



# POLICIES MANUAL







# TABLE OF CONTENTS

1. About Us	4
2. Continuous Improvement Policy	5
3. Confidentiality Policy	6-7
4. Malpractice Policy	8-13
5. Health & Safety Policy	14-16
6. Data Protection Policy	17-20
7. Staff Recruitment, Training, and Development Policy	21-24
8. Learning Management System Policy	25-26
9. Quality Management System Policy	27-35
10. Review Commi tee	36-37
11. Assessment & Feedback Policy and Procedure	38-54
12. Course Design and Development Policy	55-63
13. Credit Accumulation & Transfer Policy	64-66
14. Recognition of Prior Learning & Learning Pathways Policy	67-69
15. Issuing Certifications Policy	70-71
16. Risk Management Policy	72-74
17. Admission Policy	75-76
18. Equal Opportunities Policy	77-78
19. Forms Policies	79-80

# About Trainme

Trainme provides IT skills training– the most high-demand job in today's fast-growth industries. Trainme's IT courses are highly recommended for companies and individuals because these areas address the most critical functions in any organization; are developed to identify skills gaps, enable career advancement, and help jobseekers gain entry into the most sought-after, high-paying jobs in the industry.

**A main driver in IT training in Bahrain and Saudi Arabia.** With proper training, IT professionals in the region can make significant contributions to improving business processes; help enable their companies to better compete in the current market; and advocate the right technologies to accomplish business targets.

**Delivering internationally prescribed standards of IT training.** The Center operates in collaboration with certified professional trainers; and has established a strategic partnership with Microsoft International.

**Developing skills and knowledge of essential practices in the IT industry.** With Trainme, participants will not only develop their capabilities in the IT industry, but they can also look forward to continuous career advancement, workplace readiness, and increased employment opportunities.

## Our vision

To deliver international standard IT training to enable upskilling and foster the competitiveness of Bahrainis and non-Bahrainis as they seek employment or career advancement; and to empower the private and government sectors through world-class IT professionals as they collectively drive growth for the nation towards Vision 2030.

## Our mission

- Become the leading IT training center in Bahrain.
- Provide internationally accredited IT training programs and qualifications required in the labor market.
- Build beneficial partnerships with world leaders in the IT training industry.
- Collaborate with Tamkeen in its national employment programs and initiatives.

## Our Values

- Improvement
- Excellence
- Teamwork
- Trust and Respect



# CONTINUOUS IMPROVEMENT POLICY

## PURPOSE

This policy guides the design and delivery of services and ensures Trainme maintains high standards, improves systems and processes, adapts to changing needs and demonstrates organizational improvement.

## DEFINITIONS

**Continuous improvement** – the ongoing effort to improve services, systems, processes or products to maximise individual outcomes. Evidence-based approaches used by the organisation to adapt to changing needs of the community or people accessing services.

**Quality management** – systems and processes used to monitor, review, plan, control and ensure quality of services, supports or products. Sometimes referred to as quality assurance.

## PRINCIPLES

- All services provided to people with disability and all processes and procedures undertaken by staff are the best they can be.
- Services are regularly reviewed and measured for quality and effectiveness.
- Staff and people with disability are encouraged to provide feedback on how to improve service delivery.
- A learning culture of quality of the organisation ensures all staff, regardless of their role, contribute to service quality and quality management.
- Planning, resource allocation, risk management and reporting are critical for continuous improvement and part of an integrated approach that supports Trainme mission and vision.
- Trainme is committed to innovation, high quality, continuous improvement, contemporary best practice and effectiveness in the provision of supports to people with disability.



# CONFIDENTIALITY POLICY

## PURPOSE

The purpose of the Confidentiality Policy is to ensure that all staff, members, volunteers and users understand the Center's requirements in relation to the disclosure of personal data and confidential information.

Trainme is committed to providing a confidential service to its users. No information given to the the Center will be shared with any other organization or individual without the user's expressed permission.

## DEFINITIONS

For the purpose of this policy, confidentiality relates to the transmission of personal, sensitive or identifiable information about individuals or organizations (confidential information), which comes into the possession of the Center through its work.

Trainme holds personal data about its staff, users, members, etc. which will only be used for the purposes for which it was gathered and will not be disclosed to anyone outside of the organisation without prior permission.

All personal data will be dealt with sensitively and in the strictest confidence internally and externally.

## PRINCIPLES

- All personal paper-based and electronic data must be stored and must be secured against unauthorized access, accidental disclosure, loss or destruction.
- All personal paper-based and electronic data must only be accessible to individuals authorized to have access.

## STATISTICAL RECORDINGS

The Center is committed to effective statistical recording of the use of its services in order to monitor usage and performance.

All statistical records given to third parties, such as to support funding applications or monitoring reports for the local authority shall be produced in anonymous form, so individuals cannot be recognized.

## RECORDS

All records are kept in locked filing cabinets. All information relating to service users will be left in locked drawers. This includes notebooks, copies of correspondence and any other sources of information. The staff with access to these records are only the administration.

## **BREACHES OF CONFIDENTIALITY**

Trainme recognizes that occasions may arise where individual employees feel they need to breach confidentiality. Confidential or sensitive information relating to an individual may be divulged where there is risk of danger to the individual, a volunteer or employee, or the public at large, or where it is against the law to withhold it. In these circumstances, information may be divulged to external agencies e.g. police or social services on a need to know basis.

### **Where an employee feels confidentiality should be breached the following steps will be taken:**

- The employee should raise the matter immediately with the Administrative & Training Officer.
- The employee must discuss with Administrative & Training Officer the issues involved in the case and explain why they feel confidentiality should be breached and what would be achieved by breaching confidentiality. Administrative & Training Officer should take a written note of this discussion.
- Administrative & Training Officer is responsible for discussing with the employee what options are available in each set of circumstances.
- Administrative & Training Officer is responsible for making a decision on whether confidentiality should be breached. If Administrative & Training Officer decides that confidentiality is to be breached, then they should take the following steps:
- Administrative & Training Officer should contact the General Manager, or Managing Director from the Review Committee. The Manager should brief the General Manager/Managing Director on the full facts of the case, ensuring they do not breach confidentiality in doing so. Administrative & Training Officer should seek authorization to breach confidentiality from the General Manager/Managing Director.
- If the General Manager/Managing Director agrees to breach confidentiality, a full written report on the case should be made and any action agreed undertaken. Administrative & Training Officer is responsible for ensuring all activities are actioned.
- If the General Manager/Managing Director does not agree to breach confidentiality, then this is the final decision of Trainme Training Center.

## **ENSURING THE EFFECTIVENESS OF THE POLICY**

All Review Committee members will receive a copy of the confidentiality policy. Existing and new employees will be introduced to the confidentiality policy via induction and training. The policy will be reviewed annually and amendments will be proposed and agreed by the Executive Committee.

## **NON-ADHERANCE**

Breaches of this policy will be dealt with under the Grievance and/or Disciplinary procedures as appropriate.



# MALPRACTICE POLICY

## PURPOSE

The Malpractice Theory is intended to set out how allegations of malpractice are dealt with. The scope of the policy is to provide:

- a definition of malpractice;
- examples of trainee and center malpractice and maladministration;
- possible sanctions that may be imposed in cases of malpractice.

The term 'malpractice' in this policy is used for both malpractice and maladministration.

## DEFINITIONS

**Malpractice** - Any act, or failure to act, that threatens or compromises the integrity of the assessment process. This includes: maladministration and the failure to maintain appropriate records or systems; the deliberate falsification of records or acts of plagiarism or other academic misconduct; and/or actions that compromise the reputation or authority of Trainme officers and employees.

Trainme treats all cases of suspected malpractice very seriously and will investigate all suspected and reported incidents of possible malpractice.

## MALPRACTICE BY TRAINEES

Some examples of trainee malpractice are described below. These examples are not exhaustive and all incidents of suspected malpractice, whether or not described below, will be fully investigated, where there are sufficient grounds to do so.

- Obtaining examination or assessment material without authorization.
- Collaborating with another trainee or individual, by any means, to complete a coursework assignment or assessment, unless it has been clearly stated that such collaboration is permitted.
- Disruptive behavior or unacceptable conduct, including the use of offensive language, at center or assessment venue (including aggressive or offensive language or behavior).
- Producing, using or allowing the use of forged or falsified documentation, including but not limited to:
  - Personal identification;
  - Supporting evidence provided for reasonable adjustment or special consideration applications; and
  - Results documentation, including certificates.
  - Misrepresentation or plagiarism

### Plagiarism:

using the words or ideas of others and presenting them as your own. Such activity represents a form of fraud. It can take many forms, from deliberately seeking academic advantage



by replicating the work of others, to accidentally copying from a source without acknowledgment.

- Trainme recognizes that fostering academic honesty is a key element of ethical training, and is opposed to, and will not tolerate, plagiarism.
- Trainme also recognizes its responsibility in ensuring that trainees are educated in, and understand their responsibilities in relation to, academic honesty and plagiarism.
- It is unfair and dishonest for trainees to present or submit work for assessment that dishonestly represents the work of others as their own.
- It is the responsibility of trainees to comply with this Policy and Procedures, and to ensure that they do not commit, or collude with another person to commit, plagiarism. Work submitted or assessment should be genuine and original.
- It is the responsibility of Staff and the Trainers to ensure that subject outlines give clear guidelines on Trainme Policy and Procedures on plagiarism and, where possible, should include discipline or subject specific examples.

## How to Avoid Plagiarism

In order to avoid a charge of plagiarism all sources must be acknowledged in a clear and precise manner in accordance with accepted practice. As part of the common subjects, trainees will be taught how to reference their sources correctly.

What happens if a trainee plagiarizes?

Where plagiarism is identified, it will be necessary to decide:

- Whether the plagiarism should be dealt with at an informal or a formal level; and
- When a trainer suspects an instance of plagiarism, the following steps will be taken:
  - For local courses, the trainer who is marking the paper or assessing the project / examination will initially assess the degree of plagiarism and how much material was plagiarized, and take decisive action.
  - For international courses, the international accrediting body will take the decisive action

Avoiding Plagiarism and ensuring the integrity of assessment:

To minimize the potential for plagiarism during assessments, TrainMe is taking the following general measures:

1. Balancing formative and summative assessments. In addition to the summative assessments during and at the end of the course. Various formative assessments are used to ensure trainee's achievement of the ILOs. Formative assessments can provide trainees with an ongoing opportunity to demonstrate their knowledge and skills without the pressure introduced by a summative assessment.

2. Build a relationship with trainees. When trainers are responsive to trainee questions, provide substantive feedback throughout a course, and find other ways to interact with trainees, they are less likely to cheat. It matters if trainees believe an instructor cares about them.

Time-bound assessments: TrainMe determines the time needed for the assessment in a way that ensures the average trainee will not have time to cheat or search for answers anywhere except from what he/she learned.

## **MALPRACTICE BY CENTER EMPLOYEES AND STAKEHOLDERS**

Below are examples of malpractice by trainers, tutors and other officers. These examples are not exhaustive and all incidents of suspected malpractice, whether or not described below, will be fully investigated, where there are sufficient grounds to do so:

- Allowing cheating.
- Arranging for an individual other than the trainee to sit for the examination.
- Collaborating with another trainee or individual, by any means, to complete a coursework assignment or assessment, unless it has been clearly stated that such collaboration is permitted.
- Disruptive behavior or unacceptable conduct, including the use of offensive language, at center or assessment venue (including aggressive or offensive language or behavior).
- Producing, using or allowing the use of forged or falsified documentation, including but not limited to:
  - personal identification;
  - supporting evidence provided for reasonable adjustment or special consideration applications; and
  - results documentation, including certificates.
  - misrepresentation or plagiarism.

## **POSSIBLE MALPRACTICE SANCTIONS**

Following an investigation, if a case of malpractice is upheld, Trainme may impose sanctions or other penalties on the individual(s) concerned. Any sanctions imposed will reflect the seriousness of the malpractice that has occurred.

## **REPORTING A SUSPECTED CASE OF MALPRACTICE**

This process applies to trainers, invigilators, trainees and other Center staff, and to any reporting of malpractice by a third party or individual who wishes to remain anonymous.

Any case of suspected malpractice should be reported in the first instance to the review committee.

A written report should then be sent to the review committee clearly identifying the factual information, including statements from other individuals involved and/or affected, any evidence obtained, and the actions that have been taken in relation to the incident.

In cases of suspected malpractice by center teachers, tutors, invigilators and other officers, and any reporting of malpractice by a third party or individual who wishes to remain anonymous, the report made to the review committee should include as much information as possible, including the following:

- a) The date time and place the alleged malpractice took place, if known,
- b) the name of the trainer, invigilator or other person(s) involved,
- c) a description of the suspected malpractice,
- d) any available supporting evidence.

## **ADMINISTERING SUSPECTED CASES OF MALPRACTICE**

Trainme will investigate each case of suspected or reported malpractice relating to ascertain whether malpractice has occurred. The investigation will aim to establish the full facts and circumstances. We will promptly take all reasonable steps to prevent any adverse effect that may arise as a result of the malpractice, or to mitigate any adverse effect, as far as possible, and to correct it and make sure that any action necessary to maintain the integrity of the center is taken.

## **FAILURE OF COMPLIANCE**

The use of assessments which have not been properly approved by an external examiner, or any breach of security are very serious matters and will potentially invalidate the Center's certificate process. The Center will take robust action when any such failure of compliance is uncovered.

## **ATTENDANCE**

Punctual and regular attendance is an essential responsibility of each trainee. Trainees are expected to report to the course as scheduled, on time and prepared. Late arrival, early departure or other absences from scheduled hours are disruptive and must be avoided. Attendance and punctuality are strictly monitored on a regular basis by the Trainer, checked and validated by the

## **Administrative Officer.**

### **Absence**

"Absence" is defined as the failure of a trainee to report to the course or program when he or she is scheduled to.

Excused absence occurs when all the following conditions are met:

- The trainee provides to his or her trainer, and Student Affairs Officer, or any other involved party (Administrative Secretary or Customer Service) sufficient notice and by email, WhatsApp or text message. The absence request is approved in advance by the trainer and Student Affairs Officer.
- Unexcused absence occurs when any of the above conditions are not met. If it is necessary for a trainee to be absent or late because of an illness or an emergency, the trainee must notify his or her trainer. An unexcused absence counts as one occurrence for the purposes of discipline under this policy.

### **Disciplinary Action**

Excessive absenteeism is defined as two or more occurrences of unexcused absence in a consecutive manner and will result in disciplinary action. Eight occurrences of unexcused absence in a course are considered grounds for disqualification. If the case of the trainer is investigated and there is a valid for the absence, Train Me Training Centre can arrange for recap classes.

The Center may impose upon any trainee found to be in violation of the Center's policy or when it is determined that a trainee has not acted in the best interest of other trainees, employees or the Center as a whole. These disciplinary actions shall cover the scope of in-person classes or online/blended classes. Such disciplinary actions shall include, but are not limited to, the actions stated in this Policy below.

### **Types of Disciplinary Action:**

1. Warning: A written or verbal notice to the trainee that the trainee's behavior is unacceptable or that the trainee has violated the rules of the Center and/or that any future violations will be subject to further disciplinary action. The warning occurs in three stages, the last being the definitive action. Whilst the warnings are being communicated to the trainees, the administrative team verbally holds phone calls to communicate the information.
2. Disqualification: Permanent separation of the trainee from trainee status from a class, program, activity, event, or any Center-owned or Center-utilized facility.

Additional Sanctions: In addition to or in conjunction with the disciplinary actions listed above, the following non-exhaustive list of sanctions may be imposed by the Center as part of a disciplinary action: mandatory/support training, counseling on training, restitution and fines, required administrative meetings, execution of a behavioral agreement, modifications to the training schedule, mandatory project or assignment (i.e. writing assignment).

### **PROCEDURE FOR HANDLING MISCONDUCT**

Through Student Affairs & Registration, the action will be brought to the Review Committee's attention. After the Review Committee has convened to discuss such action, the General Manager shall decide the sanction suitable against the trainee.

Depending on the action taken against the trainee, the approximate timeframe for concluding a misconduct is 3-1 weeks.





## PURPOSE

The Center, as far as is reasonably practicable, will provide and maintain premises and systems of work which do not involve risk to the health of members of staff or trainees. Such information, instruction, training and supervision will be given as is reasonably practicable and necessary to safeguard the health of trainees. Trainme has plans to do fire drills for the staff and the trainees for evacuation and necessary safety measures.

# HEALTH AND SAFETY POLICY

## DEFINITIONS

**Risk Assessment:** A structured and systematic procedure for identifying hazards and evaluating risks in order to prioritize decisions to reduce risks to an acceptable level.

**Hazard:** Something with the inherent 'potential to cause harm'. This can include substances, machines, and methods of work or work organizations.

**Risk:** Is the chance, great or small, that someone will be harmed by the hazard. The magnitude/scale of the risk is measured in terms of its consequences, frequency and severity.

## PREMISES

Trainme undertakes to maintain the premises, including the means of access and exit, in a safe condition for normal working by all reasonable measures and any regulations or orders made under the terms of the Safety, Health & Welfare at Work Acts implemented under Ministry of Labor, Kingdom of Bahrain. There are adequate sign boards to fire exits. It also undertakes to provide staff with adequate information, instruction and training for the evacuation of Institute premises in the event of fire or other emergency.

## RESPONSIBILITIES

Trainme, as far as is reasonably practicable, will continue to review all measures which are necessary to protect the health and safety of all trainees. Any communications or updates regarding the health and safety of the trainees, faculty, and staff, the General Manager shall communicate this via email or during meetings.

## TRAINEES' AWARENESS RESPONSIBILITIES

Awareness of Health and Safety obligations which require:

- While at training, all trainees have a duty to take reasonable care of their own health and safety and of the Health and Safety of anyone else who may be affected by their actions.
- All trainees must co-operate with staff and anyone else concerned so they comply with their obligations under the Act.
- Trainees must not intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety or welfare.

## **PERFORM MAINTENANCE**

Maintenance is an important part of the Fire Safety Officer's job. He or she must maintain all fire safety equipment in the building, such as fire extinguishers and other fire-suppression equipment, replacing dysfunctional equipment when it cannot be fixed.

