

Mission

We deliver high quality language training and services which contribute to the development of our learners, the success of our clients and our own long term business success.

Values

We enable all our staff to contribute to the growth and health of the organisation.

We look for opportunities for proactivity and innovation and manage knowledge around the organisation.

We continuously measure and review performance to maintain a competitive advantage.

Group Quality Document

This document is divided into two parts: Section A and Section B.

Section A describes our quality standards in sales, service, training, staff and corporate policies which all **marcus evans** linguarama centres aim to achieve and to adhere to.

Section B contains flow charts and overviews of key processes and procedures used to achieve the standards in Section A.

The standards, processes and procedures outlined here are reviewed and revised regularly.

The contents of this document are available to all stakeholders.

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0 Introduction

Linguarama has a range of planned and systematic activities at Group, national and centre level to check and monitor the standards, processes and procedures outlined in this document.

These **Quality Management** activities aim to:

- ensure the effectiveness, success and professionalism of our courses/training and service.
- ensure our service and training reflects the Linguarama Training Approach and we deliver a branded and consistent product.
- ensure consistency of course design, training delivery, administrative services and staff management throughout the Linguarama Group.
- ensure a process of continuous development in line with client needs and innovative trends in training.

Linguarama Group Quality Management activities

- **Group Centre Inspection Programme.** Internal audits of individual centres approximately every two years with regular updates/monitoring and support visits. Includes self-assessment and evaluation by centres.
- **Group staff reports.** Obtained every three months and used to check that standards in recruitment, induction, local, national and group training, trainer observations and Staff Reviews are being carried out.
- Ongoing analysis of **staff** (including recruitment survey for trainers recruited in the UK), **client** and **learner feedback** and **supplier (freelancer) assessments** which feeds into training plans, product and service developments and the process of continuous development. Leads to adjustments to systems and processes.

Local Quality Management activities

- **Staff feedback and supplier (freelancer) assessment.** Obtained annually. Results feed into the Centre Manager's Review and the Group Centre Inspection Programme. Lead to adjustments to the centre's systems and processes, premises/working environment and training provision.
- **Client and online learner feedback.** Interim and end-of-course. Feed into the automatic ticketed Complaints Management System, Group Centre Inspection Programme, Staff Reviews, meetings with clients. Lead to adjustments to course management, content and delivery where appropriate, the planning of training for staff and trainer support.
- **Trainer observations.** After the first 3 months and annually thereafter. Feed into the centre's training plans/provision, Staff Reviews/trainer self-development (freelancers) and monitoring of course quality. Lead to raised awareness and improvement of course delivery.
- **Staff Reviews.** Annual. Feed into the centre's training plans/provision and adjustments to the centre's systems and processes and premises/working environment.

Group and local Quality Management activities are supported by our School Management System (SMS).

In addition to the above, we have a range of activities which aim to pre-empt problems when delivering our products and services to clients. These include:

- national and international meetings/project groups (f2f and virtual)
- Group support documentation/guidelines, support training materials and resources, in-house teaching and learning (online) materials, resources and templates
- Centre Action Plans resulting from Management Reviews, Group Centre Inspection visits and quarterly Group staff report follow-up feedback
- staff onboarding
- Group, national and centre staff training.

Section A

Quality Standards

what we expect/are aiming for

1. The Linguarama Sales Consultation

- Linguarama sales staff¹ build long-term professional relationships with their clients and prospects.
- Our sales staff work closely with clients to understand their training needs and follow a solution-oriented sales approach.
- All staff involved in the sales process have a comprehensive knowledge and understanding of our products and how they can be used to meet our clients' needs.
- Our sales staff develop bespoke training and service solutions which meet the specific needs of our clients.
- The training solutions we offer clients are realistic and achievable in terms of learner goals and are at the same time efficient in terms of administration and systems for our centres.
- Our sales staff liaise with the management, administrative and pedagogical teams in their centre and with other Linguarama centres to promote learning through shared experiences and to ensure that the corporate image of Linguarama is recognisable both nationally and internationally.
- Linguarama sales activities reach a wide corporate audience and reinforce Linguarama as a professional and flexible provider of language training (face-to-face and online) both locally and for English courses in England.
- Our sales staff use our School Management System (SMS) effectively to manage their sales work and in line with local data protection regulations.
- Linguarama sales staff have clear sales activity targets and goals for successful calls, meetings, offers and turnover.

See **Section B**

- 1.1 The Linguarama Sales Consultation
- 1.2 The Linguarama Offer
- 1.3 Linguarama Sales Activities

Quality Management activity (how do we check?)

- Client feedback
- Staff Reviews
- Staff feedback
- Learner feedback
- Group Centre Inspection Programme

¹ Sales teams/executives, Training Consultants, Course Advisors, Centre Managers

2. The Linguarama Service

Linguarama provides the following services to all clients:

Account Manager

- Each Linguarama client has a dedicated Account Manager with whom they communicate about appropriate training solutions for their staff, quality management, reporting and controlling.
- The Account Manager ensures that the centre's management, administration and pedagogical teams are well-informed about this client's specific needs.
- The Account Manager ensures that the client has a positive experience of working with the Linguarama centre and builds a relationship of trust with the relevant teams and other centres across the Group.
- The Account Manager uses our School Management System (SMS) effectively to manage the account.
- The Account Manager holds regular meetings with the client contact.

Advisory Services

- We discuss goals/needs and time/budget restraints with clients to find an effective training solution for their company goals.
- We advise individual participants and departments on effective ways to achieve goals within a specified time and budget.
- We update the client on the results of the training programme and advise on future changes necessary to ensure the continuing effectiveness of the programme.

Pedagogical Services: See 3 *The Linguarama Training Approach*

Administrative Services

- All learners receive a full welcome pack containing the following information:
 - dates/days/time/location of course
 - how to contact the local Linguarama centre
 - cancellation rights
 - trainer profile
 - pre-course task (as appropriate).

Whenever possible, we send the welcome pack from SMS and link it to Linguarama Connect or Other Language learning portals to encourage learners to visit the portal before the course begins.

- We send course materials and online access to Linguarama learning portals before the course begins.
- We keep attendance lists for all courses. Participation is confirmed by a signature from learners as required/where possible.
- We coordinate appointments for lessons and deal with cancellations/postponements quickly and efficiently.
- Other administrative services are carried out as agreed with the client.

Reporting Services

NB All reporting is in line with data protection legislation (see Section A: 5.2 Data Protection) and takes into account company-specific restrictions.

- All learners receive online interim and end of course feedback. Results of feedback are reported as agreed with the client.
- Questions raised by learners in their feedback and complaints are responded to by phone or face-to-face.
- We provide other reports according to the individual client's needs at intervals agreed with the client. SMS is used effectively to ensure that the reports can be generated quickly and accurately.
- We give clients access to MyLinguarama.com as appropriate to their needs.

See **Section B**

- 2.1 Communicating specific client needs
- 2.2 Learner feedback

Quality Management activity (how do we check?)

- Client feedback
- Learner feedback
- Group Centre Inspection Programme

3. The Linguarama Training Approach

Our **courses**, **resources** and **training** are based on the Sales Consultation process.

Before a Linguarama course, we provide/offer • online placement testing/assessment via our online test booking system where appropriate • oral needs analyses • pre-course information for learners (online) and trainers	Benefits for the learner • learning will be structured and challenging in a way that is appropriate to the learner and their situation • the course is tailor-made • the information links directly to Linguarama's online learning platform
During our courses • course objectives are agreed with the learner and reviewed and adapted throughout • course programmes and materials are based on the learners' level and needs and are specially designed with a business and professional focus During our courses and in our resources • there are realistic, communicative and interactive activities • online, work-related and authentic materials are integrated • there are clear links between learning and the workplace • we offer a range of opportunities and activities for personalisation • there are regular opportunities for review of progress/learning Our training • has relevant online and f2f elements • helps learners to develop effective learning strategies • is delivered by qualified, experienced native speakers	Benefits for the learner • learners are involved in setting their learning goals, in the design of the course and can change its direction • learning is structured, challenging and appropriate to the learner and his/her situation • learners are actively involved in their language learning • content is relevant, up-to-date and varied • learning is part of learners' work, not an add-on • learners are more likely to remember what they are learning • training fits in with learners' working life and maximizes the time they have available • learners have strategies to use after the course has finished • learners are taught authentic communication and techniques
After our courses, • goals set at the beginning of the course are reviewed and evaluated • we provide/offer various ways of reporting on progress Learners • have action plans for continuing to learn • see clear links between the workplace and their learning • can continue to work with our online learning platforms • have strategies to prepare for and deal with work-related situations • have the language needed for their situation • have strategies for evaluating their performance and setting new goals	Benefits for the learner • learners evaluate their progress and show Return On Investment (ROI) to their line manager • learners continue to learn independently after the course • learners self-assess their skills and their need for further training • learners have strategies to apply to new learning goals

See **Section B**

- 3.1 Pre-course process
- 3.2 Online course file
- 3.3 Course programmes
- 3.4 Course materials and resources
- 3.5 End of course (f2f) process

Quality Management activity (how do we check?)

- Client feedback
- Learner feedback
- Group Centre Inspection Programme
- Trainer observations/ongoing monitoring at centre level
- Group staff reports

4. Linguarama Staff

Our staff

- are positive, professional, friendly and client-oriented.
- perform their responsibilities efficiently (and) as agreed with management.
- are punctual and dress appropriately.
- have clear and realistic job descriptions.
- have a working knowledge of the **marcus evans** linguarama Group, have the necessary computer skills for their work and integrate technology appropriately.
- implement and promote the Linguarama Training Approach in their work.
- are encouraged to be involved in the sales process.
- keep up-to-date with our products and industry developments.
- act in an environmentally friendly way in the use of resources and provision of services including energy awareness and recycling.
- use our Staff Portal for accessing personnel/development-related information, materials and resources posted by Group and information posted by the centre.

Our senior management

- communicate their vision to all staff (in terms of delivering the Linguarama brand and ensuring the health and growth of the centre and its staff).
- have responsibility for growth, turnover, profit and cost control, use of the product, the quality of service delivered, training and development for their teams and for ensuring Group requirements are fulfilled.
- foster a culture of openness and transparency encouraging two way communication with staff at all levels through regular staff meetings, the Staff Portal and training. We encourage and welcome staff initiatives to develop the company.

Linguarama administrative and client support staff have

- the qualifications and experience they need to carry out their responsibilities as defined in their job description/outlined in the job profile.
- excellent communication, organisational and IT skills and have a good command of their native language and of English.

Our trainers

- are native speakers. Bilingual trainers teach either or both of these languages.
- have a degree-level academic or professional qualification.
- are observed within three months of starting and annually thereafter.
- are trained to deliver online and virtual training.

English (EFL) trainers and the majority of trainers of other languages (TOL) have a teaching qualification. There is a mix of teaching experience in each centre. Trainers are given grades according to their experience and qualifications².

Our Directors of Studies

- have a diploma-level teaching qualification.
- are trained to train and to observe trainers.
- regularly promote the Linguarama Approach and **marcus evans** linguarama materials and resources with the teaching team, in training and in observation feedback.

