI component assessment criteria
- Lead tutors will examine and mark each of the three written assignments
- Comprehensive records retained and securely stored by the Programme Administrator

- Minutes, action plan, etc. from related meetings retained
- Online assessment protocols issued by Lead Tutor and available in Learner and Tutor Handbooks
- Any new assessment instruments are approved by the Programme Leader and the AC is informed
- Record AC review meeting retained

7.4 Assessment Information for Learners

Information provided to learners and assessors is set out as follows:

- Relevant assignment information is provided to learners prior to programme commencement and during the learning assessment deadlines, and procedures as set out in the Training Programme Schedule
- Learner responsibility re: assessment is communicated at induction and reinforced during programme delivery and assessment
- Learners are provided with detailed assessment schedules, briefs and guidelines by the Lead Tutor
- Identification and accommodation of learners' special requirements and / or requests to complete assessment
- Appeals procedure details the timeframe and process for learners to appeal their result (See 7.12 below)
- Guidance on use of technology is provided to learners re: assignment structure and submission by Lead Tutor and is available in Learner Handbook

7.5 Security and Integrity of Assessment

CAP acknowledges that learning assessment may present challenges in terms of integrity, anti-plagiarism, authenticity, reliability and security.

Areas to be considered in the security and integrity of assessment are outlined below:

- AC, the Programme Leader and the Lead Assessor develop protocol re: the preparation of assessment briefs
- Academic Integrity and Plagiarism Policy discussed with learners and assessors
- All learners are required to verify that all assessments are their own work and they are made aware of the consequences of cheating and plagiarised work. Signed authorship statement on cover page of each assignment submitted
- All written assessments will be logged and securely stored. Log reports re: electronic assessment (Log-in security, feedback, marks, plagiarism, score)
- Learner records of assessments are logged and securely stored by the Programme Administrator

LearnDash Assignment Feature

- CoachAcademy PLUS uses a secure learning management system (LearnDash) accessed via individual username and password.
- Learners will access this LMS initially through a registration form and will be enrolled in the relevant course by the administrator.
- The *lesson and assignment feature* on the LMS allows learners to access and download assignment briefs and guidelines, submit work online, receive personalised feedback from their tutors, and track their progress throughout the programme.
- Learners will only be able to view and access resources, assignments, feedback and results that apply to themselves.
- The LMS allows the three Assignment Briefs and Guidelines to be uploaded and available on pre-determined specified dates, and learners in each group will receive a notification in their account.
- When learners have completed an assignment they can upload and submit it for review, assessment and feedback.
- When assignments are submitted, tutors can use various tools to assess them, including rubrics, comments, and grades. Tutors can also provide detailed feedback to learners, regarding areas of strength and suggestions for development.
- Tutors can correct the assignments, assign grades and provide feedback to the learners within their group only.
- Learners will be notified when assignment results / grades and feedback are available.
- The LMS ensures that the privacy and security of the learners' written assignments, grades and feedback is maintained as only the assigned tutor and programme administrator have access to their work, grades and feedback.
- Once the grades are assigned, the system automatically communicates them to the learner, through the course dashboard.
- To assign a final overall grade, the system calculates the average of the grades received for each of the three assignments. This final grade is communicated to the learner, usually within four weeks of Programme completion.

7.6 Reasonable Accommodation

CAP is committed to ensuring that our assessment methodologies and practices facilitate all our learners. Therefore, we take account of the diversity of our learners' needs and requests. Learners with any special requirements should advise their Lead Tutor and complete a Request Form. Upon receipt of a completed Request Form, the Lead Tutor and Administrator will provide the following accommodation:

- Additional Time: If it is deemed necessary for learners to complete the assessment, additional time will be allocated to the learner

7.7 Consistency of Assessment

Assessment also requires fairness, consistency and fitness for purpose, as outlined below:

The following procedures ensure the consistency of assessment of written assignments

- Assessment planning process includes training in assessment process and cross moderation/peer review
- Briefing sessions for assessors
- Lead Tutors mark written assignments
- There is an assessment declaration report signed by the assessor
- Marks are awarded in line with the marking scheme created
- A supporting marking scheme and sample assessment solution available
- Assessment marks and scores added/computed correctly
- Online assessment methods are valid, secure and reliable
- Language used is appropriate and assessment guidelines are clear and correct
- Feedback on assessment evidence is clear, concise and provides written evidence for grade awarded

The following methods will facilitate the fairness and consistency of assessment of written assignments

- Component Specification / Programme Descriptor
- Assignment briefs and marking sheets
- Assessment Plan Guidelines for Assessors
- Marking Schedules
- Marking Conference
- Cross moderation – Plan and evidence
- Sampling Strategy
- Internal Verifier Reports
- Results Approval Panel Report
- Comprehensive briefing documents for third party assessors (regularly reviewed /updated)
- Third party assessors – documented policy; briefing by Tutor/Programme

- Leader, with signed/dated acknowledgement by the third party
- Comprehensive records stored securely
- Minutes, action plan, etc. from related meetings retained

7.8 Internal Verification

Internal Verification (IV) is an internal CAP process to check assessment results and marking sheets to ensure that assessment has been completed correctly.

