

LIBERTIES INCHICORE RIALTO (LIR) TRAINING

LEARNER HANDBOOK

23 School Street,
Dublin 8
Tel: 01 454 7018
email: alice.schoolst@gmail.com

2023



Table of Contents

Welcome	3
Introduction	3
Health and Safety	3
Fire Safety	3
Information for QQI Courses.....	3
Common Awards System (CAS)	4
Course Registration Forms, Deposits & Payments	4
LIR Training Teaching Ethos	4
Learner Supports.....	4
Contacting Learners	4
Data Protection, GDPR and Confidentiality in the Classroom	4
What is Assessment?	5
Submission of Learner QQI Assessment Work.....	5
Academic Integrity	5
Using Photographs in your Assessment Portfolio.....	5
Support for Learners with Additional Requirements.....	6
Recognition of Prior Learning - Exemptions	6
Return of Assessment Work	6
Receiving your Award	6
Learner Appeals Process	6
LIR Policies and Procedures	8
Programme Access and Admissions, Transfer and Progression, Recognition of Prior Learning (RPL) and Protection of Enrolled Learners (PEL) Policy.....	8
Programme Access and Admissions, Transfer and Progression, Recognition of Prior Learning (RPL) and Protection of Enrolled Learners (PEL) Procedure	10
Teaching and Learning Policy.....	13
Teaching and Learning Procedure	15
Assessment of Learners Policy.....	17
Assessment of Learners Procedures	18
Learner Appeals, Assessment Complaints and Review of Results Policy	22
Learner Appeals, Assessment Complaints and Review of Results Procedures.....	23
Supports for Learners Policy	25
Supports for Learners Procedure.....	26



Welcome

Welcome to your course at LIR Training. Please use this Learner Handbook for information on how we deliver our training programmes and what we expect from you the learner when undertaking on of our courses. Our Tutors are all highly experienced in the delivery of Adult Education and a variety of supports are available to all of our learners that will help you achieve your learning goals.

LIR Training has developed a range of policies and procedures that set out how we deliver and assess our courses and support our learners. These are available at the end of this handbook.

We hope you enjoy your course at LIR Training.

Introduction

LIR Training provides training in Major Awards for Early Childhood Care and Education QQI Level 6 and Youth Work QQI Level 5. Qualified and experienced Tutors, use a community and development education approach to deliver these Modules.

We provide training to Adult Learners, who we expect will be responsible for their own learning. Following an explanation of the Learning Outcome and what is required on completion of modules, it is expected that Learners will undertake to complete these Learning Outcomes with honesty and integrity. It is the Learners responsibility to ensure they understand all that is required including the assessment process, the marking process, the rules and sanctions in relation to plagiarism and any other infringements.

Health and Safety

It is the intention of LIR Training Programme to provide this training in a safe and clean environment. Every effort will be made to draw your attention to the Centres safety features at the start of the training programme. All those attending the training must co-operate with LIR in following Health and Safety instructions. They must ensure that their own work is so far is reasonable and practicable, is carried out without risk to themselves or others. Our aim is to provide a safe environment that is conducive to producing a positive learning environment.

Fire Safety

A person with designated responsibility will point out the fire exits to you at the beginning of the training session. In the event of a fire or on hearing the fire alarm, follow the instructions of the designated person to the fire exits.

Information for QQI Courses

QQI stands for Quality and Qualifications Ireland, the national body for making awards on the National Framework of Qualifications (NFQ). QQI is responsible for the external quality assurance of further and higher education and training in Ireland. QQI validates programmes, makes awards and is responsible for the promotion, maintenance, development and review of the National Framework of Qualifications (NFQ). QQI also inform the public about the quality of education and training programmes and qualifications, and advise the Government on national policy regarding quality assurance and enhancement in education and training. www.qqi.ie



Common Awards System (CAS)

“The Common Awards System (CAS) is the new way of developing QQI awards. It is a coherent and structured way of developing awards, which is consistent with the National Framework of Qualifications. It is outcomes based.” (www.qqi.ie)

Course Registration Forms, Deposits & Payments

When completing your Registration form, please ensure you include all relevant information particularly your Name and Contact details, Date of Birth, and PPS Number as these are needed to register you for your QQI award. LIR Training does facilitate payment by instalment for its training programmes. If you are paying by instalment, you must first agree a payment plan and then you can pay for your course on a weekly basis. All course fees **MUST** be paid in full by the final day of your course. If you are paying by instalment and you fail to complete the course, fees paid up to the time you leave are non-refundable. If you are not paying by instalment, then all course fees are payable in advance. No Certificates will be issued if account is in arrears.

LIR Training Teaching Ethos

Our tutors will use a range of teaching methods designed for Adult Learners to introduce you to course topics and help you to learn including lecture, Q&A, class discussion, practical activities, problem solving activities, reflective practice, debate a mix of group and individual activities. Tutors will provide you with ongoing support and feedback on your work throughout your course. At all times we respect the Learner and promote equality and diversity within our classrooms.

Learner Supports

Throughout your course, you can contact your Tutor for advice and assistance. If you need additional support with your studies, please discuss this with your Tutor. We can offer individual and small group tutorials when possible to ensure you have the maximum opportunity for success in gaining certification. If you need additional time to complete assessment work, discuss this with your Tutor who can advise you, as assessment deadlines differ from course to course.

Contacting Learners

We use telephone and email to contact Learners. Please make sure that you include your email address and mobile phone number clearly on your registration form.

Data Protection, GDPR and Confidentiality in the Classroom

LIR Training fully respects your right to privacy and any personal information which you provide us with will be treated in full compliance with the Data Protection Act 2018 and with the requirements of the General Data Protection Regulations (GDPR). If you have any queries regarding this, please contact us on 01-4547018. All queries regarding Data Protection compliance should be directed to the LIR Training Coordinator. When engaging in classroom discussion, please do not share confidential information and never use actual names of people, places etc. to ensure confidentiality.



What is Assessment?

Assessment is a process whereby the Learner develops a range of evidence – for example an assignment, a skills demonstration or undertakes an exam – to demonstrate that they have met the required standards as specified in course syllabus. Assessment methods at level 5 and 6 include: assignment, projects, course-work, skill demonstration, examination, and work experience and learner record. QQI courses have different assessment criteria. Your Tutor will explain assessment for your course to the class and provide you with written Assignment Briefs and the Marking Scheme for your course. Please feel free to discuss any aspect of the assessment process with your Tutor.