Linguarama sales staff (Training Consultants, Sales teams/executives, Course Advisors, Centre Managers)

- have first-hand experience of Linguarama levels testing and training and are encouraged to participate themselves in language training sessions.
- are trained in and use a solution-based approach in sales discussions on the phone and in meetings.
- demonstrate active listening skills and responsiveness to client needs.
- are familiar with **marcus evans** linguarama's full range of courses and our basic training approach
- can write standard offers and concepts.
- can present **marcus evans** linguarama's products in a way that distinguishes us effectively from the competition.

² See Pedagogical Management Information Pack

Sales staff and **trainers** have a thorough knowledge of **marcus evans** linguarama online, self-study and reference and teaching materials and resources.

Onboarding includes

- recruitment and selection and
- onboarding plans covering orientation, induction, in-service training and Linguarama Staff Reviews/development support.

Onboarding is tailored to the individual employee and their contract of employment.

Recruitment meets centre/Group needs and contributes to the health and growth of the organisation.

Recruitment and selection is carried out by authorised recruiters (Senior Management and Directors of Studies). Our recruitment and selection process is open and fair and complies with relevant current legislation in each country in which we operate.

Jobs are advertised internally and externally using standard templates and suitable candidates are shortlisted for interview.

Our staff are given employment contracts and have clear and full information on terms and conditions.

All new staff receive **orientation** and **induction** at centre level. Orientation and induction is shared by the core team. All new staff receive appropriate training to enable them to carry out their responsibilities efficiently.

For all our core permanent staff and full-time trainers there is a written **onboarding plan** covering the first day and week(s) and the first 3, 6/9 and 12 months. Progress is monitored through Linguarama Staff Reviews.

Training for freelance/temporary staff is needs-based and includes orientation, induction and informal support.

Linguarama Staff Reviews are carried out with all our core permanent staff and full-time trainers. There are three Reviews in the first year of employment and an Annual Review thereafter. The Review process involves reviewing roles/job descriptions, performance and development needs. Promotions depend on Annual Reviews and available positions in the centre/Group and are linked/appropriate to the individual's qualifications, experience and skills.

Our staff receive appropriate **training** to enable them to carry out their responsibilities efficiently.

Training is

- planned in advance to meet centre (clients, learners, trainers and other staff) and Group needs
- carried out monthly³ in centres and regularly at national and Group level.
- communicated and reviewed.

Self-development is encouraged and planned for.

All recruitment and promotions are in line with Equal Opportunities.

See **Section B**

4.1 Onboarding

4.1.1 Recruitment & selection process: core permanent staff and full-time trainers

4.1.2 Recruitment & selection process: freelance trainers

4.1.3 Onboarding plan: key elements for core permanent staff and full-time trainers

4.1.4 Onboarding provision for freelance trainers

4.2 Staff Reviews

4.3 Staff training

4.3.1 Ongoing centre staff training (INSET)

4.3.2 Staff Group webinar training

4.3.3 Sales training

4.3.4 Group pedagogical training

4.4 Lesson observations

4.5 Group staff report process

Quality Management activity (how do we check?)

- Client feedback
- Learner feedback
- Group Centre Inspection Programme
- Trainer observations
- Group staff reports
- Staff feedback
- Supplier (freelancer) assessments
- Staff Reviews

³ All core staff and contract trainers receive 24 units (1 unit = 45 minutes) of regular training each (calendar) year.

5. Linguarama Corporate Standards

5.1 Health and Safety

Throughout the Linguarama Group, we provide and maintain a safe and healthy learning environment for our clients and a safe and healthy working environment for our staff.

Our policies comply with **Health and Safety legislation** in the different countries in which we operate.

5.2 Data Protection

At Linguarama we take our data protection responsibilities extremely seriously. We observe the data protection standards set by the European Union (**GDPR**).

Our **processes and procedures** ensure that all data on clients and on staff is stored securely and can only be accessed by nominated personnel. Access to our School Management System (SMS) is granted at the minimum level required for our staff to carry out their work efficiently.

All Linguarama staff contracts include a clause which commits staff to acting in accordance with national data protection laws.

Linguarama staff are briefed regularly on data protection issues.

5.3 Equal Opportunities

As an international employer with a multi-national workforce from a range of cultures, we value the diversity of our staff.

We comply with current **Equal Opportunities legislation** in each country in which we operate.

We promote Equal Opportunities to all and make any Reasonable Adjustments needed to enable our staff, clients, learners and visitors perform to the best of their ability.

5.4 Corporate Social Responsibility

Linguarama aims to be a socially responsible company in all its activities and to set an example as a good corporate citizen in all countries in which it operates.

We are committed to maximizing the positive impact our staff and operations may have and to minimizing any negative impact we may have.

See **Section B**

5.1 Health and safety

5.2 Data Protection

5.3 Environment

Quality Management activity (how do we check?)

- Staff feedback/recruitment survey
- Client feedback
- Learner feedback
- Trainer observations
- Group staff reports
- Supplier (freelancer) assessments
- Staff Reviews
- Group Centre Inspection Programme

Section B

Quality Processes and Procedures

**(flow charts and overviews of the processes
and procedures in Section A)**

0. Linguarama Quality Management

Group Centre Inspection Programme

The Inspection programme is made up of **3 visits** plus a Pre-Inspection task and Follow-up WebExes.

- Pre- Inspection task
 - Inspection week** (5 days) ending with action plans
 - Summary of visit
 - WebExes 1 and 2
 - Follow-up visit** (2 days ½+1+ ½) 6-8 months after Inspection week ending with new action plans
 - Summary of visit
 - WebEx 3
 - Input visit** (3 days) 6-8 months after Follow-up visit ending with new action plans
 - Summary of visit
 - WebEx 4
- Final phone call (Centre Manager with Inspector)

Before Inspection week and before Follow-up and Input visits	• learner and client feedback, Complaints Book, UK Teacher Recruitment survey, Staff training, Staff Reviews, Planning and Sales and Marketing are checked against Quality document • quarterly Group staff reports monitored	Inspector
Before the Inspection week	Pre-Inspection task: the work of the centre is benchmarked against the standards in the Quality Document	Core centre staff
During Inspection week, Follow-up and Input visits	• working groups work on key areas identified for development and produce action plans • individual meetings focused on talking about work compared to standards in the Quality Document	Inspector + core centre staff
During Inspection week, Follow-up and Input visits	• fabric of and facilities in the centre, trainer and student files, systems, materials checked and discussed with relevant teams/person • quality of written observation feedback checked • observation records in SMS, plans and problems discussed • training topics arising out of observed lessons and meetings recommended • areas in the Quality Document that need attention are discussed and documented • informal meetings with students and trainers	Inspector + core centre staff Inspector + DoS team Inspector + DoS team + CM Inspector + core centre staff Inspector
During Inspection week	• observation of the DoS teaching, training, giving observation, interviewing. Oral and written feedback given • observation of 2 trainers (TEFL and TOL). Oral and written feedback given	Inspector + DoS Inspector + 2 trainers
During Inspection week, Follow-up and Input visits/quarterly	training records in SMS, plans and problems discussed	Inspector + DoS team + CM
One week after Inspection week, Follow-up and Input visits	written summary of the visit and action plans produced and circulated	Inspector to core centre staff, Inspection team, Personnel Manager and Senior Managers
Post Inspection week, Follow-up and Input visits	follow-up WebExes to monitor progress and up-date action plans	Inspector + core centre staff

Xref/links Centre Inspection Information

1. Linguarama Sales Consultation Processes and Procedures

1.1 The Linguarama Sales Consultation

- Our sales staff use their knowledge of the benefits of the range of Linguarama's training solutions to tailor-make a concept which meets these needs exactly.
- The Linguarama sales consultation takes the form of a **SPIN**⁴ solution-based dialogue with the potential client. This involves asking questions in a balanced dialogue to ensure that our sales staff have a full understanding of the concrete needs (training goals, time available for training, budget etc) and recognize problem areas in the current language training of the potential client.

Xref/links

SMS/Sales and marketing/View a database/Contacts/

- The Buying Cycle
- Contact people: help
- SPIN: help!
- Click here for information on sales calls

SMS/Sales and marketing/View a database/Company/

- The Buying Cycle
- What are High Potential companies?

The SPIN Selling Fieldbook (Neil Rackham, McGraw Hill)

Verkaufsfaktor Kundennutzen (Christian Sickel, Springer Gabler Verlag)

1.2 The Linguarama Offer

- Offers are used and adapted by our sales staff and include the following standard elements:
 - Basic product/course concept information (product features/advantages)
 - Summary of how the product meet the goals/needs of the client company (Specific benefits/USPs of the suggested Linguarama training solution)
 - Pricing information and information on general terms and conditions.
- Our offers are branded according to national standards and uploaded in SMS Marketing.
- We respond to all requests for offers within 24 hours. We follow them up systematically and document progress in SMS.
- When there is a written request for an offer, we phone the client to ensure that their needs are fully understood and the offer can be targeted to meet these goals.

Xref/links SMS/File downloads/Germany/Standard offers (currently Germany only)

1.3 Linguarama Sales Activities

Our sales teams are involved in a range of sales and marketing activities to ensure that Linguarama is well-known as a professional provider of corporate language training solutions. Sales and marketing activities include:

- **Telephone sales** – cold calls and follow-up calls to HR departments and other relevant contacts (e.g. for Training for Senior Management, Trainee programmes, Expatriate programmes etc)
- **Meetings** – ensuring companies are aware of the full range of training solutions Linguarama can provide and how these can be tailored to meet specific corporate needs
- **Mailings** – keeping local companies up to date with training developments at Linguarama

⁴ **S**(ituation Questions) – the current situation/need for language training in the company – establishing the context for the sales situation

P(roblem Questions) – aiming to find out what problems the company might be experiencing with their current training solution – uncovering problems which can be solved with Linguarama products/concepts

I(mplication Questions) – building an awareness with the company of the consequences of doing nothing about these problems

N(eeds Payoff Questions) – demonstrating the value of Linguarama products/concepts in solving these problems

- **Participating in tenders** – ensuring close contacts exist to large companies so that Linguarama is invited to tender and has enough knowledge about the company's needs on which to base the tender
- **Upselling** to existing clients to maximize business potential
- Providing companies with **demo-versions** of products, setting up informational events for HR etc
- **Asking for references/recommendations** from champions/existing clients
- **Networking** (f2f and online)
- Taking part in local **HR/Commerce groups** as appropriate
- Using **social media**

Xref/links SMS/Sales and marketing/Sales targets and performance/What is a successful call?

