



Learner Handbook



INTRODUCTION

MISSION STATEMENT	6
VISION AND VALUES	6
SCOPE OF PROVISION	7
OUR COMMITMENT TO QUALITY-ASSURED EDUCATION & TRAINING	9
OUR SERVICE QUALITY	9

THE TEACHING AND LEARNING EXPERIENCE

GETTING THE MOST OUT OF YOUR LEARNING EXPERIENCE	10
ROLES & RESPONSIBILITIES OF LEARNERS	11
IT SKILLS	11
COURSE FEES	11
GRANTS/FUNDING	11
QQI (QUALITY & QUALIFICATIONS IRELAND)	12
THE NATIONAL FRAMEWORK OF QUALIFICATIONS	12

ADMISSION

RECOGNITION OF PRIOR LEARNING	14
LEARNER SUPPORT	15
FACILITATING DIVERSITY	16
EQUALITY & DIVERSITY POLICY	17
LEARNER COMPLAINTS	18
UPON ENROLMENT	18
KINGSTOWN'S E-LEARNING SITE	18
PROGRAMME DELIVERY	18
VENUES	19
BLENDED LEARNING	19
SUPPORT FOR LEARNERS	19

LEARNER CONDUCT GUIDELINES

WHAT TO WEAR / APPROPRIATE DRESS	20
MOBILE PHONES IN CLASS	20
LATENESS	20
ABSENCE POLICY	20
LITERACY AND NUMERACY	20
GENERAL CONDUCT GUIDELINES	20
LEARNERS RIGHTS AND RESPONSIBILITIES	21

ASSIGNMENTS AND ASSESSMENTS

GRADING	22
GUIDELINES FOR COMPLETING ASSIGNMENTS	22
SUBMITTING YOUR ASSIGNMENTS	22
LATE ASSIGNMENT SUBMISSIONS	22
APPEAL ON GRADING	23
RECOGNITION OF PRIOR LEARNING	23

THE ASSESSMENT PROCESS

PLANNING ASSESSMENT	23
INFORMATION TO LEARNERS	24

SUBMISSION OF ASSIGNMENTS

SUBMITTING ASSIGNMENTS	24
DECLARATION OF AUTHORSHIP	25
REQUIRED FORMAT FOR ASSIGNMENTS	25
FORMATTING GUIDELINES	26
RETURN OF COURSEWORK	26
SUBMISSION DEADLINES	26
FEEDBACK DURING YOUR STUDIES	27
ISSUING OF RESULTS	27
RESULTS PROCESS	27

QQI CERTIFICATES	28
------------------	----

REPEATING ASSIGNMENTS

CAN I REPEAT AN ASSESSMENT?	29
APPEALING RESULTS	29
DEALING WITH PLAGIARISM	30
REASONABLE ACCOMMODATION/COMPASSIONATE CONSIDERATION	30
RETURN OF CERTIFICATION DATA	31
EVALUATION OF PROGRAMMES AND SERVICES	32
ACCIDENT/INCIDENT REPORTING	32
ALCOHOL /SUBSTANCE MISUSE	32
DATA PROTECTION ACT & PRIVACY	33
PROVIDING FEEDBACK TO KINGSTOWN COLLEGE	33

USEFUL LINKS	34
---------------------	-----------

APPENDICES	35
-------------------	-----------

APPENDIX A COMPLAINTS/GRIEVANCE FORM**APPENDIX B COMMUNITY OF PRACTICE****APPENDIX C ATTENDANCE POLICY****APPENDIX D REASONABLE ACCOMODATION AND COMPASSIONATE CONSIDERATION PROCEDURE****APPENDIX E ASSESSMENT APPEAL PROCEDURE**

WELCOME TO KINGSTOWN COLLEGE: MESSAGE FROM THE DIRECTOR



DEAR LEARNER

I would like to take this opportunity to welcome you to Kingstown College.

Kingstown college is a QQI recognized training provider, originally established in 2006 as Executive Coaching Solutions Limited. We have grown and now offer a suite of leadership development, management, coaching and mentoring programmes throughout the year at venues in Ireland and Europe and also online. we have adopted a process of continuous improvement and innovation to develop

programmes for a range of learners.

Kingstown College provides an unrivalled opportunity for highly rewarding training for managers and other professionals in key areas of industry, services and professional activities. Our success has been built around a team of skilled and committed staff, assisted by a proven management team; all supported by a strong financial and business model.

Kingstown college holds quality assurance agreements with the Quality and Qualifications Ireland (QQI), the European Mentoring and Coaching Council (EMCC) and the International Coach Federation (ICF) through which we accredit all our courses .

Kingstown College is committed to excellence in education and seeks to ensure that all our Learners receive appropriate high-quality support

On behalf of all the team in Kingstown College, I would like to welcome you onto your programme of study. We hope you will find your studies both challenging and enjoyable. We looking forward to helping you achieve your educational and career goals.

We are here to assist and guide you so please feel free to contact any of our team members with any query you may have.

Paula King

Paula King ,
Managing
Director,
Kingstown
College

The following legislation and regulations applies to the College: Qualifications And Quality Assurance (Education And Training) Act 2012 and Qualifications and Quality Assurance (Education and Training) (Amendment) 2019

MISSION STATEMENT

Kingstown College is dedicated to being a global leader in Executive/Life/Corporate Wellness and Mental Health and Wellbeing coaching and education through applied professional skills development aligned to international best practice. In achieving this mission, Kingstown College:

- Provide professional and accredited skills training to learners from a diverse background;
- Create a unique, open and inclusive environment that encourages personal and professional growth; and,
- Challenge learners, staff and communities to live complete, healthy, prosperous and balanced lives.

VISION AND VALUES

Our Vision is to promote excellence in learning and become a trusted educational partner for our learners throughout the world by providing the most cutting edge education supported by the most up-to-date technology. Our Kingstown College values are:

- **Compassion:** We integrate empathy and kindness into all of our actions and accept you as you are.
- **Holistic:** We engage every person – learner, employee, client, or partner – as multi-faceted and complex and recognize that each person needs must be considered in the context of their environment, personality and life situation.
- **Respect:** We recognize the diversity of identities and experiences and treat each person with honesty, dignity, fairness, accountability, and integrity.
- **Community:** We create a learning community which supports each person and encourages all our learners and Alumni to become the best versions of themselves.
- **Connection:** We recognize the human need for connection and know that we learn and grow by working together in more ways than we can alone.
- **Learning:** Whether through education or other transformative experiences, we believe that personal development is an integral process towards a better self.

SCOPE OF PROVISION

Special purpose and minor awards at Level 6 of the NFQ:

Programme code	Associated award codes	Programme Title	Major, Special Purpose or Minor	Date validated
PG17476	6N2925	Certificate in Coaching Practice & Ethics	Minor	05/02/2014
PG15209	6S3372	Training and Development	SP	21/02/2013

Kingstown is at the forefront of the coaching profession and delivers cutting-edge programmes reflecting International Best Practice. We actively monitor the needs of our learners and feedback from other internal and external stakeholders to ensure continuous improvement of our programmes and our delivery methods. Based on the success of Kingstown's face-to-face diploma programmes, we evolved to adopt both online and blended learning delivery approaches. Learners now have a choice of programme delivery methods: face-to-face, online or blended learning. We bring the same high quality commitment to all programmes regardless of delivery method and ensure learners are well supported throughout their learning journey.

POLICY STATEMENT:

We believe that all learners are entitled to fair, consistent and transparent assessment processes and procedures with regard to any assessment that they undertake with Kingstown College. We have procedures in place to ensure that learners are provided with information regarding assessment at appropriate times. We ensure that learners receive timely and constructive feedback on assessment. We provide learners with the opportunity to appeal results. We identify and meet the needs of learners with specific requirement insofar as this is practical.

We are committed to carrying out the assessment that:

- Meets the needs of our learners
- Meets the needs of the professions we support
- Is clearly understood by our tutors, learners and all members of our programme teams
- Fair to our learners in terms of access and process
- Fit-for-purpose in offering recognised certification to our learners
- Consistent with our mission
- Meets the requirements of our awarding bodies.

