



LEARNER HANDBOOK

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Welcome

This handbook has been prepared for learners undertaking training with Carraig Safety Consultants Ltd. It aims to introduce the organisation and to describe the arrangements around its training provision. It is intended to be used by all learners as a reference handbook throughout their training, containing “need-to-know” information.

The primary outcome of all training carried out by the Carraig Safety Consultants Ltd is to equip successful learners with the practical and academic skills necessary to participate in sustainable, fulltime, and rewarding employment. Great care has been taken, when preparing the handbook, to reflect the Carraig Safety Consultants Ltd commitment and obligations as a provider, to quality assure its training provision. While every effort has been made to ensure the accuracy and completeness of information, management reserves the right to alter or amend any detail, without notice, as changing circumstances may dictate.

We are committed to providing learners with:

- Accessible, quality training programmes
- A learning environment and resources that supports and stimulates learners to realise their full potential
- Providing the full support of Carraig Safety Consultants Ltd staff in ensuring quality provision of educational programmes.
- Accurate information about programmes and expectations
- Assessment of learning that is fair, valid, and timely
- A skilled, qualified, and supportive staff that will treat all learners with dignity and respect and be responsive to all learners needs.
- A fair and consistent application of all rules and regulations
- A healthy and safe environment that promotes a positive learning experience.

QQI, Carraig Safety Consultants Ltd, and Quality Assurance

Quality and Qualifications Ireland (QQI), is responsible for the external quality assurance of further and higher education and training (including English language provision) in Ireland, validates programmes and makes awards for certain providers in these sectors. It is responsible for:

- Registering member providers whose quality assurance systems have been agreed
- Validating programmes submitted by providers
- Monitoring providers quality assurance systems and programmes
- Making awards

QQI awards are designed to provide access to employment and to further and higher education and training.

Quality assurance is a system of policies and procedures which a provider undertakes to implement in order to maintain and improve the quality of its programmes. The system required by QQI covers:

- Governance
- Quality Management
- Staff Recruitment and Development
- Teaching and Learning
- Access, Transfer and Progression
- Programme, Development Delivery and Review
- Fair and Consistent Assessment of Learners
- Protection for Enrolled Learners
- Collaborative Provision
- Self-Evaluation and Improvement of Programmes and Services

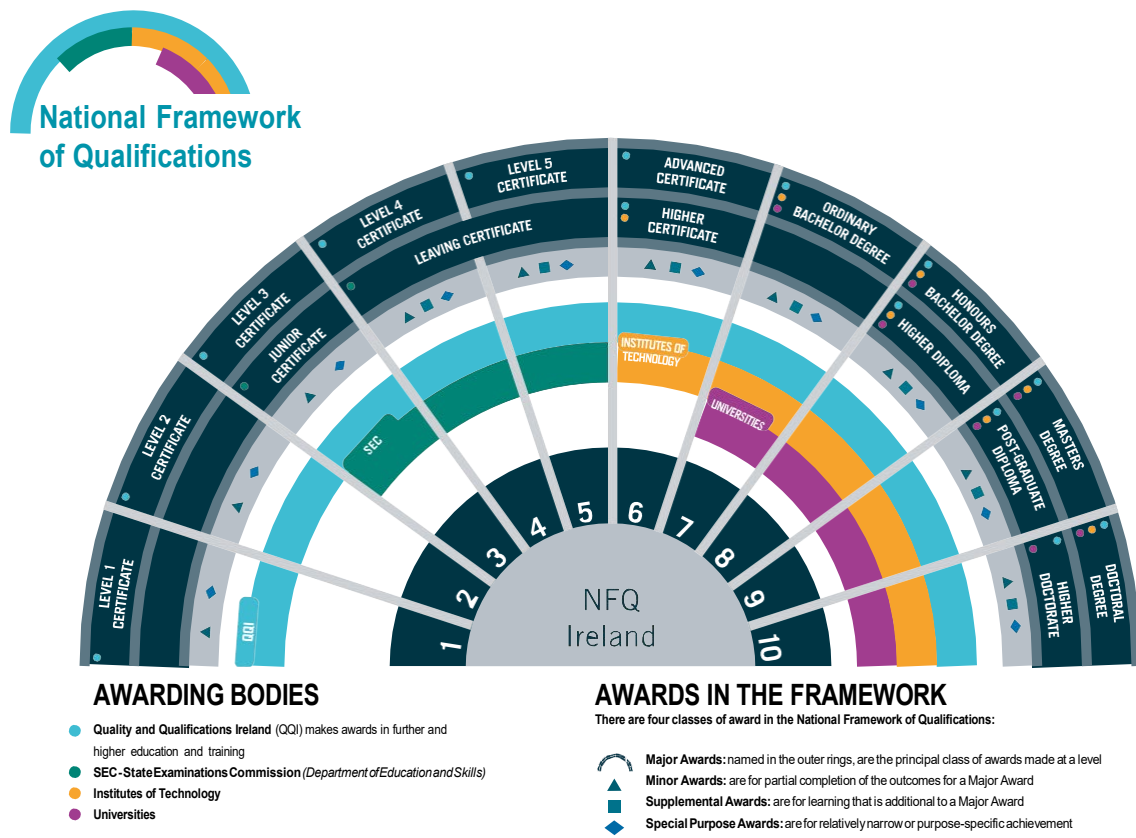
Full details the Carraig Safety Consultants Ltd quality assurance policies and procedures are available in our Quality Assurance Manual.