Submission of Learner QQI Assessment Work

1. All assessment work should be contained in a single folder.
2. Please do not use metal staples or paperclips in your portfolio.
3. Please do not use plastic pockets in your portfolio – rather use an office hole punch to punch pages and insert directly into the folder.
4. Please insert the assignment brief followed by your assessment work into the folder.
5. Please ensure that assignments are placed in your folder in the correct order. Your Tutor will advise you of the correct order.
7. All Assessment Portfolios must contain a copy of the Assessment brief which includes your Learner Declaration of Authorship, completed, signed and dated by the Learner confirming that the work submitted for assessment purposes is their own.

Academic Integrity

Liberties Inchicore Rialto (LIR) Training insists on Academic Integrity in all assessment submitted by Learners. Each Learner when signing the Learner Declaration of Authorship on the Assessment brief is committing that they have **not** plagiarised, cheated, colluded, or fabricated any material during the preparation of their assignment. All the assessment work that you submit must be your own. You must not copy and paste information from a website into your work as this is plagiarism. Plagiarism is viewed as a form of academic dishonesty and may be defined as stealing or borrowing from the writings or ideas of others and passing them off as one's own. Any failure to acknowledge other people's ideas and statements in an assessment is viewed by LIR Training as academic fraudulence. You should check all work carefully and be fully satisfied that all assessment evidence is your own work.

Using Photographs in your Assessment Portfolio

If you are including photographs as part of your assessment, please ensure you have appropriate permissions, especially for photographs taken in an ECCE setting. Photographs should be printed from a PC and then inserted into your assignment just as you would insert clipart. Please do not include actual photographs in your assessment work.



Support for Learners with Additional Requirements

If a learner requires additional supports due to a medical condition or other specific need, please contact the LIR Training Coordinator. We are happy to supply a range of supports including additional time to complete your work, the use of a scribe or a reader etc. Please note that you may be asked to provide medical evidence for some supports. Unfortunately LIR Training is not in a position to purchase additional equipment to support individual learners.

Recognition of Prior Learning - Exemptions

Learners who have completed other QQI awards or hold certification from alternative awarding bodies relevant to your course are advised to provide LIR Training with copies of certificates. Each application for recognition of prior learning or an exemption from a QQI module is individually assessed and you may be able to use certificates or previous work experience to help you gain an award. Please note that QQI will only accept awards that are no older than five years for the purpose of gaining an exemption at the time of applying for your major award.

We also accept RPL applications for admission to courses where learners do not meet admission criteria but do have significant work/life experience.

Return of Assessment Work

Assignments and examinations used in the assessment process for modules are not returned to Learners, they are held in a secure manner and sent for confidential shredding once the time limit for Learner appeals has passed: this is when the timeframe for applying for an appeal of results is over.

Receiving your Award

All assessment work submitted towards an award certified by QQI will go through Internal Verification and External Authentication and our Results Approval Panel ensures the integrity of assessment and applies for your certification from QQI. You will be notified of your result and timeframe for learner appeals and once QQI certificates are available for collection from the training centre, LIR Training will contact you to arrange for you to collect your certificate. We do not post out certificates.

Learner Appeals Process

There is an Appeals Process for QQI certification. You have 14 days from the receipt of your results to appeal the grade you have achieved. This appeal must be in writing.

- Learners are notified of Results and given 14 days in which to lodge an appeal
- Appeals should be made by email to the LIR Training Coordinator
- LIR Training Coordinator will review the Learner's assessment portfolio with the course tutor discuss the marking and grading with the course Tutor.
- LIR Training Coordinator will contact the Learner to arrange for them to review their assessment submission and receive additional feedback on the marking and grading received.
- Should the Learner wish to continue with an Appeal of Results, this must be made in writing and a fee of €50 paid in advance. This fee will be returned should the appeal be found in favour of the Learner.



- Details of the formal Learner Appeal will be reviewed by the Academic Committee who will arrange for an external authenticator to remark and grade the Learner Assessment portfolio and the results will be forwarded to the Learner.
- Any changes to the grade (up or down) will be updated on the QQI QBS at the earliest opportunity.
- The results of this appeal are final. All documentation regarding an appeal is kept on file for QA monitoring.

Protection for Enrolled Learners (PEL)

LIR Training has in place insurance to meet our commitment to put in place protection for enrolled learners (PEL) where learners are undertaking programmes of more than 3 months duration and payment has been made in advance. Our major awards in Youth Work 5M4732 and in Early Childhood Care and Education 6M2007 are covered by this insurance policy. Under this insurance LIR Training will have in place a system to provide refund of fees for learners should we cease to be able to deliver the programme and will provide learners with PEL information in our Learner Handbook.



LIR Policies and Procedures

Programme Access and Admissions, Transfer and Progression, Recognition of Prior Learning (RPL) and Protection of Enrolled Learners (PEL) Policy

Version 2 – March 2023

Access and Admission

For entry to QQI modular programmes such as those leading to the Youth Work Major Award Level 5, learners will have previously achieved minor or major awards at Level 4 or equivalent qualifications and/or life experience in this area. For entry to QQI modular programmes such as those leading to the Early Childhood Care and Education Major Award Level 6 or the new Early Learning and Care award at level 6 (validation planned), learners will have previously achieved minor or major awards at Level 5, a Leaving Certificate or equivalent qualifications and/or appropriate life/work experience in this area.

Recognition of Prior Learning (RPL)

“The process by which prior learning is given a value. It is a means by which prior learning is formally identified, assessed and acknowledged” (NQAI, 2005).

LIR Training recognises the importance of lifelong learning and widening access to education. The Centre is committed to recognising the achievements and attainments of learners, and their development of skills and talents, whether such formation comes from the academic or professional arena, or life experience. The Centre facilitates recognition of an applicant’s learning outcomes achieved prior to entry to support his/her meaningful engagement with the programme and to avoid unnecessary duplication of outcomes. LIR Training supports entry to programmes based on work life experience in line with our community education ethos and the needs of the community we serve. RPL encompasses all forms of prior learning, including formal/accredited learning (certified learning); non-formal/informal/experiential learning (learning outside the formal education system, through the workplace and through experience).