They perform preventative work on buildings and equipment as well to reduce the need for maintenance and replacement.

## **TRAIN AND EDUCATE**

Being the local expert in fire safety means that the Fire Safety Officer is also responsible for providing education and training to all company and facility staff members. They must ensure that staff is adequately aware of fire safety code and preventative measures in order to facilitate the safety of a building and its employees and reduce violations.

## **ADDRESS VIOLATIONS**

After inspecting buildings, if the Fire Safety Officer has identified any code violations or failures to adhere to appropriate regulations, he or she is responsible for addressing these violations. This can include performing maintenance, submitting work orders for building updates, and implementing any necessary disciplinary actions.

## **FIRE**

- Fire is a significant risk within the workplace. All employees and trainees have a duty to conduct their operations in such a way as to minimize the risk of fire and they are under a duty to report immediately any fire, smoke or potential fire hazards, such as faulty electric cable or loose connections. Employees and trainees should never attempt to repair or interfere with electrical equipment or wiring themselves. The safety officer is responsible for the maintenance and testing of fire alarms and firefighting, prevention and detection equipment.
- Fire extinguishers are located at strategic points throughout the workplace. If fire is discovered, it is the responsibility of any present to help evacuate the building. Employees and trainees are expected to tackle a fire themselves only if it would pose no threat to their personal safety to do so. If the situation is dangerous or potentially dangerous, the employee or trainee should evacuate the building immediately.
- All employees and trainees must ensure they are familiar with their evacuation route and designated assembly point in case of fire. Practice fire drills will be conducted on a regular basis to ensure employee and trainee familiarity with emergency evacuation procedures.

## **MANUAL HANDLING**

- Employee and trainees should not attempt to lift or move a load which is too heavy to manage comfortably. Employee and trainees should ask for assistance if there is any danger of strain
- When lifting an object off the ground, employee and trainees should assume a squatting position, keeping the back straight. The load should be lifted by straightening the knees, not the back

- Employee and trainees should not attempt to obtain items from shelves which are beyond their reach. A ladder or stepping stool should be used. Employee and trainees should not use chairs or any makeshift device for climbing and should never climb up the shelves themselves.
- The load to be lifted or moved must be inspected for sharp edges and wet patches
- The route over which the load is to be lifted should be inspected to ensure it is free of obstruction.

## **RISK ASSESSMENT**

**The health and training management will take care of the following:**

- Correctly and accurately identifies a hazard.
- Disregards inconsequential risks and those risks associated with life in general.
- Determines the likelihood of injury or harm arising.
- Quantifies the severity of the consequences and the numbers of people who would be affected.
- Takes into account any existing control measures.
- Identifies any specific legal duty or requirement relating to the hazard.
- Will remain valid for a reasonable period of time.
- Provides sufficient information to enable the Managing Director/General Manager/ Administrative & Training Officer to decide upon appropriate control measures, taking into account the latest scientific developments and advances.
- Enables the college to prioritize remedial measures.

## **EVALUATING THE RISK AND SETTING PRIORITIES**

The risk assessment should enable Schools/Services to prioritize remedial measures. In many cases it will be clear that some risks require attention before others. Where there is uncertainty a risk rating may be attributed to each identified hazard.

The factors relating to severity and likelihood of harm are given a numerical value and then multiplied together to give a risk rating which can then be used to prioritize remedial actions.





## PURPOSE

All staff and trainees who process personal data must comply with the Data Protection Policy that it shall be the duty of the data controller to comply with the protection principles in relation to all personal data with respect to which he/she is the data controller. The purpose of this policy is to also clarify the internal allocation of responsibilities and duties in respect of the Data Protection Policy and to set out the structure within which they will be discharged.

# DATA PROTECTION POLICY

## DEFINITIONS

The Center's data protection policy sets the guidelines for the administration, staff and trainees on how the data concerned is protected.

## OBJECTIVES

- To ensure that the center complies with the Data Protection Policy.
- To ensure that the data protection rights of trainees, clients, employers and center staff are safely secured.
- To ensure that the Center will review and update the data protection policy and procedures when changes occur.
- To ensure the access of data will support in terms of training and development in adhering to the Data Protection Policy and procedures.
- Data shall be obtained and processed fairly and lawfully. Nobody should be deceived or misled about the purpose for which their data is to be processed.
- Keep it accurate, complete and where necessary, up-to-date.
- The data must be accurate when recorded and accuracy must be maintained throughout the life cycle of the data.

## SECURITY & PROTECTION

The Training Center uses Learning Management System (LMS). On this LMS, the Center implements specific security measures to ensure data protection. All the users on LMS will be provided by a Username and Password, which they can use to login to the System. Through this, outside users can not login to the system.

All the course contents and reports are saving on cloud system with extra security measures. Only authorized persons can access these. The application will be upgraded and keeps the latest version and the system will be protected with antivirus programs.

## PRINCIPLES

Trainme is committed through its policy, procedures and guidelines to ensure that it will:

- Comply with both the law and good practice
- Respect individual's rights
- Be open and honest with individuals whose data is held
- Provide training and support for staff who handle personal data, so that they can act confidently and consistently

## DO'S & DON'T'S

DO	DO NOT
Do use a strong password and change it if you think it may have been compromised	Don't give your password to anyone
Do report any loss or suspected loss of data	Don't reuse your Trainme password for any other account
Do be on your guard for fake emails or phone calls requesting confidential information – report anything suspicious to the service desk	Don't open suspicious documents or links
Do keep software up to date and use antivirus on all possible devices	Don't undermine the security of Trainme systems
Do ensure Trainme data is stored on the systems	Don't copy confidential Trainme information without permission
Do password protect and encrypt your personally owned devices	Don't leave your computers or phones unlocked

## DATA RETENTION, BACKUP & ARCHIVING

A data retention policy, or records retention policy, is an organization's established protocol for retaining information for operational or needs. When writing a data retention policy, you need to determine how to:

- Organize information so it can be searched and accessed at a later date
- Dispose of information that is no longer needed

Trainme data retention policy is part of the Center's overall data management and outlines the reasons for retaining specific data as well as what to do with it when targeted for disposal.

The policy is important because Trainme data can pile up dramatically, so it's crucial to define how long the Training Center needs to hold on to specific data. Trainme should only retain data for as long as it's needed, because retaining data longer than necessary takes up unnecessary storage space and costs more than needed.

**Trainme adheres to retain its record for 5 (five) years.**

### IMPLEMENTATION:

- The reason for implementing a data retention policy involves proper data backup. An organization's backup data helps it recover in the event of data loss.
- Too little data backed up means the recovery will not be as comprehensive as needed, while too much causes confusion.
- A data retention policy should treat archived data differently from backup data.
- Archived data is no longer actively used by the organization, but still needed for long-term retention.

- An organization may need data shifted to archives for future reference or for compliance.
- Archives are stored on storage media, so they reduce costs and the volume of primary data storage. A user should be able to search archives easily.

## **PERSONS RESPONSIBLE:**

### **IT Security Manager**

The IT Security Manager is responsible for the Data Protection Policy of Trainme Training Center. He will provide specialist advice to the Training Center, in particular as data custodian and data steward.

He will advise on appropriate security measures for any new types of information systems that are introduced in order to aid clarity of the policy.

### **Administrative Secretary**

Administrative secretary is responsible for the documents within the Center.

- Any staff within Trainme can obtain the documents if they have a reasonable purpose
- If any staff requested a document, the secretary shall give them the document, given that they return it within an appropriate time.

## **DATA AUTHENTICATION**

To protect Trainme's networks and information we follow authentication control categories that help reduce risks and improves data security. By developing an incident response plan, the Center quickly responds to incidents, restores critical systems and data, and keeps service interruptions and data loss to a minimum.

Data control and authentication at Trainme are implemented based on training needs and requirements to strengthen the Center's data security procedures:

- Use of Strong User Authentication
- Backup & Data Encryption
- Securing documents and backups in the cloud system
- Development of an Incident Response Plan
- Patch Operating Systems and Applications

### **Strong User Authentication**

Trainme implements user authentication policies that balance security and usability. Our devices authenticate users before they can gain access to our systems.

Authentication is implemented by providing Username and Password to Authorized Users only, so that that only these users can access the LMS.

Trainme applies the principle of least privilege to prevent unauthorized access and data breaches. To manage and control administrative privileges, employees only have access to the information that they need to do their jobs. Each user is assigned their own set of log-in credentials, and administrators have separate administrative accounts and general user accounts.

### **Back up and Data Encryption**

Trainme regularly creates copies of information and critical applications to one or more secure locations, such as the cloud or an external hard drive. If a cyber incident or natural disaster happens, these copies ensure continuous and uninterrupted training operations and activities

while preventing data loss. Backups are done online or offline; and are regularly checked and tested to ensure restoration of data.

### **Firewalls and Antivirus & Malware Software**

Trainme activates firewalls and installs anti-virus and anti-malware software from a reputable provider on its devices to prevent malicious attacks and protect against malware.

Software issues or vulnerabilities are dealt with through vendors which release patches to fix bugs, address known vulnerabilities, and improve usability or performance.

### **Updating and Securing Devices**

Automatic patches and updates for all software and hardware are enabled to prevent threat actors from exploiting these issues or security vulnerabilities.

### **Website Defacement**

To protect the Trainme website and any sensitive information it collects, the Center encrypts sensitive data, ensures certificates are up to date, assigns strong passwords or passphrases on the backend of the site, and uses HTTPS.

### **Configuring Devices Securely**

The Center regularly checks/ reviews its device's default settings and makes modifications as required. Default passwords are changed (especially administrative passwords), location services are turned off, and unnecessary features are disabled.



## PURPOSE

Trainme Training Center provides employment opportunities and regularly conducts recruitment and training programs for new hires and existing employees as necessary or as required.

The purpose of this policy is to build and maintain a recruitment and training system which can be applied to all staff level. This policy and the procedure sets out measures in relation to training and development.

# STAFF RECRUITMENT, TRAINING, AND DEVELOPMENT POLICY

## DEFINITIONS

Trainme believes that hiring qualified individuals to fill positions contributes to the overall success of the Training Center. Each employee is hired to make significant contributions to Trainme.

All application received by the Training Center are reviewed for accuracy, completeness and job-related qualifications. A limited number of applicants meeting the requirements and demonstrating the most desirable qualifications are invited to participate in the interview and selection processes, which consist of a series of interviews, a thorough background investigation, pre-employment medical, and other necessary testing procedures. An eligibility list of qualified applicants will be established following the testing and interview process.

## HIRING PROCESS AND PROCEDURES

In hiring the most qualified candidates for positions, the following process should be followed.

### Personnel Requisitions

Personnel requisitions must be completed to fill Trainme positions. Requisitions must be initiated by the Management, approved by the Managing Director/ General Manager and then forwarded to and finalized by the Administrative / Secretary/ Account & Human Resource department.

### Personnel requisitions should indicate the following:

- Position title / department;
- Position work timings;
- Reason for the job opening;
- Essential job functions and qualifications (job description);
- Recruitment advertising instructions and methods.

### Intake Meetings

The Management (Managing Director, General Manager, Managing Director & Manager and Administrative & Training Officer) will arrange an intake meeting prior to posting a job opening. The recruiting strategy will be set during this meeting and expectations established.

## Job Postings

Administration/ Marketing Team will create job postings that briefly describe the job opening and communicate the brand / identity of the Training Center. All job openings will be posted externally in sites/ channels appropriate for the position being filled. Jobs will remain posted until the position is filled.

The Management will be responsible for tracking all applicants and retaining applications and resumes as required.

## Interview Process

The interview can be handled by at least one member of the Management Panels, or by all members of the Management together with the Administrative Training Officer, who will screen applications and resumes prior to scheduling interviews, which are generally conducted based on qualification, experience, behavior and salary package. Candidate evaluation forms will be completed after each interview and retained with the application. If the job opening is for a Trainer, a training demo session will be required for evaluation process.

## Reference Checks

Administration/ Secretary will conduct professional reference checks and employment verification by phone call or email (or both) on the top candidates based on the results of the candidate evaluation forms completed by the interviewers. A minimum of three professional references are required from each candidate.

## Job Offers & Contract

After a decision has been made to hire a candidate, a final job offer will be made contingent on the satisfactory completion of required background. The job offer will include all necessary details such as position, starting date, salary package, benefits and job description, signed and received by all parties.

Upon acceptance of the Offer, both parties will sign a contract which will include all duties and responsibilities as per agreements under the internal rules and regulations and the Kingdom of Bahrain's Labor Laws.

## INDUCTION OF NEW STAFF

This section of the procedure sets out the Center's arrangements for ensuring the effective induction of all new staff. Through its induction arrangements, the Center aims to ensure that it meets its health and safety and other statutory obligations, and ensure that new staff become familiar with the organization, its management of risk and their roles in a timely and effective way. Local induction also ensures staff receives specific information and guidance on how to undertake their designated role in the organization.

General Manager/ Administrative Officer will ensure that all new starters in their department (including those transferring to new employment within the Center, and staff on fixed-term contracts and secondments) will have an effective local induction into their new role within their new department.

## TRAINING AND DEVELOPMENT

This policy and procedure sets out the measures in relation to training and development, and

the responsibilities that staff at all levels have to ensure that the Training Center develops a strong culture of learning and continuous development.

The purpose of this policy is to update and enhance the knowledge, skills and capabilities of the staff. This range of other learning and development includes electronic learning, self- managed learning, mentoring and coaching.

Trainme Training Center is committed to developing a strong learning culture, in which everyone is able to achieve their full potential, and which will increase job satisfaction and continuously advocate career development. As such, the Center is committed to providing excellent training and development opportunities by its staff, which meet the operational and strategic objectives of the organization, as well as individuals' own learning aspirations and needs.

The Center will maintain and keep under review a list of training that is mandatory and ensure that appropriate training is available at the required intervals and delivered with due regard to fairness and equity.

All applications for staff training and development activities will be considered strictly on merit and relevance.

## **STAFF TRAINING NEEDS ANALYSIS**

The Center will undertake an annual Training Needs Analysis (TNA). This will be led by the General Manager and the Management involved according to a process agreed and monitored by the Staff Training and Development Committee.

The Center's policy is that all staff should have a well-structured appraisal / personal development reviewed at least annually with the Management. The Center will monitor performance against this accordingly.

The Center will subject each staff member under the TNA Process, after which the Management will decide which Course or Program is required for the candidate.

## **PERSONAL DEVELOPMENT SCHEME**

The aim of the scheme will be to provide a fair framework for assessing performance, and to support learning, development and career progression.

For those staff that have been in Trainme's employment for less than 6 months of the appraisal cycle, the managers are not required to complete the entire appraisal process. Though as an on-going basis and regardless of the length of appointment, development and performance management of the staff should be discussed between the manager and the staff.

## **STAFF AND TRAINING DEVELOPMENT**

- To facilitate and promote good practice in training and development for all staff in the Center.
- To ensure that staff is attending relevant mandatory training events, including Induction events, and follow up individual staff who fail to attend required induction/mandatory training escalating the issue to relevant Director if individual persistently fails to attend.
- To ensure that new staff (both temporary and permanent) receive local induction as per the Training Center's arrangements and to return the completed local induction check list to Administrative/ HR department within one month of appointment of a new member of staff.
- To assist with delivery of staff training and development activities where appropriate.

## All Staff

- To take responsibility for their own training and development, including attending relevant induction and mandatory training events.
- To make all necessary arrangement to attend training events.
- To participate in the appraisal / personal development review process with their manager, at least annually, and to take up opportunities that are provided in support of their learning and development needs, whether within their own department or centrally.
- To meet the training and/or professional development requirements of their professional body, where relevant.
- To seek appropriate authorization to attend training events, usually from the Administrative/ HR Manager.

## PROCEDURE

- The procedure will include the following steps:
- Training Need Analysis Process,
- Appraisal and Personal development review scheme,
- Induction Procedure.





## PURPOSE

The Center provides a wide range of programs for certified courses. It maintains a custom application created to meet the needs of Trainees, trainers, and Admin. It is designed and developed to host the Trainme Web portal. The application digitizes the work process of the Training Center. It will be used by the Admin, Trainers and registered Trainees.

# LEARNING MANAGEMENT SYSTEM USAGE POLICY

## DEFINITIONS

An unlimited number of Trainers and Trainees will be registered to the portal. The Trainers' task will be limited to documents related to courses, reply for messages and verification of the attendance. The Trainees will have access to the materials until the course period. Once the course period is over, the Trainee's login will expire. Corporates can view their elected trainees results and certifications. The corporate Trainees will be a part of Tamkeen program. The App will be responsive and linked to the Website and Social Media channels.

## DUTIES AND RESPONSIBILITIES

### Admin

- Admin will provide access to certain files in the training portal.
- Admin staff will visit the course area and tick against the attendance sheet. This attendance sheet is saved and linked to the grading page. Once the grades are manually added to the system, the Attendance marks will be added to the total grade.
- Admin can delete/add/edit the members of the portal.
- Attendance/Results can be exported to Excel or can be printed for Admin use.
- Verify the inbound applicants and generate user name and password. This will be sent as an email to the registered users.
- Editing Attendance and Grades.
- Access defined by role.

### User

- Users will fill forms available: There will be trainer's forms available for Corporate/Job Seekers/Trainees/Trainers. Form fields will be provided by Trainme.
- Admin will verify the form and generate user name and password for applicant.
- Once user receives the login credentials, there will be provision to change only password.
- User will be logged in to the system till the completion of the course and Admin will set up an expiry timeline. Once the expiry time is overdue, the registered member cannot access the login page.
- Admin can extend the expiry timeline of the registered member upon request.

- The Registered member will view their respective course Schedules/ Exam Schedules/ Attendance Sheet/Announcement/course videos/Documents.
- Registered member can leave an offline message to their trainer for any queries.
- Search features
- Each User to view their respective Course, Results and Attendance.

