



P5 S6 C1 Trainer Handbook

Forus Training - September 2022



This Handbook needs to be read in conjunction with your contract which you have signed for Trainer and Forus Training's [P5 S10 C1 Trainer Code of Conduct](#). There is also a [P5 S10 Workable Improvement Procedure](#) (WIN which seeks to address non-conformances in relation to the procedures set out in these documents.) Please see also Forus Training's [GDPR Policy](#).

Please complete and sign the contract on page 86. The Confidentiality Agreement on page 87 and the Standard Data Processing Agreement for trainers on page 90.

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Quick Contact Guide

Mullingar address: *all administrative functions operate from Mullingar*

Forus Training, Castle House, Castle Street, Mullingar, Co Westmeath, N91 Y896

Department	E-mail	Contact regarding
Certification	certification@forustraining.ie certificationassistance1@gmail.com	End of Programme Report Learner Extensions Reasonable Accommodation Attendance Learner Verification
Front Desk	hello@forustraining.ie	
Event Coordination	hello@forustraining.ie	Schedule
Accounts	accounts@forustraining.ie	Contracts Payments Invoicing
Programme Development	ProgrammeDev@forustraining.ie	Programme improvements
Data Protection Coordinator	dataprotection@forustraining.ie	Data Protection/GDPR
Quality Assurance Officer	qa@forustraining.ie	Trainer Induction Zoom Queries

Preface

Welcome to Forus Training.

This Trainer Handbook is designed to inform you of the range of education services provided by Forus Training and the role you will play in the delivery of these services. Please read and sign pages 86,87, and 90 of this document before commencement of programme planning or delivery.

Forus Training was established in the year 2000. It is our mission to engage with learners on their continued educational development taking a holistic, learner-centred approach. The learner is the real champion, the work and the effort that they put in is the heart-beat of the work that we are privileged to do. We provide quality, tailored, relevant learning programmes to help learners realise their goals. We act with integrity, promote equality, and are dedicated to progression.

In a time of great change in training and further education, Forus Training is responding to the challenge. Forus Training, through our processes of programme planning, ensure that programmes are aligned with the labour market within each sector, both in composition, content and assessment.

This trainer handbook is an important part of the implementation of Quality Assurance procedures. This document aims to inform and update you as a trainer on your role and responsibilities in the teaching and assessment process and on procedures as required within our Quality Assurance system. It is particularly aimed at trainers who are new to Forus Training but should prove a useful resource for those of you who are Forus Training experienced trainers too.

Attendance at programme and assessment planning meetings and internal QQI briefings will also inform your practice. While you are planning, delivering and assessing your programme(s), we will make every effort to ensure you are fully informed and supported regarding your role.

This handbook has been developed and given to you to ensure quality for the learner. Adherence to the standards outlined in this document form part of the contractual arrangement between you, as a trainer and Forus Training..

Please take your time to read the information and if you have any questions, please speak to a member of staff.

Lisa O'Connell



Managing Director

Introduction

Background and Context

Founded in 2000, REDE Computer Training Ltd. T/A Forus Training (hereafter Forus Training) is an independent training company, the position of Managing Director within the organisation is held by Head of Centre Lisa O Connell. Forus Training offers a range of accredited and non-accredited programmes.

Forus Training's Values

- ✓ **Put people first** – At Forus we put the needs and the voices of people who use and work in our training services at the centre of all of its work.
- ✓ **Be fair and objective** – At Forus we strive to be fair and objective in its dealings with people and organisations, and undertake its work without fear or favour.
- ✓ **Be open and accountable** – At Forus we share information about the nature and outcomes of its work, and accept full responsibility for its actions.
- ✓ **Be committed to excellence** – At Forus we seek to continually improve and strive for excellence in its work.
- ✓ **Work together** – At Forus we engage with those funding, planning, providing and using our training services in developing all aspects of its work.

Forus Training expects appointed trainers to demonstrate andragogical and technical competence. This is initially evaluated at the recruitment stage. It is the responsibility of the trainer to ensure currency in the academic subject with appropriate evidence to authenticate this as well as the more general andragogical experience.

Forus Training have set the following minimum pre-requisite requirements for all newly appointed Trainers:

- Hold a third level degree (at a minimum) in a relevant discipline. Where an accreditation / professional body sets additional specific academic or professional qualifications, these must also be adhered to.
- A andragogical qualification is required. In the case of experienced Trainers who do not possess a formal qualification, this should be completed within one year of Trainer appointment. Forus Training's minimum requirement is the QQI accredited Level 6 Special Purpose Training and Development Delivery Award (6S3372).
- A minimum of 2 years relevant industry experience.
- Practical training / teaching and assessment experience is highly advantageous.

Programme Range

The training programmes currently provided by Forus Training can be categorised into the following subject areas:

1. Business
2. Healthcare
3. Childcare
4. Health and Safety
5. Teacher Training
6. Information and Communications Technology (ICT)
7. Horticulture

Forus Training's programmes vary in duration in teaching hours and many programmes involve significant learner effort hours outside of face-to-face delivery. All programmes are currently trainer led.

Policies and Procedures System

At Forus Training, we have a system of coding policies and procedures around our processes, so if you see documents coded, or references throughout this document this is what the codes are referring to, so that it is clear what process the text relates to.

An induction programme, known as on-boarding, is in place which all trainers are required to attend so that a quality experience can happen for every learner on all of our courses.

Important note: Information on individual programmes is available, you will have already been sent the programme content for the course you are contracted to deliver. Prior to the programme commencing,, I would like to bring you through the on-boarding process so that you are clear about your training role and are fully able to field questions that may come from your learners.

Quality Assurance Update

This document is primarily driven by QQI Standards and our own Quality Assurance Arrangements. QQI is the statutory awarding body for higher and further education and training in Ireland. Quality Assurance is a system of policies and procedures which we undertake to implement in order to maintain and improve the quality of programmes.

Meeting learner needs is central to the work of QQI and to the work of Forus Training. Therefore, these Quality Assurance arrangements will drive all practice, no matter which awarding body provides the accreditation for certificates.

Lisa O'Connell first accepted the Fetac (now QQI) Quality Assurance Agreement from Stan McHugh, CEO, QQI and Mr. Donal O'Rourke, Chairperson of the Council, in 2006.

Forus' quality system which is required by QQI includes policies and procedures for:

- P1 **Governance** including other parties involved in education and training and self evaluation, monitoring and review
- P2 **Management** (this includes a documented approach to quality assurance (P2 S3 C2))
- P3 **Finance**
- P4 **Information Systems** including - Public information and communication
- P5 **Human Resources**
- P6 **Programmes and Programme Development**
- P7 **Course Coordination**
- P8 **Lead Staging**
- P9 **Learning Lifecycle** (includes Supports for learners and Assessment of learners)
- P10 **Programme Knowledge Bank**

This Trainer Handbook is underpinned by these main processes, as outlined in QQI's Core Statutory Quality Assurance (QA) Guidelines, April 2016.

In line with our policy of P2 S1 C5 self-evaluation, it is planned, in light of further QQI developments and on foot of any further feedback from trainers, to update this Trainer Handbook on a periodic basis.

Workable Improvement Notice (WIN)

The [Workable Improvement Notice](#) Procedure is a mechanism to facilitate the communication of areas identified as needing to be addressed and where improvements can be made. The notice is highlighting to the individual where there is a noncompliance. This procedure is to assist the recipient to properly understand the issue that has arisen and to provide guidance to address the issue to support a positive outcome.

Users of this policy should be fully aware of its purpose and how it links to risk mitigation.

This policy is communicated to whom it applies at Staff / Trainer and Learner Induction. The WIN procedures are formulated to tackle issues head on and keep stakeholders directly informed of matters that attain to them. It is designed to promote a culture of transparency and responsiveness to issues as they arise.

If a person is aggrieved by an Improvement Notice, Contravention Notice, Prohibition Notice, or Information Notice then they have a right to appeal and information on the appeal process

A. RELATED POLICIES PROCEDURES AND FORMS

[P9 S6 Workable Improvement Notice Form - Learners](#)

[P5 S10 Workable Improvement Notice Form - Trainer/ Staff](#)

Awards and Awarding Body

QQI (Quality & Qualification Ireland)



QQI AWARD

KNOW IT WHEN YOU SEE IT.

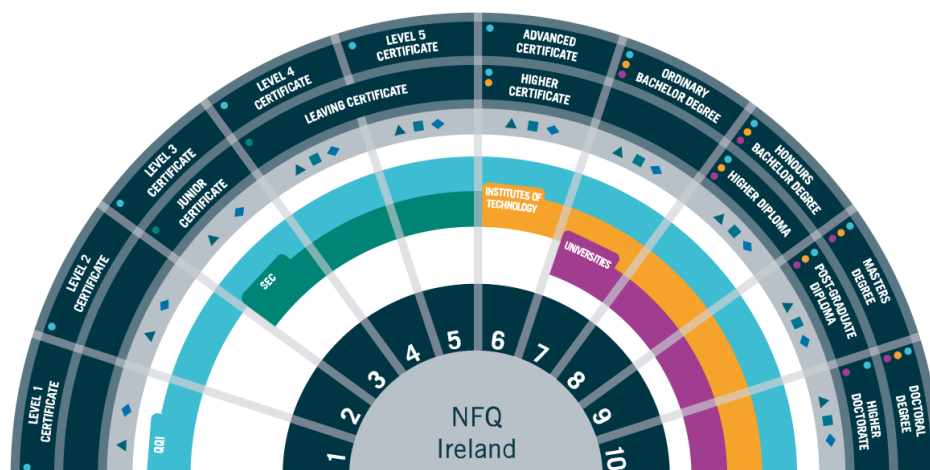
QQI (Quality and Qualifications Ireland) is the national agency responsible for qualifications and quality assurance in further education and training and higher education in Ireland. QQI (Quality and Qualifications Ireland) is a state agency established by the Quality Assurance and Qualifications (Education and Training) Act 2012 with a board appointed by the Minister for Education and Skills. Their functions include those previously carried out by the Further Education and Training Awards Council (FETAC); the Higher Education and Training Awards Council (HETAC); the Irish Universities Quality Board (IUQB) and the National Qualifications Authority of Ireland (NQAI). QQI are responsible for reviewing the effectiveness of quality assurance in further and higher education providers in Ireland.

In the area of qualifications, QQI are responsible for maintaining the ten-level NFQ (National Framework of Qualifications). They are also an awarding body and set standards for awards they make in the NFQ. QQI validate education and training programmes and make extensive awards in the Further Education and Training sector including in the Education and Training Boards.

They also make awards in Higher Education mainly to learners in private providers. The universities and institutes of technology largely make their own awards. QQI also provides advice on recognition of foreign qualifications in Ireland and on the recognition of Irish qualifications abroad.

National Framework of Qualifications

The National Framework of Qualifications (NFQ) is a system used to describe levels of educational qualifications. It is used to compare different qualifications and to ensure they are quality assured at home and abroad.



Forus Training is a QQI registered provider. We have agreed our quality assurance policies and procedures with QQI. When you have finished an accredited course and handed up all due assignments, you will receive a certificate. This certificate may take some time, see “Key Dates” for further information. For Non-accredited courses, learners will receive a certificate before they leave or in the post shortly afterwards.

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

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

International

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

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

Qualifications Recognition Service

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

([http://www.qqi.ie/Pages/National-Framework-of-Qualifications-\(NFQ\).aspx](http://www.qqi.ie/Pages/National-Framework-of-Qualifications-(NFQ).aspx))

Travelling Abroad with an Irish Qualification

For information on travelling abroad with an Irish Qualification, whether for work or further study, please consult the QQI link below:

<http://www.qqi.ie/Pages/Recognition-of-Irish-qualifications-abroad.aspx>

Misplaced QQI Certificate

QQI will not re-issue certificates but can issue an official record of awards (transcript) of all Further Education Training (FET) awards achieved by a learner to date. All details relating to ordering a record of awards (application form, payment details, etc) is available from the QQI link below:
<https://qhhelp.qqi.ie/learners/lost-certificates-further-education-levels-1---6-information/>

English Proficiency Requirements

- Forus Training will expect specific English proficiency requirements on all of its programmes, including, but not limited to Blended Learning and self-paced modes of delivery.
- Learners that have completed either their primary or secondary level education in English will be allowed direct access to QQI level 5 and 6 programmes subject to meeting all other entry requirements.
- Learners who have not completed primary or secondary level education in English will be required to complete an English assessment prior to commencement. A minimum score of 80% is required. If the

learner does not meet the minimum score of 80%, the learner will be required to complete an interview with the relevant tutor.

- Following the interview and reviewing any written material received from the learner (via email, etc), the trainer and course advisor will consider if the learner is suitable or unsuitable for the programme.
- The learner will be notified of the outcome.

Commencing work with Forus Training

To ensure things run smoothly for you please ensure that you have received the following. If you are missing material or unsure of something please let us know:

1. Contract,
2. Trainer email and appropriate ADM login,
3. Course content,
4. Scheme of work template,
5. Printing instructions,
6. On-boarding module,
7. Pre-Planning meeting.

If you have not received all of the above, please contact the Academic Manager or QA Officer.

Trainer Hire

Welcome to Forus Training! We have now hired you as a trainer, we have given you your:

1. Email address and passwords,
2. Login to our Learning Management System - Administrative.

If you have not already done so, you should read the Quality Assuring Assessment Handbook [P9 S9 Quality Assuring Assessment Handbook](#) Trainer Code of Conduct [P5 S10 C1 Trainer Code of Conduct](#), sign and return the trainer contract, and the confidentiality agreement to us along with copies of your qualifications to accounts@forustraining.ie as soon as it is possible for you to do so.

We have given you access to the course content relating to the programme(s) you have been contracted to deliver. From the course content you must create a scheme of work and email it to certification@forustraining.ie, if you have not already done so.

Now, you are completing the on-boarding training, we have a short pre-planning meeting relevant to the programme that you are due to commence to ensure everything is clear.

Then you are ready to start training for your first event!

Your Roles and Responsibilities

- a) Professional development,
- b) Planning to deliver programmes,
- c) Programme delivery,
- d) Feedback to learners,
- e) Delivery and Assessing of Assessment,
- f) Information on programmes,
- g) Health and safety of learners,
- h) Involvement of the learner in their own learning,
- i) Preparation for internal verification,
- j) Exemptions.

a) Professional Development (P5 S19 CPD - Continuous Professional Development)

Trainers are expected to:

- Participate in our induction and relevant continuous professional development courses,
- Keep up-to-date with relevant subject areas regarding materials, new developments, assessment procedures, progression options, QQI Quality Assurance,
- Attend meetings and training events organised by us in connection with your work,
- Adhere to the Forus Training Trainer Code of Conduct,
- Adhere to the [P5 S9 Staff Learning and Development Policy](#).

b) Planning to Deliver Programmes

Component (Module) Session Framer

Component (Module) Session Framer - XNXXXX - SESSION NAME

This is a planning tool that gives an overview of the programme that incorporates blended learning methodologies.

The course is broken down into components so that we can be sure that all content and assessment is addressed in teaching and learning activities. Before you embark on developing materials please set out the sessions for the programme in the tables - below. The tables help you to present, map and communicate the main supporting evidence for completeness of the programme's design relative to the validated programme.

The document "Programme Module Descriptor" is used from the Module descriptor - this will be in the 1.3 DEV DOCS folder this document includes information on **Indicative Content and Programme Outcomes** - this information comes from the validated module.

Associated Documents and Resources

1. **Component Specification on the NFQ Level x:**
2. **Module Descriptor (Validated Programme):**
3. **FESS Guide - Further Education Support Service Resource List:**
4. **Assessment Brief:**

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Table 1 - Introductory Sessions (Standard):

This outlines the makeup of the induction, introduction and the assessment.

Links to Sessions	Session Title	Parts	Detail	Duration
	XNXXXX Session 0.1 - Induction	Part 1 - The Components of Your Course Part 2 - Support from your Trainer Part 3 - Award and Specification Part 4 - Academic Integrity Part 5 - Assessment Process	Recorded and on the LMS. Introduces the Learner to the components of the course; the Learning Management System (LMS), what will and will not be covered in the tutorial sessions, Zoom rules and expectations, Learner and Trainer responsibilities, health and safety. Trainer supports are covered along with details on the award and specification including the National Framework of Qualifications, academic integrity and the assessment process.	1 hour
	XNXXXX Session 0.2 - Assessment	Part 1 - Credits, Aims and Learning Outcomes Part 2 - Assessment Details Part 3 - Reading List	This session details the assessment for the module along with progression routes and direction on Harvard referencing and academic writing.	1 hour
TOTAL HOURS and Minutes - Put the total number in table 5 below - Programme Duration - Total Learner Effort - (Directed e-learning				

Outcomes

The **MIPLOs** (minimum intended programme learning outcomes) relate to a major award specification and **MIMLOs** (minimum intended module learning outcomes) - relate to a single module - while important and intrinsic to the programme do not define it. A programme is defined as a process by which a learner acquires knowledge, skill or competence. A metaphor for a programme is a journey with points of departure and destination. MIPLOs are the destination. MIMLOs are intermediate destinations. The entry standard for learners is the point of departure. The target learners must meet the entry standard but may have other characteristics to which the programme attunes. The programme documentation must describe the plan for the journey and it is never sufficient just to set out the minimum intended learning outcomes however detailed these are specified. **Learning outcomes** relate to the demonstration of knowledge and understanding. The outcomes relate to the application of knowledge, understanding and problem-solving abilities in new or unfamiliar contexts related to a field of study. At the start of each slideshow there is a slide that shows - which learning outcome the content relates. This makes sure that you stay on track and that it's clear which part of the assignment brief the content addresses. - It is important that all trainers understand these terms; **MIPLOs, MIMLOs, Learning outcomes.**

Learning Outcomes

- 1.

Assessment - Outline - Explanation of the Assessment - Instrument Used

DELETE WHAT IS NOT REQUIRED

Project - xx%

A project is a response to a brief devised by the assessor.

The project is usually carried out over a period of time specified as part of the brief. Projects may involve research, require investigation of a topic, issue or problem or may involve processes such as a design task, a performance or practical activity or production of an artifact or event.

The assessment instrument for a project is the project brief. This is the specific 'brief' or instruction to the learner. The brief for the project should reflect a range of learning outcomes.

Where projects are undertaken by a group or as a collaborative piece of work the individual contribution of each learner should be clearly identified and procedures should be implemented to ensure the reliability of learner evidence. (See guidelines on ensuring reliability of learner evidence in section 4.3 of this document).

Projects enable learners to demonstrate achievement of a range of learning outcomes which includes: understanding and application of concepts, use of research and information, the ability to design and evaluate, the ability to produce or construct,

The assessor should ensure that the project brief:

- reflects a range of learning outcomes as outlined in the Award Specification
- is clear and unambiguous
- indicates the percentage weighting of the project takes into account availability of resources and/or materials that will be required by learners such as access to research sources
- includes notice of agreed deadline for submission of evidence
- includes relevant information such as; requirements for presentation of the project, guidelines on group or collaborative work.

