

# Northridge House Education Centre QQI Courses Learner Handbook 2021



QQI AWARD

Northridge House Education & Research Centre

Part of St Luke's Charity Cork

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**Provider Number 38973F**

# Northridge House Education Centre - QQI Courses Learner Handbook 2021

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## Northridge House Education Centre - QQI Courses Learner Handbook 2021

### Welcome

Dear Learner,

I am delighted on behalf of my colleagues to welcome you to Northridge House Education and Research Centre.

The Centre provides a purpose-built vocational training facility near Blackrock Castle and located upon the campus of St. Luke's Home, Mahon, Cork.

Northridge House is part of St. Luke's Charity Cork, which has provided residential care to the Older Adult in Cork City and County since its foundation in 1872. Northridge House is named after the Northridge family, former residents of St. Luke's Nursing Home, whose generous bequest enabled the construction of this modern vocational and training centre.

The Centre was opened in 2012 by President Michael D Higgins.



The Centre has been a QQI accredited training provider since 2009 with the initial aim of providing accredited training to meet the required training for those working within the area of Caring for the Older Adult. Since those early days, the Centre now has augmented those initial modules with suite of Level 6 Management courses

The Centre's prime focus is upon you the learner and we are committed to helping you to reach your goals by the provision of high-quality vocational training and on-going support by our qualified and committed tutors.

Our Quality Assurance Commitment is embodied in our QA Policy and the other suite of policies that ensure the Centre provides the best quality training within a rigorous system of checks and appraisals. As a Learner you are welcome to access pertinent policies from the Office with notice. Policies that relevant to your time at the Centre are set put in this document.

Our team of tutors, administration and management are here to support you in your educational journey. Our staff members are approachable and committed to your progress and look forward to helping you. The Centre encourages all Learners to provide feedback, both positive and negative, whenever the Learners wishes to do. The Centre welcomes such engagement

Every best wish

Bruce A. Pierce  
Director of Education

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### Mission Statement

*The Centre is committed to excellence in vocational training and education and seeks to ensure that all our learners receive appropriate high-quality support. The Centre is committed to identifying and meeting the requirements of our students and is constantly monitoring and improving our practices and policies to deliver quality in further vocational education and training*

The Centre's vision is to provide:

- A caring and supportive atmosphere providing a safe and pleasant place to learn.
- A quality service which is open and promotes learning for all.
- Friendly and helpful staff, trainers and tutors who will treat you with dignity and respect,
- Quality facilitation and/or teaching from well-trained and suitably qualified staff, trainers, and tutors.
- Accurate and accessible information about our courses and services.
- Easy and accessible enrolment procedures.
- The guaranteed delivery of your programme once it has commenced.
- Programmes to start and end on time.
- Notification at the earliest opportunity of any re-scheduling, postponement, or cancellation of classes
- Learning material that are relevant and appropriate.
- Confidentiality, when appropriate, in your dealings with staff, trainers or tutors
- That staff, trainers and tutors will respond as quickly as possible to any difficulties you communicate to us.

### Learner's Charter

The Centres commitment to our Learners, is set out in our Learner Charter which is displayed at the Centre.

- Clear and relevant information on all programmes.
- The promotion of equality for all learners and the recognition of the diversity of all learner groups.
- All training is conducted by experienced and qualified trainers who provide support to all learners.
- All assessment is fair and consistent.
- All learners have the opportunity to give feedback on the Centres courses, facilities and staff.
- All learner's queries and complaints are dealt with in a professional and timely manner.
- All learner's personal information is handled in accordance with the GDPR and Privacy Policy
- Operation of a safety policy in accordance with the Safety, Health and Welfare at Work Acts 1989 and 2005 and Health and Safety Policy 2020 (ED12)

### Expectations

From Northridge House you as a Learner can expect:

- A caring and supportive atmosphere providing a safe and pleasant place to learn.
- A quality service which is open and promotes learning for all.
- Friendly and helpful staff, trainers and tutors who will treat you with dignity and respect,
- Quality facilitation and/or teaching from well-trained and suitably qualified staff and tutors.
- Accurate and accessible information about our courses and services.
- Easy and accessible enrolment procedures.
- The guaranteed delivery of your course once the course has commenced.
- Classes to start and end on time.
- Notification at the earliest opportunity of any re-scheduling, postponement, or cancellation of classes.
- Learning materials that are relevant and appropriate.
- Confidentiality, when appropriate, in your dealings with staff or tutors.

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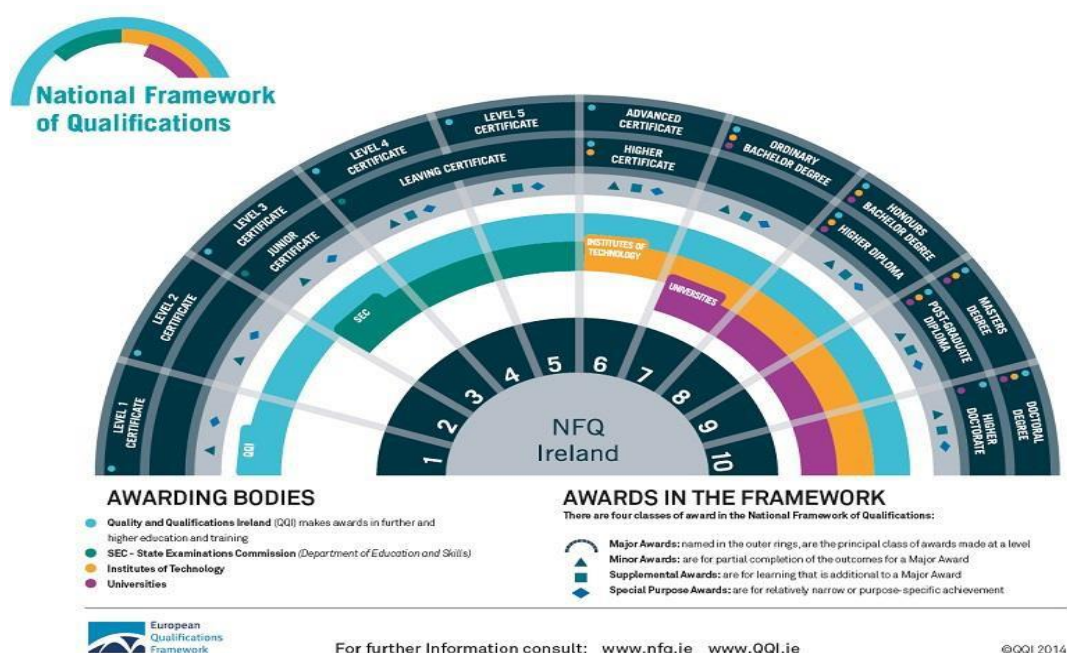
- That staff and tutors will respond as quickly as possible to any difficulties you communicate to us.