ORGANISATIONAL STRUCTURE, ROLES AND RESPONSIBILITIES

All staff within Kingstown College are assigned clear roles and responsibilities which provides greater accountability and gives ownership to staff of the part they play in the delivery of our programmes and overall learner experience. This also allows for personal growth and improvement opportunities for staff as well as involvement in the feedback and continuous improvement of the programmes and the business as whole. Further details can be seen in the Kingstown College QA Manual v1.5 updated in April 2021

OUR COMMITMENT TO QUALITY-ASSURED EDUCATION & TRAINING

At Kingstown College, our training activities are underpinned by our robust quality assurance and our policies and procedures. Each of our policies and procedures has been developed and implemented to ensure that training is delivered in accordance with national standards and is consistently applied across all programmes.

OUR SERVICE QUALITY

Our service quality is determined by five basic principles. In order of importance, they are:

- Reliability: To perform our promised service consistently.
- Responsiveness: Willingness to help learners with a prompt service.
- Assurance: Knowledge of staff and the confidence they convey.
- Empathy: Individual, responsive attitude to learners.
- Tangibles: Professional appearance of staff, materials and facilities.

The principles will be achieved by the quality of our staff and the consistent implementation of our internal business processes, and directed towards the goal of ensuring all learners acquire a standard of knowledge, skill or competence. To support our mission statement, we have developed this learner charter which details the standard of the service that you can expect from us:

- Clear and relevant information on all programmes. The promotion of equality for all learners and the recognition of the diversity of all learner groups.
- All training is conducted by experienced and qualified trainers who provide support to all learners.
- All assessment is fair and consistent.
- All learners have the opportunity to give feedback on our courses
- All learner's queries and complaints are dealt with in a professional and timely manner
- All learner's personal information is handled in accordance with the Kingstown College Privacy Policy
- Operation of a safety policy in accordance with the Safety, Health and Welfare at Work Acts 1989 and 2005

THE TEACHING AND LEARNING EXPERIENCE

GETTING THE MOST OUT OF YOUR LEARNING EXPERIENCE

Congratulations for making the decision to learn new skills and recognise the need for your own development in order to further your skills and knowledge. The handbook is designed as an informational document to introduce you to our company and our learner policies and does not constitute or reflect a contract.

As with any programme, you will get out of it what you put into it. So, if you want to get the most out of it, you should do some preparation.

Here are some quick tips to ensure you get the most out of a training programme:

Have a clear idea of what you would like to get from it – Take a look at the programme overview and objectives and be sure that the programme is the right one for you. Think about how the content fits with your personal development plan and your other objectives. Then, write down some objectives for the programme. We will ask you at the beginning of the programme what you are looking to get from your time with us.

Ask Questions – Don't be afraid to ask questions during the programme. Your Tutor(s) will be happy to answer any questions and may also open them up as a discussion to other group members. Discussion among the group provides an opportunity to bring different perspectives and opinions into the mix that enhance the learning experience.

Participation – our programmes are designed to be interactive, meaning the Tutor(s) would like you to be involved. They may ask questions or set small tasks for you and your classmates to take part in. The only way to get the best from this is to actively get involved. Also, take time to get to know your fellow classmates.

Reflect – An important part of your coaching journey, we encourage reflective practice. It is an important part of the process of change as you consider how to apply what you learn in your everyday personal and work life.

Use the Learning – Don't put the programme materials in a drawer and leave them there. If this happens then the learning goes with it. Instead, we encourage you to regularly review the content provided both in your manual and through the E-learning site and consider ways to put what you've learned into practice.

INFORMATION FOR LEARNERS

Before starting your course, you should have the following information:

- Course title and the award that the course is leading to (if applicable)
- The name of the awarding body, eg QQI
- Whether the award is recognised in the National Framework of Qualifications
- The structure of the award e.g. minor, special purpose
- IT skills requirements
- English language proficiency requirements
- Course fees

ROLES & RESPONSIBILITIES OF LEARNERS

- All learners must adhere to all procedures and protocols as laid out by Kingstown College.
- Learners must inform Kingstown College of any Reasonable Accommodation or other requirements that they will need to complete any of the assessments after registration.
- Learners are expected to complete assignments in good faith.
- Learners must adhere to Kingstown College Cheating and Plagiarism policies.
- Assignments must be learner's own work. An authorship statement must accompany each piece of work submitted.
- All assignments must be completed in their entirety prior to submission.
- Assignments must be completed in accordance with the assignment brief provided by Kingstown College.
- All assignments must be uploaded online through the Moodle Site link provided by the Kingstown College Administrator.
- Learners must keep printed and electronic copies of all coursework submitted for assessment. Kingstown College may request an additional copy of your coursework.
- Learners are informed of their right to appeal their result and must follow the relevant process.
- Learners are responsible for informing Kingstown College of any change in details (change of address, etc) by email.

IT SKILLS

Kingstown College seeks to implement instructional design and best practice in the delivery of all of our online training content. In order to benefit from the range of tools used to deliver our programs, learners are required to have the capability to:

- Use Internet Explorer or other browsers
- Use Microsoft Outlook or similar e-mail and task management application
- Submit assignments in a Word document format or similar
- Use Zoom and Moodle Site
- Be able to carry out web-based research

COURSE FEES

At Kingstown College, there is 100% transparency on course fees.
Kingstown College offers interest-free, easy payment options for all learners.

GRANTS/FUNDING

We do accept Social Welfare Funding. You will need to arrange an appointment with your local Social Welfare office and enquire about applying for a TESS Form. This can fund the learner up to €500 towards a QQI Course with us.

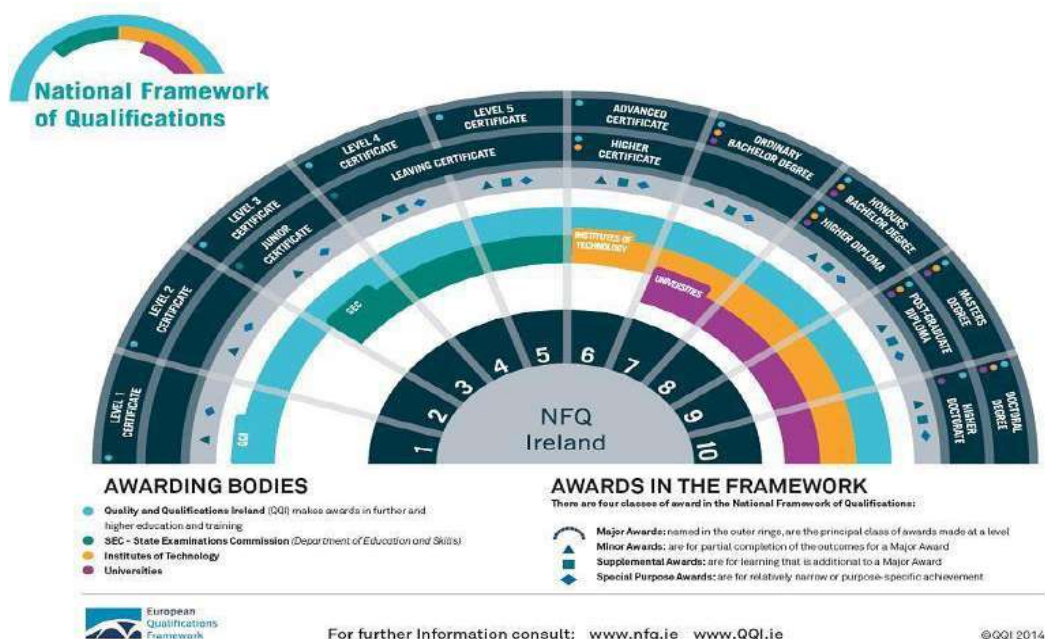
QQI (QUALITY & QUALIFICATIONS IRELAND)

The Professional Diploma program offered by Kingstown College is certified at a LEVEL 6 on the national framework by QQI. QQI (Quality and Qualifications Ireland) is an independent State agency established by the Quality Assurance and Qualifications (Education and Training) Act 2012 with a board appointed by the Minister for Education and Skills. Its functions include those previously carried out by the Further Education and Training Awards Council (FETAC); the Higher Education and Training Awards Council (HETAC); the Irish Universities Quality Board (IUQB) and the National Qualifications Authority of Ireland (NQAI).