The IV process is outlined below and involves:

- Documented Internal Verification (IV) process – overseen by AC
- Briefing document provided for Internal Verifier
- Internal verifier appointed for each assessment period in line with the IV plan
- IV sampling strategy documented
- Internal Verifier produces an Internal Verification report, which is made available to the External Authenticator and the Results Approval Panel
- Internal Verifier checks assessment results and marking sheets to ensure they are calculated correctly and transferred to relevant files correctly
- IV report should include any indiscretion or issues noted by the Internal Verifier
- Evidence of verification of data input to QBS by staff
- Comprehensive records retained.
- Minutes, action plan, etc. from related meetings retained

7.9 Cross-Moderation Process

Prior to submission of results for certification, the Lead Assessor will cross- moderate a sample of assessments marked by another assessors. The outcomes of cross-moderation may include:

- Where the Lead Assessor identifies a material difference in the standard of marking greater than 5% then the Lead Assessor has the authority to alter the mark awarded
- Where the lead assessor identifies a significant difference, on a consistent basis, between the Lead Assessor's marking and that of another assessor, further actions may be provided for, e.g. assessor training. The AC is responsible for monitoring the effectiveness of cross- moderation in conjunction with the annual Programme Review

7.10 External Authentication

The External Authentication (EA) process is an external review of CAP's assessment to ensure its consistency with QQI standards, the module component specification and best practice. The EA process provides an independent and authoritative confirmation of fair and consistent assessment of learners, in line with national standards. The EA process is described below:

- Documented plan and procedure for external authentication
- Selection criteria for EA: independence from centre, subject matter experience
- Induction process for EA delivered by CAP
- Prepare module to be sent to the EA for authentication
- Sampling strategy is documented and communicated to the EA
- EA reviews the Internal Verification report
- EA reviews the component specifications/programme descriptor, the assessment briefs and the assessment evidence, evaluating whether or not the evidence presented is marked in accordance with National Standards.
- EA completes an External Authenticator's Report, which comments on CAP's assessment standard and methodologies with reference to the National Standard, identifies areas of best practice and recommends areas for development and improvement
- A review meeting is held with the EA and QA coordinator, IV and management
- The EA report is retained and available for submit on to QQI on request

7.11 Feedback to Learners

CAP is committed to providing timely and constructive feedback to learners throughout their training programme journey. Feedback is documented, recorded and acted upon. It may be communicated to the learner by phone, email or in the Assignments Results Sheet. Learners are also provided with opportunities to give formal feedback on their experience of their programme, including the effectiveness of live interactive online learning.

A regular review of the feedback to learners' process is carried out through:

- Review of records of feedback to learners
- Assessment briefs
- Marking schemes
- Notification email
- Minutes, action plans, etc. from related meetings

7.12 Learner Appeals

The Appeals Process enables the learner to appeal:

- The assessment process, if they feel that there have been any irregularities/inequality in its implementation
- The assessment result

CAP will ensure the following:

- Information will be given to all learners on the Appeals Process, via the Pre-Programme Information and Induction session and is also available on our website
- The Appeals Process includes the procedures and deadlines for submitting an appeal

The Appeals Process involves three stages: Re-check, Review and Appeal

Recheck

- The Programme Administrator will check the recording of the learner's assessment marks
- The Administrator will refer to the written assignments marking schemes to ensure that the marks allocated per question have been correctly counted and transferred to the learner's transcript
- The recheck is double-checked by the Programme Leader
- The learner will be notified within 5 days of requesting a recheck, of the outcome of the recheck by email.
- The Programme Administrator will notify QQI of any result changes

Review

Where a learner is not satisfied with the outcome of the recheck, they are entitled to seek a review of the assessment result on the basis that it was erroneous in some regard.

- Learners must email the Programme Administrator the Review / Appeal Request Form within 14 days of receipt of Final Results
- Learners are requested to include any appropriate evidence they have on the grounds for a review

- The fee for the review is €40, which will be refunded if the review is successful for the learner
- The Programme Leader and the AC Chairperson will review the learner's assessment result based on the evidence provided. Where an error or oversight is identified, any adjustments to marks / grades will be applied
- The learner will be notified within 14 days of requesting a review, of the outcome of the review by email
- Where a review results in a change in marks / grade, the Programme Administrator will notify QQI of such result changes

Appeals Process

Where a learner is dissatisfied with the outcome of the review, they may appeal the review decision.

- The learner must lodge their appeal by completing the Appeals Request Form and emailing it to the Programme Administrator within 14 days of issue of Final Results
- A fee of €50 will apply per appeal and will be returned to the learner if the result of the appeal is successful
- Only evidence that has previously been presented by the learner, and has been retained by CAP following the initial assessment, can be considered as part of an appeal process. No new evidence can be submitted
- All assessment evidence required by the component specification/validated programme module must be available for the appeal
- The learner's appeal will be processed within a three week timeframe
- A different assessor will be appointed to mark and grade the learner's assignments
- The Appeals Sub-Committee (see Appendix 3 sub-committee composition) will examine the report of new assessor and formally decide on the outcome of the appeal
- The learner will be notified of the outcome of the appeal process within 21 days of submitting it
- There is no right of appeal against decisions made an Appeals Sub-Committee
- Following the completion of the Appeals Process, QQI will be informed of any successful appeals (e.g. changes in the assessment grades awarded). QQI will then make any required amendments to grades on QBS and will reissue an award certificate for the learner

Note:

The Learner Handbook outlines full details in relation to the appeals process.

7.13 Results Approval

The Results Approval is the process to ensure that results are fully quality assured and signed off, prior to submission to QQI for certification. The process involves:

- A results approval panel is convened (a minimum of 3 people – the Programme Leader, the Programme Administrator and External Authenticator)
- The Results Approval Panel meeting takes place after the External Authentication process is complete and prior to results being submitted to QQI via the QBS
- All results are provisional until reviewed and approved by the Results Approval Panel
- Check and confirm that provisional results, learner evidence, IV plan, EA plan, IV report and EA report are all available
- Review and discuss assessment results procedures to ensure that all stages in the quality assurance process have been completed
- Ensure issues of concern and any suspected irregularities are identified and notified to the appropriate person/s
- Approve and signs off on the Final Results Sheet
- Write a report and forward it to the Academic Committee
- Retain the IV, EA and RAP reports and submit to QQI on request
- Request certification from QQI
- Results issued to learners flagging opportunity to appeal


7.14 Corrective Actions

Corrective actions are used to deal with errors, omissions and/or deliberate acts by learners/staff, which would impact on the validity of the assessment process.