As the Learner the Centre expects you to:

- Treat other learners and trainers with respect, courtesy and consideration.
- Attend the course as best as possible.
- Be on time for sessions.
- Dress appropriately for both in class and online sessions, (see section on etiquette)
- Participate as fully as possible in the training.
- Attend the course sessions whilst not under the influence of alcohol and/or drugs.
- Let us know if you are having difficulty with the course.
- Switch off mobile phones whilst you are in training.
- Let us know if you are going to be absent.
- Pay your fees promptly or in accordance with the Centre's policy.
- For courses with assignments, complete course work within the agreed timescale.
- For courses which are assessed, familiarise yourself with assessment regulations and procedures.
- Treat equipment, furniture and buildings with care.
- Give the trainer constructive feedback on your course.
- Complete any learner surveys the Centre conducts.
- To have standards of classroom behaviour even if the course is online (See Netiquette Policy)
- To be available as Tutors, Director of Education and Administrator to answer your questions

## Centre's Commitment to Quality Assured Provision

At Northridge House, our training activities are underpinned by our robust quality assurance and our policies and procedures. Each of our policies and procedures have been developed and implemented to ensure that training is delivered in accordance with national standards and are consistently applied across all programmes.



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

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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))

### QQI (Quality and Qualifications 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 provide advice on recognition of foreign qualifications in Ireland and on the recognition of Irish qualifications abroad.

### Coming to Study at Northridge House – a Few Pointers

The Centre hopes that as a Learner you find this Handbook helpful, and we value feedback on how it may be enhanced. This Handbook is reviewed on a regular basis.

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### Emergency Situations

- At your first course session your tutor will introduce to you the emergency exists and appropriate evacuation procedures
- In the unlikely event of a fire or other emergency, please follow your tutor's instructions carefully and leave the building in an orderly fashion using the nearest exit. Do not wait to collect personal belongings.
- Fire exits are clearly marked.
- Do not use the lift in the event of a fire.
- The meeting point is outside the Centre at the Green Sign which your tutor will show you.
- Ensure you sign in and out at Reception each day.

### Safety & Health

- Please ensure you sign the attendance sheet as soon as you come into the centre as this will allow us to account for everyone in the event of an emergency.
- The training rooms are used by a variety of different groups. Please leave all rooms tidy and remove all personal belongings when you are leaving the room. We do not have student storage facilities, so you must bring your work home with you.
- Bring any concerns you may have with regard to health and safety to the attention of your tutor immediately.
- If you have any pertinent health issues the Centre would need to be aware of, please discuss with the tutor.

### Centre General Information

- Tea/Coffee is provided by the Centre in the Canteen at the dedicated break times.
- Food and drink are not allowed in any of the training rooms – just plain bottled water. A free water dispenser is in the canteen.
- Smoking is not allowed anywhere in the building. We ask that if you smoke outside the building, please do at the designated smoking area. Please ensure that you are careful when disposing of cigarette butts in the allocated bins. No smoking at the front door please.
- Toilets are located near the main reception area.
- The Centre is a disability friendly educational facility with dedicated toilets and other resources.
- Mobile phones MUST be switched off during class times unless you are using your phone to access a zoom lecture. If you need to keep your phone on for emergencies only, please put on 'silent' and leave the room if taking a call.
- Please consider the comfort and well-being of other Centre users
- Courses start promptly on time.
- Policies are available at the Office and may be viewed with notice.



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### **Northridge House WIFI**

Our Wi-Fi network is called **Northridge Guest Wi-Fi** and there is no designated password.

**Remember that your private information is not secure when using a public Wi-Fi network**

### **Complaints Policy**

The Centre has a Complaints Policy ED 4. The Centre is committed to providing a service of the highest quality. Staff will do everything possible to ensure that this level of service is provided. However, when things go wrong or you disagree with something the Centre does, you have a right to discuss your problem or make a complaint. A three Step approach has been created to address any Learner concerns. The Policy is available from the Office.

## **Course Registration Forms, Deposits & Payments**

When completing your Registration form, please ensure you include all relevant information particularly your Name and Contact details, Date of Birth, PPS Number and Medical Card number (if applicable) as these are needed to register you for your QQI award. Please complete the Payment Details section, giving the name of the organisation and a contact name within the organisation if you are not paying for the course yourself.

A fully completed application form and deposit of €100.00 must be received by the Education Centre to secure a place on your selected course. The balance of the course must be paid in full 4 weeks in advance of the course commencing. Learners will not be allowed to commence a course unless payment is received in full before the course starts. Northridge House can input you for a major award. There is an additional €100 fee for all major awards if this is your situation. If in doubt, please talk to administration.

## **Refunds / Cancellation**

The Centre has a policy on Payments and Refund's. see ED 15

In the event of a participant needing to cancel their course booking, a request must be received in writing to Northridge House no later than 30 days prior to the commencement date of the particular course signed up to. Receipt of any written request less than 30 days prior to course commencement may not be facilitated. Where a student books within 30 days prior to the start date of the course, the student can cancel their booking within 24 hours of making their booking.

Northridge House can defer a course place for a period of up to 3 months if a difficulty arises where a student cannot undertake the course on the dates booked. The Centre require at least 7 days prior written notice in advance of course commencement, in writing, to facilitate this.

## **Getting Started**

Morning Courses begin sharply at 9:30am and Evening Courses begin at 6pm though we recommend you confirm times with the Centre. All Learners should review the module specific course information sheet on registration or by request in advance of registration. These summary sheets can be accessed from our website. The Centre provides training materials either in hardcopy or by Dropbox. Therefore, all you need to bring is paper and pen for taking notes unless requested otherwise e.g., yoghurt for Skill Test. The Centre breaks mid-class for 15 minutes, tea/coffee will be provided. For blended Courses please read Pages 14 - 16 on commencement of online training.

During some programmes (Level 5 Healthcare) potential employers (e.g HSE) will meet with Learners

## **Learner Supports**

Policy ED 6 Fair & Consistent Assessment and Learner Support sets out the Learner Support mechanism for our Learners.

Throughout your course, you can contact your Tutor (by email only) or the Centre for advice and assistance. If you need additional support with your studies, please discuss this with your Tutor.

The Centre is committed to supporting each learner to reach their potential. Tutors will make contact details (email) available to learners for the duration of the programme. Before contacting a tutor, please ensure the answer to the question is not found in this Handbook or

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in the other course information materials supplied. All of the information needed at the start of the module is included in the supplied documents. If you have emailed your tutor for support, please allow a reasonable time for a response. In your emails, please quote the course, your name and the nature of your query. If you need additional time to complete assessment work, discuss this with your Tutor who can advise you, as assessment deadlines differ from course to course.

All programmes are delivered with an array of supports which learners may use in a manner which suits their own individual learning and specific needs. Learners are made aware of supports offered to them in their learner handbook and this is also discussed on the first day/night of each new programme. Learners are able to access these independently or through guidance from their tutor, depending on the specific circumstances. (See Fair & Consistent Assessment and Learner Supports Policy ED 9). Learners are asked to evaluate these supports as part of their course evaluation on module completion.

In addition, tutors and administrative staff provide individualised learner support by email and telephone throughout the duration of the programme. Tutors will make contact details (email) available to learners for the duration of the programme. Before contacting a tutor, please ensure the answer to the question is not found in this Handbook or in the other course information materials supplied. All of the information needed at the start of the module is included in the supplied documents. If you have emailed your tutor for support, please allow a reasonable time for a response. In your emails, please quote the course, your name and the nature of your query. If you need additional time to complete assessment work, discuss this with your Tutor who can advise you, as assessment deadlines differ from course to course.

