P5 S6 C1 Trainer Handbook

Forus Training - **September 2019**

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Mullingar address: *all administrative functions operate from Mullingar*
Forus Training, Castle House, Castle Street, Mullingar, Co Westmeath, N91 Y896

Department	E-mail	Contact regarding
Certification	certification@forustraining.ie	
Front Desk	hello@forustraining.ie	
Operations	operations@forustraining.ie	changes to the schedule
Accounts	accounts@forustraining.ie	Contracts Payments Invoicing
Programme Development		

PREFACE

This Trainer Handbook is designed to inform you of the range of education services provided by Forus Training and the role you will play in the delivery of these services.

Welcome to Forus Training. Please read and sign pages xxx of this document before commencement of programme planning or delivery.

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

In a time of great change in training and further education, Forus Training is responding to the challenge. Forus Training's Quality Assurance proposal was approved by QQI (formerly QQI). Forus Training, through our processes of programme planning, ensure that programmes are aligned with the labour market within each sector, both in composition, content and assessment.

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

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

This handbook has been developed and given to you to ensure quality for the Learner. Adherence to the standards outlined in this document form part of the contractual arrangement between us.

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

Lisa O'Connell

Lisa O'Connell

Managing Director

1 INTRODUCTION

1.1 BACKGROUND AND CONTEXT

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

1.2 FORUS TRAINING'S VALUES (P1 S1 C2)

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

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

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

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

1.3   PROGRAMME RANGE

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

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

Forus Training's programmes vary in duration from 3 to 100s of teaching hours and many programmes involve significant learner effort hours outside of face-to-face delivery. All programmes are currently tutor led although on-line blended provision is at a planning stage.

1.4   POLICIES AND PROCEDURES SYSTEM

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

This induction program is in place so that a quality experience can happen for every learner on all of our courses.

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

1.5 QUALITY ASSURANCE XXXUPDATE

This document is primarily driven by QQI Standards and our own Quality Assurance Arrangements. QQI is the statutory awarding body for higher and further education and training in Ireland. Meeting learner needs is central to the work of QQI and to the work of Forus Training. Therefore, these Quality Assurance

arrangements will drive all practice, no matter which awarding body provides the accreditation for certificates.

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

Quality Assurance is a system of policies and procedures which we undertake to implement in order to maintain and improve the quality of programmes.

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

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

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

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

PROCESS IN RELATION TO ON-BOARDING OF TRAINERS

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

1. Trainer Hire
2. Trainer email and ADM login set-up
3. Contract signed
4. Send all course content to Trainer
5. Prepare scheme of Work
6. Request Trainer Printing
7. Complete on-boarding module
8. Pre-Planning Meeting
9. START!

TRAINER HIRE

We have now hired you as a trainer, we have given you your

1. Email address and passwords

2. Login to our Learning Management System - Administrate.

You have signed and returned the trainer contract, and the confidentiality agreement to us and sent us copies of your qualifications to careers@forustraining.ie

We have given you access to the course content and from the course content you have created a scheme of work and e-mailed it to certification@forustraining.ie , if you have not already done this, there is more detail on this in further slides.

You will need to request the printing that you require from the information provided to you from printing@forustraining.ie.

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

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

2. YOUR ROLES & RESPONSIBILITIES

(P5 S4 C2 Roles & Responsibilities & Job Specs)

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

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

Trainers are expected to:
- Avail of our induction and support opportunities.
- Keep up-to-date with relevant subject areas regarding materials, new developments, assessment procedures, progression options, QQI Quality Assurance.
- Attend meetings and training events organised by us in connection with your work.

b) Planning to Deliver Programmes

Scheme of Work (P7 S16 C1)
- The most important piece of planning you will do is to create a **Scheme of Work**. This document will inform us as to what you will cover during each session with the learners. It is the document we will refer to should you cease to deliver the programme due to unforeseen circumstances, it ensures continuity for the learners.
- **Your Scheme of Work** (*P7 S16 Scheme of Work - Template)* must be:
  - Learner focused and meaningful to the learners,
  - Reflect the component award/s and level,
  - Consistent with programme module aims, objectives & content.
- It must reflect the learning objectives that:

  - Are closely related to the award to which the programme module leads,
  - Reflect the knowledge, skill and competence to be developed,
  - Reflect the aspirations and needs of the learner,
  - Are sufficiently measurable to enable programme review and improvement.
- You must consider appropriate learning and teaching strategies

Programme Planning Meeting (P7 S16 C2)
- You must attend a programme planning meeting with a Forus manager upon being hired for the first time (*P7 S16 - Programme Planning Meeting Form inc. Agenda)*. If you require assistance with programme planning for subsequent programmes please contact the office to arrange it.

Standing agenda for a programme planning meeting:

- Protection of Enrolled Learners
- Pre-entry requirements - access
- Transfer and progression routes
- Duration and Timetables / Schedule
- Location / facilitates
- Equipment

c) **Programme Delivery (P9 S6)**

- Accurate collection, and protection of learner's personal data. - Forus Training Data Protection Policy P4 S1 C1 - <mark>xxx GDPR STATEMENT IN CONTRACT</mark>

To fulfil its obligations to learners, Forus Training gathers, stores and processes data on a variety of data subjects. This includes learners. This personal data can range from some personal details to video/audio learner evidence.

- Learner Induction P9 S5 C2 Learner Induction

A '**P9 S5 C2 Learner Handbook**", and **"P9 S5 C2 Learner Induction Presentation Official**" is in place to assist in the provision of information on programmes to learners.

Learners are required to have viewed and understood the Induction Powerpoint Slideshow upon commencing every module. Trainers present the presentation, covering all points at the commencement of each module - If a learner is absent on the first night of the event the trainer can email the presentation to them and field any questions they may have at the next session.

- Punctuality and maintaining the programme schedule - P9 S7 C1
  - It is the trainer's responsibility to maintain the programme schedule starting classes on time, for example. The trainer sets the tone for time and attendance, if the trainer is delayed in starting it has a knock on effect with the learner.
  - Any changes to the schedule need to be notified to the office, in writing in advance to operations@forustraining.ie eg Finishing a session earlier than scheduled

- Facilitation of learner feedback / reaction (P9 S12 C2 Learner Reaction)
  It is important that the learning environment is conducive to learners freely giving feedback on courses both during and after learning. Learners need to be assured that their feedback is welcomed and acted upon. After completing the course learners have the opportunity to give feedback on their experiences of the course (P9 S12 C2 Learner Reaction Form). Learners should be able to give constructive criticism and thus give us an opportunity to improve the programme.

- Classroom management (P9 S6 C3) -
  - see also P2 S2 C2 Dignity & Respect Policy
  - see also the link below to Classroom Management in FET Resource List
    https://www.fess.ie/resource-library/active-teaching-and-learning

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

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

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

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

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

The main objectives of feedback are to:

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

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

Feedback is valuable when it is received, understood and acted on. How learners analyse, discuss and act on feedback is as important as the quality of the feedback itself (Nicol, 2010).

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

All assessment practices, both summative and formative, should include the provision of "quality, timely feedback" (refer to the UNSW Assessment Policy).

Feedback needs to be provided throughout the programme, rather than just at the end. Regular constructive feedback during the training enables learners to incorporate feedback into later assessment tasks.

Ideally, plan for assessment feedback as part of the assessment design. When you tell learners about the assessment requirements, include information on how and when feedback will be provided. Tell

learners what specific opportunities they will have to engage with and use feedback in their subsequent learning.

If feedback is provided too late to influence learning, neither can it influence teaching, as staff do not have time to adjust their teaching in response to learners' performance.

Constructive, timely and meaningful feedback:
- encourages learners to think critically about their work and to reflect on what they need to do to improve it
- helps them see their learning in new ways and gain increased satisfaction from it
- helps promote dialogue between staff and learners

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

Learners often find assessment feedback unsatisfactory, for a wide range of reasons, including the following:
- When feedback is cryptic (for example, "More", "What's this?", "Link?", or simply ticks and crosses), learners can sometimes be unable to gauge whether a response is positive or negative, whether and how the feedback is related to their mark, and what they might do to improve.

- When feedback consists mainly of grammar and spelling corrections, and provides little or no advice for them to act on, learners cannot tell what they have done well, what they need to change and why they have achieved the grade they have.

- Many assessment tasks are one-offs, intended for learners to demonstrate their achievement for a summative grade; learners cannot respond to the feedback with a further submission. Such tasks do not encourage risk-taking, experimentation, creativity or practice.

- Feedback that does not acknowledge the way learners' learning has progressed over time does not help them get a sense of how far they have come and what they have yet to achieve.

- learners can encounter different (and inconsistent) comments from different lecturers on similar pieces of writing.

Strategies:
- Devising strategies for feedback can save you time by reducing:
- The number of complaints from learners who believe they have been unfairly marked
- The amount of time lecturers spend reading assignments that do not answer the question
- The amount of confusion between markers as to what the submission is supposed to look like.
- The time involved to set up the strategies will be more than recouped in the course of the semester.

Plan for assessment feedback

Modes of feedback

You can provide assessment feedback to learners in different modes, at different times and places, and with different goals. In designing for feedback, consider how to optimise feedback across a number of dimensions, as outlined in Figure 1.

Examples of feedback
- Comments on a first draft of assignment
- Summary of rationale for a grade
- Summary of class strengths / weaknesses after grading
- Adaptive trainerials
- Email to individual learners
- Industry stakeholders comments on a learners e.g.work experience
- Individual consultations
- Comments on assignment
- Class discussion of an assignment in progress
- Recorded thinking-aloud commentary on learner work

Align feedback with assessment criteria

A rubric can help you as you mark, ensuring that you don't overlook critical components of the intended learning outcomes in your feedback.

But don't let an assessment rubric become a straitjacket. Sometimes it's better to offer more global feedback to learners, for example, notes about their learning progression over time.