The organisation is committed to ensuring that effective procedures are in place to allow learners appropriate means of quantifying and evaluating prior learning and work/life experience to: -

- Gain entry to a programme
- Gain exemptions from programme requirements

In carrying out RPL procedures, LIR Training will ensure that all learners are dealt with in a fair and consistent manner and undertake to implement systems that promote equality of access, transparency and validity. LIR Training will provide advice and guidance on RPL procedures to assist learners make best decisions when considering applying by RPL. RPL Procedures applies to programmes which are accredited to and delivered by LIR Training. Learners applying for RPL must use our RPL Application Form.

Protection of Enrolled Learners

LIR Training has in place insurance to meet our commitment to put in place protection for enrolled learners (PEL) where learners are undertaking programmes of more than 3 months duration and payment has been made in advance. Our major awards in Youth Work 5M4732 and in Early Childhood Care and Education 6M2007 are covered by this insurance policy.

Transfer and Progression



Transfer: Process by which a Learner can transfer from one programme to another by being awarded general credit (no grades associated with the credit) to recognise learning outcomes already achieved in the previous programme. Progression: The means by which Learners, on successful completion of a programme, can progress to another programme.

LIR Training acknowledges that learner circumstances may change and as such has put in place procedures whereby a learner may choose to transfer to another programme. The organisation is committed to ensuring that all learners undertaking training courses at our centre are advised of progression routes from all programmes to ensure learners can make informed choices and effectively plan their career paths.

English Language Competency

LIR Training is aware that some learners coming from a disadvantaged background may have poor literacy skills and in addition, many learners applying for access to training course may not have English as their first language. The organisation has put in place advice and supports for such learners as detailed in our procedure that accompanies this policy. The procedure set out how English language skills are assessed for admission purposes.

To access courses leading to QQI level 5 and 6 programmes learners will require a good level of English, both oral and written. The minimum standard required for learners of whom English may not be their first language, or for those who have not completed primary or secondary education in English, is set at Level B2 on the Common European Framework of Reference for Language CEFR.



Programme Access and Admissions, Transfer and Progression, Recognition of Prior Learning (RPL) and Protection of Enrolled Learners (PEL) Procedure

Staff Involved	Board of Directors, LIR Training Coordinator, LIR Tutors, Academic Committee
Purpose	The purpose of this procedure is to ensure that the undertakings set out in the Programme Admissions, Access, Transfer and Progression and Recognition of Prior Learning (RPL) policy are fully implemented in line.
Information for learners and stakeholders	<ul style="list-style-type: none"> ▪ Information on RPL is available on the LIR Training website. ▪ LIR Training Coordinator will advise learners either in person or by email as to the procedures relating to RPL. ▪ Learners wishing to use RPL for access and admission purposes will be provided with the RPL application form.
Access & Admission for Programmes	<p>For entry to QQI modular programmes learners will have the following prerequisite qualifications and/or knowledge:</p> <ul style="list-style-type: none"> ▪ Level 5 programmes – learners will have previously achieved minor or major awards at Level 4 or equivalent qualifications and/or life experience in this area. ▪ Level 6 programmes – learners will have previously achieved minor or major awards at Level 5, a leaving certificate or equivalent qualifications and/or life experience in this area. ▪ Learners must complete a written application for all programmes. ▪ Course applications are reviewed by the LIR Training Coordinator and processed accordingly.
Purpose of RPL	<p>RPL encompasses all forms of prior learning, including formal/accredited learning (certified learning); non-formal/informal/experiential learning (learning outside the formal education system, through the workplace and through experience). RPL can be used to gain entry to a programme and to gain exemptions from programme requirements.</p> <ul style="list-style-type: none"> ▪ Gain entry to a programme - where prospective learners do not meet entry requirements for a course leading to a QQI award, but can demonstrate relevant prior learning, LIR Training will consider each case on an individual basis and document any exemption process for monitoring purposes, including evidence of prior learning by the learner. ▪ Gain exemptions from programme requirements – where learners have already achieved appropriate QQI qualifications or qualifications recognised by QQI, LIR Training will advise learners on where these qualifications can be used as exemptions towards a major award.
Processing RPL applications - ensuring equity and credibility	<p>Exemptions</p> <ul style="list-style-type: none"> ▪ Qualifications must be no more than five years old and can only be used as exemptions when applying for the overall major award. ▪ Learners will be advised that for CAS awards, learners may use one component award at level 5 and at level 6 for exemption purposes also. <p>Entry to Programmes</p>



	<ul style="list-style-type: none"> ▪ All applications for RPL for admission purposes must be completed in writing and learners must use the RPL Application Form when using RPL for admission purposes. ▪ The LIR Training Coordinator will review all such applications, matching existing learner knowledge and skills to the prerequisite knowledge required for each course and make a recommendation for RPL to be approved. Learners may be asked to provide evidence of prior learning including but not limited to: <ul style="list-style-type: none"> ○ Previous certificates and syllabi from same ○ Previous job descriptions, CV, employer references, company literature and testimonials ○ Interviews and feedback sheets ○ Examples of work completed for other courses or within the workplace ○ Examples or testimonials to verify relevant work experience carried out in a voluntary capacity by the applicant <p>The purpose of an interview is to determine the applicant’s suitability to participate on the course for which he/she has applied. Where interviews are used as part of assessment applications made using RPL, the following criteria will apply to ensure equity and transparency:</p> <ul style="list-style-type: none"> ▪ Interviews will be carried out by the LIR Training Coordinator. Should the applicant be known to the LIR Training Coordinator, a Tutor will carry out the interview following the guidelines listed below: <ul style="list-style-type: none"> ○ LIR Training will verify the identity of the interviewee for both face-to-face, telephone and interviews conducted via online platforms. ○ Interviewers must keep a full record of the interview. ○ No verbal placement offers should be made at interview stage. ○ Applicants will be advised in advance of any documentation they must bring to the interview. ○ LIR Training will not accept photocopies of certificates and will instead confirm the authenticity of all formal certification. ▪ RPL for admission recommendations made by the LIR Training Coordinator are reviewed by the Academic Committee for final approval.
<p>Protection for Enrolled Learners (PEL)</p>	<ul style="list-style-type: none"> • LIR Training has in place insurance to meet our commitment to put in place protection for enrolled learners (PEL) where learners are undertaking programmes of more than 3 months duration and payment has been made in advance. Our major awards in Youth Work 5M4732 and in Early Childhood Care and Education 6M2007 are covered by this insurance policy. • Under this insurance LIR Training will have in place a system to provide refund of fees for learners should we cease to be able to deliver the programme and will provide learners with PEL information in our Learner Handbook. • Currently LIR Training has PEL insurance with Arachas and it is intended to renew this on an annual basis.
<p>Access for learners with poor literacy skills or</p>	<p>To access courses leading to QQI level 5 and 6 programmes learners will require a good level of English, both oral and written. The minimum standard required for</p>