2. Linguarama Service Processes and Procedures

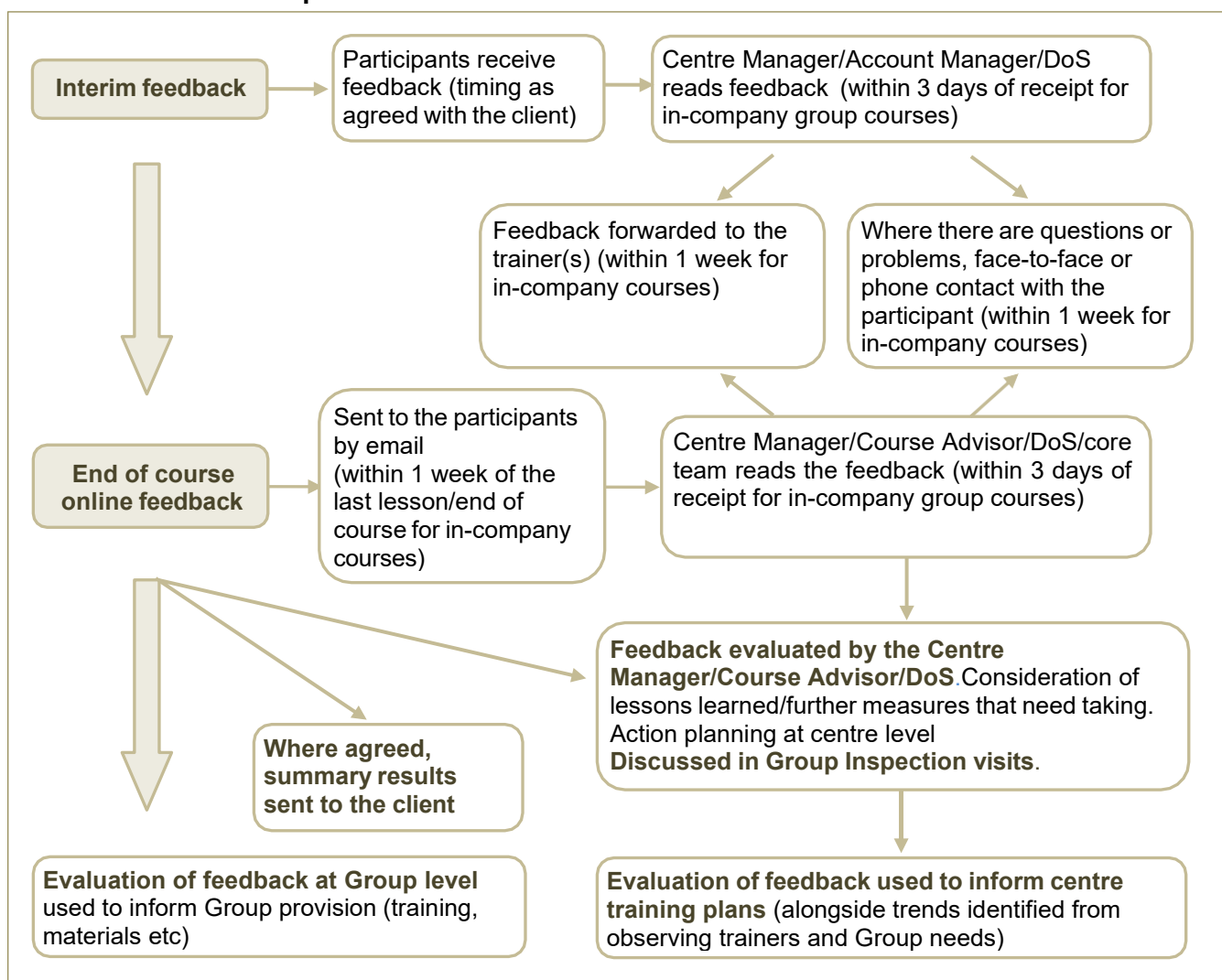
2.1 Communicating specific client needs

Our Account Managers/Sales teams have a range of ways to communicate client needs to management, administrative and pedagogical teams. These include:

- SMS: ASAPs
- Key client information sheets
- Company Needs Analysis/Service Level Agreement Documents
- Briefings with the core team
- Trainer briefings
- Information in course files.

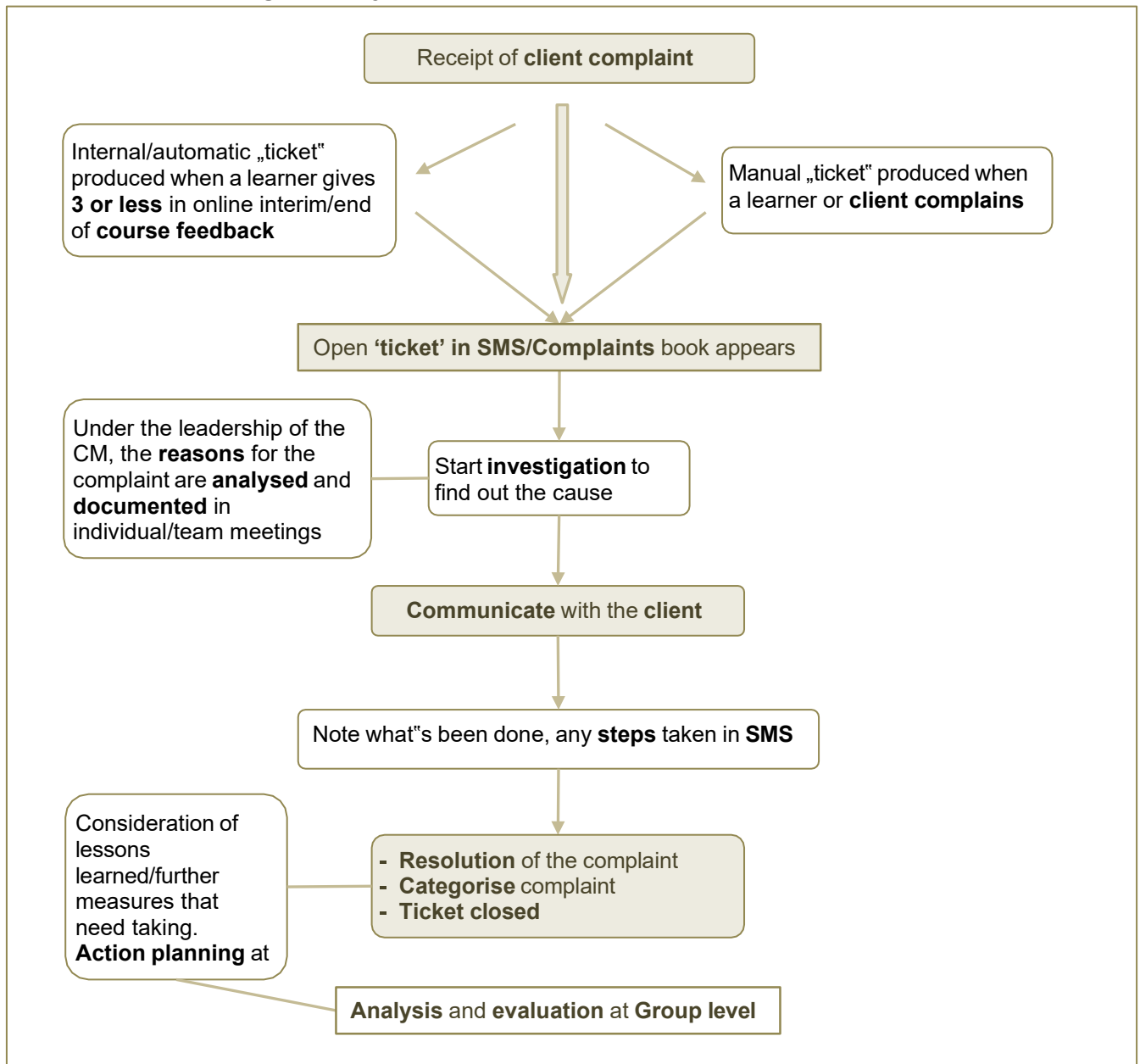
Xref/links Pedagogical Management Information Pack

2.2 Learner feedback process



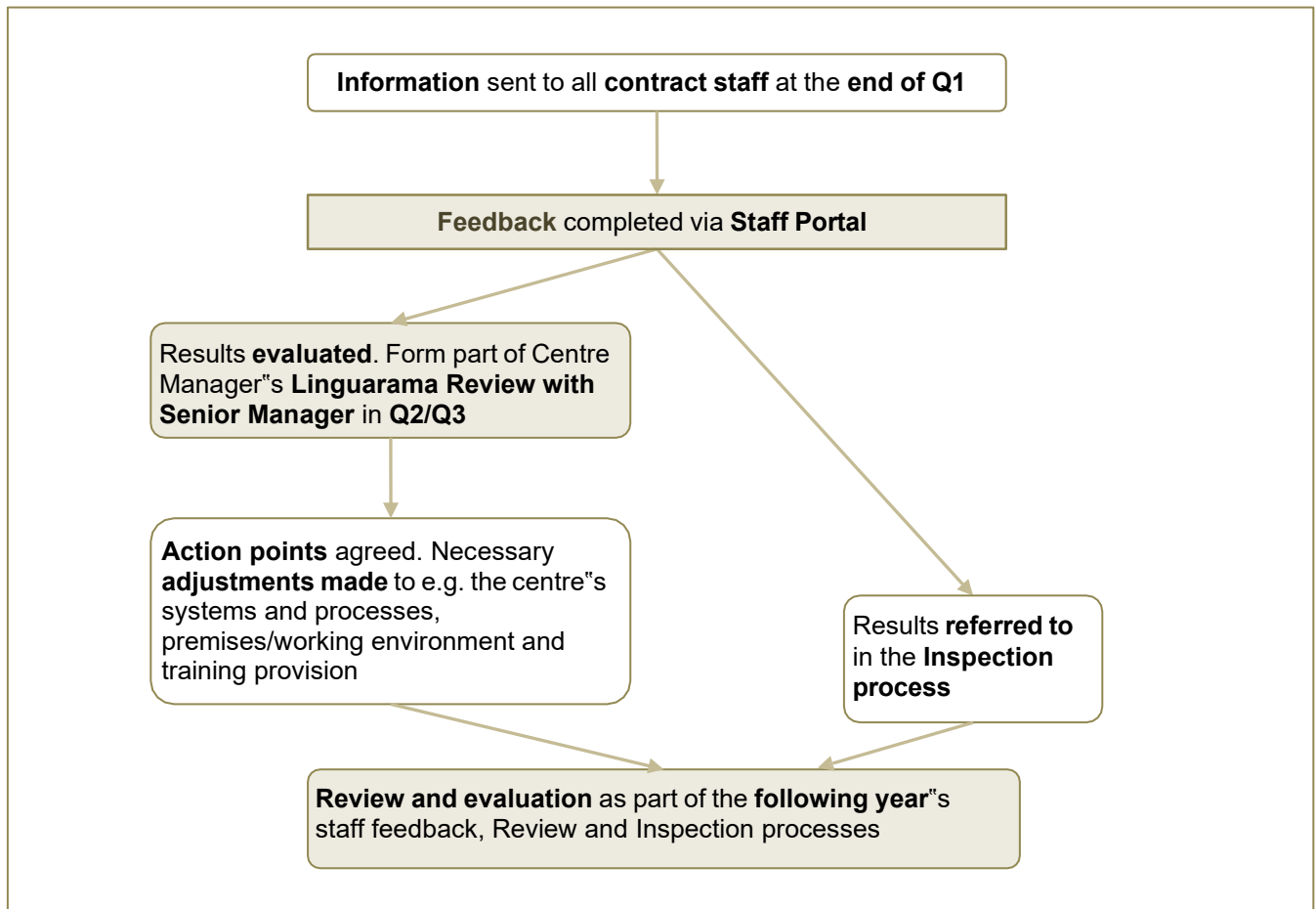
Xref/links Pedagogical Management Information Pack