### **Work Placement Support**

Learners undertaking work placement as part of the requirements of their course are supported by a preceptor on site and by the course tutor. (See Work Placement Policy ED27)

### **Assignment Support**

Northridge House Education and Research tutors and administration team provide ongoing mentoring and assignment feedback for the duration of the programme. Staff and Tutors and endeavour to respond to all queries within 12 hours on working days.

### **Contacting Learners**

The Centre uses email to contact learners. Please make sure that you include your email address and mobile phone number clearly on your application form. Announcements are also carried on our website [www.northridgehouse.ie](http://www.northridgehouse.ie) on our Facebook page – <https://www.facebook.com/Stlukeshomeeducationcentre> and on our Twitter page @educationslh.

### **Access, Transfer & Progression**

Currently the Centre offers standalone modules. Learners who successfully complete a QQI component module will have further learning opportunities within a learner progression pathway. (See Learner Handbook and Access, Transfer and Progression Policy ED 17).

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**Access** - the process by which learners may commence a programme of education and training having received recognition for knowledge, skill or competence required.

**Transfer** - the process by which Learners may transfer from one programme of education and training to another programme having received recognition for knowledge, skill and competence acquired.

**Progression** - the process by which learners may transfer from one programme of education and training to another programme.

The Centre's policy in this area is informed by the following policies: - QQI Policy Restatement - Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training (NQAI, 2003, Restated 2015) - Qualifications and Quality Assurance (Education and Training) Act 2012 - Core Statutory Quality Assurance Guidelines (2016), QQI.

It is the policy of the Centre, as far as is practicable, to admit all applicants who fulfil the minimum academic requirements for its courses and programmes. Guidelines are published on the entry requirements for those seeking advanced entry onto a programme, and for those seeking additional supports or accommodations for reason of a disability or a medical condition. All documentation is published on the Centre's website and brochure.

### **Access**

Entry requirements and progression opportunities for each programme module are documented in the QQI validation application and are made available on the Centres website and printed promotional material. Promotional materials for courses, show clear information on programme titles, the awarding body (QQI), access routes and outline of content available to learners and other stakeholders.

Admission requirements will be framed by reference to a clear and consistent approach for all Learners, based on:

- QQI component award specification.
- NFQ award level.
- Course delivery method (e.g., IT skills for access to learning materials; and
- Learner existing competencies and suitability for the course (e.g., English language and IT skills)

It is the responsibility of learners to ensure they are fully briefed about their chosen course of study. Learners will take responsibility for ensuring that they have completed all documentation required for enrolment and paid the necessary fees if applicable. This may include, but is not limited to:

- a completed enrolment form
- a photocopy of personal identification
- a photocopy of any previous qualification
- proof of English language proficiency (if required)

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It is the learner's responsibility to ensure the information supplied is accurate. Submitting false or misleading information or documentation may lead to cancellation of admission or expulsion from a programme.

Entry requirements for each of our programmes are listed on our website [www.northridgehouse.ie](http://www.northridgehouse.ie)

There is currently no specific requirement for participants to have completed a previous programme of training at a similar or lower level on the NFQ.

The Centre Administrator will ensure that the prospective learner understands the entry and eligibility criteria for the specific programme of interest and will offer to send a full programme outline to the learner, complete with comprehensive details of course content and assessment requirements.

### Minimum English Language Requirements

Teaching is through the medium of English. Learners must demonstrate a high level of competence in the English language to be admitted. Minimum English language requirements apply to all applicants at all levels of study.

Learners whose first language is not English must show that they meet a certain standard of English language proficiency. This can be proven through any one of the following methods:

- Common European Framework of Reference for Languages (CEFR) Level B2 or higher
- Merit or Distinction in the QQI Level 5 modules English as a Second Language 5N1632 or Communications 5N0690
- International English Language Testing System—Academic (IELTS) – Minimum overall band score of 7.0, with a result not less than 6.5 in each of the individual sections
- Test of English as a Foreign Language (TOEFL) – Internet Based Test: Minimum total score of 100 out of 120, with a score not less than 22 in Reading and Listening. Not less than 26 in Speaking and NOT LESS than 24 in the test of written English

In all cases the test results must not be more than 2 years old

To benefit from the range of tools used to deliver our programs, learners are required to have the capability to:

- Use Internet Explorer or other browsers.
- Use Microsoft Outlook or similar e-mail and task management application.
- Submit assignments in a Word document format.
- Use Zoom or similar
- Be able to carry out web-based research.

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If a learner is unsuccessful in accessing a module, they are informed of the appeals procedure. Learners who successfully complete a QQI component module will have further learning opportunities within a learner progression pathway.

### **Recognition of Prior Learning**

Recognition of Prior Learning or RPL is defined by the RPL Practitioner Network Ireland as “A process used to evaluate the skills and knowledge acquired by the person outside the classroom for the purpose of recognising competence against a given set of standards, competencies, or learning outcomes”.

The European Commission state that RPL includes formal learning (typically education or training provider programmes leading to awards), non-formal learning (such as workplace learning which may be assessed, but typically not certified) and informal learning (experiential learning / learning by doing). Northridge House offers a number of QQI Modules both at Level 5 and Level 6 but does not offer full Awards.

The modules offered by the Centre are stand alone but can be added to the Learners journey toward their goal

The Centre is aware of the significance of “prior learning” as a means of enabling candidates to access and participate successfully on specific QQI programmes in areas where they may have already acquired relevant knowledge or skills.

The existence of “Prior Learning” will be recognised and discussed with prospective learners at the enquiry and entry stages to programmes.

Due to the nature and short duration of our programmes, “Recognition of Prior Learning” will not confer any special privilege or advantage on prospective learners, at present.

- Learners may raise the potential for the recognition of prior learning to gain them specific programme credits or exemption at the enquiry stage of enrolment to programmes.
- Learners will be informed by administrative staff that all participants undertaking QQI programmes with Northridge House Education & Research Centre will complete programmes in full, regardless of prior learning achievements, and will be required to complete all aspects of course assessment, as specified.
- Learners will also be informed that it is likely that candidates with “prior learning” experience and knowledge will perform at a high level on our programmes and often, although not always, achieve grades of a higher than average level on assessment.
- Learners will be informed at contact stage and advised if their current levels of knowledge and experience indicate their suitability to participation on a programme at a higher level than that of their current enquiry.
- If prospective learners are happy to proceed then enrolment for the programme takes place. They may of course opt for a different programme of learning, at a higher level, as a matter of choice.

### **Transfer**

Learners may transfer to another QQI course offered at the Centre, should they satisfy the enrolment requirements for that course.

## **Progression**

The National Framework of Qualifications (NFQ) defines the relationship between awards: this in itself contributes to improved transfer and progression. The NFQ is based on the European Credit Transfer System (ECTS) which allows for transfer and progression: - between levels - between award-types at the same level - between named awards.