### **Trainer**

- Trainers will access the portal to upload course materials/Videos and Research Materials.
- Trainers can view the trainee's attendance sheet
- Trainers will write a review once the workshop or course is over.
- Trainers will upload Exam results

### **CONTINUAL IMPROVEMENT**

- Trainme plans to manage the processes necessary for the continual improvement of the QMS through the establishment of objectives, the planning of the process, the provision of resources and information needed to carry out the process, the monitoring of related measures needed to assess process effectiveness and efficiency, and the identification/ implementation of actions needed to achieve desired results.



## PURPOSE

The purpose of the the Quality Management System (QMS) policy is that part of our overall business system which implements our Quality Policy, establishes procedures for providing training which meet or exceed trainee expectations, and satisfies external quality system requirements. The QMS includes the policies, procedures, organizational structure, requirements and responsibilities for achieving our quality policy.

# QUALITY MANAGEMENT SYSTEM

This Quality Policy and its associated procedures establish and document the means by which we implement, maintain and continually improve our QMS. It also identifies the criteria and methods required to ensure effective operation and control of the system, and identify the measurement, monitoring, analysis, information, and actions necessary to achieve planned results and continuous improvement.

## MANAGEMENT RESPONSIBILITY

Senior Management provides evidence of its commitment to the development and improvement of the quality management system through both words and actions to ensure that Our Quality Policy meets our Mission, Vision and Values.

- The Quality Assurance System is managed and headed by the General Manager in order to ensure the involved team implements the proper standards as per the internal/external regulatory framework (NQF, BQA, MOL, Awarding Bodies, and stakeholders). The Administration Officers, Student Affairs & Registration, and Coordinators, in addition to the Training and Quality Advisor (trainers and consultants).
- Every designated member has assigned tasks and requirements which shall be documented and recorded.

## TRAINEE FOCUS

Our Mission, Vision and Values and Quality Policy articulate our commitment to our trainees. Trainee expectations must be determined, understood, converted into requirements, and have processes designed to exceed them in order to fulfill this Mission and Quality Policy, on a daily basis. Staying close to our trainees is our primary method of determining and understanding their requirements and expectations, and we accomplish this objective through a multitude of channels. The QMS ensures that these requirements are fulfilled with the aim of exceeding trainee expectations.

## QUALITY POLICY

Our Quality Policy specifies that all activities of the organization will be carried out in a systematic manner in accordance with defined and documented Policies and Procedures, will meet applicable legislative requirements, will be visible and auditable, and will ensure that the needs of Trainees, Staff and Stakeholders are met.

We realize that Quality is the responsibility of all personnel, and

therefore will promote a Quality Culture within the organization by means of sharing information, including personnel in decision making and delegating specific Quality Management functions.

## QUALITY MANAGEMENT SYSTEM PLANNING

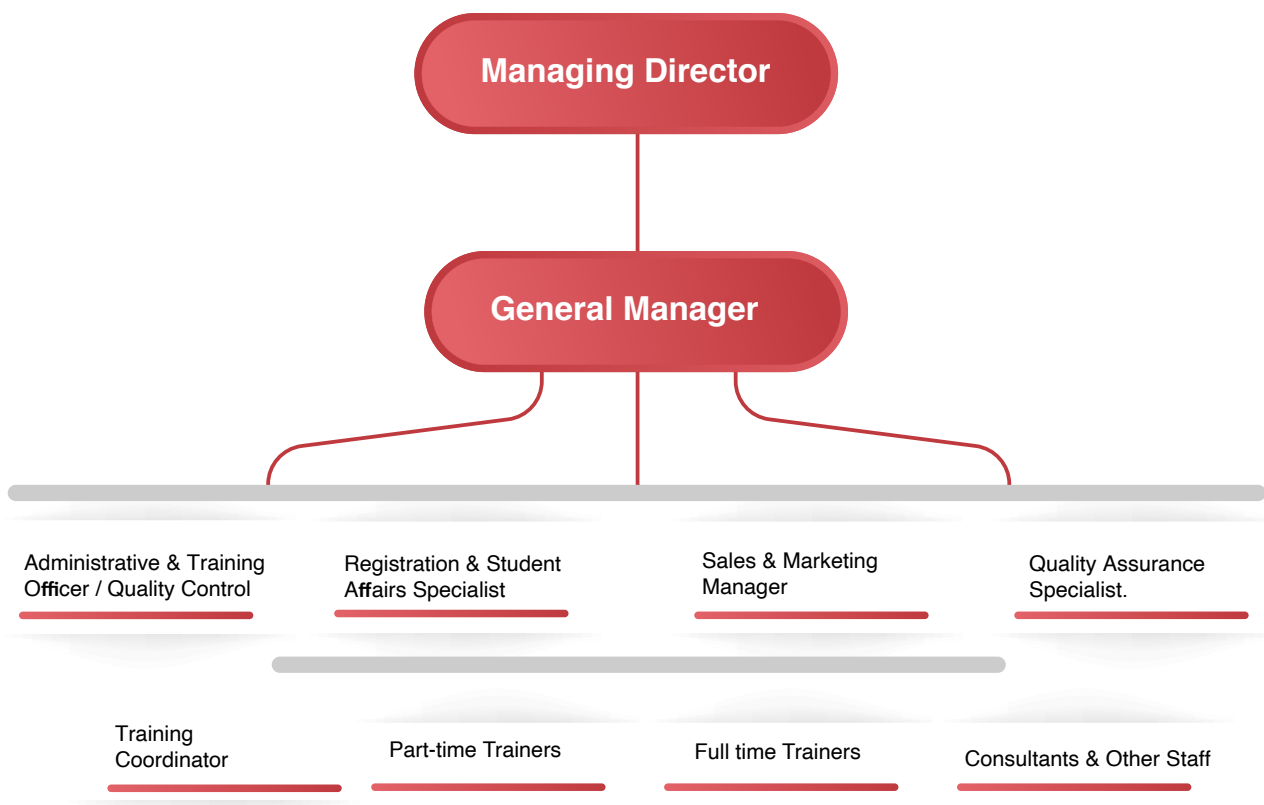
Our QMS identifies and plans for the resources needed to ensure that our quality objectives are met. This includes the identification and planning of QMS processes, the resources needed to ensure its successful implementation, and objectives for continuous improvement. Any changes to the system are conducted in a controlled manner so that the integrity of the QMS is continually maintained.

## QUALITY MANAGEMENT ASSURANCE

Trainme has an internal team, to manage and oversee the implementation of quality management and an external consultant to ensure consistency and compliance with national and international frameworks.

## QUALITY ASSURANCE SYSTEM AND STRUCTURE

### Internal Team



### External:

- Training Center's external Quality advisor works closely with the internal team to ensure consistency and compliance with requirements, legislations and other quality related accreditations.
- The External Quality Advisor regularly visits training sessions, workshops and moderates

records of the center and submits reports to the Managing Director for continuous improvement.

- The roles and responsibilities are stated in employee's contract.

## **QUALITY ASSURANCE DOMAINS**

- The Center ensures the implementation of policies and procedures by constantly monitoring and evaluating training services and administrative operations .
- The quality assurance team ensures that the following major aspects of the center's quality activities are observed:
- Training materials are constantly reviewed ensuring they meet learners need and are appropriate to their level. Trainers are encouraged to modify training materials to fit the skills level of the trainees.
- Assessments activities must be strictly monitored and assessment results are analyzed and presented in graphs to be able to obtain meaningful data from the assessment activities.
- Evaluations of training delivery and related services must be collected and analyzed regularly to check on the feedbacks and recommendations of learners and other stakeholders. When recommendations are found to be necessary and appropriate the center can plan to act on them.
- All critical process must be documented and monitored.
- Strategic plans are regularly developed, monitored and evaluated to ensure continuous improvement of the center
- Training Center will continuously conduct benchmarking and market surveys to identify new trends in training delivery.
- Training Center will provide professional enhancements of its staffs and trainers through workshops and staff seminars.
- Training Center will continue to seek international partnership and accreditation to ensure that the training programs are at par with the international standards.
- Monitoring effective continuous improvement of training, and review it periodically

## **QUALITY MANAGEMENT, CONTROL, AND RESPONSIBILITY**

The following have the key responsibilities and authority for controlling and maintaining the integrity of our Quality Management System:

### **Senior Management**

Senior Management is responsible for Strategic Planning and Quality Improvement Process Planning, the development of our Quality Policy, Vision, and Values & Beliefs, and provision of the necessary resources for accomplishing our goals and objectives. Additionally, Senior Management is responsible for conducting quality system reviews on an annual basis.

### **Operational Management**

Is responsible for the execution of the Strategic Plan, budgeting, and implementation of the quality management system and policies are the responsibility of Managers throughout the organization. This explicitly includes responsibility for implementation of our Quality Policy and ensuring adherence to our Values and Beliefs throughout the organization units for which they are responsible.

### **Employee Responsibility**

All employees are responsible for strict adherence of the quality procedures and guidelines in line with the regulatory bodies .

Employees will identify and record any problems relating to the product, process, and quality

system. Employees are also the key participants in process improvements and the identification of measures needed to ensure the continued success of our continuous improvement process. They will initiate, recommend, or provide solutions through the Corrective/Preventive Action Program.

## **INTERNAL COMMUNICATION**

Representatives from Senior Management Operational Management and staff will constitute the QMS Review Committee. This committee will conduct an annual QMS review to ensure the continuing suitability, adequacy, and effectiveness of the organization. At this review, a number of Quality Management System components are reassessed to ensure that they remain current and applicable with business trends and market shifts. These include the Mission Statement and Quality Policy, Values and Beliefs, annual quality objectives, and the need for changes to the QMS.

## **Mapping & Confirmation Panels**

**Each panel consist of three members as follows:**

- **Mapping Panel: consists of Head of Training and Quality, A specialized Trainer and an external quality advisor. Their main roles and responsibilities are:**
  - Receive the compliance form from the trainer.
  - Ensure that the program is properly aligned in terms of ILOs, content, assessments and the regulation of the Kingdom of Bahrain.
  - Review any updates on programs and ensure they meet standards and NQF requirements.
  - Fill in the compliance form to the conformation panel stating the main finding of their work and recommendations.
  - Send the compliance form along with the course outline, materials and assessments to the conformation panel within one week of finalizing the mapping.
- **Confirmation Panel: consist of members that do not appear in the mapping panel. The members usually are Training & Quality Advisor, Another Specialized Trainers that has not appeared in the mapping panel and an external advisor who have not attended the mapping panel.**
  - Receive the compliance form along with the course outline, materials and assessment from the chair of the mapping panel.
  - Confirm that ILOs, content and assessments are aligned to the NQF requirements.
  - If the receivables are not confirmed, then send them back to the mapping committee to review or send back to the trainer or courses developer for further improvement.

## **Confirmation Panel Tasks & Procedures**

**-Subject matter expert and an expert in qualification design** (role includes review of the mapping score cards, confirming the accuracy of the levels, the allocated time “notional hours”, the allocated credits and the suitability of assessments)

**-Process** (by using expert judgment, by benchmarking against other qualifications, etc.)

Trainme Training Center regularly conducts an Internal Quality Assurance process which samples and evaluates its assessment practices and decisions, and acts on the findings to ensure consistency and fairness.

The main processes involved internal quality assurance and standardization which are performed by the Quality Assurance team.

The Training Center's internal quality assurance and compliance system was developed in accordance with the size and extent of the qualifications delivered, within an internal quality assurance and compliance plan.

**The Qualification Compliance process involves the Quality Assurance for Qualification Compliance whose main role is to ensure that:**

The Training Center strictly adheres to the quality confirmation criteria as per the requirements of the National Quality Framework (NQF) with emphasis on the review of the mapping score cards, confirmation of the accuracy of the levels, allocation of time or notional hours, the credits and suitability of assessments.

Adherence to NQF guidelines enables the Training Center to ensure that the members of the committee conduct the Quality Compliance procedures in the manner required by NQF and that it is aligned with the single integrated national framework for training and learning achievements in order to enhance the credibility of training at Trainme Training Center.

- The evaluation/assessment is fair, consistent, transparent and non-discriminatory.
- Assessors and trainers receive on-going advice and support, for example in designing assessment activities.
- Trainers understand assessment requirements and are given opportunities to achieve against the assessment criteria.
- Trainee's work is presented in a way that it can be subjected to an effective internal quality assurance.
- Trainee's learning achievement can be mapped against the assessment criteria.
- Reports of achievement are valid and consistent.

**The process of qualification compliance requires the following components:**

- The Quality Assurance who will be responsible for Qualification Compliance and managing and coordinating the internal quality assurance process.
- A strategic and well-planned framework and structure for quality assurance.
- A final approved annual timeframe for internal quality assurance with details of the phases and suggested schedule of meetings and activities.
- Designation of roles and responsibilities for committee members involved.
- Conducting a regular meeting/ discussion/ forum to re-examine and update the committee on best practices in quality compliance & assessment.
- Review of quality compliance assessment works in relation to training industry standards.
- Proper maintenance of records of the quality compliance process, including action plans.
- Regular review, assessment and evaluation of the quality compliance process and outcomes.
- 

**ROLES AND RESPONSIBILITIES**

Trainme's Quality Assurance plays a crucial role in the Center's quality assurance and compliance system. The Committee members must have acquired relevant experience in the field and should also have a broad understanding of quality assurance and improvement.

**Main task:** will review the operation of Trainme's internal quality assurance system and ensure compliance through quality monitoring routines.

## Qualification Specific Roles

- It is the Centre's responsibility to ensure that the Quality Assurance members is staffed with professionals with relevant expertise and occupational experience are used in the delivery, assessment and internal quality assurance and compliance processes.
- Ensure consistent standards across all components of the quality framework
- Check and review the structure and address any issues if there are lacks/ discrepancies
- Monitor outcomes of quality standardization processes and activities
- Identify the function of quality compliance and assurance in training and development
- Discuss strategies and planning and monitor practices
- Record documentation and maintain records

## QUALITY ASSURANCE PROCEDURES

Trainme Training center reviews the fitness of the material to the subjected trainees' profile, and encourages the trainer to modify the training material - whenever needed - to be in compliance with the trainees' level and needs

1. Using the results of the analysis of pre-test & post-test to estimate the progress of trainees
2. Applying the observation and performance evaluation of trainers, EVs clients and trainees.
3. Data collected from the evaluation forms should be analyzed, and then translated into graphs
4. All the above measures along with any other observations, events, special cases and actions taken are documented.
5. The results of the above analysis and reports of trainees' progress and achievements is communicated to the trainees and/or stakeholders as applicable.
6. In cases where the progress percentage, evaluation ratings and/or attendance punctuality is found low, further investigations are done in order to identify the main root cause of these results.
7. Results of these investigations are reported with suggested actions to be taken
8. All these documents should be saved in a file relevant to each course
9. The center implements new and modern methods of training to keep up with rapidly evolving field. And notifying the trainers and relevant staff with the latest updates
10. The Center is continuously working on gaining international accreditation to cover the needs of the market
11. Strategic Plan is prepared and to be updated periodically
12. Awareness workshops are taking place from time to time for the trainers and staff to enhance their ability, skills and knowledge with addition to the standard operation procedures for training quality assurance.
13. Under the circumstances of the coronavirus pandemic, Trainme Training center aims to provide most secure and safe learning environment to learners and ensure that there is no compromise on the delivery standards
14. All Trainme Training center learners and stakeholders shall be provided with utmost levels of support for delivering trainings and providing any type of support.
15. Trainme Training center shall also contribute to the society by offering free or low-cost trainings.
16. Trainme Training center Aims to ensure that all staff members and visitors shall be provided with relevant guidance and measures to ensure safety from infectious diseases
17. All staff members at Trainme Training center will undertake to maintain hygiene and cleanliness at the center



18. Trainme Training center shall upgrade its learning systems to ensure availability of virtual learning.
19. Trainme Training center shall also upgrade internal systems to make all assessments and forms available digitally.
20. Trainme Training center shall provide all necessary resources for sanitization, masks, thermo flash and other necessary resources required for meeting norms of the Ministry of Health

### **Internal Quality Auditing**

- The QA Department is responsible for establishing and maintaining an internal quality auditing system.
- In delivering the duties of the auditing system, the QA Department shall assign and develop a number of internal quality auditors. The auditor team shall be comprised of training and support staff from the training center.
- Upon completing a dedicated training on internal quality audit, auditor performance shall shadow experienced internal auditors in the beginning, and the performance of auditors shall be, henceforth, monitored by the QA Department.
- Scheduling of internal quality audit is the responsibility of the QA Department. All learning centres, as well as, the relevant support services shall be subjected to audit on annual basis.

### **The audit type can be either:**

- Policy audit; in which, the internal policies and procedures of the auditee is reviewed against relevant external requirements such as those of the BQA
- Process audit; whereby the actual practices of the auditee are reviewed against the established policies and procedures in TRAINME TRAINING CENTER.
- System audit; which will most likely be a train audit in which a number of related processes are reviewed for checking the seamless integration of all the relevant processes and their performance as a whole system as compared to expected outcomes of internal or external frameworks/policies.

### **The outcome of internal quality audit may be in the form of either:**

- Suggestion of minor area for improvement. The status of implementation of such outcomes need to be followed up in the subsequent quality audit which will be regularly scheduled for the audited centre.
- Suggestion of major area for improvement. This will be either a non-conformity note or an improvement area that may have a significant impact on the performance or compliance of the auditee. Major area for improvement needs immediate attention and shall be closed normally in a month's time from issuing the audit report.
- The QA Department shall maintain a workflow system to track the processing of the internal quality audit system, as well as, the closure of any major areas for improvement that an internal audit may result in.
- All areas for improvement shall be addressed to the head of the audited center /department, who shall be responsible for taking the necessary corrective and preventive actions accordingly.

## **MEASUREMENT, ANALYSIS AND IMPROVEMENT**

Internal audits are critical to the success of our Quality Management System. They help to determine the effectiveness of the system, as well as to identify opportunities for improvement. If the system is effective internal audits can aid in identifying additional opportunities for improvement. If the system is not effective, internal audits will help determine the scope,

nature and source of the problem as well as possible corrective actions needed to achieve effectiveness. The results of these audits form an integral part of the continual improvement process.