A clear marking scheme including assessment criteria should also be devised that highlights how the evidence is to be graded.

Skills Demonstration - xx%

A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge, such as laboratory skills, interpersonal skills or oral language skills.

An assessor must devise a brief or set of instructions and/or tasks for learners.

Sufficient learner evidence must be made available from the skills demonstration for internal verification and external authentication.

In the case of a practical task based demonstration this may include a range of the following:

- product/outcome of the tasks where applicable i.e. computer print out
- photographic or video evidence of learner completing the task
- learner account of task

A skills demonstration may take place in the workplace i.e. in a live environment or in a simulated environment, as appropriate to the requirement of the Award Specification.

In some specific cases the demonstration must take place in a real / live environment.

Skills demonstration - simulated environment

A skills demonstration may be carried out in a simulated environment using for example, role play or simulated scenarios. The environment should enable the learner to demonstrate a broad range of learning outcomes.

When using simulated environment observation the assessor should ensure that:

- the learner receives clear instructions and guidelines on how the assessment will proceed and what will be assessed e.g. duration, inclusion of oral questions as appropriate
- the environment is carefully prepared and the necessary equipment and/or materials are available to the learner
- the tasks and conditions should be as realistic and close to the 'actual' environment as possible
- learner evidence to be generated is identified.

A clear marking scheme including assessment criteria should also be devised that highlights how learner evidence is to be graded.

Skills demonstration - workplace/live environment

A skills demonstration may be carried out in the workplace/live environment as part of the learner's normal work routine. In this environment the assessor may be the trainer or workplace supervisor, mentor or job coach.

Skills demonstrations in the workplace may be part of on-the-job training. The learner is observed performing tasks within the workplace to the required standard and within a specified time.

When carrying out a skills demonstration in the workplace the best practice guidelines outlined above should be adhered to and sufficient learner evidence must be generated. In addition, all issues related to workplace health and safety should be applied.

Learner Record - xx%

A learner record is the learner's self-reported and self-reflective record in which he/she describes specific learning experiences, activities, responses and skills acquired.

The record may take a number of forms: it can be a structured logbook, a diary, a selective record of events or experiences over a period of time, a learning journal, a lab notebook or a sketchbook.

For example a lab notebook could record specific tasks or activities carried out and the analytical results obtained by the learner. Sketchbooks may contain the learner's original drawings, paintings or sketches and can provide evidence of the process of reaching a finished art, craft or design piece.

When using a learner record the assessor should ensure that:

- the learner has a clear brief or set of instructions on the format of the record and is aware of what details should be included
- the brief is based on a range of learning outcomes
- the learner is aware of any requirements on the presentation of the learner record eg format
- a process for maintaining and updating the record is agreed with the learner

Examination (Theory) - xx%

An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.

Examinations are a form of assessment which normally require a fixed timeframe and a sight unseen question paper and range of questions. The assessment instrument for examinations is the examination paper i.e. questions or tasks devised for the learner.

When devising an examination the assessor should ensure that:

- questions or tasks reflect the learning outcomes as outlined in the Award Specification
- instructions are clear and unambiguous
- where appropriate; examinations have a cover page outlining details such as; date, duration, choice and number of questions
- answer books/paper for learners to complete their answers should be provided where appropriate
- confidentiality is maintained during preparation and handling of examination documents
- groups of learners being assessed at different times are provided with different examination questions
- specific resources or equipment required are available and in good working order
- the allocation and weighting of marks is clear to the learner
- the learner is aware of the weighting of the examination in relation to the award
- learners are given a quiet environment in which to complete the examination

A clear marking scheme should also be devised that highlights how specific marks are to be allocated.

Theory based examinations may be used to assess the ability of the learner to recall, apply and understand specific theory and knowledge. Theory based examinations may comprise a range of question types such as:

- short answer questions require a response of limited length and may take a number of forms. Some short answer questions may seek specific words or phrases in the response
- structured questions are divided into a number of related parts and generally require the learner to demonstrate more in-depth knowledge and understanding of a topic. Structured questions may also seek evidence of cognitive skills such as ability to discuss, compare, analyse, evaluate, translate or solve an issue, problem or topic
- essay type questions, like structured questions require the learner to demonstrate an in-depth knowledge and understanding of a topic. Essay type questions usually focus on one particular area of knowledge and seek evidence of cognitive skills such as ability to discuss, compare, analyse, evaluate, translate or solve an issue, problem or topic
- multiple choice tests/questions may be used to test factual knowledge, comprehension, application, analysis, problem solving and evaluation. As MCQ's are not open-ended, they are not useful in assessing communication skills such as the ability to organise and express information and to write fluently and quickly.

Portfolio/Collection of Work - xx%

A portfolio or collection of work is a collection and/or selection of pieces of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes.

The assessor devises guidelines and instructions for the learner. Using these guidelines provided by the assessor the learner compiles a collection of their own work. The collection may be self-generated or may be generated in response to a particular brief or tasks/activities devised by the assessor.

Portfolio/collection of work is particularly suitable for the assessment of learners at levels 1, 2 and 3

The assessor should ensure that the learner is provided with:

- a clear and unambiguous brief and instructions that reflect the range of learning outcomes being assessed
- guidelines on the extent and range of evidence a learner is expected to compile
- guidelines on the format and presentation of the evidence in the collection
- the assessment criteria
- the weighting of the portfolio/collection of work in the context of the total assessment of the award
- relevant information on resources and/or materials required.

A clear marking scheme including assessment criteria should also be devised that indicates how the evidence is to be graded.

Assignment - xx%

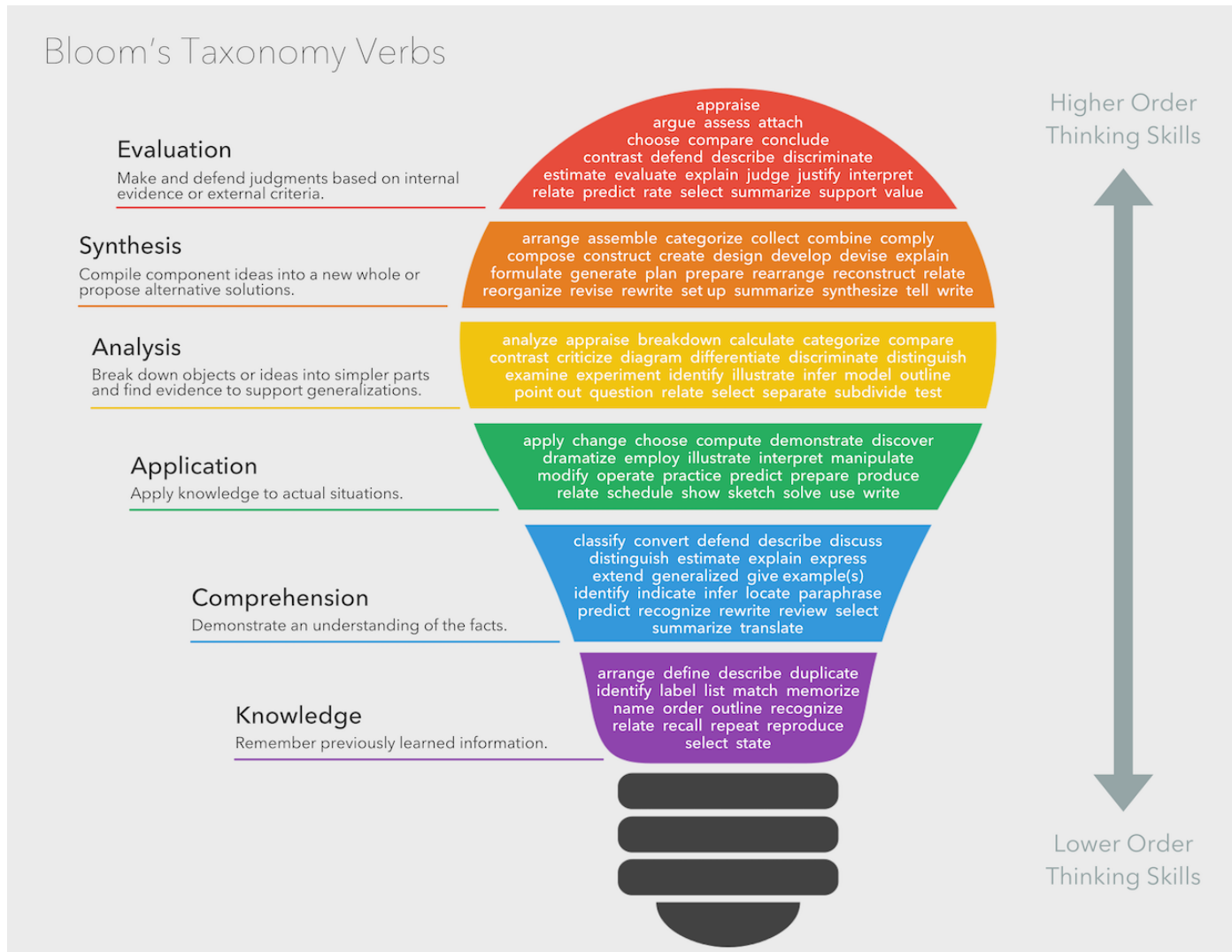
An assignment is an exercise carried out in response to a brief with specific guidelines as to what should be included. An assignment is usually of short duration and/or may be carried out over a specified period of time. Assignments may take the form of a practical activity eg a practical assignment or a research activity/evaluation following investigation of a particular topic e.g. a written assignment. An assignment should reflect a range of learning outcomes. A brief should be devised for each assignment. The brief should be accompanied by guidelines and or instructions. The assignment brief and guidelines should be clear and unambiguous.

The assessor should ensure that the assignment brief:

- reflects a range of learning outcomes as outlined in the Award Specification

- is clear and unambiguous and contains all instructions required to complete the task
- indicates the percentage weighting of the assignment
- takes into account the availability of resources and/or materials required by the learner
- contains clear assessment criteria and appropriate weighing
- indicates the percentage weighting of the assessment technique
- includes information regarding evidence and submission deadlines.

A clear marking scheme including assessment criteria should also be devised that highlights how the evidence is to be graded.



This Illustration of Bloom's Taxonomy of Verbs is useful for the next table

Table 2 - LMS Sessions and Parts

This table sets out the sessions and parts in terms of their make-up (parts), order, links to the modules and learning outcomes. Content is also linked to the assessment it intends to inform.

Links to Sessions	Session Title	Learning Outcome	Parts	Link to Assessment instrument	Duration
XNXXXX Session 1	XNXXXX Session 1 -	LO X			Xxx mins
XNXXXX Session 2	XNXXXX Session 2 -	LO X			Xxx mins
XNXXXX Session 3	XNXXXX Session 3 -	LO X			Xxx mins
TOTAL HOURS and Minutes - Put the total number in table 4 below - Programme Duration - Total Learner Effort - (Directed E-learning)					

Table 3 - Plan for Tutorial Sessions

Create a clear lesson plan and class outline for the Tutorial Sessions. Creating a Tutorial Session outline that signals to the Team at Forus Training and to learners the agenda/outline helps learners to understand the expectations for engaging with the LMS content ahead of time and to engage appropriately.

	Key Theme	Link to Zoom Slide Deck / Resources	Blended Learning Methodology	Link to Assessment instrument	Duration
Tutorial Session 1	0.2 Assessment				
Sessions Learners need to complete on LMS prior to the next session. - expected activity for the next session.	0.1 Induction				
Tutorial Session 2	“Lived Experience” -	In template xxx			1 hour
Sessions Learners need to complete on LMS prior to next session					
Tutorial Session 3					
TOTAL HOURS (Tutorial sessions only) - Put the total number in table 4 below- Programme Duration - Total Learner Effort (Direct class or equivalent contact)					

Activity Overview

Session	Activity

Strategies to Engage Learners on Virtual In-Person Tutorial Sessions

Learners expect you to sound like you know what you are talking about.

Good delivery includes:

- Straightforward speaking style with very few “umms” and “ahhs” ,
- **Enthusiastic and energetic** tone of voice,
- Recording equipment can strip some energy from your performance --aim to deliver a little more enthusiasm than usual - Be Infectious - Congratulate the learner throughout on taking part and encourage them to keep going!
- Clear pronunciation of words and use of pauses to **emphasise important points**,
- Involving learners - Them discuss / whiteboard engage with one another - Go through activities prescribed in the slide decks,
- Invite learners to share their fears and anxieties,
- Break down barriers... overcome nervousness,
- Avoid - Lambasting organisations - These are recorded - Maintain professional and interpersonal boundaries,
- Clear pronunciation of words and use of pauses to emphasise important points.

Using Zoom to engage learners:

- **Breakout rooms:** Choose how many rooms you'd like to create and assign learners, you can also allow the learners to select their own rooms. This is a useful tool if you want to split learners into smaller groups so that they can discuss a topic or a quiz for example.
- **Quizzes/polls:** Use pop quizzes during the tutorial session to keep learners engaged and encourage interaction. The maximum number is 25 polls and you can have 10 questions maximum for each (you can save polls and use templates).
- **Chat:** Allow learners to send messages to all or send private messages to individuals.
- **Share screen:** Allows the trainer and learners to share their screens for everyone to see.
- **Whiteboard:** This is a white space that you can draw and doodle on with the learners.
- **Reactions:** Are fun emojis that the learners can send you, they can raise a hand or give a thumbs up.

Potential Video Content

Forus Training has an implementation plan for video - Think of topics, places and environments for filming that would enhance the programme.

Resource Considerations (Please list)

Please identify teaching and learning resources that would enhance the programme.

Table 4 - Programme Formative Assessment.

This table summarises the formative assessment built into the course (Quizzes and methods employed by the trainer). Add lines as required. Detail every activity that is related to formative assessment.

Following Session	Quiz Title	Purpose	Number of Questions	Pass Mark	Estimated Actual Hours
XNXXXX Session 1 -			Aim for 10		
XNXXXX Session 2 -					
XNXXXX Session 3 -					
TOTAL HOURS (Tutorial sessions only) - Put the total number in table 4 below- Programme Duration - Total Learner Effort Directed practical activities (hours)					

Table 5 - Programme Duration - Total Learner Effort

This table summarises the total learner effort

Aspect of Programme	Detail	Minimum Hours	Maximum Hours	Estimated Actual Hours
Direct class (or equivalent) contact	Synchronous Virtual Zoom Classes	8 hours	16 hours	
Directed practical activities (hours)	Discretionary - depending on Assessment Instruments	8 hours	16 hours	
Directed elearning (hours)	Accessing Narrated material on LMS	25 hours	40 hours	
	Formative Assessment - Quizzes	1 hours	3 hours	

Independent learning	Primary and Secondary Research - Preparation of assessment, reading, drafting, editing, proofreading, presentation formatting	50 hours	100 hours	
Other hours	One to one tutor support and formative feedback sessions	2.5 hours	10 hours	
Work Based learning	Work placement	20 hours	60 hours	
Total effort (hours)				

Appendix 1 - Level 5 - Grid of Level Indicators

These are set out in the National Framework of Qualifications.

There purpose is to ensure that Teaching and Learning combined with the assessment process is appropriately pitched to the specific sub strands below:

Knowledge Breadth (Sub-Strands)	Level 5 - Broad range of knowledge
Knowledge Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas.
Know-How & Skill Range	Demonstrate a broad range of specialised skills and tools.
Know-How & Skill Selectivity	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems.
Competence Context	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts.
Competence Role	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups.

Competence Learning to Learn	Learn to take responsibility for own learning within a managed environment
Competence Insight	Assume full responsibility for consistency of self understanding and behaviour

Appendix 2 - Level 6 - Grid of Level Indicators

These are set out in the National Framework of Qualifications.

There purpose is to ensure that Teaching and Learning combined with the assessment process is appropriately pitched to the specific sub strands below:

<i>Knowledge Breadth (Sub-Strands)</i>	<i>Level 5 - Broad range of knowledge</i>
Knowledge Kind	Some theoretical concepts and abstract thinking, with significant underpinning theory
Know-How & Skill Range	Demonstrate comprehensive range of specialised skills and tools
Know-How & Skill Selectivity	Formulate responses to well-defined abstract problems
Competence Context	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts.
Competence Role	Exercise substantial personal autonomy and often take responsibility for the work of others and/ or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups
Competence Learning to Learn	Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs.
Competence Insight	Express an internalised, personal worldview, reflecting engagement with others

Scheme of Work (P7 S16 C1)

- The most important piece of planning you will do is to create a Scheme of Work for each programme you are delivering. This document will inform us as to what you will cover during each session with the learners. It is the document we will refer to should you cease to deliver the programme due to unforeseen circumstances. A Scheme of Work ensures continuity for the learners.
- Your Scheme of Work (P7 S16 Scheme of Work - Template) must be:
 - Learner focused and meaningful to the learners,
 - Reflect the component award/s and level,
 - Consistent with programme module aims, objectives & content.
- It must reflect the learning objectives that:
 - Are closely related to the award to which the programme module leads,
 - Reflect the knowledge, skill and competence to be developed,
 - Reflect the aspirations and needs of the learner,
 - Are sufficiently measurable to enable programme review and improvement.
- You must consider appropriate learning and teaching strategies
- You must attend a programme planning meeting with a Forus manager upon being hired for the first time (P7 S16 - Programme Planning Meeting Form inc. Agenda). If you require assistance with programme planning for subsequent programmes please contact the office to arrange it. **Programme Planning Meeting (P7 S16 C2)**

Standing agenda for a programme planning meeting:

- Understanding Pre-entry requirements - Access
- Transfer and progression routes
- Duration and Timetables / Schedule
- Location / facilitates
- Equipment

c) Programme Delivery

As a Trainer with Forus Training you are being entrusted to fulfil a range of obligations to learners. Forus Training gathers, stores and processes data on a variety of data subjects. This includes learners. This personal data can range from some personal details to video / audio learner evidence. Forus Training require you to:

- Fulfil accurate collection, and protection of learner personal data. For further information see Forus Training Data Protection Policy [P4 S1.1 Data Protection Policy](#)
- Understand and facilitate Learner Induction - A **‘P9 S5 C2 Learner Handbook’**, and **“0.1 Learner Induction Presentation”** is in place to assist in the provision of information on programmes to learners.
 - *Learners are required to have viewed and understood the Induction Powerpoint Slideshow upon commencing every module. In classroom sessions Trainers present the slideshow, covering all points at the commencement of each module. For Blended and self-paced events the Learners complete the 0.1 Learner Induction Presentation before commencing the course and prior to attending the first session with their Trainer. There is also a quiz on the LMS which covers the main points of the induction slides.*
- Demonstrate punctuality and maintaining the programme schedule - P9 S7 C1
 - It is the trainer's responsibility to maintain the programme schedule starting classes on time, for example. The trainer sets the tone for time and attendance, if the trainer is delayed in starting it has a knock on effect with the learner.
 - Any changes to the schedule need to be notified to the office, in writing in advance to hello@forustraining.ie eg finishing a session earlier than scheduled or moving a session to another date.
- Facilitation of learner feedback / reaction (P9 S12 C2 Learner Reaction)

It is important that the learning environment is conducive to learners freely giving feedback on courses both during and after learning. Learners need to be assured that their feedback is welcomed and acted upon. After completing the course learners have the opportunity to give feedback on their experiences of the course (P9 S12 C2 Learner Reaction Form). Learners should be able to give constructive criticism and thus give us an opportunity to improve the programme.
- Classroom management (P9 S6 C3) -
 - Please see P2 S2 C2 Dignity & Respect Policy,
 - Please view the link below to Classroom Management in FET Resource List <https://www.fess.ie/resource-library/active-teaching-and-learning>

P9 S6 C2 Teaching Methodology

We, as educators, seek to encourage and promote the development of the whole person. Effective teaching and learning is a vital part of this process. We seek not only to facilitate learner's acquisition of the knowledge and skills needed to progress to additional further or higher education and / or employment, but also to guide learners towards recognising their own competencies and aptitudes and to develop confidence in their own abilities to progress their own learning.