You can use an assessment rubric:

- to guide the interpretation and grading of learner work
- to help you frame feedback by making explicit the relationship between assessment criteria and the grade
- to help learners understand the rationale for their grade through criterion-based feedback.
- It is the policy of Forus training to use rubrics where developed. At the time of writing this policy Forus training is in the process of developing rubrics for all its programmes.

Give feedback in class

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

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

Use feedback forms

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

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

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

It can be useful to classify the type of feedback you are providing. For example, does it relate to the submission's structure, organisation, language, conventions or content? Sample comments are listed below for these five aspects:

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

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

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

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

e) **Assessment**

● Provide the assessment brief on day 1 of the course and communicate assessment schedule to the learners. The assessment schedule is determined by the course end date. Assignments are due two weeks after the course end date. If the course end date has been extended for any reason then the assessment deadline will also be amended. Trainers must notify certification@forustraining.ie if the end date of the programme has been extended or modified for any reason.

● All instructions to the learner are clearly outlined in the assessment brief. The marking scheme is also provided to them. Please follow the marking guides when assessing learner evidence.

- Please refer to assessment instructions, if you are unfamiliar with assessing work for QQI or any other awarding body please contact certification@forustraining.ie for further guidance.

f) Information on Programmes

It is part of your role to provide information on programmes to learners. Below is an example of the QQI qualification requirement for Early Childhood Care and Education.

Qualification Details

Title:	Early Childhood Care and Education
Code:	6M2007
NFQ Level:	6
EQF Level:	5
Award Class:	Major
Field of Learning:	09. Health and welfare > 2. Welfare > 2. Child care and youth services
Credit Value:	120
Certificate Specification :	Early Childhood Care and Education

Qualification Requirements

This award was developed through the Common Award System. Any providers who wish to offer this award must have their programme validated by QQI before it can be delivered to learners. The provider should check the award specification for this award (see below) and its associated minor awards for validation requirements.

The total credit value required for this certificate is 120. This will be achieved by completing:

Awards

Code	Title	NFQ Level	Credit Value
All of the following component(s)			
6N1942	Child Development	6	15
6N1944	Early Childhood Curriculum	6	15
6N1945	Childhood Social Legal and Health Studies	6	15
A minimum credit value of 15 from the following component(s)			
6N1946	Work Experience	6	15
6N1947	Work Practice	6	15
A minimum credit value of 15 from the following component(s)			
6N1948	Team Leadership	6	15
6N1949	Personal and Professional Development	6	15
6N1950	Communications	6	15
A minimum credit value of 30 from the following component(s)			
6N1932	Early Learning Philosophy	6	15
6N1933	Early Learning Environment	6	15

6N1935	Early Childhood Literacy and Numeracy	6	15
6N1936	Early Childhood Arts and Culture	6	15
6N1957	Special Needs Assisting	6	15
6N1972	Creative Studies for Special Needs	6	15
6N1973	Supervision in Early Childhood Care	6	15
6N1974	Equality and Diversity in Childcare	6	15
6N1975	Disability Awareness	6	15
6N2023	Child Psychology	6	15

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

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

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

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

g) **Health and Safety of Learners (P7 S20)**
● Please complete the following form when you get to the venue:

P7 S20 Health and safety checklist for training venues FORM

● If there are any issues with the training venue ensure to document them on this form and send the information to hello@forustraining.ie immediately, where the issue will be dealt with.
● Please do not allow an issue with a venue to continue from week to week or from session to session, please bring it to our attention so that we can deal with it promptly and rectify the situation promptly.

h) **Involvement of Learners in their own learning (P9 S6)**
● Helps clarify what good performance is (goals, criteria, expected standards)
● Facilitates the development of self-assessment (reflection) in learning
● Delivers high quality information to learners about their learning
● Encourages teacher and peer dialogue around learning
● Encourages positive motivational beliefs and self-esteem
● Provides opportunities to close the gap between current and desired performance.

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

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

Please ensure this is part of your toolkit in ensuring that learners get the maximum benefit from training ideally trainers help learners clarify what good performance is so that learners know what the expected standard is. Trainers will also facilitate the development in self assessment and reflection in learning. They will deliver high quality information to learners about their own learning. They will interact in dialogue between the trainer and the learners around learning. They will encourage positive motivational belief and self esteem amongst their learners and they will provide opportunities to close the gap between the learners current performance and the desired performance.

i) Preparation for Internal Verification

Internal Verification is the internal check that happens after you have assessed the learners but before the eternal authenticator visits.

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

1. Please ensure all learners have included a signed **Learner Declaration** to their learner evidence. Learner evidence can not be processed without this form being completed and included by learners. The form looks like this and can be found at the back of each assessment brief.

Learner Declaration and Authorship Statement

PLEASE USE BLOCK CAPITALS

I declare that (Please tick each box and sign below)

- ☐ I have read and understand this learner assessment brief.
- ☐ I have enclosed the assessment brief with my submission.
- ☐ I have been provided with information about QQI and Forus Training's assessment procedures and my responsibilities as a learner regarding assessment.
- ☐ I have been fully informed with regard to the nature of assessment, the allocation of marks, submission details, and deadlines.
- ☐ I have been fully informed with regard to the appeals process.
- ☐ I have kept copies of my portfolio of evidence.
- ☐ All information contained in this portfolio is my own work except for that which is referenced, and I acknowledge that plagiarism will result in disqualification.
- ☐ Where practical skills demonstration applies as part of my assessment I understand that this is documented by me and the video evidence submitted herein.
- ☐ I have fully completed Sections 1 and 2 of the Cover Page
- ☐ I have been funded to complete this course or I have Paid in Full. I understand that my submission will not be processed until my account is clear.
- ☐ If funded, I have fully completed and signed the documentation relating to the funding body (TESG POBAL etc.) and this documentation has been returned to Forus Training
- ☐ I have presented my work in a clear soft document holder as detailed in the brief with no poly pockets
- ☐ I have not included any photos of children's faces or those of vulnerable adults within my learner evidence and used pseudonyms or anonymised subjects about whom I have written
- ☐ I understand that my learner evidence will not be returned to me

Learner Name:		
Learner Signature:	Date:	
Trainer Name:		
Trainer Signature:	Date:	

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

2. Any learners who wish to apply for an extension need to contact the certification desk by email on certification@forustraining.ie BEFORE the submission date in order to be considered for an extension. **Trainers are not at liberty to agree extensions with learners**.

3. Encourage learners to use registered post when posting in submissions, the recorded postal date is regarded as their submission date. Please explain postage receipts must be retained as proof of postage.

4. The learner will receive a receipt or an email from Forus Training confirming your submission (this may take up to 7 working days).

5. Any learner who fails to submit on time (without having an extension granted) will be considered as a late submission and be subject to a €100 late submission fee.

6. Learners will NOT receive their provisional results until after the next External Authenticators visit. The Head of Certification issues all provisional results. **Trainers are not at liberty to issue ANY results to learners. Learners will receive their results following the external authentication visit.**

7. Ensure learners keep a full electronic copy of your work.

8. The learners need to submit the brief (whole document printed on green paper) with their completed work.

9. Make sure that learners keep a full copy of their work. They may be called upon again to resubmit for various reasons.

Learners work will not be processed if

1. They have a payment still outstanding

2. Submitted without signing the declaration

3. Submitted in anything other than this type of folder

4. Submit the brief (green document) with their completed work

When correcting your class groups work please remember the following;

1. Use the marking sheets and learner feedback sheets provided to you when correcting. You can type the scores & learner feedback into these sheets as they are in MS Word format. This makes it clear and legible for both the learner, Internal Verifier and External Authenticator. QQI requires this and it is Forus policy not to accept any hand-written documentation from trainers.

2. Input the learner marks onto Administrate once you have corrected and annotated the learner evidence.

3. Please ensure that marked and graded learner assessment is returned to us with each individual learner marking sheet and feedback form punched and attached to the correct learner evidence.

4. Please include a **results summary sheet** and that you complete **an end of programme report**, to give us a full understanding of how the course went for you.

5. You will receive the learner evidence for correction one week after the submission date if the learner submits to Forus Training.

6. You have 3 **weeks to correct learner evidence** after the stated submission date and ensure their return to the Forus Office, Castle Street, Mullingar for timely processing.

7. If the submission date is within a holiday. The certification desk will contact you. This particularly pertains to the Christmas period. It is important you confirm submission dates with learners on the first night of the course. If there is any confusion whatsoever, please ask the certification desk.

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

You Are...   and this is really important to us

It is really important that you represent us where it matters, on the actual training events! It is important to us that we present a cohesive message to learners. You represent us to learners that we may never meet in person. It is important that you reflect our values as above in the training room. We are here to support you in that role.

Housekeeping

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

1. **The schedule, timekeeping**
   All learners are required to print their name and sign in using the attendance record each day of the programme.

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

Start class on time to set the right tone.

Poor timekeeping will not be tolerated.

Attendance is monitored - repeated or continuous absenteeism will be investigated. Finishing early can sometimes be problematic, ensure that you leave important content to the end of the session so that learners are encouraged to attend to the end.

2. **Smoking**

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

3. **Fire Safety**

You, the trainer must be familiar with the fire safety procedures and alarm soundings of the facility in which they are training and check that fire exits are not obstructed and are operable from the interior. Ask participants to take note of all available fire exits. Decide on an assembly point and instruct learners not to leave this point until instructed by you the trainer. Participants must be

instructed not to bring personal items with them in the event of a fire/fire drill. You, the trainer must bring the attendance record and complete a head count when they have reached the assembly point.

4. **Breaks**

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

5. **Mobile Phones**

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

6. **Respect and Courtesy**

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

Learner Responsibilities on courses

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

Send email following up on two consecutive unplanned absences. xxxP9 S14 Poor Attendance Follow Up with learner.

2. **Follow Health and safety rules**

Cover this in induction*, no horseplay is permitted and learners are required to act responsibly and never put themselves or another learner at risk of injury.*

3. **Bring learner pack to each session**

Cover this in induction

4. **Submit coursework on time**

(Late Fee €100) applicable to private learners. xxx**P9 S11 C8 Learner application for late submission** needs to be submitted with late submission by the learner.

