Policies and Procedures

1. Equality & Diversity Policy

1. Purpose

SpaEdu is committed to fostering an inclusive environment where equality, fairness, and respect are fundamental principles. This policy outlines the academy's dedication to providing equal opportunities for all students, staff, and visitors, regardless of personal characteristics or background.

2. Scope

This policy applies to all individuals associated with SpaEdu including students, staff members, and third-party collaborators. It covers all aspects of academy life, including admissions, teaching, assessments, employment practices, and the provision of services.

3. Policy Statement

SpaEdu is fully committed to ensuring equality of opportunity in all its activities and decisions. No individual will be treated less favourably on the grounds of gender, age, race, ethnicity, nationality, disability, religion, sexual orientation, or any other protected characteristic as defined under applicable legislation.

3.1 Equal Access to Education

SpaEdu aims to provide equal access to its courses and learning opportunities, ensuring that all students have the resources and support they need to succeed. This includes:

- Ensuring that recruitment, admissions, and enrolment procedures are free from bias and open to all qualified applicants.
- Providing reasonable adjustments for students with disabilities or other special needs to ensure full participation in educational activities.
- Regularly reviewing teaching methods and materials to ensure inclusivity and accessibility.

3.2 Equal Opportunities in Employment

SpaEdu is an equal opportunity employer, committed to eliminating discrimination in all areas of recruitment, employment, training, and promotion. All employees will be selected based on their skills, qualifications, and abilities, and no one will be disadvantaged by conditions or requirements that are not necessary for the effective performance of the role.

4. Responsibilities

4.1 Management

The management team SpaEdu is responsible for implementing and upholding this policy, ensuring compliance with equal opportunities legislation, and promoting a culture of inclusivity. They must:

- Provide appropriate training to staff to raise awareness of equal opportunities.

- Ensure policies and procedures are in place to prevent discrimination, harassment, or victimization.
- Take prompt and effective action if instances of discrimination are reported.

4.2 Staff

All staff members are required to:

- Treat students, colleagues, and visitors fairly and respectfully, in line with the principles of this policy.
- Report any incidents of discrimination, harassment, or unequal treatment they witness or experience.
- Promote an inclusive and supportive environment within the academy.

4.3 Students

Students at SpaEdu are expected to:

- Adhere to the principles of this policy and treat their peers, staff, and visitors with respect.
- Report any concerns or incidents of discrimination or harassment to the appropriate authorities within the academy.
- Participate in creating a positive, inclusive learning atmosphere.

5. Addressing Discrimination and Harassment

SpaEdu has a zero-tolerance approach to discrimination, harassment, and victimization. Any individual found to be engaging in such behaviour will be subject to disciplinary action. This includes, but is not limited to, exclusion from courses, termination of employment, or the withdrawal of services.

5.1 Reporting Process

If any student, staff member, or visitor feels they have been discriminated against or harassed, they should report the incident through the appropriate channels, including the student support team or human resources. Complaints will be handled in a confidential, prompt, and fair manner.

5.2 Investigation and Resolution

SpaEdu will investigate all allegations of discrimination or harassment thoroughly and objectively. Investigations will be conducted in accordance with academy procedures, and outcomes may include mediation, formal warnings, or further disciplinary actions.

6. Monitoring and Review

SpaEdu is committed to continually monitoring the effectiveness of this policy and ensuring that equal opportunities are being upheld throughout all aspects of academy life. Regular reviews will be conducted to assess compliance with legislative requirements and to identify areas for improvement. The policy will be updated as necessary to reflect any changes in legal or organizational requirements.

7. Communication

This policy will be communicated to all students, staff, and stakeholders, and will be made available on the academy's website and through internal communication channels. Training on equal opportunities will be provided to all employees to ensure they understand their responsibilities under this policy.

Signed:
SpaEdu

Date: 05.02.2025
Next Review Date:



2. Malpractice and Maladministration Policies

1. Introduction

SpaEdu is committed to maintaining the highest standards of integrity and professionalism in the delivery of its qualifications and courses. To support this commitment, the academy has developed this policy to outline procedures for identifying, managing, and addressing any cases of malpractice or maladministration. These policies apply to all staff, students, and anyone involved in the assessment or delivery of qualifications at SpaEdu.