The Centre does not offer a full QQI award, but modules taken can be used together to obtain the full award. The Centre will submit for the full award on behalf of a student once they have been informed that the student is completing their last module towards this full award. The Centre must be informed at the time of enrolment that this is the case, and an administration fee will apply for this service.

The Centre has established a relationship with the College of Commerce, Cork and supports students directly by referral to the College.

## **Placement Experience**

The Centre has a recognised tradition of providing high quality placement opportunities for learners. Practice placement builds on our relationship with public and professional bodies and responds to relevant government reports, policies, and regulatory initiatives. The objective of placement is to support learners to develop the relevant knowledge, skills and competencies in preparation for the professional working environment in their chosen field. Where placement is a core element of the learner experience, the management of the placement component within our programmes adheres to best practice in teaching, supervision, learner support and assessment. The Centre emphasise the development of reflective and analytical thinking skills through experiential learning which learners can relate to their future professional practice. Currently only one course (QQI Level 5 Care Skills - 5N2770) provided by the Centre involves work experience. If the work experience requirement is part of any future programmes, this policy will be amended to reflect any specific requirements. The placement component is subject to ongoing monitoring and review with internal and external stakeholders in order to remain relevant to both learner and employer needs (See Work Placement Policy ED 8).

## **Accessibility, Equality & Diversity**

The Centre has a Policy pertaining to Equality & Accessibility ED8

The Centre is committed to excellence in education and seeks to ensure that all our learners receive appropriate high-quality support. The Centre is committed to delivering programmes of education and training and related services in a manner that accommodates diversity, combats discrimination and promotes equality of opportunity. The Centre complies with all Equality Legislation and combats discrimination on the nine grounds and in accordance with The Equality Act 2004

The nine grounds are

- Gender
- Marital Status

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- Family Status
- Sexual Orientation
- Religion
- Age
- Disability
- Race
- Membership of the Traveller Community

The Centre ensures the rights to equal treatment established by equality legislation, and accommodates diversity in the workplace, identifies and works to eliminate barriers to access to services to all customers and potential customers.

The Centre is committed to ensuring that our assessment practices facilitate equality and the diversity of our learners' needs. The Centre will require learners to complete a special requirement form and return to us with a letter from their doctor or medical professional to confirm their need for an accommodation(s). Upon receipt of this information, the Centre will try and provide one or a combination of the following accommodations:

- **Physical Access:** The Centre will ensure that all examination venues are fully accessible to all of our learners. The Centre is wheelchair accessible, contains an audio loop system for learners that may have a hearing impairment, spacious rooms, clear signage's, etc.
- **Scribes/Readers:** If required, learners may be provided with a Scribe and/or Reader to facilitate their completion of the written examination.
- **Additional Time:** If it is deemed necessary for learners to complete the assessment, additional time may be allocated to the learner.
- **Sign Language Interpreters:** Sign language interpreters, chosen by the centre, are available to the learners upon request.
- **Format of Examination Papers:** The format of the examination papers may be adapted to satisfy the needs of specific learners e.g., dyslexia.

All other learner requests will be considered on a case-by-case basis and facilitated where it will provide the learner with an equal opportunity to complete assessment.

### **Procedure to make a complaint if a Learner feels they have been discriminated against:**

1. Northridge House Education & Research Centre must be notified immediately if any learner feels they have been discriminated against. It is important that such matters be dealt with speedily in order to avoid an escalation of the issue.
2. All complaints must be directed towards the Director of Education.
3. The Director will ask the learner to fill out a complaints form which will identify the equality ground that is being breached.
4. The Complaints Form is available from Appendix 1. (Learner Complaints Form)
5. The complaint is to be sent by post to Northridge House Education & Research Centre, FAO: Director of Education, St. Luke's Home, Castle Road, Mahon, Cork, T12 H970.



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6. The learner will be notified of receipt of the complaint and an investigation into the nature of the complaint will be carried out.
7. The learner may be required to attend a face-to-face meeting with the Director of Education.
8. The learner will be informed of the outcome of the investigation within 14 days.
9. All written records will be retained by the Centre in connection to the complaint.

### **Procedure to request Special Requirement(s) in order to complete a course**

1. The learner is required to inform the Centre of any special requirement as soon as enrolment has taking place.
2. The learner will notify their tutor or admin staff of their need for special requirement(s).
3. The learner will be asked to fill out a Special Requirements Form (See Appendix 4) and return to The Centre with a letter from their doctor or medical professional to confirm their need for special accommodation(s). This form is available from the Office.
4. The form and the medical evidence will be reviewed.
5. The learner will be notified of the outcome.
6. It is the responsibility of the learner to inform the Centre in sufficient time in order for the application to be processed, reviewed and for any necessary steps to be taking.

### **Drop Box and Online Learning**

Further details on Drop Box may be accessed in ED 6 Dropbox& Online Access Policy

To facilitate ease of access and to reduce the requirement for printing on paper, course tutors may opt to upload some course content to <https://dropbox.com>. This content will be stored in a folder dedicated to that particular subject. Access to this folder will be granted to any individual that has the link to the folder. Students will not need to create a Dropbox account or will not need a password to access this content. Students will however need to have a valid and accessible email address so that the link to the relevant folder can be forwarded to them. Tutors will enable students to access, use and benefit from Dropbox. Please contact Office concerning any technology issues immediately they arise.

**All information and work in the dropbox folder belong to the specific trainee group and St. Luke's and distribution is not permitted beyond this group.**

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### Online Learning and Zoom

Northridge House seeks to implement instructional design and best practice in the delivery of all of our online training content. Access to all online programmes will be subject to meeting minimum IT skills.

In order to benefit from the range of tools used to deliver our programs, learners are required to have the capability to:

- Use Internet Explorer or other browsers
- Use Microsoft Outlook or similar e-mail and task management application
- Submit assignments in a Word document format
- Use Skype or similar
- Be able to carry out web-based research

Northridge House has transferred some classroom-based learning to the online platform zoom for programme delivery due to high infection rates in the community. You will be required to attend the Centre in person for some aspects of your course and currently masks are required when attending lectures in the classroom. All programme assessments will continue as previously and are outlined in the programme brief. To facilitate learners with using Zoom as an education platform the following processes are in place:

1. All Learners are informed in advance that Zoom is being used for programme delivery. The Centre confirms the availability of a computer/tablet with camera and working wi-fi for each Learner.
2. All Learners receive details on how Zoom works including You Tube clips.
3. Regular emails were sent to Learners ensuring their comfort with the modality and all are encouraged to contact the Centre if they had any concerns.
4. On the day before the module begins there is a Test run with the Tutor/Assessor and Administration.
5. All course materials are made available on a dedicated Dropbox account (see above). Learners are shown how to access Dropbox and any concerns are addressed.
6. Administration staff were available for first two sessions on mobile to help if required.
7. An Assessment takes place after session 3 to confirm the comfort level of all Learners.
8. Contact details are provided to all Learners to contact Director of Education if they had any concerns or problems about any aspect of the module.

### How to Work Online as a Learner Using Zoom

COVID 19 has changed how we currently learn with a dramatic shift from the classroom to the screen. However online classrooms are still classrooms. As a learner, Northridge House has found it necessary to point out that you should be aware that there are certain standards of behaviour expected when you take part in online learning and communicate with your tutors and fellow learners. These guidelines for online behaviour are known as 'netiquette'. The following information will help you to participate successfully and effectively in the different platforms and across the different apps that are currently being developed at Northridge House.