5. **Make complaints known in a timely manner**

xxxP9 S13 Complaint Form

6. **Give Feedback (Reaction) to Trainer/ Centre**

xxxP9 S12 Reaction Form **(Learner Feedback)**

This part outlines the responsibilities of the learner.

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

All coursework must be submitted on time. We take this seriously not to give any learner an unfair advantage. So, unless mitigating circumstances deem otherwise learners must submit course work on-time.

These procedures are outlined later on in the presentation.

Any feedback, worries or concerns should be communicated to the trainer or to hello@forustraining,ie. Learners should feel safe in giving feedback.

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

Ensure your learners comfort and safety

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

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

Accidents - In the event of an accident, please report immediately to a member of staff. Make yourself aware who the first aid office in the building is. You will be required to complete an accident report form and this information will be stored in a secure place to protect your privacy.

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

Internet and e-mail facilities may only be used for training purposes. Please remember that our facility runs many classes, as a result, anything you download may be viewed by other learners. Please do not download anything to our computers.

Throughout your training you will receive the support and guidance of an experienced trainer. Please take advantage of discussing any aspect of your course with your trainer – we are here to help you.

Please report any issues with the venue asap to hello@forustraining.ie.

Health and Safety in the Learning Environment

If you identify any hazard, no matter how insignificant this may be, please report it, and advise your learners to do the same, reporting it to you.

We are committed to working towards the provision of a healthier and safer environment for all staff, learners and visitors.

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

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

Finally, it is our intention to review and revise the Safety Statement in the light of experience and developments and in any event at least once per year.

If you identify any hazard, no matter how significant this may be, please report it to your supervisor. Your assistance in ensuring the safety of yourself and others is much appreciated so please keep all bags under the desk/workstation and keep all thoroughfares clear at all times.

Equal Opportunities and Anti-Harassment
 P2 S2 C2 Dignity and respect policy

It is the policy of Forus Training to work towards the elimination of discrimination and harassment.

Please communicate any concerns you may have in relation to equal opportunities or discrimination

Please report any incidents to Forus Training.

The slide introduces Forus Training's commitment to the promotion of equal opportunities and elimination of discrimination in training.

Please emphasise that learners are encouraged to report any concerns they have relating to harassment or bullying to either the trainer or the training centre.

We are committed to working towards the elimination of discrimination and exclusion through the achievement of equality of opportunity, participation and positive outcome for all our learners.

It is our policy to identify, understand and tackle discrimination, to promote equality of opportunity and inclusion.

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

3. Your learners and the registration process

Each learner completes an application form and the notes from this that are relevant to your delivery of the programme are next to the learners record on the Administrate system.

Section 3 E&D: (Equality and Diversity detailing special requirements that the learner may have. If there have been arrangements made to accommodate special educational needs, they will be captured here.

Section 4 RPL: Recognition of Prior Learning – This is any relevant education or work experience the learner may have that they have disclosed on their application.

What have your Learners been told already?

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

Access:
Entry Requirements and your Learners previous relevant Education.

- Equality and diversity - Section 3 E&D, also shows special requirements e.g dyslexia, literacy etc. (notes on Administrate relating to each learner listed).
- The Registration / Application process will flag any **special requirements** that the learner may have. Documentary evidence will be provided by the learner to support a diagnosis they may have.
- Should difficulties arise on the first night please contact certification@forustraining.ie to have a member of the team follow up with the learner.

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

On our website it outlines the entry requirements for each course that your learners need to have that will allow them access to the course. In certain circumstances before people are admitted, certain criteria need to be fulfilled such as education level, skills or work experience from the awarding body.

e.g. If you want to do a level 6, you usually need a level 5 major award such as leaving cert.

On the course on the event details beside each learner, you will see any special requirements that the learner has reported to have. The registration application process will also flag special

requirements. Evidence will be provided to support any diagnosis. Should difficulties arise on the first night or if someone discloses a disability to you as the course progresses please contact certification@forustraining.ie to have a member of the team follow up with the learner.

Special Requirements - Reasonable Accommodations

- At registration the learner registering is asked whether they have any special requirements - if they indicate that they do, they are asked to submit evidence of their disability by completing P9 S2 C6 Evidence of Disability Form 2018 at the same time they are asked to submit P9 S2 C6 Application for Reasonable Accommodation From
- Once the learner has notified us of a requirement, you, as the trainer will be notified in turn.
- All learners with a diagnosed disability studying with Forus Training have the opportunity to receive support. Please guide your learners to contact the certification desk certification@forustraining.ie for support if a learner discloses to you that they have additional needs and require some form of additional support.
- Reasonable accommodations are made for learners on a case by case basis and must be supported with medical documentation.

https://www.sgl-training.com/quality/

Class Representative System

Although a comprehensive learner representative model as would exist in full time further education programmes may not be practical in the context of Forus Training's delivery model, we have put in place a learner representative system that reflects the size and complexity of Forus Training and the programmes that we deliver.

Each learner group is encouraged by the trainer to appoint a class representative. These representatives will liaise with the trainer, coordinate learner feedback and learner input to the course review process.

http://www.citsu.ie/contentfiles/CLASS%20REP%20TRAINING%202018%20-1.pdf

https://issuu.com/nuigsu/docs/class_rep_handbook_2019-2020

http://www.witsu.ie/your-su/your-union/class-reps/

Class Reps get to know their whole class and Reps from other courses. Class reps are the voice of their course, and are able to effect real changes to the course.

Learners consistently volunteer to act as representatives, which may involve, for example, participating in interviews prior to programme board or Academic Council meetings.

Class representative Handbook

WhatsApp

A great way for learners to stay in touch and communicate with one another and exchange information. Set up by a learner on the course.

Learners can opt-in so GDPR is not relevant

As the trainer, be part of this group it is a great, quick, problem solving tool for any issues that arise.

LEARNER ATTENDANCE

Email a picture / scan of this form to attendance@forustraining.ie following the session
Ensure all elements are filled and that the form is signed and dated.
The Trainer must ensure that all relevant sections of the form are filled out (including Event ID (ADM) and the form is signed and dated.

P9 S7 Attendance Record

Do we need to mention adverse weather here?xxx

Attendance sheets
- Also submit with your invoice
- Notify Forus - hello@forustraining.ie if there is a learner in class but not on the register.

xxx tadhg

WORK EXPERIENCE / PLACEMENT – IF APPLICABLE

If your course involves work experience, make sure that learners are provided with a P9 S9 C12 Work Experience Arrangement Form

The following modules require learners to carry out practical tasks in workplace situations:

Major Award and Code	Module Title and Code	QQI Level	Minimum Requirement (in hours)	Setting
5M2009 Early Childhood Care and Education	Work Experience 5N1356	Level 5	120 hours	Early Childhood Care and Education setting
6M2007 Early Childhood Care and Education	Work Experience 5N1356	Level 6	120 hours	Early Childhood Care and Education setting
	Special Needs Assisting 6N1957	Level 6	20 hours	Primary or Secondary School
5M4339 Healthcare Support	Work Experience 5N1356	Level 5	120 hours	Healthcare Setting

Process of Work Experience
1. The learner receives information about carrying out work experience before the commencement of the course.
2. It is the learner's responsibility to source their own work placement in a recognised facility that is associated with the programme that they are undertaking.
3. The learner writes a cover letter supported by Forus Training's insurance letter (there will be a copy of the insurance letter in the work experience arrangement form) and sources a placement.
4. The learner completes the P9 S9 C12 Work Experience Arrangements Form and returns it to the trainer.
5. The trainer then submits the form to the Certification desk Forus Training.
6. The head of certification writes to the nominated supervisor on the form with a set of guidelines.
7. The learner completes the work experience with the organisation

8. The learner completes the attendance log and has the nominated supervisor from the host organisation sign off on each day attended by the learner.

9. The supervisor completes the Supervisors Report along with the supporting learner evidence for assessment by the trainer.

10. The trainer assesses the material in line with the marking guides.

J.J Flood & Sons

T: 043-6686060
E: info@jjfloodandsons.ie
A: Main Street, Granard, Co.Longford

To whom it may concern.

June 27th 2019

Re: REDE Computer Training Ltd.; t/a FORUS Training.

Dear Sir/Madam,

I confirm that J.J Flood & Sons act as insurance broker for the above named.
Their current period of insurance runs to June 7th 2020.
Insurers: - HISCOX Insurance Co. Ltd
Policy No: HUP169350936
Public Liability Limit of Indemnity: -€6,500,000.

Please note that Hiscox Insurance Company Ltd have confirmed cover in respect of work experience as defined under their Public Liability.

The limit of indemnity is €6,500,000 in respect of this section. Cover is subject to the policy's terms, definitions, extensions, exclusions, conditions, and endorsements.

Yours Sincerely

Paul Flood
J.J. Flood & Sons

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

Garda Clearance

Organisations obviously, wish learners to be Garda cleared through themselves, but some organisations and management appreciate when learners go to the effort of getting garda cleared ahead of time. So that when they present themselves to the workplace saying "Can I have some work experience here? I

am already garda cleared." it gives the employer or possible employer the assurance that the person understands the importance of garda clearance.

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

Third party assessors

Third-party assessors are people such as supervisors that learners are working with on work experience.

PLANNING TO DELIVER YOUR EVENT

Programme Planning Meeting

No	Agenda Item	Outcome / Discussion	Result / Action	Assigned to:	Deadline
1	Is protection for Learners Evident				
2	Pre-entry requirements - access				
3	Transfer and progression routes				
4	Duration and Timetables / Schedule				
5	Location / facility				
6	Equipment				
7	Trainer Skill set – Subject expertise				
8	Trainer induction - any questions arising				
9	Learner Induction				
10	Student Pack –Teaching Resources				
11	Programme / content v's the agreed aims and objectives				
12	Assessment Plan - content / briefs and Schedule				

All Trainers must attend a programme planning meeting with manager

This is usually the Head of Certification This ensures content, assessment and resource materials are in place and validated prior to programme commencement, and means that a contingency plan can be made to cover eventualities such as a trainer becoming unavailable in extenuating circumstances.