This involves:

- All issues of concern (errors, omissions, deliberate acts by learners/staff, etc.) relating to the validity and integrity of assessment are immediately reported to the Lead Assessor and Programme Leader who will investigate and design and implement an appropriate action plan
- Errors and corrective actions recorded
- Documented procedures for correction actions
- Where applicable, a meeting will be held with relevant stakeholders to discuss the error and appropriate corrective action to be applied

8. Supports for Learners (QQI QA Core Guideline 7)

				
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Board of Management	Board of Management,	V1	December 2021	
Academic Committee	Academic Committee, Programme Leader, Tutors and QA Coordinator	V2	February 2022	
		V3	March 2023	
<p>Policy Statement</p> <p>CAP is committed to creating a psychologically safe learning environment and providing a range of relevant and empowering supports for learners throughout their learning journey on the QQI Level 6 Component Module <i>Professional Coaching Practice and Ethics</i>. The supports are offered to address and respond to different learner preferences, styles and needs. Reasonable and appropriate supports are also available to learners with disabilities. These supports and resources are monitored and updated on a continuing basis with a view to identifying opportunities for improvement.</p>				

8.1 Learner Supports

A comprehensive range of learner supports available are available in the Learner Handbook and on CAP's website. Supports and resources available to learners include:

- During the Induction live on line session, the Programme Leader, Learner Group Lead Tutor and the Programme Administrator will highlight and explain the range of practical and helpful supports available to students re: learning, assessments, administration and pastor care.
- The Education Technologist will demonstrate and explain the use of the Zoom and LearnDash features.
- Each Learner Group will have 21 participants and 2 tutors. Coaching skill development will be enhanced and enriched through paired and triad coaching practice.
- Email and phone supports when required
- Presentation Slides and relevant and summary hand-out materials on leadership coaching principles, models and skills will be immediately available on LearnDash after each training session.
- Easy to follow worksheets and reflective journaling guidelines
- Live coaching skills demonstration during the training session. Learners will be afforded opportunities to review, discuss and practice coaching skills.
- Reasonable accommodation re: assignments submission deadlines
- e-Library resources
- Learner Handbook
- LearnDash Platform for easy access to learning materials, resources and submitting assignments
- IT support
- Administration support
- Financial support (easy fee payment options)
- Peer-to-peer support (Triad Skill Practice)
- Group / Peer supervision to facilitate reflection and embedding of coaching skills best practice

Supports for Learners with disabilities

The Programme Leader will make reasonable and appropriate supports available to learners with disabilities.

8.2 Examples of Learner Supports available

Online Learning Community / Reflection / Discussion forum

- Live Online discussion platforms
- Live or recorded Coaching Skills Demonstrations
- Coaching Skills Demonstration analysis and discussion
- Small group discussions
- Peer-to-peer learning
- Tutor guidance, encouragement and constructive feedback
- Creating an online learning community
- Learners can exchange views on programme content and coaching skill practice sessions
- Learners engage with and respond to learning invitations questions set by tutor
- Tutor facilitation ensures the quality of online discussions, dialogue and conversations
- Policies re: online etiquette agreed on

Triad Coaching Skill Practice Sessions / Workshops

- Learners will participate in 5 Triad Practical skills training and demonstrations via zoom in breakout rooms
- An appointed facilitator will lead and guide each Triad session
- Learners will deepen and enhance their coaching skills development by engaging in each of the following roles: Coach, Coachee and Observer
- Facilitator led group discussions and reflective practice
- Constructive feedback offered by facilitator and peers to embed new awareness, insights and learning

Formative Assessments

- Monitoring learning through responses to questions set by tutor and assignment briefs
- Triad Facilitator observing and monitoring learner skill practice. Best practice is validated, while errors and omissions are course corrected
- Tutor and Triad Facilitator provide on-going constructive feedback and encouragement
- Tutor and Triad Facilitator respond to learner(s) on needs identified through assessment process

Tutor support and coaching for Learner Wellbeing

- 1-to-1 Coaching to support learners on their learning journey
- Coaching in learning skills and application of leadership in the workplace / school environment
- Feedback of assessment (incl. drafts)
- Guidance on course content and assessments
- Accommodation re: Attendance and assignments
- Reasonable and appropriate supports for learners with disabilities
- Extra Skill Practice Sessions
- IT support available from the Education Technologist

Reflective Practice and SuperVision

- Special sessions to train students in the skills of reflective practice
- Opportunities for reflection in each training session
- Peer group supervision session to facilitate reflective practice and embed best practice

School - Work-based Coaching Skill Practice / Learning

- Lead Tutor assigned to workplace learning
- Coaching Skills Practice plans developed
- Programme content and coaching skills demonstrations suitable for integration in educational environments
- Coaching integrated into leadership and teaching mind-set and skills
- Complete Learner Reflection sheets on coaching skills integrated in the school environment

Webinars

- Live webinars
- Tutor led presentation of programme content
- Learner questions and feedback
- Learner interaction with webinar content
- Integrating new knowledge with coaching skills practice, written assignments and reflective practice
- Applying Coaching Skills in the school environment
- Tutor guidance, encouragement and constructive feedback

e-Library

- VLE links
- Tutor guidance
- Relevance to programme content and coaching skill development
- Applying new theories and knowledge in engaging with programme content & assessments
- Coaching Skills videos

Post Graduate Support

In the world of lifelong learning, success, isn't a destination, it's a journey. The following supports and resources are available to enhance graduate CBD.

- Graduate Membership Site established and password protected
- Access to e-library (videos, podcasts, articles, case studies, book recommendations)
- CAP Handbook on *Leadership Coaching Skills*
- Communities of Practice established to offer graduates the opportunity to reflect of coaching skill practice as leaders and educators in the workplace, and further practice and hone their coaching skills in a safe environment. It is envisaged that there will be five community gatherings per academic year
- Group Supervision is available to graduates to reflect on their experience of utilising coaching skills and principles in their roles as school leaders and educators
- Articles, online live webinars and reflections on leadership coaching skills in

the school environment

- Updated book list, reflecting new developments on educational coaching skills and practice
- Monthly newsletter focusing on particular coaching skills and providing information on future webinars, workshops and presentation of Diplomas to Graduates and celebration activities
- Annual Conference Workshops and presentation of Diplomas to graduates.