2. Purpose

The purpose of this policy is to:

- Define what constitutes malpractice and maladministration.
- Outline the responsibilities of staff and students in preventing, identifying, and reporting malpractice or maladministration.
- Provide clear procedures for investigating and dealing with allegations of malpractice or maladministration.
- Ensure that all cases are handled fairly, consistently, and in accordance with relevant regulations.

3. Scope

This policy applies to:

- All students enrolled in courses at SpaEdu.
- All staff, including administrative staff, assessors, tutors, and external contractors.
- Any individuals or third parties involved in the delivery or assessment of qualifications at the academy.

4. Definitions

4.1 Malpractice

Malpractice refers to any deliberate action, neglect, default, or other practices that compromise the integrity, fairness, or accuracy of the academy's assessment and examination processes. This includes:

- Cheating, plagiarism, or collusion by students.
- Falsification of assessment records or documentation.
- Unauthorised amendments to assessment materials or results.
- Impersonation or false representation of identity.
- Unethical conduct by staff in the assessment, teaching, or management of qualifications.

4.2 Maladministration

Maladministration refers to any action or inaction that results in a failure to adhere to required policies, procedures, and regulations in the delivery or assessment of qualifications. This includes:

- Inaccurate or incomplete record-keeping.
- Mismanagement of assessment materials or examination papers.
- Poor administration of learner records or certificates.
- Failure to adhere to the academy's internal policies, procedures, or external regulations.

5. Responsibilities

5.1 Academy Management

- Ensure that all staff and students are aware of and adhere to this policy.
- Provide training to staff to prevent malpractice and maladministration.
- Investigate all reported cases of malpractice or maladministration thoroughly and fairly.
- Take appropriate disciplinary action against those involved in proven cases of malpractice or maladministration.

5.2 Staff

- Follow all academy procedures to maintain the integrity of assessments and examinations.
- Report any suspected malpractice or maladministration immediately.
- Support students in understanding what constitutes malpractice and how to avoid it.

5.3 Students

- Submit their own work and avoid any form of cheating, plagiarism, or collusion.
- Report any malpractice they witness or become aware of.
- Follow all academy rules and regulations during assessments and examinations.

6. Identification and Prevention

6.1 Identifying Malpractice

Staff and students are expected to be vigilant in identifying potential malpractice, which may include but is not limited to:

- Similar or identical wording in student submissions that suggests plagiarism.
- Unauthorised use of materials during assessments.
- Students attempting to influence assessors unfairly.

6.2 Identifying Maladministration

Signs of maladministration may include:

- Inaccurate or missing learner records.

- Delayed or incorrect certification of learners.
- Failure to follow established administrative processes or timelines.

6.3 Preventive Measures

- Staff training on integrity in assessments and adherence to regulations.
- Use of plagiarism detection tools to assess student submissions.
- Regular audits of administrative processes and learner records.

7. Reporting Malpractice and Maladministration

7.1 Reporting by Students

- Students who suspect or are aware of any form of malpractice or maladministration should report the incident to their tutor or the academy's administration team.
- The report should include as much detail as possible, including the nature of the incident, individuals involved, and any evidence available.

7.2 Reporting by Staff

- Staff must report any suspicion of malpractice or maladministration to SpaEdu.
- Reports should be submitted in writing and should include a description of the issue, any relevant documentation, and details of any individuals involved.

8. Investigations

8.1 Investigation Procedure

- Upon receiving a report of malpractice or maladministration, the academy will appoint an investigation panel.
- The panel will conduct a thorough investigation, gathering evidence, interviewing relevant parties, and reviewing all documentation.
- All investigations will be carried out in a confidential, fair, and unbiased manner.

8.2 Timescale for Investigations

- Investigations will typically be completed within 20 working days. However, the timescale may be extended if necessary, and all involved parties will be informed of any delays.

8.3 Possible Outcomes

Following the investigation, the panel will issue a report with one of the following outcomes:

- No Case to Answer: If there is no sufficient evidence, no further action will be taken.
- Case of Malpractice/Maladministration Proven: Appropriate disciplinary actions will be taken, including possible withdrawal from the course for students or dismissal for staff.
- Inconclusive Evidence: Where evidence is inconclusive, the case may be reviewed further, or no further action may be taken depending on the severity of the situation.