#### General Guidelines:

- Be respectful: Treat your tutors and fellow learners with respect in online communications as you would in face-to-face situations. Bullying, mocking, discriminatory, or offensive behaviour and communication are not tolerated.

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- **Correct language:** When communicating online, use the correct form of address for your tutors and other learners. When writing, be careful using sarcasm and humour as tone is sometimes lost and you may unintentionally offend someone. Also avoid using slang and emoticons as not everyone may be familiar with these and avoid using caps lock as it can be interpreted as shouting.
- **Personal data:** Be very careful when sharing personal information and be mindful of your data protection responsibilities.
- **Intellectual property:** Before you share a post, post a link or publish content you should be sure you aren't infringing on anyone's copyright or intellectual property rights, especially if posting in a public forum.
- **Please do not use a mobile phone during the class** – it is easy to see and is a distraction to both tutor and fellow learners.

### **Participating in a Zoom class:**

A virtual classroom is still a classroom. Always remember that everyone can see you, and what you do, so it is important to maintain the same standards for attending online classes as if you were attending the Centre. As a rule of thumb, if you would not do it in the real classroom, you should not do it in the virtual one.

- **Be dressed:** Even though you are participating from home, you should still dress for your online class the way you would if you were attending a classroom.
- **Adjust your lighting and position:** Do not sit in front of, or beside a bright light or window as this makes it difficult for the teacher and other students to see you. Also make sure you angle your camera, so you are fully visible to the tutor.
- **Think about your background:** Be aware of what others can see behind and around you and make sure there is nothing distracting (or potentially embarrassing) on screen.
- **Pay attention:** You should give the same level of attention in your Zoom class as your regular classroom. For example, if looking at your phone, or surfing the internet are not appropriate in a classroom they aren't appropriate in a virtual class either.
- **Location:** Try to make sure your surroundings are quiet and free from distraction so you can give your full attention.
- **Moving around:** If you need to move away from the camera for a period let the tutor know why.
- **Practice using Zoom:** Make sure you know how to use the different elements of the application. For example, can you mute and unmute your microphone, turn your camera on and off, share your desktop, or use the chat function? YouTube provide short clear training clips if unsure. Our tutor will help you and our trial run night normally addresses any concerns in advance of the course commencing.
- **Recording classes:** Making recordings of others without their knowledge and permission is a breach of data protection rules. Although there is a record function on Zoom, you should not record your class unless instructed to by the teacher.

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**Access issues:** If you are having problems with Wi-Fi or technology it is very important you let your tutor know as soon as possible.

### **Netiquette for online discussions (e.g., class chat, discussion boards)**

- Before posting your question to a discussion, check if anyone has asked it already and received a reply.
- Stay on topic –Don't post irrelevant links, comments, thoughts, or pictures.
- Respect the opinions of your fellow learners. If you feel the need to disagree, do so respectfully. Acknowledge that others are entitled to have their own perspective on the issue.

(Adapted from of Net Etiquette produced by Laois & Offaly ETB)

### **Northridge House Policies**

The Centre has a range of policies that govern how we plan, deliver and assess our training programmes that have been agreed as part of our registration with QQI. A number of the salient points are in this document but please note all Policies can be viewed at the Office and are accessible on Dropbox. Summaries of the most relevant policies are contained in this handbook

- ✚ Assessment, Submissions, Plagiarism Appeals & Deadlines ED 1
- ✚ Blended Learning ED2
- ✚ Communication and Public information ED 3
- ✚ Complaints Policy ED 4
- ✚ Data Protection & GDPR ED 5
- ✚ Dropbox & Online Access ED 6
- ✚ English Language ED 7
- ✚ Equality & Accessibility ED 8
- ✚ Fair & Consistent Assessment of Learners & Learners Supports ED 9
- ✚ Feedback from Learners ED 10
- ✚ Feedback to Learners ED 11
- ✚ Health & Safety ED 12
- ✚ Internal Verifier ED14
- ✚ Payment & Refunds ED 15
- ✚ Development of Policies ED 16
- ✚ Progression Access & Transfer ED 17
- ✚ Quality Assurance Policy ED18
- ✚ Recognition of Prior Learning ED 19
- ✚ Results Approval ED 20
- ✚ Self-Evaluation, Monitoring and Review ED 21
- ✚ Social Media ED 22
- ✚ Staff Recruitment & Conduct ED 23
- ✚ Tutor Roles & Responsibilities ED 24
- ✚ Tutor Review Feedback Policy ED 25
- ✚ New Programme Validation and Re-Validation ED 26
- ✚ Work Placement ED 27
- ✚ Teaching & Learning ED 28

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### **Introduction to Academic Writing and Referencing**

If your course assessment involves writing academic essays and assignments, you will be given our **Introduction to Academic Writing and Referencing** when you start your first module. You should keep this with you throughout your studies as it will help you to research, write and reference your work in line with the standards required by QQI.

The following link, which is in Drop Box, will be of assistance -

<https://fess.ie/images/stories/ResourcesForTutors/AcademicWritingHandbookForLearnersInTheFETSector.pdf>

### **Data Protection & GDPR**

The Centre has a Data Protection and GDPR Policy (ED 5)

Northridge House fully respects each learner's right to privacy and any personal information which is volunteered will be treated with the highest standards of security and confidentiality, strictly in accordance with the Data Protection Acts, 2018 and with the requirements of the General Data Protection Regulations (GDPR). You should not use our website, Dropbox, Facebook, or Twitter accounts unless you understand and agree with the ways in which we collect and process your personal information. If you have any queries regarding this, please contact us on 021.4536551. All queries regarding Data Protection compliance should be directed to the Director of Education.

Please read our Privacy Statement for full details – available at Reception and on our website

### **Course Assessment Policy**

The Centre has Policies on Assessments, Submissions, Plagiarism, Appeals & Deadlines Policy ED 1 and Fair & Consistent Assessment of Learners & Learners Supports ED 9.

The Centre is committed to establishing procedures for the fair and consistent assessment of all learners who participate in any of the Centre's certified programmes. By establishing such procedures, the Centre can ensure that learners meet the required standards put forward by examining bodies and that assessment work produced by learners is assessed in a fair and consistent manner in line with criteria set out by examining bodies.

The Centre has put in place and rigorously follows procedures that ensure every learner is given the optimum chance to achieve their full potential and have this potential recognised and verified. By using as wide a range of assessment procedures as possible, as approved by the relevant examining bodies, the Centre will strive to offer all learners opportunities for success and progression in education and within the National Framework of Qualifications.

In addition, the Centre has in place rigorous procedures that incorporate Internal Verification and External Authentication of learner assessment activities to ensure this process is fair and consistent and in keeping with national standards. At all times, the Centre's assessment of learners will be consistent with the guidelines laid down by QQI and with the Centres own policy.

### **What is Assessment?**

The purpose of assessment is to ensure learners meet the required standards as specified in the course syllabus. A variety of assessment techniques are applied, depending on the requirement of the syllabus. They include assignment, projects, coursework, skill demonstration, examination, viva, work experience and learner record.