National Framework of Qualifications

This diagram illustrates the national framework of qualifications which allows qualifications to be compared both nationally and internationally.

The framework will, in time, include all awards available in the state from the most basic (Level 1) to the most advanced (Level 10) levels of learning. It will include awards gained in schools, the workplace, the community, training centres, colleges, and universities.

The award-types are listed in the outer rings of the diagram and on the NQAI website www.ngai.ie. Awarding bodies whose awards are included in the framework are shown as coloured bands extending across the levels of the framework as appropriate.



For further Information consult: www.nfq.ie www.QQI.ie

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For further information refer to www.qqi.ie

Learner Charter

Carraig Safety Consultants Ltd recognises that Learners' needs are at the core of what we do, and we will strive to ensure we provide a quality learning environment and experience for all.

In order to achieve this, we will make every effort to:

1. Provide a high standard of training from appropriately qualified Tutors whose work is reviewed and supported, by Carraig Safety Consultants Ltd.
2. Assess your learning needs to plan a programme to meet your learning goals, taking into account your learning style or any special needs you may have.
3. Use a variety of teaching methods to accommodate different learning styles including group discussion, lectures, role play etc.
4. Publish and make available up to date accurate information on all our programmes
5. Offer appropriate information and advice on your work and progress.
6. Deal with enquiries whether by letter, email, phone or in person, promptly courteously and accurately
7. Offer a prompt response to any problem that you bring to our attention.
8. Treat any information you provide in a confidential manner. Ensure you have an opportunity to share your views on the quality and content of the programme you participate in.

We expect you to:

1. Respect the rights of all staff and Learners to be able to work in a co-operative manner and treat everyone with respect, regardless of differences in culture, disability, learning difficulties, medical conditions, race, ethnicity, gender, age, sexual orientation, religion or social class.
2. Play an active part in challenging discriminatory behaviour by refusing to take part in any activity that degrades others in any form and on any grounds, whether it relates to Learners, staff, or associated stakeholders.
3. Comply with health & safety regulations
4. Make every effort to be on time for your programme and bring all the necessary equipment as directed.
5. Keep us informed of any changes in your personal details e.g. address especially telephone number
6. Help us improve our service by giving us feedback by completing evaluation forms.
7. Take responsibility for your own learning
8. Co-operate in the creation and maintenance of a respectful and suitable environment.
9. Tutors will fulfil all requests to ensure the smooth running of the programme.

Mobile Phones

Mobile phones can be both a distraction and an annoyance, so please switch them off and put them away during all training sessions. Texting and social media browsing is not permitted during training sessions.

Personal Belongings

Everyone should be careful with their personal belongings. Money or items of value should not be left lying around. The Carraig Safety Consultants Ltd cannot accept responsibility for any items lost or stolen.