<p>where English is not their first Language</p>	<p>learners of whom English may not be their first language, or for those who have not completed primary or secondary education in English, is set at Level B2 on the Common European Framework of Reference for Language CEFRL.</p> <ul style="list-style-type: none"> ▪ LIR Training also accepts the following qualifications: ▪ IELTS (International English Language Testing System) – Minimum overall band score of 7.0 ▪ TOEFL (Test of English as a Foreign Language) – High Intermediate level required on 4 skills.0 ▪ 5N1632 QQI Level 5 English as a Second Language <p>If course applicants have not undertaken any of these tests, LIR Training will arrange for the person to come in to the training centre and undertake a free test on https://www.englishradar.com/english-level-test/ (free English level test, which covers all CEFR levels from A1 to C2) to give a more specific indication of their level of competency or take an online Duolingo English Test before applying. They can take the test at englishtest.duolingo.com/applicants at a cost of approx. €40 and the test result is available within 48 hours.</p> <p>Where learners do not meet the required standards to have a realistic chance of engaging and successfully passing the assessment criteria of a training course, learners will be advised to attend English Language classes and/or Literacy Support Classes with the Education and Training Board if necessary to support their learning and/or to prepare them to access certified training courses in the future.</p> <ul style="list-style-type: none"> ▪ LIR Training recommends that learners embarking on a major award programme undertake the QQI level 5 Communications 5N0690 module first as this covers grammar, syntax, use of thesaurus and dictionary, writing skills and introduction to the Harvard Referencing Style. ▪ All learners are provided with feedback on assignments by the class tutor who includes feedback on writing skills and use of Harvard Referencing Style. ▪ The LIR Training Coordinator is available to meet with learners to discuss required supports both before and during training.
<p>Transfer and Progression</p>	<p>Information on progression routes:</p> <ul style="list-style-type: none"> • LIR Training is committed to providing learners with information regarding progression routes from all of our training courses and this is listed on all course information sheets and is available on our website also. <p>Information on transferring to another course at LIR Training:</p> <ul style="list-style-type: none"> ▪ Should a learner begin a level 5 programme and find that the programme does not suit their needs, they may transfer to another level 5 programme so long as they request to transfer after the initial class. ▪ Should a learner embark on a level 6 programme and find that it is too challenging, they may transfer to a level 5 programme so long as they request to transfer after the initial class. ▪ Should a learner embark on a level 5 programme and find that it is not sufficiently challenging, they may transfer to a level 6 programme so long as they request to transfer after the initial class. ▪ All applications must be made in writing and approved by the LIR Training Coordinator



- | | |
|--|---|
| | <ul style="list-style-type: none">▪ Learners will not be financially penalised for transferring to another course, however, additional course fees for more advanced courses may apply. |
|--|---|

Teaching and Learning Policy

Version 2 – January 2023

Introduction

LIR Training courses aim to develop the capacity of learners, to provide information, supports and services to learners, and develop the skills and tools of the learners so that they can participate in the wider community, particularly in the area of employment. It is to ensure that members of our community are learning and developing by engaging in lifelong learning. It is also to understand and support their social and emotional wellbeing. We will encourage members of the community to engage in learning to achieve an education. LIR Training provides adult education programmes and has put in place a range of teaching and learning procedures that will ensure an effective learning experience that promotes personal and professional development.

LIR Training Values and Respect

The ethos of LIR Training is to value and respect all whom it works with.

- Learners are treated with respect and dignity.
- Learners are treated as equals. The knowledge that adult Learners bring is acknowledged.
- LIR offers learners an environment free from prejudice and discrimination in which to recognise and build on the learner's experience, knowledge and skills.
- Confidentiality is important and learners' privacy is protected.
- Programmes are learner centred.
- LIR Training strives to continually develop in order to provide a wide range of quality opportunities that enable learners to realise their full potential.
- LIR Training has a compulsory obligation to ensure that learners access the QQI qualifications framework through a process of progression. Up skilling, re-skilling and the emphasis on core competencies are central to our aims and objectives and we ensure that LIR Training continues to deliver a comprehensive, inclusive and relevant programme of education and training.

Learning Styles

LIR Training when developing its teaching and learning programme, are aware of the various learning styles of our learners particularly taking into account their past experience of education. We encourage and support the tutors to select teaching strategies that cater for a range of learning styles in their Course Plan. We will ensure that the teaching and learning experience is supportive, suited to the needs of the individual and there is a recognition of the learners knowledge and experience. We will promote a professional and at the same time pleasant environment for the learners to engage in learning. Teaching methodologies are appropriate and meet the requirements of QQI and the Learning Outcomes for the individual module.

LIR Training is committed to providing relevant supports to Learners from diverse background and experiences that their learning experience is a positive one which is set out in our Support for Learners Policy and Procedure.

Work Experience



Where work experience is a requirement of a training programme, suitable Work Experience will be arranged jointly between the learner and LIR Training. The Work placement host organisations will have a clear understanding of their obligations to the learner and the requirements of work experience and will also participate in the evaluation

of the learner and their work placement. Additional details for Work Experience are set out in our Fair and Consistent Assessment of Learners Policy.