9. Sanctions

9.1 Student Sanctions

If malpractice is proven, students may face:

- Reprimand or formal warning.
- Disqualification from assessments or examinations.
- Removal from the course and cancellation of certification.

9.2 Staff Sanctions

If staff are found guilty of malpractice or maladministration, they may face:

- Formal warnings.
- Suspension or termination of employment.
- Referral to relevant professional bodies, if applicable.

10. Appeals Process

Individuals who are dissatisfied with the outcome of an investigation may appeal the decision. Appeals must be submitted in writing within 10 working days of receiving the decision. The appeal will be reviewed by a separate panel, and a final decision will be made.

11. Monitoring and Review

The effectiveness of this policy will be monitored regularly, and any necessary adjustments will be made to ensure compliance with industry standards and regulatory requirements. This policy will be reviewed annually or when necessary due to changes in regulations.

Signed:
SpaEdu

Date: 05.02.2025
Next Review Date:



3. Appeals, Complaints/Grievance, and Disciplinary Policy

1. Purpose

This policy outlines the procedures for handling appeals, complaints, grievances, and disciplinary actions at SpaEdu. The academy is committed to ensuring that all concerns are addressed promptly and fairly, fostering an environment of trust, respect, and accountability.

2. Scope

This policy applies to all students, staff, and other stakeholders associated with SpaEdu. It encompasses all aspects of academy life, including academic assessments, behaviour, and administrative practices.

3. Appeals Policy

3.1 Purpose of Appeals

The appeals process allows individuals to challenge decisions made by the academy that they believe are unfair or unjust. This includes appeals related to assessment results, disciplinary actions, and any other significant decisions affecting students or staff.

3.2 Grounds for Appeal

Appeals may be submitted on the following grounds:

- Procedural irregularities during the assessment or decision-making process.
- Evidence of bias or unfair treatment.
- New evidence that was not available at the time of the original decision.

3.3 Appeals Procedure

1. Submission of Appeal: Appeals must be submitted in writing to SpaEdu within 10 working days of the decision being communicated. The written appeal should include:
   - o A clear statement of the grounds for the appeal.
   - o Any supporting documentation.
   - o Contact information for the individual making the appeal.
2. Review of Appeal: SpaEdu or an appointed representative will acknowledge receipt of the appeal within five working days and will conduct a review of the case.
3. Decision: A written response will be provided to the individual within 20 working days, outlining the decision and the reasons for it. If the appeal is upheld, appropriate corrective actions will be taken.
4. Further Appeals: If the individual is not satisfied with the outcome, they may appeal to SpaEdu within 10 working days of receiving the decision. SpaEdu's decision will be final.

4. Complaints and Grievance Policy

4.1 Purpose of Complaints and Grievances

This policy aims to provide a clear framework for students, staff, and stakeholders to raise concerns regarding any aspect of the academy's operations, including services, treatment, and conduct.

4.2 Grounds for Complaints

Complaints may be related to:

- Academic matters (e.g., teaching quality, assessment issues).
- Staff conduct or behaviour.
- Facilities and resources.
- General academy policies and practices.

4.3 Complaints Procedure

1. Initial Approach: Individuals are encouraged to discuss their concerns informally with the relevant staff member or supervisor. Many issues can be resolved at this stage.
2. Formal Complaint Submission: If the issue is not resolved informally, a formal complaint may be submitted in writing to SpaEdu. This should include:
   - o Details of the complaint.
   - o Any relevant documentation.
   - o Contact information.
3. Acknowledgment: SpaEdu will acknowledge receipt of the complaint within five working days and will initiate an investigation.
4. Investigation and Response: The investigation will be conducted promptly and fairly, typically within 20 working days. A written response detailing the findings and any actions taken will be provided to the complainant.
5. Further Action: If the complainant is not satisfied with the response, they may escalate the complaint to SpaEdu which will conduct a final review.

5. Disciplinary Policy

5.1 Purpose of Disciplinary Procedures

The disciplinary policy is in place to ensure that all staff and students adhere to the academy's standards of conduct and behaviour. Disciplinary action may be taken in cases of misconduct, including but not limited to:

- Breach of academy rules or policies.
- Discriminatory behaviour or harassment.
- Academic dishonesty, including plagiarism and cheating.