Change of Contact Details

Learners should notify the programme administrator/Tutor of any change of relevant contact details so that any correspondence can be made in a timely manner. The organisation cannot be responsible for correspondence going missing or contact not being made in absence of the correct contact information.

Attendance

It is important that Learners attend all sessions as part of their programme. While all relevant material is covered in the programme text, non-attendance invariably means the loss of valuable and intrinsic learning experiences. An attendance register is maintained for each programme session and persistently poor attendance will mean expulsion from the programme. In this regard, and in line with academic conventions, an attendance level of 75% is a strict requirement.

Information and Support

Learners experiencing difficulties with any aspect of programme assessments should seek help from the appropriate Tutor immediately, in an attempt to identify the need for any further coaching or support. In addition, Learners may seek assistance from Carraig Safety Consultants Ltd Head Office where personnel oversee the delivery of programmes and where guidance on other avenues of support may be provided.

Health and Safety

Protecting the health and safety of employees, Learners and the environment is the primary concern of all of us at Carraig Safety Consultants Ltd. This goal is to be met through the development and maintenance of a comprehensive and effective health and safety plan. This plan endeavours to eliminate unsafe conditions and minimise the impact of hazardous situations. This can only be realised by adherence to basic safety principles, sound management practices, and compliance with health and safety legislation and best practices.

Adherence to health and safety practices will minimise the risk of injuries, illnesses, and damage. We will make every effort to promote, create and maintain a safe and healthful environment. Due care and consideration must be taken at all times when working with potentially dangerous equipment. Please follow all Tutor instruction and work safely at all times.

Equality

Carraig Safety Consultants Ltd will seek to ensure that all Learners are treated fairly and are afforded equal opportunities to develop their potential for learning. It will promote an environment where Tutors and Learners recognise the rights of others, and which is free from harassment or bullying

Programmes will be learner-centred and will seek to facilitate the development of each Learner as much as is practicable. Continued support will be provided throughout the programme and additional support will be made available for those with specific needs.

Complaints Procedure

Should Learners wish to complain about any services provided by the Carraig Safety, you are advised to follow the procedure stated below. We are committed to providing a quality level of service at all times. If we make a mistake, or our service does not meet your expectations, we want to know.

- Complaints may be made by any learner, staff member or visitor.
- Complaints may be made verbally or in writing.
- Complaints may be made to any member of staff.

The complaints procedure comprises three stages which are outlined below:

Informal Complaint

An informal complaint can be made to any member of staff, who will discuss the complaint with the learner and attempt to agree a way forward or a solution that suits both parties. Learners should allow the staff member sufficient time to investigate or remedy the grievance. Learners should voice their complaint immediately, within 20 working days of the programme completion date or after any assessment with which they are dissatisfied.

- The staff member receiving the complaint will attempt to resolve the complaint immediately where possible.

Formal Complaint

If the complaint cannot be resolved informally to the satisfaction of the learner, or if the learner feels that they cannot make an informal complaint to a member of staff, the complaint should be submitted in writing using the Learner Complaints Form to the Training Co Ordinator, through Carraig Safety Consultants Ltd. Learners should use the complaint form to provide a detailed account of their grievance. The programme administrator will contact the learner to acknowledge receipt of the complaint and outline the course of action to be taken, within 10 working days.

- The director or representative will undertake an investigation of the complaint. During the investigation evidence will be gathered to determine if the complaint is warranted.
- The investigation may take different forms depending on the nature of the complaint. This process is completed within 30 days of receipt of complaint. (Where the investigation takes greater than 30 days, the complainant will be notified).
- When the investigation is completed a determination is reached as to whether the complaint is valid or not. Where the complaint has not been verified, the outcome is documented and communicated to the complainant.

Where the complaint has been verified, a non-conformance is raised. This is managed as per our corrective action procedures.

- The complainant is informed of the outcome.
- Where the complainant is satisfied, the outcome is documented.

Where the complainant is not satisfied, they are advised that they may move to stage three of the process.