Teaching and Learning Procedure

Staff Involved	Board of Directors, Projector Coordinator, LIR Training Coordinator, LIR Tutors
Purpose	To ensure clear, effective quality assured procedures are developed, implemented and improved where necessary to inform the teaching and learning provided by LIR Training in line with our vision, aims and objectives and in compliance with current requirements of awarding bodies including QQI.
Face to Face Tuition Environment	<ul style="list-style-type: none"> ▪ All classrooms should provide a safe and healthy environment for learners and tutors, catering for the basic needs of learners (Maslow). The arrangement of furniture in the classroom will normally be u-shaped so as to promote an adult education environment and encourage discussion and debate. ▪ All classrooms are suitably heated and ventilated and tutors should report any faults or issues with the classroom facilities immediately.
In Classroom Teaching & Learning Resources	<ul style="list-style-type: none"> ▪ LIR Training uses a range of learning resources including learner handouts, Tutor devised PowerPoint presentations, childcare equipment appropriate to an early years setting etc. ▪ Access to PCs, broadband internet and printing facilities are available for learners as required. ▪ Classrooms are equipped with data projectors, tutor PC and screens for demonstration and lecture purposes. Whiteboards and/or flipcharts are also available. ▪ Tutors are encouraged to utilise the wide range of free training resources, encyclopaedias and educational databases available on many websites, particularly library online resources, once they have ensured it matches the learning outcomes of the module. ▪ LIR Training has a small resource library (books, educational DVDs, Reports etc.) which is used to support teaching and learning.
Teaching Strategies that Encourage Learner Engagement	<ul style="list-style-type: none"> ▪ Tutors have a sound knowledge of adult education theorists and use a variety of different teaching methods to accommodate the different learning styles that learners present with in class. ▪ LIR Training encourages tutors to use a range of adult teaching methods including lecture, Q&A, class discussion, practical activities, problem solving activities, reflective practice, debate, focus on 'real world' situations and examples, and to facilitate a mix of group and individual activities. ▪ Motivation of learners is core to a successful teaching strategy and tutors appreciate the importance of intrinsic and extrinsic learner motivation. Tutors use constructive feedback to increase learner motivation. ▪ Tutors are encouraged to adapt and adjust teaching methods and use a wide range of teaching strategies to match all learners' needs.



Provision of Feedback	<ul style="list-style-type: none"> ▪ Tutors know that feedback is an essential part of the teaching process and use discussion and questioning to facilitate class, small group and individual feedback. Specific time with all courses is set aside for learner feedback.
Classroom Management	<ul style="list-style-type: none"> ▪ Tutors are responsible for ensuring that the classroom is a place of learning where disruptions are quickly but respectfully handled. ▪ The tutor carries out Induction and Safety in the Classroom Training before commencement of all courses. ▪ Induction training covers classroom etiquette to include timekeeping, use of mobile phones, listening while others are speaking during class discussions, and LIR Training's zero tolerance towards bullying in the classroom. ▪ Issues around confidentiality and privacy are also addressed. ▪ Information on the delivery of our courses and learner responsibilities are covered in our Learner Handbook.
Assessment	<ul style="list-style-type: none"> ▪ LIR Training has developed a specific policy and procedure for the fair and consistent assessment of learners which is available in this manual. ▪ LIR Training has developed a specific policy covering how we manage learner appeals also. ▪ Full details of assessment are provided to learners by the tutor for all courses leading to QQI awards.
Work Experience Placements	<ul style="list-style-type: none"> ▪ LIR Training will ensure that appropriate work experience is undertaken with a suitable organisation that allow learners to put the knowledge and skills learned in the classroom into practice while under supervision with a suitable work placement host organisation. ▪ The LIR Training Coordinator works closely with all relevant work placement host organisations to ensure the quality and standard of work experience for learners. ▪ A Work Experience Contract, work experience information for both the host organisation and the learner, monitoring requirements and participation in learner assessment where required are all documented and put in place prior to commencement of work placement. ▪ All work experience host organisations must be approved by the LIR Training Coordinator prior to the commencement of work experience.
Academic Committee	<ul style="list-style-type: none"> ▪ Our Academic Committee is the main driver of the quality assurance of our programmes of education and training as well as our ancillary student support services. ▪ Resourcing of programmes, assessment procedures, programme evaluations etc. are reviewed quarterly by the Academic Committee to ensure ongoing monitoring and opportunities for improvement.



Assessment of Learners Policy

Version 2 – February 2023

LIR Training is committed to establishing procedures for the fair and consistent assessment of all learners who participate in any of our certified courses. By establishing specific and transparent procedures, LIR Training can ensure that learners meet the required standards as set out in the National Framework of Qualifications (NFQ) and that assessment work produced by learners is marked and graded in a fair and consistent manner in line with criteria set out by certifying bodies.

There are key roles in the assessment process which include Tutors, the Learners, LIR Training, Internal Verifier, External Authenticator and the Results Approval Panel. The responsibilities and robust procedures to be followed by all are set out in this policy and/or procedure.

Learners and Tutors

We provide training to Adult Learners, who we expect to engage with all aspects of the training course and take responsibility for their learning. LIR Tutors will facilitate learning using a variety of interesting and imaginative teaching methods to deliver course Learning Outcomes and prepare Learners for the assessment process in order to achieve certification. It is expected that Learners will undertake all assessment with honesty and integrity. It is the Learners responsibility to ensure they understand all that is required including the assessment process, the marking process, the rules and sanctions in relation to plagiarism and any other infringements.

LIR Training

The role of LIR Training is to validate and resource training programmes and select suitably qualified and experienced Tutors to deliver validated programmes. LIR Training has developed a range of policies and procedures which underpin the quality assurance of all aspects of our programmes including the fair and consistent assessment of Learners. LIR Training oversees the work that is carried out by Internal Verifiers and External Authenticators and the Results Approval Panel.

Equality and Fairness

LIR Training is aware that some learners may have specific additional needs that must be addressed in order to make the assessment process equal and fair and is fully committed to ensuring that learners will have the opportunity to discuss personal needs with the LIR Training Coordinator in order to promote equality and consistency in the assessment process.

Assessment during Work Placement

Our procedure details how we ensure the quality of supervised work experience and assessment carried out during work placement.