2.3 Complaints Management System



[Xref/links](#) Pedagogical Management Information Pack

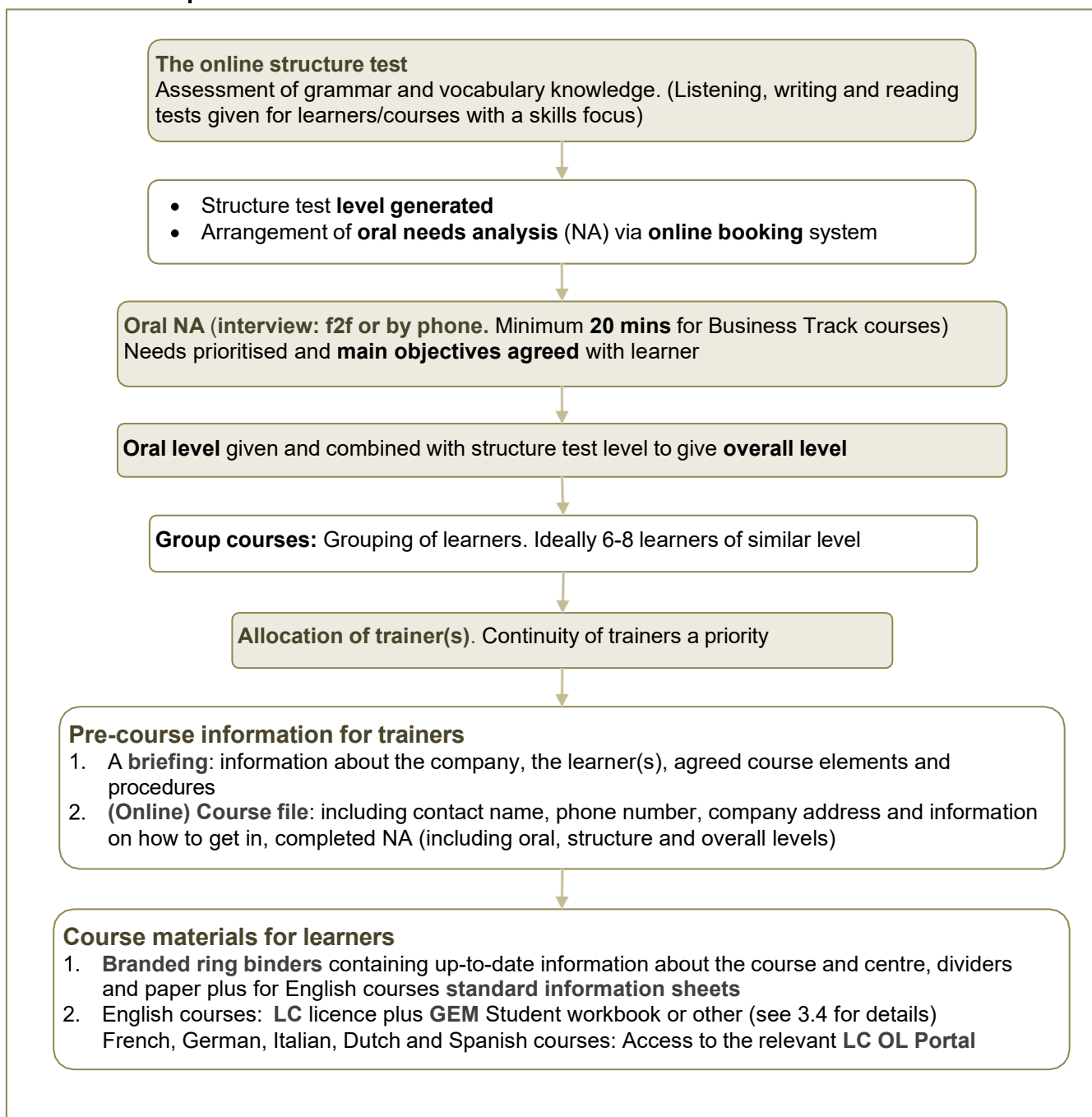
2.4 Staff feedback process



Xref/links GQD Support resources: 4 The Linguarama Review Pack April 2015

3. The Linguarama Training Approach Processes and Procedures

3.1 Pre-course process



Xref/links

Pedagogical Management Information Pack
Teacher Training and Development Manual
Group self-access induction materials and videos
Teacher Training Resource Bank
MW: GPP posted training materials

3.2 Online course file

Before a course	Cover sheet - enter all details needed for the cover sheet in the ASAP (CORE TEAM) [Day/time of course, Starting date, Course length, Participant name and first name, Participant level (structure, oral, overall), Language, Course type, Sales person, Room info, Trainer name, Contact name, Contact phone number, Course location and travel information, Books received (optional/TOL), End of course procedure (certificate?), Any other relevant information (company website, cancellation)] Needs Analysis (NA) - carry out oral interview (f2f/phone) and obtain key practical information [Name, Company, Job title, Contact phone number, Email address, Work place address] (TESTERS) • Summarise language needs, oral and overall level • Enter information into the Language Needs Analysis form (preferably online version. Writable pdf or hard copy versions if needed) NB Information must be entered accurately and the form dated. No personal comments/information should be entered NB Online NA for the UK have to be entered in Foreign Sales If pdf or hard copy NA used, upload pdf version or scan and upload hard copy version to SMS and update level (ADMIN) • Read the NA as part of preparation for the first lesson (TRAINER/DoS to monitor) • Store hard copy NAs securely (TRAINER/CORE TEAM)
	Destroy hard copy NAs by shredding and electronic versions by deleting after a maximum of 2 years
During a course	Lesson notes - Complete during or as soon as possible after the lesson (TRAINER, monitored by PED TEAM ongoing, part of obs/review process) Aims: what was the objective of the lesson, Lesson notes and materials: specific details of the material used and brief notes on what was covered in the lesson, any problems/why the programme was not followed, Follow-up: what was set for self-study, what to do next lesson NB The lesson date and time and cause of cancellation is automatically recorded
	Info for subs - Before course starts, upload Company NA to Company information where available (SALES PERSON) Complete Course and learner information* after first lesson (TRAINER, monitored by PED TEAM ongoing, part of obs/review process) * Brief group profile (jobs, use of English, no personal comments or details), Other info a substitute trainer needs to find the lesson and other relevant facilities (access to toilets, refreshments etc) NB Date when the information was last updated must be added manually • Complete and date specific information e.g. lesson content/materials before any planned absence
	Course programme - Before first lesson, read all Needs Analyses (TRAINER) In first lesson, discuss needs and agree course objectives with learners After first lesson, write programme on Staff Portal and submit to DoS for checking (checked by PED) DoS makes programme accessible to learners via LC if agreed with client/sales person Give out hard copy written programme and explain in 2nd lesson Follow, refer to and review programme every lesson Agree new objectives and write second programme mid-course (checked by PED) Review programme and make action plans for continuing to learn at end of course Use programmes to write course content on certificates where applicable (checked by PED)
	Attendance - Hard copy printed off before the lesson where signature required (TRAINER) Complete during or immediately after the lesson Check at the end of the month/course that all attendance is complete Hand in/scan and email hard copy copies at the end of the month or course NB Hard copies should be neatly presented Check and amend attendance record before sending to the client with the invoice (ADMIN) Store hard copies securely until no longer required

Xref/links GQD Support resources: 3 Needs Analysis best practice, 3 Online course file best practice

3.3 Course programmes

- state clear, achievable objectives in terms of what the learner(s) will have learnt/improved/be able to do better by the end of the course e.g. to improve..., to increase..., to develop..., to learn... Objectives are agreed with the learner(s) and are reviewed and adapted as the course progresses. They are reviewed and evaluated at the end of the course.
- include realistic, communicative and interactive activities.
- integrate online, work-related and authentic materials.
- provide clear links between learning and the workplace.
- provide regular opportunities for review of progress/learning and to reflect on performance.
- integrate and help learners to develop effective learning strategies.
- integrate **marcus evans** linguarama materials and resources but need not specify them.

Course programmes are

- written for each course based on the NA (level and needs) and in consultation/negotiation with the learner.
- shared with/given to the learner(s).
- sequenced, balanced, varied and cyclical and offer opportunities for personalisation.
- in the appropriate house-style template.
- stored centrally (electronic or hard copy).
- reviewed and updated regularly.
- monitored by DoS teams.

3.4 Course materials and resources

- a. **marcus evans** linguarama materials are used in preference to other and published materials.
- b. In-company group learners from levels 0.0 to 1.75+ receive a course book. English learners below Linguarama level 1.5 (SYE) receive a GEM Student Workbook relevant to their level and course objectives. Supplementary materials are selected to give tailor-made input. When GEM student material is used, it should not be higher than the in-co group's/learner's current level.
- c. Course books for higher level group courses, one-to-one learners or specialist courses are given at the discretion of the DoS and/or Centre Manager.
- d. Learners of English receive the Learning to Learn Booklet (hard copy or looseleaf) and a licence to Linguarama Connect (LC). LC is integrated into all English courses with a taught element and learners can continue to work with it after the course has ended.
- e. All learners of French, German, Italian, Dutch and Spanish get access to the relevant LC OL Portal.
- f. Monolingual materials are used (more exotic languages may need bilingual publications).
- g. There is a set of current/up-to-date **marcus evans** linguarama materials in the staffroom (TEFL and TOL teaching, and information/trainer/sales support).
- h. There is a range of TEFL and TOL materials (published; authentic; visual; multi-media and reference) in the staffroom.
- i. Centre-produced material is available where created (and shared with Group via the Materials Warehouse).
- j. All teaching materials (in-house and published) are categorised and stored by Linguarama levels and use a colour-coding system (e.g. GEM workbook colours). Materials are in hard copy and stored electronically.
- k. All teaching materials are accessible and well-presented, in house-style for in-house materials.
- l. All photocopies are „clean“ i.e. not too dark nor faded; aligned aslant; nor missing certain sections.
- m. Photocopied materials acknowledge source according to local copyright licensing laws. Clear photocopying guidelines are on display near the photocopier.
- n. There is a master of any published video/DVD/CD in use.
- o. Linguarama Connect, online resources and other web-based materials are promoted in the staffroom/on notice boards and in onboarding and training.