The agenda items of the meeting are set out and the purpose of this meeting is to support you to actually deliver the training.

Scheme of Work

Lesson Title	Lesson Title	Lesson Title	Lesson Title	Lesson Title
Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Topics 1. 2. 3. 4. 5.	Topics 1. 2. 3. 4. 5.	Topics 1. 2. 3. 4. 5.	Topics 1. 2. 3. 4. 5.	Topics 1. 2. 3. 4. 5.
Teaching Methods	Teaching Methods	Teaching Methods	Teaching Methods	Teaching Methods

The Scheme of Work

As you can see the number of events in this case 5 are broken up and the topics are listed for each session. underneath then the teaching method you plan to employ are outlined.

Arrange for Printing

Process

Once the documentation has been shared with you and you have prepared your scheme of work its important that you arrange for printing.

Any material you intend to provide the learners with needs to be sent to printing@forustraining.ie 14 days before it is delivered to the learner.

If you're not happy with the material provided with you please make this clear to us and please do send anything you plan to give to the learner to us as materials given to the learner has to be approved before being given out.

Some Programmes the printing is done automatically e.g. SNA the book is set out as standard and the trainers follow the trainer pack that's already in place for the learner.

7. COMMUNICATION WITH LEARNERS

Protection for Enrolled Learners

Courses of more than 3 months duration

Protection for an enrolled learner applies on courses of more than 3 months duration. If you are delivering a course of more than 3 months, there will be specific enrolment protections for the learner on that programme given the geographical area of where it's running. Please ensure that you contact certification@forustraining.ie to discuss this matter at your trainer's pre-course planning meeting as this information will need to be passed to learners.

QQI – Quality Assurance
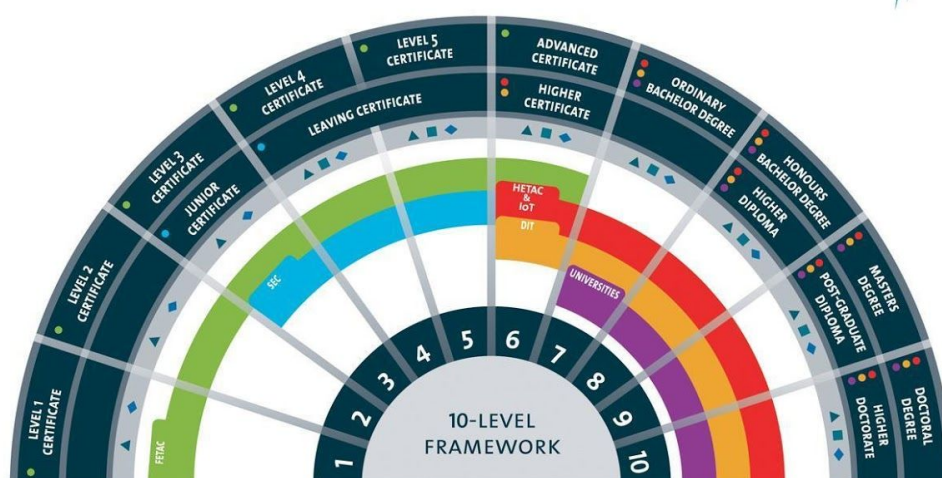
Forus Training has had its programmes, policies, procedures and quality assurance system accepted by QQI, and so, can deliver QQI training programmes up to Level 6.

The diagram shown illustrates the National Framework of Qualifications (NFQ) which allows qualifications to be compared both nationally and internationally. The framework will, in time, include all awards available in the Irish 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.

At Forus Training we offer many QQI validated courses which offer you access transfer and progression because they fit into the National Framework of Qualifications, to illustrate how this would apply to your qualifications in this way we have included in this document the fan diagram designed by NFQ.

Communications

Provide learners with your **Forus e-mail only and your phone number (agree hours)**
Feedback timelines – how quickly learners can expect to hear back from you
It is important that the learner provides us with a reliable email address as they will receive email notification regarding class schedules and their provisional results will be issued via email
May survey learners mid course to see how they are getting on and they will as mentioned fill out a Reaction form at the end.

- Provide learners with your Forus e-mail only and your phone number In terms of communicating with them (agree hours)
- Feedback timelines – how quickly learners can expect to hear back from you

- It is important that the learner us provides a reliable email address as they will receive email notification regarding class schedules and their provisional results will be issued via email
- Learner feedback on assignments at the end of the programme
- Survey Monkey/Participant Feedback Form
- If you have not been allocated an email address please e-mail printing@forustraining.ie and they will set one up for you

Certification

- Submission at least three times per year (usually 6)
- Errors/Omissions - Cause delay "Invalid Learner"
- We need notification of any change in learners address ASAP
- No such thing as a replacement certificate
- Learners can get a statement of results

Forus Training submit learner results to QQI for Certification at least three if not six times per year, at minimum, therefore learners must ensure that all coursework is submitted in a timely manner
Highlight to learners during induction that although their provisional results will be available they may not receive their certification for up to 6 months.
If any learner notices any errors regarding their personal details e.g. miss-spelt name, address, date of birth, PPS number please inform us immediately to ensure this is rectified.
Certificates, if lost or destroyed, cannot be replaced.

Data Protection

Reassure learners regarding:
- Maintaining confidentiality
- Strict disclosure of their information
- PPSN & DOB are a QQI requirement for processing certification
- Forus Training is registered with the Data Protection Commissioner

As a training provider we have legal obligations in terms of obtaining and securing data that we collect. All data is maintained securely and confidentially with the exception of the provision of data to QQI for certification purposes.

Participants data can be updated on request from participants. During the induction, please reassure learners regarding the fact that we maintain their confidentiality, that we only strictly disclose their information. Their PPSN and DOB are QQI Requirements for processing certification and that Forus Training is registered with the data protection commissioner

Communications & GDPR
Do not cc a group of learners on an email **use Administrate** to email learners and cc yourself. Learners may set up a What's app group among themselves. It is up to them to join and share their own data.
Never discuss one learners progress with another.
No facial pictures or video evidence of children or their names or any other identifying features of anyone are to be presented as learner evidence. Use Pseudonyms or TC (Target child) for all subjects including adults.
Permission is required from both parents and setting prior to carrying out observations.

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

- Please do not CC a group of learners on an email. Use Administrate to email learners, ensuring just to select the learner you want to email and cc yourself on the email. Learners can take exception when their email addresses are shared among a group.
- Learners, themselves, may setup a WhatsApp group as mentioned among themselves, it's up to them to join the group and share their own data.
- Never discuss one learners progress with another.
- In terms of protecting the rights of others then, no facial pictures or video evidence of children or their names or any other identifying features of anyone are to be presented as learner evidence. Please encourage your learners to use pseudonyms or TC as terminology for "Target Child".
- You, as the trainer need to advise the learner on the approach to take to protect any subject's identity. This is the case for all subjects including learner evidence relating to adults and vulnerable adults.
- Permission is required from both parents and setting prior to carrying out observations in the context of schools and childcare. This can be arranged through the creation of a permission slip by the learner and inclusion of that permission slip with that completed work.

CONTENTS

8. LEARNER COMMENCEMENT, INDUCTION AND INFORMATION TO LEARNERS

Flowchart of process
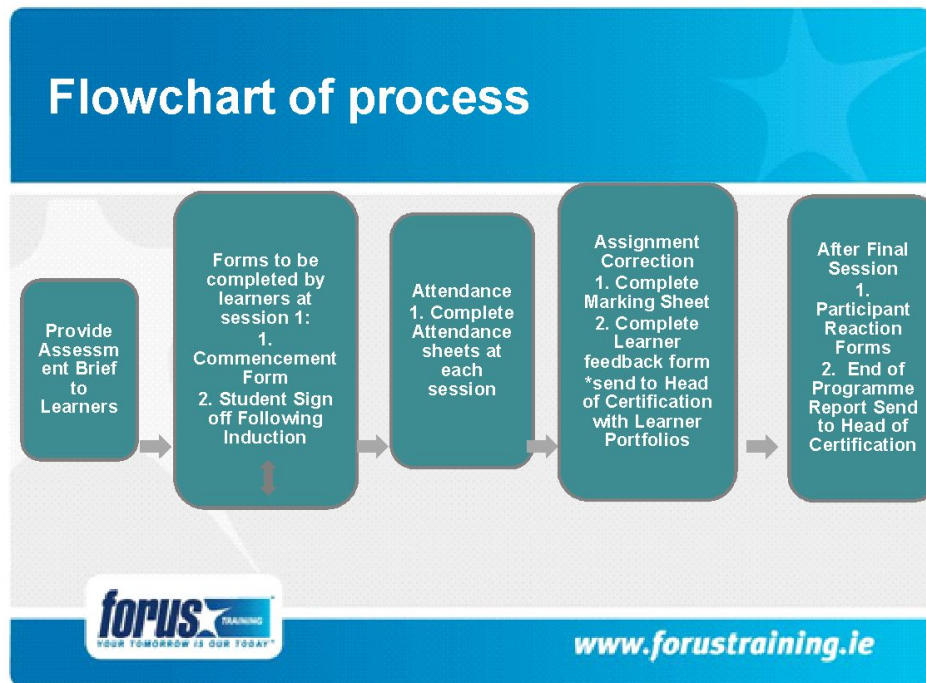
This is the flowchart of processes that happen after the commencement of the course so on the first night of the training course, you will provide the assessment brief to the learners so that they're clear on what they have to do to complete the programme.

Then at session 1 they fill out the commencement form, they sign off their "sign off following induction". They complete an attendance sheet each session and you will document this on administrate and send the attendance sheet to us digitally and then at the end of the course, you complete learner marking sheets and feedback forms. You send these along with the post course report and results summary sheet to the head of certification with the learner portfolios and learner evidence following the course.