QQI's role is to:

- Promote, maintain and develop the Irish National Framework of Qualifications (NFQ) the 10-level framework for the development, recognition and awarding of qualifications in Ireland
- Review the effectiveness of quality assurance procedures of further and higher education providers for programmes leading to qualifications in the NFQ. Quality assurance means that both your education or training programme and the education provider (Kingstown College Training Ltd) are reviewed on a regular basis
- Validate education and training programmes and make awards for providers in the further education and training and higher education sectors
- Provide advice on the recognition of Irish qualifications abroad and the recognition of foreign qualifications in Ireland

THE NATIONAL FRAMEWORK OF QUALIFICATIONS



The National Framework of Qualifications (NFQ) is a 10-level system (1–10) giving an academic or vocational value to qualifications obtained in Ireland. NFQ levels help indicate how an award can be used for training, education and employment opportunities (see fan diagram above). Each level is based on nationally agreed standards of what a learner is expected to know and be able to do after receiving an award. NFQ serves several purposes.

- It ensures awards obtained in Ireland are quality-assured and recognised internationally
- It is part of a system for comparing Irish and international awards
- It supports lifelong learning by recognising knowledge and skills within a comparative framework, even if they are not recognised by a formal award
- It provides a system of establishing eligibility in learning processes for access, transfer and progression
- It recognises awards made by professional bodies

AN INTERNATIONAL QUALIFICATION

NFQ is linked to similar frameworks in Europe. This helps people considering employment or study opportunities outside Ireland. There are two qualifications frameworks at European level:

- The Framework for Qualifications of the European Higher Education Area also known as the 'Bologna Framework'. This deals with higher education awards (NFQ 6-10).
- The European Qualifications Framework (EQF), which deals with all NFQ levels including schools, Further Education and Training, and Higher Education.

QUALIFICATIONS RECOGNITION SERVICE

QQI offers a free Qualifications Recognition Advice Service for those seeking guidance on the academic recognition of awards obtained outside the Irish system.

MISPLACED QQI CERTIFICATE

QQI will not re-issue certificates but can issue an official record of awards (transcript) of all Further Education Training (FET) awards achieved by a learner to date. All details relating to ordering a record of awards (application form, payment details etc) are available from:

<https://qhelp.qqi.ie/learners/>

ADMISSIONS

The minimum entry admission requirements for each individual programme are set out by the Programme Design team and are detailed in the Programme Descriptor (KC-QA3-3000) which is approved by the Academic Committee. These requirements may include (but not limited to):

- Academic Qualifications
- Professional Qualifications
- Accreditation
- Experience

REASONABLE ACCOMMODATIONS

Kingstown College provides Reasonable Accommodations to enable learners with specific learning needs to demonstrate their level of attainment in assessments. The grounds on which applications can be made include but are not limited to, the following:

- Learning Difficulty
- Hearing Difficulty
- Visual Difficulty
- Physical Difficulty
- Mental Health or Behavioural Difficulty

Learners are advised to inform Kingstown College of any requests for accommodations immediately after registration to ensure that appropriate resources can be put in place for them. Kingstown College will make every effort to try and accommodate the learner's request.

RECOGNITION OF PRIOR LEARNING

Kingstown College is committed to facilitating access and progression of learners by recognising prior knowledge, skills and competence of an individual learner howsoever acquired, where appropriate.

Kingstown College has arrangements in place to facilitate learners who wish to gain entry to a programme on the basis of prior learning experiences. A learner may seek entry to a programme where he/she does not meet the standard entry criteria on the basis of prior learning. All applications are considered on a case-by-case basis and applicants are interviewed by the Academic Director. An applicant must be able to demonstrate that he/she has the capacity to successfully complete the programme.

In the event that a learner or a group of learners expresses a wish to enter a programme based on prior learning experiences, he/she should contact the College by email at support@kingstowncollege.ie and we will assist him/her with the necessary requirements.

The Academic Director is responsible for management of the recognition of prior learning. Kingstown's procedures and recognition of prior learning for entry to programmes is approved by QQI at the point of programme

validation within the context of our agreed quality assurance policy. Details are set out in the Validation Manual/Programme Descriptor (KC-QA3-3000).

INDUCTION GUIDELINES FOR STUDENTS

Induction Webinars follow a clear structure. First, they teach students what they need to know about their course and how to navigate the Moodle e-learning site. Secondly how to upload their assessments onto the e-learning site and how to receive their feedback on their assignments. They are an important support for our blended learning programmes.

In order to create a healthy online learning context for everyone the following group rules have been decided upon for all online programs.

- Everyone's opinions should be respected.
- Everyone should be given the chance to have their own word and the group should wait and support students who are struggling.
- There should be an open section for student led contributions each week.
- Tutors are responsible for providing clarity during webinars.
- Students are responsible for muting themselves if they are working in a noisy environment. Webinars challenge students to move from a place of not knowing how to complete a task to learning the skills they need to complete the assessment tasks. This requires focus, attention, concentration and self-regulation. Background noise interferes with student ability to focus, to pay attention, to concentrate and to self-regulate.

Students are encouraged to use the chat-box facility during the webinar sessions and students' attendance at the webinars is recorded on the College VERI system.

Students are expected to attend 70% of all classes including webinars.

IN-HOUSE TRAINING DAYS

- Some of the QQI programmes delivered by Kingstown College require in-house training days.
- A schedule of these in-house training days is available from the College Administrator, where relevant.
- A record of learner's attendance for the in-house training day will be retained by Kingstown College using the VERI system.

LEARNER SUPPORT

Kingstown College offer course support on all their programmes. There is a self-directed learning element to the programme which is supported by our student support.

EMAIL SUPPORT

The College provide email support to all Learners.

PHONE SUPPORT

The College provide phone support to all Learners.

ONE-TO-ONE MENTORING SESSIONS

Kingstown College can arrange one-to-one mentoring session(s) on request, either by phone or Zoom call. The procedure for requesting a one to one mentoring session with a tutor is:

- The learner is required to email their tutor requesting a date and time for a one-to-one mentoring session.
- The tutor will respond with a recommended date and time.
- The learner must confirm the time and date with the tutor. If not confirmed by the learner, the tutor will not be available.
- One-to-one mentoring sessions must be scheduled in advance. No unscheduled one-to-one mentoring sessions will be accommodated.

CONTACT US:

Should learners have any further questions or specific queries regarding their courses, please contact:

Administrator: Carlos Filho

info@kingstowncollege.ie

Student Support: Abigail Abbott

support@kingstowncollege.ie

Financial Services: Marion Noone

accounts@kingstowncollege.ie

Marketing Services: Alan Brereton

marketing@kingstowncollege.ie

FACILITATING DIVERSITY

Kingstown is committed to equality of access and attainment among learners and proactively seeks to promote equality and facilitate diversity. One of the College's stated values is Respect: We recognize the diversity of identities and experiences and treat each person with honesty, dignity, fairness, accountability, and integrity. We aim to provide training which is accessible to all learners including those individuals with additional or diverse needs and other non-standard applicants insofar as this is possible and practicable.

Ideally, we identify the diverse needs of learners at the application stage but also encourage learners to approach their tutor or other staff member at any point of a programme if they wish to highlight a specific need. We consider each request on a case-by-case basis. While we make every effort to accommodate special needs and non-standard learners, we can only respond to requests that are reasonable and practicable and applicants must meet minimum entry requirements for the programme.

Key Steps

- We have an Equality and Diversity Policy which clearly sets out the Kingstown's commitment to facilitating diversity and difference
- We provide equality and diversity training as part of staff induction and on an ongoing basis to ensure staff are aware of equality and diversity issues and have the capacity to accommodate diversity.
- Equality and diversity is addressed in the Learner and Tutor handbooks and at induction.
- We provide information on the range of supports available to learners and how they can be accessed at Induction and on Moodle
- The tutors ask learners at programme commencement if they have any additional support needs.
- The programme design teams bear in mind the needs of all the potential participants when designing training sessions and training materials
- We provide pre-entry information about the content, assessment and demands of each programme to help applicants make an informed choice about participation.
- There is a question on our programme application form asking applicants if they have any additional support needs. In addition, learners can disclose any additional support needs at any point during the programme.
- The applicant is responsible for requesting reasonable accommodation and for providing documentation that verifies and confirms their need.
- Individual learners' needs are reviewed and identified at the start of the programme and appropriate resources and/or strategies provided to respond to those needs effectively.
- Examples of supports that Kingstown can make available to learners (this list is not exhaustive and any learner requesting support will be accommodated within reason to the best of our ability)
 - Physical modifications to the training location e.g. seating arrangements etc.
 - Learning materials provided in accessible format where possible.
 - Additional time to complete assessments.

