

**WOMEN'S COMMUNITY PROJECTS (MULLINGAR)**

**ASSOCIATION CLG**



**TRAINING & EDUCATION DEPARTMENT**

**TUTOR HANDBOOK**

**2023**

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## **Welcome to Women’s Community Projects (Mullingar) (WCPM)**

WCPM has prepared this handbook to provide you with an overview of the project's policies, benefits, and guidelines. It is intended to familiarise you with important information about the project, as well as provide guidelines for your employment experience with us to foster a safe and healthy work environment. Please understand that this booklet only highlights project policies, practices, and benefits for your personal understanding and cannot, therefore, be construed as a legal document. It is intended to provide general information about the policies, benefits, and regulations governing the employees of the project, and is not intended to be an express or implied contract. The guidelines presented in this handbook are not intended to be a substitute for sound management, judgment, and discretion.

It is obviously not possible to anticipate every situation that may arise in the workplace or to provide information that answers every possible question. In addition, circumstances will undoubtedly require that policies, practices, and benefits described in this handbook change from time to time. Accordingly, the project reserves the right to modify, supplement, rescind, or revise any provision of this handbook from time to time as it deems necessary or appropriate in its sole discretion with or without notice.

No business is free from day-to-day problems, but we believe our personnel policies and practices will help resolve such problems. We strive to work collectively as a team to make the project a viable, healthy, and profitable organisation. This is the only way we can provide a satisfactory working environment that promotes genuine concern and respect for others, including all employees and stakeholders. If any statements in this handbook are not clear to you, please contact your Training & Education Coordinator or Project Coordinator. This handbook supersedes any previous handbooks of the project.

### **About us**

Women’s Community Projects (Mullingar) Association CLG (WCPM) began in 1985 when Sr Finbarr, a Parish Sister, identified a need for somewhere that women and their families could come together to socialise and learn new skills. The Project has evolved and catered for the changing needs of the community over the years.

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## **Mission**

Our mission statement is to facilitate the empowerment of women and their families through education, training and community enterprise development.

## **Aims**

- To facilitate women and their families in identifying their needs and in developing their potential.
- To provide learning and training experiences which address the need identified.
- To be a catalyst for bringing voluntary and statutory organisations together.
- To promote and develop enterprise for women and men who have undergone training on various projects.
- To provide childcare and pre-school facilities for children of learners participating on our training courses
- To access and review projects on an ongoing basis.

## **Contact details**

If you need further information and/or guidance at any stage please contact the Training and Education Coordinator at [tecoordinator@wcpmullingar.ie](mailto:tecoordinator@wcpmullingar.ie) or any member of the Training and Education office staff, if the Coordinator is not available. The Training & Education Department's telephone number is 044 9344301 and email is [adult.ed@wcpmullingar.ie](mailto:adult.ed@wcpmullingar.ie).

## **Our Commitment to our Tutors**

The Board of Management is committed to providing equal employment opportunities to all employees and applicants. Details of our Equality and Diversity policy are available on request.

## **Open-Door Policy**

In keeping with the project's philosophy of open communication, all employees have the right and are encouraged to speak freely with management about their job-related concerns.

We urge you to go directly to your Coordinator to discuss your job-related ideas, recommendations, concerns and other issues which are important to you. If, after talking with your coordinator, you feel the need for additional discussion, you are encouraged to

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speak with the Project Coordinator and a designated representative of the Board of Management.

The most important relationship you will develop at the project will be between you and the Training and Education Coordinator. However, should you need support from someone other than your Coordinator; the Board of Management is committed to resolving your individual concerns in a timely and appropriate manner.

## **Equal Opportunities**

Women's Community Projects (Mullingar) is committed to equality of opportunity in all its policies, practices, and services. WCPM is committed to promoting equality of opportunity for all; combating discrimination and promoting and accommodating diversity. We do not discriminate based on race, religion, age, gender or ability and we treat all staff and learners with dignity and respect.

We are committed to providing reasonable assistance to learners to allow them to complete the programme. If a learner is experiencing difficulties with any aspect of the programme, please bring it to the attention of the Training and Education Coordinator if you cannot resolve the issue yourself.