Assessment of Learners Procedures

Staff Involved	Board of Directors, LIR Training Coordinator, Tutors, Academic Committee, Internal Verifiers (IV), External Authenticators (EA), Results Approval Panel (RAP)
Purpose	The purpose of this procedure is to ensure that meaningful learner assessment opportunities are planned and structured so that assessments are valid, relevant and consistent and provider learners with opportunities to evidence mastery of course knowledge, skills and competencies in order to gain certification.
Role of the Tutor	<ul style="list-style-type: none"> • The course tutor will devise assessment materials and marking schemes in line with the requirements of the validated programme that are valid and reliable. • All assessment briefs and marking schemes will be approved by the LIR Training Coordinator before being used for the first time. • Tutors will ensure all module learning outcomes have been fully delivered in class and that learners are prepared prior to assessment taking place. • It is the responsibility of the Tutor to explain all assessment briefs, marking schemes, submission deadlines etc. to learners. • Learners should also be made aware of opportunities to apply for supports for additional needs and extensions to submitting their assessment as well as their right to have their assessment work rechecked and/or reviewed and reassessed reviewed
Information provision	<ul style="list-style-type: none"> • All learners are provided with a copy of the course syllabus including assessment guidelines (<i>not actual assessments</i>) and marking scheme at course commencement • Learner Handbook supplies details of the QQI certification process, assessment and appeals procedure and refers the learner to the relevant LIR Training policy which is available in the Learner Handbook. • Detailed Assessment briefs are supplied to all learners by the course tutor also.
Security of Assessment Related Materials and Processes	<ul style="list-style-type: none"> • Guidelines for the complete Assessment Process is outlined in detail in the Tutor Handbook including - <ul style="list-style-type: none"> ○ Preparation of assessment material and marking schemes ○ Examination procedures ○ Collection and storage of Learner Assessment Portfolios ○ Deadlines for assessment completion and correction ○ Guidelines for reasonable accommodation • Ensure signed and dated Learner Declaration Form is in all Assessment Portfolios. Tutors should not accept work that does not contain a fully completed, signed and dated Learner Declaration Form. • Any concerns regarding the integrity of the assessment process should be brought to the attention of the LIR Training Coordinator as a matter of urgency.
Additional Learner Supports	<ul style="list-style-type: none"> • Learners have the opportunity to discuss their individual needs with the LIR Coordinator when registering for a course (noted on Application Form).



	<ul style="list-style-type: none"> • LIR Training is happy to provide a range of supports such as <ul style="list-style-type: none"> ○ Additional time ○ The use of a scribe or reader ○ Adapted training materials e.g. increased font size, audio, video etc. • Depending on the nature of the support, learners may be asked to provide medical evidence of a specific need.
Internal Verification Process	<ul style="list-style-type: none"> • Staff acting as Internal Verifiers attend training with the LIR Training Coordinator • Internal Verifier (normally the LIR Training Coordinator) confirmed by the Academic Committee and fully briefed • Internal Verifier checks that all assessment activities are in line with the agreed Assessment plan for each module • Internal Verifier checks learner assessment material is present using the centre strategy for sampling • Marks checked for accuracy and adjusted if required • Full Terms of Reference for the Internal Verifier are available in Appendix C. • NOTE: No Tutor can act as an Internal Verifier for any course on which they were the Tutor.
External Authentication	<ul style="list-style-type: none"> • External Authenticator with appropriate qualifications and experience is selected by Academic Committee. • Terms, conditions and suitable dates agreed with External Authenticator • Copies of all assessment material, Provisional Results and Internal Verification Report made available to External Authenticator • External Authenticator examines all assessment material in line with QQI guidelines and Centre agreed QA procedure using centre sampling strategy, and completes External Authenticator Report. • Full Terms of Reference for the External Authenticator are available in Appendix C.
Results Approval Panel	<ul style="list-style-type: none"> • The Results Approval (RAP) has designated authority from the Academic Committee to approve results and enter learners for QQI certification. • RAP will review the IV and EA Reports and ensure that all LIR Training policies and procedures with regard to Fair and Consistent Assessment have been followed and that there are no concerns regarding the integrity of the assessment process. • Any concerns concerning the integrity of the assessment process will be reported to the Academic Committee and acted upon by the RAP. • Where there's concern over assessment integrity, no certification will be processed for the learner/learners in question until a full investigation has taken place and corrective action, if required, has been taken. • All IV, EA and RAP Reports will be forwarded to the Academic Committee for review and maintained for QQI monitoring. • Full Terms of Reference for the Results Approval Panel are available in Appendix C.



Taking Corrective Action	<ul style="list-style-type: none"> • Should suspected assessment malpractice or suspicion of plagiarism or inappropriate actions on the part of learners be identified by the Tutor, IV or EA, the RAP will be advised and details documented in the relevant reports. • Records of any corrective action taken will be kept. • In the unlikely event that a major incident occurs that impacts the integrity of multiple learners; QQI will be notified immediately of the issues and corrective action taken. All relating documentation will be kept on file. • Full Terms of Reference for the Results Approval Panel including dealing concerns regarding academic integrity are available in Appendix C.
Learner Repeats and Appeal of Results	<ul style="list-style-type: none"> • LIR Training has developed a specific policy and procedure for managing Learner Repeats and Appeal of Results.
Quality assuring work placement	<ul style="list-style-type: none"> • LIR Training ensures that learners receive a quality assured work placement experience that is in line with QQI guidelines and offers learners relevant and effective learning using the following methods. • All work placement venues must be approved by LIR Training Coordinator prior to the learner commencing work placement. • All work placement venues must be able to provide appropriate work experience as well as supervision and mentoring appropriate to the specific area of study for the learner. • Where the learner is undertaking work experience as part of a childcare course, the work placement must be a Tusla approved ELC venue. • Work placement venues will be visited by the LIR Training Coordinator if they have not been used by LIR learners in the past, who will discuss the requirements of acting as a work placement host with the Manager in terms of providing supervised work experience that is monitored by appropriately qualified practitioners who have significant experience that allows them to act in a monitoring role to the learner. • When a learner is on work experience the course tutor will be on hand to contact the learner by email or text message regularly throughout their placement to ensure the learner is progressing and gaining meaningful experience. • The LIR Training Coordinator will be the provider's contact with the host organisation in the event that any issues arise. • Learners will be required to complete attendance sheets evidencing completion of work placement hours which must be signed and dated by the work placement Supervisor. • The Supervisor will complete an official Supervisor's Report on completion of work placement confirming that the learner has worked under supervision and is competent to carry out a range of appropriate tasks relevant to their area of study and also comment on the learner's ability to work in a professional manner with due adherence to regulatory frameworks (as relevant) and current legislation.