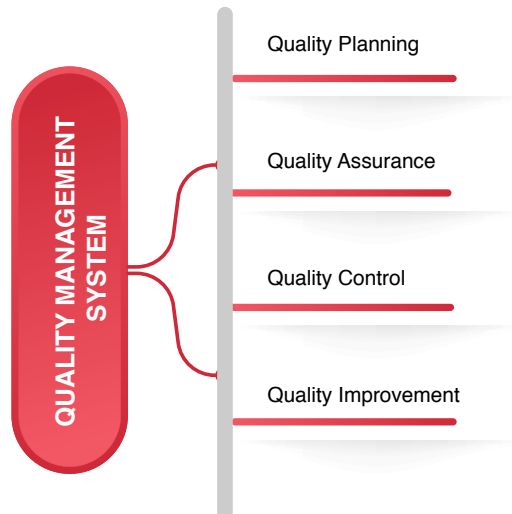
As the most comprehensive tool for determining the effectiveness of our QMS, we will perform a self-assessment on an annual basis. We will perform a self-assessment. We will use the results of the assessment to identify current strengths and weaknesses, and to identify opportunities for continuous improvement.

## **ANNUAL REVIEW:**

Trainme Training Center is committed to an annual process of monitoring and reviewing all policies along with the Quality Management System. This review process will be conducted by the internal and external panel team, which shall be nominated and selected before the review. The review, along with the amendments, shall be approved by the General Manager and the Managing Director of the Center.

The annual review will address the following criteria:

1. Continuous improvement and sustainability,
2. Revised business plans and budgets,
3. Changes to quality objectives and policies,
4. Management meeting minutes,
5. QMS improvement actions,
6. Analysis of specific trends and the quality industry,
7. The appropriateness and flexibility of the method against the demand.







## PURPOSE

The purpose of the Review Committee is to provide training, advisement and assistance to Trainme's faculty and staff to facilitate and improve the program review process. The committee will provide leadership and guidance by reviewing comprehensive program reviews, annual plans, outcomes and assessment cycles, and evaluating the program review planning process.

# REVIEW COMMITTEE

## DUTIES AND FUNCTIONS

- The Program Review Committee will be responsible for maintaining a process by which instructional and academic support programs systematically assess themselves to ensure currency, relevance, appropriateness, and achievement of stated goals and outcomes.
- The Committee will review all proposed procedural and content changes to the program review including budget processes.
- The Committee will develop, write, evaluate and update program review forms and procedures in collaboration with other constituencies, as appropriate.
- Review final instructional and academic support program reviews, identifying themes, and providing advisory guidance to faculty, staff and administrators.
- Provide an annual report of its activities and actions to the General Management, Managing Director, and other constituencies.

### Roles and Responsibilities of Review Committee

Administrative & Training Officer sends an email mentioning the reason and calls for the meeting for Review Committee

Review Committee convenes the meeting to discuss any uprising issue or to settle an underlying one. The meeting shall be documented along with records.

Based on the request, Administrative & Training Officers fills the form. The solution for the issue is discussed and an action plan/report is asked to be prepared by Administrative & Training Officer. Meeting minutes noted by Students Affair Specilaist and shared with the Review Committee members.

The report is prepared and shared with the Review Committee in the next meetup. All the members sign the form and the action taken on the issue. Final review is shared and signed by the General Manager and Managing Director.

## MEMBERSHIP

- The committee will be composed of appointed and standing members from Stakeholders, Senior Management, faculty and administration.
- The Program Review Committee is open to all but the goal is to include at least one representative from each level.

## **APPOINTED MEMBERS**

- General Manager.
- Managing Director.
- Business Development Manager.
- Administrative and Training Officer.
- Student Affairs.

## **MANAGEMENT**

The committee will meet every three months.

- All changes to procedures and forms will be submitted to constituencies for review before implementation.
- All documents related to the business of the Committee will be signed by every member after the conclusion of every meeting.
- Committee members will share the responsibility of taking minutes if a staff member from Student Affairs is unavailable.
- The Committee will review this agreement on an annual basis.



## PURPOSE

The purpose of the assessment and feedback policy is to gather relevant information about trainee performance or progress, or to determine trainee interests to make judgments about their learning process, whilst providing feedback about the learning and teaching process. After receiving this information, trainers can reflect on each trainee's level of achievement, as well as on specific inclinations of the group, to customize their teaching methods.

# TRAINEE ASSESSMENT POLICY AND PROCEDURE

## DEFINITION

**Assessment:** used to understand the state or condition of learning. A trainer assesses learning through both observation and measurement in an attempt to better understand the trainee's learning in a course. This includes collecting evidence, both graded and non-graded, about a trainee's progression in the course.

## FORMS OF ASSESSMENT

FORMATIVE ASSESMENT			
Type of assessment	Comment	Marking Criteria	Timeframe
activities	The activities are a set of formative assessments. As the course progresses, this test helps the trainer to evaluate the level of knowledge that the trainees have incorporated as per the lesson plan and ILO. This t is important as it helps in analyzing the gaps in learning and helping the trainees to progress through the course	Non graded	1 hour
Case studies	The case study is formative assessment administered during the course to determine whether the learner has adequately learned in the period of the course. This helps to the learners to understand their strengths and weaknesses throughout the course, as it also helps the instructors understand the level of teaching and area of improvement.	Non graded	1-2 hours
practicals	Practical skills are used as a unit-by-unit based formative assessment where they are fundamental to the success of the course. These are used in discipline where practical skills are measured as a part of learning. This is an important evaluation method which helps the trainees to understand their practical knowledge of the course.	Non graded	1-3 hours, as per the International Awarding Body

SUMMATIVE ASSESSMENT			
Type of assessment	Comment	Marking Criteria	Timeframe
Mid-tests	The Mid-test is a summative assessment. As the course progresses, this test helps the trainer to evaluate the level of knowledge that the trainees have incorporated half-way through the course as per the lesson plan and ILO. This test is important as it helps in analyzing the gaps in learning and helping the trainees to progress through the course	30 marks	1 hour
Final-Exam	The final exam is a summative exam administered at the end of the course to determine whether the learner has adequately learned in the period of the course. This exam evaluates the learners in order to understand their strengths and weaknesses throughout the course, as it also helps the instructors understand the level of teaching and area of improvement. The final exam results are an important criteria in obtaining the course certification.	50 marks	1-2 hours
quiz	The quiz is a summative assessments. As the course progresses, this test helps the trainer to evaluate the level of knowledge that the trainees have incorporated half-way through the course as per the lesson plan and ILO. This test is important as it helps in analyzing the gaps in learning and helping the trainees to progress through the course	20 marks (2*10)	30min
International Exams	Practical skills are used as a unit-by-unit based formative assessment where they are fundamental to the success of the course. These are used in discipline where practical skills are measured as a part of learning. This is an important evaluation method which helps the trainees to understand their practical knowledge of the course. The practical results are evaluated to assess the overall performance of the trainees throughout the program.	As per the International Awarding Body	Around 2.5-3 hours, as per the International Awarding Body
<b>TOTAL:</b>		<b>100 marks</b>	

OTHER ASSESSMENT			
Type of assessment	Comment	Marking Criteria	Timeframe
Placement test	The test that is conducted by the training center to select the prospective students for the admissions for the right course. These tests help the prospective candidates to choose the suitable course for learning.	20 marks	1 hour
Pre test	The test that is conducted by the training center to select the prospective students for the admissions for the right course. These tests help the prospective candidates to choose the suitable course for learning.	25 marks	
Post-Test	The Post-test is set of assessment taken after the completion of the course. This test is designed to measure the value and effectiveness of learning as per the course lesson plan. Learners can know the level of knowledge gained before and after the program and it also helps the trainees know the areas to improve on.	25 marks	1 hour

**NOTE:** For calculation of 100 marks, the assessments that are taken into consideration are, quizzes, mid tests, and final exams.

**To meet the assessment requirements of the training package, Trainme assessors will implement the following assessment systems:**

1. Assessment methods and tools will be developed according principles of fairness, flexibility, validity and reliability, along with validity, sufficiency, authenticity, and currency.
2. When developing assessment materials, assessors will use the information from the unit elements, performance criteria and assessment requirements to determine what competence looks like.
3. Assessment will always be based on the performance of the individual learner. If assessment tasks are undertaken as a group, each learner will be assessed on each component of the task individually.
4. Recognition of prior learning will be conducted with the same rigor as any other form of assessment. The RPL process will use evidence from formal, non-formal and informal learning combined with assessment activities to determine competence.
5. Each training product delivered/assessed will undergo validation at least once every five years and at least 50 per cent of the training products will be validated in the first three years of this cycle.
6. Validation of certain training products may be undertaken more often where specific risks have been identified, for example, if industry consultation identifies areas of particular risk.

**RESPONSIBILITIES OF ASSESSORS**



- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Assess learner's evidence using only the published assessment and grading criteria and rubrics
- Ensure that assessment decisions are fair, valid and reliable.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a strong and hard internal verification procedure.
- Undertake any corrective action required.
- Share good assessment practice between all the programs' team.
- Ensure that all staff understands the assessment methodology and the role of the assessor.
- Provide resources to ensure that assessment can be performed accurately and appropriate.

## **CONDUCT OF ASSESSMENT**

Trainees should be provided with a clear timetable at the start of the course as to when assessments will be set, when it should be submitted and when they will receive feedback on it. Trainees should be given a reasonable amount of time for planning, writing and reviewing their work before the submission date, relative to the learning and their overall workload for the program or certificate. Within this, assessments should be set at the commencement of the course, unless there is good reason otherwise stated by the Train Me Training Centre.

The trainer that utilizes assessments is responsible for ensuring that all those involved in the assessment process are aware of the assessments of the course, and where the marking of coursework is undertaken by more than one person, procedures must be in place to ensure consistency in marking, if it is applicable.

If a trainee encounters a problem preventing them from submitting their work that is not caused by a Centre system failure, they must notify their trainer immediately. Evidence of this technical failure may be required by the trainer. The act of notification in itself does not annul or extend any deadline, unless the Centre deems otherwise.

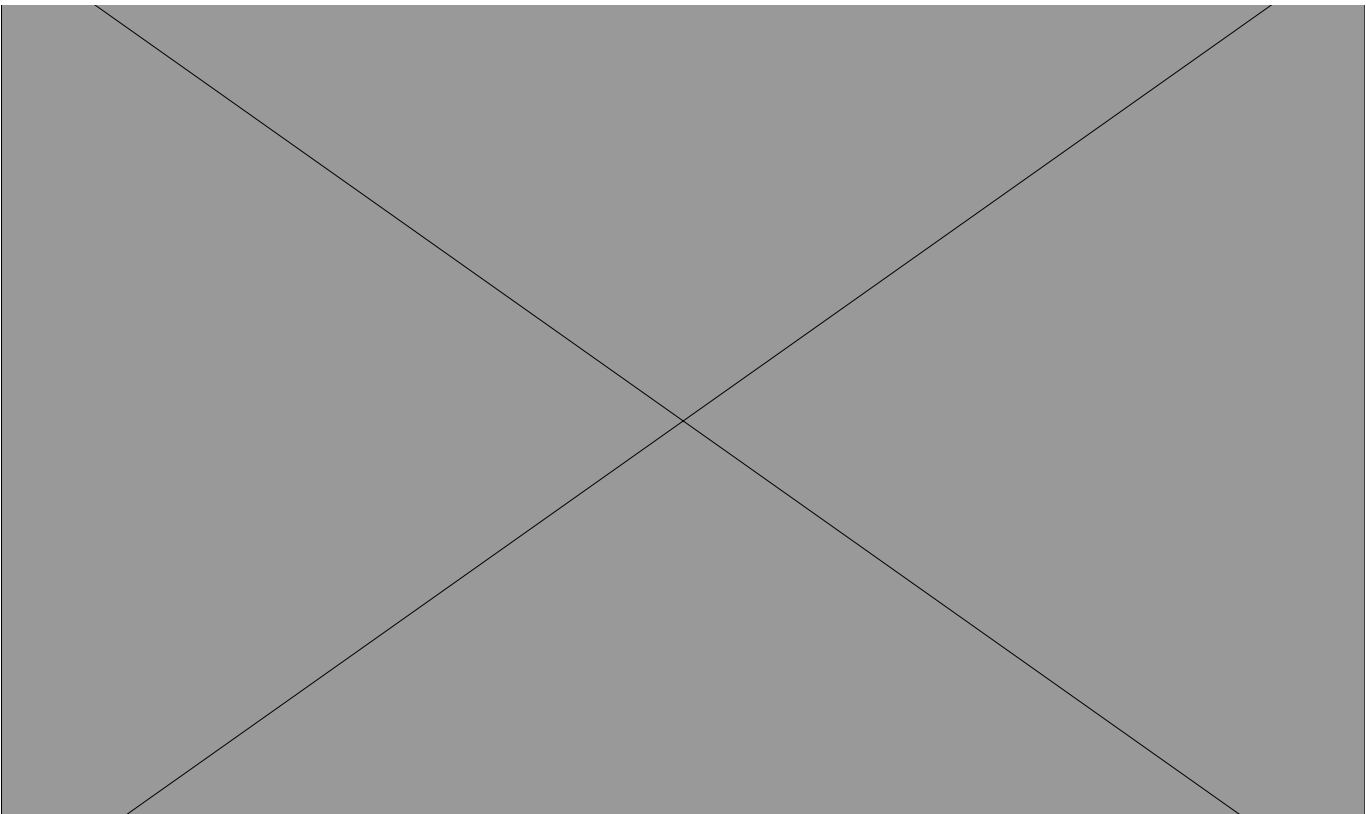
Arrangements should be made for responding to unexpected technical problems in a way that is fair and efficient and within a reasonable timeframe. This includes technical support in case of server failure. In cases of serious technical failure, trainees should be offered the examination in paper format.

For learning outcomes, in order to ensure that the trainee has achieved the course, there has been a matrix created in order to quantify the extent in which the trainee has understood the course objectives.

## **MARKING CRITERIA**

Marking criteria are designed to help trainees know what is expected of them. Marking criteria differ from model answers and more prescriptive marking schemes which assign a fixed proportion of the assessment mark to particular knowledge, understanding and/or skills.

Where there is more than one marker for a particular assessment task, trainers should take steps to ensure consistency of marking. Program specific assessment criteria must be precise enough to ensure consistency of marking across candidates and markers, compatible with a



proper exercise of academic judgement on the part of individual markers.

Detailed marking criteria for assessed group work, the assessment of class presentations, and self/peer (trainees) assessment must be established and made available to trainers/examiners. In respect of group work, it is often desirable to award both a group and individual mark, to ensure individuals' contributions to the task are acknowledged. The weighting of the group and individual mark and how the marks are combined should be set out in the course specification.

## **APPROVAL OF ASSESSMENT**

In order to ensure the maintenance of standards and quality of Trainme's certificates based upon successful completion of approved programs of training, assessment and examination that must be conducted in accordance with the detailed and documented criteria agreed at validation, and with the requirements of the regulatory authorities.

## **ROLE OF EXTERNAL EXAMINERS**

External examiners (in reference to the "External Examiners" section in the same Assessment and Feedback Policy Procedure), play a central role in the approval process, and it is upon their judgements that the Center will rely for assurance that the assessment of the trainee performance is robust, reliable and of a standard that matches equivalent program offered in other higher education institutions.

In fulfilling this role, external moderators look for evidence that:

- individual module assessments provide appropriate coverage of the learning outcomes of a module and, collectively, of the program as a whole;
- assessments are of an appropriate level for the program concerned.

## **APPROVAL OF ASSESSMENT PROCEDURE**

The main elements of the Center's process for the approval of assessments are as follows:

1. A draft assessment is prepared by the program team of a collaborative center;

2. The draft assessment is then sent to the appointed external examiner(s) for consideration;
3. External examiners review the draft assessments and provide comments and requirements for amendments;
4. Where amendments have been required, the Center's designated Administrative Officer secures final approval and communicates this to the Center;
5. The Administrative Officer should confirm receipt of the approved assessments and ensure that they are kept safe and secure;
6. At the correct time, the Center proceeds with the approved assessment.

### **Deadlines for Submitting Assessments for Approval**

The Center is required to submit an assessment calendar at the commencement of each training session. This calendar defines the dates of all examinations, as well as dates at which other forms of assessment, such as coursework or assignments, are to be issued.

### **Dealing with re-sit assessments**

In cases where trainees fail an assessment they are normally required to undertake a re-sit assessment. Accordingly, the Center is also required to submit a draft re-sit assessment for approval at the same time. This will remove the time lag associated with gaining approval for such re-sit assessments.

## **SECURITY OF ASSESSMENT**

Trainme ensures that all assessments, and associated documentation, are kept and transmitted under strictly confidential conditions. Any possible breaches of security must be reported to the Center. It is of vital importance throughout this process that the greatest possible care is exercised in securing the confidentiality of assessments prior to them being undertaken.

All staff must be made aware of their responsibilities in this area and should ensure that their working drafts as well as completed papers cannot enter the public domain whether as hard copy or through a computer network. When undertaking the assessment approval process, draft examination papers may be transmitted by email, provided that they are password protected and that the password is transmitted separately (refer to "Data Protection Policy").

## **PREPARE TRAINEES FOR ASSESSMENTS**

Trainees who are better prepared for assessments have a reduced incentive to cheat. The following strategies can better prepare trainees for success:

1. Clarify for trainees the relevance of a particular assessment and how it relates to the weekly and larger course learning outcomes.
2. Provide examples of work that meet your expectations, along with specific evaluation criteria.
3. Have trainees create study guides as a precursor assignment to summative assessments. Study guides can be a nongraded activity, like a game or practice quiz, or provided as a learning resource.

## **Mechanism for On-site Examinations**

### **Appointment of Invigilators**

1. The Trainer responsible for the course must not be present during the examination (except if requested to explain certain aspects of the exam). For all examinations, an Invigilator should be appointed to coordinate the conduct of the examination.
2. Invigilators can be internal or external.
3. Departments should establish a pool of invigilators sufficient to support all the examinations for which they are responsible.
4. To maintain accountability, departments should keep a record of the assignment of invigilators to each examination.