## **Bullying and Sexual Harassment**

Bullying is defined as repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or during employment, which could reasonably be regarded as undermining the individual's right to dignity at work. An isolated incident of the behaviour described in this definition may be an affront to dignity at work, but, as a once off, is not considered to be bullying. Bullying can take the following forms:

- Physical Contact
- Verbal abuse
- Implied threats
- Jokes, offensive language, gossip, slander, offensive songs
- Posters, photocopied cartoons, graffiti, obscene gestures, flags, bunting and emblems.
- Isolation or non-co-operation or exclusion from social activities
- Intrusion by pestering, spying and stalking.

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- Repeated impossible deadlines or impossible tasks.
- Repeated unreasonable assignments to duties, which are obviously unfavourable to one individual.
- Vandalism of personal property

These examples are not exhaustive, and offences of a similar nature are also prohibited and will be dealt with appropriately. The above list of examples of the type of behaviour considered inappropriate should not be confused with fair and constructive discussion about an employee's performance, conduct or attendance at work.

Sexual harassment is any form of unwanted verbal, non-verbal or physical conduct of a sexual nature, being conduct which in either case has a purpose or effect of violating a person's dignity in creating an intimidating, hostile, degrading, humiliating or offensive environment for the person. Sexual harassment may occur between men and women or between persons of the same gender. A single incident may constitute sexual harassment. It can be:

- Non-verbal - Looks, gestures, whistling, suggestive symbols, pictures.
- Verbal - Advances, propositions, suggestions, jokes, comments, innuendo
- Physical - Groping, kissing, fondling, unnecessary touching, assault or rape
- Gender-based conduct - Conduct that denigrates, ridicules or is intimidating or physically abusive of the employee because of her or his gender.

These examples are not exhaustive, and offences of a similar nature are also prohibited and will be dealt with appropriately.

#### **BULLYING AND HARASSMENT/SEXUAL HARASSMENT**

WCPM fully supports the right of every staff member to work in an environment which is free from bullying or harassment/sexual harassment of any kind and is committed to provide an environment which is free from such.

#### **GRIEVANCES**

The Employment Equality and Equal Status Acts provides protection for individuals who, in good faith, have acted in pursuance of a claim under any of those Acts. Any complaints of discrimination should be reported in writing to your line manager.

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## **Supports for Tutors**

- Tutor Handbook
- Tutor Resource folder
- Printing and photocopying facilities - please see note below.
- Administrative Support
- Tutor Meetings
- Programme materials - we are committed to ensuring all the necessary programme materials are in place for our tutors. All programme materials e.g., supply of arts and crafts, workbooks, must be approved by the Training and Education Coordinator before being ordered.

## **Attendance and Reporting to Work**

We expect our tutors to be in attendance in the training room at least ten minutes in advance of each class. If you expect to be late for any reason, please contact your Coordinator as soon as possible. If your coordinator is not available, you should contact the Training & Education main office at 044 9344301 or Reception at 044 9343432.

## **Car Parking**

As WCPM rents car parking spaces from the Parish, available car parking spaces may be limited. The allocation of parking spaces is at the discretion of Parish Centre Management. Staff availing of parking spaces are required to pay a daily/weekly/annual fee. If you require a space, please email the Training & Education Coordinator who will refer your request to the relevant personnel.

## **Use of Mobile Phones**

Staff must set an appropriate example for learners in this area. Use of mobile phones by both tutors and learners during class is prohibited and mobile phones must be turned off or on silent mode.

## **Tutor Payments**

### **WCPM Tutors**

When you commence employment with WCPM for the first time you are required to supply the Accounts department with your banking details for your weekly payment. These will be made every Thursday by EFT.



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## **Longford & Westmeath Education and Training Board (ETB) Tutors**

Your ETB Coordinator will set up an online contract for you and send you details on how to claim your hours each week on their online payment system. This must be done before each Friday at 1pm to ensure continued payments. If you are absent from a class, please inform your ETB Coordinator and ensure you fill out the online timesheet stating the reason for absenteeism.

## **Programme Ownership**

All programmes and programme materials developed by Women's Community Projects (Mullingar) are the property of Women's Community Projects (Mullingar) and may not be used for any other purpose.

## **Photocopying**

We have a photocopier located in the Training & Education Department. Each tutor will be given an individual code for their use. Please be mindful of costs when copying. Double sided printing is encouraged where possible. Only material for the specific module you are delivering should be copied. Usage will be monitored regularly. Please set up an online account (OneDrive, DropBox, Edmodo, Google Classroom) where possible so learners can access notes etc to save on paper and printing costs. Save a tree!