Pastoral Care

CAP facilitates and promotes the wellbeing, growth and development of each learner. We coach and resource people to learn from mistakes and achieve success by ensuring our foundational values of care, respect, inclusion and non-judgement are integrated into a psychologically safe learning environment.

8.3 Reviews of Learner Supports


Each programme review will assess the range, value and effectiveness of Supports available to learners on the *Coaching Skills Programme*. All Programme Reviews have a learner representative present (or receive a submission from a learners' representative if they are unable to attend the review meeting). In addition, feedback on supports from learner programme evaluation is reviewed and acted upon as necessary. The procedures to monitor learning supports are outlined below:

- Learners are provided with a range of coaching services and resources to help enhance their learning experiences and coaching skill development
- Learners are provided with an opportunity to inform CAP of any special learning requirements and or requests
- Any special learning requirements in relation to learners are noted and all relevant staff / contractors are notified
- Reasonable accommodation supports are put in place for those with a disability, without compromising the award standard
- Learners are provided with IT support and e-library resources
- Learners' participation in programme reviews allows for learner feedback on the quality of supports

The following Methods are used within the review process

- Collate, assess and respond to mid and end programme Learner Evaluation Questionnaires.
- Learner Handbook
- Special Requirements / requests form
- Comprehensive records retained
- Minutes, action plan, etc. from related review meetings retained

9. Information and Data Management (QQI QA Core Guideline 8)

				
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Academic Committee	Academic Committee,	V2	February 2022	
	Programme Leader, Tutors, Internal Verifier, Programme Administrator and QA Coordinator	V3	March 2023	
<p>Policy Statement</p> <p>CAP manages the collection, use, storage and deletion of learner and business data and information according to best practice, and in compliance with the Qualifications and Quality Assurance (Education and Training) Act 2012 and all other statutory obligations.</p> <p>Effective procedures and processes are in place to ensure the accuracy, security and integrity of data and information we process while at the same time meeting all other requirements set by QQI. CAP endeavours to guarantee the principals of confidentiality and integrity for all forms of data processing.</p> <p>The BOM has primary responsibility for Information and Data Management, in line with the following principles:</p> <ul style="list-style-type: none"> Ensuring the security and proper use of all learner data, business information and other IT assets 				

- Safeguarding the security of personal or sensitive information
- Managing information and data covering a range of media and formats (created, received, stored and disposed of)
- Engaging with external service providers and consultants to maintain IT systems and their integrity, ensure business continuity
- Managing the complete lifecycle of all information in line with Data Protection and the requirements of QQI and other interested parties. The BOM recognises that information is an asset of the Academy and should be managed accordingly. All staff, contractors and consultants are required to maintain and respect the integrity, security and proper use of all data

9.1 Information Types and Formats

The information used by CAP reflects its range of activities within the training and education sector, covering both corporate data and different formats as described below:

Information types

- Electronic data (e.g. emails, word- processed documents, spread sheets, databases and web content)
- Hard copy documents (including learner assignments, course notes and materials, assessment materials, award certificates.
- Video and photos (digital images)
- Audio files

Information formats

- Desktop & laptop PCs
- Internal servers
- Cloud-based servers
- Social media feeds (WhatsApp)
- Uploads to QBS (QQI)
- CDs and flash drives
- Voicemail recordings
- Mobile phone texts
- Website pages
- Hard copy documents

9.2 Service Providers and Data Management

CAP maintains a range of information management systems to support its operations, assist in decision-making across the Academy, plus support effective communication and sharing of information with learners and other stakeholders.

The main data management platforms used by CAP are cloud-based and include:

Microsoft Office – primarily email, word processing and spread sheets to support both day-to-day office work and mobile working.

LearnDash – a VLE/LMS is used to distribute course content to learners, monitor learner progress, plus facilitate learner-tutor interaction and skills training.

CAP uses a Managed Services provider to support its IT operations, including:

- Consultancy on IT trends and advice to meet the Academy's changing IT requirements
- Technical support to individual users, plus resolving any IT issues in order to maintain services to learners, clients and other stakeholders
- Remote monitoring to maintain systems integrity
- Back-up and disaster recovery
- Local server maintenance and advice on technical upgrades
- Management of antivirus software and firewalls
- Compliance with software renewals and licensing. Transitional arrangements for any upgrades or migration to new technology platforms are considered across the Academy to ensure continuity of service delivery

The Programme Administrator will oversee our information management systems, reporting to the BOM.

9.3. Transmission of QQI Certification Data

CAP maintains access to QQI's QBS system through a password-protected link via www.qqi.ie The Programme Administrator manages the QBS to upload learner data for learner certification, and access other QQI systems, e.g. validation services and Q-help.

The Programme Administrator inputs certification data to QBS, which is verified by the Programme Leader. A verification form is signed off by both parties, including a note of any issues arising during the process, for review by the AC.

9.4 Data Protection and Privacy Policy

CAP receives and stores safely a variety of personal data to assist in fulfilling its contracts and the delivery of our training programme to learners and services other interested parties. This data is controlled internally to ensure its safety and integrity.

Data includes:

- Learner name
- Learner address
- PPS number
- Date of birth
- Telephone number(s)
- Email address;
- Programme of study
- Module and certification results

Data is collected by the Programme Administrator and logged on the CRM from the point of initial programme enquiries.

The Programme Leader, Tutors and Programme Administrator use the data appropriately throughout the learner lifecycle (registration, enrolment, assessment, certification plus progression) to support the effective programme delivery and assessment to learners.

During the Induction Session all learners receive access to a Learner Handbook, which refers to CAP's data management policies.

