

Quality Manual	[Company Name]	Document No.	QM/01
		Revision No.	00
		Date	01-06-2021

Quality Manual

Reference Standard	ISO 29993:2017		
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2.2 Company Profile

[Company Name] aims to offers solutions for anytime, anywhere learning with the goal to overcome the draw backs of conventional educational system and make learning enjoyable.

Our Story

[Company Name] Learning LPP was incorporated in 1998 as a propriety company to promote Educational software and hardware solutions in 2002, the company was renamed as [Company Name] and continued to provide learning and assessment products and services. The company is now engaged in creating innovative, next-generation, Self-paced learning solutions for renowned educational institutions, corporations, government bodies and individual learners worldwide.

Our Team

Our wide spectrum of solutions is powered by a team of multi-disciplinary specialists- project managers, Educators Head, Professors, and Admin Head & HODS.

Scope of Certificate

The manual is prepared as per guidelines of ISO 29993:2017 for Learning Services Includes Teaching, Learning and researching. The ISO 29993:2017 system has been implemented for;

This manual has been prepared to define the management system, establish responsibilities of the personnel affected by the system, and to provide general procedures for all activities comprising the management system. In addition, this manual is utilized for the purpose of informing our learners and what specific controls are implemented to assure learning service quality. This manual is aligned with the numbering sections and subsections of the ISO 29993:2017, Learning services outside formal education – Service requirements

This manual will be revised as necessary to reflect the management system currently in use. It is issued on a controlled copy basis to all internal functions affected by the management system and on an uncontrolled copy basis to learners and other interested parties.

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1.0 Purpose

To describe a step by step procedure for designing of learning services to create effective learning initiative.

2.0 Scope

This procedure covers all learning services offered by the organization.

3.0 Responsibility

3.1 **Training Supervisor** is responsible for designing of learning services and system.

4.0 Description of Activity

4.1 For designing of the effective learning services, the following steps are followed to achieve the initiative;

4.1.1 Conduct a need assessment

Needs assessment focuses on determining if a learning need exists. Effective needs assessment involves first to conduct the learner or organizational analysis (what is the context of learning?), followed by a task analysis (what needs to be trained?) and person analysis (who needs to be trained? means target learners and their requirements). Organizational analysis provides an understanding of the scope and type of learning that will occur, if any. Organizational analysis identifies whether learning fits with the strategy and whether time, money and expertise for designing and delivering learning are available.

Once the decision is made to allocate resources to learning, it is necessary to determine how they will be allocated. Are resources going to current programs or to the development of new learning initiatives? Will learning initiatives be developed by in-house facilitators or empanelled facilitators?

4.1.2 Determine Readiness for Learning

Readiness for learning refers to whether learners have the personal characteristics (ability, motivation, attitudes and beliefs) necessary to learn and transfer training. The learner characteristics that have been shown to influence motivation to learn, along with strategies for enhancing the effects of positive characteristics and neutralizing the effects of negative characteristics.

One perspective is that learning is a dynamic cycle that involves four stages: concrete experience, reflective observation, abstract conceptualization and active experimentation. Assessment techniques have been developed to measure learners' strong and weak points in the learning cycle.

4.1.3 Create a Learning Environment

The next step in the process is to consider how to build or buy instruction that will facilitate learning. Instruction refers to the environment in which learning is to occur. Instructional methods should have the required features to facilitate the cognitive and physiological processes affecting learning.

- a. Objectives, or the expected outcomes of learners, serve as goals that help motivate and direct learners' effort. A good learning objective includes:
 - A statement of what the learner is expected to do.
 - The quality or level of performance that is expected.