Any Learner wishing to progress further should do so in writing to Carraig Safety Consultants Ltd not later than fourteen days following receipt of result of Stage Two. Such a communication should clearly and fully state the details of the complaint in question and the grounds on which the complaint is based. An appropriate individual nominated by the Education Director will investigate and inform the Learner in writing, not later than 28 days following receipt of complaint, of the process followed and the decision that has been reached. This decision will be deemed final.

Learning Strategies

Learning strategies will focus on the development of interpersonal, communication, social and practical skills. Learners are encouraged to take responsibility for their own learning, and to engage in the learning process with appropriate Tutor support. A variety of Learning methods such as Tutorials, group discussion, role play, questions and answers are used to facilitate learning styles. The use of DVDs, IT are also utilised in teaching sessions. Account is taken of the suitability of the various teaching methods to the topic, time available, resources and learning outcomes as well as learners' prior learning experiences.

Assessment

This section of the handbook will provide you with guidelines and regulations for all assessment techniques. There are six possible assessment techniques:

1. Portfolio/Collection of work
2. Assignment
3. Learner Record
4. Examination
5. Project
6. Skills demonstration

Each programme will be assessed using one or a combination of these techniques. The information below provides you with information on the assessment techniques that may be used during your programme. Information on which technique(s) are relevant to your programme is provided in the assessment brief.

Portfolio/Collection of Work

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 collection may be self-generated or may be generated in response to a particular brief or tasks/activities devised by the assessor.

Assignment

An assignment is usually of short duration and may be carried out over a specified period of time. An assignment can take a number of forms; it can be research based, a practical task or an evaluation of a particular subject. Learners are issued with a brief from their Tutor, stating the specific guidelines and deadlines.

Learner Record

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. This record may be presented in variety of formats. (Specified by the Tutor for each programme)

Examination

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. A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.

Project

A Project is usually carried out over an extended period of time. Projects may involve research, require investigation of a topic, issue, or problem, or may involve a process, such as a design task, a performance or practical activity or production of an artefact or event. A number of learners may be involved in an event and each learner must clearly state what they are responsible for.

Skills Demonstration

A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills. A skills demonstration may be assessed while learners are at work or on work placement/experience and/or in a role play situation devised by the Tutor/assessor and will be recorded.

Assessment Information

An Assessment Brief is the set of instructions given to you by your Tutor telling you:

- What you are required to do for the assessment of the module (technique)
- How the assessment will be marked
- When it must be submitted
- Assessment details i.e. (word count, referencing guidelines – see appendix 1, duration etc.)

Assessment Information Session

Prior to assessment you will have an opportunity to discuss the assessment brief. The information session will contain the following information:

- Assessment Deadlines
- Compassionate Consideration
- Learner Declarations
- Assessment malpractice
- Reasonable accommodations
- Repeats of Assessment
- Assessment Feedback
- The Learner Appeals Process

Note: Throughout the delivery and after the assessment learners will receive timely and constructive feedback.

Assessment Deadlines

All assessment activities will be assigned a final due date. Taking into account the dates set for Authentication due dates will:

1. Give learners enough time to generate evidence
2. Give Tutors adequate time to correct assignments.

These dates will be communicated to learners in advance of assessment, preferably when they are beginning their learning activities.

1. Assessment activity deadlines will be communicated to the learner using the following methods: the assessment plan/brief at the start of a programme, oral information from the Tutor etc.
2. All learners must submit their evidence to the designated person/place by that due date.
3. All learners must present for the assessment at the correct, time and venue.
4. Only learners who provide appropriate evidence of extenuating circumstances may be facilitated by/with an extension to the due date (see procedures on Reasonable Accommodation).
5. Assessment evidence that has not been approved through the reasonable accommodation process may not be accepted past the final due date.
6. It may be possible for learners to be afforded the opportunity to submit their assessment evidence at the next scheduled assessment period.

Reasonable Accommodation

Carraig Safety Consultants Ltd are committed to supporting learners at all stages of their learner journey, to this end, we are aware that learners may have specific needs to seek supports in advance of any programme, and also that sudden circumstances or compassionate needs occur, these are all carefully considered by Carraig Safety Consultants Ltd, and we were possible provide supports to all our learners or advise of external supports.