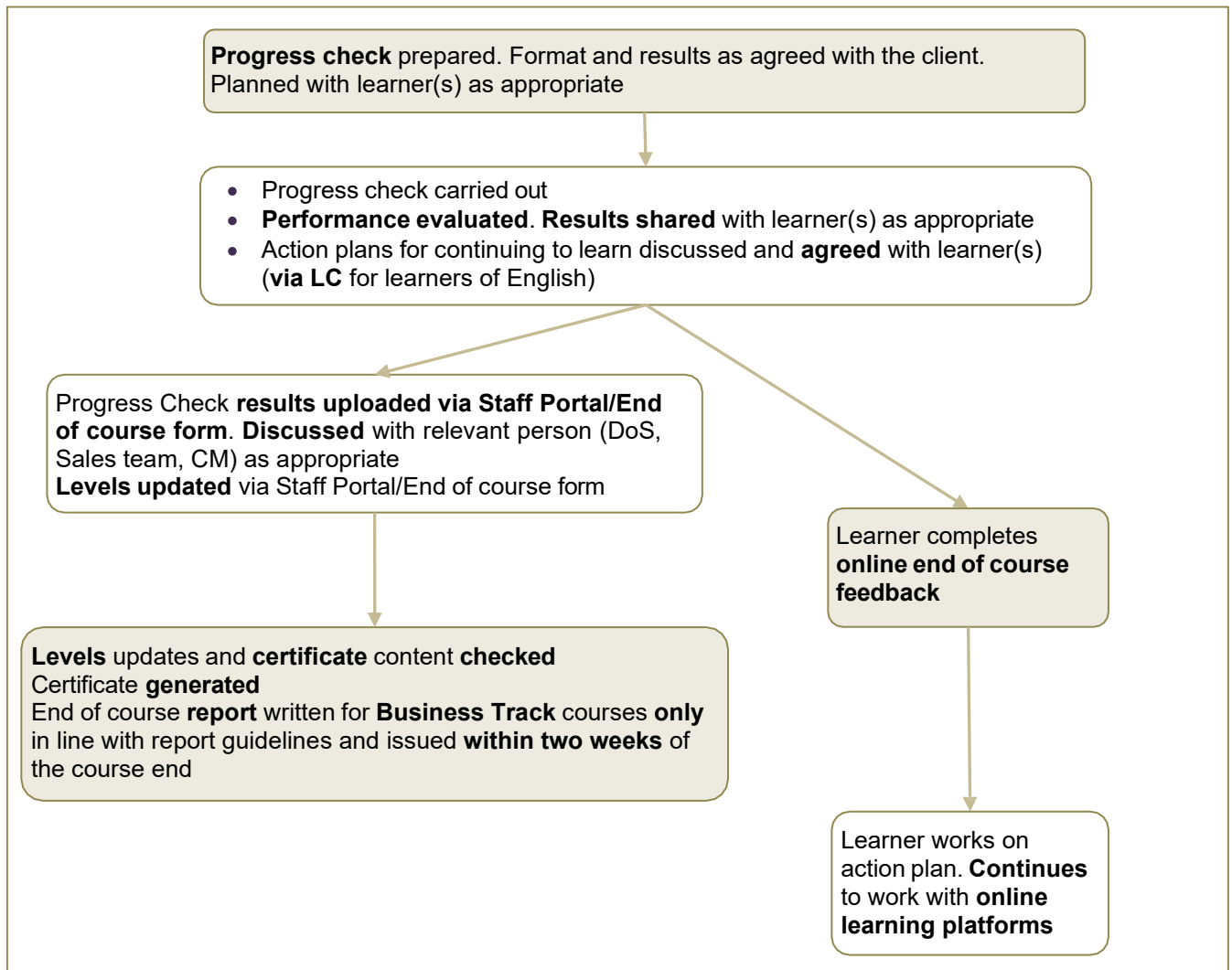
Xref/links

Pedagogical Management Information Pack

Group self-access training materials and videos

Teacher Training Resource Bank MW: GPP posted training materials

3.5 End of course (f2f) process



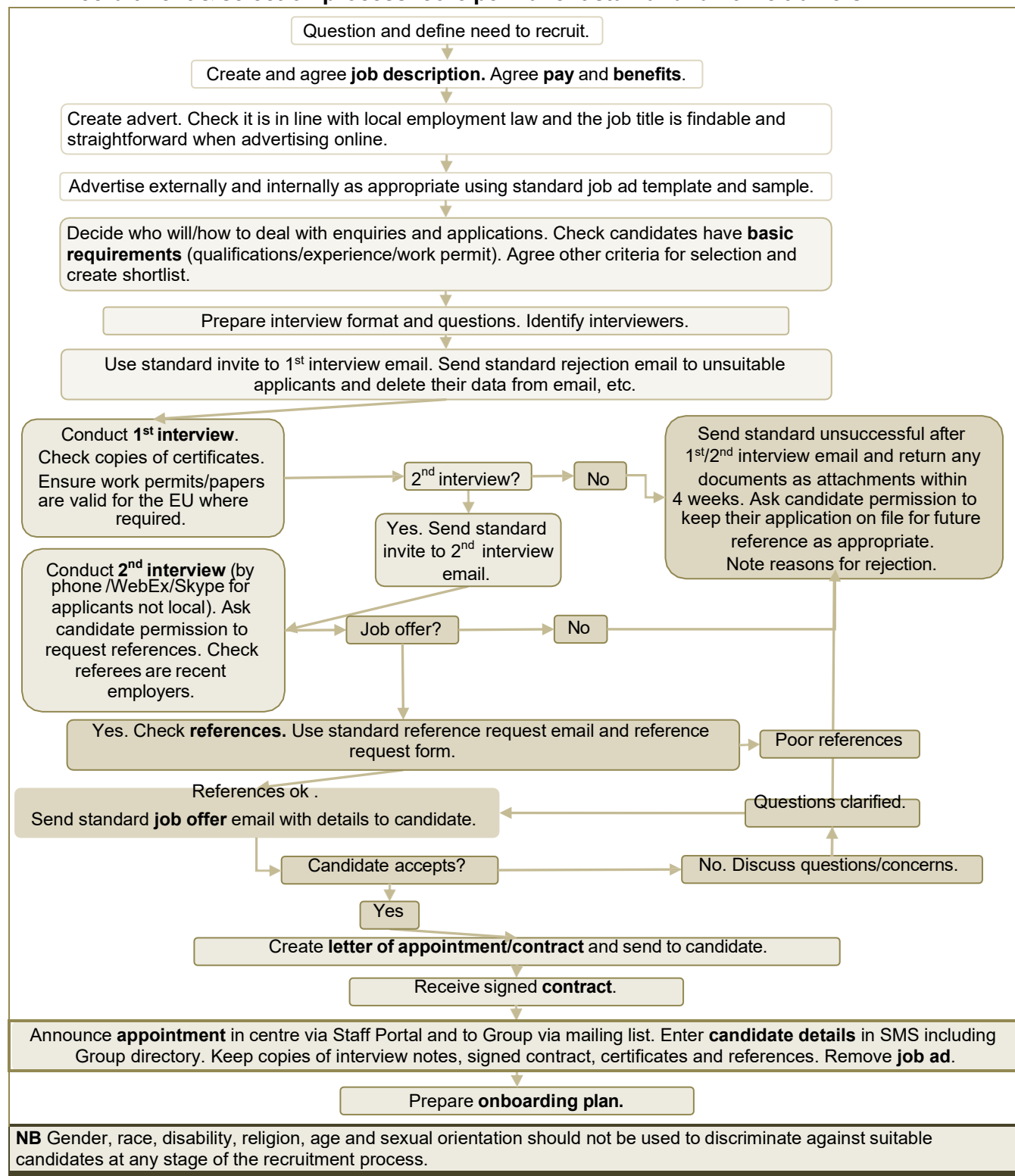
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Pedagogical Management Information Pack
Group self-access training materials and videos
Teacher Training Resource Bank
GEM Progress checks

4. Linguarama Staff Processes and Procedures

4.1 Onboarding

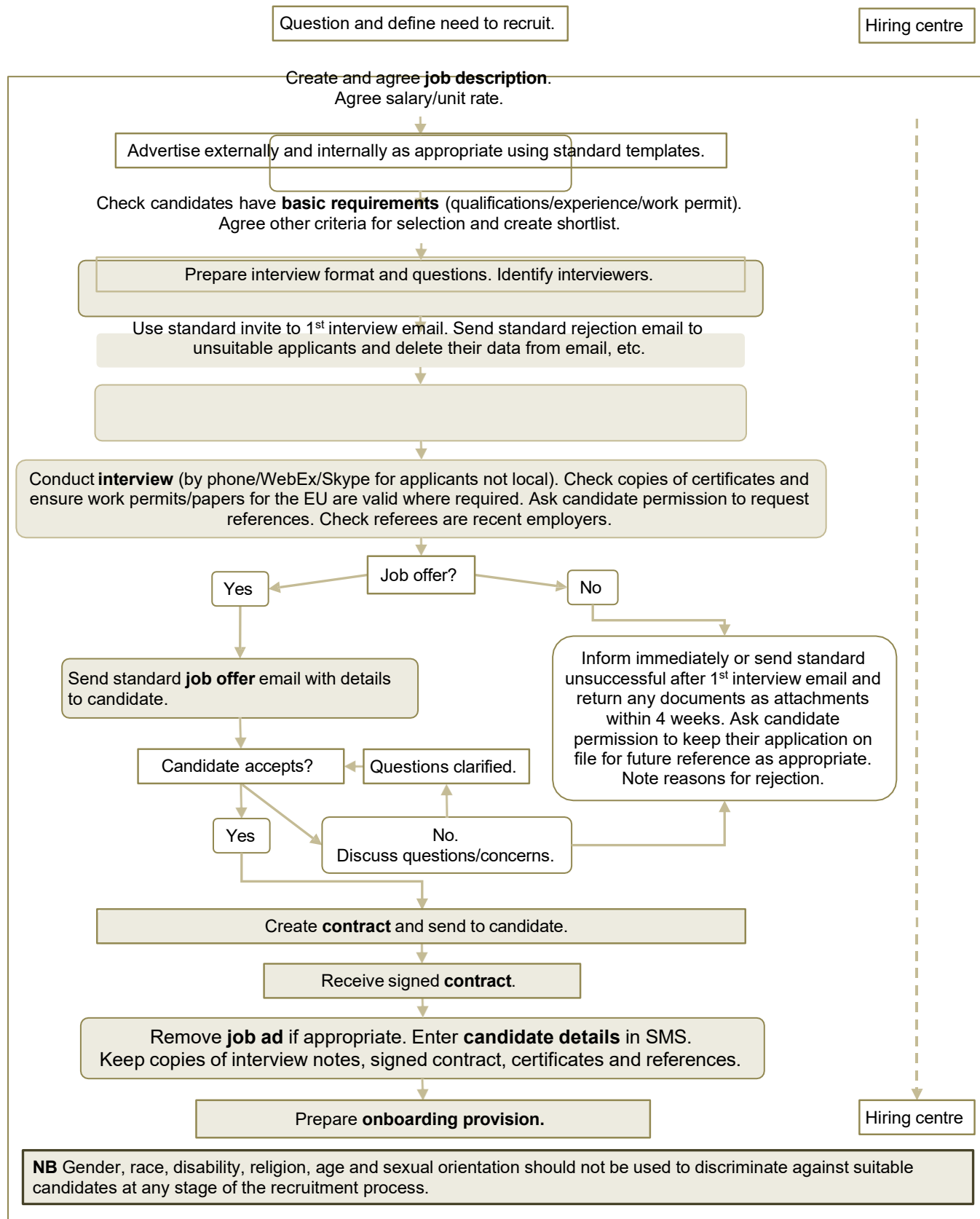
4.1.1 Recruitment & selection process: core permanent staff and full-time trainers



Xref/links

GQD Support resources: 4 Recruitment and selection/Job ad template and sample, Recruitment and selection best practice, Bank of interview questions, Interview summary templates, Standard email texts, Request for reference; Job description templates; Sample onboarding plans

4.1.2 Recruitment & selection process: freelance trainers



Xref/links

GQD B 4.1.4 Onboarding provision for freelancer trainers GQD Support resources: 4 Recruitment and selection/ Job ad template and sample, Recruitment and selection best practice, Bank of interview questions, Interview summary templates, Standard email texts, Request for reference; Job description templates; Sample onboarding plans