Please note that the making of multiple photocopies of copyright material is an infringement of copyright unless the permission of the rights holders involved (i.e., the authors and publishers) has been obtained. Please keep this in mind and discuss with the Training and Education Coordinator if you have any concerns regarding infringement of copyright. All learning material given to our learners must have appropriate referencing.

## **Conflict of Interest - Assessment**

The term "Conflict of Interest" refers to a conflict between the duties of an individual as an employee of WCPM on the one hand and his/her personal interests on the other. WCPM requires all staff to be mindful of the potential for conflicts of interest and to be aware of the procedures whereby such conflicts may be avoided or properly managed. All employees are expected to make a commitment to WCPM consistent with the terms of their employment and are expected to arrange outside obligations and activities so as not to conflict with their contracted commitment to WCPM.

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WCPM staff are obligated to disclose any relationship with a learner that may result in a conflict of interest regarding the recording and grading of assessment. This disclosure should be made in writing by the employee using the **Declaration of Potential Conflict of Interest form**. Please ask the Training & Education Coordinator for guidance on this matter.

## **Data Protection**

The personal data we hold on file for our tutors is maintained in accordance with the requirements of relevant Data Protection legislation.

## **Quality Assurance System (QAS)**

As a provider recognised by QQI, we have an agreed Quality Assurance System (QAS) in place. The QAS is a system of policies and procedures which WCPM must implement to maintain and enhance the quality of our programmes and our relationship with QQI. You can access a copy of our Quality Assurance manual in our tutor's shared Dropbox file. It is mandatory that you are familiar with our QAS.

## **Role and Responsibilities of the Tutor**

- Be familiar with QQI's Assessment Guidelines and our quality assurance system, particularly those procedures relating to assessment.
- Be familiar with the Learner Handbook should any questions arise after the formal learner induction is completed by the Training and Education Coordinator/staff.
- Familiarise yourself with WCPM's health and safety, fire and emergency evacuation procedures and participate in fire drills when necessary. The learner induction, carried out by the Training and Education Coordinator on the first day of a module will provide this information to learners, but as tutor, it is your responsibility to ensure you leave promptly, bringing your roll book, and ensuring that all learners have left the room in the event of a drill, or the alarm being raised.
- Observe the WCPM's No Smoking policy. A designated smoking area is provided outside.
- Take care of all equipment and supplies provided by WCPM and promptly report any unsafe or improper functioning of equipment to the Training and Education Coordinator.

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- Attend staff meetings at least once per year. Where possible, we will endeavour to schedule meetings to suit all tutors. The Training & Education Coordinator is available for telephone calls, one to one meetings and email correspondence when necessary.
- All staff are representatives of the centre. As such, to present a business-like, professional image to our clients and the public, all employees are required to wear appropriate, professional clothing while on duty. Smart-casual to business-style dress is appropriate. Employees should be neatly groomed, and clothes should be clean and in good repair.
- Be familiar with both the Learner Handbook and the Tutor Handbook
- Submit a Training Plan for each module to the Training & Education office before commencement (using the Training Plan Template supplied) ensuring all learning outcomes are covered appropriately and assessment is clearly identified.
- Sign in and out using the staff Sign-In Book located at the Main Reception.
- At the beginning of class, read through the QQI Component Descriptor for the component in question and explain all planned assessment procedures to the learners.
- Ensure the smooth running of the programme.
- Record incidents/accidents in the Incident book / Accident Book (kept in Reception), as well as informing the Training and Education Coordinator.
- Ensure Programme delivery and assessment is completed within the allocated time frame.
- Ensure that classes are delivered according to the timetable.
- Monitor attendance and keep accurate attendance records. Report any concerns of non-attendance to the Programme Coordinator/Training & Education Coordinator.
- Maintain evidence that assignment briefs are distributed and submitted on time.
- Advise learners about the format, layout, and submission of their assessments.
- Ensure that learners fully understand assessment guidelines and assessment briefs.
- Raise concerns (if any) with the Training and Education Coordinator at the earliest possible stage.
- Provide feedback to learners and record evidence of feedback signed by tutor and learner using Tutor to Learner Feedback form.