### **Examination Papers and Stationery**

1. The Trainer responsible for the examination must ensure the accuracy and confidentiality of examination papers.
2. It is important that the examination paper is checked before distribution, to ensure all are clear, clean and fit-for-purpose.
3. Seating Plan
4. To prevent impersonation at examinations and facilitate checking of learners CPR cards, it is good practice to draw up a seating plan for each examination. This is particularly the case for large examinations.
5. Before the Examination
6. Examination venues are available 15 minutes before the start of examinations Invigilators should arrive at the venue in sufficient time to post the seating plan and to distribute question papers, answer books, scratch paper and other necessary materials.
7. Staff of the Academic Registry will provide a Attendance, an Invigilator Log Sheet,
8. Invigilators should allow students to enter the venue only when everything is ready.
9. Except for items explicitly permitted for the examination, all books, bags, papers, mobile phones and other communication devices etc. must be placed so that they cannot be accessed, ideally at the front, rear or side of the room. Subject to permission of the invigilators and only where items are easily visible, these may be placed under desks and seats.
10. Trainees must carry a valid id to attend the examinations

### **During the Examination**

1. At least one Invigilator should be in the exam room throughout the examination.
2. Before starting the examination, the Invigilator should announce the time allowed for the examination and the number of questions for each examination paper, and should ensure that all trainees have a complete question paper, answer book and required stationery.
3. If there is a delay in the starting time, the finishing time may be extended.
4. Invigilators should note the name and time of arrival of late-comers on the Invigilator Log Sheet. Late-comers may not be given extra time for the examination.

5. Invigilators should record student attendance using the Attendance provided at the venue and verify students' ID cards to avoid impersonation.
6. Trainees may leave the venue after completion of the exam
7. Invigilators should undertake regular monitoring of the examination.
8. End of the Examination
9. Trainees should not be allowed to leave the examination room once after completion of exam
10. Trainees should be reminded to complete the necessary information on the front page of their answer books,
11. All answer books, examination papers and supplementary sheets, whether unused or used for draft work should be collected. Trainees are permitted to remove printed or written materials from the examination room only with the permission of the examiner.
12. Trainees should not be allowed to leave their seats until all examination answer books and examination papers have been collected and counted.
13. Invigilators should complete and sign the Attendance and the Invigilator Log Sheet. All irregularities, including names of late-comers, students taken ill during the examination, and incidents of cheating and misconduct, must be recorded on the Log Sheet.

## **Mechanism for online exam**

### **training center Responsibilities**

- Train me training center should provide students with appropriate training on the use of the relevant online-proctored software for example by running a practice test.
- Where online-proctored examinations are required by a professional body should clearly inform students of any specific requirements relating to the examination.
- training center should provide clear written instruction to students prior to the start of the examination/assessment including reference to what physical/online resources can be used, whether communication with a third party is permitted and guidance on referencing requirements.
- The Trainme training center students affairs will ensure that reasonable adjustments are in place for students with health difficulties and/or related medical conditions.
- Trainme training center shall provide feedback on the examinations/assessment in accordance with the Training center's Feedback and Assessment Policy.
- Trainme training center will ensure that Trainees have access to the relevant technical support required.

### **Trainees responsibilities**

- Trainees are expected to agree to supply some personal information for the purpose of verification. This is a requirement to maintain the academic integrity of the exam.
- Trainees must prove their identity prior to the examination by means of a valid student ID. Trainees may be asked to take a photograph of themselves (using the webcam) with a valid proof of identity, which includes a closely resembling photograph. This may be checked and verified by a member of Training center staff.
- Trainees must satisfy the following requirements for the setup of the computer and webcam that are used during the examination/assessment:

- a.Desktop sharing software should not be installed and activated on the computer.
  - b.The webcam and microphone required for the exam should be enabled and running.
  - c.The webcam should be focused on the candidate taking the examination at all times.
  - d.The Candidate’s face should be positioned in the centre of the webcam view and must be visible throughout the duration of the examination.
  - e.Nothing may cover the lens of the webcam at any time during the examination.
- Trainees must be present in the virtual examination/assessment at the time mentioned in the examination notice;
  - Trainees must follow the instructions of the examination/assessment set out by the Training center.
  - Trainees must answer their examination questions in accordance with the instructions on the front of the examination paper.
  - Trainees experiencing technical difficulties during the examination/assessment should following the instructions given to them regarding technical support and report any unresolved difficulties to their training center manager as soon as possible.
  - Communication of examination paper content with other Trainees is forbidden before, during and after the examination.
  - Trainees must complete their examination/assessment by the deadline specified.
  - Trainees must treat the Examination Materials as strictly confidential.
  - Trainees are not allowed to take with them (or parts of) the Examination Materials, or to copy, photograph or in any way reproduce these, inform third parties of the contents of Examination Materials, or provide these to third parties in any way.

All rights, including the copy rights and other intellectual property rights that can be exercised with regard to the Examination materials, vest and remain to vest exclusively with the Training center.

The candidate may only use the examination materials as far as this is necessary for taking the examination.

## **EXCEPTIONAL CIRCUMSTANCES**

Extenuating circumstances are circumstances external to study within Train Me that a trainee believes has affected their performance in assessment.

The effects that properly reported extenuating circumstances have on a trainee’s performance must be considered by Administration and Student Affairs when making progression, completion or classification decisions.

Trainees should provide any evidence that was originally produced in order for the circumstance to be taken into consideration.

Extenuating circumstances that could have been raised before the meeting of the relevant Administration and Student Affairs, but without good reason were not raised, will not be considered in the event of an appeal.

Information must be provided to the trainees in the trainee handbooks on the procedure for the treatment of medical and other extenuating circumstances. This information should include:

- the procedure that should be followed;
- the importance of informing the Centre about medical or other extenuating circumstances prior to the meeting of the relevant extenuating circumstances
- the date of the relevant meeting;
- the correct person in the Centre to be provided with documentation of evidence and how it will be stored.

It is up to the Center to decide if the case presented is an extenuating circumstance or not. The Centre will also grant permission to those cases which validate the criteria of extenuating circumstance to resubmit an assessment, retake a final exam, or retake the course in general.

## **APPEALS AND COMPLAINTS**

### **Scope**

The appeal is intended to review whether or not a decision made by the trainer was fair and consistent with Program or the Centre's policy as it applies to an individual trainee. Trainees may appeal a decision that applies only to him/her personally and not on behalf of others.

The appeal will focus exclusively on the decision under appeal. Broader issues related to policies, management style and other such issues will not be considered as part of the appeal.

### **Appeals**

If the matter cannot be resolved informally, or if the trainee chooses to appeal without discussing the issue with his or her trainer or any circumstance which deems to be fit for an appeal, then the appeal procedure may be initiated.

To initiate an appeal, the trainee must give written notice to the Administrative and Student Affairs via email. The Administrative or Student Affairs department is responsible for coordinating the formal appeal meetings and providing relevant documentation to the parties involved within 15 working days.

The trainer may request that the trainee meet with him or her, even if earlier discussions and attempts to resolve the issue failed. However, if the trainer feels that a thorough review has already occurred, then the appeal would go to the next level.

Per written notice, the appeal may be withdrawn or ended by the trainee at any time. It is expected that information related to the trainee or others involved in the appeal be treated as confidentially as possible.

### **Appeal Form**

In order to start the appeal process, the trainee must complete the Appeal Form and submit it to the Administration and Student Affairs within 15 working days of the notification of the appealable decision to the trainee after the meeting of the Management. An extension of this time limit will be allowed only in exceptional circumstances.

#### **The Appeal Form must set out:**

- a. the reason(s) for the trainee's dissatisfaction with the appealable decision;

- b. the trainee's grounds for appeal; and
- c. the outcome sought by the trainee.

All the evidence on which the trainee seeks to rely must be submitted with the Appeal Form unless there are good reasons why this is not possible.

## Appeals Process for Credit Transfer

Trainees may appeal or petition transfer credits which can be applied at the time of admission, and which will be handled by the Administrative Team, which is solely handled by Student Affairs and the Administrative & Training Officer.

The Administrative Team may approve, deny, or request additional information. Once transfer credit appeals procedures have been completed, trainee will be immediately notified of the outcome. If the request for credit transfer is denied, the reviewing Committee shall provide a written explanation for the denial and communicate the outcome of the review to the trainee.

If a trainee's request is rejected, trainee can file an appeal or petition for reconsideration or request for review to the Review Committee.

Appeals/ petitions can be submitted to the Review Committee by completing an Appeals Form stating a written justification for why the Review Committee's decision is being appealed. Form must be completed, signed and submitted along with any supporting documentation.

## Complaints

A complaint is any expression of dissatisfaction by an individual, whether justified or not.

An individual may make a complaint if they feel Trainme staff, trainers, management, and/or administration has:

- Failed to provide a service or an acceptable standard of service or made a mistake in the way the service was provided
- Failed to act in a proper way
- Provided an unfair service.

## Submission of Complaints

Individuals wishing to make a complaint should contact the person who provided the service (Registration counter – Secretary). If the issue has not been resolved through that method, the individual must submit a complaint via email. The complaint should include the complainants name and address, the nature and date of the complaint and how they want to see it resolved. Complainants must receive an acknowledgement of the complaint within 3 working days of receipt of a signed complaint.

Complaints will be fully investigated, and a written response provided to the complainant within ten working days by the investigator.

The complainant will receive written confirmation of the outcome of any investigation any recommendations/remedies made, such as reviewing of policies, staff development and training or appropriate improvement to Trainme's services.

Complaints received anonymously will be recorded and considered, but action may be limited if further information is required to ensure a full and fair investigation.



## FEEDBACK TO TRAINEES

Feedback is a key component to formative assessment. Trainees can use feedback to improve their learning through reflection. This feedback can include written or verbal comments, practice quiz or question scores. Feedback does not need to be the sole responsibility of the trainer. Peer feedback can occur through classroom discussion, directed peer-review of assignments, or even a class-written summary. Feedback does not need to be complicated, nor does it need to be time consuming, it simply needs to provide trainees information on how they are doing and where they might improve.

Each trainer must set out to its trainees a clear approach for the delivery of feedback on their work covering the following points:

- the ways in which trainees will be able to discuss their work and progress with staff;
- the purpose of the feedback and guidance on how trainees can make best use of it;
- the assessment tasks trainees will receive feedback on, and the form it will take;
- when trainees should expect to receive the feedback and how they will be informed if it is not possible to meet the agreed deadline

### Feedback Form

The feedback form provided by TrainMe Training Centre must be filled in by the trainer of the course after the course is completed.

The trainer must evaluate the trainee's attendance, attitude, and if there any existing learning disabilities. Following this checklist, the trainer then must provide the trainee with an elaborated explanation regarding the following:

- **Performance**
- **Recommendation**
- **Follow-up.**

The trainer presents to the trainee the feedback form. The trainee has the full right whether to sign the feedback form or not.

Trainme Training Centre does not hold the trainee's signature on the feedback form as a mandatory mandate.

## EXTERNAL EXAMINERS, REVIEWERS, AND INTERNAL MODERATORS

### External Examiners

External examiner provides a crucial means for maintaining training standards and is an integral part of the Center's Policy Manual. External examiners offer informed, independent and comparative views of training standards, of assessment processes and course structures, and of good practice and innovation. All taught courses and components require an external examiner.

## External Reviewer

The external reviewer must have an outstanding record of current scholarship and experience in the discipline. The external reviewer should not have any conflicts of interest that might prevent a very candid and thorough evaluation.

## Internal Moderator

The internal moderator may be any another trainer within Trainme Training Centre.

The roles of the moderator are as follows:

- Verify the assessment judgement made by each trainer across a range of courses.
- Check that the different assessment tasks are comparable.
- Provide clear records of all internally moderated assessments for external moderation or quality audit.
- Provide feedback to individual trainers.
- Share good practice in assessment.
- Act on any recommendations provided in the Awarding Body Quality Engagement report.

## MODERATION PURPOSES

Moderation is the process of trainers sharing, working through and agreeing their understandings of expected levels of trainee achievement and progress. It supports trainers to collaborate and compare their own judgments to either confirm or adjust them, and collaborate to establish a shared understanding of a successful and quality training outcome.

## What aspects of training should be moderated?

All assessment decisions should be moderated if there are elements of trainer judgment about course expectations involved, which includes:

- maintaining records,
- writing assessments,
- course progress tools,
- internal assessments,
- assessment processes & administration.

## Why is there a need for Moderation?

Moderation helps trainers make dependable, evidence-based decisions and increases the dependability of the assessment information they gather and the judgments they make about trainee learning in the curriculum.

Moderation encourages the development of trainers' curriculum and assessment knowledge, self-review skills and it informs curriculum design.

Trainers vary in their beliefs, understandings, expectation and judgments of trainee learning. When they discuss samples of work with other trainers during the moderation processes, their own knowledge deepens, and they establish collaborative practices.

## Benefits of Moderation

- Leads to shared expectations of training and understandings of levels and progression of training
- Develops deeper understandings about content and progressions of training
- Improves quality of assessment
- Improved teaching and training

**Pre-moderation (Verification)** is conducted after the assessment has been submitted by the trainer (Once), after which the training coordinator will check the assessments based on the following criteria:

- Correctness,
- Level appropriateness,
- Content and
- Validity of the assessment.
- If any modification is required to the assessments as a result of the pre-moderation process, the pre-moderation process is repeated.
- During the program review process, if the assessment is to be changed the pre-moderation process is repeated.
- The pre-moderation process needs to be conducted at least 3 months before the actual use of assessments to allow for modification.
- Each course has an internal verifier.
- A sample will be produced either at course, assessor, or program level in line with Awarding Body guidelines.
- Individual assessments are internally checked before being distributed to trainees, where assessment is not prescribed by the awarding body. If any issues are identified by the Internal Verifier, they should be addressed by the Assessor.
- A sample from all assessors is internally verified.
- Evidence requirements are met, appropriate standards maintained and assessment is valid, authentic, practicable equitable and fair.
- Internal verification ensures that assessors clearly understand what evidence is required to meet the learning outcomes.
- Internal verification provides appropriate feedback to assessors.
- Records are kept of the internal verification process and made available for audit.
- The outcomes and any actions resulting from internal verification are followed up, acted upon, reported and signed off by the concerned trainer.

## Internal Verification Procedure

- The center must be able to demonstrate that it has an effective procedure in place to ensure that all assessments are well-designed, consistent and accurate and meet national standards.
- Assessors must be occupationally competent in assessment and quality procedures before they are appointed as an Internal Verifiers.
- Internal Verifiers and Assessors may be required to carry out verification and/or assessment within the center.

## Verification of Assessment

• Assessments should be verified before being given to the trainees. The verification of assessments should consider the consistency of the assignment task in relation to other units at the same level in the same discipline. Check that the learning outcomes will be fully addressed by the task and that the marking criteria conform to those in the program specification, and that the feedback strategy fits the program.

### Who should do it?

Internal verification should be carried out by a trainer who does not directly contribute to that particular assessment. For larger programs, a small team might be more appropriate; in the latter case, a verification meeting is strongly recommended to ensure consistency. A record of the verification must be kept.

External verification should be carried out by the subject external examiner. The examiner should look at a sample of assignment briefs which is sufficient to confirm the currency, appropriateness and standards shown by the brief. External examiners should agree on the nature and size of the sample in discussion with the committee.

### Post Moderation

is conducted after the exams have been marked to verify the markings assigned and ensure that all papers were marked fairly followed the guidelines. This is performed by an external party. the following criteria will be considered:

- Correctness: the correction is based on rubrics/key answers
  - Fairness,
  - Appropriateness of feedback and
  - Personal errors: like miss-counting of results.
- The post-moderation will be done based on 50% random sampling.
  - The post-moderation process needs to be completed within maximum 5 days after the submission of the exam by trainees.

### Internal Moderation of marking

- Internal moderation involves the review of a sample of marks and comments on assignment tasks to ensure that marking criteria have been fairly, accurately and consistently applied during first marking.
- Internal moderation can be carried out by trainers from different disciplines as well, following the provided answer keys for the concerned assessments.
- It should not be necessary for them to be experts in the subject being assessed, although they should be familiar with the marking criteria. Moderation can begin before all of the work, provided that a reasonable sample is available which represents a range of marks and, if appropriate, the moderator must review marks of a sample of work across all grades. The choice of the sample will be determined by the team depending on the type of assignment task and the nature of the material being assessed.
- Essays and open-ended analytical work should be sampled more frequently. In situations when there is a large marking team, the moderator should review a sample from each marker to support team development and to check consistency.
- The moderator may make a recommendation regarding second marking in relation to the committee if they feel that assessment criteria have not been fairly, accurately and

consistently applied. It is not appropriate for the moderator to recommend changes to individual marks as they may not have the relevant subject expertise. If the moderator does identify a concern this should be raised with the admin and training officer, who is in the position to review grades across the committees.

- The moderator must record their observations and make report.

## External Moderation

- External moderation requires the review of a sample of marked submitted work by the appointed external examiner for the program or subject. Usually, the admin and training officer should provide the external examiner with a sample from across the marks range. External examiners should agree the nature and size of the sample in discussion with the admin and training officer.
- External examiners should not be involved in the determination of marks for individual trainee.
- The purpose of this external moderation is to provide the program team with an external, independent overview of their marking processes and the fairness and effectiveness of these processes.



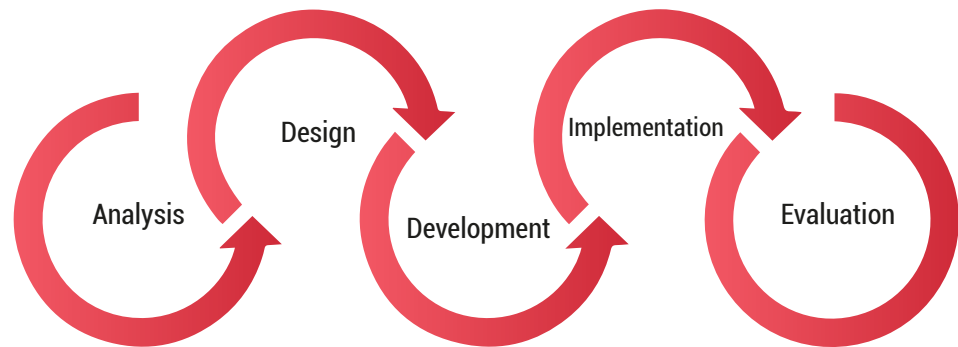
## PURPOSE

The objective of this policy is to provide a framework for the design, development, implementation and evaluation of courses delivered by Trainme Training Center within the context of continuous quality improvement, in alignment with the objectives of the ADDIE Model, which is an Instructional System Design (ISD). This policy is conducted on a regular basis, on the average after every three to five years.