We have developed a course specifically for our Trainers for our Blended delivery offering, this forms part of the CPD for all Trainers.

Session Title	Parts
Session 1 - Teaching Online is Different	Part 1 - Synchronous and Asynchronous Modes of Teaching Part 2 - Terminology Part 3 - Blended Learning
Session 2 - Principles And Theories For Understanding Digital Tools	Part 1 - Effective Online Teaching Part 2 - Educational Theories Part 3 - Digital Technologies for Online Learning
Session 3 - Technologies for Content Creation	Part 1 - Learning Objects Part 2 - Tools For Content Creation Part 3 - Creating Engaging Content
Session 4 - Support Networks	Part 1 - Benefits of Engaging With Online Networks Part 2 - Community of Practice Part 3 - Developing Your Networks Part 4 - Accountable Key Roles
Session 5 - Finding/using/sharing educational materials	Part 1 - Open Education Resources Part 2 - Evaluating The Licensing and Quality of Online Resources
Session 6.1 - Designing Learning Experiences	Part 1 - ABC Learning Designer Part 2 - Designing Your Zoom Sessions
Session 6.2 - Accessibility	Part 1 - Assistive Technology Part 2 - Clarity of Navigation Part 3 - Accessibility
Session 7 - Making a Change In Your Teaching	Part 1 - Changing the Technology or the Pedagogy? Part 2 - Making the Change Part 3 - Feedback and Reflection
Session 8 - Blended Learning and QA	Part 1 - Blended Learning QA Part 2 - The Blended Learning QA Manual

How to encourage learner participation in teaching and learning:

1. Use questions more effectively (e.g., use Bloom's Taxonomy for eliciting higher level responses and avoid closed questions),
2. Learn how to develop good handling of quieter and dominant learner,
3. Be aware of learning styles of learner ,
4. Use discussion groups,
5. Use task groups,
6. Use problem based learning groups,
7. Use role play and simulation.

Twenty Things You Can Do To Help learners Learn In Small Group Situations From Race & Brown (1993)

1. Get to know the names of the learners in your learner groups. They will regard the class time as more important if they feel that you know them, and that you will notice if they are not present.
2. Tell them what to expect. Learners new to this kind of learning environment may find the whole concept of a lecture or tutorial alien and frightening. Help them understand the difference in purpose between a lecture and a small group.
3. Give them time to think. Learners often require time to get their ideas together. Don't expect an immediate response, but allow them time to write down their ideas for a few moments before expecting them to begin a discussion.
4. Brief learner in advance of the topics to be covered in forthcoming sessions. Give them something specific to prepare for each class, and spend some (but not all) of the time letting them share and discuss what they have prepared. Always have something up your sleeve for learners to do or discuss during tutorials, for those occasions when none of the learners bring questions or problems.
5. Give learner activities to help them integrate the material during class time with the rest of their experiences on the course. Help them to understand how to apply theoretical material to practical contexts.
6. Delegate activities. As the course progresses, brief learners (or small groups) too prepare for forthcoming sessions. For example to give a 15-minute review of a topic, then open it up for discussion (this involves using 'flipped learning' methodologies).

7. Agree ground-rules for sessions. These can include things such as punctuality, contribution, preparation, and record-keeping. If, for example, learners take turns preparing a short resume of what was covered in seminars, each member of the group gradually builds up a supplementary set of learning resource materials.
8. Use sessions for appropriate parts of assessment. All kinds of tasks can be undertaken in small group sessions that can count towards summative assessment including assessed presentations, class tasks, worksheets and poster displays.
9. Involve them in assessing themselves and each other. Smaller groups can more easily participate in self-assessment and peer-assessment processes, giving learners the chance to gain a detailed perspective of the sort of assessment criteria which may be involved in later assessment.
10. Use other learners as proctors. It can be useful to bring in, for example, learners on a level 6 programme to lead a series of 'briefings' or workshops with level 5 learners. The more-experienced learners can often explain things differently.
11. Always have something up your sleeve for learners to do or discuss during class time, for those occasions when none of the learners bring questions or problems.
12. Recognise that some learners may be quite shy. Avoid being too heavy handed in your persuasion to participate in class time, especially near the beginning of a course when they may be feeling insecure, and when they may take even slight embarrassment too seriously.
13. Be sensitive to gender and culture issues. For some learners, it is really difficult to challenge the trainer or speak out in the presence of others. Use tact to help learners take an active part in whatever way they feel most comfortable, for example, by asking them to write things down sometimes rather than speak aloud.
14. Come quickly to the rescue if a particular learner seems seriously uncomfortable as they contribute during class time. Get to know which ones are 'robust' enough to weather any difficulties, and which ones will appreciate your helpful intervention.
15. Get learners talking to each other using non-threatening icebreakers. Build up your own stock of short icebreakers, so that you can regularly start off a session in an informal 'fun' way.
16. Discuss with learners the value they can derive from small groups, and particularly help them to see that the more they contribute to sessions, the more they will learn themselves.

17. Ensure that learners don't undervalue sessions. Explain now and then that 'the important issues here will form the basis of your learning going forward'.
18. Allow learners to participate in different ways. Vary the activities so those learners can make their contributions in a discussion, in presentations, as an individual or as a member of a group.

General Techniques for Use in Group Teaching

Listed below are a selection of common flexible teaching methods which may be utilised within group situations. These teaching tools were originally listed by Brown (1997) and are open to adoption and interpretation to suit your individual teaching needs.

1. Silent Reflection,
2. Rounds,
3. Three minutes each way,
4. Buzz Groups,
5. Brain Storms,
6. Syndicates,
7. Snowballing,
8. Fishbowls,
9. CrossOvers.

For detailed descriptions of each of these teaching methods and how to utilise them please see:

<http://www.ucd.ie/t4cms/ucdtlt0021.pdf>

Connecting with and Presenting to the Learner Group

- Ensure your opening of every session captures learner interest and attention,
- Engage learners' participation - involve them!
- Phrase and pause - the power of occasional silence allows for reflection, processing and encourages dialogue from within the learner group,
- Talk to your learners as individuals,
- Seek agreement from your learners as you progress,
- Encourage learners to ask questions - flip the 'teaching'!
- Use your learner's names as often as possible.

Delivery

- Speak clearly and be aware of your voice trajectory!

- Don't rush, or talk deliberately slowly,
- Use deliberate pauses at key points,
- Change the tone of delivery, according to the emphasis on the content,
- Use hand movements to emphasise points,
- Exhibit enthusiasm about the topic,
- Project your voice or use a microphone if necessary,
- Incorporate a variety of audiovisual media and material,
- Inject the presentation (or materials) with humour - make the learning experience fun!

Non-Verbal Cues

- Establish eye contact and share it with all learners,
- Encourage learners to give you eye contact,
- Smile,
- Move around and interact rather than reading from notes,
- Be confident in your delivery and interaction,
- Respond to learners' reactions, and adjust and adapt accordingly,
- Keep an eye on each learner's body language.

Things to avoid

- Standing in a position where you obscure the screen,
- Getting lost in the visual material - it's their learning resource but it's only your cue,
- Excesses (of movement, enthusiasm, hand gestures etc),
- Repetitive words or phrases that may become distracting,
- The use of fillers (such as "um," "er," or "you know"),
- Overuse of PowerPoint,
- Reading from dense slides verbatim,
- Gaudy colour schemes, distracting sounds or visuals in slides,
- When using digital media tools such as Zoom the following is a helpful guide;

[Tips for Zoom](#)

d) Feedback to Learners (Form P9 S25 Feedback to Learners)

You will use the form P9 S25 to give typed feedback to learners on why they did or did not achieve the marks you awarded them:

- a. The wording you use should accurately reflect the grade, e.g. Excellent - Distinction Grade, see form for suggestions. If you are using vocabulary like *Excellent* then we would expect you to be awarding a Distinction Grade that reflects that language, delete these suggestions and then use them as a basis for the work you are giving feedback on.

- b. *Be careful of the "On the right track" trap.* If you indicate to a learner that has sent you a draft that work is 100%, they may be disappointed if your feedback has misled them as the final grade may not be so positive.

Assessment Feedback has a significant impact on learning; it has been described as "the most powerful single moderator that enhances achievement" (Hattie, 1999).

The main objectives of feedback are to:

- justify to learners how their mark or grade was derived
- identify and reward specific qualities in learner work
- guide learners on what steps to take to improve
- motivate them to act on their assessment
- develop their capability to monitor, evaluate and regulate their own learning (Nicol, 2010).

To benefit learner learning, feedback needs to be:

- **Constructive.** As well as highlighting the strengths and weaknesses of a given piece of work, it should set out ways in which the learner can improve the work.
- **Timely.** Give feedback while the assessed work is still fresh in a learner's mind, before the learner moves on to subsequent tasks.
- **Meaningful.** It should target individual needs, be linked to specific assessment criteria, and be received by a learner in time to benefit subsequent work.

Feedback is valuable when it is received, understood and acted on. How learners analyse, discuss and act on feedback is as important as the quality of the feedback itself (Nicol, 2010). Feedback needs to be provided throughout the programme, rather than just at the end. Regular constructive feedback during the training enables learners to incorporate feedback into later assessment tasks.

Through the interaction learners have with feedback, they come to understand how to develop their learning. This is particularly true where the learner is participating in a major award component, where the learning from feedback can be applied to the next module.

Ideally, plan for assessment feedback as part of the assessment design. When you tell learners about the assessment requirements, include information on how and when feedback will be provided. Tell learners what specific opportunities they will have to engage with and use feedback in their subsequent learning. If feedback is provided too late to influence learning, neither can it influence teaching, as staff do not have time to adjust their teaching in response to learners' performance.

Constructive, timely and meaningful feedback:

- Encourages learners to think critically about their work and to reflect on what they need to do to improve it
- Helps them see their learning in new ways and gain increased satisfaction from it
- Helps promote dialogue between staff and learners

Effective feedback:

- Guides learners to adapt and adjust their learning strategies
- Guides trainers to adapt and adjust teaching methodologies to accommodate learners' learning needs
- Guides learner to become independent and self-reflective learners, and better critics of their own work
- Stimulates reflection, interaction and dialogue about learning improvement
- Is constructive, so that learners feel encouraged and motivated to improve
- Has consequences, so that it engages learners by requiring them to attend to the feedback as part of the assessment
- Is efficient, so that staff can manage it effectively.

Learners often find assessment feedback unsatisfactory, for a wide range of reasons, including the following:

- When feedback is cryptic (for example, "More", "What's this?", "Link?", or simply ticks and crosses), learners can sometimes be unable to gauge whether a response is positive or negative, whether and how the feedback is related to their mark, and what they might do to improve.
- When feedback consists mainly of grammar and spelling corrections, and provides little or no advice for them to act on, learners cannot tell what they have done well, what they need to change and why they have achieved the grade they have.

- Many assessment tasks are one-offs, intended for learners to demonstrate their achievement for a summative grade; learners cannot respond to the feedback with a further submission. Such tasks do not encourage risk-taking, experimentation, creativity or practice.
- Feedback that does not acknowledge the way learners' learning has progressed over time does not help them get a sense of how far they have come and what they have yet to achieve.
- Learners can encounter different (and inconsistent) comments from different lecturers on similar pieces of writing.

Strategies: Devising strategies for feedback can save you time by reducing:

- The number of complaints from learners who believe they have been unfairly marked.
- The amount of time trainers spend reading assessments that do not answer the question.
- The amount of confusion between markers as to what the submission is supposed to look like.
- The time involved to set up the strategies will be more than recouped in the course of the programme.

Planning for assessment feedback

Modes of feedback: You can provide assessment feedback to learners in different modes, at different times and places, and with different goals. In designing for feedback, consider how to optimise feedback across a number of dimensions, as outlined below:

Examples of feedback

- Comments on a first draft of an assessment,
- Summary of rationale for a grade,
- Summary of class strengths / weaknesses after grading,
- Email to individual learners,
- Industry stakeholders comments on a learners e.g. work experience,
- Individual consultations,
- Class discussion of an assessment in progress,

- Recorded thinking-aloud commentary on learner work.

Align feedback with assessment and marking criteria

Marking schemes and/or rubrics can help you as you mark, ensuring that you don't overlook critical components of the intended learning outcomes in your feedback. Word of warning though, don't let such assessment tools become a straitjacket. Sometimes it's better to offer more global feedback to learners, for example, notes about their learning progression over time.

You can use an assessment related marking scheme and/or rubrics:

- To guide the interpretation and grading of learner work,
- To help you frame feedback by making explicit the relationship between assessment criteria and the grade,
- To help learners understand the rationale for their grade through criterion-based feedback,

It is the policy of Forus training that all trainers use marking schemes and/or rubrics where developed.

Giving feedback in class

Class sessions are good for providing feedback efficiently to a whole cohort, particularly for large classes. You can identify and address common issues in learner assignments, verbally or in a summary handout.

To promote dialogue:

- Ask learners to write brief responses (anonymously or not, as you/they prefer) on a particular topic,
- Collect them,
- Read the responses. They will alert you to common misconceptions the learners hold,
- Respond to the comments in a subsequent class.

Using feedback forms

Please type the feedback into the Learner Feedback Form provided to you. All learners receive their individual feedback forms when they are issued with their provisional results by the Head of Certification. QQI requires all feedback to be typed to ensure it is legible and not misinterpreted.

To increase efficiency, when marking written assessments develop a numbered list of common mistakes or issues, along with tips on how to address these. Then, when individual learners make one of these common errors, you only need to write the issue number. Distribute the feedback form when returning the assessment grades.

Be clear about the type of feedback you are providing - ie, Summative or formative.

It can be useful to classify the type of feedback you are providing. For example, does it relate to the submission's structure, organisation, language, conventions or content?

Sample comments are listed below for these five aspects:

1. Structure: "Your abstract should be placed before your table of contents."
2. Organisation: "Good problem statement. Where is your outline?"
3. Language: "(1) Word choice could be more accurate. (2) Clauses/ideas could flow better."
4. Conventions: "Which reference system are you using? Some of your references are inconsistent."
5. Content: "The structure of materials, rationale, functions and operation is good, but there is no mention of the process you undertook to generate these ideas."

When designing feedback, take account of any learner diversity issues that may affect a learner's capacity to receive and respond to feedback. For example, providing hand-written comments on an assignment by a learner with a visual impairment would render this feedback inaccessible.

Many feedback-supporting technologies are especially valuable in supporting diversity, not only in allowing you to make adjustments for learners with disabilities. For example, learners from non-English speaking backgrounds may find that automated feedback, when they repeatedly complete an online quiz, familiarises them better with language and terminology than does orally-delivered feedback in lectures and trainierials.

In general, the wider the repertoire you employ to engage learners in learning through feedback, the more likely it is that you will meet learners' diverse needs and enhance their learning.

e) Assessment

This section outlines the different assessment methodologies that learners must complete and be assessed by the trainer accordingly.

- **Assignment:** An exercise carried out in response to a brief with specific guidelines and usually of short duration. Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for learners. The assignment is carried out over a period of time specified by the internal assessor.

- **Collection of Work:** A collection and/or selection of pieces of work produced by learners over a period of time that demonstrates the mastery of skills. Using guidelines provided by the internal assessor, learners compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills.
- **Examination:** A means of assessing a learner's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions. Examinations may be: practical, oral, interview-style, aural, theory-based, assessing the learner's ability to recall and apply theory, requiring responses to a range of question types,
- **Learner Record:** A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired. Learners compile a personal logbook/journal/diary/daily diary/ record/laboratory notebook/sketchbook.
- **Project:** A substantial individual or group response to a brief with guidelines, usually carried out over a period of time. Projects may involve: research – requiring individual/group investigation of a topic– e.g. design, performance, production of an artefact/event. Projects will be based on a brief provided by the internal assessor or negotiated by the learner with the internal assessor.
- **Skills Demonstration:** Assessment of mastery of specified practical, organisational and/or interpersonal skills. These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the learner undertakes relevant tasks. The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situation. The learner may submit a written report/supporting documentation as part of the assessment. Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

Key Dates of assessments and submission of work.

1. In the first class the assessment brief is given.
2. During the programme, you, the trainer, communicate with the learner and give feedback on no more than 2 drafts per assessment. Be diligent to areas such as plagiarism, referencing and any other forms of academic malpractice. Refer to policy [P9 S8 C1 Academic Integrity Policy and Procedure](#) for further guidance.
3. Please advise learners that they have a deadline for drafts no less than 7 days prior to the final submission date. [P9 S11 C2 Record of Receipt of Portfolios / Assignments](#)
4. You have 72 hours to respond by email to the learner. Allow for Weekends and Public Holidays)

5. Assessment deadlines are set to the date 2 weeks following the last session. Any delays to the programme schedule will delay this deadline.
6. In some cases learners will be posting their evidence to our offices in Mullingar - the post mark is accepted as the submission date. We are transitioning to an on-line system of submissions.
7. We then send the evidence to you within one week of us receiving it for correction.
8. Please make sure that you have the relevant form to capture the fact that they have submitted assessments and get them to sign it.

Please refer to assessment instructions in the Quality Assuring Assessment Handbook. If you are unfamiliar with assessment delivery for QQI or any other awarding body please contact certification@forustraining.ie for further guidance.

f) Information on Programmes

It is part of your role to provide information on programmes to learners. As a trainer it is important you are in a position to advise learners on.

- Credit Values (120 for a Major Award)
- Exemptions
- Mandatory and Optional Modules.

Below is an example of the QQI qualification requirement for Early Childhood Care and Education.

