



Learner Handbook

Welcome to Forus Training!

Table of Contents

Introduction	2
Rules and regulations for learners	5
General	5
Health and Safety	5
Misconduct	7
Equality Statement	7
Forus Training Code of Practice	8
Guidelines to learner rights and conduct	8
Assessment	10
Appeals Procedures	10
Awards and awarding bodies	12
Confidentiality and Security	13
Plagiarism	13
Definition	13
Avoidance	13
Procedures	14
Assessment Procedures	14
Assignment guidelines for learners	14
Post submission process	15
Reasonable accommodation	15
Work Placement	16
Referencing	17
Support	18

Introduction

Thank you for choosing us as your training provider. We hope you have a valuable and fulfilling experience with us at Forus Training. We have been training open-minded individuals since 2000 and have built up a reputation of maintaining high standards and being professional since then.

The purpose of this learner handbook is to summarise the important information that you need to know as a learner at Forus Training. It contains essential information about our policies, QQI awards and your responsibilities. We hope you enjoy your training programme and find it challenging, stimulating and exciting.

We look forward to working with you throughout your enrolment in Forus Training.

Forus Training

“It is our mission to engage with you on your continued educational development, taking a holistic, learner-centred approach. We provide quality, tailored, relevant learning programmes to help you realise your goals. We act with integrity, promote equality and are dedicated to your progression.”

Lisa O’Connell – Managing Director

Forus Training is a QQI certified training and accreditation company based in Mullingar, Co. Westmeath.

- ☐ QQI quality assured
- ☐ Excellent pass rates
- ☐ Experienced and highly qualified trainers and tutors
- ☐ Outgoing office staff, open 5 days a week
- ☐ Adult-friendly, learner centred environment
- ☐ Fully Insured

Courses we deliver:

Childcare

- ☐ Early Learning Environment
- ☐ Early Childhood Literacy and Numeracy
- ☐ Child Development
- ☐ Early Childhood Curriculum
- ☐ Childhood Social Legal and Health Studies
- ☐ Communications (Childcare) Communications and Early Childhood Curriculum
- ☐ Special Needs Assisting
- ☐ Supervision in Early Childhood Care
- ☐ Supervision in Early Childhood Care and Work Experience

Health Support

- ☐ Care Support
- ☐ Care Support and Work Experience
- ☐ Work Experience (Healthcare) Intellectual Disability Studies
- ☐ Safety and Health at Work
- ☐ Safety and Health at Work and HC Communications
- ☐ Care of the Older Person
- ☐ Care Skills
- ☐ Activities of Living Patient Care
- ☐ Infection Prevention and Control

In-House

- ☐ Manual Handling
- ☐ People Moving and Handling

Rules and regulations for learners

General

- ❑ You must sign in on the attendance sheet every day.
- ❑ Please fill out all paperwork you are given as fully as possible.
- ❑ All mobile phones should be powered for the duration of the class.
- ❑ Learners should not leave for the duration of the course, except for at official break times with permission from the trainer.
- ❑ Please observe fire safety regulations at all times.
- ❑ Learners should treat all equipment with respect.

The above regulations aren't a comprehensive but show the level of behaviour expected at all times. These regulations are set up so that all courses run efficiently with the interest of everyone present's safety & rights.

Breach of any of these regulations will be communicated to the person in question. Each trainer has the responsibility and the authority to enforce these rules.

Health and Safety

- ❑ Ensure that you are not under the influence of an intoxicant
- ❑ Smoking is not permitted inside. Your trainer will show you the allocated smoking areas
- ❑ Do not engage in dangerous behaviour.
- ❑ Use items provided correctly in the interest of safety, health and welfare

- ❑ Watch your step as you go about. Care should be taken when using stairs. Pick up anything that is lying about dangerously; keep all walkways clear of tripping hazards. All entrances/exits should be free of obstruction.
- ❑ Please keep your workplace tidy. If anything is in an unsafe place, remove it or report it to your trainer.
- ❑ Report all accidents regardless of how small they are to your trainer immediately.
- ❑ If are ill or require medical attention, report to your trainer.
- ❑ Report to your trainer defects in your workspace. Do not interfere with any electrical appliances.
- ❑ Your trainer will point the fire doors, escape routes and assembly points out. All learners should familiarise themselves these.
- ❑ In the event of a fire, please exit the building through the nearest exit and proceed to the assembly point.
- ❑ Keep fire doors and other entrances and exits clear of obstruction.
- ❑ Please tell your trainer if you need leave the class at any time. It is important that we maintain an accurate head count at all times in case of an evacuation.
- ❑ Hygiene is required at all times.
- ❑ Use common sense! Remember; we need your co-operation to ensure a safe work environment for all.