The information relating to the storage and use of all personal information is published in CAPS's Privacy Policy. The QA Coordinator is responsible for the maintenance and on-going review of CAP's Privacy Policy. The Privacy Policy is made available to learners and other interested parties on CAP's website at: <https://coachacademyplus.com/privacy-policy/>

CAP maintains and shares data in accordance with Data Protection Act 2018/ General Data Protection Regulation (EU) 2016/679, with the Programme Administrator having oversight of this area, reporting to the Managing Director.

9.5 Management Information Systems (MIS) and Decision-Making

All learner information is stored securely within CAP's LMS and CRM systems. These platforms provide a range of quantitative and qualitative data, including pre-configured reports, to help inform academic and management decision-making.

These outputs and reports are formally considered at Programme Self-evaluations, benchmarking exercises, tutor KPI reviews, AC meetings and BOM Review Meetings.

This data includes but is not limited to the following information:

- Completion rates
- Award levels
- Grade analysis
- Engagement rates
- Mid-programme evaluations
- Post-programme evaluations and feedback
- Tutor/learner ratios
- Assignment submission rate
- Drop-out rates
- Learner progression paths
- Learner career paths
- Satisfaction ratings
- Learner Enrolments
- Learner numbers per programme

9.6 Measuring Learner Progress

Learner retention and progression is tracked and measured from the commencement of each programme. All learners complete the Learner Verification Process before programme commencement. This creates the 'learning agreement', confirms IT skills, etc.

9.7 MIS and Future Planning

The academic and business management are aware that learner-related data can provide a rich source of information for future planning, subject to Data Protection considerations. Both the BOM and AC formally review data to monitor trends and assist with future planning.

The approaches used to analyse MIS to support future planning are outlined below:

MIS and Future Planning Procedures

- Commitment of corporate and academic management to the planning process
- Regular review of Academy context and Soar analysis
- Identify learner requirements through feedback and questionnaires, including input from staff, contractors, learners, assessors and evaluators
- Identify requirements of QQI, Education Centres and the Centre for School Leadership through review of standards and conversations with other key stakeholders
- Review QA and demand for training programme and services
- Manage financial resources and identify future investment opportunities
- Lead and embed change through comprehensive future planning
- Minutes, action plans, etc. from related meetings retained

9.8 Records Maintenance, Retention and Disposal

Learner records are maintained in line with effective IT/data management practice and CAP's Privacy Policy. CAP maintains comprehensive learner records from initial engagement to certification (i.e. learners' results and feedback, etc.).

The types of information held include:

- Application form
- Registration form
- Attendance sheets
- Learners' portfolios
- Learners' written and practical assignments
- Programme Evaluation Questionnaires
- Record of learners' results (Learner transcript)
- Certification records
- Logbook – Receipt of learner work and storage details

Storage of hard copy assessment materials is in a locked storeroom.

Learners are notified that online and hard copy assessment materials will be deleted and destroyed six weeks after certification is achieved and any appeal window has expired.

CAP has arrangements for shredding hard copy learner documents, which is overseen by the Programme Administrator.

Personal Digital information on learners is retained for 5 years in order to support the delivery of current or any future training or education services, and CPD in accordance with the Privacy Policy. Learners have the right to have their information removed on written request prior to the expiry of this period.

Electronic Retention of Certification Records


- IV, EA RAP reports will be retained on a secure server for future reference
- QQI Results are retained on QBS

9.9 Online Content

CAP recognises that the digital content used in the context of online delivery requires additional management oversight. The Programme Leader reports to the AC on the:

- Life expectancy of each technology component (in order to ensure that it remains appropriate for synchronous online learning provision)
- Expected duration of the programme
- Scalability of content in terms of numbers of learners. All learning content and media should support the programme objectives and complement the learning outcomes. Content provided for live interactive online delivery is subject to peer review before release onto the VLE. The Programme Leader is responsible for ensuring that online content is learner-centred, providing a consistent and accessible experience for all learners. This is achieved through reviewing learner feedback, formal internal programme reviews plus tutor CPD

10. Public Information and Communication (QQI QA Core Guideline 9)

				
Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved
Board of Management Academic Committee	Board of Management, Academic Committee, Managing Director, Programme Leader, Tutors, Programme Administrator and QA Coordinator	V1 V2 V3	December 2021 February 2022 March 2023	
<p>Policy Statement</p> <p>CAP is committed to creating and maintaining two-way communication to enable all stakeholders (e.g. learners, staff, contractors, and other stakeholders) to receive, share and exchange relevant information.</p> <p>CAP endeavours to ensure that all information is clear, accurate, relevant and up to date.</p> <p>CAP communicates and publishes information about its Training Programme and related services primarily through its website (www.coachacademyplus.com). The website will also hold current versions of the QA Manual and Privacy Policy. CAP also uses email, zoom and LearnDash as effective means of communication.</p>				

10.1 CAP's Communication Principles

- Communication is a two way process. Invite and encourage learners and stakeholders to share concerns, challenges, requests and feedback
- Listen first, then respond constructively, rather than react to any communication received
- Respond to email and telephone calls as soon as possible (within 24 hours)
- Keep communication short, relevant and timely
- Be courteous, authentic, direct and honest
- Use appropriate words and avoid jargon
- Invite feedback and receive graciously

10.2 Approval of Communication Strategies

CAP acknowledges that clear communication with learners and other stakeholders is essential to the success of our training programme. We are responsible for ensuring that all communications in relation to our QQI programme follow the component award information and specific validation criteria. All learners have access to the following information:

- The type of award and awarding body (e.g. QQI)
- The full name of the award, QQI code and NFQ level
- Any access, transfer and progression procedures
- Any Protection of Enrolled Learners (PEL) arrangements, if relevant

The BOM is responsible for ensuring the quality and accuracy of communications. The AC takes an oversight view of the quality and accuracy of any academic-related content.