The Internal Verifier informs the External Authenticator and the Results Approval Panel if reasonable accommodation for assessment has been provided for a learner.

EQUALITY & DIVERSITY POLICY

Kingstown College is committed to delivering programmes of education and training and related services in a manner that accommodates diversity, combats discrimination and promotes equality of opportunity. Kingstown College combats discrimination on nine grounds and in accordance with The Equality Act 2004. The nine grounds are:

- Gender
- Marital Status
- Family Status
- Sexual Orientation
- Religion
- Age

- Disability
- Race
- Membership of the Traveller Community

LEARNER COMPLAINTS

We welcome comments, suggestions and complaints about our performance and regard complaints as opportunities to review programmes, practice, procedures and identify areas for improvement. Complaints may come from learners, staff, trainers, employers, awarding bodies, statutory agencies and the general public. The College recognises and upholds learners' right to make a complaint in the event that they feel they have been mistreated or disadvantaged in any way. We take all valid complaints seriously and strive to achieve speedy, equitable, timely and courteous solutions doing everything we can to resolve complaints informally and at the earliest possible opportunity. If this is not possible, a formal complaint can be made through our Complaints Procedure (KCP-QA5-2000). All complaints are reviewed in a fair and consistent manner and resolved to the complainant's satisfaction, insofar as this is possible.

UPON ENROLMENT

Once we receive your enrolment details and process them, we will email you log in credentials for Kingstown College learning site - www.ecoaching.com. If you do not receive the email within 48 hours please email us at info@kingstowncollege.ie and our Programme Coordinator will ensure the details are resent. Before doing so, please check to ensure it has not gone into your spam/junk folder. If our email is there, make sure to add us to your safe senders' list so you don't miss any future correspondence from us.

KINGSTOWN'S E-LEARNING SITE

Our e-coaching site provides access to all programme materials as well as supplementary resources such as videos and questionnaires.

PROGRAMME DELIVERY

The design structure utilised by Kingstown College is based on Kolb's Learning Cycle. All programmes will:

- allow for group discussions, feedback, case studies and/or homework. Programmes of 3 months plus duration will also involve simulations and experiential learning.
- incorporate opportunities for reflective learning which allow the learners the opportunity to question the information received and compare and contrast differing viewpoints.
- encompass an element of theory in a lecture based format. Appropriate case studies and readings will be recommended and/or discussed during the programme. Where feasible, subject experts will be invited to participate in the programmes.
- include activities to allow learner practice and develop their skills. This may take the form of simulations or learning exercises.

VENUES

Kingstown College uses only reputable venue providers for the delivery of its programmes and ensures the venues selected are compliant with Health & Safety and Fire regulations.

Learners are expected to comply with all Health & Safety requirements of the venue and as per any instruction given by Tutors. It is the responsibility of the learner to adhere with these venue requirements.

Online Learning Platforms are based in Zoom Rooms with licensed accounts

BLENDED LEARNING

To ensure a quality experience and deliver on our commitments to learners, our online coaching programmes provide access to support, resource materials and demonstration videos. Our commitment is to deliver:

- **Flexibility** - online students determine their study time themselves as the programme is flexible enough to allow learners to set their own study pace.
- **Communication and access to College** - we use the latest technologies (eg. Zoom) and where possible face-to-face meetings to help learners stay in touch with the College. We make contact with them as soon as possible after registration, to set up an introductory meeting where questions and issues around programme material/ coaching tools/ coaching practice are discussed. These online sessions are scheduled regularly with the Tutor to ensure learners have access to support and practical guidance around the programme material and their coaching practice.
- **Student Support** - each learner has their own Support Tutor who will stay in touch via Zoom or phone calls.
- **Programme Material** - programme content is the same as for face-to-face learners. They have access to comprehensive and detailed programme material as soon as they are registered on the e-coaching site (utilising a Moodle Platform)
- **Assessments** - Support Tutors liaise with learners to help ensure they are able to complete assignments.
- **Coaching Practice** - online learners are required, like the other learners, to practice their coaching tools in real life – their Tutor will assist them with the organisation and logistics regarding this part of the programme requirement.
- **Effective use of E-learning tools** – our range of E-learning tools ensure multi-faceted learning through: instructional coaching videos and online quizzes, specific coaching tools and resource materials (i.e. PowerPoint presentations), access to a worldwide collegiate body encouraging collaborative learning amongst coaches across the world and since e-learning assessments are self-paced learners can present their assessments at their own pace whilst guided by the deadlines laid out in the programme.

SUPPORT FOR LEARNERS

Your assigned Tutor has the overall responsibility for any support needs and requirements you have throughout your training programme. However further support will be provided to you throughout your time by the larger team at Kingstown College. We aim to offer a high level of support to those who are enrolled with us and we focus and commit ourselves and our resources. Learner support contact details are found in the “Get in Touch with Us” section of this handbook.

LEARNER SUPPORTS FOR BLENDED LEARNING:

Supports for learners on blended learning programme are detailed in programme information sources such as the learner handbook, the College website, the LMS, the College App and are signposted throughout the programme. These include:

- Dedicated IT support
- Guidelines for online learners
- **Induction:** Personalised induction with the Lead tutor following registration where questions and issues around course material/ coaching tools/ coaching practice are discussed.
- **Regular** scheduled **online one-to-one** Zoom meetings/telephone calls with the tutor are for support, feedback on progress and practical guidance around the programme material and their coaching practice.
- **Support of the** Learner Support Coordinator to non-academic/technical queries
- **Coaching Practice:** Online learners are required to practice their coaching tools in real life. Their tutor assists them with the organisation and logistics of coaching practice
- **Online Collaboration:** Our tutors encourage learners to research, share and discuss views on content and topics by facilitating and moderating online collaborative forums and discussion groups

THE KINGSTOWN COLLEGE APP

As part of the blended learning strategy to provide students with a flexible and adaptive learning opportunity, we launched a College App in 2020 with the aim of developing and facilitating a community of practice. The App allows for easy interaction and fosters a sense of community. The KC Community App is accessible by invite only. Learners can create their personal account and access all features. These features include:

- The App works on phone/ desktop computer/laptop.
- Students can make their voice heard and comment, post and connect with colleagues through the app.
- It allows students to advertise their professional practice in the pro-bono coaching group
- Allows access to the webinar recordings in the resources folder which has NEW content added weekly
- Engage with other members of the Kingstown Community
- Ask questions, look for advice & inspire others
- Refresh the coaching toolbox with new tools added regularly
- Immerse in Live Streams
- Stay up to date with EMCC and ICF news and updates
- Be the first to hear about upcoming events
- All students must acknowledge and sign the below documents before they are allowed access:
- Privacy Policy
- Terms and Conditions

Friday Morning Webinars

The Friday Morning webinars are a regular feature at Kingstown College which offer a personalised online experience to the students.

- The webinars are facilitated by subject matter experts
- It provides an area of psychological safety for coaching professionals to explore their potential in the community

It is also a key part of the CSR initiatives of the college

LEARNER CONDUCT GUIDELINES

WHAT TO WEAR / APPROPRIATE DRESS

Although Kingstown College does not dictate a dress code, most learners adhere to business casual attire.

MOBILE PHONES IN CLASS

Your mobile phone can be a distraction to you and others in the room therefore always ensure that your mobile phone is turned off or in silent mode with vibration turned off.

As a courtesy to your Tutor and classmates, we also ask that learners refrain from taking or making calls until break times and that calls are made outside the training room. (Exception is in the case of an emergency.)

LATENESS

In order to provide learners with the most comprehensive training during their time with us, Tutors have a lesson plan of what needs to be covered and lateness can infringe on the time required to do so. As a courtesy to your Tutor and other learners, we ask learners to leave themselves ample time to arrive at their programme venues on time. We also request that time keeping is respected in relation to returning from breaks and lunches.