Misconduct

The following are examples of offences (this list is not exhaustive):

- ❑ Conduct which may disrupt teaching, work practice or study
- ❑ Sexual harassment or bullying of any learner or member of staff
- ❑ Abuse of alcohol or other substances or abuse, possession or supply of any illegal drug on the premises

- ❑ Obstruction or harassment of any member of staff or learner in the performance of duties, work, or other activity
- ❑ Damaging, defacing or misappropriating any property of the centre
- ❑ Any theft of property or any other dishonest or illegal acts which may adversely affect the centre, staff member or fellow learner
- ❑ Interfering with safety equipment
- ❑ Smoking in non-designated area
- ❑ Any overly noisy or unruly behaviour, or the use of foul or abusive language
- ❑ Activity which (is likely to) harmfully affect the reputation of the centre, the learners or members of staff
- ❑ Actions which are racially or sexually offensive or which is offensive to those with learning and/or physical disabilities
- ❑ Breaching assessment regulations Incitement or encouragement of any other person or persons to do any of the aforementioned.

Equality Statement

Forus Training will at all times compel itself to equality amongst students and staff alike. Forus Training is aware of the Employment Equality act and all state equality legislation which prohibits discrimination under the following grounds: gender, marital status, age, sexual orientation, religious belief, disability, race and membership of the Traveller community. We will deliver our education and training in the spirit of this regulation at all times.

Forus Training Code of Practice

Forus Training is committed to all patrons, learners, staff and peers in the delivery of high quality courses. We are also committed to the scrupulous monitoring and review of all programmes which are to be completed as quickly as possible. We welcome constructive criticism at all times as these contribute in a meaningful and positive way to the development of our programmes. To ensure this we will:

- ☐ Conduct self-evaluation as required by QQI quality assurance agreement
- ☐ Ensure our quality assurance procedures agreed with QQI are adhered to at all times.
- ☐ Commit to improving our programmes
- ☐ Maintain an appeals procedure which is flexible and fair.
- ☐ Ensure that assessment is undertaken in a way which is fair, verified and valid for certification
- ☐ Maintain open channels of communication between our organisation and our learners.
- ☐ Ensure a high standard of quality for the learning environment
- ☐ Plan for the different ways that people learn
- ☐ Ensure the competency of our staff in the delivery of all programmes (includes administrative personnel)
- ☐ Ensure programs are relevant and up to date

Guidelines to learner rights and conduct

The purpose of these guidelines is to describe the right and responsibilities of all parties. The intention is to assist in meeting the expectations of learners in an environment of mutual trust and respect.

What we will do

- ☐ Treat you with respect
- ☐ Offer courses of high quality in a welcoming and conducive atmosphere
- ☐ Provide all necessary course information to allow you to make an informal choice
- ☐ Operate fair and consistent entry to programmes
- ☐ Apply fair consistent assessment procedures.
- ☐ Offer support

- ❑ Give you the opportunity to receive and give feedback
- ❑ Treat, in confidence, issues or complaints which may arise
- ❑ Offer reasonable accommodation to any individual who may require it
- ❑

What you can do

- ❑ Treat other learners and Forus Training personnel with respect
- ❑ Take an active and positive part in the process
- ❑ Take on board the time commitment required to complete the programme
- ❑ Complete assignments by agreed deadlines
- ❑ Follow instructions of Forus Training personnel in matters of health and safety
- ❑ Inform Forus Training of any relevant change in your circumstance or change of address
- ❑ Inform your tutor of any additional support you may require.

Assessment

Assessment is part of the QQI accreditation process. It can include assignment, examination, learner record, project, skills demonstration and collection work. The method(s) chosen will depend on the particular programme. Reasonable accommodation shall be made for those learners where standard assessment procedures present difficulties.

B assessment, an assessment brief will be given to all learners. This will include what you are required to do, how the assessment will be marked and when it is to be submitted.

All work must be submitted to your trainer for assessment by the agreed deadlines. When assessment is complete, an internal assessor and external

authenticator will verify the results and then they will be forwarded to QQI. Learners will be issued with a provisional result initially until the QQI cert is issued. Forus training will hold all of your assessed material for 3 months. Your assessment material will not be returned to you; please retain a copy.

Appeals Procedures

It is the policy of Forus Training to provide arrangements for appeals in relation to assessment results and to ensure that they are dealt with in an impartial, clear and timely way.

In the event that a learner is displeased with their result, Forus Training will support them to reach a satisfactory outcome. If a learner wants to appeal their grade, they should contact Forus Training and the appeals process will be explained to them. Forus Training has a 4 stage appeals process which can resolve an appeal at any stage.

The process goes as follows:

Once a learner notifies Forus Training that they wish to appeal, they are notified of the first stage of the appeals process, an informal consultation.

Stage 1: An informal consultation means the tutor and the learner meet so that:

1. Guidance can be given to the learner regarding future performance or repeat assessments, and/or
2. The learner's results can be discussed with a view to clarifying how marks were / were not awarded.

After the informal consultation, if the issue isn't resolved, the learner can move to a recheck or a review.

Stage 2: *Re-check* means the administrative operation of checking (again) the recording and combination of component scores for a module and/or stage.

After the recheck, if the issue isn't resolved, the learner can move to a review.

Stage 3: Review means the re-consideration of the assessment decision by a **Subject Expert** within the Forus Training in consultation with the tutor(s) concerned. A review will automatically include a recheck.

Stage 4: After the review, if the issue isn't resolved, the learner can move to **Final Appeal**.