Qualification Details	
Title:	Early Childhood Care and Education
Code:	6M2007
NFQ Level:	6
EQF Level:	5
Award Class:	Major
Field of Learning:	09. Health and welfare > 2. Welfare > 2. Child care and youth services
Credit Value:	120
Certificate Specification :	Early Childhood Care and Education
Qualification Requirements	
This award was developed through the Common Award System. Any providers who wish to offer this award must have their programme validated by QQI before it can be delivered to learners. The provider should check the award specification for this award (see below) and its associated minor awards for validation requirements.	
The total credit value required for this certificate is 120. This will be achieved by completing:	
Awards	

Code	Title	NFQ Level	Credit Value
All of the following component(s)			
6N1942	Child Development	6	15
6N1944	Early Childhood Curriculum	6	15

6N1945	Childhood Social Legal and Health Studies	6	15
A minimum credit value of 15 from the following component(s)			
6N1946	Work Experience	6	15
6N1947	Work Practice	6	15
A minimum credit value of 15 from the following component(s)			
6N1948	Team Leadership	6	15
6N1949	Personal and Professional Development	6	15
6N1950	Communications	6	15
A minimum credit value of 30 from the following component(s)			
6N1932	Early Learning Philosophy	6	15
6N1933	Early Learning Environment	6	15
6N1935	Early Childhood Literacy and Numeracy	6	15
6N1936	Early Childhood Arts and Culture	6	15
6N1957	Special Needs Assisting	6	15
6N1972	Creative Studies for Special Needs	6	15
6N1973	Supervision in Early Childhood Care	6	15
6N1974	Equality and Diversity in Childcare	6	15
6N1975	Disability Awareness	6	15
6N2023	Child Psychology	6	15

The remaining credit value of 15 can be obtained by using vocationally relevant component(s) from level 6. A maximum of 15 credits may be used from level 5.

Ensure you, as the trainer, are familiar with how QQI Awards and the Common Award System Works. Familiarise yourself with the mandatory and optional components that make up an award so that you can confidently inform learners relevant to their career goals and training history.

If you are unsure about major awards/progression/as to how exemptions are granted or have other queries please make contact with certification@forustraining.ie.

Recognition of prior Learning (Facilitate Entry Requirements)

Recognition of Prior Learning (RPL) [P9 S2 C1 Recognition of Prior Learning](#). RPL is intended for applicants who may not meet the specified direct entry requirements. That is that they may not have the qualifications to gain access to a programme. Usually these qualifications are gained through formal accredited education. The applicant instead may have other experiences for example they may have learned from their involvement in training, education, employment, and work-based learning.

Recognition of prior learning (RPL) - As a Method of Assessment

The following QQI definition will apply:

Recognition of Prior Learning (RPL) refers to a 'process which is used to evaluate skills and

knowledge gained through life outside of formal education and training, for the purpose of recognising life achievements against a given set of standards or learning outcomes’.

Where a Further Education and Training Awards Council (FETAC) component is mapped to a CAS component, but is more than 5 years old, then an exemption is not possible, and RPCL will apply.

Where a QQI (FETAC) component is mapped to a CAS component and is less than 5 years old, then an exemption is possible, and RPCL will not apply.

Where a learner has achieved a CAS award, and has thus met the learning outcomes for that award as currently published on the QQI website, then the learner has achieved that award, regardless of the age of the certificate. In this instance, the 5-year rule does not apply: the learner’s award will be recognised by the QQI Business System (QBS), and it is not necessary to apply for either an exemption or RPCL.

During the registration process learners will be informed of how awards are specified, however this may require repeating, as misunderstandings can mean that learners may complete modules that are not necessary.

g) Health and Safety of Learners (P7 S20)

- Please complete the following form when you get to the venue:
 - P7 S20 Health and safety checklist for training venues FORM
- If there are any issues with the training venue ensure to document them on this form and send the information to hello@forustraining.ie immediately, where the issue will be dealt with.
- Please do not allow an issue with a venue to continue from week to week or from session to session, please bring it to our attention so that we can deal with it promptly and rectify the situation promptly.

h) Involvement of Learners in their own Learning (P9 S6)

Please ensure understanding the importance of involving learners in their own learning is part of your toolkit. This is crucial in ensuring that learners get the maximum benefit from the learning experience. Forus Training believe that:

- Trainers help learners clarify what good performance is so that learners know what the expected standard is.
- Trainers will also facilitate the development in self assessment and reflection in learning.
- Trainers will deliver high quality information to learners about their own learning.
- Trainers will interact in dialogue between the trainer and the learners around learning.
- Trainers will encourage positive motivational belief and self esteem amongst their learners.

- Trainers will provide opportunities to close the gap between the learners current performance and the desired performance.
- Trainers will help clarify what good performance is (goals, criteria, expected standards).
- Trainers will facilitate the development of self-assessment (reflection) in learning.
- Trainers encourage ‘teacher and peer dialogue’ around learning.
- Trainers encourage positive motivational beliefs and self-esteem.
- Trainers provide opportunities to close the gap between current and desired performance.

The list below is taken from the resource in the link below the Oxford Learning Institute document on helping learners take control of their own learning:

https://www.learning.ox.ac.uk/media/global/wwwadminoxacuk/localsites/oxfordlearninginstitute/documents/supportresources/lecturersteachingstaff/resources/resources/Helping_learners_take_control_of_their_own_learning.pdf

i) Assessment of Learner Evidence for Certification

Forus Training are committed to Fair and Consistent Assessment of Learners, following the established QQI Grading Criteria and QQI Awards Standards

Your learners can achieve the following successful grading criteria for:

- Awards Level 1 to 3 – Successful
- Awards Level 4 to 6 – Pass, Merit and Distinction

Level 1 - The learner has achieved the learning outcomes for the award in a structured and supported learning setting. The outcomes have been achieved with significant support and direction from the assessor, but the learner has demonstrated substantial achievement on their own.

Level 2 - The learner has achieved the learning outcomes for the award in a structured and supported setting with clear direction from the assessor. The learner has demonstrated some autonomy of action and has taken limited responsibility for the activities and for generating evidence.

Level 3 - The learner has achieved the learning outcomes for the award with some supervision and direction. The learner has demonstrated autonomy of action and has taken responsibility for generating appropriate evidence.

Levels 4, 5 and 6:

A **Pass** indicates that the learner has: achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard / used the language of the vocational/specialised area competently / attempted to apply the theory and concepts appropriately / provided sufficient evidence which has relevance and clarity.

A **Merit** indicates that the learner has: achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved / used the language of the vocational/specialised area with a degree of fluency / expressed and developed ideas clearly demonstrated initiative, evaluation and analytical skills / presented coherent and comprehensive evidence.

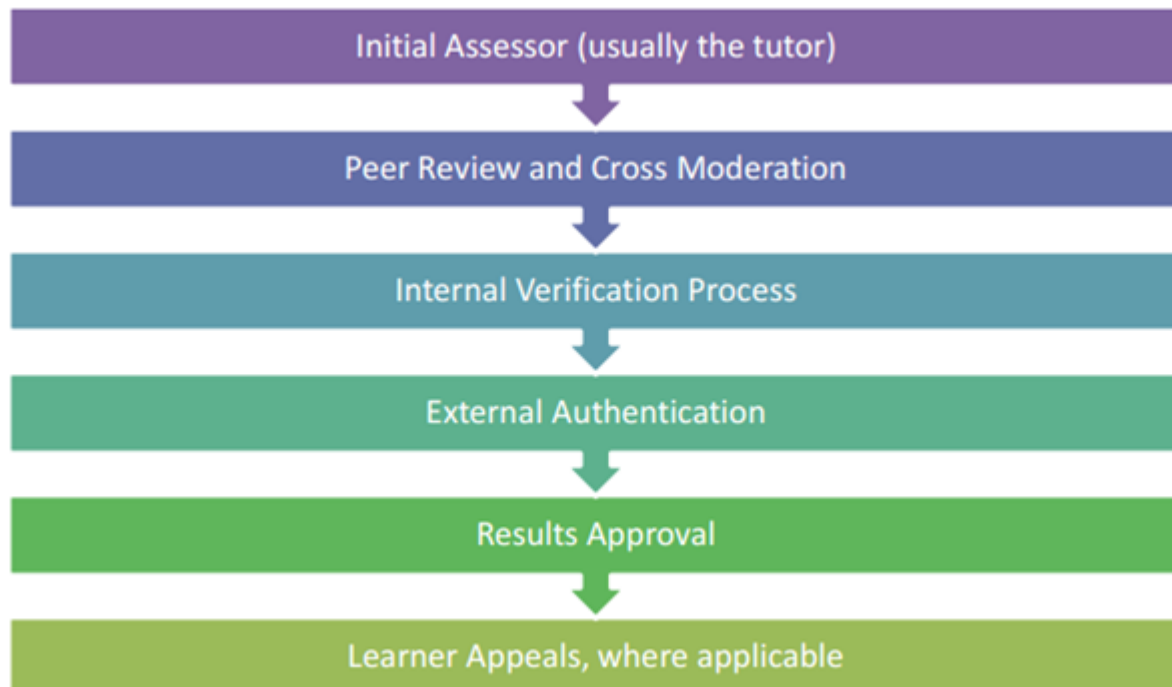
A **Distinction** indicates that the learner has: / achieved the learning outcomes as outlined in the minor award - a distinction implies that an excellent standard has been achieved / used the language of the vocational/specialised area fluently and confidently / demonstration-depth understanding of the subject matter / demonstrated a high level of initiative, evaluation skills, demonstrated analytical and reflective thinking / expressed and developed ideas clearly, systematically and comprehensively / presented coherent, detailed and focused evidence

The following tables detail the grading criteria a learner must attain to achieve a particular grade for an award at a particular level. The following tables outline the grading

	Successful		
	Level 1	Level 2	Level 3
Grading Criteria	The learner has achieved the learning outcomes for the award in a structured and supported learning setting. The outcomes have been achieved with <i>significant support and direction</i> from the assessor, but the learner has demonstrated <i>substantive achievement</i> on their own.	The learner has achieved the learning outcomes for the award in a <i>structured and supported setting with clear direction</i> from the assessor. The learner has demonstrated <i>some autonomy</i> of action and has taken <i>limited responsibility</i> for the activities and for generating evidence.	The learner has achieved the learning outcomes for the award with <i>some supervision and direction</i> . The learner has demonstrated <i>autonomy of action</i> and has taken <i>responsibility</i> for generating appropriate evidence.

Pass	Merit	Distinction
<p>A Pass indicates that the learner has:</p> <ul style="list-style-type: none"> achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard used the language of the vocational/specialised area competently attempted to apply the theory and concepts appropriately provided sufficient evidence which has relevance and clarity. 	<p>A Merit indicates that the learner has:</p> <ul style="list-style-type: none"> achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved used the language of the vocational/specialised area with a degree of fluency expressed and developed ideas clearly demonstrated initiative, evaluation and analytical skills presented coherent and comprehensive evidence. 	<p>A Distinction indicates that the learner has:</p> <ul style="list-style-type: none"> achieved the learning outcomes as outlined in the minor award - a distinction implies that an excellent standard has been achieved used the language of the vocational/specialised area fluently and confidently demonstration-depth understanding of the subject matter demonstrated a high level of initiative, evaluation skills demonstrated analytical and reflective thinking expressed and developed ideas clearly, systematically and comprehensively presented coherent, detailed and focused evidence

The Forus Training assessment structure is as follows:



To facilitate the principles of assessing assessment and to ensure the process of handling learner evidence runs smoothly, it is important that you give clear instructions to learners on how to submit their work. The instructions given to learners at the front of the brief will greatly assist you in doing this.

Please ensure all learners have included a signed **Learner Declaration** to their learner evidence. Learner evidence can not be processed without this form being completed and included by learners. The form looks like that image included below and can be found at the back of each assessment brief. The purpose of the form is to require learners to demonstrate authorship of their work; this means that they have adhered to Forus Training policies on plagiarism, malpractice of assessment and used appropriate referencing techniques.

[P9 S8 C1 Academic Integrity Policy and Procedure](#)

You then have **three weeks** to correct the work, give feedback and input scores on the Administrative template. When completing the paperwork associated with the assessment, please do so by typing into the form templates provided. These forms should then be signed and either posted to Forus Training or emailed back to certification@forustraining.ie. You can use an image of your signature to sign off the digital documents.

You send your learner evidence to Forus Training with the corrections, we will reimburse you for postage.

Learner Declaration and Authorship Statement		PLEASE USE BLOCK CAPITALS
<p>I declare that (Please tick each box and sign below)</p> <ul style="list-style-type: none"> <input type="checkbox"/> I have read and understand this learner assessment brief. <input type="checkbox"/> I have enclosed the assessment brief with my submission. <input type="checkbox"/> I have been provided with information about QQI and Forus Training’s assessment procedures and my responsibilities as a learner regarding assessment. <input type="checkbox"/> I have been fully informed with regard to the nature of assessment, the allocation of marks, submission details, and deadlines. <input type="checkbox"/> I have been fully informed with regard to the appeals process. <input type="checkbox"/> I have kept copies of my portfolio of evidence. <input type="checkbox"/> All information contained in this portfolio is my own work except for that which is referenced, and I acknowledge that plagiarism will result in disqualification. <input type="checkbox"/> Where practical skills demonstration applies as part of my <u>assessment</u> I understand that this is documented by me and the video evidence submitted herein. <input type="checkbox"/> I have fully completed Sections 1 and 2 of the Cover Page <input type="checkbox"/> I have been funded to complete this course or I have Paid in Full. I understand that my submission will not be processed until my account is clear. <input type="checkbox"/> If funded, I have fully completed and signed the documentation relating to the funding body (TESG POBAL etc.) and this documentation has been returned to Forus Training <input type="checkbox"/> I have presented my work in a clear soft document holder as detailed in the brief with no poly pockets <input type="checkbox"/> I have not included any photos of children’s faces or those of vulnerable adults within my learner evidence and used pseudonyms or <u>anonymised</u> subjects about whom I have written <input type="checkbox"/> I understand that my learner evidence will not be returned to me 		
Learner Name:		
Learner Signature:		Date:
Trainer Name:		
Trainer Signature:		Date:

- All submissions must be made in the following folders **ONLY** with NO plastic pockets. **No** other folders will be accepted.



2. Any learners who wish to apply for an extension need to contact the certification desk by email on certification@forustraining.ie BEFORE the submission date in order to be considered for an extension. **Trainers are not at liberty to agree extensions with learners.**
3. Encourage learners to use registered post when posting in submissions, the recorded postal date is regarded as their submission date. Please explain postage receipts must be retained as proof of postage. **Trainers are not at liberty to accept learners final submission under any circumstances.**
4. If learners have having difficulties please advise the learner to contact the team on 044 9349400 or email hello@forustraining.ie
5. The learner will receive a receipt or an email from Forus Training confirming your submission (this may take up to 7 working days).
6. Any learner who fails to submit on time (without having an extension granted) will be considered as a late submission and be subject to a €100 late submission fee.
7. Learners will NOT receive their provisional results until after the next External Authenticators visit. The Head of Certification issues all provisional results. **Trainers are not at liberty to issue ANY results to learners. Learners will receive their results following the external authentication visit.**
8. Ensure learners keep a full electronic copy of your work.
9. The learners need to submit the brief (whole document printed on green paper) with their completed work.
10. Make sure that learners keep a full copy of their work. They may be called upon again to resubmit for various reasons.

Learners work will not be processed if

1. They have a payment still outstanding
2. Submitted without signing the declaration

3. Submitted in anything other than this type of folder



4. they do not submit the brief (green document) with their completed work

Scenario - *Learner submits in the incorrect format so if they use polly pockets or some other fancy or bound folder to submit work it is posted back to the learner and they're advised that they will need to complete a late submission form, pay a late submission fee (€100) and resubmit the work if they want the work assessed.*

When assessing / correcting each learners evidence please remember the following;

1. Use the marking sheets and learner feedback sheets provided to you when correcting. You can type the scores & learner feedback into these sheets as they are in MS Word format. This makes it clear and legible for both the learner, Internal Verifier and External Authenticator. QQI requires that these forms are completed in a legible manner. It is Forus Training policy not to accept any hand-written documentation from trainers.
2. Only award marks for learner evidence provided and that can be seen / witnessed by the internal verifier and by the external authenticator. Marks cannot be awarded for class participation outside of skills demonstrations or for incomplete portfolios, for example as the marking scheme does not allow for this.
3. When entering the Candidate Mark on the marking sheet please give the breakdown of marks not just the total i.e. 10 out of 20. This is useful for the EA when approving results and would be really beneficial in appeals cases as we will then be able to explain to the Learner exactly where marks were lost or could be gained.

Scenario - *When the learner submits an incomplete piece of work online the work is marked accordingly. If a section is missing, they are not alerted to the fact that their work is incompletely submitted. It is their responsibility to make sure that the work is submitted in full and correctly. In that case, their grade may be affected by the incomplete submission. Should the submission result in a fail grade it means that they will have to go through the resit procedure in order to submit their work for a correction and will be subject to both the resit fees and the limitations of receiving a pass grade only.*

4. Skills demonstrations, Video Evidence and GDPR: If you, as trainer, are capturing video evidence please transfer the recordings by creating a folder of google drive using your Forus Training account and share the folder with certification@forustraining.ie. Make sure the learner identifies themselves at the commencement of the recording. Ensure to include the course name, your name and the event ID in the title. Within each folder name the files with the participants name and the assessment title and the Event ID. **e.g . Rachel Considine Skills Demo 6N1950 Interview Event ID 4567.**

5. Provide annotations to show to the internal verifier and the external authenticator where and why marks were awarded/deducted and that there is sufficient evidence to support the fact that the work was assessed. It is the annotations that back-up the feedback and your scores.
6. When recording Scores do not leave a learner at the cusp of a grade i.e. within 1/1.5% score of the higher grade (Distinction, Merit, Pass). For example awarding a learner 48.5% will result in the QBS uplifting the learner to 49% thus, leaving the learner on the cusp of a pass grade of 50 or awarding them 78.5% which QBS will increase to 79%, thus leaving them on the cusp of a distinction grade at 80 is viewed as unfair on the learner and likely to result in a learner seeking for the grade to be appealed.
7. Feedback - End of Module Assessment - The Learner will receive typed feedback - ensure it is fair, positive and encouraging .

forus TRAINING
YOUR TOMORROW IS OUR TODAY™

P9 S9 C13 Learner Feedback Form

The purpose of this form is to provide feedback to the learner on their coursework.

PLEASE USE BLOCK CAPITALS

SECTION 1: Course Details

Learner Name: Module:

SECTION 2: Assessment Feedback

8. Marking sheets - ensure they are totalled correctly.
9. Input the learner marks onto Adminstrate once you have corrected and annotated the learner evidence.
10. Please ensure that marked and graded learner assessment is returned to us with each individual learner marking sheet and feedback form punched and attached to the correct learner evidence.
11. Please include a **results summary sheet** and that you complete an **end of programme report**, to give us a full understanding of how the course went for you.

12. You will receive the learner evidence for correction one week after the submission date if the learner submits to Forus Training.
13. You have 3 **weeks to correct learner evidence** after the stated submission date and ensure their return to the Forus Office, Castle Street, Mullingar or certification@forustraining.ie for timely processing.
14. If the submission date is within a holiday. The certification desk will contact you. This particularly pertains to the Christmas period. It is important you confirm submission dates with learners on the first night of the course. If there is any confusion whatsoever, please ask the certification desk.