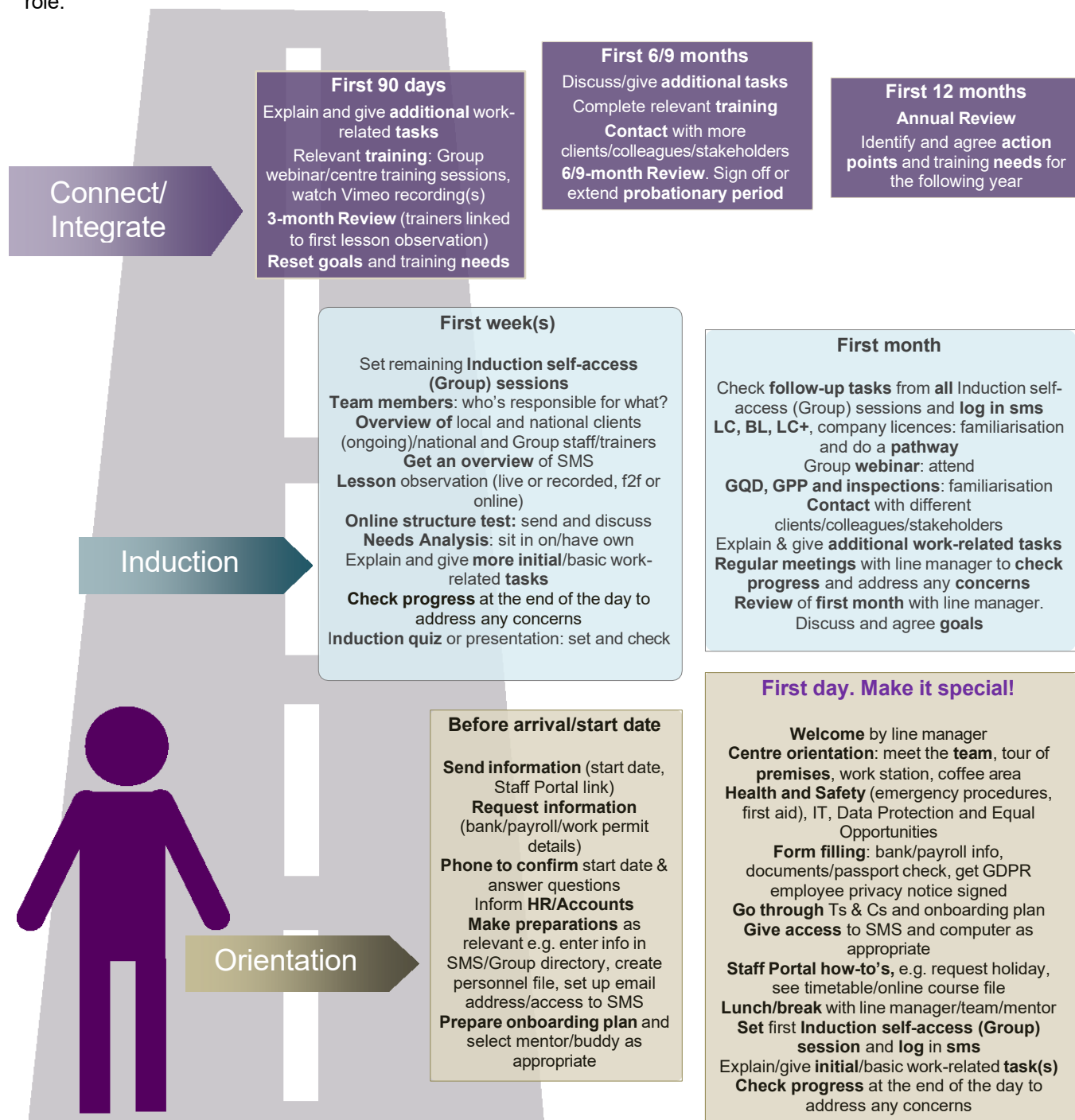


4.1.3 Onboarding plan: key elements for core permanent staff and full-time trainers

An onboarding plan is a written road map for all our core permanent staff and full-time trainers prepared at local level. The duration of the programme will vary with the type of position but the objectives are the same:

- To ensure our new staff feel connected to/part of the organisation
- To ensure our new staff build key relationships
- To ensure our new staff understand their role, what's expected of them/how they fit the overall mission and values
- To ensure our new staff feel confident doing their job well.

Our staff have some responsibility for making onboarding work and are encouraged to think about their own role.



Xref/links

GQD Support resources: 4 Sample onboarding plans/Centre Manager, Sales staff, Admin staff, Senior ped staff, Full-time trainer

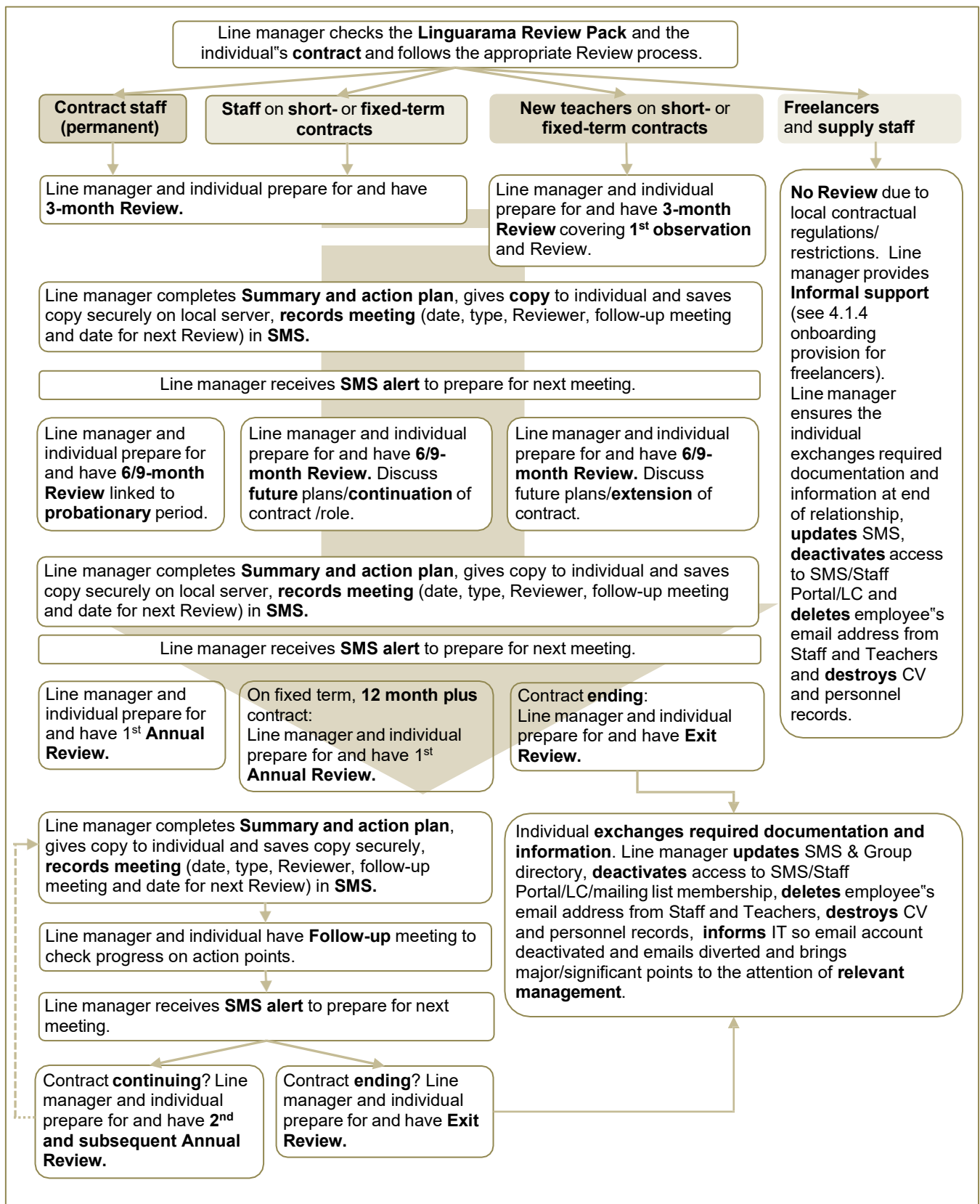
4.1.4 Onboarding provision for freelance trainers

Onboarding provision for freelancers is needs-based and includes orientation, induction and informal support.

Orientation and Induction	Connect and Integrate
Before arrival/start date • Send information including start date, links to Staff Portal and LC/OL Portals and request information as appropriate e.g. bank details, copy of work permit if non-EU, tax number • Email to confirm start date and answer questions. Check relevant information has been received • Inform HR/Accounts as appropriate • Make preparations: check details are in SMS, create new personnel file, plan induction and orientation programme, inform client /Training Officer/group/learner(s)	First 90 days • Check remaining follow-up tasks from the Induction self-access (Group) sessions and log in sms • Explain end of course processes • Lesson observation • Agree any informal development support in feedback session
First day. Make it special! • Welcome by line manager • Centre orientation: meet the team, tour of premises, staff room, coffee area • Health and Safety (emergency procedures, first aid), IT, Data Protection and Equal Opportunities • Form filling: obtain any outstanding details, check passport and work permit including expiry date, get GDPR employee privacy notice signed • Go through terms and conditions • Complete some centre induction sessions e.g. course processes, attendance sheets, Staff Portal, materials, computer system: how to print and scan • Give information about course/group/learner	First 12 months • Schedule and carry out informal catch-up meeting
First week(s) • Set Induction self-access (Group) sessions • Go through 1st lessons: learner files/binders, Learning Resources File (LRF)/Modulo di Supporto Italiano (MSP)/Lernressourcen Deutsch (LRD): first lessons, Learning to Learn Booklet, online course file, cancellation procedure • Contact after 1st lesson to check how it went • Allocate more courses where appropriate • Programme courses, keep lesson records up to date, complete end of month processes • Course material: familiarisation with LC/TOL Portals, GEM, Progress checks, LRF/MSP/LRD, copyright issues, housestyle templates • Check follow-up tasks from the Induction self-access (Group) sessions	

Xref/links GQD Support resources: 4 Sample onboarding plans/Onboarding provision: freelance trainers