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- The conditions under which the learner is expected to perform the outcome.
- b. Meaningful content. Learning is meaningful when it is linked to job experiences, problems or tasks. To enhance meaningfulness:
 - Learning content should make use of concepts, terms and examples familiar to the learners.
 - Learning context should be as similar to the work environment as possible.
- c. Practice. Learners must have time to practice what is being learned. Practice should:
 - Allow learners the opportunity to make errors. Learners must be shown techniques for considering why errors occurred and what they can do differently to avoid them.
 - Be spaced, such that the learner practices a task but with rest periods.
- d. Commit to memory. For learning content to be used on the job, it must be stored in learners' long-term memory. To create long-term memory:
 - Include a concept map to show relationships among ideas.
 - Use multiple forms of practice, including writing, drawings and role plays.
 - Provide visual images.
 - Remind learners of knowledge, behavior and skills that they already have mastered that are relevant to the learning content.
 - Limit instruction to relatively small chunks or short sessions in order to not exceed memory limits.
 - Allow over practice, which results in less memory loss over time.
- e. Feedback. Learners need feedback on how well they are meeting the learning objectives. Feedback:
 - Should focus on specific behaviors.
 - Should be provided as soon as possible after learner's behavior.
 - Can be given through tests and quizzes, observation, written comments or by viewing a videotape.
 - Should vary in specificity, such that some feedback should be general and some more specific, depending on the situation.
- f. Observation or interaction with others. One of the most powerful ways that we learn is by observing others, a process known as modeling.

This can occur through:

- Hands-on experiences.
- Pairing learners with more experienced employees.
- Technology-aided social interaction such as blogs and discussion boards for groups that share a common interest.
- Interacting with other learners in small groups.

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[Company Name]

Learner Application Form				
Sr. No. →		Date →		
To be filled by applicant / Learner				
Name of organization or individual				
Address in detail				
[Company Name]'s Quotation / Offer No.				
Name of applicant / Learner	Contact number	E mail id.	Learning Scheme / Course / Material	Learning service title
Overall remarks by Applicant / Learner				
Please enclose the following documents as prerequisite				
Title of document	Tick (✓)	Title of document	Tick (✓)	
Qualification certificate		Physical disability, if any		
Experience certificate		Others, if any		
To be filled by [Company Name] Expected schedule for learning services				
Location of training / Learning				
Name of Facilitator				
Expected duration of learning services				
Learning service charges				

[Company Name]

Learning Certificate

Certificate No.

Dr / Mr / Mrs /.

Has been certified for “_____” as per the
Learning services no. _____, for _____

The certificate is issued based on successful completion of
the written examination and practical examination.

Name of Learner / Sponsor	
Learning Service Title & Objective	
Title of Learning Course	
Course Duration (Including theoretical and practical)	
Level of Achievement	
Learning Service Location	

Date of issue:

Date of expiration:

Signed and approved for release
Training Director

Case Study: 1 [Company Name]

[Company Name]

[Company Name], a flourishing company providing learning services for the specific technical courses on the oil and natural gas sector including safety related courses for the oil and natural gas sector in USA, was set up by its Chairman Mr. Mark Benz, nearly 10 years ago. Today, the company has reached a turnover of 100 millions. The company's other business is in the testing.

The company has now started a massive expansion program. The new development includes, providing learning services related to the Safety Officer, Radiation Safety Officer etc.

Mr. Karl Benz, son of the Chairman, is currently the CEO of the company. He is a very dynamic person. As soon as he came to know about certification based on ISO 29993:2017 standard, he studied all available literatures on ISO 29993:2017, and attended seminars on the subject. Soon after the first seminar, he called a meeting of the Training Manager and Facilitators (Faculties) and discussed the matter. The company engaged Global Manager Group, a leading consultancy in ISO 29993:2017, to help them in all activities related to ISO 29993:2017. A steering group was formed, which held several sessions. As a result, the company has developed a strategic plan, policy, vision, mission and goals. An awareness program has also been conducted for staff engaged in the learning services. The company has also trained some staff members in internal audit.

You are one of the officials of this company, who have been trained in internal audit and you understand the requirements given in ISO 29993:2017. You are now asked to carry out internal audit.

The Audit:

During your audit, you found the following irregularities; Write down are they nonconformity? If yes, under which clause no. of ISO 29993:2017.

1. Learning service proposal does not have information about the teaching and assessment methods to be used in delivering the learning service. [NCR, as per clause no. 5.2 c\)](#)
2. Facilitators are not aware about the results of the needs analysis. [NCR, as per clause no. 7.7](#)
3. Frequency of review of curriculum, learning and assessment materials not addressed in any of the management system documents. [NCR, as per clause no. 8.7](#)
4. Records of competence of facilitators not maintained. [NCR, as per clause no. 11.2](#)
5. Data sets and reports resulting from monitoring and evaluation are not clear and transparent. [NCR, as per clause no. 13.6](#)

ISO 29993:2017

Overview

**Learning services outside formal education —
Service requirements**