Initially all work that learners submit is internally assessed and graded; this is normally carried out by you, the Trainer. A percentage of a learner's work is then internally verified by someone other than you to ensure that it has been satisfactorily graded and fairly assessed. This process is known as cross moderation. [P9 S9 C13 Cross Moderation Policy](#)

Internal Verification (IV) is then undertaken to ensure all administrative tasks associated with quality assuring learner assessment evidence have been effectively and appropriately completed. This includes but is not limited to:

- Ensuring Learners and Trainers have signed the appropriate documents,
- All marking criteria sheets and marking schemes have been accurately completed,
- All learner assessment evidence has been submitted as per the marking sheets,
- Calculation of mark allocations are accurate and provisional smatch the grades documented as achieved,

The assessor / Trainer may be contacted by internal verifier(s) during this process for clarification or completion of further assessment requirements.

An External Authenticator i.e. a person not employed by Forus Training is then required to authenticate a percentage of learners work to ensure that it is satisfactorily graded and fairly assessed. Following external authentication learner results are then approved by the Results Approval Panel and submission of approved results is made to QQI and learners are then notified of their results. The assessor may be contacted by the external authenticator during this process for clarification or completion of further assessment requirements.

If learners are not happy with their results then they may appeal this within 14 days.

QQI periods run six times annually (Feb, Apr, Jun, Aug, Oct, Dec). It is important to communicate the stages in blue to the learner so they have an accurate expectation in relation to the timeline involved in receiving results and certification.

It is essential that all learner assessment material and internal verification reports are available for this process. It is intended that provisional Results are issued to learners between 1st and the 12th of Feb, Apr, Jun, Aug, Oct, Dec and depending on the published QQI certification dates (available online) falls, it is approximately 4 weeks after that before certificates are issued approximately after that.



Forus Training updates the key dates each year.

j) Exemptions

P9 S2 C1 Recognition of Prior Learning and Exemptions Policy

This policy applies to all Forus Training learners and to all modules taken as part of QQI accredited courses, courses accredited by Forus Training under authority delegated by QQI, and courses

accredited by other agencies. This policy does not apply in the case of learners applying for exemption from modules which constitute a complete level of a course.

- This process is relevant to learners who may have substantial certified or non-certified experiential learning, in many cases accumulated while in employment.
 - Prior experiential learning: Knowledge and skills acquired through life, work experience and study, not formally attested through formal certification. Academic credits can be awarded for the achievement of learning outcomes, but not for experience per se. The achievement of learning outcomes is dependent on the learner and the quality and duration of the experience. Experience can include experience gained as a result of involvement in employment, community activity, home duties, sport and other life or work experiences.
- An exemption is awarded where a learner has already completed a module prior to CAS awards and QQI deem that it is not necessary to complete it again as the content is the same.
- An exemption may also be awarded where the learner has completed courses at a level higher than the current proposed study. It is important that trainers are fully informed of the learning path the learners intend to pursue so as not to do an unnecessary optional module that they could have used a previous award as an exemption for.
 - Prior certified learning: Achievement of learning outcomes that have been attested through formal certification. Certification should include the overall level of the award and should have an attachment outlining the syllabus followed.

All applications for exemption(s) are processed through certification. It is not the trainers responsibility to process or grant exemptions.

As the trainer on this module, you represent Forus Training.

**You
and this**



**Are...
is really important to us!**

It is really important that you represent us where it matters, on the actual training events!

It is really important to us that we present a cohesive message to learners. You represent us to learners that we may never meet in person.

It is important that you reflect our values as above in the training room. We are here to support you in that role.

k) Housekeeping

At the start of the event it is important that you cover some housekeeping rules with learners. This section introduces some of the basic housekeeping rules that you will be required to follow for the duration of the training programme.


1. The schedule, timekeeping and attendance:

All learners are required to print their name and sign in using the attendance record each day of the programme. Attendance is monitored - repeated or continuous absenteeism will be investigated.

Email a picture / scan of this form to certification@forustraining.ie following the session

Ensure all elements are filled and that the form is signed and dated.

As the Trainer, you must ensure that all relevant sections of the form are filled out (including Event ID (ADM) and the form is signed and dated. The same procedure applies for Classroom, Blended and Self-Paced Delivery.



Attendance Record

The purpose of this form is to record the participants' attendance on the course / examinations.
 Clearly record absences on the attendance sheet in the case of examinations.

Section 1: Course Details PLEASE USE BLOCK CAPITALS

Date:	30th Mar 19	Session Start Time:	Session Finish Time:	Event ID (ADM):	
Course Title:					
Course Location:			Trainer(s):	Mary Wright	
Examination Session:	Yes <input type="checkbox"/> No <input type="checkbox"/>		Session:	of	

Section 2: Attendance Record

	Name (block capitals)	Company	Time in	Time out	Signature
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

Tutors - Please record absences once the class has signed in.
 Tutors - Please ensure to log attendance on system

Section 3: Sign Off Trainer / Invigilator / Administration

Signature Tutor / Invigilator:		Date:	
Administration check (ADM)		Date:	

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[P9 S7 Attendance Record](#)

In terms of timekeeping – layout the course timetable and specify the importance of timekeeping as all learners need to have at least 80% attendance of the trainer directed hours as set out in the module descriptor.

- Start class on time to set the right tone.
- Poor timekeeping in relation to delivering programmes will not be tolerated. (See WIN policy).
- Finishing early can sometimes be problematic, ensure that you leave important content to the end of the session so that learners are encouraged to attend to the end.

2. Smoking

Inform learners of designated smoking areas (if any). Instruct learners that they are not permitted to smoke in any publicly accessed buildings. It is at the trainer’s discretion to designate smoking breaks where necessary.

3. Fire Safety

You, the trainer must be familiar with the fire safety procedures and alarm soundings of the facility in which they are training and check that fire exits are not obstructed and are operable from the interior. Ask learners to take note of all available fire exits. Decide on an assembly point and instruct learners not to leave this point until instructed by you the trainer. Learners must be instructed not to bring personal items with them in the event of a fire/fire drill. You, the trainer must bring the attendance record and complete a head count when they have reached the assembly point.

4. Breaks

Tea and lunch breaks can be designated by you, the trainer accordingly. Remind learners that they must return from all breaks at a specified time. Time allocated for breaks must not be included in the trainer directed hours.

5. Mobile Phones

Trainers should request that phones be switched off completely or at a minimum kept on silent during training. Learners are not permitted to operate phones during training sessions.

6. Respect and Courtesy

Highlight the importance of having mutual respect and courtesy for one other including you, as the trainer. Ask learners to specify how they can treat trainers and each other respectfully to make suggestions e.g. not talking over someone, not using phones, not laughing at someone, etc. Commence every new programme with a Group Contract.

7. Forus Training Using WhatsApp

WhatsApp in education is a reality. Learner's often set up their own WhatsApp groups or Facebook groups, and agree to "join" on the basis of their phone number / profile picture being shared. Forus Training sees the benefits of the WhatsApp application in the educational process. Many interesting tasks can be done with messaging applications.

It is up to trainers to be part of this communication medium the benefit of the educational process, this can avoid inappropriate dialogue amongst learners. It is advised that a WhatsApp group is created to facilitate communication and that the learner representative is an administrator on the account and moderates the conversation in line with this policy. The use of WhatsApp in courses has greatly benefited trainers and learners. This tool can allow for more effective communication amongst learners. It can allow for more agile, less costly, and more effective communication.

WhatsApp or similar forums stimulates collaborative work and achieves the exchange of content both between the trainer and the learner. For example, sharing audio lessons, sending PPT materials or documents such as Word, books, etc. It is also possible to share video content or topical relevant links.

It can be used for announcements, notices, and information amongst learners.

Intellectual Property

The copyright and all other intellectual property rights for any concept(s) developed by you in connection with your employment shall be the property of Forus Training. It is a condition of employment that you assign all rights of copyright, both current and future, to Forus Training for the full period of the copyright, including extensions and renewals thereof. For projects of particular sensitivity, you may be required to sign special confidentiality agreements. In such cases, you will not seek to or accept any commercial advantage, including employment (from knowledge gained about such projects) for a period of 12 months following the ending of your employment for whatever reason.

Zoom recordings: Training sessions must be delivered through the correct medium as advised at induction. Recordings will remain the property of Forus Training and must be saved to the Cloud.

Adverse Weather Condition Guidance

Your safety is important to us. However each individual trainer knows their own transport and routes to and from training sessions and venues. It is up to the individual to take responsibility for their safety at all times. This information is for guidance purposes only and should not be regarded as a substitute for taking advice from Met Eireann / RSA and other relevant authorities and taking responsibility for your own safety. [P9 S7 Adverse Weather Condition Guidance](#)

Learner Representatives

Learner Representatives play a vital role in Forus Training. They are instrumental in keeping a smooth flow in the day to day functioning of Forus Training. They help to ensure that the learner voice is heard in decision-making bodies of Forus Training, and help to keep the Forus Training community alive. The most important requirements are:

- Enthusiasm;
- Diplomacy;
- Having a good rapport with others;
- Being able to represent the views of class colleagues;
- Having a strong desire to maintain the social cohesion of the class and Forus Training;
- Having an ability to see the bigger picture;
- Having collaborative leadership skills.

Learner Representatives are democratically selected by the learner group and, generally upon commencement of the programme. Where two class reps are elected it is of vital importance that they

consult closely with each other on all issues on a regular and ongoing basis and not pre-empt or assume for the other. The term of office for class representatives is for the duration of the programme.

Practical aspects of the learner representative role involve taking responsibility for ensuring that their learner group has a rota for housekeeping duties which includes organising a rota for obtaining canteen provisions and ensuring that the canteen is clean and tidy after all breaks, where appropriate. Each group has the responsibility to tidy up after themselves and to “clean as they go.” Learner Representatives also act as a point of contact and hub for communications between Forus Training and learners and are expected to take a coordination role in this regard.

Learner Representatives are elected to represent the learners’ views to Forus Training and to communicate these views in a manner that best reflects the ethos and philosophy of Forus Training.

Learner Representatives support the development of the social aspects within the group which might include arranging social events for special occasions as deemed appropriate.

Learner Representatives have a voice through Forus Training governance structures and play a very important role in various committees:

			Development and Review Committees		
	Quality Assurance and Academic Governance Council	Programme Delivery & Assessment Committee	Type 1. Organisation Review Committee	Type 2. Programme Development Committee	Type 3. Programme Review and Evaluation Committee
Learner Representative	Member	Member	Member	Member	Member
Meetings per year	2 times per year	3 times per year	As required	As required	As required

[P9 S6 C8 Leaner Representation Policy](#)

Ensure Your And Your Learners Comfort And Safety

Ergonomics – If using computers ensure that you and learners have access to adjustable chairs with lumbar support and take regular breaks from looking at the screen.

We want to provide a peaceful learning environment – Please respect that other learners may wish to study peacefully. Please keep noise to a minimum and take conversations with others and on mobile phones outside the learning room.

Accidents - In the event of an accident, please report immediately to a member of staff. Make yourself aware who the first aid office in the building is. You will be required to complete an [P2 S11 Accident or Incident Report Form](#) and this information will be stored in a secure place to protect your privacy.

Please keep your personal belongings with you at all times. Forus Training cannot accept responsibility for any loss or damage to you or your learners' property. Any lost property should be handed into the front desk if the training is happening in one of our centres.

Internet and email facilities may only be used for training purposes. Please remember that our facility runs many classes, as a result, anything you download may be viewed by other learners. Please do not download anything to our computers. [P4 Information Systems Policy and Procedure](#)

Health, Safety and Equality in the Learning Environment

We are committed to working towards the provision of a healthier and safer environment for all staff, learners and visitors. If you identify any hazard, no matter how insignificant this may be, please report it, and advise your learners to do the same, reporting it to you.

We believe that the active pursuance of such a policy will lead to the avoidance or reduction in risks to health and safety and will ensure that the best practicable means of compliance with the Safety, Health and Welfare at Work Act, 2005 and associated legislation, are achieved.

Reference should be made to the Managing Director in the event of any difficulty arising out of the implementation of the Forus Training Safety Statement.

It is our intention to review and revise the Safety Statement in the light of experience and developments and in any event at least once per year. [Health and Safety Statement/Policy](#)

We are committed to working towards the elimination of discrimination and exclusion through the achievement of equality of opportunity, participation and positive outcome for all our learners. Please emphasise that learners are encouraged to report any concerns they have relating to harassment or bullying to either the trainer or the training centre.

All our learners, staff, clients and other stakeholders are equal, regardless of their sex, race, religion, age, background culture, political beliefs, physical or mental ability, sexual orientation or membership of the Travelling Community. All participants must be afforded equal access to the resources and opportunities available in the learning environment. All participants are entitled to agreed high quality, well planned and organised learning experiences.

Equal Opportunities and Anti-Harassment, [P2 S2 C2 Dignity and respect policy](#)

Learner Responsibilities on Programmes

The following detail outlines Forus Training's expectation of learner responsibilities as outlined in the Learner Handbook. Trainers have a responsibility to understand and communicate these during programme sessions:

- 1. Full attendance (80%):** Full attendance is required by learners in order to achieve certification. There are standard emails set up for trainers to communicate to a learner that you are concerned that they are missing too much of the course.

Send email following up on two consecutive unplanned absences. [P9 S7 Learner Attendance Policy](#)
Follow Up with learners.

- 2. Follow Health and safety rules:** Cover this in induction, *no horseplay is permitted and learners are required to act responsibly and never put themselves or another learner at risk of injury.*
- 3. Bring learner pack to each session:** Cover this in induction
- 4. Submit coursework on time:** (Late Fee €100) applicable to private learners. [P9 S9 C4 Learner application for late submission](#) needs to be submitted with late submission by the learner. This fee must be paid personally by the learner themselves, even if they are a funded learner.
- 5. Make complaints known in a timely manner:** [P9 S13 C1b Complaint Form Forus Training](#)
- 6. Give Feedback (Reaction) to Trainer/ Centre:** [P9 S9 Reaction Form](#) (Learner Feedback)

Once a learner has received their learner pack it is their responsibility to ensure that they bring it to each session/class. Any replacement learner packs will incur a fee.

All summative assessment evidence must be submitted on time. We take this seriously so as not to give any learner an unfair advantage. Unless mitigating circumstances deem otherwise learners must submit course work on-time.

Any feedback, worries or concerns should be communicated to you, as the trainer or directly to hello@forustraining.ie.

Learners will complete a reaction form at the conclusion of the event. This will give us information on how they found the event, the materials and the presentation etc.

Your Learners and the Registration Process

Access is gaining entry to and participation in education and training institutions or programmes. In certain circumstances before admittance is granted, certain criteria may need to be fulfilled. Some examples may include a requirement for a particular qualification (award), education level, skills or work experience etc. from the awarding body.

Our website outlines the entry requirements for each course that your learners may need to have to gain access to the course. In certain circumstances before individuals are admitted, certain criteria need to be fulfilled such as education level, skills or work experience.

e.g. If a learner wishes to do a level 6, they may need a level 5 major award or equivalent, such as leaving cert.

Each learner completes an [application form](#) and the notes from this that are relevant to your delivery of the programme are next to the learners record on the Administrative system.

On the event details beside each learner, you will see any special requirements that the learner has reported to have. The registration application process will also flag special requirements. Evidence will be provided to support any diagnosis. Should difficulties arise during the first session or if someone discloses a disability to you as the course progresses please contact certification@forustraining.ie to have a member of the team follow up with the learner. [P2 S2 C1 Equality Policy](#) (Equality and Diversity) detailing special requirements that the learner may have. If there have been arrangements made to accommodate special educational needs, they will be captured here.

Recognition of Prior Learning – This is any relevant education or work experience the learner may have that they have disclosed on their application. [P9 S2 C1 Recognition of Prior Learning and Exemptions Policy](#)

What have your Learners been told already?

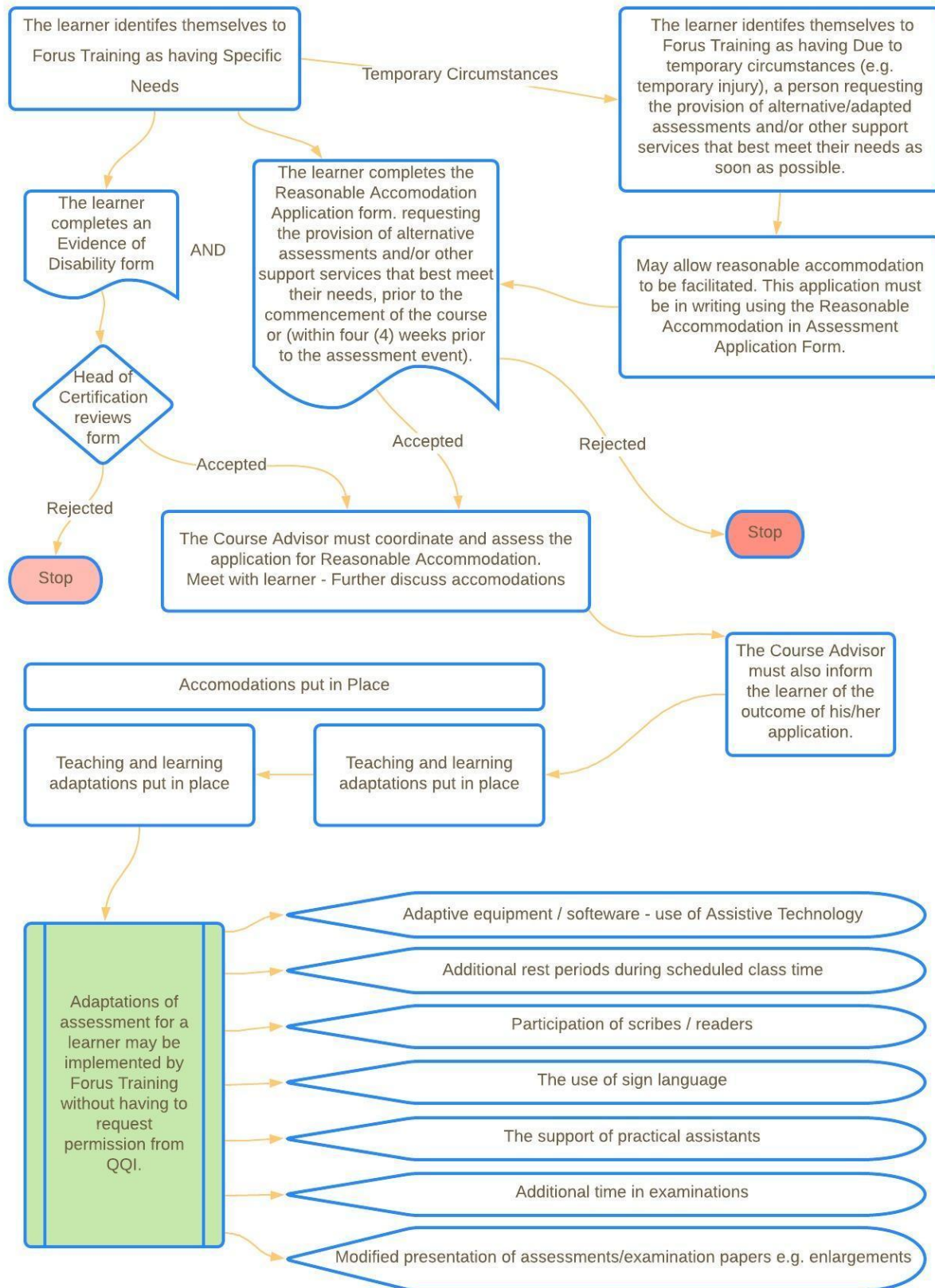
- All learners will have received information regarding the module / event they are attending.
- Please refer to www.forustraining.ie for further information regarding the specific modules you are teaching

Special Requirements - Reasonable Accommodations

- At registration the learner registering is asked whether they have any special requirements - if they indicate that they do, they are asked to submit evidence of their disability by completing [P9 S2 C6 Evidence of Disability Form 2018](#) at the same time they are asked to submit [P9 S2 C6 Application for Reasonable Accommodation Form](#)

- Once the learner has notified us of a requirement, you, as the trainer will be notified in turn.
- All learners with a diagnosed disability studying with Forus Training have the opportunity to receive support. Please guide your learners to contact the certification desk certification@forustraining.ie for support if a learner discloses to you that they have additional needs and require some form of additional support.
- Reasonable accommodations are made for learners on a case by case basis and must be supported with medical documentation.
- Registered and potential learners with verified disabilities or specific learning difficulty are given special consideration and reasonable accommodation to enable them to successfully complete their programme.
- A reasonable accommodation is any action that helps to alleviate a substantial disadvantage due to an impairment or medical condition.
- Such accommodations are put into place to help reduce these barriers in order to provide equality of access and opportunity for all.
- In cases where a learner develops or discovers a support requirement during the course of their studies, the learner is advised to contact certification@forustraining.ie as soon as possible and the same procedure will be followed.