ATTENDANCE POLICY

In the unfortunate event that a learner is sick and unable to attend their programme training, it is important that either their Tutor or Kingstown College is notified. We will work with learners to ensure they can make up any study missed and learners should contact their Tutor or our Learner Support team to make any necessary arrangements. All learners must complete 80% of the module training to receive recognition and accreditation. The detailed Attendance Policy is available under Appendix C

LITERACY AND NUMERACY

If you have any concerns regarding your literacy and numeracy skills, please ensure that you discuss these with your Tutor or at enrolment. Where possible, we will make every effort to ensure that your needs and requirements are supported through out your training.

GENERAL CONDUCT GUIDELINES

Kingstown College expects all learners to abide by the following guidelines on general conduct:

- As a Learner, it is your responsibility to understand and adhere to all Kingstown College procedures as part of the self-directed learning element of your programme.
- Learners are expected to recognise other participants' worth and dignity.

- All Learners have a right to learn in an appropriate environment and be free from any form of harassment and/or discrimination (refer to equality policy).
- If a Tutor perceives that a learner is disruptive and regularly interrupts the flow of training and negatively impacts the learning experience of other learners, Kingstown College reserves the right to remove that learner from the programme.

LEARNERS RIGHTS AND RESPONSIBILITIES

Each learner who is undertaking and registered on a programme offered by Kingstown College has the right to:

- Expect the teaching and assessment to be of a high quality.
- Have their individual needs and learning styles recognised and appreciated.
- Have access to all programmes they are eligible to attend regardless of gender, marital status, sexual preference, race, colour, pregnancy, national origin, ethnic or socio- economic background, physical impairment and religious or political affiliation except where physical ability or where units of competency specific prerequisites or is a requirement for the programme.
- Have prior learning, acquired competencies and experience appropriately recognised in determining their requirements for accredited programmes.
- Be advised of the learning outcomes and prescribed assessment tasks for the programme of their choice prior to its commencement.
- Appeal for a review of any results on assessments completed.
- Expect to achieve the published outcomes of their programme as long as they have given and undertook the necessary steps and learning's outside of the classroom as required by their individual need.
- Clean and appropriate environment to promote safe learning free from all forms of harassment and discrimination.
- Be treated with dignity and fairness.

ASSIGNMENTS AND ASSESSMENTS

GRADING

All Kingstown's programmes have their grading methods outlined upon programme commencement. A programme may be graded in various ways including, but not limited to:

- Readings/Reviews/Coaching Logs
- Assessed Simulations (Learning Review and Observed Coaching Session)
- Field work (External Coaching Practice)
- Essays

Your programme could be graded with on any combination of the above. Your Tutor will advise you of the method of assessment on the first day of your programme.

GUIDELINES FOR COMPLETING ASSIGNMENTS

Guidelines for completing assignments are sent to learners before they begin the programme. The guidelines for completing assignments are also available on the E-learning portal (www.ecoaching.ie). Tutors review these requirements with learners as part of the first day's agenda.

SUBMITTING YOUR ASSIGNMENTS

Your Tutor will provide you with information on how to submit your assignments and the date which the assignment must be received.

All assignments are submitted by either completing them through your E-learning portal (www.ecoaching.ie), such as reflective logs, questionnaires, or by uploading them through the portal, in the case of book and journal reviews. Should you encounter any issues with the E-learning portal, you may contact our Learner Support team.

In instances where you must submit your assignment via email, please ensure that you have the correct email address. Please include the following information in the email: **your full name, confirmation of the programme location and programme start date.**

LATE ASSIGNMENT SUBMISSIONS

Learners must adhere to deadlines set for submission of their assignments. Should a situation arise where a learner cannot submit their assignment by the deadline date, an extension may be granted at the discretion of Kingstown College. The learner should contact the College in advance of the deadline date with the following information:

- State the reason for your request
- State which assignment(s) will be delayed and the expected date(s) of submission
- Any completed assignments should be submitted by the due date (where programme contains a number of assignments)

You will receive a reply confirming acceptance of the proposed submission date or an alternative date may be given to you.

Please note that learners have to adhere to the decision of the Results Approval Panel.

Where a learner fails to submit their assignments within the agreed upon timeframe, it will be assumed that they have withdrawn from the process. These learners may reapply to Kingstown College in writing to have their assignments submitted with another group; however, learners who choose this option may be required to attend part of another programme to ensure that all learning outcomes have been achieved.

APPEAL ON GRADING

To ensure that the Learner has a fair chance of looking at their assessment, we have in place the Appeals Process.

- A Learner can appeal a result once declared within 2 weeks of the same being uploaded.
- Changes will be made only if the change in marks is 5 or more than 5 and results in a change in grade boundaries. To ensure fairness, the assignments will be sent to a different assessor and the final decision will rest with the Academic Director.

A request to appeal a grade can be submitted via post or email and addressed for the attention of the Academic Director.

THE ASSESSMENT PROCESS

PLANNING ASSESSMENT

Kingstown's assessment briefs, assessment criteria and marking schemes are developed at the programme design stage in accordance with QQI guidelines, award specifications and to suit our learner profile. They are included in the Programme Descriptor (KC-QA3-3000) which is approved by the Academic Committee and reviewed annually or more frequently by the Programme Director as part of the annual programme review, and adjusted, where possible and practicable.

All tutors and assessors have a copy of QQI Quality Assuring Assessment Guidelines for Providers Revised 2013 and a copy of Kingstown's QA Handbook each programme in advance of the programme commencing.

- The assignment submission dates are set.
- Programme and assessment schedules are created with dates for submissions.
- Assessment briefs and guidelines for completing assignments are uploaded to Moodle.
- Learning outcomes are entered on VERI.
- The Course Coordinator, working with the Internal Assessor, organises the skills assessments and coordinate scheduled times with learners.

- An Assessment Criteria worksheet (KC-QA6-2000) containing guidelines for assessment is distributed to the assessor team.
- The assessment team meet to deal with any queries which may arise related to assessment. Arrangements with learners with special assessment needs is also discussed at this meeting.

INFORMATION TO LEARNERS

As part of the learner induction process, learners are given full details of how the programme is assessed and their responsibilities in the assessment process. Tutors walk learners through a presentation on the first day of the programme and direct them to guidelines for completing assignments outlined in the appendices of their workbook and on Moodle. Details of assessment regulations are also contained in the Learner Handbook (KCP-QA5-1000). Learners are made aware of:

- QQI award to which the programme leads
- EMCC and ICF accreditation requirements
- Programme outline
- Assessment schedule
- Assignment Guidelines
- Marking and Grading
- Standards of academic conduct expected
- Appeals and repeat processes
- Reasonable accommodation and compassionate consideration provisions
- Provision of formative and summative assessment

SUBMISSION OF ASSIGNMENTS

All assignments are submitted by uploading them to Moodle which means a record of submission is documented.

SUBMITTING ASSIGNMENTS

It is the responsibility of the learner to ensure that they submit assignments in full.

Learners are notified by Student Support if they are missing any elements of the assignment.

Kingstown College will not follow up with learners for any remaining items for assessment after this.

DECLARATION OF AUTHORSHIP

All coursework submitted must include an authorship statement (see Referencing) for each piece of work submitted (i.e., assignment, project, skills demonstration, etc.).

If this is not received for each assessment, unfortunately the submitted work will not be accepted.

REQUIRED FORMAT FOR ASSIGNMENTS

Kingstown College will not accept handwritten assignments.

All assignments must be submitted to Kingstown College in the following format:

- **Submitting Written Assignments :**

We advise you to write your assignments in Word and save them as a PDF on your own computer first before loading them into your student profile on the eCoaching Moodlesite. When you are ready to submit your assignments on the eCoaching site, you will need to log in to the eCoaching Moodle site using your Username and Password. Navigate to the Assignment section and upload the PDF document into the other block that provides for uploading material under the relevant heading.

Note: Kingstown College will not accept emailed assessments.

- Assignments are submitted via the eCoaching site. Full details on submitting assignments online are explained clearly on your e-coaching portal and in your Assignment Guidelines handout
- An expected timeframe for when results will be available will be provided to the learner
- If the learner does not receive a confirmation of receipt email, the onus is on the learner to follow this up with Kingstown College.
- Learners must retain a copy of all coursework submitted for assessment. There may be occasions where an additional copy of the assignment will be required by Kingstown College.