Make sure that after the final session, participants fill out reaction forms and ensure that the end of programme report is sent to the head of certification after each event.

Commencement Form

L A B E L		O in ADM	**forus** TRAINING
			YOUR TOMORROW IS OUR TODAY™

Commencement Form

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

Section 1: Your Details (official name)   PLEASE USE BLOCK CAPITALS

First Name:	JOE	Surname:	BLOGGS
PPS Number:	1234781K	Date of Birth:	20 May 1999
Home Address:	3 MAIN STREET, MULLINGAR,		
County:	CO. WESTMEATH	Email:	joseph@gmail.com
Home Phone:	044 9312345	Mobile:	087-1234567
Name your official name – (matches Identification documentation such as drivers licence or passport)			JOSEPH BLOGGS
Do you hold a medical card? ☐ Yes ☐ No		Medical card no:	

Section 2: Company Details

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

Section 3: Other Courses

Have you completed a related course recently	☐ Yes	☐ No
If yes, which was your most recent?		

Section 4: This Course

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

Section 5: Office Use   O in ADM

Contact ID:		Invoiced ☐	Administrator	

©Forus Training 2018   FORM S4 B 04 V4 Course Delivery   Page 1 of 1

This for includes key for processing results on QQI system

From Administrate

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

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

Learner Induction

Event ID _____ Upload ↑

O in ADM

QQI AWARD

forus TRAINING
YOUR TOMORROW IS OUR TODAY™

Learner Sign-off following Induction

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

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

Section 1: Learner Details		PLEASE USE BLOCK CAPITALS	
First Name:	JOSEPH	Surname:	BLOGGS
"Learner Induction Pack" received:	Yes ✓	Date:	1st January 2019

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

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

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

Section 2: Sign Off			
Learner Signature:		Date:	
Trainer Signature:		Date:	

© Forus Training 2018   **CODE:** FORM P9 S6 Learning Life Cycle   Page 1 of 2

Learner Induction

Learners Signature and date

| |
| Event ID _____ Upload ↑ |

O in ADM

QQI AWARD

forus TRAINING
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Learner Assessment Contract

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

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

| Signed on behalf of Forus Training: Lisa O Connell, Managing Director Signature: | *(signature)* |

As a learner with Forus Training:

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

| Learner Signature: | | Date: | |

©Forus Training 2018   FORM P9 S6 Learning Life Cycle   Page 2 of 2

Some basic housekeeping rules that we will be required to follow for the duration of the training programme:
- All learners are required to print their name and sign in using the attendance record each day of the programme.

- Timekeeping – layout the course timetable and specify the importance of timekeeping as all learners need to have at a minimum 80% attendance of the trainer directed hours as set out in the module descriptor. Poor timekeeping will not be tolerated. Attendance is monitored - repeated or continuous absenteeism will be investigated.
- Fire Safety –The trainer must be familiar with the fire safety procedures and alarm soundings of the facility in which they are training and check that fire exits are not obstructed. Ask participants to take note of all available fire exits. Decide on an assembly point and instruct learners not to leave this point until instructed by the trainer. Participants must be instructed not to bring personal items with them in the event of a fire/fire drill. The trainer must bring the attendance record and complete a head count when they have reached the assembly point.
- Smoking – Inform learners of designated smoking areas (if any). Instruct learners that they are not permitted to smoke in any publicly accessed buildings. It is at the trainers discretion to designate smoking breaks where necessary.
- Breaks – Tea and lunch breaks can be designated by the trainer accordingly. Remind learners that they must return from all breaks at specified time. Breaks must not be included in the Trainer directed hours.
- Mobile Phones – Trainer should request that phones be switched off completely or at a minimum kept on silent during training. Learners are not permitted to operate phones during training.
- Respect and Courtesy – Highlight the importance of having respect and courtesy for each other including the trainer. Ask learners to specify how they can treat trainers and each other respectfully e.g. not talking over someone, not using phones, not laughing at someone, etc.
- This is the second part of the learner induction form, it's got the learner assessment contract and it makes sure that learners on the first night sign up to assessment as such. They know what's involved, they know what they need to do and they sign the document. It just elicits that piece of commitment and understanding for the learner from night 1 to understand that there is a body of work ahead of them and that they need to work towards it.

Trainers Signature and date
Learner
Induction
Signature and date here
Reaction

At the end of the final session:

- Reaction Form

LABEL   O in ADM   **forus** TRAINING
                                 YOUR TOMORROW IS OUR TODAY™

Reaction Form

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

Section 1: Course Details		PLEASE USE BLOCK CAPITALS

First Name:		Surname:	
Course Title:		EVENT ID:	
Tutor:		End Date:	

Section 2: Your Feedback					
Please Tick	Excellent	Very Good	Good	Fair	Poor
Please rate the Course Overall	☐	☐	☐	☐	☐
Were the learning objectives given?	☐	☐	☐	☐	☐
Were learning objectives met?	☐	☐	☐	☐	☐
Rate the standard of presentation?	☐	☐	☐	☐	☐
Was trainer able to address your questions?	☐	☐	☐	☐	☐
Overall rating of trainer	☐	☐	☐	☐	☐
Rate the Handouts / Course Material	☐	☐	☐	☐	☐
Were you happy with learner participation	☐	☐	☐	☐	☐
Equipment, Room and Work Facilities	☐	☐	☐	☐	☐

What areas of the course do you think need improvement?

What did you enjoy the most about the course?

What did you find most useful / most relevant?

Section 3: Sign Off

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

Signed:		Date:	

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

9. INFORMATION TO LEARNERS REGARDING ASSESSMENT

Teaching learners on a Learning Path

If you are teaching a continuing major award please, 3 weeks in advance of the course or the event finishing let hello@forustraining.ie know which learners are continuing on the next module.
The learners in your class will get priority for places on the course but only if they sign up in advance. This is important and helps us to manage the flow of learners and to know in advance who is attending and who billing should be forwarded to

Access, Transfer and Progression

certification@forustraining.ie
- Recognition of prior learning: Entry criteria - Section 4 RPL (notes as above) on each learner - Relevant prior learning is noted on the learners record on the course.
- Forus training does not have access to credits gained with other providers.
- If the learner has modules completed with other Providers or a qualification that would be considered as an exemption e.g. a degree in an Subject in English will afford an exemption in Communications at level 6 please email certification@forustraining.ie

Recognition of Prior Learning
Recognition of Prior Learning (RPL) is defined as 'a process by which prior learning is given a value'. RPL makes it possible for you to build on learning already achieved and be formally rewarded for that learning. Prior learning is 'learning that is acquired through formal, non-formal or informal routes', Forus Training does not have access to credits gained with other providers, so it's important that if learners have credits with other providers that they inform us of this. This is most important when

learners are obtaining a major award through us. If the learner has completed modules with other providers, or a qualification that would be considered as an exemption, please inform us. For example: a degree in a subject in English will afford an exemption in Communications at level 6. Please check, there's always no harm in asking the question.

For example it could be learning achieved from attending a formal education or training programme, learning achieved on the job or learning attained while a person is involved in voluntary activities in the community.

Understanding the CAS (common awards system)

As a trainer it is important that as a trainer you are in a position to advise learners on.
- Credit Values (120 for a Major Award)
- Exemptions
- Mandatory and Optional Modules.

Care should be taken that unnecessary optional modules are not inadvertently taken

Credit Values and what makes up a major award (120 for a Major Award)
You can give them advice on Exemptions or ask them to contact certification@forustraining.ie
and or give them information on Mandatory and Optional Modules.
Care should be taken that unnecessary optional modules are not inadvertently taken. This can be the case when learners have credits from previously attended awards, but they are not taken into account by us if we are not informed of their existence.

Access, Transfer and Progression
certification@forustraining.ie
- Information should also be available to learners on vocationally applicable, further education and career options
- Be aware of the vocational area in which you work.

Progression is the process by which learners may transfer from one programme of education and training to another where each programme is of a higher academic level than the preceding programme. You, the trainer should be able to speak knowledgeably about progression routes available to learners relevant to the programmes that they are attending. It is important that you would be able to encourage learners, for example, to continue on to do a degree, in childcare for example or a higher degree in the subject they are attending.

The Assessment Process

Initial Assessor (usually the tutor)

Peer Review and Cross Moderation

Internal Verification Process

External Authentication

Results Approval

Learner Appeals, where applicable

So, initially all work that learners submit is internally assessed and graded this is normally carried out by your trainer(s)

A percentage of learner's work is then internally verified by someone other than the assessor to ensure that it has been satisfactorily graded and fairly assessed.

An external authenticator i.e. a person not employed by Forus Training is then required to authenticate a percentage of learners work to ensure that it is satisfactorily graded and fairly assessed.

Following external authentication learner results are then approved. Following approval learner results must be then notified of their results.

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

All learner results are then put forward to OOQ for certification.

  so honestly all work that are submitted attorneys assessed and graded which is all normally carried out by you the trainer nice work maybe then cross moderated so this means that another trailer usually teaches the sea are a head trainer in that area of used to work to consider and ensure and consistent assessment of learners percentage of learner's then are internally verified someone other than the assessor to ensure that the marks have been satisfactorily awarded and that the word work has been properly assessed and then at that stage results are given to the learners these are provisional results an external authenticated then a person's not employed by force training is required to authenticate a percentage of learner's work to ensure that is satisfactorily grade is inferior theft authentication the learner appeals then approved following disapprove of the learned

THE ASSESSMENT PLAN

- Trainer to provide assessment brief dd/mm/yyyy (First Session)
- Deadline for **s**ubmission of work dd/mm/yyyy **in all circumstance 2 weeks following the final session**

Context:

The assessment plan should be completed by the trainer for each programme to outline key dates of assessments, submission of work, examinations etc

The Assessment Plan

During the first class / learner induction please communicate the assessment timeline / plan to the learner group. The sample below is based in a 8 week programme. Please adjust appropriately for the duration of your event.