Reasonable Accommodation Policy



Supports available for learners with a physical or sensory disability

- Venue check to insure is it accessibility inappropriate facilities,
- Modifications to the training on examination environment such as seating arrangements or sound amplification et cetera,
- Learning materials provided in an accessible format where possible,
- Additional time allocated to complete assessments,
- Alternative assessment for maths,
- Support of the scribe to complete examinations,
- Alternative assessment formats,
- Report of a scribe to complete examinations,
- Additional time allocated to complete assessment,
- Spelling and all grammar waiver for assessments,
- Extended individual support.

[P2 S2 C1 Equality Policy](#)

Work Experience / Placement – If Applicable

If your course involves work experience, make sure that learners are provided with a [P9 S9 C12 Work Experience Arrangement Form](#). The following modules require learners to carry out practical tasks in workplace situations:

Major Award and Code	Module Title and Code	QQI Level	Minimum Requirement (in hours)	Setting
5M2009 Early Childhood Care and Education	Work Experience 5N1356	Level 5	120 hours	Early Childhood Care and Education setting
6M2007 Early Childhood Care and Education	Special Needs Assisting 6N1957	Level 6	20 hours	Early Childhood Care and Education setting and (but not or) Primary
5M4339 Healthcare Support	Work Experience 5N1356	Level 5	120 hours	Healthcare Setting

Process of Work Experience

1. The learner receives information about carrying out work experience before the commencement of the course.

2. It is the learner's responsibility to source their own work placement in a recognised facility that is associated with the programme that they are undertaking.
3. The learner writes a cover letter supported by Forus Training's insurance letter (there will be a copy of the insurance letter in the work experience arrangement form) and sources a placement.
4. The learner completes the P9 S9 C12 Work Experience Arrangements Form and returns it to the trainer.
5. The trainer then submits the form to the Certification desk Forus Training.
6. The head of certification writes to the nominated supervisor on the form with a set of guidelines.
7. The learner completes the work experience with the organisation
8. The learner completes the attendance log and has the nominated supervisor from the host organisation sign off on each day attended by the learner.
9. The supervisor completes the Supervisors Report along with the supporting learner evidence for assessment by the trainer.
10. The trainer assesses the material in line with the marking guides.

Garda Clearance

Make sure that learners are also aware of the need for Garda clearance.

Organisations obviously, wish learners to be Garda cleared through themselves, but some organisations and management appreciate it when learners go to the effort of getting garda cleared ahead of time. So that when they present themselves to the workplace saying "Can I have some work experience here? I am already garda cleared." it gives the employer or possible employer the assurance that the person understands the importance of garda clearance.

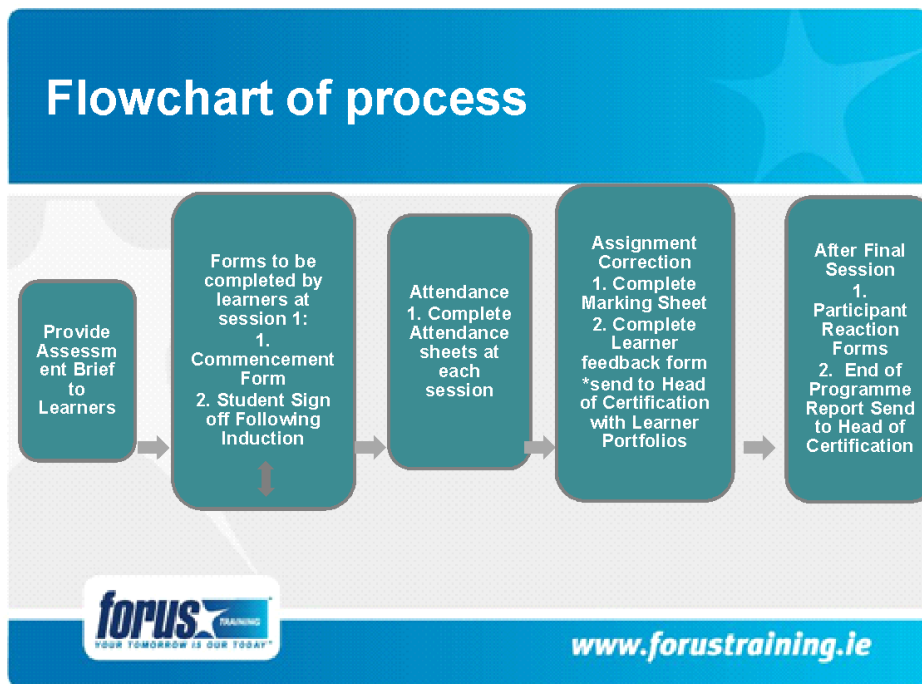
- **Garda Clearance** – Learners to apply through hello@forustraining.ie, *we offer this service through Westmeath volunteer centre.*
- Cost €20 to process
- **The following information is required for Garda Clearance**
 - ❖ Their full name including their middle name,
 - ❖ Their photo ID,
 - ❖ Their email,
 - ❖ Phone number,
 - ❖ Date of birth.

Communications & GDPR

In terms of communication and GDPR what we have learned is the following: It is easy to make mistakes and inadvertently cause a breach. We have taken a number of precautionary steps to stop this from happening:

- **Do not** cc a group of learners on an email; **use Administrate** to email learners and cc yourself. Sharing learners information even inadvertently this is determined to be a data breach.
- Learners may set up a What’s app group among themselves. It is up to them to join and share their own data. Please ensure you have read and signed P4 S1 Standard Data Processing Agreement for Trainers
- Never discuss one learner’s progress with another.
- No facial pictures or video evidence of children or their names or any other identifying features of anyone are to be presented as learner evidence. Use Pseudonyms or TC (Target child) for all subjects including adults.
- You, as the trainer need to advise the learner on the approach to take to protect any subject's identity. This is the case for all subjects including learner evidence relating to adults and vulnerable adults.
- Permission is required from both parents and setting prior to carrying out observations in the context of schools and childcare. This can be arranged through the creation of a permission slip by the learner and inclusion of that permission slip with that completed work.

Learner Commencement, Induction And Information To Learners



This is the flowchart of processes that happen upon the commencement of a Forus Training programme. As the programme trainer, you have a responsibility to be familiar with these steps. The process is thoroughly explained during the on-boarding and should you have any further questions, please do not hesitate to ask.

LABEL

in ADM



Commencement Form

The purpose of this form is to obtain participant details for certification purposes.

Section 1: Your Details (official name)		PLEASE USE BLOCK CAPITALS	
First Name:	JOE	Surname:	BLOGGS
PPS Number:	1234781K	Date of Birth:	20 May 1999
Home Address:	3 MAIN STREET, MULLINGAR,		
County:	CO. WESTMEATH	Email:	josephd@gmail.com
Home Phone:	044 9312345	Mobile:	087-1234567
Name your official name – (matches Identification documentation such as drivers licence or passport)	JOSEPH BLOGGS		
Do you hold a medical card?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Medical card no:	

Section 2: Company Details	
Company Name:	NOT NECESSARY UNLESS COMPANY FUNDING COURSE
Job Title:	
Company Address:	
Town:	County:
Work Phone:	Extension:
Fax:	Email:

Section 3: Other Courses	
Have you completed a related course recently	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, which was your most recent?	

Section 4: This Course			
Course Title:	PEOPLE MOVING AND HANDLING	EVENT ID:	12345
Start Date:	01 JANUARY 2019	Trainer:	MARY WRIGHT

Section 5: Office Use		in ADM
Contact ID:		Invoiced <input type="checkbox"/> Administrator

The above is an example of our commencement form. This is the form that learners complete when they are starting a programme with us. Highlighted in pink are the fields or the information that we need to register the learner with QQI. This includes their PPSN, Date of Birth and OFFICIAL Name. It is vitally important that our certification department has accurate information in order to process the learners' results for certification. If this information is not input correctly it results in the learner being deemed invalid.

Certification cannot be issued until the data is corrected. Common problems relate to learners using their married name instead of their maiden name if they have not officially changed their name. Highlighted in red is where the event ID goes, This is the event identification given by the system "Administrate". It is important to clearly identify all paperwork with the event ID .

To enable all Forus Training staff to maintain a high standard of quality delivery and ensure that procedures are effectively applied, all trainers and learners are required to sign off on having been inducted.

Learners should sign the acknowledgement below to confirm their familiarity with the content of the Induction Module. A copy of this signed acknowledgement will be retained in your learner file

In this form learner sign off the following induction which includes two sheets the first page confirms that the learner has received

Event ID _____ Upload

Learner Sign-off following Induction

To enable all Forus Training staff to maintain a high standard of quality delivery and ensure that procedures are effectively applied, all trainers and learners are required to sign off on having been inducted.

Learners should sign the acknowledgement below to confirm their familiarity with the content of the Induction Module. A copy of this signed acknowledgement will be retained in your learner file.

Section 1: Learner Details

PLEASE USE BLOCK CAPITALS

First Name:	JOSEPH	Surname:	BLOGGS
"Learner Induction Pack" received:	Yes <input checked="" type="checkbox"/>	Date:	1st January 2019

I _____ acknowledge that I have received induction training and understand the policies procedures and schedules outlined to me as listed below;

✓ QQI Overview, Grading Criteria and Awards Standards		<input checked="" type="checkbox"/>
✓ Forus Training Learner Charter		<input checked="" type="checkbox"/>
✓ Trainers Responsibilities & Learner Responsibilities		<input checked="" type="checkbox"/>
✓ Comfort and Safety		<input checked="" type="checkbox"/>
✓ Plagiarism		<input checked="" type="checkbox"/>
✓ Equal Opportunities and Anti Harassment Policy		<input checked="" type="checkbox"/>
✓ Protection for Learners Policy (where applicable)		<input checked="" type="checkbox"/>
✓ Access, Transfer and Progression Policy		<input checked="" type="checkbox"/>
✓ Data Protection		<input checked="" type="checkbox"/>
✓ The Assessment Process / Plan		<input checked="" type="checkbox"/>
✓ Submission of Coursework - Deadlines / Extensions		<input checked="" type="checkbox"/>
✓ Appeals Process		<input checked="" type="checkbox"/>
✓ Certification Process		<input checked="" type="checkbox"/>


I understand that in order for the award to be made I am required to submit personal information to Forus Training for onward submission of that information to QQI. I understand that QQI will maintain and retain this data indefinitely for the purpose of verification and confirmation of my QQI award, for example to employers, to other training providers and to myself. There may be circumstances where I give permission to have this information shared, for example with CAO.

Section 2: Sign Off

Learner Signature:		Date:	
Trainer Signature:		Date:	

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CODE: FORM P9 S6 Learning Life Cycle
Page 1 of 2

The second sheet of the same form is really important as it outlines to the learners their roles and responsibilities in terms of the assessment. It is important that they don't just sign this form without reading it carefully.

Event ID _____ Upload 

in ADM



Learner Assessment Contract

As a learner with Forus Training, I can expect the following in relation to assessment:

- Fair and consistent assessments that are transparent and accessible.,
- A valid, reliable, quality assured assessment process,
- Accurate, accessible information about course requirements, learning outcomes and assessment dates,
- Clear instructions in relation to assessments that provide opportunities to demonstrate achievement of the standards of knowledge, skills and competencies required,
- Information regarding assessment procedures in a learner handbook,
- An assessment process that is internally verified as fair and consistent,
- Externally authenticated assessments consistent with national standards,
- Reasonable and appropriate accommodations in assessments,
- Constructive feedback from my assessor,
- Security of all assessment materials submitted,
- A right to appeal results and to repeat assessments under certain conditions.

Signed on behalf of Forus Training:
Lisa O Connell, Managing Director Signature:

As a learner with Forus Training:


- I will attend and participate in all classes as required,
- It is my responsibility to get any information that I have missed through non-attendance,
- I will submit assessments on time and in the format requested,
- I will bring my support needs to the attention of the centre in a timely manner,
- I will prepare for and participate fully in assessments,
- I will take responsibility for ensuring that I have received all assessment information,
- I will familiarise myself with and adhere to Forus Training's Assessment Procedures and regulations,
- I will arrive on time for examinations,
- I will submit my own original work, correctly reference any quotations and not plagiarise anyone's work,
- I will attend feedback sessions and request additional feedback if required,
- I will keep copies of all my assessment materials,
- I will review my progress to get the most from my training programme.

Learner Signature:

Date:

LABEL

in ADM



forus TRAINING
YOUR TOMORROW IS OUR TODAY™

Reaction Form

The purpose of this form is to get your feedback on the course.

Section 1: Course Details

PLEASE USE BLOCK CAPITALS

First Name: Surname:

Course Title: EVENT ID:

Tutor: End Date:

Section 2: Your Feedback

Please Tick	Excellent	Very Good	Good	Fair	Poor
Please rate the Course Overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were the learning objectives given?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were learning objectives met?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rate the standard of presentation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was trainer able to address your questions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall rating of trainer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rate the Handouts / Course Material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were you happy with learner participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equipment, Room and Work Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What areas of the course do you think need improvement?

What did you enjoy the most about the course?

What did you find most useful / most relevant?

Section 3: Sign Off

Please indicate if you are happy for positive comments to be included in our marketing material as testimonials Yes No

Signed: Date:

© Forus Training 2018
FORM S9 B.4 01 - Reaction Course Delivery
Page 1 of 1

Learners also complete a reaction form at the end of the course, as pictured above. This is also a form that requires an event ID in the top right. Here they give feedback on whether the learning objectives are given, the standard of presentation, how they rate the trainer, how they rate the handouts etc. They also have some text fields so they can indicate how they found the programme.

Extensions

Deadlines/Extensions

- Extenuating / special circumstances e.g. severe illness, family death
- Learners must apply for extension directly to Forus Training. Application to be completed by learner and forwarded to: certification@forustraining.ie
- Extension applications need to be received before the deadlines
- Decision by Centre Manager, trainers are cc'd on the outcome

Context:

This section indicates the unusual circumstances under which a learner is entitled to have a deadline for the submission of work extended.

Points to Include:

- Forus Training expects the timely submission of coursework as set out by the trainer. However we understand that in some instances extenuating circumstances can make it difficult for a learner to submit work or attend an examination due to personal circumstances.
- In the instance of extenuating circumstances we request that a learner where capable completes an extenuating circumstances learner application extension form. The learner must declare the grounds on which they are requesting an extension etc.
- The trainer must then communicate with the centre manager regarding the application. The centre manager is then responsible for making a decision on whether the extension shall be granted.
- Indicate the circumstances under which compassionate consideration was afforded:
 - A physical injury of emotional trauma during a period four to six weeks previously,
 - A physical disability or chronic or disabling condition such as epilepsy, glandular fever or other incapacitating illness of the learner,
 - Recent bereavement of close family or friend,
 - Severe accident,
 - Domestic crisis,
 - Terminal illness of a close family member,
 - Other extenuating circumstances.

Examinations

Examination Procedures

The majority of the examinations offered by Forus Training are governed by regulations stipulated by the accrediting bodies Forus Training are currently affiliated with. Such regulations have been established to ensure academic integrity and security of all components of the assessment process. Strict adherence to this policy and associated specific operational procedures and standards is required to retain Forus Training approved status.

Please note that a specific policy relates to the proctoring of an exam in the case of blended learning and the virtual learning environment (VLE). [P9 S9 C8 Online Exam Proctoring Policy](#) & [P9 S9 C8 Online Exam Proctoring Policy - Learner Instructions](#). If you have Learners undertaking an examination please download and circulate the Learner instructions to them by email.

We are now facilitating examinations on all modules that require an exam as part of the assessment instruments, the alternative assessments have been removed from the briefs.

The Trainer must arrange the most appropriate date and time for the exam with the Learner using the following exam booking spreadsheet. [P9 Exam Bookings](#).

Exams will be proctored by the office team on Saturday's throughout the year (the calendar is on the spreadsheet).

[P9 S9 C8 Examinations Policy](#)

[P9 S9 - Examination Invigilator Declaration Forus](#)

End Of Programme Report P9 S12 C3

The purpose of [P9 S12 C3 End of Programme Report](#) is to ensure that the aims and objectives of the programme were met, and that participant participation and assessment is evaluated. It is to be completed by the trainer and submitted to management within 5 working days of completion of the programme / module. This form is required to be completed and returned to Forus before payment for programmes can be issued.

IMPORTANT: Please complete this report, sign & return to Castle House, Castle Street, Mullingar, Co. Westmeath or certificaton@forustraining.ie along with the: Course Folder – to include any remaining paper-work / records

- Learner TNA material - Needs Requirements Records including Student Application Forms.
- Participant Registration Forms.
- Learner Induction Sign-off.
- Attendance Records.

- Participant Evaluations.
- Specific Learning Outcomes Checklist (for Level 3 and lower).
- Copies of Feedback and communication of preliminary results to learners.
- Marking Sheets.
- Result Summary Sheets.
- Accident and Incident Reports.
- All learner evidence and supporting documentation inc. learner briefs.

The form has the following sections:

Section 1: Programme Details

Section 2: Attendance Overview

Section 3: Learning Documentation

Section 4: Benefits / Process Improvement

Section 5: Sign off



CODE: FORM B 10 V2

End of Programme Report

The purpose of this form is to ensure that the aims and objectives of the programme were met, and that participant participation and assessment is evaluated. It is to be completed by the trainer and submitted to management within 5 working days of completion of the programme / module assessment deadline (usually 2 weeks from the programme end date)..