5.2 Disciplinary Procedure

1. Investigation: Upon receiving a report of misconduct, an initial investigation will be conducted by a designated staff member. The individual accused of misconduct will be informed and given an opportunity to respond.
2. Disciplinary Meeting: If sufficient evidence is found, a disciplinary meeting will be scheduled, where the individual can present their case. The individual may bring a representative or support person to the meeting.
3. Decision and Sanctions: Following the meeting, a written decision will be issued, detailing the findings and any disciplinary actions to be taken. Possible sanctions may include:
   - o Verbal or written warning.
   - o Suspension from classes or activities.
   - o Dismissal from the academy.
4. Right to Appeal: Individuals have the right to appeal any disciplinary decision. Appeals must be submitted in writing to SpaEdu within 10 working days of receiving the decision.

6. Confidentiality and Record Keeping

All appeals, complaints, grievances, and disciplinary matters will be handled confidentially. Records will be maintained in accordance with data protection regulations and academy policies, ensuring that sensitive information is kept secure.

7. Monitoring and Review

This policy will be reviewed annually to ensure its effectiveness and compliance with relevant legislation. Feedback from students and staff will be considered during the review process.

Signed:
SpaEdu

Date: 05.02.2025
Next Review Date:



4. Artificial Intelligence Policy

1. Purpose

The purpose of this Artificial Intelligence (AI) Policy is to establish guidelines for the responsible use of AI technologies at SpaEdu. This policy aims to ensure that AI is utilized in a manner that is ethical, transparent, and aligned with the academy's values and objectives.

2. Scope

This policy applies to all staff, students, and stakeholders involved with SpaEdu who utilize AI technologies in the context of teaching, learning, administrative processes, and other academy-related activities.

3. Definition of Artificial Intelligence

Artificial Intelligence refers to the simulation of human intelligence processes by computer systems. This includes the ability to learn, reason, and make decisions based on data analysis and algorithmic processing.

4. Principles of AI Use

SpaEdu is committed to the following principles regarding the use of AI:

4.1 Ethical Use

- AI technologies should be employed ethically and responsibly, ensuring that they do not contribute to discrimination, bias, or harm to individuals or groups.
- Decisions made by AI systems should be subject to human oversight and accountability.

4.2 Transparency

- The use of AI technologies must be transparent to students, staff, and stakeholders. Individuals should be informed when AI systems are being utilized and how they may impact their experiences.

4.3 Data Privacy and Security

- AI systems must comply with data protection regulations, ensuring that personal data is collected, processed, and stored securely.
- Individuals' privacy rights should be respected, and their consent obtained where necessary before collecting or using their data for AI purposes.

4.4 Continuous Improvement

- SpaEdu will regularly assess and improve its AI practices, ensuring that the technologies employed are up-to-date and effective in achieving desired educational and operational outcomes.

5. Use of AI in Education

5.1 Learning and Teaching

- AI technologies may be used to enhance learning and teaching experiences, such as through personalized learning platforms, chatbots for student support, and data analytics to track student progress.
- Staff will receive training on effectively integrating AI into their teaching methodologies to maximize student engagement and learning outcomes.

5.2 Assessment and Evaluation

- AI may assist in assessing student performance and providing feedback. However, it should not replace human judgment in critical evaluations and decisions regarding student progress and achievements.

5.3 Monitoring AI Use in Student Work

To ensure the integrity of academic work and projects, SpaEdu will implement the following measures to check students' submissions against unauthorized use of AI:

1. Clear Guidelines: Students will be informed about the acceptable use of AI in their assignments. They should understand that while AI can be a tool for research and learning, it should not replace their own critical thinking or creativity.
2. Submission Requirements: All assignments must include a reflective component where students describe their process, including how they used AI (if at all) and the extent of its involvement in their work.
3. Plagiarism Detection Tools: The academy will employ plagiarism detection software that can identify text generated by AI, ensuring that work submitted is original and appropriately attributed.
4. Oral Presentations: Students may be required to present their projects orally, providing an opportunity for staff to assess their understanding and engagement with the material.
5. Random Audits: Staff may conduct random checks of student submissions and projects to ensure compliance with the policy and to identify any patterns of inappropriate AI use.