FORMATTING GUIDELINES

- **Text and Paragraph Layout :**

The main text should use 2.0 line spacing. The font should be a sans serif 12-point font such as Arial, Verdana, Helvetica, or Trebuchet MC. Margins should be 1 inch on all four sides.

- **Referencing :**

The recommended use of citation conventions adopted is American Psychological Association (APA).

When using citation software (e.g. Easybib, EndNote), you should format all entries as APA (6th Edition).

For more information on APA citing, please refer to this guide. Other acceptable citation formats include MLA and Chicago. For more information on MLA and Chicago citing, please refer to this website.

RETURN OF COURSEWORK

Kingstown College does not return course assignments, portfolios, examination scripts, disks, USBs, to learners post course. It is the responsibility of the learner to keep a copy of all work submitted to Kingstown College. After certification and the appeals process, all assessments are disposed of in a secure manner.

When quoting from sources, learners must use quotation marks and proper citation.

SUBMISSION DEADLINES

Learners must adhere to deadlines set for submission of their assignments. Should a situation arise where a learner cannot submit their assignment by the deadline date, an extension may be granted at the discretion of Internal Assessor. The learner should contact the Learner Support Coordinator in advance of the deadline date with the following information:

- reason for their request
- details of the assignment(s) will be delayed and the expected date(s) of submission

Learner Support Coordinator reviews the request with the Internal Assessor and/or Academic Director and the learner receives a reply confirming acceptance of the proposed submission date or an alternative date may be given.

Where a learner fails to submit their assignments within the agreed upon timeframe, it is assumed that they have withdrawn from the programme. These learners may reapply to Kingstown College in writing to have their assignments submitted with another group; however, learners who choose this option may be required to attend part of another programme to ensure that all learning outcomes have been achieved.

FEEDBACK DURING YOUR STUDIES

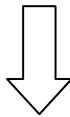
- Kingstown College is committed to providing timely and constructive feedback to learners.
- Feedback is provided to learners on a regular basis.
- This feedback is communicated to the learner by the moodle site

ISSUING OF RESULTS

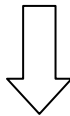
- All results are emailed to learners.
- Learners will firstly be issued with preliminary results.
- Partial results are not sent to learners but can be emailed to learners on request.
- Results are issued to learners 6-8 weeks after assessment submission.
- Results must go through a 5 stage process before results are finalised. Please see the process below:

RESULTS PROCESS

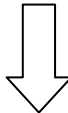
Stage 1: Preliminary Results issued (via email)



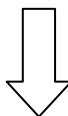
Stage 2: Internal Verification



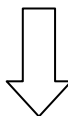
Stage 3: External Authentication



Stage 4: Results Approval Process



Stage 5: A Provisional Result is sent to each learner (via email)



Stage 6: Final statement of results issued to learner (via email) with the option to appeal and will include details on how to appeal a result if you wish. A learner can only appeal a final result.

(Please note, this preliminary grade may be subject to change during stage 2, 3 and 4)

QQI CERTIFICATES

- Kingstown College will post all certificates out to learners.
- It is the responsibility of the learner to ensure that Kingstown College hold their most recent and up to-date address. The learner is required to email their tutor or admin at Kingstown College confirming their new address, along with updating their address on the online training platform.
- Certificates will only be posted to learners who have their account paid in full, if an account is not up to-date, the certificate will be withheld until such a time the account is paid in full.
- Learners who do not receive their certificate within 2 months of certification date should contact the College.
- Issue of Award Certificates: Once we receive the QQI certificates, the Course Coordinator scans them to each learner's file for record keeping purposes and then contacts learners to confirm their address before posting the certificates to them.

REPEATING ASSIGNMENTS

Kingstown College will allow learners to repeat assessments under certain conditions.

Kingstown College also has an appeals process in place, if you are not happy with your assessment result.

CAN I REPEAT AN ASSESSMENT?

Kingstown College will allow learners to repeat on the grounds of failure. Learners are not permitted to repeat on the grounds of trying to achieve a higher grade.

- Learners are permitted to repeat once, with no charge on the following grounds:
 - Failure of a written examination
 - Misinterpreting the assessment brief
- On a subsequent failure, learners will have one more chance to repeat and will incur a fee of €100.

- The repeat fee must be paid before a re-sit of an examination or a resubmission of an assessment.
- Kingstown College will not facilitate a succeeding failure and the learner may be deemed unsuitable for the programme.

APPEALING RESULTS

Grade Appeals Procedure :Following QQI, Kingstown College adopts the following definition of an Appeal, “An appeal is a request for a review of a decision made by the academic body responsible for student progression, assessment and awards.”

An appeals procedure exists for students who consider the grades to be inappropriate. Students have a right to appeal the given grades within 10 days of the declaration of the provisional results

Kingstown College Appeals Process will enable the learner to appeal the assessment result within a maximum of 10 days from the declaration of results.

- A learner must lodge their appeal in writing directly to Kingstown College by writing in to support@kingstowncollege.ie
- New evidence may be submitted at the discretion of the internal assessor on re-evaluation of the material after the appeal if the difference to the next grade falls within the range of 1-5 marks
- Kingstown College will process the appeal within a reasonable timeframe and will ensure that the appeal assessor is not the original assessor.
- Kingstown College will inform the learner of the outcome of the appeal within a reasonable timeframe.
- Following the completion of the appeals process, QQI will be informed by Kingstown College of any successful appeals (changes in the assessment grades awarded). QQI will make any required amendments to grades on the QQI Business System (QBS) & will re-issue a certificate for the learner.

A student cannot re-appeal a decision made by the Academic Director. The decision of an appeal process is final. Further details of the process are available under Appendix E

DEALING WITH PLAGIARISM

Definition

Plagiarism is the presentation of someone else’s ideas, arguments, concepts or work as one’s own by failing to reference or acknowledge it properly.

- We promote a culture which values and supports academic integrity and we have procedures in place to prevent, detect, combat and deter plagiarism.
- We give guidance to tutors and assessors in what constitutes plagiarism, the degrees of plagiarism and on the distinction between acceptable collaboration with others and collusion in plagiarism.
- We make learners aware of the consequences of plagiarism at Induction, in the Learner Handbook (KCP-QA5-1000) and on Moodle

- We make guidelines on how to avoid plagiarism available to learners
- We make tutors and assessors aware of the protocols we have in place for investigating cases where plagiarism is suspected, and the level of evidence required before an accusation can be considered
- We design assessment strategies to minimise the possibility of plagiarism and provide training, guidance and support to programme design teams in the design of assessments instruments so as to minimise the opportunity for plagiarism.
- We use Plagscan plagiarism detection software to help us to immediately identify the percentage of matched text in an assignment. The Plagscan Source Li provides us with an overview of where the content of the assignment matches to. All found matches between assignments and related sources are highlighted on the assignments
- Accepting unwarranted support from others e.g. work colleagues or graduates of our programmes in preparing continuous assessment elements which are submitted as one's own work is a form of plagiarism.

REASONABLE ACCOMMODATION/COMPASSIONATE CONSIDERATION

Kingstown makes reasonable accommodation and compassionate consideration available to cater for learners with individual needs who may otherwise be excluded from demonstrating their achievements of the standards being assessed. The procedure is as follows:

- The learner submits a request to the College based on his/her specific circumstances with proof of the same.
- The learner, the Internal Assessor and the Programme Director may meet to discuss the request.
- The request is granted/modified/rejected based on the outcomes of this interview or on the application.
- The Internal Assessor agrees arrangements and advises the tutor accordingly

The College makes every effort to accommodate learners' needs where possible and where the request is reasonable.

The Course Coordinator maintains a Record of Assisted Learners.

*Further details of this procedure can be found under Appendix D

RETURN OF CERTIFICATION DATA

It is the responsibility of the Academic Director to ensure all assessment data is accurate, consistent and reliable prior to submission to QQI for certification purposes. The Chair of the Results Approval Panel signs before they are submitted to the awarding body for certification. The College uses VERI to automatically upload certification data to QQI's QBS system. VERI is GDPR compliant.