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- Provide us with feedback and contribute to programme reviews.
  - Ensure the training room is left in a tidy state before you leave. Ask learners to tidy before they leave using the bins/shredders provided. Absolutely no hot drinks are allowed in any of the training rooms. Bottled water is permitted in a sport cap container.
  - Return portfolios for Internal Verification/External Authentication, completed and on time.
  - Be available if the External Authenticator (EA) needs to speak with you during an EA visit.
  - Submit an up-to-date Curriculum Vitae and details of any professional training attended within the year annually (and provide a copy of the professional certificate together with the Record of Continuous Professional Development filled out).
  - Inform us of any changes to your contact details as soon as they occur.

## **Quality and Qualifications Ireland (QQI) and the NFQ**

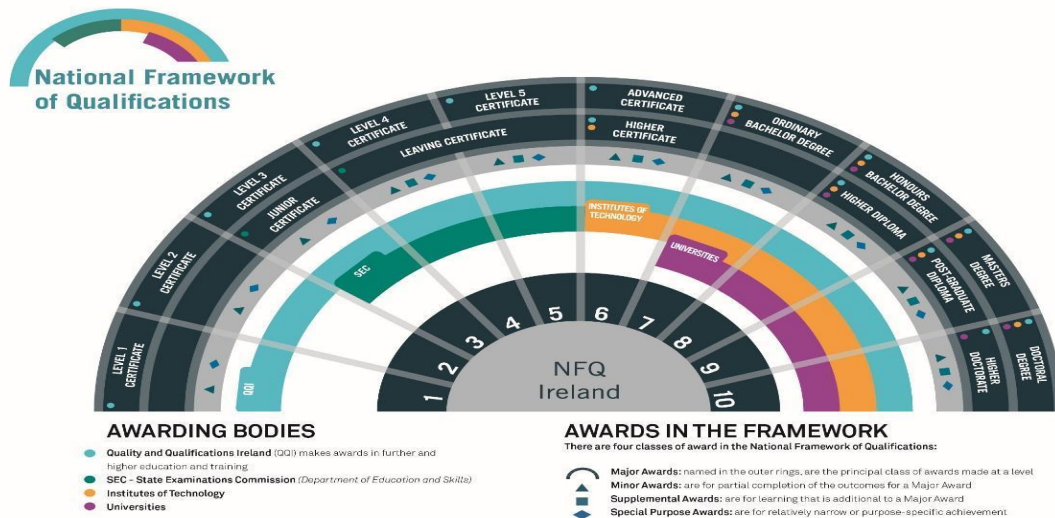
QQI (Quality and Qualifications Ireland) is a state agency established by the Qualifications and Quality Assurance (Education and Training) Act 2012 with a board appointed by the Minister for Education and Skills

### **What does QQI do?**

- Maintains the ten-level National Framework of Qualifications (NFQ).
- Sets standards for awards made on the NFQ.
- Validates education and training programmes.
- Makes awards in the further education and higher education sectors.
- Provides advice on recognition of foreign qualifications in Ireland and on the recognition of Irish qualifications abroad.
- Publishes a directory of providers and awards in the NFQ.
- Reviews the effectiveness of quality assurance in further and higher education and training providers in Ireland.
- Authorises the use of an International Education Mark (IEM)

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## The Irish National Framework of Qualifications (NFQ)



<http://www.nfq-qqi.com/index.html>

The NFQ is a ten-level system (1–10) giving an academic or vocational value to qualifications obtained in Ireland. 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. There are four types of awards;

- Major Awards: the principal class of award made at a level
- Minor Awards: for partial completion of the outcomes for a Major Award
- Supplemental Awards: for learning that is additional to a Major Award
- Special Purpose Awards: for relatively narrow or purpose-specific achievement

### Access, Transfer and Progression

Achievement of an award on the NFQ enables learners to transfer or progress to other related programmes leading to awards at the same or higher levels of the NFQ. We provide learners with advice and information with regards to transfer and progression opportunities following the successful completion of a programme with us. If learners would like additional information, please let us know and we will be happy to advise them.

### Learner Special Requirements/Reasonable Accommodation

We invite learners who have any special needs/requirements to speak to us or their tutor in confidence before or as soon as the programme begins. There is a specific question on the Registration Form. We will do our best to accommodate special requirements which may

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impact on academic performance or assist those who may need special assessment arrangements – e.g., additional assessment time or the provision of special equipment. Please let us know if you have any concerns in this regard and do not make any arrangements with a learner without talking to the Training & Education Coordinator first. For more information on our policy and procedures for reasonable accommodation, please contact your coordinator.