Instructions for completion

- Please complete on your PC
- In the grid below type Yes, No, N/A where applicable
- Delete the word yes or no where indicated throughout
- The form has been partially completed to assist you – please overwrite the existing entries

IMPORTANT: Please complete this report, sign & return to Castle House, Castle Street, Mullingar, Co. Westmeath along with the: **Course Folder** – to include:

Please indicate where enclosed:	Yes	No	N/A
• Learner TNA material - Needs Requirements Records including Student Application Forms.			
• Participant Registration Forms.			
• Learner Induction Sign-off.			
• Attendance Records.			
• Participant Evaluations.			
• Specific Learning Outcomes Checklist (for Level 3 and lower).			
• Copies of Feedback to learners			
• Copies of communication of preliminary results to learners.			
• Marking Sheets.			
• Result Summary Sheets.			
• Accident and Incident Reports.			
• All learner evidence and supporting documentation inc. learner briefs.			

Following the end of a programme please ensure the return of the following:

- Learner Reaction Form
- End of Programme Report **CROSS MODERATION P9 S9 C13**

Complaint Procedures P9 C13[P9 S13 Complaints](#)

All our staff work to resolve issues as quickly and as close to the point of contact as possible. Forus Training intends that the Complaints Policy and its associated documents provide a comprehensive method for the resolution of learner grievances and complaints. The dignity of all persons involved in a complaint will be respected at all times and all complaints will be handled with appropriate discretion.

The process, as conducted, will be cognisant of the rights of learners and staff members and appropriate support will be provided to both.

In the operation of this policy, the Forus Training will be mindful of and operate in accordance with all legal obligations, including its obligations under equality legislation. Issues raised under this Policy will be processed in accordance with the principle of full consultation during the process and in accordance with the general principles of natural justice and fair procedures that include:

- the learner concerned has the right to a fair and impartial determination of the issues concerned, taking into account any relevant or appropriate evidence, factors or circumstances,
- a learner has the right to be accompanied by either a learner colleague or learner representative at any stage of this procedure,
- a learner will not be penalised in any way for raising a grievance matter in good faith, regardless of whether or not the complaint is upheld,
- every effort will be made to adhere to the time limits prescribed in the procedure,
- all relevant documentation concerning the grievance will be made available to all parties involved at all stages of the procedure,
- a learner may withdraw a complaint at any stage of the procedure.

Learners may make complaints about any course, function or service provided by Forus Training or on behalf of Forus Training. The definition of a complaint is necessarily broad and therefore the list provided is intended to guide users and is not intended to be exhaustive. A complaint may relate to the following issues:

- the quality or standard of any service provided or failure to provide a service,
- the quality of facilities or learning resources,
- the failure of Forus Training to follow an appropriate administrative process,

- unfair treatment or inappropriate behaviour by a staff member,
- an alleged action or inaction by Forus Training or a member of its staff.

Not every issue raised with Forus Training is a complaint. For example, the following are not considered to be complaints under this policy:

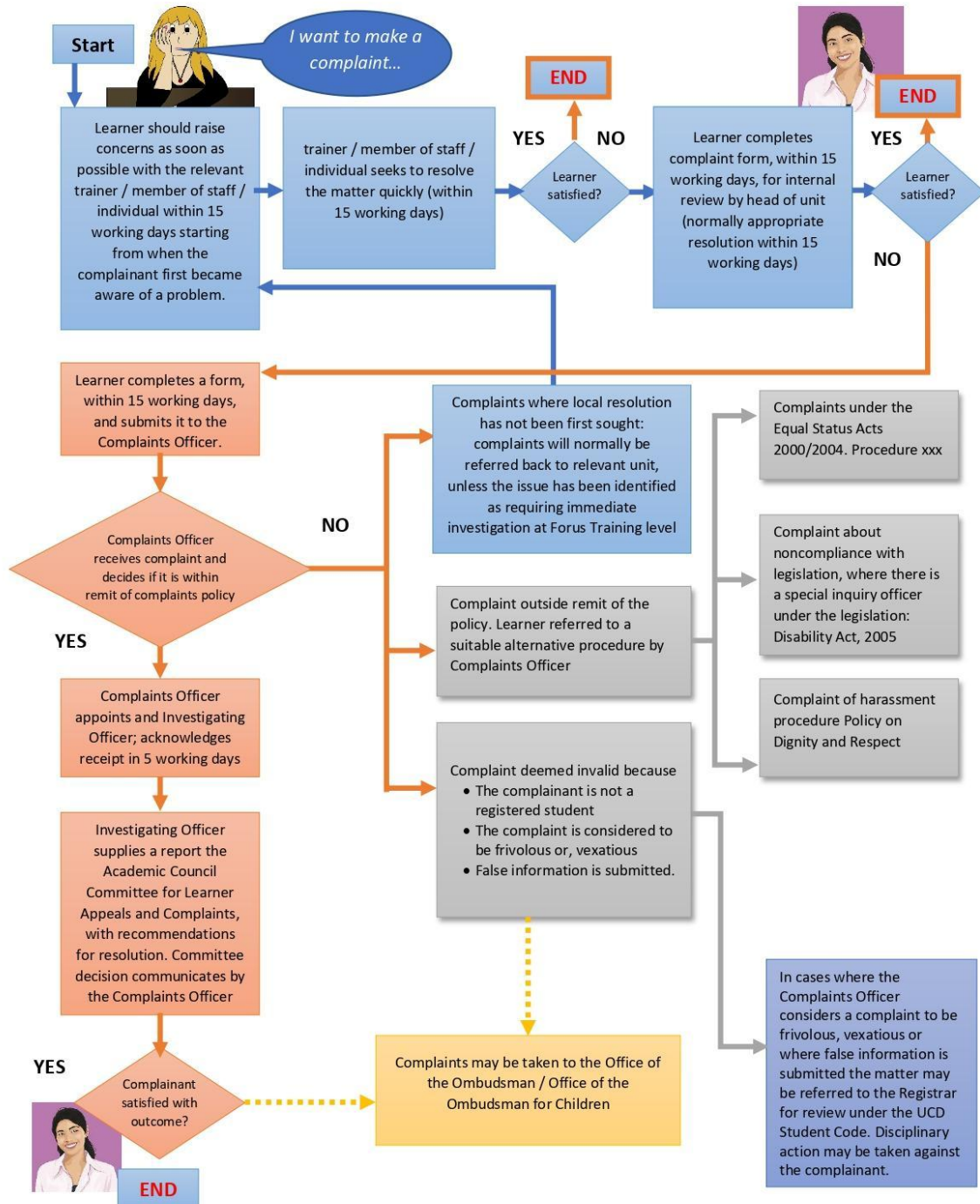
- an appeal seeking a review of an academic decision on assessment, progression, completion or admission. Forus Training provides separate appeals (P9 S18 Review Recheck Appeals Process) procedures to deal with these issues for learners.
- an initial request for information.
- a request under the Freedom of Information Act or Data Protection Act.
- a request for information or an explanation about a regulation, policy or practice.
- a response to an invitation to provide feedback through a formal mechanism, for example questionnaire or online feedback.
- issues raised at learner-staff consultative fora.

Where a complaint is deemed to be frivolous, vexatious or where false information is submitted the learner Complaint Officer, in conjunction with the Chair of Programme Delivery & Assessment Committee (PDAC P1 S5), will reject the complaint. In such circumstances the learner may complain directly to the Ombudsman/the Ombudsman for Children. In submitting complaints, learners are reminded of Forus Training's expectations in respect of learner behaviour and conduct as laid out in the learner Code.

Complaint Flow Chart



P9 S13 C1 Complaint Procedure Flow-Chart



Appeals P9 S18

[P9 S18 Recheck, Review and Appeals Policy](#)

APPEALS STAGES AVAILABLE TO LEARNERS

There are five stages to the appeals process:

- **Stage 1:** Informal Consultation between Learner and the trainer - this is where you, the trainer are most likely to be involved. During this informal consultation you will address with the learner where and why marks were awarded this this may clear up any misunderstanding as why the grade was awarded
- **Stage 2:** is a request for a Recheck of an Assessment - where the addition of scores are checked only. Stage 1 must be followed before entering into Stage 2
- **Stage 3:** is a request for a Review of an Assessment – where a second assessor re-assesses the work. Stage 1 above must be completed before entering into Stage 3
- **Stage 4:** Final Appeal to review Outcomes – where the learner is not satisfied with the outcome of stage
- **Stage 5:** is where the learner has recourse to the Ombudsman.

Please make learners aware of the following policy document - Forus Recheck, Review and Appeals Policy and Procedure. This document outlines the appeals procedure including important timelines and further information on each stage.

All results are communicated to the learner having undergone Internal Verification and External Authentication. These results are known as provisional results.

It is open to learners to appeal and they are informed of this on the email they receive along with their results.

Where no appeals are lodged or applied for all approved results will be submitted to QQI for Certification.

Appeals Application Process

To initiate Stage 1: An informal consultation, the learner must notify the certification@forustraining.ie during the 3 working day period following the day of issue of provisional results that they wish to evoke this appeals stage.

To initiate Stage 2 or 3: A Re-check or review, the learner must have completed stage 1. A **P9 S18 Recheck, Review and Appeals Application Form** must be completed and returned to certification@forustraining.ie

within five working days of the Informal Consultation. Requests received by post must be postmarked within this five day period.

Only a written signed request for a recheck from the learner concerned will be accepted.

Contract Sign Off

I acknowledge that I have received induction training and understand the information contained within this document, relating to the following;

- ✓ Examination Bodies
- ✓ QQI Quality Assurance
- ✓ The National Framework of Qualifications
- ✓ Role and Responsibilities of Trainers / Assessors
- ✓ Overview of Forus Training Policies and Procedures
- ✓ Data Protection Policy
- ✓ Complaints Policy
- ✓ Learner Charter
- ✓ Trainer Conduct
- ✓ Course Administration Requirements
- ✓ Relevant Forms

I have read, understood and agree with the terms and instructions set out above.

Trainer Details	
Name:	<input type="text"/> <input type="text"/>
Address:	<input type="text"/>
Inc. Eircode:	<input type="text"/>
Trainer Signature:	<input type="text"/> <input type="text"/>

On behalf of Forus Training	
Name:	<input type="text"/>
Signature:	<input type="text"/> <input type="text"/>

Confidentiality Agreement

All Forus Training trainers will be expected to sign a confidentiality agreement (as below) prior to their commencement of training.

Confidentiality Agreement

Trainer Details

Name:	<input type="text"/>	Date:	<input type="text"/>
Job Title:	<input type="text"/>		

I shall not at any time during my work (except so far that it is necessary and proper in the course of my work) or at any time after my contract has terminated, use, other than for the legitimate purposes of Forus Training, or disclose (directly or indirectly) to any person, any confidential Information or information pertaining to a third party or learner.

Confidential Information includes reports, draft reports, conversation, meeting minutes or documentation of any kind and includes all training material created for courses distributed on behalf of Forus Training.

I shall not without the prior authority of the Forus remove from the Forus premises or copy or allow others to copy the contents of any document, computer disk, tapes or other tangible items which contain any Confidential Information or which belong to Forus or to any third party or learner.

The consequences in relation to non-compliance with this confidentiality agreement is outlined in Forus Training's [Trainer Code of Conduct](#). Can be up to and including involvement with the disciplinary committee or legal action.

Sign Off

Signed:	<input type="text"/>	Date:	<input type="text"/>
Witness:	<input type="text"/>	Date:	<input type="text"/>

P4 S1 Standard Data Processing Agreement For Trainer

This agreement (the “Agreement”) is made and entered into this _____ (the “Effective Date”) by and between _____ with its principal place of business located at _____ (the Controller – hereinafter referred to as the “Client”) and _____ with its principal place of business located at _____ (the Processor - hereinafter referred to as the “Supplier”) (hereinafter referred to individually as a “Party” and collectively as “the Parties”).

1. Subject matter and duration of the Order or Contract

- (1) Subject matter - The Subject matter of the order or contract regarding the processing of data is the execution of teaching and assessing learners.
- (2) Duration - This agreement stands for all instances where the trainer is engaged to deliver training.

2. Specification of the Order or Contract Details

(1) Nature and Purpose of the intended Processing of Data

The trainer shall:

- Engage with and communicate with learners regarding their progress
- Communicate with learners to fulfil event management tasks such as sending out reminders / further information where necessary.

The data may be processed on-site at Castle House, Castle Street, Mullingar, Co. Westmeath / at the trainer’s home or at a training venue.

(2) Type of Data: The type of personal data used:

ID, PPS Number, DOB, gender, contact information, proof of identification

Correspondence	Attendance patterns Registers/Roll books	Scores, results, grade
Registration Forms		feedback
Name of Programme Award type, Award Name, Award Code, Award Year of programme Date of commencement, Number of Years completed Entry standard to programme	Course completion Learner Evidence inc. video evidence Reaction sheets Current year credits Accumulated credits	Plagiarism detection

Highest qualification		
Sensitive Learner information - Accident reports ☒		
Sensitive Learner information - Records of complaints Ω or ⑦* Ⓒ	Complaint correspondence Ω or ⑦* Ⓒ	Complaint outcome Ω or ⑦* Ⓒ
Sensitive Learner information - Appeal Applications ⑦ Ⓒ	Appeal correspondence ⑦ Ⓒ	Appeal Outcome ⑦ Ⓒ

3. Take measures to ensure confidentiality of data:

- **Take measures to ensure data is kept confidential**
- **Physical Access Control** - Do not give unauthorised access to to devices -ensure devices are password protected. If left idle, devices should automatically lock.
- **Ues Electronic Access Control** e.g.: (secure) passwords, automatic blocking/locking mechanisms, two-factor authentication, encryption of data carriers/storage media
- **Internal Access Control** (permissions for user rights of access to and amendment of data)
Ensure there is no unauthorised reading, copying, changes or deletions of data within the system, e.g. rights authorisation concept, need-based rights of access, logging of system access events
- **Pseudonymisation** - at times it may be necessary to use Pseudonymisation to protect a data subject in a report for example. That is the processing of personal data in such a method/way, that the data cannot be associated with a specific Data Subject without the assistance of additional Information, provided that this additional information is stored separately, and is subject to appropriate technical and organisational measures.

4. Declare as soon as possible data breaches

- The trainer shall notify Forus Training without undue delay upon Processor becoming aware of a Personal Data Breach affecting Forus Training’s Personal Data, providing Company with sufficient information to allow the Company to meet any obligations to report or inform Data Subjects of the Personal Data Breach under the Data Protection Laws.
- The trainer shall cooperate with the Forus Training and take reasonable commercial steps as are directed by Forus Training to assist in the investigation, mitigation and remediation of each such Personal Data Breach.

5. Requests in relation to GDPR

- Promptly notify Forus Training if it receives a request from a Data Subject under any Data Protection Law in respect of Company Personal Data.
- The Trainer will ensure that they don't respond to that request except on the documented instructions of Forus Training or as required by applicable laws to which the Trainer is subject, in which case the Trainer shall, to the extent permitted by applicable laws, inform Forus Training of that legal requirement before the Trainer responds to the request.

6. Deletion and return of personal data

- Copies or duplicates of the data shall never be created without the knowledge of the Forus Training, with the exception of back-up copies as far as they are necessary to ensure orderly data processing, as well as data required to meet regulatory requirements to retain data.
- After conclusion of the contracted work, the trainer shall hand over to the Forus Training documents, processing and utilisation results, and data sets related to the contract that have come into its possession, in a data-protection compliant manner.

7. Integrity (Article 32 Paragraph 1 Point b GDPR)

- **Data Transfer Control** No unauthorised, Copying, Changes or Deletions of Data
- **Data Entry Control** Ensure data is accurately entered, especially in respect to scores templates.

8. Availability and Resilience (Article 32 Paragraph 1 Point b GDPR)

- **Availability Control** Prevent of accidental or wilful destruction or loss, e.g.: Backup Strategy (online/offline; on-site/off-site), use surge protector, virus protection, firewall, reporting procedures and contingency planning
- **Rapid Recovery** (Article 32 Paragraph 1 Point c GDPR) (Article 32 Paragraph 1 Point c GDPR);

9. Data Breach

The consequences in relation to non-compliance with this data processing agreement is outlined in Forus Training's [Trainer Code of Conduct](#) can be up to and including involvement with the disciplinary committee or legal action

Signed for and on behalf of:
Forus Training

Signed for and on behalf of:
Trainer

Name:

Title:

Date:

Name:

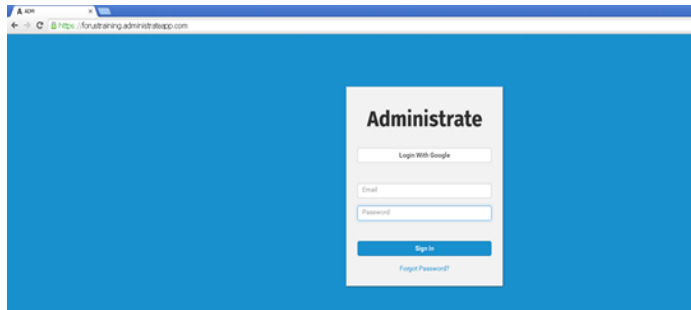
Title:

Date:

Appendix 1 - The LMS

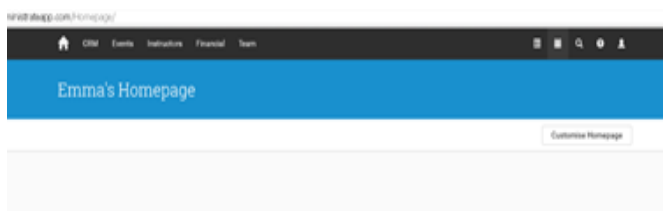
Step 1: Navigate to the Administrate login page.

Your password will be communicated to you during your induction. Ensure to keep your password secure.

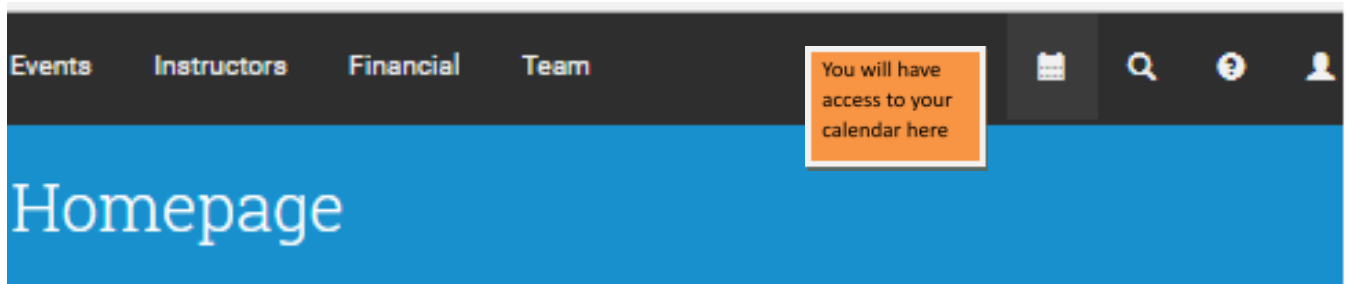


Step 2: Enter your username (forustraining e-mail address) and your password.