Learner Appeals, Assessment Complaints and Review of Results Policy

Version 2 – June 2023

As part of our commitment to a fair and consistent assessment process, LIR Training is aware that on occasion Learners may be disappointed with a grade achieved following assessment. Learners have a right to make a complaint about the assessment process itself and also have the right to query their results for certified programmes. LIR Training is happy to facilitate Learners to discuss certification results and review grades achieved in order to ensure the accuracy and transparency of the assessment process.

Our Learner Appeals, Complaints, Rechecks and Review of Results Procedure provides Learners with step by step, unambiguous information on how to:

1. Request a recheck of the marks awarded to ensure that no error in calculation or other administrative error has occurred.
2. Appeal a certification result where LIR Training will ensure assessment submitted by the learner is reviewed and reassessed by an external authenticator.

Details of how Learners can appeal a result and/or submit a complaint or request a recheck are provided in the Learner Handbook.

This policy and procedure has been developed in accordance with QQI Assessment and Standards, Revised 2022.



Learner Appeals, Assessment Complaints and Review of Results Procedures

Staff Involved	LIR Training Coordinator, Tutors, Academic Committee, Internal Verifiers (IV), External Authenticators (EA), Results Approval Panel (RAP)
Purpose	The purpose of this procedure is to ensure that learners are given the opportunity to appeal a result/grade achieved in a certified programme, request an administrative recheck or make a complaint about the assessment process. This procedure underpins our commitment to ensuring an accurate and transparent assessment process.
Information for Learners	<ul style="list-style-type: none"> • Details of the facility to appeal a result or submit a repeat assessment are provided in the Learner Handbook along with this policy and procedure.
	<ul style="list-style-type: none"> •
Requesting a Recheck	<ul style="list-style-type: none"> • Re-check refers to the administrative operation of checking (again) the recording and combination of component scores for a module and/or stage. • Requests by the learner to recheck assessment results must be made in writing. • It is the responsibility of the LIR Training Coordinator to inform the RAP of any administration or error checking requests. The RAP implements any changes necessary following a recheck and details are included in the RAP Report.
Appeals Process	<ul style="list-style-type: none"> • Learners are notified of Results and given 14 days in which to lodge an appeal • Appeals should be made by email to the LIR Training Coordinator • LIR Training Coordinator will review the Learner's assessment portfolio with the course tutor discuss the marking and grading with the course Tutor. • LIR Training Coordinator will contact the Learner to arrange for them to review their assessment submission and receive additional feedback on the marking and grading received. • Should the Learner wish to continue with an Appeal of Results, this must be made in writing and a fee of €50 paid in advance. This fee will be returned should the appeal be found in favour of the Learner. • Details of the formal Learner Appeal will be reviewed by the Academic Committee who will arrange for an external authenticator to remark and grade the Learner Assessment portfolio and the results will be forwarded to the Learner. • Any changes to the grade (up or down) will be updated on the QQI QBS at the earliest opportunity. • The results of this appeal are final. • All documentation regarding an appeal is kept on file for QA monitoring.



Resubmitting an Assessment

- Where a Learner has failed to reach the required standard in the assessment process (excluding examinations), the course Tutor can provide them with feedback and allow them to continue to work on the assessment and resubmit.
- It is important that Tutors provide feedback that shows the Learner where they have not followed the assessment brief rather than provided any specific information that would form part of the assessment submission.
- Learners may only resubmit an assessment once. Should the Learner still be unsuccessful, LIR Training will try to provide additional support in the form of tutorials and the Learner will be advised to re-sit part or the entire training course.



Supports for Learners Policy

Version 2 – January 2023

LIR Training, through its programmes of training and education, strives to develop the capacity of Learners, provide information, supports and services to Learners and develop the skills and tools of the Learners so that they can participate in the wider community.

LIR Training understands the importance of social and emotional wellbeing and will encourage and support members of the community to engage in learning to improve their education and also provide Learners with increased opportunity to gain employment.

LIR Training provides a range of Learner supports to include:-

- Provision of information regarding training programmes to allow Learners to make informed choices.
- Induction Training for all Learners to provide information and guidance.
- Provision of a Learner Handbook
- Ensuring a supportive and learner centred environment that recognises diversity and where Learners are respected with due adherence to current equality legislation and the requirements of GDPR.
- A teaching staff that understands the importance of using teaching strategies appropriate for use in an Adult Education environment.
- Ensuring that the Learner is given the opportunity to evaluate programmes and submit suggestions for improving both training courses and the learning environment at our centre.
- Guidance on accessing Literacy, Language and Digital Literacy information and support
- A range of specific supports for Learners with additional needs as set out in our Assessment of Learners Policy and Procedure.
- Guidance on study skills and time management provided during induction training.
- Information on accessing support for optimal mental health and dealing with stress
- Opportunities to identify progression routes from each course to employment and/or further and higher education



Supports for Learners Procedure

Staff Involved	Board of Directors, Projector Coordinator, LIR Training Coordinator, LIR Tutors
Purpose	To ensure clear, effective, quality assured procedures are developed, implemented and improved that ensure that all training programmes are Learner centred and that appropriate supports are available to all Learners to assist them in their learning goals. This procedure is in compliance with current requirements of awarding bodies including QQI.
Provision of Information	<ul style="list-style-type: none"> • LIR Training will communicate effectively with Learners to enable them to make informed choices about their participation in training programmes, to identify ongoing support needs, and to maximise the potential for a successful completion of a module. • We will do this through the provision of information through our training brochures which include details of course content, admission requirements, credit value and level on NFQ, assessment criteria and progression routes. Learners are also advised of costs involved as well as expected learner effort. • The LIR Training Coordinator is available to meet with prospective learners to inform them that prior learning can be included in the evidence required to demonstrate that they meet admission standards for entry to a programme and to ensure that they are supported in compiling evidence of prior learning.
Induction Training & Learner Handbook	<ul style="list-style-type: none"> ▪ At the beginning of the course/module, time is taken to ensure that all learners understand what is involved in participating in the course/module through Induction Training which is carried out by the course Tutor. ▪ During Induction Training Learners will be introduced to the Learner Handbook, the course/module requirements and Learner supports that are available. ▪ The Tutor will provide guidance on study skills which is also covered in the Learner Handbook. ▪ Guidance will be given to Learners regarding progression routes to further education as well as specific information regarding the field of employment they are seeking.
Learner Experience and Environment	<ul style="list-style-type: none"> ▪ Through staff training and learning induction, LIR Training will ensure:- <ul style="list-style-type: none"> ○ Learners are treated with respect and dignity. ○ Learners are treated as equals. The knowledge that adult Learners bring is acknowledged. ○ LIR offers Learners an environment free from prejudice and discrimination in which to recognise and build on the Learner's experience, knowledge and skills. ○ Confidentiality is important and Learners' privacy is protected. ○ Programmes are Learner centred. ▪ LIR Training strives to continually develop in order to provide a wide range of quality opportunities that enable Learners to realise their full potential and areas for improvement are discussed at meetings of the Academic Committee.