## **Attendance and Punctuality**

We expect full attendance from learners. We ask you to monitor attendance on an ongoing basis and bring any concerns to our attention as soon as possible. This will also include learners arriving late and leaving class early. Please ensure that the learners fill in the **Sign In** sheets for each day they attend the programme with their signature. We expect learners to be on time for classes and if learners are more than 20 minutes late, their tutor may decide not to allow them to join the class.

If a learner expects to be absent from class, it is important that they inform you, their tutor, in advance. If the learner must exit the programme at an early stage, please ask them to contact the Training & Education department to discuss this. It is important for a learner to talk to you if they expect to be absent, or if they are having difficulty in keeping up. It is important to create an environment where the learner and tutor can discuss, in confidence, any learning difficulties that may arise.

Should a learner's attendance drop below the required 80% (75% for the full day courses) attendance level, which may include certified leave, the Training & Education sub-committee will review each learner on a case-by-case basis to determine if they can continue with the course and/or submit a portfolio for assessment.

## **ETB Tutors - Attendance Sheets/ Roll Books**

At present all ETB tutors are submitting attendances online as per ETB guidelines without the use of roll books, these attendances also logged in a daily attendance sheet (orange) for each class (*new sheet for each class if a tutor is teaching more than one class per day*). Upon completion of each class attendance sheets must be returned to the office.

If at anytime ETB decide to reintroduce the use of roll books the procedure for this is as follows:

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Tutors are responsible for filling out the student details in the roll books. Roll books must be returned daily to the Training & Education office. At the end of each course tutors must fill out details on the last page. If you are unsure how to complete this section, contact Training & Education staff for hand-out on how to complete it.

## **Safety and Security**

- Please ask learners to turn off/silence mobile phones and other internet enabled devices in the classroom.
- Please adhere to the safety regulations of WCPM.
- Please adhere to the WCPM's IT Acceptable Usage Policy
- Please ensure that no hot drinks or food/sweets are permitted into any training room.
- Please note the nearest fire escape door and fire assembly point to the classroom before a programme begins. In the event of the fire alarm sounding, lead the learners from the classroom immediately, exit by the nearest fire escape door and make your way to the nearest fire assembly point. Do not return to the building with the learners until directed to do so by the Fire Warden (a list of the Fire Wardens is located on the Health & Safety notice board outside the Training & Education office).

## **Learner Induction**

All learners receive an induction from the Training and Education Coordinator at the outset of each programme. The Training and Education Coordinator/Assistant Training and Education Coordinator inducts all learners at the outset of each programme. Induction includes an introduction to our organisation, the awarding body of the programme and full details of the programme commenced. The main supports/services are highlighted at Induction e.g., compassionate consideration for assessment, email and telephone support. It is important that tutors are familiar with the information contained in the Learner Handbook as learners may have questions from time-to-time. Copies of the Learner Handbook are available in the **Tutor's folder**.

## **Training and Programme Feedback and Evaluation**

We encourage learners and tutors to provide feedback, both positive and negative, on an ongoing basis. This feedback is invaluable to us in improving our courses, course content

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and WCPM as an organisation. Tutors are required to conduct evaluations with learners at the mid-programme stage and at the end of the programme. Any verbal feedback should be documented by tutors and referred to the Training and Education Coordinator. Copies of the Learner Evaluation Questionnaire and the Tutor Evaluation Questionnaire are included in the Tutor Pack. Learners should be provided with envelopes or a box for completed evaluations in the interests of maintaining confidentiality and encouraging open and honest feedback. Please return questionnaires to the Training and Education Coordinator as soon as they have been completed by the learners.

Please help us to improve our programmes and services by providing detailed feedback in our **Tutor Evaluation Questionnaires**. We also encourage tutors to provide informal feedback at any point during the programme. We want you to let us know what you think.

## **Tutor Performance**

We offer support to tutors whose performance is not meeting the required standards. They are invited to meet the Training & Education Coordinator in the first instance for informal discussion about the areas of concern. If, following this informal counselling stage the tutor continues to fail to meet the required standards the disciplinary procedure will be implemented.