# COURSE DESIGN, DEVELOPMENT & EVALUATION POLICIES

## The ADDIE Model

- The ADDIE model is the generic process traditionally used by instructional designers and training developers. The five phases—Analysis, Design, Development, Implementation, and Evaluation—represent a dynamic, flexible guideline for building effective training and performance support tools. In the ADDIE model, each step has an outcome that feeds into the subsequent step. The purpose is to help instructors achieve training goals, so trainees can acquire knowledge and then retain it.



Note: The ADDIE Model is a standard procedure generally used in all aspects of the training system to enhance performance and achieve training goals; specifically in Learning Outcomes and Assessment of Courses.

## ANALYSIS

### Process of Gathering Information and Analysis

Designing a course involves a series of interrelated and aligned activities working together to achieve certain training outcomes and justification of need.

Course Analysis is defined as a process of gathering and analyzing information from multiple sources in order to improve trainee learning in sustainable ways.

The Analysis Phase is the first step to course design and development, which requires planning and analysis; with emphasis on three important areas:

- Goals: What does the course want to achieve
- Content: What kind of content/materials will be utilized
- Trainees: What are the capabilities and needs of the trainees in the course

## The Importance of Analysis

The analysis phase serves a major role in the course design and development process. It defines the needs and ways to measure the effectiveness of the course.

Analysis helps determine if the course content addresses the trainee's needs, caters to the interest of the trainees, and utilizes the correct materials.

### Who Conducts the Analysis?

The analysis phase is intended to learn more about the course and its goals, and acquire more information. This procedure plays a critical role in determining the impact or influencing the course design.

- Senior Management- to define the business goals and objectives
- Subject Matter Experts- to enhance subject expertise / describe undocumented knowledge
- External Consultants- to help identify current needs, skills and behaviors

### Factors to be Considered in Driving Analysis

The analysis phase collects critical information about the trainees' needs, capabilities, and course content, keeping the following points in mind:

- Needs to be addressed by the course
- Goals and objectives of the course
- Definition and measure of success for the trainee taking the course
- Intended training audience
- What trainees need to learn
- Resources currently available

The process of analysis uses the information gathered from these points to identify the course's performance objectives.

## Procedure for market research/ Training needs analysis

**The planning procedures are done through the following steps:**

1. A comprehensive market research is conducted when the need arises; and is conducted by the business development team . Training Needs Analysis (TNA) is performed on an annual basis. The TNA is either distributed to our stakeholders during marketing meetings or Survey Forms are shared through email to individuals who attended training programmes and sometimes to target trainees.
2. General survey forms for market research are sent to all relevant stakeholders by the business development team to collect data. Data collection will last for at least 15 days. Another 7 days may be allowed if the responses received are not sufficient.
3. Along with the market survey and TNA the business development team also designs a market research report using data from consultancy reports and industry publications in order to obtain more information.
4. The data collected are sorted and analyzed to get relevant information; a detailed report is prepared by the business development team within 2 weeks.

5. Senior management meets with expert trainers and consultants to review the reports and determine potential qualifications and potential new offerings. Conclusions and recommendations are also generated which can be used as a rationale for training plan formulation and emphasize the clients' needs and requirements.
6. When necessary, a qualification specific questionnaire form is sent to the client/expected trainees to gain more information and to draft a justification of need report for offering this qualification. Also, external reports related to the qualification is reviewed and used as source of data.
7. These justification of needs report follows the same procedure and timeframe as follows:
  - Data collection: 15 days (plus additional 7 days – if needed)
  - Data analysis and report drafting: 2 weeks.
8. Senior management meets with expert trainers and consultants to review the reports and decide whether offering the qualification is justified or not.
9. Results from these reports in the planning phase is used as an input in the design and development phases.
10. The market research is conducted as a pre-program. The frequency of the market research is essential to each program introduced to Trainme. There is no fixed amount of time allocated for the market research, as it is conducted when the need arises.



## DESIGN

### Course Design and Development

In designing courses, Trainme adheres to the training and professional development standards indicated by academic research in its fields of expertise and by the standards and guidelines established by the industry.

In line with these principles, courses are designed to:

- provide trainees with accredited qualifications in their chosen field of study,
- provide a critically reflective theoretical and experiential learning context,
- extend trainees' abilities to apply for and engage in a range of career options,
- integrate theory and practice in a dynamic learning environment,
- provide support to promote and foster personal and professional development.
- To ensure quality in course design and content, courses are developed in consultation with a Course Advisory Panel which will be comprised of members from amongst the following constituencies:

	DESIGN PANEL	VALIDATION PANEL
Internal	General Manager, Administrative & Training Officer, Trainers	Registration & Student Affairs, Trainer
External (Members of the AMG Group & Stakeholders)	Managing Director, Business Development Manager, Content Developer, Consultant, etc.	Consultant

The Course Advisory Panel is commissioned by the Management to contribute advice and expertise to the initial development of courses and to support their ongoing review and monitoring.

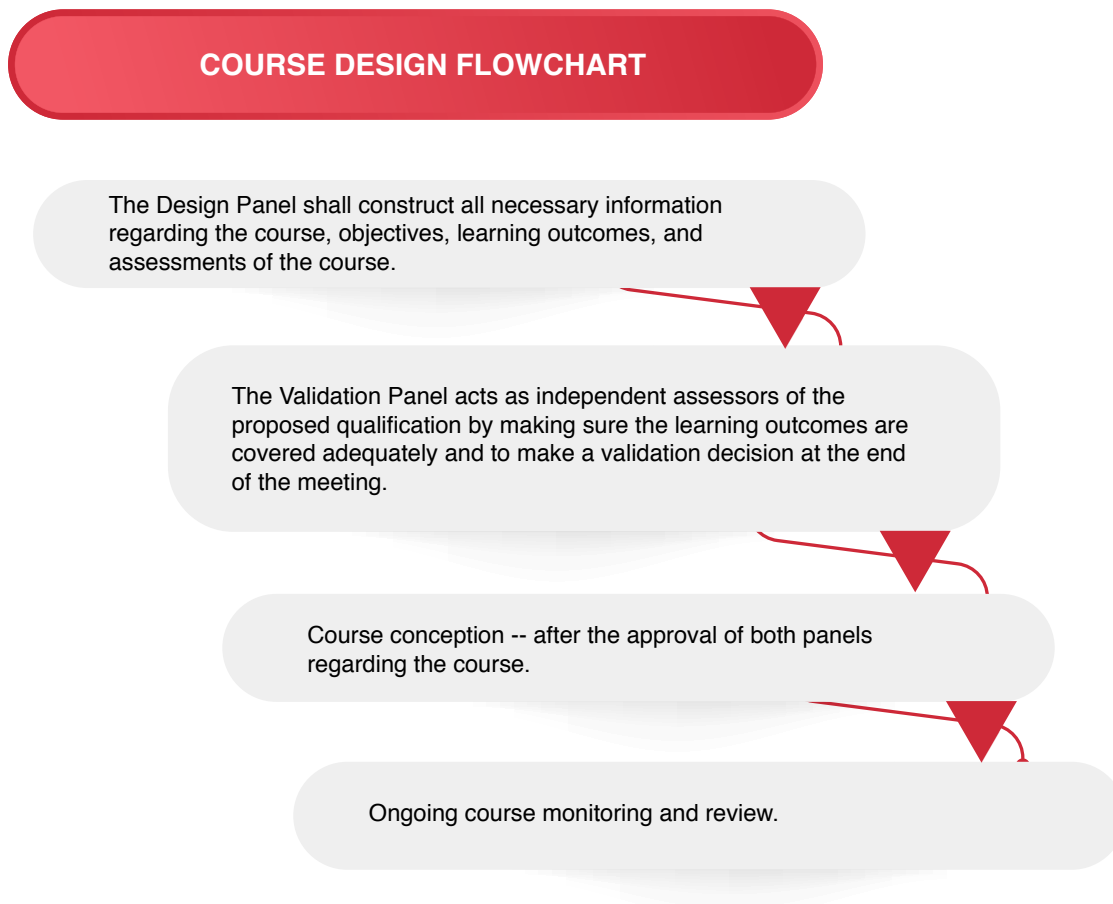
A Course Advisory Panel assists in identifying need and demand for the course and to assist the Training Institute with industry and content specific advice and guidance in the development of courses.

Course development is grounded in an educational philosophy that emphasizes the centrality of the trainee within the training process and which supports the personal and professional development of each trainee to foster innovation, critical thinking, and ethical and professional practice.

Trainme's courses are structured to enable trainees to expand their professional interests across a range of related disciplines and enhance their future employment prospects.

Courses are approved by the Management before submission for accreditation.

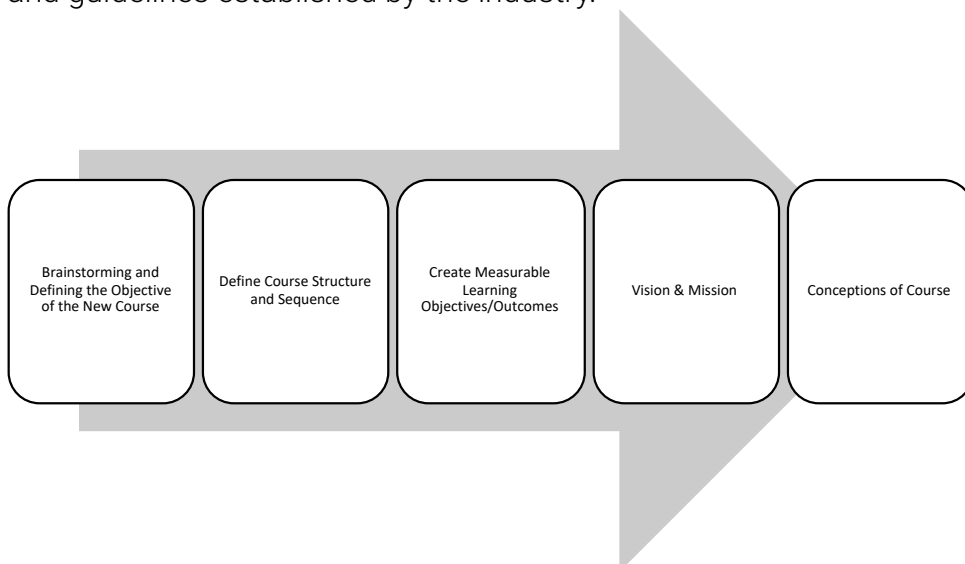
## COURSE DESIGN FLOWCHART



## METHODOLOGY

### Designing a new Course

In designing courses, Trainme adheres to the training and professional development standards indicated by academic research in its fields of expertise and by the standards and guidelines established by the industry.



The Pathway of Change focuses on defining all of the necessary conditions that are required to bring about a given long term outcome. The process uses backwards mapping requiring planners to think in backwards steps from the long-term goal to the intermediate and then early-term changes that would be required to cause the desired change. This creates a set of connected outcomes known as a “pathway of change”. This graphically represents the change process as it is understood by the initiative planners and is the skeleton around which the other elements of the pathway are developed. This exercise demonstrates impact to produce evidence for trainee learning and development. The development begins by identifying an initial long term goal, as well as two shorter term goals that must be achieved in order to reach the long term goal. This process can be repeated as many times as necessary in order to achieve satisfactory change and improvement.

Learning Outcomes (LOs) are specific statements that describe the required learning achievement that must be met on the way to attaining the certificate and meeting the goals of the program. Course Learning Outcomes similarly describe the competencies the trainee will achieve upon successfully completing the course.

Learning outcomes are the most important component of a course description or curriculum proposal. They are the essence of the course or program. They are essential because they:

- define the type and depth of learning trainees are expected to achieve,
- provide an objective benchmark for formative, summative, and prior learning assessment,
- clearly communicate expectations to trainees,
- clearly communicate skills to prospective employers,
- guide and organize the trainer and the trainee.

## DEVELOPMENT

The Development stage starts the production and testing of the methodology being used in the process. If the two previous stages required planning and brainstorming, the Development stage is all about putting it into action.

This phase includes three tasks: Drafting, Production and Evaluation:

Drafting	Production	Evaluation
<ul style="list-style-type: none"> <li>• Utilization and filtering of all information gathered to develop the course. This stage makes use of the data collected from the two previous stages (Analysis &amp; Design), and uses this information to create a course that will relay what needs to be taught to trainees.</li> </ul>	<ul style="list-style-type: none"> <li>• Creating and testing of learning outcomes. The development of courses, and learning modules is guided by the Learning Outcomes Framework in alignment with existing outcomes and accreditation requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Testing of the methodology; check the purpose for which the material produced addresses the task and what it was intended for.</li> </ul>

## IMPLEMENTATION

The Implementation phase refers to the actual delivery of the training material, whether it's classroom-based, lab-based, or computer-based. The purpose of this phase is to enforce the effective and efficient delivery of instruction. This phase must promote the trainees' understanding of material, support their mastery of objectives, and ensure the transfer of knowledge from the instructional setting to the job. The implementation stage reflects the continuous modification of the course to make sure maximum efficiency and positive results are obtained.

This stage determines the methods of implementing the training design and identifying major components such as course content, teaching strategies, and the implementation methodology design in alignment with the course objectives and the vision, mission, and the goals of the training center.

## **EVALUATION**

This phase measures the effectiveness and efficiency of the training implementation. Evaluation should actually occur throughout the entire instructional design process - within phases, between phases, and after implementation. Evaluation may be Formative or Summative.

Formative Evaluation is ongoing during and between phases. The purpose of this type of evaluation is to improve the training before the final version is implemented.

Summative Evaluation usually occurs after the final version of training is implemented. This type of evaluation assesses the overall effectiveness of the course.

## **Measuring the Achievement of Learning Outcomes**

A fundamental task in the training process is the measuring of learning outcomes which will help the students and the trainer to analyze whether the student has achieved the necessary qualification intended.

Trainme ensures that all summative and formative assessments are mapped appropriately to ILOs of the qualifications. If more than 1 units exist then the alignment between the CILOs and PILOs are also ensured by creating PILOs & CILOs alignment matrices.

Once the alignment is ensured the following measures are taken:

- The learner's achievement of LOs is measured throughout the training and recorded by using Learning Outcomes Measurement Matrices and learner Logbooks.
- These documents are updated through the training, and whenever learners submit their assessments.
- The average of their achievements is calculated.
- Trainees are expected to achieve at least 70% of correct answers (average) in the questions/tasks assigned to measure each learning outcome.
- At any point of time the trainee's achievement is below 70%, an action plan needs to be prepared by the trainer and shared with the management for approval.
- These action plans need to describe corrective actions and supporting measures to be taken to ensure trainees achievement of the learning outcomes.

## **Approaches to Measuring Student Learning**

Methods of measuring student learning are often characterized as summative or formative assessments:

- Summative assessments – Mid-tests, Final examination, quizzes and other graded course activities that are used to measure student performance. They are cumulative and often reveal what students have learned at the end of a unit or the end of a course. Within a course, summative assessment includes the system for calculating individual student grades.

- Formative assessment - any means by which students receive input and guiding feedback on their relative performance to help them improve. It can be provided face-to-face in office hours, in written comments on assignments, through rubrics, and through emails.

### **Approaches if Learning Outcomes are not met:**

- Provide additional support to the trainees like using differentiated learning methods to help trainees achieve the ILOs.
- In situations wherein learning outcomes are not met, the trainer with the approval of the administrative and training officer may choose to provide additional support hours to trainees to achieve ILOs.
- Provide timely feedback to the trainees which will help them to make amendments and improve performance.
- The trainer provides counselling to the trainees and tries to understand if there are any difficulties in learning. If there are, the trainer will consult the administrative and training officer and student affairs to provide the necessary support needed for the trainees to achieve ILOs.

### **Types of Measures**

Once the assessment questions are determined, the assessment measures that are best suited are chosen to answer those questions. The outline below lists many types of assessment measures:

#### **Direct Measures**

- Examination of student work (performance-based assessment)
- Capstone projects
- Course-embedded assignments (essays, reflections, papers, oral presentations, computer code, activity-work)
- Discussion threads, mind maps
- Case studies, simulations, activity logs, critical incident reports
- Blogs, websites, journals

#### **Standardized Testing**

- Locally developed examinations
- Major field or licensure tests
- Pre-test/post-test

#### **Indirect Measures**

- Student self-reflection, self-assessment
- Locally developed surveys/questionnaires
- Focus groups, exit interviews

#### **External Measures**

- Advisory board review of program and student work
- Consultant review of program
- Employer survey

## RESPONSIBILITY

The tracking of the achievement of single learning outcome during the training is the responsibility of the subject matter trainers who proposed the action plan and which is approved by the administrative and training officer.

The Review Committee shall be responsible for measuring the achievement of the learning outcomes of the course when the course has been completed (Refer to 'Review Committee Policy').

NATURE OF REVIEW	REVIEW COMMITTEE
INTERNAL	General Manager, Administrative & Training Officer, Trainers, Registration & Student Affairs
EXTERNAL	(Members of the AMG Group & Stakeholders: Managing Director, Business Development Manager, Content Developer, Consultant, etc.  Learners, Clients (the collection of feedback from these groups are categorized as External Qualification Review)

All courses offered by Train Me are subject to ongoing monitoring and evaluation of content and course delivery mechanisms. Processes for monitoring and evaluating courses include trainee feedback, trainer's feedback, and review of assessment strategies at appropriate points throughout the delivery of courses, ongoing monitoring by the Review Committee and oversighting by the Management.