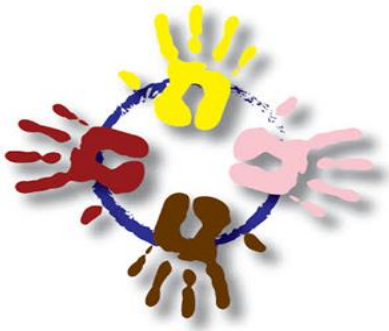


Face to Face Tuition and a Supportive Learning Environment	<ul style="list-style-type: none"> ▪ All classrooms should provide a safe and healthy environment for Learners and Tutors, catering for the basic needs of learners. ▪ The arrangement of furniture in the classroom will normally be u-shaped so as to promote an adult education environment and encourage discussion and debate. ▪ Tutors have a sound knowledge of adult education theorists and use a variety of different teaching methods to accommodate the different learning styles that learners present with in class. ▪ LIR Training encourages Tutors to use a range of adult teaching methods including lecture, Q&A, class discussion, practical activities, problem solving activities, reflective practice, debate, focus on 'real world' situations and examples, and to facilitate a mix of group and individual activities. ▪ Motivation of learners is core to a successful teaching strategy and Tutors appreciate the importance of intrinsic and extrinsic Learner motivation. Tutors use constructive feedback to increase Learner motivation. ▪ Tutors are encouraged to adapt and adjust teaching methods and use a wide range of teaching strategies to match all Learners' needs.
Learning Resources	<ul style="list-style-type: none"> ▪ LIR Training uses a range of learning resources including learner handouts, Tutor devised PowerPoint presentations, childcare equipment appropriate to an early years setting etc. LIR Training has a range of reports and reference books, learner handouts etc. to support our training in youth work. ▪ Access to PCs, broadband internet and printing facilities are available for learners as required. ▪ Classrooms are equipped with data projectors, Tutor PC and screens for demonstration and lecture purposes. Whiteboards and/or flipcharts are also available. ▪ Tutors are encouraged to utilise the wide range of free training resources, encyclopaedias and educational databases available on many websites, particularly library online resources, once they have ensured it matches the learning outcomes of the module. ▪ LIR Training has a small resource library (books, educational DVDs, Reports etc.) which is used to support teaching and learning.
Provision of Feedback	<ul style="list-style-type: none"> ▪ Tutors know that feedback is an essential part of the teaching process and use discussion and questioning to facilitate class, small group and individual feedback. Specific time with all courses is set aside for Learner feedback.
Inclusion, Equality and Diversity	<p>At LIR Training we believe that everyone has the right to work and learn in peace and safety, free from all forms of discrimination, harassment and prejudice. All individuals should be treated with respect and their contributions valued and everyone has a right to equal opportunity to participate in, to receive, and to benefit from training in accordance with their needs. Cultural and other differences are an asset and this diversity should be acknowledged, valued, celebrated, and accommodated, including making reasonable accommodation for people with disabilities. We ensure these values are maintained by:-</p>



- Making Inclusion/Equality and Diversity are core consideration in all training programmes (Induction Training/Learner Handbook)
- LIR Training will combat all forms of discrimination, prejudice, inequality and stereotyping and learners should report any instances to the LIR Training Coordinator.
- LIR Training Coordinator will consult with all Learners and Tutors who may experience inequality, in their needs and how best to meet their needs.
- We seek to provide accessible training delivered in a flexible manner to meet the needs of all our Learners and Tutors, including making reasonable accommodation for people with disabilities. (detailed in LIR Training Assessment Policy)
- At organisational level, LIR Training takes part in inclusion/equality impact assessments and monitors activities for their impact on groups that experience inequality as required by the Board of Directors.
- LIR Training will assess special needs requirements at the point of Admission.
- LIR Training will seek funds for equipment for aids or adaptations to equipment required to meet the need of Learners in so far as is reasonable but are currently unable to purchase specialist equipment for individual Learners.
- LIR Training will seek additional support from specialised agencies, such as language tutorials, literacy training, additional mentoring, etc. The LIR Training Coordinator will contact the ETB, NALA etc. on behalf of the Learner to source additional supports as required.
- LIR Training will ensure that the training venue is wheelchair accessible.
- When considering the design and delivery of training programmes, LIR Training will take account of differences, accommodate diversity in order to promote equality and to combat discrimination. Liberties Inchicore Rialto Training will ensure that procedures are in place, informing Tutors and Learners and supporting anyone who wishes to make a complaint regarding harassment and discrimination. We will do this by:
 - Communicating effectively with Learners to enable them make informed choices about their participation in training programmes, to identify ongoing support needs, and to maximise potential for successful completion of a module.
 - Operating a systematic and transparent process with regard to the programme promotion, application and selection procedures (Admissions Policy).
 - Ensuring that Learners are informed that prior learning can be included in the evidence required to demonstrate that they meet national standards, and to ensure that they are supported in compiling evidence of prior learning.

Promoting LIR Training programmes to service providers and to promote supports necessary for Learners from diverse backgrounds and experiences to enable them to participate successfully. This policy and Procedure is included in both Tutor and Learner Handbooks.



LIBERTIES INCHICORE RIALTO (LIR) TRAINING

CONFIRMATION that I have read and understood the Learner Handbook

Learner Name (Printed): _____

Learner Signature: _____

Date: _____