## **Training Observation**

We occasionally sit in on a training session to observe the session. The aim of these observations is to provide formative feedback to tutors on their performance, to note examples of best practice, to ensure that tutors are delivering training as required and to get feedback from tutors.

## **Assessment**

### **Quality Assuring Assessment**

Assessment for QQI awards is *criterion-referenced* i.e., learners are assessed in a fair and consistent way and the assessment judgment is made based on whether the learner has reached the required national standards of knowledge, skill, and competence for the award. National standards identify the knowledge, skill and/or competence that must be attained



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by a learner to achieve a specific award. These standards are expressed as learning outcomes and are outlined in the Award Specification for each award. The Award Specifications also identify valid and reliable techniques for the assessment of learner achievement.

## Principles of Quality Assured Assessment

1. **Validity** - the assessment should measure what it is supposed to measure i.e., only the standards of knowledge, skill or competence required for the award should be assessed.
2. **Reliability** - the accuracy with which an assessment measures the skill or attainment it is designed to measure. An assessment which is unreliable cannot be valid.
3. **Fair** - provides equity of opportunity for learners.
4. **Quality** - is assured through the publication of national award standards, the providers' own quality assurance, the establishment of an assessment framework, programme validation, the process of self-evaluation and national monitoring.
5. **Transparency** - ensure clarity and understanding by all relevant stakeholders.
6. **Complementarity** - acknowledges the separate and distinct roles of the provider and QQI.

You will be given copies of a **Programme Assessment Plan** with details of assessment and submission deadlines to the learners at the start of the programme. Please ensure that all learners have a copy, review it with them and respond to queries. Please advise learners on the required format, layout and submission of their assessments

## Submission of Coursework

### Written Assignments

You will give an assessment brief to each learner for each piece of assessment. The brief sets out specific guidelines which must be followed when completing the assessment and the criterion for the marking is also detailed on each brief. All coursework submitted must be the learners own work and must be submitted on or before the submission date. Learners must sign the Authorship Statement (located on all briefs) to confirm that the coursework submitted is their own work. If an assessment brief is not submitted with the relevant

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assignment, please contact the learner before proceeding with the grading of their work. Allocate time to provide feedback to the learners on assignments during class time.

**Presentation of Learner's work is important.** All coursework should be typed in Times New Roman/Calibri, font size 12, one point five/double-spaced with page numbering and referenced correctly using the Harvard system of referencing. Advise learners to ensure that their name is on all submitted coursework (ideally located in header/footer of documents) and to keep a copy of all submitted coursework for their own records. We **do not accept** handwritten assignments/projects etc at level 5 or level 6 grades except for level 5 Work Experience workbooks.

## Marking and Grading

Written learner evidence must be, **at a minimum**, ticketed to indicate that the work has been reviewed and is part of the final mark. Please include comments on these pages and the marks allocated for this section for the attention of the External Authenticator. Using a **green pen** when marking assignments is recommended when working with adults. Keep your language simple and concise and use the learner feedback sheet provided to record feedback. Your handwriting should be clearly legible. If you make an error, never use Tippex to erase any part of an assignment or a comment that you have made. Simply put a line through it and initial the area. Never rewrite, replace or reproduce a student's work. Track changes can be used if learners have submitted a soft copy of their assessments. If a learner does email a copy of their work to you, ensure that all emails are securely deleted after the certification period for your learners. Tutors are not permitted to keep photocopies or electronic copies of learners' work.

Learners' recordings must be stored on a suitable portable storage device e.g., SD card, USB flash drive or a rewritable CD. These are available from the Training and Education office. Learners' assessment must be clearly labelled using their full name and ideally, place in an individual folder located on the storage medium. Each storage medium (i.e., USB flash drive) used must be clearly labelled with the class name and tutor's name and placed in the tutor's folder with the other assessment.

Tutors may only show sample pieces of learners' work if they have been given permission (written) from that learner and have advised the Training & Education Coordinator.

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If permission is granted to show a sample of a learner’s work, you must ensure that all identifying information has been concealed or removed.

No results should be issued to learners at the marking stage as results are liable to change during the IV & EA stages. You may tell learners, if they ask, that they have been successful/unsuccessful in that module, but results are not official until the certification process is complete. Advise them that if they need proof of attendance or qualifications for job seeking purposes, to contact the Training & Education office.