Please note the continuous support of your Tutor throughout your learning journey and where required you may directly contact Carraig Safety Consultants Ltd at info@carraigsafety.ie to access a support person specific to your needs.

Please note the following:

- In certain circumstances a learner may apply for an extension to the assessment submission date/re-scheduling of an exam/assessment activity. Assessment work may be submitted later than set deadline only by agreement of relevant Tutor and only because of genuinely extenuating circumstances. This application must be made before the due date.
- In all such cases, an Carraig Safety Consultants Ltd “Mitigating Circumstances Form” must be completed by the Learner in question and written documentation to support extenuating circumstances must be provided.
- In all cases other than (a) above, written assessment work submitted later than the set deadline will be marked from 100%. No deduction is made on late submissions.

The following procedure will apply:

- Learners who require an extension must first talk to their Tutor.
- Applications for an extension will be documented using the Mitigating Circumstances form, available from the Tutor, this form is also available on you Moodle access.
- Learners will be obliged to provide supporting documentation to support their application e.g. medical reports etc. where required
- The application will be considered by the administrator in consultation with the Tutor and the learner will receive a response within 3 days

- The Learner will be informed of the decision and if application is granted for extension the new date will be communicated to the learner. The new date will be added to you submissions area on Moodle and all assessments will be moved to the next IV/EA review dates.
- Assessment evidence must be submitted within the agreed extension time.
- In some circumstance's learners may have to wait for the next scheduled opportunity to submit their evidence/take part in an assessment activity e.g. Where for practical reasons it is impossible to re-schedule the assessment activity. When the extension date is after the scheduled authentication dates

Assessment Feedback

We are committed to providing you with timely and constructive feedback throughout your programme. The purpose of this feedback is to ensure you acquire the best possible learning from your assessments etc.

Reliability of Learner Evidence

To make sound and accurate judgements on learners' achievement, Tutors must be confident that all evidence produced by learners is original. In some circumstances Tutor may not be in a position to directly observe:

- a) The production of an individual learner's assessment evidence.
- b) A learner carrying out an assessment activity.
- c) The contribution of individuals to a group work task

For that reason, the following procedures will apply:

1. Learners will be asked to sign an individual learner declaration testifying that their work is original.
2. All learners will be expected to correctly reference quotes and ideas from other people/resources where appropriate. (see appendix 1)
3. The Tutor may also plan to use one or more of the following methods, as appropriate, to verify the reliability of the contribution of the learner, in particular where they are being assessed for their work as part of a group. This will be documented in assessment briefs.

- Questioning/interviewing
- Learner Declaration
- Personal Log
- Personal Statements
- Peer Reports
- Independent Testimony

Submission of Assessment Related Materials

- a) Safe storage of assessment evidence is the primary responsibility of the learner up until submission for assessment to the Tutor.
- b) Upon final submission of assessment evidence learners will receive confirmation of receipt. (email confirmation if submitted electronically)

You should keep a backup copy of completed work, as submitted assessments will not be returned.

Assessment Malpractice

Acts of malpractice undermine the integrity of the assessment process and will not be tolerated in any instance

1. Allegations of Assessment Malpractice may be made by a learner, a Tutor, Internal Verifier, External Authenticator or Programme Administrator.
2. Where an allegation of malpractice has been made against a learner, he/she will be afforded the opportunity of an informal interview with the Tutor or the programme administrator to ascertain if there is evidence to proceed.
3. Learners will be afforded the opportunity to have another person present.
4. The claim will be dealt with by the programme administrator in consultation with the Tutor.
5. A decision will be made, documented, and shared with the learner.
6. If the incident is proven this will be recorded in the learners file by the programme administrator.
7. Disciplinary procedures will be taken where necessary.
8. For major or repeated offences learners' evidence may not be accepted and they may face permanent exclusion from the programme
9. For the first time and minor offences learners will be asked to re-submit their work.

10. The external authenticator will be made aware of the outcome of any assessment malpractice investigations. This information will be recorded in the External Authenticators Report.