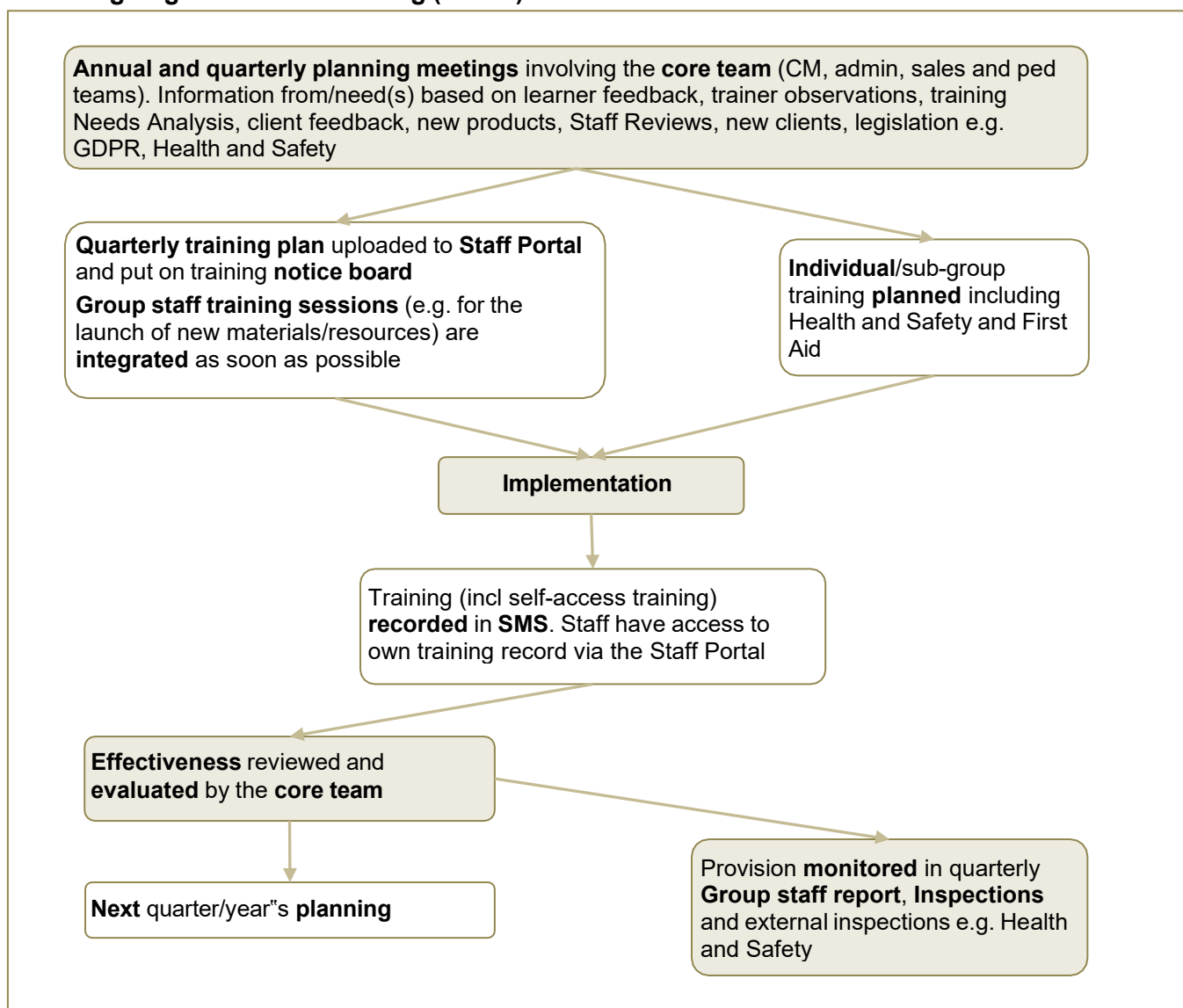
4.2 Staff Reviews



Xref/links GQD Support resources: 4 Job description templates; 4 Linguarama Review Pack

4.3 Staff training

4.3.1 Ongoing centre staff training (INSET)



Xref/links Teacher Training and Development Manual

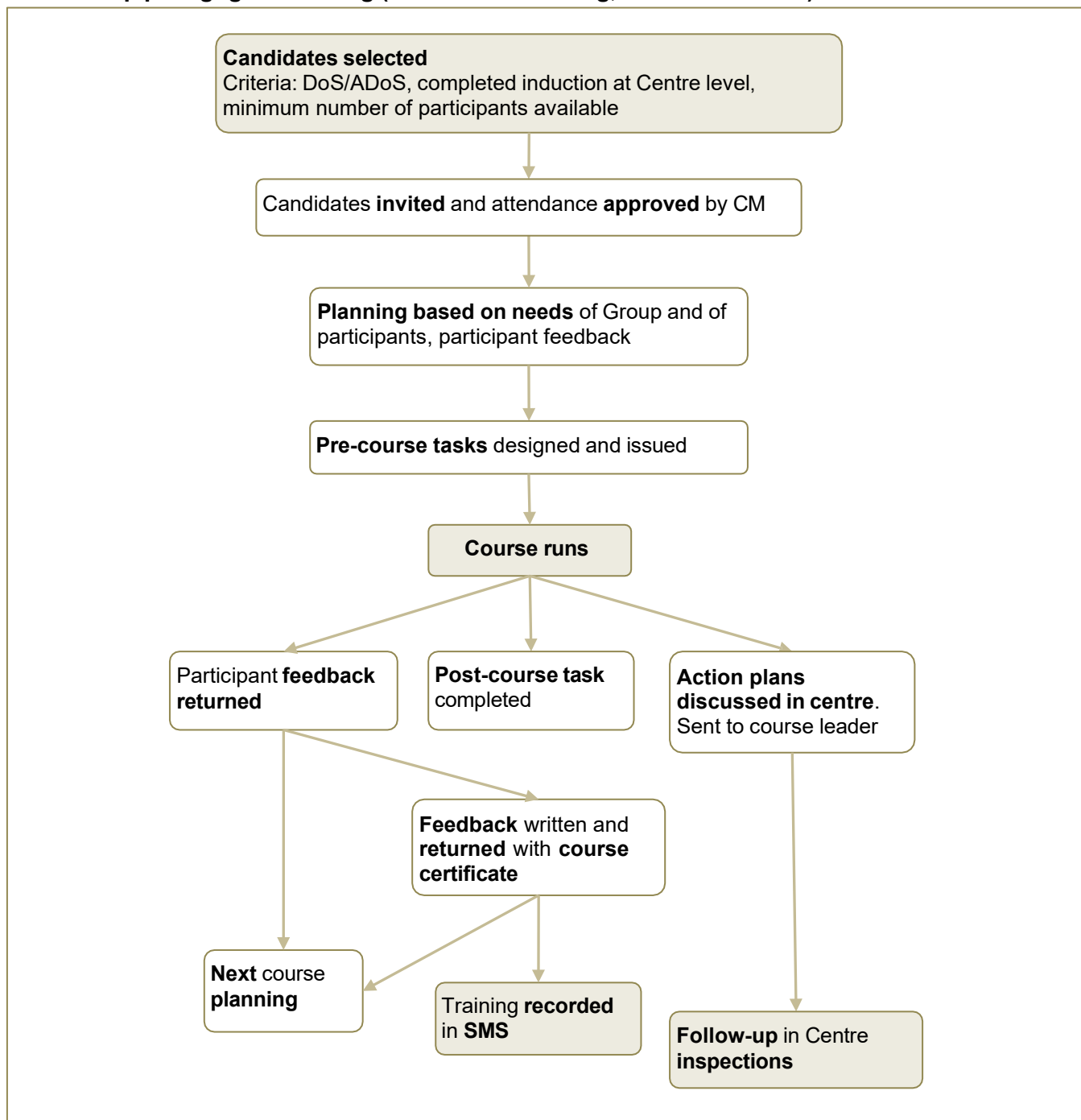
4.3.2 Staff Group webinar training

We offer webinar training sessions on a range of topics to all staff to support current quality focus, new product releases etc. Registration is via the Staff Portal. Training participation is logged centrally and locally as self-access for vimeo recordings viewed.

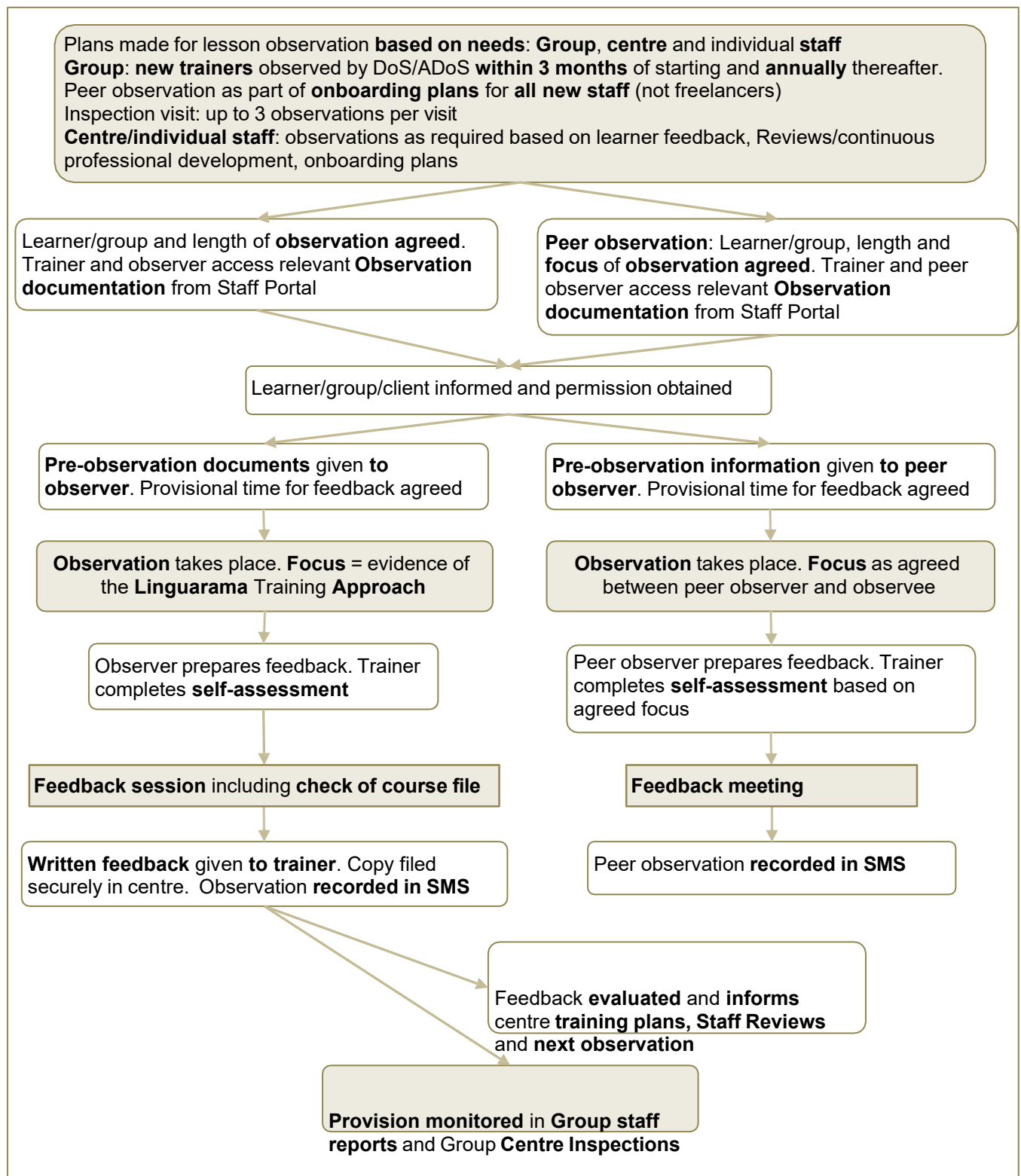
4.3.3 Sales training

Sales staff take part in regular regional/national/international team meetings aimed at improving performance and sharing expertise face-to-face and/or by WebEx.