## QQI Grading System

Awards at Level 4, 5 & 6 are classified as **Pass**, **Merit** or **Distinction** where a learner has achieved the standards for the award within the grading criteria.

Pass 50 - 64%

Merit 65 - 79%,

Distinction 80 - 100%

<b>Pass 50 - 64%</b>	<b>Merit 65 - 79%</b>	<b>Distinction 80 - 100%</b>
achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard	achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved.	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 competently.	used the language of the vocational/specialised area with a degree of fluency.	used the language of the vocational/specialised area fluently and confidently.
attempted to apply the theory and concepts appropriately.	expressed and developed ideas clearly.	demonstration-depth understanding of the subject matter
provided sufficient evidence that has relevance and clarity.	demonstrated initiative, evaluation and analytical skills	demonstrated a high level of initiative, evaluation skills.
	presented coherent and comprehensive evidence	demonstrated analytical and reflective thinking.
		expressed and developed ideas clearly, systematically and comprehensively.

		presented detailed evidence
		coherent, and focused

## Assessment Submission Deadlines

To ensure fairness in assessment, all assessments must be submitted on/before the dates set out on the **Programme Assessment Plan**. Assessment items submitted after the due date may be subject to a penalty unless an extension has been granted. Requests for extensions by learners (will be granted only in exceptional circumstances) must be submitted in advance of the submission date (using **the Extension Request form**) with supporting evidence if relevant e.g., medical certificate in case of sickness. Please remind your learners of this throughout the programme.

**Late submissions** – portfolios received one month after the submission deadline will be capped at pass level. **Portfolios received seven weeks after the above date will not be accepted for accreditation and learners will be asked to repeat the component.** In exceptional compassionate circumstances, the Training & Education sub-committee will deal with each occurrence on a case-by-case basis.

Exceptions to this rule will be components that require work placement and Garda vetting as a requirement. These may be allocated extra time by the Training & Education sub-committee.

## Examinations and Skills Demonstrations

Tutors are required to give learners written notice of the scheduled date of all examinations and skills demonstration with their guidelines at least two weeks prior to the date of the examination and learners must sign to confirm that they have read and understood the information.

A **Sign In** sheet must be signed by all learners before commencing an examination or attending a skills demonstration and signed off by the attending supervisor. Please ensure that there is a seating plan filled out for all examinations. The training room will be laid out in an appropriate exam layout and learners will only be permitted to bring pens/pencils to their exam station. Ensure the Training & Education office is aware of the exam date to ensure the room can be laid out in exam style.

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## Appeals

If a learner is unhappy with the result of an assessment, we advise them to talk to the Training and Education Coordinator who will explain to them how their portfolio was marked and graded and provide them with the tutor's feedback. If they are still not satisfied, they can formally appeal using the **Appeals form**. The portfolio will then be marked by a different assessor.

## Repeat of Assessment Activity

Where a learner is unsuccessful on a first attempt in an assessment activity or failed to attend a scheduled assessment activity, we will provide the learner with **one** opportunity to repeat the assessment activity to achieve a pass grade. Opportunities to repeat an assessment activity are dependent on the nature of the activity and the practical and/or operational issues involved.

## Returning Portfolios for Internal Verification and External

### Authentication (applies to QQI courses only)

(Dates for submission will be issued to you by the QQI Coordinator)

- Each portfolio must have the learner's name on or inside the folder (not sellotaped to outside). Ensure a cover page is provided by the learner containing the relevant details.
- Portfolios when marked should be presented in boxes with the component name and learners' names clearly displayed outside of the box. (boxes available from Training & Education reception)
- Summary Results sheets must be signed and submitted with your tutor folder to Training & Education staff (marking schemes and exam solutions (if applicable) must also be included).

## Return of Portfolios

We do not return portfolios to learners following certification. It is the responsibility of the learner to keep a copy of all work submitted if they wish. Please remind them of this throughout the programme.

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## Compassionate Consideration

If learners are unable to undertake a specific assessment activity or feel that their performance may be seriously impaired because of exceptional circumstances e.g., domestic crisis, death of close relative, we encourage them to talk to their tutor in the first instance or, if this is not possible, they can apply for compassionate/special consideration. Please ask them to contact the Training and Education Coordinator if they want to apply for this support.