	First Class	During Programme	Final class	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	QQI Period
● Trainer to provide assessment brief	▓											
● Communication & Feedback throughout programme		▓										
● Draft deadline prior to final class session.			▓									
● Assessments due – 2 weeks following the final session				▓	▓							
● Coursework delivery to trainer assessor						▓						
● Corrections due from assessor (trainer) 3 weeks							▓	▓	▓			
● Internal Verification										▓	▓	
● External Authentication												+6
● Provisional results communicated to learner from certification@forustraining.ie**following External Authentication Visit**												▓
● Appeals												▓
● Certification Issued (6 weeks later)												▓

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

It is intended that provisional Results are issued between 1st and the 12th of Feb, Apr, Jun, Aug, Oct, Dec and depending on the QQI published certification dates (available online) falls, it is approximately 16 weeks after that before certificates are issued to the learner.
Delays in paying course fees may delay receipt of results and certification indefinitely.

A. Preparation for Internal Verification and External Authentication

Internal verification will take place on a sampling basis prior to each certification period. It is essential that all learner assessment material is available for this process. The internal verification process will verify assessment results by checking availability of assessment evidence for learners and that recorded grades are assigned in accordance with agreed marking schemes using the Summary Results Sheet. The assessor may be contacted by internal verifier(s) during this process for clarification or completion of further assessment requirements.

The External Authenticator shall confirm fair and consistent assessment of learners is in place and review internal verification reports. External Authentication will take place on a sampling basis prior to each certification period. It is essential that all learner assessment material and internal verification reports are available for this process. The assessor may be contacted by the

external authenticator during this process for clarification or completion of further assessment requirements.

This part outlines key dates of assessments and submission of work.

Milestones to be aware of.

1. In the first class the assessment brief is given.
2. During the program, you the trainer, communicate with the learner and give feedback on any drafts submitted.
3. **Please advise learners not to submit drafts after the final class session, so make sure that they have a deadline for drafts prior to the final class otherwise it gets very confusing, you may find yourself correcting drafts right up until the deadline. P9 S11 C2 Record of Receipt of Portfolios / Assignments**
4. Assessments deadlines are set to the date 2 weeks following the last session. Any delays to the programme schedule will delay this deadline.
5. In most cases learners will be posting their evidence to our offices in Mullingar - the post mark is accepted as the submission date.
6. We then send the evidence to you within one week of us receiving it for correction.
7. In cases where the learners are attending a major award then the learners may hand the evidence to you on the first session of the next module.
8. Please make sure that you have the relevant form to capture the fact that they have submitted assessments and get them to sign it.
9. You then have three weeks to correct the work, give feedback and input scores on the Administrate template.
10. Then you send your learner evidence to us with the corrections, we will reimburse you for postage.
11. The work is then internally verified. It is essential that all learner assessment material is available for this process.
12. The internal verification process verifies assessment results by checking availability of assessment evidence for learners and that recorded grades are assigned in accordance with agreed marking schemes and are on the Summary Results Sheets.

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

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

15. Once the material is Internally verified the External Authenticator shall confirm fair and consistent assessment of learners is in place and reviews the internal verification reports. External Authentication will take place on a sampling basis prior to each certification period.

16. It is essential that all learner assessment material and internal verification reports are available for this process. The assessor may be contacted by the external authenticator during this process for clarification or completion of further assessment requirements.

It is intended that provisional Results are issued to learners between 1st and the 12th of Feb, Apr, Jun, Aug, Oct, Dec and depending on the published QQI certification dates (available online) falls, it is approximately 16 weeks after that before certificates are issued approximately after that.

Delays in paying course fees may delay receipt of results and certification indefinitely.

Assessment Portfolio

Provide the learner with information on the assessment instruments

Assessment Technique	Percentage grade
Assignment	
Collection of Work	
Examination	
Learner Record	
Project	
Skills Demonstration	

Context:

This sectionoutlines the different assessment must be completed by the trainer accordingly for each programme to clearly outline the breakdown of marks for the programme – delete rows where not required.

Points to Include:

Assignment An exercise carried out in response to a brief with specific guidelines and usually of short duration.

Each assignment is based on a brief provided by the internal assessor.

The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Collection of Work A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work.

The collection of work demonstrates evidence of a range of specific learning outcomes or skills.

Examination A means of assessing a candidate's ability to recall and apply skills,

knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

· practical, oral, testing ability to speak effectively in the vernacular or other

Languages, interview-style, · aural, theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types,

Learner Record A self-reported record by an individual, in which he/she describes

specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/ record/laboratory notebook/sketchbook.

Project A substantial individual or group response to a brief with guidelines,

usually carried out over a period of time.

Projects may involve: research – requiring individual/group investigation of a topic

process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor.

Skills Demonstration Assessment of mastery of specified practical, organisational and/or interpersonal skills.

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks. The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work

situations. The candidate may submit a written report/supporting documentation as

part of the assessment. Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

Fair and Consistent Assessment of Learners
Grading Criteria and Awards Standards
Your learners can achieve the following grading criteria for:
   ● Awards level 1 to 3 – Successful
   ● Awards level 4 to 6 – Pass, Merit and   Distinction

   ● Context: The grading criteria describes what a learner must attain to achieve a particular grade for an award at a particular level.

   ● Points to Include This Grading Criteria for Awards at level 1 - level 3 Successful

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

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

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

- Grading Criteria for awards at Level 4 - Level 6 – Pass, Merit, Distinction

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

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

- A Distinction indicates that the learner has: / achieved the learning outcomes as outlined in the minor award - a distinction implies that an excellent standard has been achieved / used the language of the vocational/specialised area fluently and confidently / demonstration-depth understanding of the subject matter / demonstrated a high level of initiative, evaluation skills

- demonstrated analytical and reflective thinking / expressed and developed ideas clearly, systematically and comprehensively / presented coherent, detailed and focused evidence

Grading criteria describe what a learner must attain to achieve a particular grade for an award at a particular level. The following tables outline the grading criteria for QQI awards levels 1 -6

Grading Criteria for Awards at Level 1 – Level 3

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

Grading Criteria for Awards at level 4-6

Pass	Merit	Distinction
A Pass indicates that the learner has: ▪ achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard ▪ used the language of the vocational/specialised area competently ▪ attempted to apply the theory and concepts appropriately ▪ provided sufficient evidence which has relevance and clarity.	A Merit indicates that the learner has: ▪ achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved ▪ used the language of the vocational/specialised area with a degree of fluency ▪ expressed and developed ideas clearly ▪ demonstrated initiative, evaluation and analytical skills ▪ presented coherent and comprehensive evidence.	A Distinction indicates that the learner has: ▪ achieved the learning outcomes as outlined in the minor award - a distinction implies that an excellent standard has been achieved ▪ used the language of the vocational/specialised area fluently and confidently ▪ demonstration-depth understanding of the subject matter ▪ demonstrated a high level of initiative, evaluation skills ▪ demonstrated analytical and reflective thinking ▪ expressed and developed ideas clearly, systematically and comprehensively ▪ presented coherent, detailed and focused evidence

REASONABLE ACCOMMODATION

⊙ in ADM

forus TRAINING
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Application Form for Reasonable Accommodation

The purpose of this form is to determine the evidence on which the person is applying for reasonable accommodations to be made with regards to a disability

Your Details	PLEASE USE BLOCK CAPITALS
Name:	PPS Number
Course Title:	

Do you have

ADD/ADHD	☐ If ticked go to Section 1
Autistic Spectrum Disorder (including Asperger's Syndrome)	☐ If ticked go to Section 1
Blind/Vision Impaired	☐ If ticked go to section 2
Deaf/Hard of Hearing	☐ If ticked go to section 3
Developmental Coordination Disorder (DCD) - Dyspraxia/ Dysgraphia	☐ If ticked go to section 4
Mental Health Condition	☐ If ticked go to section 5
Neurological Condition (incl. Epilepsy and Brain Injury)	☐ If ticked go to section 6
Physical Disability If ticked go to section	☐ If ticked go to section 7
Significant Ongoing Illness	☐ If ticked go to section 8
Speech and Language Communication Disorder	☐ If ticked go to section 9
Specific Learning Difficulty (including Dyslexia & Dyscalculia)	☐ If ticked go to section 10

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10. In-class assessment including examinations

Feedback - formative feedback
Feedback to learners on assessment progress on a draft (1000 words max) until the last session (a second draft at the trainers discretion). No drafts accepted following the final session.
Evidence of the provision of feedback should be documented on the post course report.

Learner Name	Date feedback provided	Learner Signature
Teresa O Shea	14/02/18	

11. SUBMISSION OF LEARNER EVIDENCE

Submission of Coursework

Appendix 8- Key Dates and Information
Assessment and Certification - 2020 Certification Periods

FEBRUARY	**X2 Weeks** Submission date after last class	**29 JAN** External Authentication	**5 FEB** Your results by e-mail	**8 FEB** Appeals Deadline	**12 FEB** Submit to QQI	**5 MAR** Certificate Issued to you
APRIL	**X2 Weeks** Submission date after last class	**29 MAR** External Authentication	**5 APR** Your results by e-mail	**8 APR** Appeals Deadline	**12 APR** Submit to QQI	**14 MAY** Certificate Issued to you
JUNE	**X2 Weeks** Submission date after last class	**29 MAY** External Authentication	**5 JUN** Your results by e-mail	**8 JUN** Appeals Deadline	**12 JUN** Submit to QQI	**23 JUL** Certificate Issued to you
AUGUST	**X2 Weeks** Submission date after last class	**29 JUL** External Authentication	**5 AUG** Your results by e-mail	**8 AUG** Appeals Deadline	**12 AUG** Submit to QQI	**10 SEP** Certificate Issued to you
OCTOBER	**X2 Weeks** Submission date after last class	**28 SEP** External Authentication	**5 OCT** Your results by e-mail	**8 OCT** Appeals Deadline	**12 OCT** Submit to QQI	**19 NOV** Certificate Issued to you
DECEMBER	**X2 Weeks** Submission date after last class	**28 NOV** External Authentication	**5 DEC** Your results by e-mail	**8 DEC** Appeals Deadline	**12 DEC** Submit to QQI	**21 JAN 2021** Certificate Issued to you

How Key Dates Work

QQI Submission periods are determined by a "Key Dates and Information" document which is published by QQI on an annual basis. Results are submitted six times per year. We work in accordance with this published calendar and work to furnish successful learners with their certificate at the earliest possible opportunity.