Public information and other communications are reviewed internally prior to release as outlined below:

Communication Type

- Website information
- Programme brochures
- Programme handbooks
- QA Manual
- Annual monitoring reports

Approved by

- Programme Leader and Administrator, reporting to the AC and the BOM

10.3 Learner Information

CAP communicates all relevant information on the QQI Level 6 Component Award in *Professional Coaching Practice and Ethics* to include the following:

- Programme Title
- Award Type and programme code identifier
- NFQ Level
- Awarding Body
- Programme overview
- Profile of potential learner
- Admissions procedure
- Learning outcomes
- Programme syllabus
- Programme duration and schedule
- Programme delivery and learning methodologies
- Coaching Skills integration in the school environment
- Learner supports and resources
- Written and practical assessments
- Progression, if applicable
- Learner testimonials
- Programmes fees
- Programme application form
- Contact details for further information / clarification
- School Leadership Career opportunities

In addition to the above, key QA documents e.g. Learner Handbook and Supports, Self and External Evaluation Reports and Quality Improvement Plans will be available to learners and stakeholders on CAP's website.


The information provided is monitored and updated regularly to ensure all leaders in education have accurate and relevant information available to enable them to make informed choices about the *Professional Coaching Practice and Ethics* programme.

10.4 Information for Online Learners

All learners have access to Pre-Programme Information via CAP's website on LearnDash and Live Zoom Induction Session which includes competency requirements for our synchronous online learning programme, including:

- Contact details for further information / clarification
- School Leadership Career opportunities
- Ability to use a web browser (Internet Explorer or similar)
- Proficient in Microsoft Outlook or similar email app
- Competent to participate in live interactive Zoom learning sessions
- Skilled and ability to complete and submit assignments in a Word document format
- Effective course engagement and self management – CAP requests that learners participate fully in weekly live zoom sessions, plan their coaching skills practice schedule and engage with programme content on the LearnDash platform
- Learners will also be requested to plan their reflective practice times and complete written assignments within specific deadlines
- Learner etiquette and behaviour required for effective participation in live interactive zoom learning sessions

11. Other Parties Involved in Education and Training (QQI QA Core Guideline 10)

				
Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved
Board of Management	Board of Management,	V1	December 2021	
Academic Committee	Academic Committee,	V2	February 2022	
	Managing Director, Programme Leader and QA Coordinator	V3	March 2023	
Policy Statement CAP is committed to establishing and maintaining relationships and effective communication systems with its Stakeholders and other organisations within the education and training sector.				

11.1 Peer Relationships and Collaborative Partnerships

CAP recognises that authentic peer relationships help to support its Coaching Skills Training programme delivery. Engaging in peer conversations also provides opportunities to discuss current issues and emerging trends, and share benchmarking and best practice approaches.

Opportunities to develop peer relationships and collaborative partnerships include:

- Attendance at coaching and leadership conferences, seminars, etc. to meet with other education and training professionals
- Contributions to White Paper responses and other requests from QQI and interested parties
- Engagement with other education and training organisations, both in Ireland and abroad, to identify new trends
- Benchmarking exercises with other Irish training providers, sharing coach training best practice ideas, approaches and methodologies
- Working with Education and Training Boards (ETBs) and sharing experiences with ETB managers and tutors
- Building relationships with Education Centres nationwide to collaborate in providing practical, relevant and applicable CPD for educators
- Being an Organisational Member of the Association of Coaching, who accredits our *Diploma in Life and Leadership Coaching* Programme and also provide a wide range of coaching resources
- Continuous development of relationship with the Centre for School Leadership who have endorsed our *Diploma in Life and Leadership Coaching* Programme. The CSL are committed to school leadership development and provide rich research resources educational leadership best practice
- Taking a leadership position in synchronous online learning development
- Creation of our Graduate Membership site, which provide graduates with continuous opportunities and resources for CPD in coaching skills and leadership

11.2 External Authenticators

In selecting an appropriate External Authenticator, care will be taken by CAP to ensure that the Authenticator meets the following requirements:


- Free from any potential conflict of interest that may compromise their role
- Be independent of CAP
- Subject matter expertise within the appropriate award area/field of learning
- Experience of delivering programme assessment or working in the leadership coaching sector
- Agrees to undertake appropriate training and to attend relevant briefings
- Has the personal skills and qualities to interact with learners, assessors and senior staff members, as appropriate
- Appropriate administrative and IT skills

- Competent to operate within QQI's codes of practice and guidelines
- Be able to make constructive recommendations for improvement

11.3 Second Providers

At the present time CAP does not engage with second providers for any of its QQI programmes. Appropriate due diligence and approval by the Academic Committee would be required before any second provider relationship would be considered, with formal approvals by both the AC and BOM

12. Self Evaluation, Monitoring and Review (QQI QA Core Guideline 11)

				
Policy Owner	Responsibility for Delivery	Current Version	Date Drafted	Date Approved
Board of Management	Board of Management,	V1	December 2021	
Academic Committee	Academic Committee, Managing Director, Programme Leader, Tutors, Triad Skills Practice Facilitators, Learners and QA Coordinator	V2	February 2022	
		V3	March 2023	
<p>Policy Statement</p> <p>CAP is committed to improving its training programme together with its associated coaching and professional supervision services, through the regular review and self-evaluation of its core training, learning and business activities. This process ensures that best and effective practices are maintained and firmly embedded, while areas for development and improvement are also identified and acted upon by the BOM and the AC. This facilitates the successful implementation of quality policies and procedures and the viability of the Academy as a business.</p> <p>The main objective of self-evaluation is to improve the overall quality of CAP's <i>Coaching Skills Programme</i> for Educational Leaders.</p>				

12.1 Internal Self-Monitoring

The *Coaching Skills Programme* will empower learners to respond effectively to the real-life current leadership challenges in the school environment. CAP will facilitate learners to practice and integrate coaching skills in their leadership roles in schools by:

- Promoting and nurturing a culture of learning, exploration and discovery within each Learner Group participating in the programme
- Offering learner progression opportunities using the Learner Pathway model
- Encouraging a reflective practice approach amongst learners and tutors

Annually, the coaching leadership programme will undergo a self-evaluation process to monitor and review progress against validation objectives.