## Academic Misconduct

We expect learners to conduct themselves honestly, ethically and in accordance with accepted standards of academic conduct. Examples of academic misconduct include cheating in exams, plagiarism, presenting falsified or improperly obtained data or being assisted in the presentation of assessment tasks. It is our policy to penalise learners who are found guilty of academic misconduct.

## Plagiarism and Referencing

Plagiarism is word-for-word copying from books, websites, articles etc. without clearly identifying and referencing the origin and source of the data. **We require tutors and learners to use the Harvard system of referencing** and expect tutors to provide guidance to learners in this regard (we have a hand-out for you and learner to use for reference). Our policy is that any plagiarised work will not be marked. If there is less than 50%, we will mark the rest of the assessment work. If more than 50% of the work is plagiarised, consult with the Training & Education Coordinator as this assessment is unacceptable. Depending upon the severity of the breach of conduct, a learner may be removed from the programme and/or asked to resubmit the assessment evidence/resit an examination.

## Results

When assessment marking is completed, a learner may ask you for a result. They must only be informed of whether they are successful or unsuccessful with the module. If they need a letter from WCPM confirming completion and passing of a module, please direct them to the Training & Education office. Learners may, on receipt of QQI module results appeal to the coordinator's office within 14 days (10 working days) for a review/recheck/remark. For more information on this policy and procedure, contact your coordinator.

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## Complaints

If learners are unhappy with any other aspect of our service, please advise them to let us know. We have a complaints policy which they can use if the complaint cannot be resolved informally. We will do all we can to ensure that complaints are resolved in a fair, timely and constructive manner. For more information on our policy and procedure, or to notify us of any complaint that may arise, please contact your coordinator.

## Procedures for submitting folders to Women's Community Projects

All portfolios must be handed into the Training & Education office within four weeks of the programme finishing. The only exception to this is the components that require elements carried out during work experience as Garda vetting will determine their submission date.

Portfolios must be presented in a box (please pick up one from the office) which must be clearly labelled with component name, your name and the number of folders it contains. Portfolios should be sorted into alphabetical order by surname. Please ensure you have been given a receipt by the Training & Education staff detailing the contents of the box.

The summary results sheet must be **fully** completed with each learner's surname entered in alphabetical order. All sections of the form must be complete. Submissions can also be made via OneDrive, but tutors must ensure the summary sheet is fully completed and evidence is presented in the correct manner. Please ask your coordinator for our document outlining portfolio uploading to the drive.

All projects/assignments should be accompanied by appropriate briefs and must be signed by the learner. This is to ensure the Authorship Statement is signed. If there are no signed briefs present, then **we cannot present this assessment for certification.**

The contents of the Tutor folders must be completed in full. Please bring this folder home with you after your last class and submit it with the learners' portfolios, fully completed. Please ensure that all assignment/project briefs are included. Please leave a photocopy of the attendance sheet in the Training & Education office for our records.

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### **Tutor folders must contain the following:**

- Attendance sheet signed by the learner for each class.
- Induction process form (except BTEI as completed by coordinator)
- Trainer programme report (one for each class)
- Training plan/lesson plans for each component
- Tutor assessment plan (this can be incorporated in the Training Plan)
- Tutor assessment schedule (this can be incorporated in the Training Plan)
- A copy of briefs for all level 4, 5 & 6 projects/assignments (level 3 – LOs)
- *If applicable* -**Unseen** exam and solutions, seating arrangement and sign in sheet for exam/skills demonstrations. Evidence of notification can be placed here too.
- Detailed marking schemes for the two points above
- Mid-course learners' feedback
- End of course learner's feedback.
- Learners' assessment feedback sheet/tutor to learner feedback session (minimum one per learner and must be signed by learner and tutor)
- Learner marking sheet (**this is for level 3 modules only**)
- Summary results sheet
- Tutor evaluation form

Learner folders must not contain any plastic i.e., polly pockets, display folders etc. Marking sheets must be inserted into the front of each folder (no loose sheets please) Also, ensure learners use project folders only for assessment (files secured using a flat bar mechanism).

Only **one** folder per person **per module**, some tutors have been using separate folders for different assignments.

On receiving your portfolios, each box will be checked for content, and you will be issued a receipt.

If any of this content is unclear, or you wish to view our full policies and procedures, please contact your Training & Education Coordinator who will be happy to discuss any aspect of this handbook.