Following approval by the Results Approval Panel, the Academic Director and the Internal Verifier double-check all data for certification purposes for accuracy and reliability prior to requesting certification. The Internal Verifier confirms that Kingstown has implemented all elements of the authentication process and adhered to all agreed procedures at the point of requesting certification for learners.

The Internal Verifier then makes results available to learners.

Feedback to Learners

The method of providing feedback to learners is as follows:

- A copy of the feedback is provided to the learner at the end of the course once the learner has submitted all their assignments. This is uploaded on the Moodle site for learners to log in and access.
- Should a learner request further feedback, he/she can contact us and the Internal Assessor will arrange a time to discuss their feedback in more detail. Kingstown will assist learners in their continued development through learner supports provided.

Formative Feedback

Tutors provide learners with appropriate, timely and constructive feedback on assessment which informs their participation on the programme and helps to ensure a successful outcome. Tutors provide formative feedback on a one-to-one basis and/or group basis to learners at various stages throughout the programmes. Feedback helps learners to address areas for development and gaps in their learning and can be used by learners to improve on their summative assignments.

EVALUATION OF PROGRAMMES AND SERVICES

Kingstown College is committed to ensuring that a comprehensive and inclusive evaluation process exists to ensure that all its programmes and additional services are maintained to an excellent standard. Learner input and feedback from learners is an essential part of this procedure and Kingstown College is committed to ensuring that learner input is integrated in all aspects of the process.

ACCIDENT/INCIDENT REPORTING

All incidents, no matter how trivial, and should be reported immediately to the Tutor. This is necessary to monitor the progress of safety standards and to ensure that proper medical attention is given where required and as an aid in the identification of hazards so that the appropriate measures can be taken to prevent the accident from reoccurring.

Smoking Policy:

Smoking is forbidden in enclosed places of work in Ireland. This includes office blocks, various buildings, public houses/bars, restaurants and company vehicles (cars and vans). The ban was introduced by the Tobacco Smoking (Prohibition) Regulations 2003. The only place where smoking is permitted is in designated smoking areas. Learners are responsible for complying with smoking regulations at external training venues.

Disciplinary Action:

Where advice and persuasion fail to achieve compliance with safety and health rules, it is the policy of the Company to take disciplinary action on the matter.

ALCOHOL /SUBSTANCE MISUSE

A learner must not attend a training programme under the influence of alcohol or any illegal substance. Any learner found to be drunk, smelling of alcohol or under the influence of non-prescription drugs may be asked to leave the training room until further notice.

Disciplinary action may be taken against the learner as per the disciplinary procedures found within this handbook.

DATA PROTECTION ACT & PRIVACY

In order to fulfil our contracts and deliver our services to learners and other interested parties, Kingstown collects and maintains some personal data. This data is controlled internally to ensure its safety and integrity and can include:

- Learner name;
- Learner address; PPS number;
- Telephone number(s); Email address;
- Date of birth;
- Course/programme of study;
- Module and certification results; and
- Employer (if relevant).

To make awards, QQI requires Kingstown to provide the PPSN of each learner enrolled on a validated programme in order for QQI to make an award to that learner, and to retain a record of each award made to each learner. QQI retains this data so that a learner can confirm with it at any point that such an award was made. Kingstown will collect and use a learner's PPSN solely for this purpose.

In compliance with Data Protection guidelines, Kingstown College has a Data Protection & Privacy Policy (KCP-QA8-4000) available on both our website <https://www.kingstowncollege.ie/privacy-policy/> and in our Learner Handbook (KCP-QA5-1000). The policy provides learners and other interested parties with detailed information relating to the collection, storage and use of all personal information.

Kingstown College maintains and shares data in accordance with Data Protection Act 2018/ General Data Protection Regulation (EU) 2016/679, with a Data Protection Officer having oversight of this area. The Managing Director acts as the Data Protection Officer for the College.

PROVIDING FEEDBACK TO KINGSTOWN COLLEGE

Kingstown College is committed to developing and embedding a quality culture throughout the organisation by encouraging participation of learners in the continuous improvement of our support services and programmes. At the heart of what we do is a commitment to learner satisfaction and the provision of quality services, therefore all learners are encouraged to contribute feedback and suggestions for process improvement.

If you wish to provide feedback and suggestions directly to the Management and/or team at Kingstown College you can do so by the following methods at:



Email: info@kingstowncollege.ie



Telephone us on: +353 1 2845360

(Lo Call) 1890 788 788



Post: Harbour View, 7-9 Clarence Street, Dun Laoghaire, Co. Dublin, Ireland

Quality and Qualifications Ireland (QQI)

www.qqi.ie

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

European Mentoring and Coaching Council (EMCC)

www.emccouncil.org

The EMCC exists to develop, promote, and set the expectation of best practice in mentoring, coaching, and supervision globally for the benefit of society.

MCC is made up of Affiliated Country EMCCs and their membership plus direct members where a local EMCC does not yet exist. The Council is responsible for EMCC strategy and steering the organisation.

It is made up of delegates from each of the following affiliated EMCCs – Belgium, Croatia, Cyprus, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Luxembourg, Netherlands, Norway, Poland, Romania, Serbia, Spain, Switzerland, Turkey, Ukraine, United Kingdom, and the Asia Pacific Region.

International Coaching Federation (ICF)

www.coachfederation.org

The International Coaching Federation (ICF) is the leading global organization dedicated to advancing the coaching profession by setting high standards, providing independent certification and building a worldwide net

APPENDIX A: COMPLAINTS/GRIEVANCE FORM

	Kingstown College	
	Complaints/Grievance Form	Version: 1.1
Personal Details		
Name:		
Address:		
Contact Number		
Title of Course you are completing:		
Code of Course you are completing:		
Complaint Information		
Complaint Date:		
Complaint Details		

For Office Use Only

Received by:

Date:

First Response

Corrective Action:

Suspected Cause:

Correction Action

Follow Up:

APPENDIX B: COMMUNITY OF PRACTICE

Establishing and Maintaining a Community of Practice (CoP)

Kingstown College's vision is to create a learning environment that values critical reflection and fosters personal and professional development for learners, tutors, staff and alumni. Kingstown envisages this continuum of learning to extend beyond certification and offers learners the opportunity to develop their relationship with Kingstown as an alumnus by encouraging their active participation in a Community of Practice (CoP).



Aims of the Community of Practice:

- Update on changes that impact on the coaching profession
- Support the development of coaches as professional practitioners
- Facilitate informal learning and networking between alumni
- Open access to broader community and occupational learning resources
- Maintain communication and develop relationships with alumni
- Evaluate the impact of Kingstown programmes on alumni careers
- Identify additional training needs
- Inform alumni of opportunities arising for further study/professional development
- Inform Kingstown QA processes including programme review, revalidation and programme planning

How it Works:

- Graduates are introduced to the CoP following certification
- Graduates are invited to attend continuing professional development and educational events /functions organised and hosted by Kingstown College and associated organisations
- All Graduates are invited to refresh their learning through attendance at any of the Modules of the course they have studied following graduation at no cost to them
- Graduates are invited to contribute to the Kingstown College Coaching Magazine and also receive a free copy of the magazine
- Graduates are invited to Group Coaching Supervision on a Bi-Monthly basis

APPENDIX C : ATTENDANCE POLICY



ATTENDANCE POLICY V1.0

Kingstown college is fully committed to monitoring the learning experience on an ongoing basis with a view to improving the quality of its teaching and learning across its programmes. In keeping with this policy, the attendance on these programmes is governed based on the guidelines provided in this document.

POLICY STATEMENT

Kingstown College believe learner success and empowering them to make a positive impact as professionals are key goals. High quality teaching and learning provision is essential to achieving these goals and meeting learner needs. A supportive and empowering learning environment is also an essential element in creating a high-quality learner experience, leading in turn to achievement and success. To enable this and in keeping with the required number of hours needed to qualify this program for credentialing bodies like the EMCC and ICF all participants have to attend in person (applicable for both in-person and virtual classes) for stipulated hours based on program requirements.

Students are treated as partners in the learning process and have specific responsibilities and are expected to take ownership of their learning. There are processes in place to ensure that attendance is registered and monitored for all programs

POLICY RESPONSIBILITY

The Lead Tutor along with the Course Coordinator will be responsible for the practice of this policy.

The College ensures that the in-person and online components of its teaching provision and learning are supported by fit-for-purpose organisational infrastructure and processes.