All self-evaluation reports are discussed and assessed by the AC, which may provide further recommendations for corrective actions, as appropriate. These evaluation reports are presented to the BOM.

A Programme Improvement Plan is created based on the findings of the Self-Evaluation Report by the Programme Leader in consultation with Programme Tutors and Administrator, before being submitted for approval by the AC and presented to the BOM.

The Programme Improvement Plan is implemented, by the Programme Leader and Lead Tutors and overseen by the QA Coordinator.

On completion of the self-evaluation process, the QA coordinator updates the QA document with the data and recommendations of the review.

12.2 Internal Self-Evaluation / Monitoring Process / Policy

Procedures

- Programme Leader, Lead Tutors and QA coordinator plan and implement self-evaluation process
- Document terms of reference for self-evaluation project. Self-Evaluation Questionnaires designed by Programme Leader and Lead Tutors
- Staff and contractors are briefed on process and methodology to be used in self-evaluation
- A specific self-evaluation action plan will be created
- Gather, collate and analyse data for the review

- Discuss and document findings of review
- Finalise conclusions and make recommendations arising from the self-evaluation
- Develop and sign-off on a Programme Improvement Plan
- Apply self-evaluation checklist to make a gap analysis of existing policies and procedures (make recommendations for enhancements as required)
- Report to AC on self-evaluation review findings
- Present Self- Evaluation Report and Programme Improvement Plan to the BOM
- Submit copies of self- evaluation report and Programme Improvement Plan to QQI
- Make updates to QA Manual, policies and procedures, plus update training plans
- Implement Programme Improvement Plan which will be monitored by the Programme Leader and QA Coordinator, and reviewed by the AC and the BOM

12.3 Annual Self Evaluation Review Report

The Annual Self Evaluation Review Report is written by, the Programme Leader and QA Coordinator.

The annual review report ensures the continuing quality assurance improvement and development within the Academy.

Sources for this report include:

- Programme completion and certification rates
- Programme modules, content, learning methodologies and assessment
- Learner programme evaluation and feedback
- Tutor feedback
- Triad Facilitator feedback
- Tutor and Triad Facilitator CPD
- Internal Verifier Reports
- External examiner Reports
- Grade distribution and benchmarking
- Results Approval Panel Meeting minutes and report
- New relevant legislation
- Programme administration
- Remote learning activities and VLE supports
- Progression opportunities
- Risk Register

- Staff / Contractor recruitment
- Financial reports
- Relevant policies and procedures
- QA Manual
- Agenda and Minutes of meetings
- QOI monitoring and feedback reports
- QOI Validation reports
- Any other relevant feedback or reports from stakeholders or external experts

Benefits of Self-evaluation Process

CAP appreciates that quality enhancement requires a separation of business management and academic decision-making within the Academy. It is essential that the AC and BOM should own the Self- evaluation process as part of their respective areas of governance.

12.4 External Evaluation

CAP also acknowledges and appreciates the value and learning gained from insights and reports by External Evaluators ('EE'). The external evaluation process will take place at least once every five years. To ensure objectivity, the EE appointed must be knowledgeable in the following areas:

- Subject area – Leadership Coaching Principles and Skills
- Workplace experience – in schools and other educational environments
- Application of QA systems in education and training
- Training and leadership training experience. The EE will be independent of programme delivery and is required to be objective in their recommendations for programme improvement and development

Participants involved in facilitating the external review

- Academic Committee
- Board of Management
- Programme Leader
- QA Coordinator
- External Evaluators

External review policies, procedures and activities

The External Evaluator will be invited to review the following Academy policies, procedures and activities:

- Stakeholder feedback and reports (e.g. QQI, AC and CSL)
- Internal Self- Evaluation Reports
- Programme Improvement Plans
- Review of internal audits
- Academic strategy, policies and programme curriculum development
- Learner experiences and outcomes
- Risk analysis
- Human Resources
- Finance and budgets
- IT and operations
- Marketing strategies

The AC and BOM will review the findings and recommendations of the External Evaluation Report. These findings and recommendations for development will guide the design of the Academic and Corporate Improvement Plan, which will be integrated across the governance policies and procedures of the Academy and overseen by the QA Coordinator and Programme Leader.

Appendices

Appendix 1: Chart of Programme Delivery, Learner Assessment and Programme Evaluation