4.3.4 Group pedagogical training (Senior Ped Training, Train the Trainer)

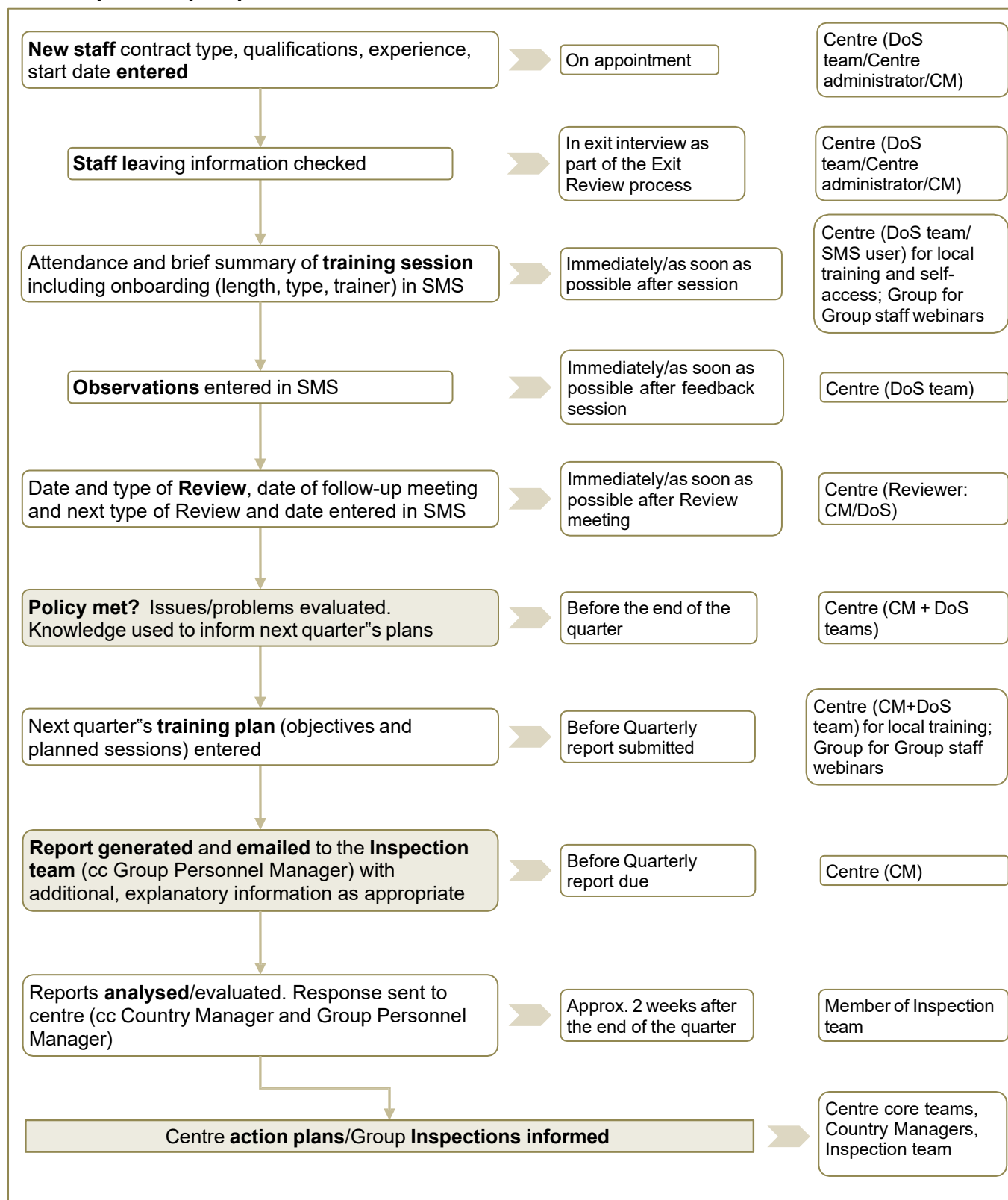


4.4 Lesson observations



Xref/links GQD Support resources: 4 Observation forms, Sample onboarding plans

4.5 Group staff report process



5. Linguarama Corporate Processes and Procedures

5.1 Health and Safety

Italy and Spain: To comply with legislation in these countries, Health and Safety is outsourced. The external providers are responsible for all the legal issues involved and they take full legal responsibility. Our centres act as instructed by the external provider.⁵

France: Responsibility for Health and Safety in our Paris and Lyon offices is shared with the business centre in which they are located.

Germany, the Netherlands and the UK: Country Managers have overall and final responsibility for Health and Safety.

Centre Managers have day-to-day responsibility for ensuring this policy is put into practice.

All staff have a legal responsibility for ensuring that any work undertaken is conducted in a manner which is not only safe to that person individually, but also to fellow workers, our learners as well as to members of the general public.

Statement of general policy	Responsibility of:	Action/Arrangements
Keep up-to-date with changes in Health and Safety (H&S) legislation	Country Managers and Centre Managers	Implement any changes without delay
Prevent accidents and cases of work-related ill health by managing the health and safety risks in the work place	Centre Managers	Complete relevant risk assessments Save current Risk Assessments in SMS. Report findings of the risk assessments to the Country Manager. Get approval from the Country Manager for any action required to remove or control risks. Implement actions arising from the assessments. Carry out a review every 12 months or earlier if circumstances change of the Risk Assessments that the centre has undergone and act appropriately on the findings.
	All staff	Are aware of and report any concerns regarding H&S to their Centre Manager or any responsible person if the Centre Manager is not available. Carry out their roles and responsibilities/work safely.
	Clients	Report H&S concerns to the delegated Centre Manager promptly. Ensure trainers are provided with the resources and space required for delivering training.
Provide clear instructions and information, and adequate training, to ensure employees are competent to do their work	Centre Manager	Provide clear written instructions for basic equipment Ensure a copy of the H&S policy/poster is displayed prominently in the centre. Ensure learners who have courses in the centre have information about H&S procedures as part of their centre orientation. Make staff aware of H&S policy and procedures as part of their onboarding. Provide ongoing H&S training to all staff as part of the centre's INSET/ongoing staff training.
	Centre Manager and clients	Ensure staff working at premises away from marcus evans linguarama centres/in-company courses (under the control of other employers) are given relevant H&S information and training.

⁵Exception=Turin's car. It is Linguarama Italy's responsibility to maintain.

Statement of general policy	Responsibility of:	Action/Arrangements
Engage and consult with employees on day-to-day health and safety conditions	Centre Manager	Consult staff and learners where appropriate as H&S matters arise. Have H&S as an item on staff meeting agendas regularly. Ensure H&S issues raised about company cars are dealt with promptly where required to Raise serious H&S issues/concerns to the Country Manager in writing
Implement emergency procedures-evacuation in case of fire or other significant incident	Centre Manager	Ensure escape routes are well signed and kept clear at all times Ensure there is a copy of fire safety procedures displayed in each (class)room and that these are brought to the attention of all staff, clients and visitors. Carry out regular fire drills where required to Carry out regular checks on all fire extinguishers, fire alarms and safety equipment Ensure there is a designated first aid officer and this person receives appropriate training Ensure first aid boxes are stocked and that all staff and visitors know of their location Ensure all accidents and cases of work-related ill health are recorded in the Accident Book where necessary Ensure core staff are familiar with the marcus evans linguarama Disaster Recovery Plan
Maintain safe and healthy working conditions, provide and maintain equipment and ensure safe storage/use of substances	Centre Managers	Maintain, equip and decorate ⁶ the centre so it has the facilities and resources a. to provide a professional and comfortable training environment appropriate for and conducive to learning b. staff (administrative, sales and client care) need to deliver the best service to our clients c. trainers need for preparing and delivering training. Have a system for routine inspections and testing of equipment including company cars and for taking action promptly to address any defects Have a system for safe storage of chemicals and cleaning materials
	Centre Managers and clients	Provide adequate toilet facilities and drinking water.

Xref/links

GQD B 4.1.3 Onboarding plan: key elements for core permanent staff and full-time trainers
 GQD B 4.1.4 Onboarding provision for freelance trainers
 GQD B4.3.1 Ongoing centre staff training (INSET)
 GQD A 4 Staff: Senior management
 GQD UK Support resources: Health and Safety/Vehicles and driving
 GQD UK Support resources: Health and Safety/Risk assessments Cheney Court and London
 GQD UK Support resources: Health and Safety/Lone worker best practice
 GQD UK Support resources: Drug and Alcohol Policy
 Country specific H&S external links e.g. <http://www.hse.gov.uk>

⁶ in line with **marcus evans** linguarama corporate branding

5.2 Data Protection

Our Data Protection Processes and Procedures cover the collection, storage, use, disclosure and destruction of data.

Linguarama staff	Our Senior Managers/Centre Managers/clients
• are made aware of GDPR standards during induction training and as part of ongoing staff training • sign contracts with contain confidentiality clauses • keep personal passwords/unique credentials, any personal, sensitive, commercial or financial information contained in documents (faxed, copied, scanned, printed or emailed) secure. • keep computers, portable or mobile IT equipment (mobile phones, laptops, tablets) that contain or can access Linguarama data directly, secure • ensure all that IT equipment that may have held personal or company data, is wiped clean when destroyed to ensure that the data is irretrievable.	• ensure that all staff and centres comply with the guidelines for personal data i.e. it is ○ obtained and processed lawfully ○ adequate, relevant and not excessive ○ accurate and kept up-to-date ○ not kept longer than needed ○ transparent in its use (when processed, what is held and why, and to whom it may be disclosed) ○ accessible to the individual ○ stored securely/kept safe from unauthorised access, accidental loss or destruction ○ not transferred out of the EEA unless that country has equivalent levels of data protection • ensure data access is controlled through Role Based Access Control or “need to know basis” Staff only have access to data that they need to do their work. • configure information systems to prevent unauthorised and unintended transfer of information • allow only authorised personnel to enter information into an information system. Restrictions may be lifted on a temporary basis based on pre-defined project responsibilities. Additional authorisation is then required and must be granted before restrictions are lifted.

Xref/links

marcus evans linguarama privacy policy, cookie policy, data security policy, data retention policy

marcus evans linguarama disaster recovery plan

marcus evans linguarama IT best practice

marcus evans linguarama email best practice

Annual centre GDPR checklist

5.3 Environment

marcus evans linguarama is committed to minimizing the impact of its activities on the environment.

Country Managers have overall and final responsibility for environmental issues.

Centre Managers have day-to-day responsibility for ensuring this policy is followed.

Statement of general policy	Responsibility of:	Action/Arrangements
Meet the environmental standards that relate to the company in the country in which they are located	Country and Centre Managers	Evaluate how efficiently centres are run and implement any necessary actions arising from the evaluation
Minimise wasteful use of power	Centre Managers	Keep up-to-date with possible energy saving options e.g. LED lights
	All staff	Turn off lights, computers, photocopiers, air-conditioning units etc when not in use and at the end of the day
Minimising wasteful use of resources	Senior Managers	Source materials used to promote and support our services which minimize the environmental impact
	Centre Managers	Actively promote recycling both internally and amongst clients and suppliers Get printers and photocopiers set up to produce double sided printing
	All staff	Recycle materials used in the centre e.g. printer cartridges, paper where possible
Minimise emissions	Centre Managers	Select and use staff and student transport carefully/thoughtfully
	Staff who travel within/across Group	Keep the number of journeys made to a minimum Select train instead of air travel where possible