6. Implementation and Training

6.1 Staff Training

- All staff members will receive training on the ethical use of AI, data privacy, and security. This training will ensure that staff are equipped to utilize AI technologies responsibly and effectively.

6.2 Student Awareness

- Students will be educated on the use of AI within the academy, including its benefits, limitations, and ethical considerations. This awareness will empower students to engage with AI technologies critically.

7. Monitoring and Review

SpaEdu will regularly review and update this policy to ensure compliance with evolving legal, ethical, and technological standards. Feedback from staff and students will be considered during the review process to improve AI practices within the academy.

8. Reporting Concerns

Any concerns regarding the use of AI technologies at SpaEdu should be reported to SpaEdu or designated staff member. Concerns will be addressed promptly and appropriately, ensuring that individuals feel safe and supported in raising issues.

9. Enforcement

Failure to adhere to this policy may result in disciplinary action, including but not limited to counselling, retraining, or other corrective measures. Serious violations may lead to termination of employment or expulsion from the academy.

Signed:
SpaEdu

Date: 05.02.2025
Next Review Date:



5. Health and Safety Policies and Procedures

Introduction

At SpaEdu, our commitment to the health and safety of our learners and trainers is paramount. Although this is an online course, these policies and procedures have been developed to provide you with all the necessary guidance to ensure that the learning environment is safe and healthy for all participants in SpaEdu courses:

Screen Safety

- Use high-quality equipment: Ensure that all monitors and screens used are of high quality and free from defects that could affect eyesight.
- Proper positioning: Screens should be positioned at eye level to prevent eye strain and neck pain.
- Appropriate lighting: Ensure that the lighting is adequate and does not cause glare on the screen. Use natural light whenever possible and avoid direct light sources.
- Regular breaks: We encourage regular breaks to allow the eyes to rest. Follow the 20-20-20 rule: every 20 minutes, look at something 20 metres away for 20 seconds. During our courses, we will alternate between group discussions, breakout-room activities, and PowerPoint presentations, giving you opportunities to follow this recommendation even more frequently than every 20 minutes. In addition, each course session will include a 20-minute break after 1 hour and 20 minutes of instruction.

Blue Light Eye Protection

- Screen settings: Use the blue-light reduction settings available on your devices (for example, Night Shift on Apple devices or Night Mode on Android devices).
- Screen filters: Install screen filters that reduce blue light. These filters are available for monitors and mobile devices and help reduce eye strain.
- Blue-light-blocking glasses: Use glasses specially designed to block blue light. They are available in various colours and design options.

Cable Management

- Management and organisation: All cables should be properly managed and arranged to prevent tripping hazards and accidents.
- Use cable organisers: Use clips and cable organisers to keep cables tidy and away from walkways and circulation areas.
- Regular inspections: Carry out regular checks of cables to ensure their integrity and identify any potential damage.

Workspace Lighting

- Adequate lighting: The workspace should be well lit to prevent eye strain and create a comfortable working environment.
- Avoid glare: Position light sources so as to avoid glare on screens or glossy surfaces.
- Natural light: Whenever possible, use natural light to create a healthy and pleasant working environment.

Workspace Ergonomics

- Adjustable chairs and desks: Use adjustable chairs and desks to ensure correct and comfortable posture.
- Correct positioning: The monitor should be positioned at eye level, while the keyboard and mouse should be at a comfortable height for the hands and arms.
- Active breaks: We encourage learners and trainers to take active breaks to prevent fatigue and muscle tension.

Emergency Procedures

- Emergency plan: Establish an emergency plan for unexpected situations, such as power outages or technical failures.
- Effective communication: Make sure you know how to report emergencies and request assistance in an emergency, whether you are at home or at your workplace.

Policy Review

- Regular updates: We will periodically review and update the health and safety policies and procedures to reflect the latest best practices and regulations.

Disclaimer: SpaEdu can only recommend these Health and Safety Policies and Procedures; however, as the courses and exams are conducted 100% online, we have no means of monitoring compliance with them. Accordingly, we cannot accept responsibility for their implementation.

Signed:

Ioana Marian, Founder of despreSpa.ro and SpaEdu

Date: 05.02.2025