### Frequency and Timeframe

The ongoing review and monitoring of the course is carried out throughout the delivery of the course as well as post course. While the delivery of the course is being done, internal review committee members are requested to do the review using the Trainer Evaluation Form. At the end of each batch, the trainees submit the evaluation form and suggestion forms (optional), based on which the reports are created. The Monitoring & Review form is randomly asked to be filled by the trainees after 3 months' period of delivery of the course. The external review is carried out annually; by the members as mentioned above in the table. The members are requested to analyze the previously mentioned filled forms and share the Review Committee Form with the team within the timeframe of 1 to 2 weeks.

This committee is also in charge of Qualification Approval.

## BENCHMARKING

Benchmarking is a tool for improving performance by comparing the Center's performance or standards, or both, with those of its peers. It can be about broad Training -wide issues or specific matters affecting only one area; it can be strategic (addressing priority issues) or cyclical (addressing a number of areas on a regular basis) or ad hoc (taking advantage of an opportunity). Benchmarking projects can be as simple as doing a desktop survey of relevant websites or may involve a formal request for information and/or an agreement with another institution.

Benchmarking is a structured, collaborative, learning process for comparing practices, processes and performance outcomes. Through benchmarking we can identify gaps, seek fresh approaches

to bring about improvements, set goals, and discover new ideas for achieving our core assessment objectives of both certifying and enhancing training.

### **Benchmarking seeks to address the following concerns:**

- How do the standards we have set ourselves compare to our peers?
- How does our performance measure against the outcomes of national and international training centers?
- How can we adapt good practice examples from other training centers to our own center?
- Benchmarking activities should ensure the following:
  1. The benchmarking activity complies with and supports Trainme’s vision, mission, goals and strategic goals and initiatives.
  2. The parties undertaking the activity should establish a benchmarking framework.
  3. The respective parties should maintain a commitment to learn from best practices, identify the gaps in the current system, implement potential improvements arising from the benchmarking exercise and share/communicate the relevant findings.
  4. Develop and execute an action plan to satisfy the benchmarking process.

Wherever any exchange of information is involved, the following should be adhered to:

- a) Confidentiality: All benchmarking activities should be treated as confidential and comply with the Center’s rules and regulations. Any exchange of information, publication or external communication should only be made with prior approval within the Center’s rules and regulations.
- b) Use of Benchmarking Information: Benchmarking information shall not be used for any other purpose, other than the stated objectives for which the exercise was undertaken.
- c) Intellectual Property: All rights to any intellectual property developed during the course of the exercise would reside with Trainme, except in cases where there is an explicit written agreement with the benchmarking partners.
- d) Agreement: In case the benchmarking exercise involves external parties/partners, an agreement should be signed stating the terms of information exchange, confidentiality, intellectual property and usage of the benchmarking study.

## **BENCHMARKING PROCEDURE STATEMENTS**

Benchmarking Policy will be undertaken in accordance with the Benchmarking Procedure that includes the following main steps:

1. Selecting the right benchmarking entity.
2. Benchmarking activity commencement and management.
3. Publishing benchmarking findings within the Center.
4. Implementing benchmarking findings.

## **BENCHMARKING PROCEDURE**

The Center that benchmarks, adapts the process to best fit their own needs and culture. The following six steps contain the core techniques:

## **RESPONSIBILITIES**



## PURPOSE

This policy clarifies principles to be implemented in case trainees apply for credit transfer. It allows trainees to transfer successful credit qualifications to a training program that is relevant and related to the training course being appealed.

This policy also acknowledges the trainees' equivalent knowledge and skills acquired from different training institutions but are related to the training course to be taken at Trainme Training Center.

# CREDIT ACCUMULATION & TRANSFER POLICY

## ADDITIONAL INFORMATION

An official document (logbook) is developed to record the accumulated credits, which provides details about the number of credits required to achieve a qualification; this include official documents for credit accumulation, records and transcripts.

This policy also clarifies principles to be implemented in case trainees apply for credit transfer. It allows trainees to transfer successful credit qualifications to a training program that is relevant and related to the training course being appealed. It also acknowledges the trainees' equivalent knowledge and skills acquired from different training institutions but are related to the training course to be taken at Trainme Training Center.

## PRINCIPLES AND REPONSIBILITIES

### Credit Transfer & Accumulation

For programs and courses that are placed on the National Qualifications Framework, trainees are informed face to face at the commencement of a program or course and by a statement in the Policies Manual of the opportunity to accumulate credits. This is done by the adding together of credits gained from meeting the intended learning outcomes of the course or program, to achieve certification. This is credit accumulation. It is explained, also, that there may be the opportunity for the transfer of credits from one program or course to another. This is credit transfer.

### Recording of Credit

For programs and courses that are placed on the National Qualifications Framework, at the successful completion of a course or program, the NQF credits gained and their associated NQF levels are entered on the learner's transcript. This applies also to NQF credits and their associated NQF levels from approved Credit Transfer. This is the responsibility of the Administrative team (Student Affairs & Administrative & Training Officer) after receiving the approved results from the administrative department as per the normal results procedure.

## REQUESTING CREDIT TRANSFER

Trainees should apply for credit transfer during the admission process, and will be assisted by the Center on the process. Necessary documents and related evidence should be submitted along with the registration form to be able to proceed with the process.



The Center reserves the right to accept or decline a credit transfer, if evidence and related documents are lacking or invalid.

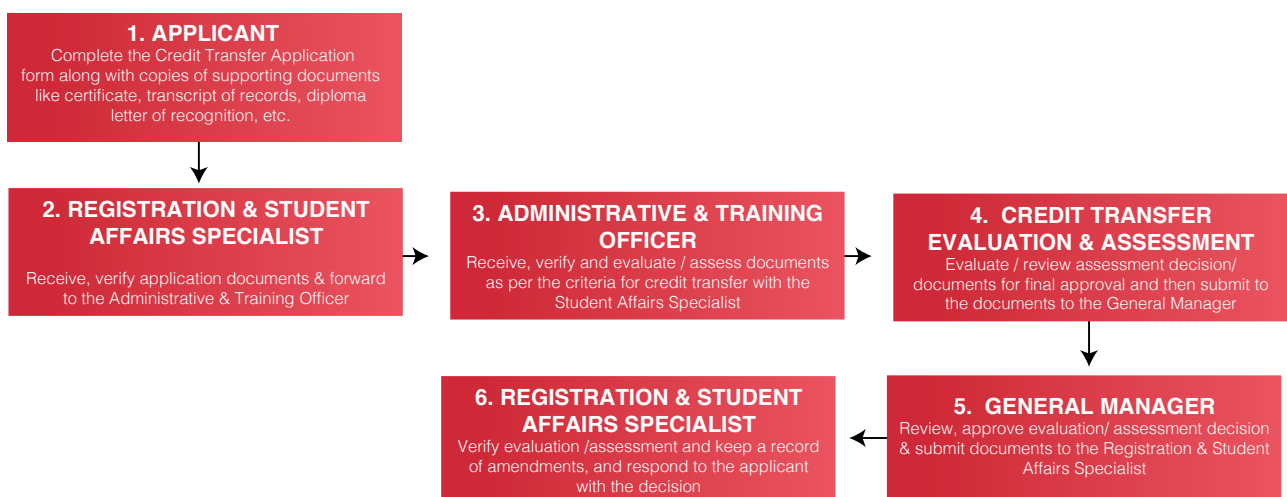
**Trainees requesting evidence to continue a certain qualification in a different institute can request the following:**

- Attendance Report
- Transcripts
- Copy of Certificate
- No Objection Letter

The evidence can be collected by the trainee within 5 working days.

## PROCEDURE OF CREDIT TRANSFER

1. Once the trainee applied for the credit transfer all necessary documents and evidence will be evaluated based on the qualification that was previously taken as a local qualification only.
2. The Center is responsible for verifying and validating the qualifications being appealed. The qualification will be checked on the similarities of number of course, course level, and credit hours. An initial recommendation will be submitted by the registration coordinator.
3. Student Affairs, trainers, and Administrative will conduct a meeting and run through the documents provided and make a final recommendation to be presented to the General Manager for final approval on how many credit hours can be transferred to the trainee.
4. Credit transfer applications can only be submitted once for the same course(s).
5. Credit transfer decision must be made known to the trainee before at least one month after all necessary documents have been submitted.
6. Credit transfer hours' decision can be subject for appeal (please refer to the 'Appeal Process').



## Credit Transfer Appeal

Learners will have the right to appeal the outcome of the Credit Transfer Form if not satisfied with the outcome. The process will take three working days.

## Applying for the Appeal

The learner can obtain the Credit Transfer Appeal using "Credit Transfer Appeal Form" from the by email or request it from the Sales and Marketing Team.

The applicant emails the completed Appeal Application Form stating the reason for the appeal and attaching any required evidence to strengthen and support the appeal. This must be sent within four working days of receiving the results of the Credit Transfer decision.

### **Reviewing the Appeal**

Student Affairs Specialist receives the appeal, and reviews the application and evidence and delivers a report to the Administrative Officer within 5 working days.

The Administrative & Training Officer accepts or declines the appeal and notifies the Review Committee of the outcome.

### **Feedback and Record Update**

Student Affairs is responsible for emailing the outcome to the trainee within a day of receiving the result of the appeal and updating all internal records accordingly.



## PURPOSE

The purpose of the Recognition of Prior Learning (RPL) and Learning Pathways policy is to advise trainees of the process and procedures for recognizing prior learning. The policy sets out information relating to the types of learning that can be recognized and examples of credits that can be provided by Trainme Training Centre and encourage a diverse set of arrangements and models for developing learning pathways and qualifications. This allows the training center on assisting trainees in aligning their training and career pathways. It gives the trainees clear and detailed information on how the Center recognizes their prior learning and engages in activities to widen their opportunities in the industry.

# RECOGNITION OF PRIOR AND LEARNING PATHWAYS POLICY

## DEFINITION

Senior Management provides evidence of its commitment to the development and improvement of the quality management system through both words and actions to ensure that Our Quality Policy meets our Mission, Vision and Values.

- **Recognition of Prior Learning (RPL):** interpreted as encompassing a trainee's previous formal learning obtained through another awarding organization.
  - In order to be eligible for RPL, the trainee must have achieved certificated or accredited learning which normally has at least an 80% match to a current course awarded by the Center.
  - A claim for RPL can only be made within four weeks of registration and cannot be made against any of Trainme's qualifications that a trainee has already completed.
- **Learning Pathways:** the chosen route taken by the trainee through a range of activities, which allows them to build knowledge progressively. With learning pathways, the control of choice moves away from the trainer to the trainee.

### The key objectives of Trainme's RPL assessment process are to:

- Minimize duplication of learning, training or skill acquisition;
- Allow the completion of studies in the shortest possible time;
- Provide clear RPL outcomes and access to further learning/training and career development;
- Provide quality advice and support to potential and current applicants;
- Conduct the RPL process only in respect to courses for TRAINME is registered to assess;
- Ensure that only fully qualified consultants are involved in the RPL process;
- Document the RPL process;
- Recognize competencies and modules gained through an RPL process conducted at another registered training organization via the requirements of mutual recognition;
- Ensure that the RPL processes are monitored, evaluated and updated where appropriate;
- Advise all RPL applicants of their right of appeal through the formal process; and
- Ensure fees and charges are fair and competitive with the industry standard.

## **Trainee's RPL process examines the evidence within the following key principles:**

- Adopting a focus on the competencies held rather than on how, when or where the learning occurred;
- Demonstrated commitment to recognizing the prior learning of adults;
- Providing access to the RPL process for all potential Trainees of courses;
- Undertaking RPL processes which are fair to all those involved; and
- Providing adequate support for all potential RPL applicants.

## **CONDITIONS**

The decision-making process on whether RPL shall be granted will be made by the Senior Management in Trainee Training Center. The conditions are as follows:

- The academic qualification must have been completed within the last 1 year;
- The assessment or qualification must normally have at least an %80 match with the learning outcomes of a current course awarded by Trainee;
- The assessment approach of the exam or qualification must be of a similar standard, and scope to a course given in Trainee;
- The qualification must be equivalent to the appropriate level in the Bahrain National Qualification Framework (NQF) and any other framework that can be aligned to the NQF.

## **REQUESTING RPL**

1. The trainee must claim RPL by sending an email to the Administrative & Training Officer,
2. The Administrative & Training Officer shall have a meeting with the Senior Management to display the evidence gathered from the trainee,
3. Senior Management will then check the submitted qualification by comparing it to the course the trainee has signed up for,
4. The decision on whether to grant an RPL application shall be made within five working days and will be based upon the information submitted at the time of the application and the decision made will be final.

## **PROCESS**

### **Stage 1 – Awareness, information and guidance**

Ahead of enrolling a potential trainee, the possibility that they may be able to claim credit for some of their previous learning should be raised with them. If the trainee is interested in this, they will need to know the:

- Process of claiming achievement by using RPL
- Sources of support and guidance available to them
- Timelines, appeals processes and any fees involved

### **Stage 2 – Pre-assessment; gathering evidence and giving information**

At this stage the trainee will carry out the process of collecting evidence against the requirements of the relevant unit(s). In some cases, the development of an assessment plan and

tracking document or similar may be required, to support the trainee through the process. The evidence gathered will need to meet the standards of the unit, or part of unit, that the evidence is being used for.

### **Stage 3 – Assessment/documentation of evidence**

Assessment as part of RPL is a structured process for gathering and reviewing evidence and making judgments about a trainees' prior leaning and experience in relation to unit standards. The assessor may be looking at work experience records, validated by managers; previous portfolios of evidence put together by the trainee or essays and reports validated as being the trainee's own unaided work. Assessment must be valid and reliable to ensure the integrity of the award of credit and, as above, the evidence gathered needs to meet the standards of the unit, or part of unit, that the evidence is being used for.

The assessment process will be subject to the usual quality assurance procedures of the Center. Evidence gathered through RPL should be clearly referenced and sign posted to aid internal assessment and internal and external verification.

### **Stage 4 – Claiming certification**

Once the internal and external quality assurance procedures have been successfully completed, certification claims can be made by the Center. The assessor must ensure that all learning outcomes and assessment criteria being claimed for each unit are achieved and that the records of assessment are maintained in the usual way.

### **Stage 5 – Appeal**

As with any assessment decision, if a trainee wishes to appeal against a decision made about their assessment they need to follow the standard centre and then Pearson Enquiries and Appeals procedures.

## **LEARNING PATHWAYS AND PROGRESSION**

- Learning pathways are critical to the achievement of efficient, open, integrated and relevant education and training sectors that can meet the challenge of rapidly changing needs and priorities for knowledge and skill development, including continuous skilling and lifelong learning.
- The Centre is committed to providing learning pathways, within and across sectors, to facilitate the movement of trainees between chosen courses and qualifications. Such pathways may include access to qualifications, articulation arrangements and/or credit granted within qualifications.
- Learning pathways will seek to add value to the learning outcomes for students through the development of different approaches to qualification structures.
- The Center offers counseling and consultations, done by the Administrative and Training Officer along with Student Affairs, for the trainees in order for them to know which path to take.
- Progression and learning pathways may be established between local courses offered by the Centre and among courses by other training institutions through special arrangements and agreement.
- The trainee must have satisfied and passed the requirements of the previous qualifications being considered.
- Trainees can automatically progress within the Centre's related courses, as long as the learner passed the previous level qualification.

In the case that there is a duplication in qualifications or achievements, please refer to this Policy's section on Credit Transfer and Recognition of Prior Learning (RPL).



## PURPOSE

This policy establishes conditions and procedure on issuing certificates to trainees. It ensures that an effective mechanism is in place to ensure that processing and issuing of certificates maintains integrity and efficiency.

# ISSUING CERTIFICATIONS POLICY

## PRINCIPLES

- Trainme maintains its integrity and professional standards in issuing any form of certificate to all its training courses.
- Certificates issued by the Center contains accurate and complete information, such as candidate name, course duration, completion dates and the authorized signatories.
- All issued certificates are recorded and monitored to ensure that the authorized trainee received the certificate.
- The Center issues the Certificate of completion or achievement as approved by the Ministry of Labor (MOL).

## PROCEDURE

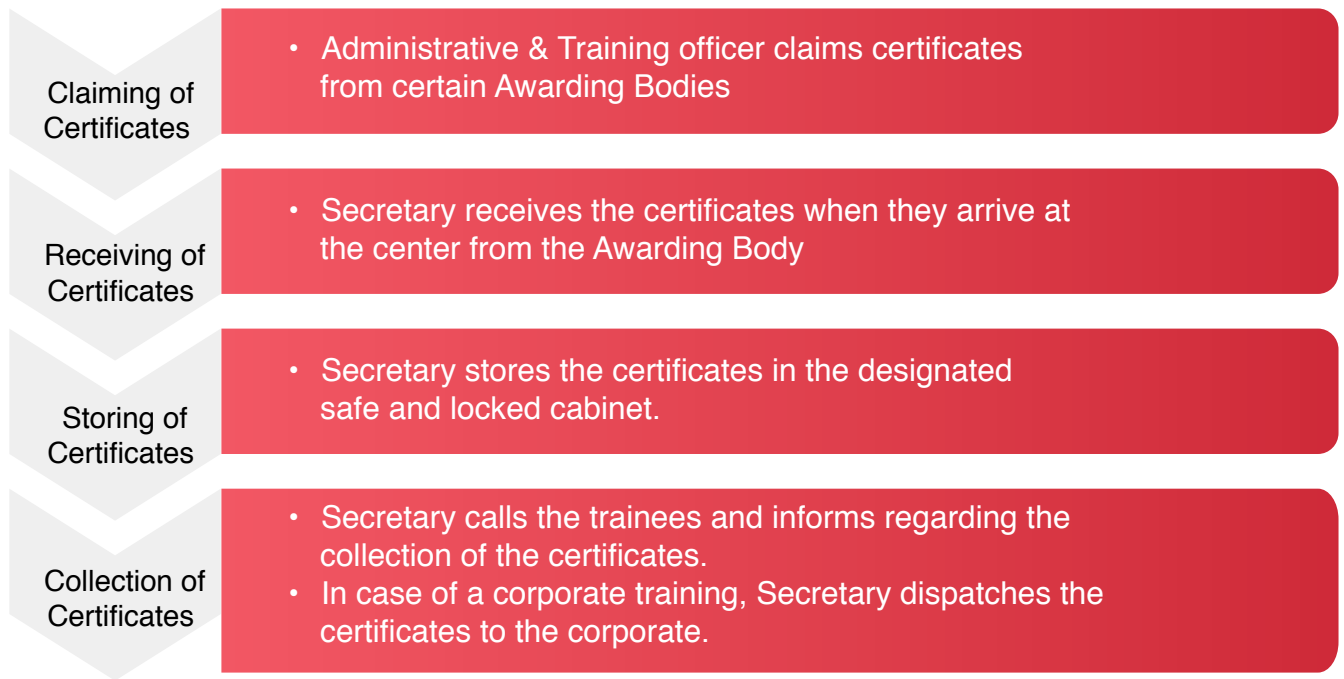
1. For Trainme's nationally accredited training courses, certificates will be submitted upon completion of the course, and once the results are confirmed by the trainer, within a maximum period of ten (10) working days, the trainees will receive their certificate.
2. For internationally accredited training courses, the trainees' results and/or examination paper will be sent to the accrediting body upon completion. The length of time for the approval and issuance of certificates will depend on the accrediting body. Once Trainme receive the certificates, trainees will receive notifications to claim the certificate or be sent a digital copy via email.
3. Certificates will only be issued to trainees who will successfully complete the course as per the Center's assessment criteria and activities as required by the training program.