When you login using your Forus Training Email address and assigned password you will see your own personal homepage which can be customized.

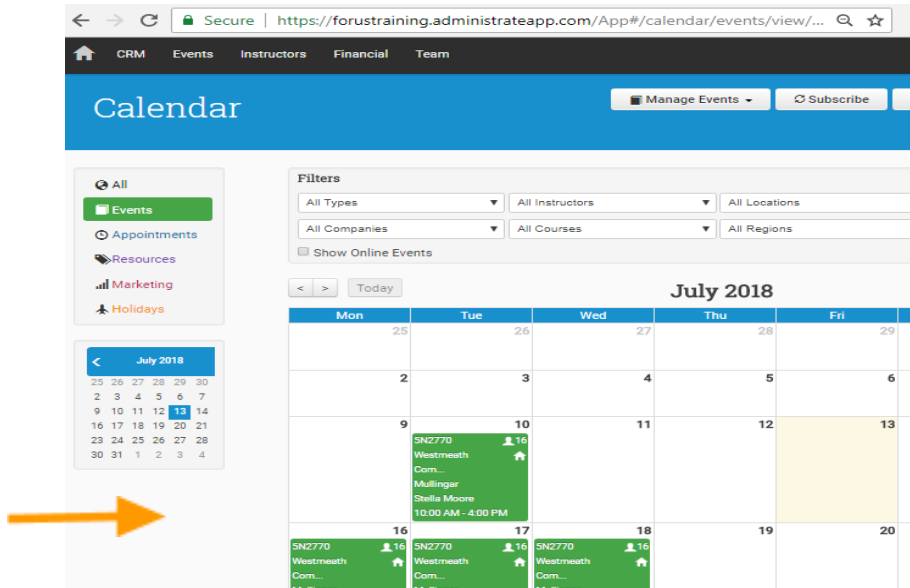


Step 3: Access the calendar.



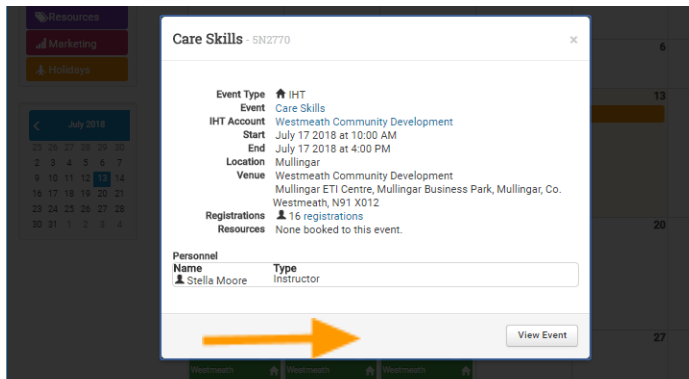
Step 4: Click on an event - green in the calendar

Please contact certification@forustraining.ie ASAP if the calendar does not reflect all the sessions of the event that are due to take place accurately.



Step 5: Click on View Event

Clicking the option to view an event will show you the following screen.

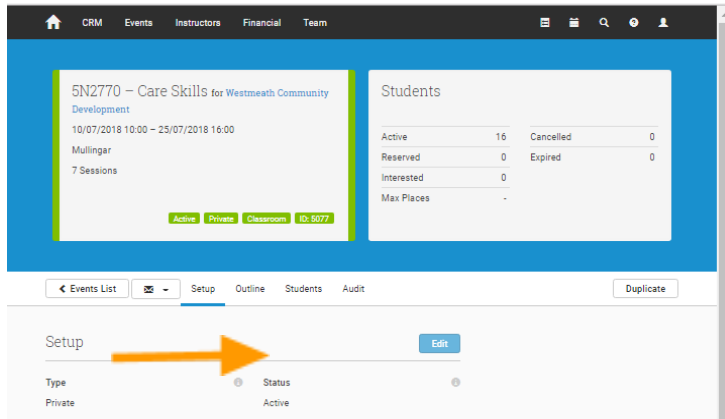


Step 6: Take note of the 4 digit Event ID that appears in green ID:####.

You will be provided with the following headings:

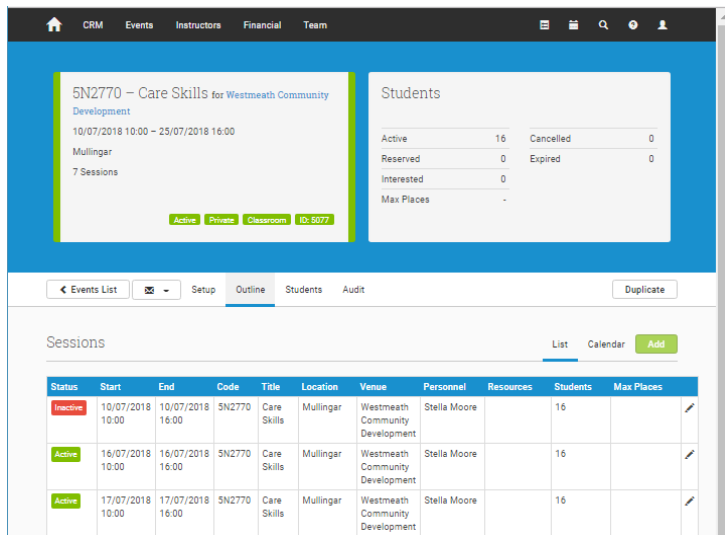
1. Setup (heading that is in view)
2. Outline
3. Students
4. Audit

The Event ID should appear on all written documentation, forms etc in relation to the course ~ Including your invoices.



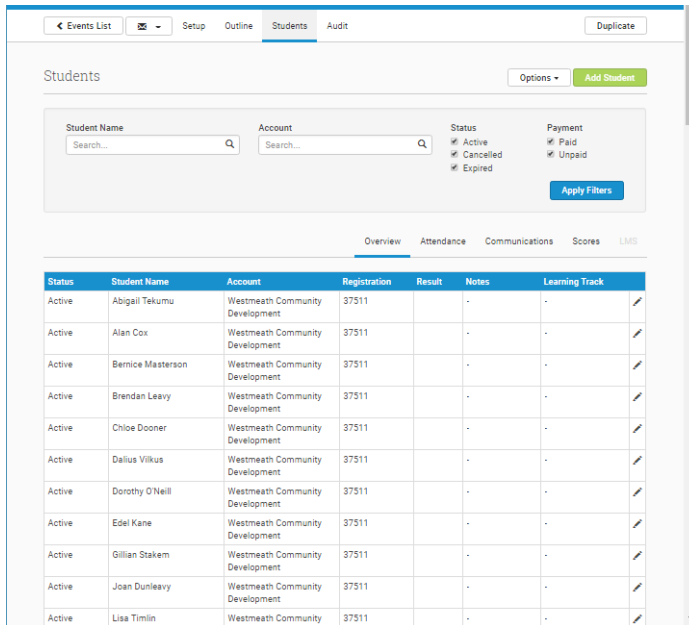
Step 7: Outline

The outline of an event allows you to see each class session. Green will indicate that a session is active and red will relate to sessions that are inactive or in the past.

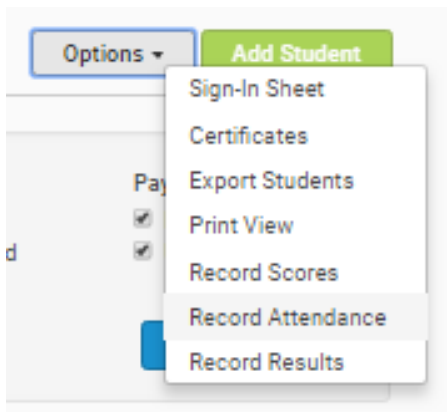


Step 8: Learners

The outline of an event allows you to see each class session. **Green** will indicate that a session is active and **red** will relate to sessions that are inactive or in the past.

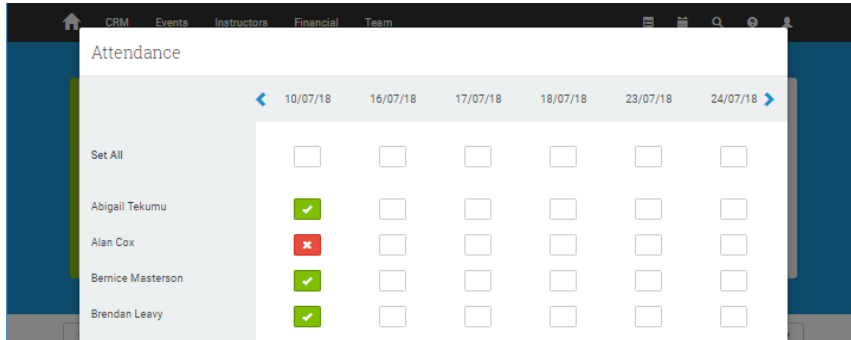


Step 9: Click on record attendance.

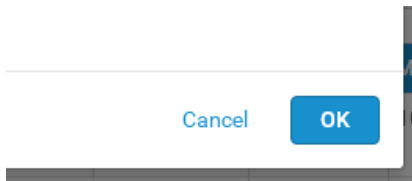


Step 10: Record attendance as shown marking a  or an  where relevant.

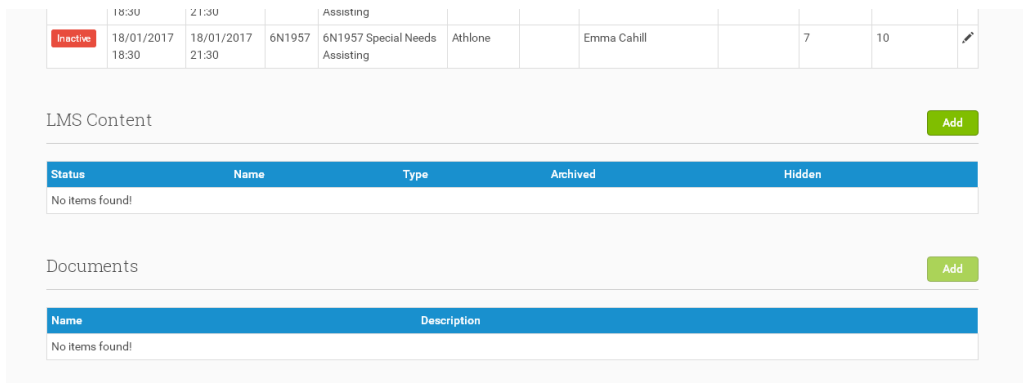
The select all option will make all options the same. Clicking once will make all learners successfully attend this class and this is indicated by a **green box** with a white tick and a second click will mark all learners absent with a **red box** with a white X. This is to be completed directly after each class. If the learners in your class are not represented on the record please contact certification@forustraining.ie immediately - If they are not on the record this has many important repercussions in relation to billing, monitoring and insurance. It is viewed as gross-misconduct if tutors are delivering the programme to students that are not on the record.



Step 11: Click **OK** to save any changes you make to attendance.



Step 12: You can add LMS Content to the programme at the bottom of the screen. Documents relating to the Event can also be stored here.

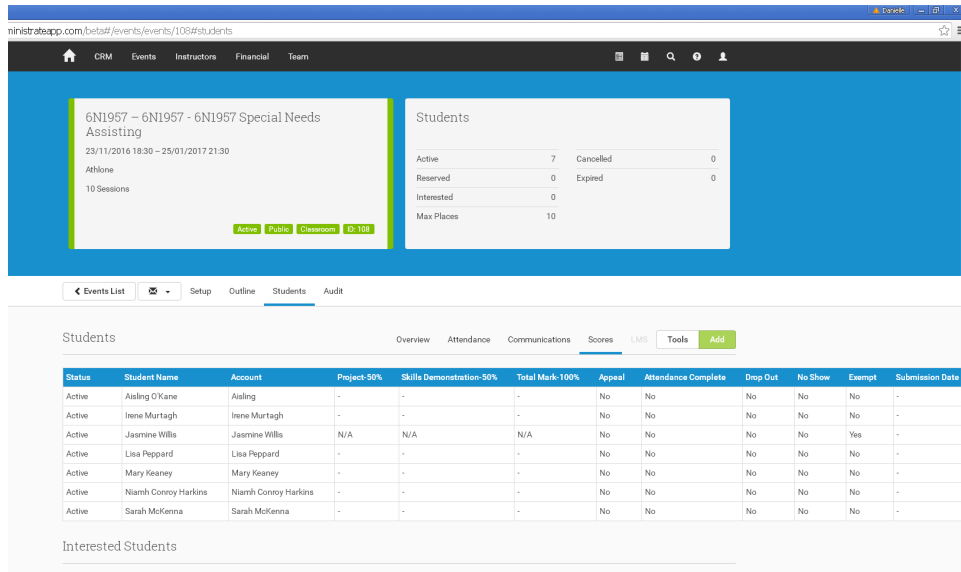


Step 13: Interested Learners & Feedback

At the bottom of the screen you will also see sales opportunities under the heading ‘Interested Students’, this will show you students who have shown an interest in the course but may not have completed their booking. It will also show you an area where feedback can be recorded.

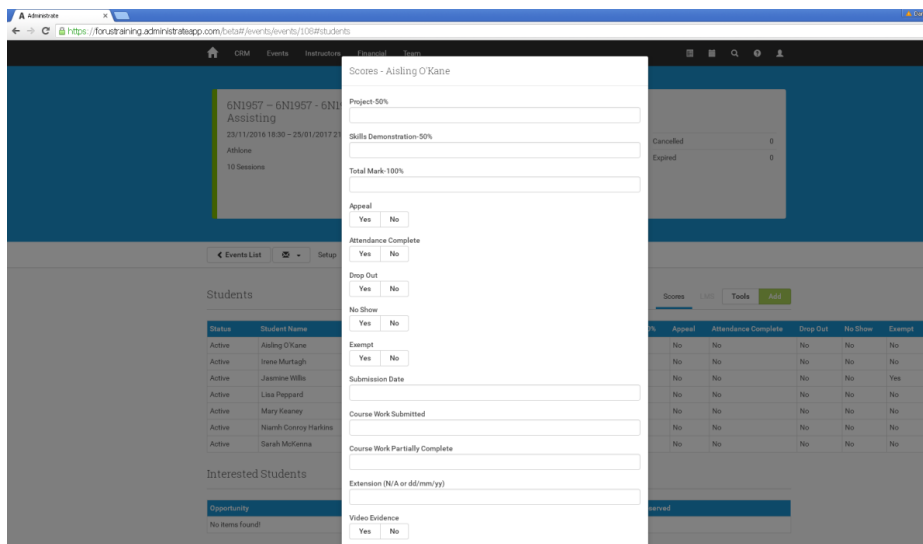
Step 14: Entering Student Results

A **score template** will be added to each course in the setup section of the event. This allows you to input the marks you have allocated to each learner for each specific module. The scores can also be accessed by selecting the score tab, see below. When entering details into the **score template**, you can scroll to the bottom of the screen and you will then see a button to save your details called ‘update’, click on this and the marks you have entered will be saved. You can also make changes or amendments if necessary.

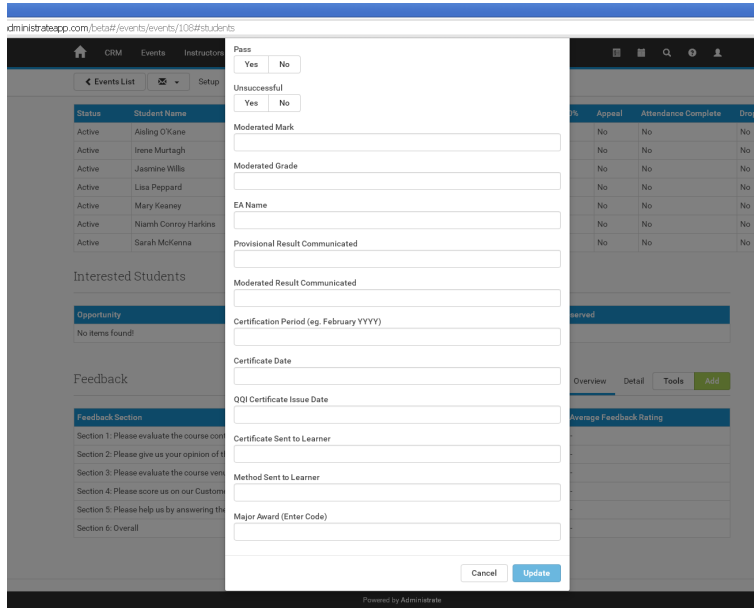


Score Tab

Step 15: If there is no score template attached - Ensure to contact certification@forustraining.ie -this can be rectified quickly allowing you to input the scores.



Step 16: Click update to save the scores



Appendix 2 - Grid Level of Indicators

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
KNOWLEDGE BREADTH	Elementary knowledge	Knowledge that is narrow in range	Knowledge moderately broad in range	Broad range of knowledge	Broad range of knowledge	Specialised knowledge of a broad area
KNOWLEDGE KIND	Demonstrable by recognition or recall	Concrete in reference and basic in comprehension	Mainly concrete in reference and with some comprehension of relationship between knowledge elements	Mainly concrete in reference and with some elements of abstraction or theory	Some theoretical concepts and abstract thinking, with significant depth in some areas	Some theoretical concepts and abstract thinking, with significant underpinning theory
KNOW-HOW & SKILL RANGE	Demonstrate basic practical skills and carry out directed activity using basic tools	Demonstrate limited range of basic practical skills, including the use of relevant tools	Demonstrate a limited range of practical and cognitive	Demonstrate a moderate range of practical and cognitive skills and tools	Demonstrate a broad range of specialised skills and tools	Demonstrate comprehensive range of specialised skills and tools
KNOW-HOW & SKILL SELECTIVITY	Perform processes that are repetitive and predictable	Perform a sequence of routine tasks given clear direction	Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems	Select from a range of procedures and apply known solutions to a variety of predictable problems	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems	Formulate responses to well-defined abstract problems

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
COMPETENCE CONTEXT	Act in closely defined and highly structured contexts	Act in a limited range of predictable and structured contexts	Act within a limited range of contexts	Act in familiar and unfamiliar contexts	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts
COMPETENCE ROLE	Act in a limited range of roles	Act in a range of roles under direction	Act under direction with limited autonomy; function within familiar, homogeneous groups	Act with considerable amount of responsibility and autonomy	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups
COMPETENCE LEARNING TO LEARN	Learn to sequence learning tasks; learn to access and use a range of learning resources	Learn to learn in a disciplined manner in a well-structured and supervised environment	Learn to learn within a managed environment	Learn to take responsibility for own learning within a supervised environment	Learn to take responsibility for own learning within a managed environment	Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs
COMPETENCE INSIGHT	Begin to demonstrate awareness of independent role for self	Demonstrate awareness of independent role for self	Assume limited responsibility for consistency of self-understanding and behaviour	Assume partial responsibility for consistency of self-understanding and behaviour	Assume full responsibility for consistency of self-understanding and behaviour	Express an internalised, personal world view, reflecting engagement with others

Amendment History			
Amendment summary sheet			
Revision	Date	Amendment summary	Training Requirements
002	09/2022	Reviewed and updated	circulated to Trainers