Examples of Assessment Malpractice are:

- Learner plagiarism i.e. passing off someone else's work as the learners own. This may involve direct plagiarism of another learner's work or getting another individual to do the assessment activity
- Impersonation of another learner
- Fabrication of evidence
- Alteration of results
- Wrongly obtaining secure assessment material e.g. examinations
- Academic dishonesty-behaving in such a way as to undermine the integrity of the assessment process

Post Assessment

After assessment learners may request provisional results. After external authentication and results approval, learners will be informed of their final results and the internal appeals process.

- Learners, who appeal, may not collect their assessment evidence until the appeals process has passed.
- Learners will be informed of a named contact person and a period of time when evidence may be collected.

Any uncollected evidence will be safely destroyed 10 weeks after the official certificates have been issued.

Appeals Procedures

A Learner may appeal the marks received for any programme assessment. Such an appeal will be considered if:

- The Learner, on stated grounds, considers that the mark received in a specific assessment is erroneous; or
- The Learner, on stated grounds, considers that substantive irregularity in the conduct of a specific assessment process has taken place.

Appeal to Tutor - Informal

In the first instance, every effort should be made to resolve an appeal by dialogue between the Learner and relevant Tutor. (However, if a Learner wishes to make a formal appeal, this should be submitted to the relevant Tutor, in writing, not later than fourteen days following receipt of result. Such an appeal should clearly and fully state the grounds on which the appeal is based) This is based on an informal application to the tutor for feedback and justification of grading.

The Tutor will consider the appeal and reply to Learner, in writing or verbally, not later than 5 days following receipt of appeal. If the appeal proves unsuccessful, Learner may progress to stage two.

Appeal to Training Manager - Formal (Re-Check)

Any Learner wishing to appeal formally they should do so in writing, to the Administration, not later than 10 days following receipt of result of appeal at Stage One. Such an appeal should clearly and fully state the details of the assessment process in question and the grounds on which the appeal is based. Carraig Safety Consultants Ltd will appoint Training Manager or equivalent position recheck and reply to Learner in writing. This reply should outline the process followed and the decision that has been reached.

Appeal to Carraig Safety Consultants Ltd (Review & Appeal)

Any Learner wishing to appeal further should do so in writing to Carraig Safety Consultants Ltd Head Office not later than 10 days following receipt of result of appeal at Stage Two. Such an appeal should clearly and fully state the details of the assessment process in question and the grounds on which the appeal is based.

Managing Director will investigate appeals and inform the Learner in writing, not later than 28 days following receipt of appeal, of the process followed and the decision that has been reached. This decision will be deemed final. Should the Learner still wish to proceed further, written request for external examiner to review documents should be received no later than 10 days of review letter sent. An external examiner will be appointed independently by Educational and Quality Panel. The Training Manager/Managing Director will advise outcome to learner.

Repeat of Assessment

Providing learners with the opportunity to repeat an assessment activity is good practice, although due to resourcing issues this is not always practical. Learner(s) may be afforded the opportunity to repeat an assessment activity, without attending the course, if the same award is being offered in the following assessment period, at the discretion of the programme administrator.

Referencing Guidelines

Learners will be required to cite where they have obtained their information. These guidelines are related to the Harvard style of referencing. Tutors may choose to use the following guidelines or another recognised style of referencing that allows the:

- learner to acknowledge the work of other writers and researchers
- learners show the body of knowledge on which they have based their work
- reader to trace your sources easily

Bibliography

The reference list or bibliography should be presented at the end of the assignment. This list is to give more detail on citation sources. The bibliography should include sources that you quoted from, as well as those you used for research but may not have cited in the course of the assignment.

References should be listed in alphabetical order in the following formats.

Books:

Author's last name, First and Second Initial. (Year) Title. Place of publication: Publishing company.

Articles in journals

Author's last name, First and Second Initial. (Year) 'Article title'. Journal title, Volume No (Part): page numbers.

Electronic article

Author's last name, First and Second Initial. (Year) Article title. Journal title [Internet], Date of publication, Volume(issue), page numbers. Available from: <internet address> [Accessed date].

Website

Website name. (Year) **Website** [Internet] .Place of publication, Publisher where appropriate. Available from:<internet address> [Accessed Date]