QQI Level 6 Component Certificate in Professional Coaching Practice and Ethics

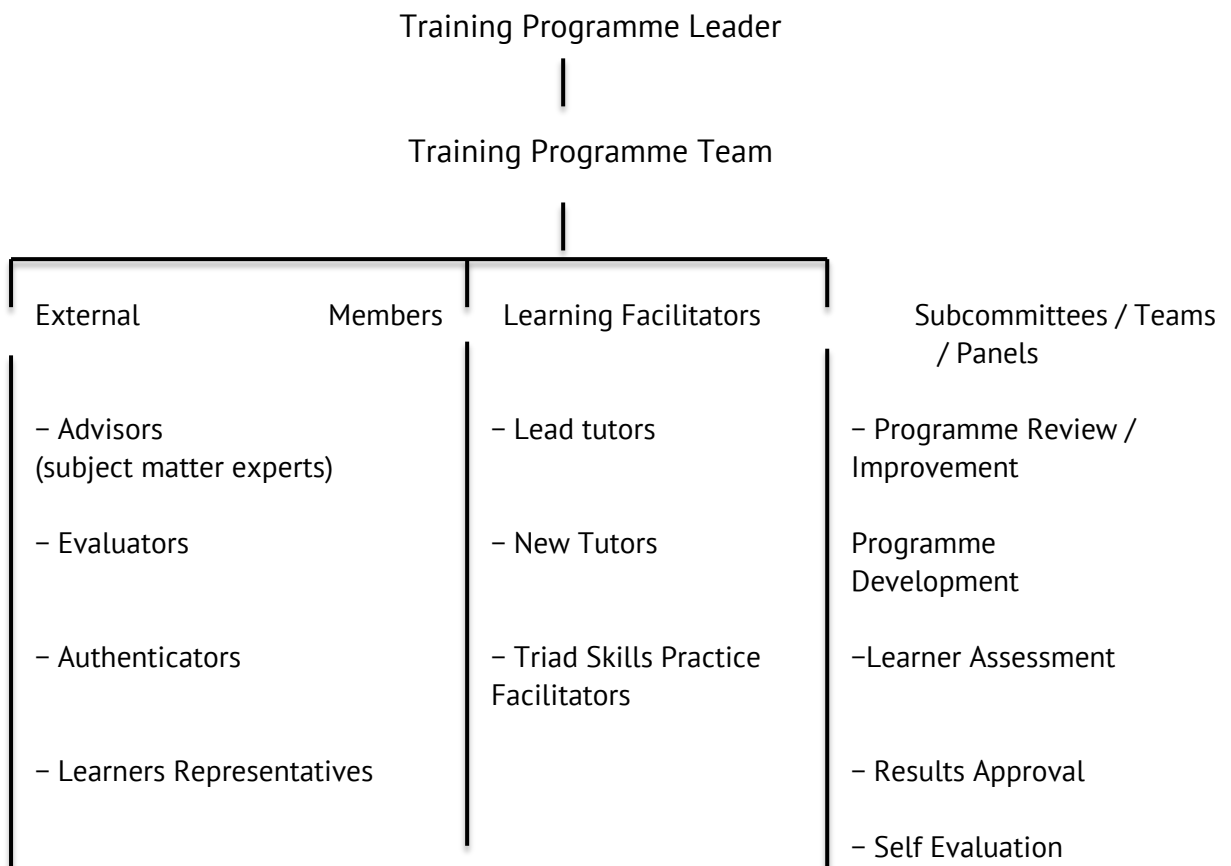


Chart of Programme Delivery, Learner Assessment and Programme Evaluation

Appendix 2: Diagram of Training Programme Teams / Sub-committees / Panels

Training Programme Teams / Subcommittees / Panels

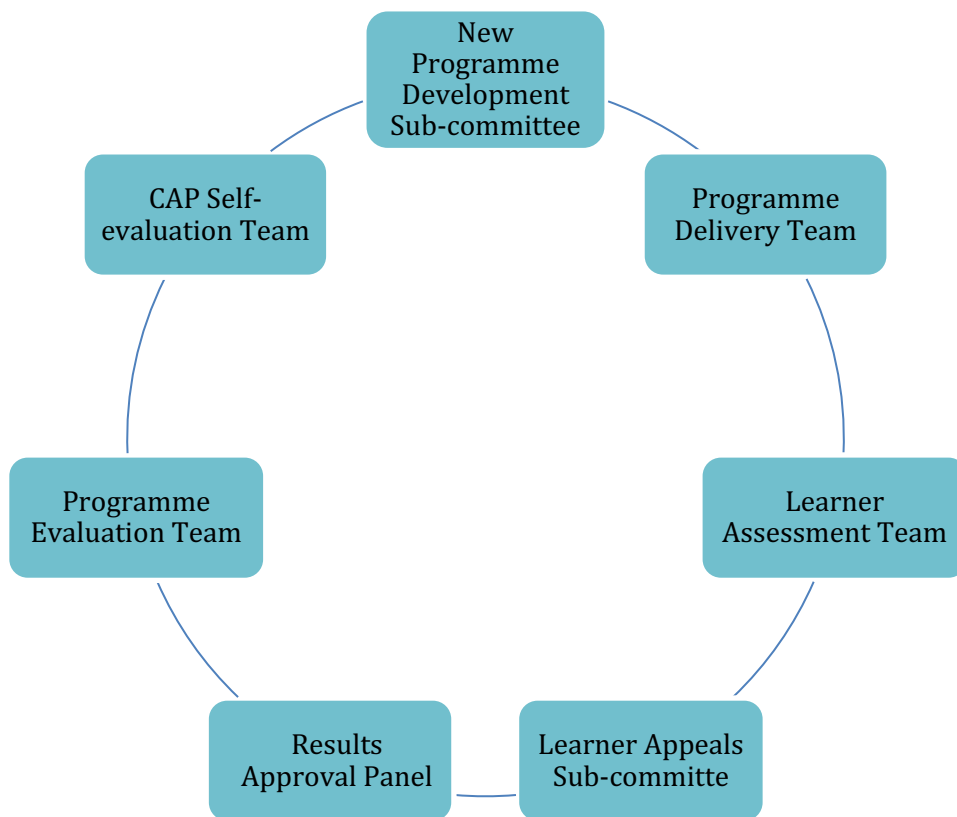


Diagram of Training Programme Teams / Sub-committees / Panels

Appendix 3: Membership details of the Teams / Subcommittees / Panels

Membership details of the Teams / Subcommittees / Panels

Programme Delivery Team

- Programme Leader
- Lead Tutor
- Tutor / Zoom Host
- Triad Skill Practice Facilitator
- Programme Administrator

Learner Assessment Team

- Lead Assessor
- Assessors
- Programme Administrator

Learner Appeals Sub-Committee

- AC Chairperson
- Learner Representative
- On Line QA Expert

Results Approval Panel

- AC Chairperson
- Programme Leader
- Programme Administrator

Programme Evaluation Team

- Programme Leader
- Tutors
- Assessors
- Learner Representative
- Education Technologist
- Programme Administrator

CAP Self Evaluation Team

- AC Chairperson
- Managing Director
- Finance Coordinator
- Programme Leader
- Lead Tutor
- Education Technologist
- Learner Representative
- Programme Administrator

New Programme Development Team

- Programme Leader
- Programme Lead Tutors
- Learner Representative
- Education Technologist
- Programme Administrator