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QQI courses have different assessment criteria. Your Course Tutor will explain these to you in detail and provide you with written Assignment Briefs, the Marking Scheme and learners log as appropriate. for your course. An Assessment Brief is a set of written instructions outlining what the learner is required to do for each assessment. It will set out the evidence expected, how the assessment will be marked and the deadline for completion. There is an Assessment Brief for every assignment, project, portfolio, skill demonstration or learner record that must be completed. It is important that each the Assessment Briefs are signed and dated as requested by your Tutor. Please feel free to discuss any aspect of the assessment process with your Tutor or the Director of Education. It is important that you try to keep up to date with your coursework. Again, if you are having any difficulties or need additional time, please discuss an extension of the submission deadline with your Tutor.

Each individual assessment component is explained in a clear brief that you will receive when your course commences.

**\*Refer to your NHEC's *Introduction to Academic Writing and Referencing* when preparing your assignments.**

### Information to learners on Assessment

1. A Learner Handbook will be distributed to all learners – (See Learner Handbook)
2. Tutors will provide a course overview to all learners at the beginning of a programme.
3. Tutors will provide individual assignment briefs pertinent to the assessment to all learners at the beginning of a programme. Learners will review the briefs and the tutor will provide any clarification as required. Learners will keep one copy of each brief appropriate and a second copy will be signed and returned to the office by the tutor.
4. Tutors will monitor and review students understanding and progress at regular intervals throughout the programme.
5. Learners will be notified of the following at the beginning of the programme:
  - Any additional requirements and expected input from learners.
  - Assessment schedules.
  - Exam timetables (if applicable).
  - Appeals procedures.
  - Availability of and how to contact Tutor.
  - Portfolio checklist (if applicable).
  - Work experience briefing (if applicable).

### Submission of Learner QQI Assessment Work

It is the responsibility of the Learner to ensure that they submit assignments in full. This includes all parts of the assignment send out in the assignment brief. Tutors will inform learners if they are missing any elements of the assignment. Please note that tutors will not follow up with learners for any outstanding items for the assessment after this.

- All coursework submitted must include the authorship statement which is signed and states that the work is that of the Learner only (Please See the Section on Plagiarism) Assessment work cannot be accepted unless this is signed and dated.

**In general, the following will be required for written assignments:**

- Use the Harvard system of referencing to document and acknowledge all sources consulted.
- If quoting a website, please give web address and date the material was sought.

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- Written work is to be typed and presented in 1.5 line spacing and 12 pt. Arial font.
- Please use references as has been set out in the brief, number the pages and run spell check before final submission.
- You are encouraged to submit your written project in advance as per brief for your comments and guidance. As per our policy, plagiarism will be pointed out by your Tutor and you will be informed that plagiarised material will be failed and not submitted for marking if you submit it as your final submission.
- Please complete the submission form and ensure you date and sign it with Learners Name, Title of Module, Title of the topic or theme of the project, Date submitted, Number of words and Name of Tutor

### **In addition, please consult the following list:**

- All assessment work should be contained in a single folder.
- Please do not use metal staples in your portfolio.
  1. Please do not use plastic pockets in your portfolio – rather use an office hole punch to punch pages and insert directly into the folder.
  2. Please ensure that the signed Assignment Brief has been submitted for each assessment task/submission.
  3. If you are asked to include any rough work, this should be clearly labelled 'Rough Work' and placed at the back of your portfolio.
  4. Please ensure that assignments are placed in your folder in the correct order. Your tutor will advise you of the correct order.
  5. All Assessment Portfolios must contain a Learner Declaration, completed, signed and dated by the learner confirming that the work submitted for assessment purposes is their own.
  6. Learners should submit their completed portfolios to the Centre by the submission deadline date and sign the submission sheet (together with the course Tutor or admin personal at the Reception Desk) as proof of submission.
  7. In referencing sources from the Internet please ensure you date and give a full link to the material as sourced.

**The Centre will not accept any assessment work submitted after this date.**

## Assessment Deadlines

The Assessment Deadline relating to the submission of designated course work for the QQI Module being undertaken is set out in a dedicated policy and summarized as follows.

Dates are set for each aspect of course work that must be submitted or undertaken or assessed by the Course Tutor. These deadlines are fixed. If, under the grounds of Compassionate Consideration, you have a reason for a submission delay you must contact the course tutor at Northridge House Education & Research Centre at the earliest possible opportunity **prior to the submission deadline**. Please ask for this policy if required.

## Compassionate Consideration

The Centre will consider the rescheduling of assessment arrangements and deadlines for submission to facilitate learners who, through no fault of their own, require compassionate consideration. The following factors are considered as being likely to merit compassionate consideration, subject to confirmation, clarification and as required in some cases, medical certification:

- A physical Injury or Emotional trauma arising prior to project assessment submission deadline or prior to other scheduled written or practical examination.
- A physical disability or disabling condition such as epilepsy, glandular fever or other incapacitating illness affecting the learner.

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- Recent bereavement or serious illness of significant other
- Severe accident
- Substantial Domestic Crisis
- Other extenuating circumstances. (To be defined)

The Centre will consider the specific nature of each compassionate request made and will decide (on the basis of evidence) on fair procedure relating to each case. The Centre is aware of the need for flexibility in terms of Compassionate Consideration and will balance this need for flexibility with the essential requirement to maintain the integrity and fairness of the assessment process.

### **Application for an Extension to an Assessment Submission Date**

In the event of extenuating circumstances that may prevent you from submitting course assessment on the agreed submission date the following procedure is required.

1. The learner must request an extension in writing in advance of the submission date and give this to the course tutor who should decide whether or not to grant the extension.  
(See Appendix 2)
2. The Learner must adhere to new agreed submission date if extension is granted.
3. New submission date must be within three weeks of original submission date.

In some circumstances extensions to submission deadlines may also be afforded to students who have completed a Special Requirements Form (F 3) at the beginning of their course as outlined in the Equality and Accessibility Policy (ED 8).

The Centre will, following the support of the specific tutor, facilitate a learner to have their material submitted for assessment by the tutor at a later date

**Learners may only submit late assignments if they have Tutor Approval and have completed the Request for Extension of Submission Deadline Form (F 1). This form must be returned to the Centre's Administrator.**

### **Plagiarism**

The Centre has a Policy on Plagiarism. Refer to the Assessment, Submissions, Plagiarism, Appeals & Deadlines Policy ED 1

Plagiarism is the "wrongful appropriation" and "stealing and publication" of another author's "language, thoughts, ideas, or expressions" and the representation of them as one's own original work. Plagiarism is considered academic dishonesty and may lead to failing to complete your course. Plagiarism is when other people's writing, words or ideas are presented as your own. Examples of plagiarism include: Quoting or summarising material without crediting the source. The source of material may be books, magazines, websites, films, newspapers, television programmes, films, photos, drawings, charts or graphs. Copying or using work done by another student. Buying completed work on the Internet /downloading a paper from a free site or getting someone else to do the work for you.