Submission period: Submissions are made to QQI for certification in February, April, June, August, October and December. To determine the submission period you are in, count 5 weeks from your submission date and look to the next "External Authentication" date.

Submission date: The submission date or deadline is the date by which the learner submits all of the assessment material required by the assessment briefs. Forus Training refers to this as "learner evidence". The submission date is determined by the finish date of your event. To ensure that the assessment process is fair and consistent learners must submit their work on-time. If there are extenuating circumstances the learner can apply for an extension prior to the submission deadline.

External Authentication: External Authentication is a key element of the QQI assessment process. At the end of Forus Training's local assessment process (Internal Verification), an External Authenticator (EA) will visit Forus Training to moderate learner portfolios of evidence. The role of the EA is to provide independent and authoritative confirmation of fair and consistent assessment of learners in line with national standards. The EA produces a written report which provides feedback to the certification team which is relayed to trainers on the effectiveness of the application of the assessment process and related procedures. The EA will also recommend grades for approval by the results approval panel.

Your results by email: Once the EA visit has been completed, your results will be released to you by email. It is your responsibility to ensure that you have provided us with a correct email address for this purpose. You will be sent a provisional statement of results along with your marking sheets and feedback from the assessor. Please ensure that your name is spelled correctly on the "Provisional Results" document as this is how it will appear on your certificate.

Appeals deadline: It is the policy of Forus Training that all learners have the opportunity to discuss their provisional results with the appropriate staff after the issuing of provisional results by us, and, where the learner finds it necessary, to seek a recheck and/or review of their results. The Forus Training Recheck, Review and Appeals Policy covers all grades and all levels of award. If you wish to make an appeal this must be done before the deadline.

Submit to QQI: Following a meeting of the Results Approval Panel (RAP), this is the date upon which Forus Training submit all learners results for certification.

Certificate Issued to you: Approximately one week prior to being issued with your certificate you will be sent a text message to confirm your current address and Eircode. Your certificate is issued to you within 5 working days of receiving your details.

Delays to the dates above, examples of how delays to certification can be caused:

- **Inaccurate, incomplete data** – the QQI system will not process certification without a correct date of birth and PPS number for each learner.

- **Malpractice or plagiarism** – suspected cases of malpractice or plagiarism take time to process through our procedures.

- **Appeals -** depending on which stage, or how many stages of the appeals process a learner may wish to engage in, this may delay entry to the current submission period.

- **Extensions** – if there are extenuating circumstances that delay your submission this will have a knock-on effect if the extension causes a learner's work to be assessed later than expected.

- **Outstanding Payment** – if there is a payment due the assessment of your work or your certificate may be on-hold.

- This is not an exhaustive list.

All coursework/portfolios – ensure declaration is signed and signed in on the register **by the learner. P9 S11 C2 Record of Receipt of Portfolios / Assignments**

- Remind learners to use the cover sheets provided.
- Remind the learners to retain a copy of the work for themselves.
- Coursework is to be submitted by the learner themselves and under no circumstances should another learner sign in another learner's work
- If it is necessary for learners to post any coursework to the trainer it must be to the Centre Address in Mullingar - never to the trainer's home.

When posting assignments instruct the learners to:

- Registered post – to ensure secure delivery and guarantee of delivery (Forus Training, Castle House, Castle Street, Mullingar, Co Westmeath)
- This will also allow the learner to track your delivery online.
- Bring your item to any Post Office, Attach the Registered Post Label and pay the appropriate postage fee. Before you post: please ask for a Certificate of Posting at the time of posting to keep evidence of the recipient (Forus Training, Castle House, Castle Street, Mullingar, Co. Westmeath)
- You can also view the signature of the recipient online for deliveries in Ireland.
- Keep your transaction receipt (or certificate of posting, where applicable) in a safe place. As well as proof of posting, your receipt also contains the item number and date of posting. Remember inquiries must be made to an Post within one month of posting.
- Once we have received the learner evidence, we will sign to accept delivery and contact the learner within 7 days by email to confirm receipt (the trainer will be CC'd on this email).

*Note on polythene pockets - Do not use for presenting learner evidence

- Course work will be sent to you for correction within a week of the assessment due date. – Please contact hello@forustraining if they have not been passed to you.
- If you are receiving learner evidence directly from learners, please email certification@forustraining.ie office with a list of the learners who have submitted and the dates on which the learner has submitted use the form . P9 S11 C2 Record of Receipt of Portfolios / Assignments to record this.
- Please do not accept late submissions as this means all learners are not subject to the same treatment.

Video Evidence & GDPR

If you, as trainer, are capturing video evidence please transfer the recordings by creating a folder of google drive using your Forus Training account and share the folder with certification@forustraining.ie. Make sure the learner identifies themselves at the commencement of the recording

Ensure to include the course name, your name and the event ID in the title.

Within each folder name the files with the participants name and the assessment title and the Event ID.

e.g . Rachel Considine Skills Demo 6N1950 Interview Event ID 4567

12. EXTENSIONS

Deadlines/Extensions

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

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

Examination Procedures

Invigilation forms

13. ASSESSMENT, MARKING AND FEEDBACK

Assessing - An important part of your role

Assess the learners' evidence as presented in line with the following guide.
Detailed marking guides are available to you for all modules. Please contact certification@forustraining.ie for these.
Your work may be cross-moderated
Assess only on the evidence presented and not on any other subjective factor

Assessment is an important part of your role.

It is important that you carry out assessment of learners' evidence as presented in line with the marking guides. Detailed marking guys are available to you for all models please contact certification@forustraining.ie for these.

Your learners evidence may be cross moderated, that is to say that it may be given to another trainer to correct to make sure that there is fair and consistent marking amongst trainers.

Please assess only on the evidence presented and not on any other subjective factor

Marking work & scores templates

Ensure templates are completed and scores are entered onto Administrate, up to and including Grades. This information feeds into the reports for the Internal Verification and the External Authentication, leading to the results submission.

Please Ensure templates are completed and scores are entered onto Administrate onto the scores template, up to and including grades.

This information feeds into the reports for the Internal Verification and the External Authentication visits, leading to the results submission.

Please add detail regarding "other outcomes" such as if there was a drop out or the learner did not complete.

Marking work & scores templates
Annotate the learners work so that it is clear to the internal verifier or the external authenticator why you have awarded the marks.
Annotations should have appropriate vocabulary relating to the criteria

Please be sure to annotate the learners work as you mark it so that it is clear to the internal verifier or the external authenticator that you have both reviewed the work, assessed it and your notes will give detail as to why you have awarded the marks you did.

Annotations should have appropriate vocabulary relating to the criteria set.

Annotations

Just to reiterate that the work that text that the learner has written needs to be annotated so that the internal verifier and the external authenticator can see why the marks were awarded and that there is sufficient evidence to support the fact that the work was assessed. It is the annotations that back-up the feedback and your scores.

Recording Scores

Do not leave a learner at the cusp of a grade i.e. within two scores of the higher grade (Distinction, Merit, Pass)

When assessing the learner's work and awarding an overall mark we are careful not to leave learners at the cusp of a grade that is within two scores of the higher grade.

So for example awarding a learner 49 thus leaving the learner on the cusp of a pass grade of 50 or awarding them 79 thus leaving them on the cusp of a distinction grade at 80 is viewed as unfair on the learner and likely to result in a learner seeking for the grade to be appealed.

Feedback - End of Module Assessment

The Learner will receive
- Typed feedback - ensure it is fair, positive and encouraging
- Marking sheets - ensure they tot correctly
- Provisional Statement of Results to QQI

CODE: FORM·B·25   →

Learner·Feedback·Form

Learners need positive feedback on the skills and abilities they demonstrate, as well as constructive feedback on where evidence is weak or does not match the learning outcomes as outlined in the award specification or the assessment guidelines.

Tutors need to provide feedback to the learner as to the strength and appropriateness of the evidence produced to prove that learning has occurred and to offer recommendations for forward thinking.

SECTION·1:·Special·Needs·Assisting		PLEASE·USE·BLOCK·CAPITALS
·Learner·Name:·		Module:	Special·Needs·Assisting·6N1957

SECTION·2:·Feedback····················Result:·····················

Project·50%

¶
¶
¶

As part of your role in assessment you will be giving the learner feedback at the end of the module. This is intended to be a narrative about how the learner got on in their assessment. It is recommended that your feedback is positive and encouraging.

There are examples of appropriate language to use in line with the grade awarded in the template. It can be confusing for the learner to see "excellent Work" written in the feedback and then achieve only a merit grade. So, it is really important that the wording of the feedback is in line with the grade.

It's important that the marking sheets tot up correctly. The learner will be sent this feedback and the marking sheet when the results are being released. This is sent to them along with a provisional statement of results coming from the QQI system.

Plagiarism

This section is aimed to inform you as to what constitutes plagiarism and how it can be avoided.

Examples of Plagiarism:

Quoting or summarising material without crediting the source. The source of material could be books, magazines, websites, films, newspapers, television programmes, films, photos and drawings, charts and graphs.

Copying or using work completed in full or in part by another learner.

Buying completed work on the internet or downloading material from a free site.

Getting someone to do the work for you.

Referencing

Sometimes learners don't acknowledge sources because they think that they are not supposed to depend on other people's work. In fact, the opposite is actually the case.

It is difficult to write a successful essay/assignment without doing some research. The key thing is to reference your work and you will be guided how to do this by your trainer.