The College has responsibility for:

- Providing appropriate Learning Resources, Facilities, and Technology that supports Blended Learning.
- Ensuring equality of opportunity for learners who are assessed, including the provision of evidence.

The student has responsibility for:

- Being present for the required number of sessions prescribed for course completion.
- Be present for all virtual sessions with the camera and audio functions enabled(in the case of virtual classes)
- Be present for all interactive sessions as prescribed by the course curriculum and assessment schedules this includes but is not limited to:
 - Breakout sessions in class
 - Peer coaching sessions
 - Learning Review and Observed Coaching Session (The 2 dates will be given at class commencement. This is part of the assessment and students are expected to be present as given in this schedule)
 - External Coaching Sessions

- Any other group work as stipulated by the program

ATTENDANCE REQUIREMENT:

- All students need to meet the minimum attendance criteria of 70% during the duration of the program.

LEAVE/EXEMPTION POLICY:

The college is committed to supporting the students towards successful completion of the program and meeting all learning outcomes. The following is expected from the students:

- Seek permission in advance for planned absence
- Update the college about unplanned absence

The above can be done by writing in to the college administrative office at: info@kingstowncollege.ie

If there is an unseen exigency/personal situation which causes longer absence than granted, the student can make an application to the college. The application will be considered with supporting documents and the request will be placed before the Academic Committee for approval and compensation procedures. The student will be expected to comply with the decision of the Academic Committee.

Flexibility of attending virtual classes:

Students are allowed to attend one complete module with an alternate group if they miss the same with their regular group. This has to be communicated to the college administrative office 2 weeks prior to the session. The email address for this correspondence is info@kingstowncollege.ie

APPENDIX D : REASONABLE ACCOMODATION/COMPASSIONATE CONSIDERATION

Procedure	Reasonable Accommodation/Compassionate Consideration		
Associated Policy/Policies	• Teaching and Learning • Assessment • Equality and Diversity		
Version No and Date	KCP-QA0.1 012021	Owner	Quality Assurance (QA) Manager
Adoption Date	03/02/2021	Review Date	03/02.2022

Purpose

To provide training which is accessible to individuals with additional or diverse needs and other non-standard applicants insofar as this is possible and practicable.

Responsibility

- The Learner Support Coordinator coordinates reasonable accommodation/compassionate consideration requests and arrangements
- The tutor is responsible for implementing the agreed arrangements and monitoring learner progress

Definitions

- Reasonable Accommodation
- Compassionate Consideration

Procedure

The College's Equality and Diversity Policy clearly sets out our commitment to facilitating diversity and difference

There is a question on our programme application form asking applicants if they have any additional support needs. We also encourage learners to approach their tutor or other staff member at any point of a programme if they wish to highlight a specific need.

We deal with requests for reasonable accommodation on a case-by-case basis.

The Course Coordinator brings any such requests or application forms to the attention of the Learner Support Coordinator

We explain reasonable accommodation/compassionate consideration in the Learner Handbook (KCP-QA5- 1000), on Moodle and at induction.

The learner submits a request to the Learner Support Coordinator based on his/her specific circumstances with proof of the same using the College's *Application for Reasonable Accommodation/Compassionate Consideration Form*

The Learner Support Coordinator reviews applications and may contact the learner to discuss the request, gets advice and input from the Quality Officer and/or the Academic Director if needed

The request is granted/modified/rejected based on the outcomes of this discussion and/or the application.

The Learner Support Coordinator

- Agrees arrangements with the learner
- Confirms that the resources are in place to implement the arrangements
- Advises the tutor accordingly
- Communicates the decision to the learner in writing setting out arrangements
- Communicates the decision to the learner in writing setting out reasons if reasonable accommodation is not granted
- Records details of the arrangements on the learner record and our *Record of Assisted Learners*

The tutor implements the agreed arrangements, monitors progress and brings any concerns to the attention of the Learner Support Coordinator

Examples of supports we can make available to learners (this list is not exhaustive, and we will accommodate any learner requesting support to the best of our ability)

- Physical modifications to the training location e.g., seating arrangements etc.
- Learning materials provided in accessible format
- Additional time to complete assessments.

The Quality Manager informs the external authenticator and the results approval panel if reasonable accommodation for assessment has been provided for a learner.

Supporting Documents

- Application for Reasonable Accommodation/compassionate Consideration Form
- Record of Assisted Learners

APPENDIX E : ASSESSMENT APPEALS PROCEDURE

Procedure	Assessment Appeals		
Associated Policy/Policies	Assessment		
Version No and Date	KCP-QA1-012021	Owner	Quality Assurance (QA) Manager
Adoption Date	01/02/2021	Review Date	01/02/2022

Purpose

To enable the learner to appeal:

- The assessment process, if they perceive that there have been any irregularities/inequality in its implementation; and/or
- The assessment results.

Scope

All assessment

Definition

An appeal is a request for a review of a decision made by the academic body responsible for student progression, assessment and awards.

Assessment Recheck

A recheck of the administrative operation of checking the recording and the calculation of marks.

Assessment Review

A review is a re-consideration in detail of all or part of existing assessment material by the internal assessor and external authenticator

Procedure for Assessment Recheck

We let learners know about their right to appeal at induction, in the learner handbook and when we issue provisional/approved results

We allow learners up to 10 days following receipt of approved results to lodge an appeal.

Only results approved by the RAP can be appealed by the learner.

Assessment Recheck: How to apply?

To apply for a recheck the learner must complete the *Recheck Application Form* and return it the Learner Support Coordinator no later than ten days after receipt of results. We do not accept Late applications

The Learner Support -Coordinator reviews the relevant assessment material/s and arranges for an independent verification of the recording and the calculation of marks awarded and informs the learner of the outcome.

Procedure for Assessment Review

Learners should apply for feedback before requesting an assessment review. A learner must submit a detailed written submission using the Review Application Form before a review is granted. The submission must clearly identify the element or elements of the assessment for which the review is being sought. It must also detail the grounds on which the review is sought and must contain all information which the learners wish to have considered in the review. The only evidence which may be presented by the learner at appeal is that which has already been presented for assessment. No new evidence may be added by the learner for the appeal

An application for a review will only be considered if it is based on one of the following grounds:

- The assessment regulations were not properly implemented.
- The regulations do not adequately cover the learner's case.
- The Results Approval Panel were unaware of compassionate circumstances related to the learner's assessment situation were made known to the Training Unit by the learner prior to or during the course of the assessment concerned

The application for a review, consisting of documentation and supporting evidence submitted by the learner, is considered by the Results Approval Panel.

The learner has the right to appear personally before the Panel and to be accompanied, if desired.

The Results Approval Panel makes known its decision in writing to the learner. This decision cannot be appealed. Learners are advised that the outcome of a review may result in the same, a higher *or lower* mark being awarded

Appeals Process

An appeal is assigned to an independent appeals assessor. The individual/assessor who made the original assessment decision cannot be the person appointed to assess the learner appeal. The appeal assessor must have subject matter expertise.

The decision of the appeal- assessor is final

The Internal Verifier

- Logs the appeal application from the learner, logs it and submits it to the assigned Independent Appeals Assessor
- Informs the awarding body of the result change (if there is a change)
- Informs the learner of Independent Appeals Assessor's decision within the agreed timeframe

The Learner

- Details the grounds for appeal (assessment result appeal or assessment process appeal)
- Notes the timeframe for appeal
- Lodges an appeal using the appeal application form

The Independent Appeals Assessor;

- Examines the learner appeal
- Investigates whether agreed assessment procedures were followed
- Decides on the appeal
- Makes the decision available to the Internal Verifier within the agreed timeframe.

Outcome of the Appeal Process:

The Learner Support Coordinator

- Let's the appellant know if there is no change to the grade within 5 working days of the decision
- Writes to the learner indicating the outcome of the appeal if the appeal is upheld within 5 working days of the decision
- Informs QQI of the change in grade immediately
- Request an amended certificate.
- Maintains a record of appeals and outcomes.

Supporting Documents

- Recheck Application Form
- Review Application Form
- Assessment Appeals Application Form

Reference Documents

- [QQI Quality Assuring Assessment Guidelines for Providers Revised 2013](#) (Section 6, Pages 29 and 30)