Self-plagiarism, the presentation of work previously submitted in a different course without citing that it was previously presented, is treated in the same way as any other form of plagiarism.

As you prepare your written material for submission, please note that work submitted that

consists of "cutting and pasting" from other individuals work or from website will not be accepted. A student may of course mention the work of published authors, but it should be clearly sourced, and the author / references named clearly. Please note that work submitted in bullet points may not be accepted by the tutor dependant on the assignment. Your tutor will inform you of this.

During your programme, your tutor will offer to review your written work in advance of submission. You are strongly



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advised to take up this student support option. In your submission you will be asked to declare and sign that the work submitted is your own. The Centre uses anti plagiarism software to ensure fairness for all learners. Learners will be informed that if they submit material that is plagiarized for their final submission the tutor will have no option but to fail their work. In the case of identified plagiarism the Centre reserves the right not to afford a learner a further opportunity to resubmit

Any learner concerns about any aspect of understanding this policy must be directed to the Tutor or the Director of Education. Learners will be encouraged to do this.

The Centre will ensure that any investigation of malpractice or plagiarism will be completed in a manner and within a time frame that will not impact adversely on a learner against whom an unproven allegation of malpractice is made.

All submitted work must be clearly referenced. All students, in signing the course submission form, are stating that the work submitted is their own, is not plagiarised and is free from fabrication in all respects.

The Centre prides itself on being supportive and encourages learners to share difficulties at their earliest convenience so the Centre may be able to accommodate changes and provide further assistance.

At the first session all Learners will view [https://www.youtube.com/watch?v=PVC\\_bwpvKcM](https://www.youtube.com/watch?v=PVC_bwpvKcM) on Academic Integrity and will receive a full explanation from the tutor

### **Return of Assessment Work**

Assignments and examinations used in the assessment process are not returned to learners and are disposed of in a secure manner and in a timely fashion. This occurs once certification and the appeals process has ended. It is the responsibility of the Learner to keep a copy of all worked submitted.

### **Process of Feedback to learners (Refer to Feedback to Learners Policy ED 11)**

Each individual assessment component of each QQI Module has a specific Assessment Brief assigned to it. Each brief is distributed to each learner on the module in question and time is allocated at the programme commencement for the tutor to clarify the expectations required for a successful outcome. Two copies are distributed to each learner, and one is kept by the Learner for reference and the other is signed by the Learner and returned to the office.

1. Tutors will provide both formative and summative feedback to learners throughout the programme.
2. Learners will be provided with a learner feedback form (F8) for all assignments when receiving their provisional results.
3. Tutors will provide interim feedback for learners in relation to draft assignments when required.
4. Learners on work placement will receive feedback from employers (Work Placement Supervisors Report F16)
5. Informal feedback via email between learner and tutor is encouraged but must first be agreed between both parties. Records are held within the email account as per Privacy & GDPR Policy ED 5.
6. Learners may request an additional tutorial from their tutor. This arrangement falls outside of the standard course schedule and is an additional service to support learners towards course completion. (See Tutor Roles & Responsibilities Policy ED 24)

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### Issuing of Results

1. All learners receive a copy of procedures on submitting results and awarding of provisional results (See Learner Handbook and Course Briefs)
2. Tutors will inform learners that it will be 4-6 weeks from completion to notification of provisional results – as per the Centre's policy.
3. Provisional results are subject to internal verification (IV) and External Authentication (EA)
4. Provisional results will be emailed to learners, prior to been signed off as final results by the Results Approval Panel, in a standard template document which outlines the next steps in the process, appeals procedure and estimated certification date.
5. All queries, requests for feedback, appeals are dealt with diligently and any associated policies, forms are issued to the learner.
6. Provisional results are approved by the Results Approval panel and entered in the QBS system for certification.

### Learner Appeals Process

Following provisional assessment grades and feedback being issued to students, the DOE and tutors will be available to discuss the same with any learner who wishes to query their assessment outcome or who require assistance with understanding their assessment outcome.

The Appeals Process enables the learner to appeal:

- The assessment process, if they perceive that there have been any irregularities/inequality in its implementation; and/or
- The assessment result.

### Appeals

Learners are entitled to appeal a QQI assessment result. It is QQI Policy that Appeals should be made firstly to the Centre (Local Appeals Process). Learners are informed of their right to appeal during induction information is also available in the Learners Handbook.

#### Informal Appeal

When **provisional grades** are provided, learners can contact the Centre administrator who will arrange a meeting with the course tutor and Director of Education for informal review. If the learner is unsatisfied with the feedback at this stage, they can commence the formal appeals process. This process is included in the learner handbook and discussed at induction at the start of each course.

#### Formal Appeal

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Formal appeals to the Centre must be lodged using the Learner Appeal Form (Appendix D). Appeal Forms may be requested in person or by telephone from the Centre, the phone number is 021 4536551 or can be accessed on the Centre website. On receiving an Appeals Form, learners must complete a signed copy of the form and return it to the address shown on the form no later than the date stated on the letter accompanying the form. The request for appeal must state the grounds for appeal and supply evidence in support of the request.

Any appeal will be carried out by an independent assessor (ie not the assessor who marked the learners submitted work).

### **Centre Appeals Process**

The following procedures are in accordance with the Centre's Quality Policies. Learners who wish to appeal a final grade must lodge their appeal to the Centre within 7 days of the date of receipt of results. There is a €50 appeal fee required to cover administration costs. This fee is refunded if the appeal is successful. **If the completed Appeal Form and payment are not received by post within 7 days there is no means of appealing the grade, and it shall constitute the final grade awarded to that Learner.**

A suitably qualified external authenticator is appointed and reviews the learners submitted material, appeals form and marking sheet.

The potential outcomes of the appeals process are as follows:

- Result upgrade or downgrade
- No grade changes

The Director of Education will inform the learner in writing of the outcome of the appeal within 15 working days. The relevant tutor will also be notified of the outcome within this timeframe.

In the event that a Learners appeal has not concluded prior to the submission date for certification, this Learners assessment will be submitted at the next available submission date

Learners are notified on the Appeals Process in the Learner Handbook which outlines the following in relation to appeals:

- Learners are informed of their right to appeal the outcome of an assessment. Once final and approved results have been issued to the learner, a learner may initiate an appeal.
- Notice of an appeal must be submitted on the Appeal Request Form.
- The learner has 7 working days from the date of the Provisional Results being issued to lodge an appeal. Any application for appeal received after that date is not considered.
- The Centre will inform the learner of the outcome of the appeal within a reasonable timeframe.
- In the event that a Learners appeal has not concluded prior to the submission date for certification, this Learners assessment will be submitted at the next available submission date

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### QQI Certificates

The Centre will post all certificates out to learners. Please note that once your final result is submitted to QQI it may be sometime before we receive your actual certificate from QQI. Please Note: It is the responsibility of the learner to ensure that the Centre hold their most recent and up to-date address. The learner is required to email the Centre confirming their new address.

Certificates will only be posted to learners who have their account paid in full. If an account is not up to-date, the certificate will be withheld until such a time the account is paid in full.

Learners who do not receive their certificate within 2 months of certification date should contact the Centre.