### **Certificate Authentication:**

At Trainme, we authenticate certificates as a standard practice. The methods of authentication range from contacting references or conducting background checks and stamp authenticity verification.

On certificates, Trainme employs the use of a Digital Certificate to identify with corresponding serial numbers and ensuring that it corresponds to records about the trainee's name, background and other pertinent details.

## Roles and Responsibilities of Issuing Certificate



Note: Due to the pandemic situation, the certificates are shared with the trainees digitally.

### LOST CERTIFICATES

Trainees who have lost their Course Certificate can request for a new copy through the following procedure:

- Trainee must send an e-mail stating request for a copy of the certificate to the address stated below:  
Registration & Student Affairs Specialist  
Trainme Training Center  
**e-mail: [info@trainme.bh](mailto:info@trainme.bh)**
- Explain the purpose and state the address where copy will be sent, whether directly to the trainee requesting for the copy, or to any institution requesting for the copy of the certificate.
- Trainee will be assigned a date for the release of the copy, and trainee can follow up on PENDING or UNCLAIMED REQUESTS in the abovementioned e-mail address.
- Trainee shall pay any extra required fees for loss of certificate.
- An acknowledgment email will be received by the trainee immediately after sending email of request, which will normally be dealt with within 15-10 days of receipt of request; in some cases, request may be subject to delays depending on the response of the awarding body with whom the request will be validated.

Replacement certificates will not be provided to accommodate a subsequent name change.

Any request for amendments on the final certificates issued will be considered on a case by case basis and Trainme cannot guarantee that the request will be granted.



## PURPOSE

This Policy applies to all Trainme staff, employees, trainees, and visitors. The policy extends to all current and future activities, and new opportunities. Trainme recognizes the need for risk management to feature as a consideration in strategic and operational planning, day-to-day management and decision making at all levels in the organization.

# RISK MANAGEMENT POLICY

## PRINCIPLES AND RESPONSIBILITIES

- Trainme is committed to managing and minimizing risk by identifying, analysing, evaluating and treating exposures that may impact on the Center in achieving its objectives and/or the continued efficiency and effectiveness of its operations. Risk management is also included as a consideration in sectional and operational planning as a delegated line management responsibility. All staff must implement risk management policies and procedures according to relevant legislative requirements and appropriate risk management standards.
- Trainme is committed to ensuring that all staff, particularly those with management, advisory and decision making responsibilities, obtain a sound understanding of the principles of risk management and the requisite skills to implement risk management effectively.
- Trainme will regularly monitor and review the progress being made in developing an appropriate culture of risk management and the effective implementation of risk management strategies throughout the organization as a basis for continuous improvement.

## PRINCIPLES

### The Center aims to:

1. To secure its commitment to implement risk management effectively,
2. To secure its commitment to training and knowledge development in the area of risk management by:
  - a. ensuring that performance in risk management is a consideration in the Center's performance management systems,
  - b. ensuring that staff and other stakeholders have access to appropriate information, training and other development opportunities in the area of risk management.
3. To secure its commitment to monitoring performance and reviewing progress by ensuring that appropriate monitoring, review and reporting processes are in place in the area of risk management.
4. Credit transfer hours' decision can be subject for appeal (please refer to the 'Appeal Process').



## PROCEDURE

1. An annual risk identification exercise undertaken by management facilitated by the General Manager, Quality Assurance, or Administrative Officer, which involves assessment of the consequence and likelihood of risk, the development and/or review of individual risk management plans for the risks identified which exceed the Center's defined acceptable risks,
2. Wherever practicable, the inclusion of a Risk Management Assessment for all business activities,
3. The incorporation of risk management into institutional strategic planning, and operational and resource management planning processes,
4. Ensure risk management processes are incorporated into the quality assurance and improvement systems of the Trainme community,
5. Clearly define and document escalation procedures for risk management,
6. 6.Ensure a consistency in approach of responses to the same risk by different sections of the Center,
7. Document all risks with a potentially high impact, as assessed on the basis of their likely occurrence or impact, and
8. Test documented risk management procedures at appropriate intervals.

## PRINCIPLES

### The Center aims to:

1. To secure its commitment to implement risk management effectively,
2. To secure its commitment to training and knowledge development in the area of risk management by:
  - a. ensuring that performance in risk management is a consideration in the Center's performance management systems,
  - b. ensuring that staff and other stakeholders have access to appropriate information, training and other development opportunities in the area of risk management.
3. To secure its commitment to monitoring performance and reviewing progress by ensuring that appropriate monitoring, review and reporting processes are in place in the area of risk management.
4. Credit transfer hours' decision can be subject for appeal (please refer to the 'Appeal Process').

## **MONITORING AND REVIEW**

On the advice of the Managing and Advisory Panel, the General Manager will regularly monitor and review the progress being made in developing an appropriate culture of risk management and the effective implementation of risk management strategies throughout the organization.

The Managing and Advisory Panel is comprised of the same, but not limited to, members of the Review Committee, as per the Policy.

## **DOCUMENTATION**

Each stage of the risk management process shall be appropriately documented. The extent of documentation required is dependent on the nature of the risk. Documentation will be controlled so as to inform part of an auditable quality management process.

## **COMPLIANCE**

A representation and compliance statement should be provided by the General Manager as formal acknowledgement of their responsibility to comply with risk management policies and procedures.

## **STAFF DEVELOPMENT AND TRAINING**

Management shall ensure that staff have available to them appropriate information and training about risk management as appropriate to their position and role within the Center.



## PURPOSE

Trainee Training Center is committed to ensuring its admission policy and procedures are transparent, ethical and updated; making training accessible to a diverse range of prospective trainees.

The Training Center has developed a policy framework to assess trainees to be equipped and prepared for training.

This policy outlines admissions processes and requirement for all applicants.

# ADMISSIONS POLICY

## Terms and Conditions:

- The applicant must read and understand all details and information provided by the Center about the course.
- The applicant must understand, agree and sign the forms containing all information, criteria and eligibility requirements.
  - All Applicants should meet the criteria of the course:
    - Pass the Placement Test, with 50% and above passing grade
    - Meet the minimum requirement / criteria for each course
    - Submit valid documents and certifications
    - Provide complete personal information and contact details
- All applicants must complete payment requirements before starting the course. Applicants supported by Tamkeen, must get Tamkeen approval before starting the course.
- The trainee must attend and complete the Guided Learning Hours (GLH).

## APPLY TO A TRAINING PROGRAM

To be eligible for attending the training program you must complete the registration form and submit it with a copy of your CPR or Passport to the Registration department. The training programs have entrance requirements that need to be met, while the programs that do not have entrance requirements, are recommended for review and consideration depends on the program type and level.

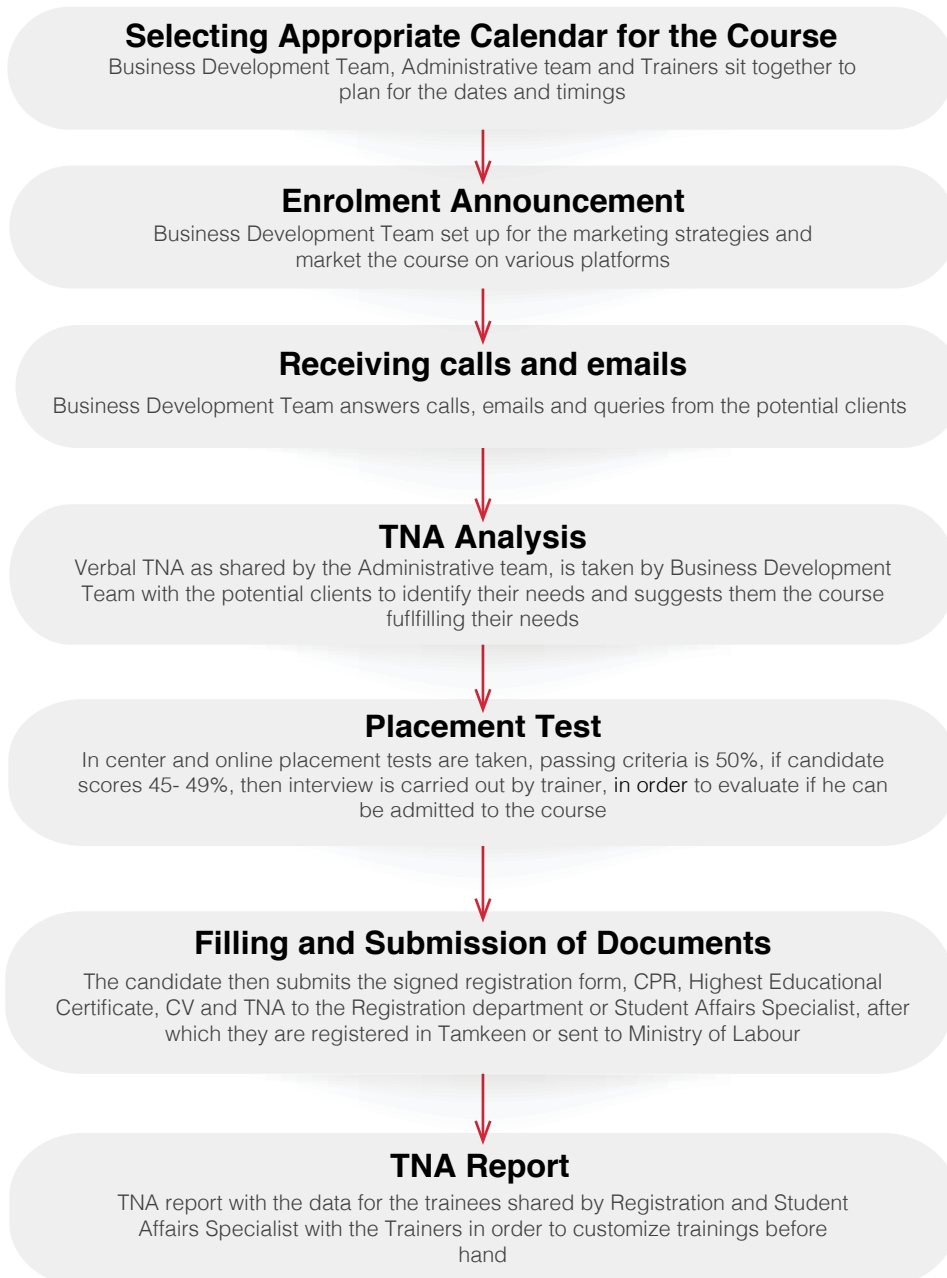
## TIMEFRAME

After all the terms and conditions are met, and the trainee's application is uploaded to Tamkeen's portal, the trainee is admitted to the course. The whole process takes approximately 3 to 4 weeks to complete the admission process, with the exception of late admissions during the first 3 days of the commencement of the course. Once the application in Tamkeen is "Confirmed" the trainee's admission is successfully done.

## Withdrawal:

- In the event that the trainee wishes to withdraw from the training program before the end of its specified period and pass the final exams, the trainee is required to pay the training program fees.
- Withdrawal under exceptional circumstances is intended to cover significant or unexpected circumstances which arise during the course/program such as:
  1. Serious illness or accident,
  2. Bereavement,
  3. Critical personal circumstances involving the health or wellbeing of a relative,
  4. Exceptional circumstances beyond the trainee's control (e.g. natural disaster, damage to significant property, impacts arising from being the victim of a crime, etc.)

## Admission Process





## PURPOSE

The purpose of this policy is to highlight Trainme's helpful documents that the trainee can have access to. This material relates to the Center's policies and procedures, which are regularly reviewed and updated as part of our Continuous Improvement Policy. As well as input from all levels of management and valuable feedback from the trainees.

# EQUAL OPPORTUNITIES POLICY

## PRINCIPLES

Trainme Training Center is committed to providing opportunities to all people for advancement, regardless of their cultural background.

The Training Center ensures that our selection criterion is non-discriminatory, providing fair access to training for disadvantaged people.

Every Trainee who meets the entry requirements (if applicable) as prescribed by the appropriate Training Package will be accepted into any program (subject to vacancies).

All Staff instructed in their responsibilities regarding Access and Equity Principles.

•All Trainees have equitable access to all programs irrespective of—

- Gender
- Culture
- Linguistic Background
- Race
- Socio-economic Background
- Disability
- Age
- Marital Status
- Pregnancy and Maternity

Enrollment procedures will be free of any form of discrimination, and if an individual does not meet the entry requirements, all attempts will be made to assist them to identify all alternative courses of action.

### Statement

Trainme Training Center is committed to a policy of equality of opportunity and aims to provide a working, learning, assessment and social environment that are free from unfair discrimination. It aims to ensure that trainees, staff and all others associated with Trainme Training Center are treated with respect and equity, regardless of race, gender, nationality, ethnic origin, religion, disability, age, economic status or role with in Trainme Training Center.

### Responsibility

Trainme Training Center has adopted this equal opportunity policy and takes responsibility for monitoring its implementation and reviewing its effectiveness.

The General Manager has ultimate executive responsibility for the effective development and implementation of the equal opportunities policy, along with the special needs learners.

Trainees, staff, visitors and others associated with Trainme Training Center have a responsibility to ensure that their actions comply with both the requirements and spirit of the policy.

## **SPECIAL NEEDS POLICY**

The Trainme Training Center policy framework is hinged on and aim to achieve the following overarching objectives at all times;

1. To enhance early identification, assessment, intervention, placement, habilitation and rehabilitation of trainees with special needs and disabilities.
2. To promote awareness on the educational needs and capabilities of persons with special learning needs and disabilities.
4. To put in place measures to promote barrier free environment for trainees with special needs in all training institutions.
5. To promote quality, relevant and holistic education in all training institutions for trainees with special needs and disabilities.

### **ACCOMODATIONS**

If the trainee is a special needs case, then the trainee must select the checkbox in the Registration form whilst supporting with medical documents/evidence to prove his/her case. The Center shall accommodate him or her as readily as it can.

Classes can occur either on the ground floor of the Center, in order for the trainee to have easy access without any hindrance. If the class cannot be conducted on the ground floor, the trainer shall coordinate with the trainee to host virtual classes, along with all of the regular assessments to be taken during class time. The following can also be used by the trainer, in order to facilitate the trainee's needs:

### **SETTING ACCOMODATIONS:**

- Work or take a test in a different setting, such as a quiet room with few distractions,
- Sit where they learn best (for example, near the trainer),
- Take a test in a small group setting.

### **SCHEDULING ACCOMODATIONS:**

- Take more time to complete a project,
- Take a test in several timed sessions or over several days,
- Take sections of a test in a different order,
- Take a test at a specific time of day.



# FORMS POLICIES

## TYPES OF FORMS

### PURPOSE

The purpose of this policy is to highlight Trainme’s helpful documents that the trainee can have access to. This material relates to the Center’s policies and procedures, which are regularly reviewed and updated as part of our Continuous Improvement Policy. As well as input from all levels of management and valuable feedback from the trainees.

Name of Form	Description
Appeal Form, split into three separate forms: 1. Grades Appeal Form 2. Credit Transfer/ RPL Appeal Form 3. Academic Misconduct Appeal Form	Wherein the trainee opposes a decision made by the any decision coming forth from the Center.
Credit Transfer Form	Wherein the candidate will be required to submit the details of the past accreditations he/she has acquired in order to level out the equivalency of the past course with the course to be provided from the Center.
Evaluation Form	Conducted by the trainee for the Center, the course, or any other reason for evaluation.
Feedback Form	Captures all relevant feedback information regarding improvement.
Induction Form	Includes the candidate’s details along with the trainee’s pack (course book, induction copy, notebook, registration form, trainees’ handout, trainees’ evaluation form, and session plan).
Lesson Plan Form	Kept with the trainers, with full details of each lesson.
Monitoring & Review Form	Occurs post-course, where the Review Committee evaluates the course and the trainees feedback.
Recognition of Prior Learning Form (RPL)	Wherein the candidate will be required to submit the details of the prior learning he/she has acquired.
Recruitment Evaluation Form	The Review Committee uses this form for evaluating new trainers in the demonstration session.
Registration Form	Includes the candidate’s personal information for the Center’s records
Review Committee Form	For all the Review Committee reviews and/or meetings, to be signed by the full committee at the end of each session.
Session Plan Form	Provided for the trainees, shared every day with the trainees.
Suggestion Form	Any individual is strongly encouraged to share their constructive and valuable suggestions, ideas, or thoughts with the Center for improvement.
Trainee Consultation Form	Captures all relevant feedback information regarding the trainee for improvement.
Trainer Evaluation Form	Evaluates the knowledge of the trainer during the conduction of the course.

- The forms are subject to continuous review and update for development and improvement purposes.
- Trainme is constantly and continuously developing, composing, and/removing forms where it is appropriate and where it is beneficial to all parties in making all procedures easier.





**trainme.bh**  
Revised and finalized  
26<sup>th</sup> August 2021