- Ensure your learners understand the significance of plagiarism.
- Plagiarism is when a learner presents other people's writing, words or ideas as their own.
- Referencing must use the **Harvard Style.**

- If work you are correcting is plagiarized reference the plagiarism sources in the feedback to the learner and return a 0 grade. Use a highlighter to show the plagiarised text
- The learner will then receive their fail grade along with the rest of the work in the group.

14. END OF PROGRAMME REPORT P9 S12 C3

The purpose of [this form](#) is to ensure that the aims and objectives of the programme were met, and that participant participation and assessment is evaluated. It is to be completed by the trainer and submitted to management within 5 working days of completion of the programme / module.

IMPORTANT: Please complete this report, sign & return to Castle House, Castle Street, Mullingar, Co. Westmeath along with the: Course Folder – to include any remaining paper-work / records
- Learner TNA material - Needs Requirements Records including Student Application Forms.
- Participant Registration Forms.
- Learner Induction Sign-off.
- Attendance Records.
- Participant Evaluations.
- Specific Learning Outcomes Checklist (for Level 3 and lower).
- Copies of Feedback and communication of preliminary results to learners.
- Marking Sheets.
- Result Summary Sheets.
- Accident and Incident Reports.
- All learner evidence and supporting documentation inc. learner briefs.

The form has the following sections:
Section 1: Programme Details
Section 2: Attendance Overview
Section 3: Learning Documentation
Section 4: Benefits / Process Improvement
Section 5: Sign off

CODE: FORM B 10 V2

End of Programme Report

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

Instructions for completion

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

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

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

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Paperwork & forms

Following end of course:

- Participant Reaction Form

- End of Programme Report

Extension form (certification@forustraining.ie)

– Should be submitted by the learner to us directly as trainer cannot approve

Confirming fair and consistent assessment of learners in accordance with national standards is undertaken through moderation of assessment results. Moderation is the process whereby the marked learner evidence presented is judged by the authenticator according to the standards outlined in the Award Specification.

Moderation is the process through which levels and quality of marking are checked for consistency and thoroughness.

It is an attempt to confirm and agree with another tutor's marks and does not often lead to marks being altered.

Moderating assessment results involves reviewing results and checking the standard of evidence at each grade band: Successful (levels 1 - 3), Distinction, Merit, Pass (levels 4 - 6) by examining samples of evidence within each grade band and at the borders of grades.

Cross moderation is the process by which our assessment standards are met in the assessment of programmes that are delivered by multiple trainers.

In consultation with the Internal Verifier, samples of marked work are presented for cross-moderation to a second nominated trainer.

If the programme is delivered by more than one organisation through a collaborative agreement, cross moderation may also involve colleagues from the other delivering organisation, under the supervision of the Head of Certification.

This helps to ensure parity and standardisation across all organisations delivering the same programmes under Forus Training's quality Assurance agreement.

Cross moderation follows the same principles that have been set out for any other BGU programme and is carried out in addition to internal moderation at the delivering institution, and before the work is submitted to external examiners.

ASSESSMENT BY OTHER ASSESSORS

If your course requires assessment by their work-place supervisor.

This supervisor will need an induction and to be named by the learner and contacted by the trainer.

Use the Supervisor Nomination Form once the learner has secured work Experience.

The trainer then sends out a letter to the supervisor outlining their role and responsibilities

16. COMPLAINT PROCEDURES P9 C13

https://drive.google.com/drive/folders/1zIM-QSsoL-XWQom-4RM2o77SxQAY2btO?usp=sharing

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

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

In the operation of this policy, the Forus Training will be mindful of and operate in accordance with all legal obligations, including its obligations under equality legislation. Issues raised under this Policy will be processed in accordance with the principle of full consultation during the process and in accordance with the general principles of natural justice and fair procedures that include:
● the learner concerned has the right to a fair and impartial determination of the issues concerned, taking into account any relevant or appropriate evidence, factors or circumstances;
● a learner has the right to be accompanied by either a learner colleague or learner representative at any stage of this procedure;
● a learner will not be penalised in any way for raising a grievance matter in good faith, regardless of whether or not the complaint is upheld;
● every effort will be made to adhere to the time limits prescribed in the procedure;
● all relevant documentation concerning the grievance will be made available to all parties involved at all stages of the procedure; and
● a learner may withdraw a complaint at any stage of the procedure.

Learners may make complaints about any course, function or service provided by Forus Training or on behalf of Forus Training. The definition of a complaint is necessarily broad and therefore the list provided is intended to guide users and is not intended to be exhaustive. A complaint may relate to the following issues:
● the quality or standard of any service provided or failure to provide a service,
● the quality of facilities or learning resources,
● the failure of Forus Training to follow an appropriate administrative process,
● unfair treatment or inappropriate behaviour by a staff member,
● an alleged action or inaction by Forus Training or a member of its staff.

Not every issue raised with Forus Training is a complaint. For example, the following are not considered to be complaints under this policy:
● an appeal seeking a review of an academic decision on assessment, progression, completion or admission. Forus Training provides separate appeals (P9 S18 Review Recheck Appeals Process) procedures to deal with these issues for learners.
● an initial request for information.
● a request under the Freedom of Information Act or Data Protection Act.
● a request for information or an explanation about a regulation, policy or practice.
● a response to an invitation to provide feedback through a formal mechanism, for example questionnaire or online feedback.
● issues raised at learner-staff consultative fora.

Where a complaint is deemed to be frivolous, vexatious or where false information is submitted the learner Complaint Officer, in conjunction with the Chair of Programme Delivery & Assessment

Committee (PDAC P1 S5), will reject the complaint. In such circumstances the learner may complain directly to the Ombudsman/the Ombudsman for Children. In submitting complaints, learners are reminded of Forus Training's expectations in respect of learner behaviour and conduct as laid out in the learner Code.

COMPLAINT FLOW CHART

P9 S13 C1 Complaint Procedure Flow-Chart

Start

I want to make a complaint...

Learner should raise concerns as soon as possible with the relevant trainer / member of staff / individual within 15 working days starting from when the complainant first became aware of a problem.

trainer / member of staff / individual seeks to resolve the matter quickly (within 15 working days)

YES — END — NO

Learner satisfied?

Learner completes complaint form, within 15 working days, for internal review by head of unit (normally appropriate resolution within 15 working days)

YES — END

Learner satisfied?

NO

Learner completes a form, within 15 working days, and submits it to the Complaints Officer.

Complaints Officer receives complaint and decides if it is within remit of complaints policy

YES

NO

Complaints where local resolution has not been first sought: complaints will normally be referred back to relevant unit, unless the issue has been identified as requiring immediate investigation at Forus Training level

Complaints under the Equal Status Acts 2000/2004. Procedure xxx

Complaint about noncompliance with legislation, where there is a special inquiry officer under the legislation: Disability Act, 2005

Complaint outside remit of the policy. Learner referred to a suitable alternative procedure by Complaints Officer

Complaint of harassment procedure Policy on Dignity and Respect

Complaints Officer appoints and Investigating Officer; acknowledges receipt in 5 working days

Complaint deemed invalid because
- The complainant is not a registered student
- The complaint is considered to be frivolous or, vexatious
- False information is submitted.

Investigating Officer supplies a report the Academic Council Committee for Learner Appeals and Complaints, with recommendations for resolution. Committee decision communicates by the Complaints Officer

In cases where the Complaints Officer considers a complaint to be frivolous, vexatious or where false information is submitted the matter may be referred to the Registrar for review under the UCD Student Code. Disciplinary action may be taken against the complainant.

YES

Complainant satisfied with outcome?

Complaints may be taken to the Office of the Ombudsman / Office of the Ombudsman for Children

END

17. APPEALS P9 S18

https://drive.google.com/file/d/1AcE01SyG5U6kxT-B-xGijqlHu12W5TeC/view?usp=sharing

APPEALS STAGES AVAILABLE TO LEARNERS

There are five stages to the appeals process:

Stage 1: Informal Consultation between Learner and the trainer
- this is where you, the trainer are most likely to be involved.
During this informal consultation you will address with the learner where and why marks were awarded this this may clear up any misunderstanding as why the grade was awarded

Stage 2: is a request for a Recheck of an Assessment
- where the addition of scores are checked only.
Stage 1 must be followed before entering into Stage 2

Stage 3: is a request for a Review of an Assessment
– where a second assessor re-assesses the work.
Stage 1 above must be completed before entering into Stage 3

Stage 4: Final Appeal to review Outcomes
– where the learner is not satisfied with the outcome of stage 3

Stage 5: is where the learner has recourse to the Ombudsman.

Please make learners aware of the following policy document - Forus Recheck, Review and Appeals Policy and Procedure,
This document outlines the appeals procedure including important timelines and further information on each stage.
All results are communicated to the learner having undergone Internal Verification and External Authentication. These results are known as provisional results.
It is open to learners to appeal and they are informed of this on the email they receive along with their results.
Where no appeals are lodged or applied for all approved results will be submitted to QQI for Certification.

APPEALS APPLICATION PROCESS

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

To initiate Stage 2 or 3: A Re-check or review, the learner must have completed stage 1. A **P9 S18 Recheck, Review and Appeals Application Form** must be completed and returned to certification@forustraining.ie within five working days of the Informal Consultation. Requests received by post must be postmarked within this five day period.

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

Please use **P9 S18 Recheck, Review and Appeals Application Form** when applying for an appeal. Be mindful of timelines – appeals received outside of the stated policy timelines will not be considered.

CONTRACT SIGN OFF

I   acknowledge that I have received induction training and understand the information contained

within this document, relating to the following;

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

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

Trainer Details		
Name:		Date:
Address:		
Inc. Eircode:		
Trainer Signature:		Date:

On behalf of Forus Training	
Name:	
Signature:	Date:

CONFIDENTIALITY AGREEMENT

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

Confidentiality Agreement

Trainer Details

Name:		Date:	
Job Title:			

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

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

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

Sign Off

Signed:		Date:	
Witness:		Date:	

OTHER ISSUES

GDPR Statement for registration form
GDPR for Commencement
GDPR for Reaction