### Work Placement

Work placements are an integral part of the Care Skills (Level 5) Module. It is the learner's responsibility to source their own work placement in a recognised facility that is associated with the programme and that has been agreed with by the Centre. A limited number of places are available at St. Luke's Home Nursing Home but allocation, following interview, is at the discretion of the Nursing Home. A completed Gardaí Vetting process must be concluded in advance on the placement commencement. Without this a placement cannot take place. (See Work Placement Policy ED 27)

### Roles and Responsibilities of the Learner in Work Placement

The roles and responsibilities of the learner while on placement include but are not limited to:

1. Obtain Garda Vetting, this is a requirement when working with vulnerable adults and children.
2. Sourcing work placement in line with prescribed list of organisations.
3. Providing tutor with:
4. Name of host organisation
5. Contact details of host organisation.
6. Start date of placement.
7. Expected duration i.e., 6 weeks block or 20hrs per week etc.
8. Ensure that they have been provided with a supervisor and that the form has been returned.
9. Ensure that they adhere to all policies and procedures of host organisation.
10. Ensure that attendance, punctuality, dress code, etc are adhered to.
11. Obtaining any other mandatory training that in your case is not provided by Centre, which may be required by the host organisation e.g.: manual handling, CPR, etc.
12. Ensure that all paperwork and reviews on the placement take place in a timely manner.

Finally, is the responsibility of the learner to meet the requirements of the placement in the prescriber manner. If for any reason you feel uncomfortable/unable/not confident/ competent to complete the task assigned, please speak to your mentor on the place site and also inform your Tutor at the Centre Gardaí Vetting

Vetting is conducted in respect of personnel working in a full-time, part-time, and voluntary or student placement

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capacity in a position in a registered organisation, through which they have unsupervised access to children and/or vulnerable adults. Learners attending work placement for the Care Skills Module must have undergone vetting prior to taking up their work placement.

The Centre offers a free vetting service to learners enrolled for the Care Skills Module (Level 5). Vetting is currently provided through Nursing Homes Ireland. It is highly recommended that the process commences 6- 8 weeks before the module commences. It is essential that the details process is followed. **Please note having Gardaí Vetting undertaken in another institution will not suffice for the placement.**

### **To use the eVetting service you must...**

- Have access to a valid email address.
- Have access to the Internet.
- Have completed the “Proof of Identity” process

For e-Vetting, the learner is required to fill out a Vetting Invitation Form which is available from the Centre. Once completed, it must be returned to the Centre and it will then be processed by HR Manager at St. Luke’s Home. HR will enter your details into the e-Vetting portal. Once this is complete you will receive an email inviting you to the e-Vetting website. Please be aware that this is a time limited opportunity, and the Centre strongly advises that this application is completed ASAP.

If you don’t forward the relevant documents (i.e., documents to validate your identity) your form cannot be processed until all relevant documents are received.

### **Please see e-Vetting Steps below:**

#### **Step 1**

The learner manually completes and forwards to the Centre a vetting Invitation Form (obtained from reception at the Centre) and provides proof of identity as per form. In addition, learners must provide proof of address e.g., utility bill, bank statement.

#### **Step 2**

The Centre validates proof of identity of the learner and HR enters all the learner’s details contained on the Invitation Form into the e-Vetting portal. The learner will receive an automatic email with a link attached inviting him/her to complete a Vetting Application Form.

#### **Step 3**

The learner completes a Vetting Application Form online.

#### **Step 4**

HR submits it to Nursing Homes Ireland

#### **Step 5**

Nursing Homes Ireland processes the application and forwards a vetting disclosure to the Centre

#### **Step 6**

Learners are informed by Nursing Homes Ireland that a disclosure has been forwarded to HR

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**In Summary without a successful completion of Gardaí Vetting no Placement can take place**

### **Insurance for Placement**

Northridge House provides insurance for the placement. Please note placement centres may request this certificate of insurance. Please convey this information to the Centre when requested.

### **Protection for Learners on Selected QQI Major Award Courses**

The Centre does not run any full-time courses leading to QQI Major Awards. All our training courses are for individual modules only and are under 12 weeks and thereby do not require to meet Section 43 of the Qualifications Act. Learners wishing to pursue a specific vocational major award should book the appropriate module courses. As a learner you can gradually build up your module credits at a pace that suits you. You do not have to undertake all modules at the Centre, and we will be happy to advise learners on funding and training opportunities with other organisations.

Please note that results and certificates will be withheld from the learner until all course fees have been paid in full.

### **Course Funding Information:**

Learners who are unemployed or who are in receipt of a social welfare payment should approach their local Intreo office to enquire if they are eligible for funding towards a QQI module. Currently up to €500 per annum is available for eligible learners. Participants who are eligible for TESH funding and who fail to complete the course will be personally liable for payment of full course fees.

Appendix 1



QAI AWARD

**QAI Learner Complaint Form**

Candidate Information			
<b>Candidate Name</b>			
<b>Candidate PPSN</b>		<b>Date of Birth</b>	
<b>QAI Module Name</b>			
<b>QAI Module Code</b>			
<b>Nature of Complaint</b>			
<b>Assessor/Tutor Name</b>			
<b>Received by Director of Education</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Date Received	
<b>Action Undertaken</b>			
<b>Response to Learner</b>			
<b>Final Outcome</b>			
<b>Signed off by Director of Education &amp; Date</b>			



QQI AWARD

## QQI Learner Request for Extension to Assessment Submission Deadline

Please complete this Request Form and discuss the extension to the assessment deadline with your course tutor who will approve or disapprove your application. This form must be placed at the front of your assessment portfolio once approved.

Candidate Information			
Candidate Name			
Candidate PPSN		Date of Birth	
Assessment Details			
QQI Module Name			
QQI Module Code			
Assessment Name			
Reason for request to extend the submission deadline			
Assessor/Tutor Name			
Exemption Request Approved	YES <input type="checkbox"/>	No <input type="checkbox"/>	
Revised Final Submission Deadline Date			

Tutor Signature: \_\_\_\_\_ Date: \_\_\_\_\_





## QQI Learner Request for an Appeal of Assessment Result

Please complete this Learner Request for an Appeal of Assessment Result Form and discuss the reason for your request with the NHEC Director of Education.

Candidate Information			
Candidate Name			
Candidate PPSN		Date of Birth	
Assessment Details			
QQI Module Name			
QQI Module Code			
Assessment Name			
QQI Certification Date			
Details of Appeal			
Tutor Name			
2 <sup>nd</sup> Assessor Name			
Appeal Outcome & Details	YES <input type="checkbox"/>	No <input type="checkbox"/>	
Revised Final Submission Deadline Date (if applicable)			
Director of Education Signature: _____			



### Special Requirements Form

Student Name			
Course			
Start Date			
<b>Special Requirement(s) Tick as Appropriate</b>			
Mobility/Access:		Diabetes:	
Hearing Assistance:		Autistic Spectrum:	
Vision:		Dyslexia:	
Allergens:		Other:	
<b>Additional Information</b>			
Please provide as much information about your requirements as possible:			

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

<b>For Office Use Only</b>	
Form Received By:	Date Received:
Action Taken:	
Further Action Required (If Any):	