The reasons stated and the supporting evidence cannot be the same reasons provided at the review stage.

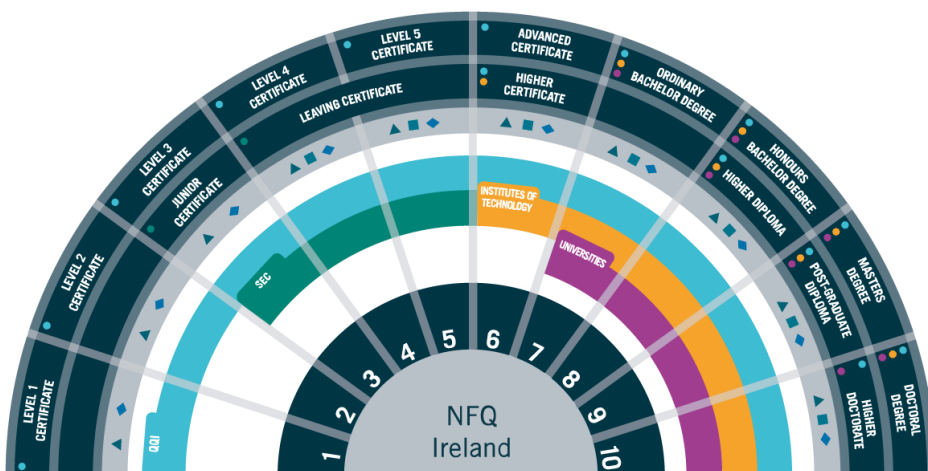
A final appeal is the last possible internal part of the appeals process. It involves the re-consideration of the assessment decision by an Academic Committee within Forus Training in consultation with the tutor(s) concerned.

Awards and awarding bodies

QQI (Quality and Qualifications Ireland) is the national agency responsible for qualifications and quality assurance in further education and training and higher education in Ireland.

National Framework of Qualifications

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



Forus Training is a QQI registered provider. We have agreed our quality assurance policies and procedures with QQI.

When a learner has finished an accredited course and handed up all due assignments, they will receive a certificate. This certificate may take some time. For Non-accredited courses, the learner will receive a certificate before they leave or in the post shortly afterwards.

Confidentiality and Security

Forus Training takes Confidentiality and Security very seriously. All of our records are kept secure and all electronic records are password protected.

Our data protection policy is in line with GDPR legislation. We don't give information to others about you. We don't ask for information which isn't required in order to certify you and deliver your certificate. The only third party that receives some of your information is QQI as it is required to certify you.

Plagiarism

Definition

Plagiarism is the presentation of somebody else's work in whatever forms it comes in: print, electronic, visual, sound, etc. as your own. 'Work' is their words, ideas, arguments, concepts or designs. Plagiarism ranges from copying, without referencing, whole sections of published text to taking illustrations or formulae from unpublished text with crediting the original author. Other examples include copying another students work and collusion where two or more students work on assignments they are meant to do on their own. Plagiarism is a serious offence whether it is intentional or not.

Avoidance

Students submitting any form of work must sign a declaration that their work contains, in no way, any form of plagiarism and that the work they are submitting is wholly their own, an accredited source's work or clearly distinguished group work.

Procedures

Work submitted for assessment may be examined for plagiarism either electronically or by other means. If examiners expect plagiarism, the matter should be reported to the QQI co-ordinator. If there is sufficient evidence, the co-ordinator will conduct a preliminary investigation and interview the student(s) concerned. When/If there is reasonable evidence of plagiarism; the co-ordinator can take any of the following actions:

- ☐ Reduction in the mark (including a mark of 0) for the work affected.
- ☐ Resubmission of the work with a reduced maximum possible score.
- ☐ Referral to the Centre Manager

Assessment Procedures

There are many ways for learning to be presented for assessment. Presentation may be conducted individually or as group work.

Please keep a copy of all assignments submitted.

You will receive proof of delivery when we receive your assessment by post. If you posted your assignment and we haven't notified you that we received it after a full week, contact the office.

Assignment guidelines for learners

When submitting work, use the following checklist:

1. Use the checklist in the declaration to ensure complete submission
2. Sign the declaration
3. Complete sections 1 and 2 of the cover sheet within fully for each assessment

4. Submit the Brief with their work
5. Use a soft 2 pronged folder as outlined in their Assessment Brief
6. Use registered post if posting
7. Make sure you receive a receipt or an email from Forus Training confirming your submission.
8. Keep a full copy of your work

Post submission process

Your assignment will be graded by your tutor and then returned to Forus Training. Here it will be internally verified and externally authenticated. You will receive a provisional result. Results will then be submitted to QQI for certification. They will be approved and the certificates will be posted back to us. After we document the certificates, we will send them out by post.

Reasonable accommodation

Forus Training will facilitate all learners who may need extra support/ resources in order to access fair and consistent assessment in line with what other learner's experience. Learners can request reasonable accommodation using either "P9 S2.1 FORM Evidence of Disability Form" or "P9 S2.2 FORM Application for Reasonable Accommodation". This could include wheelchair access, language difficulties, disabilities, etc.

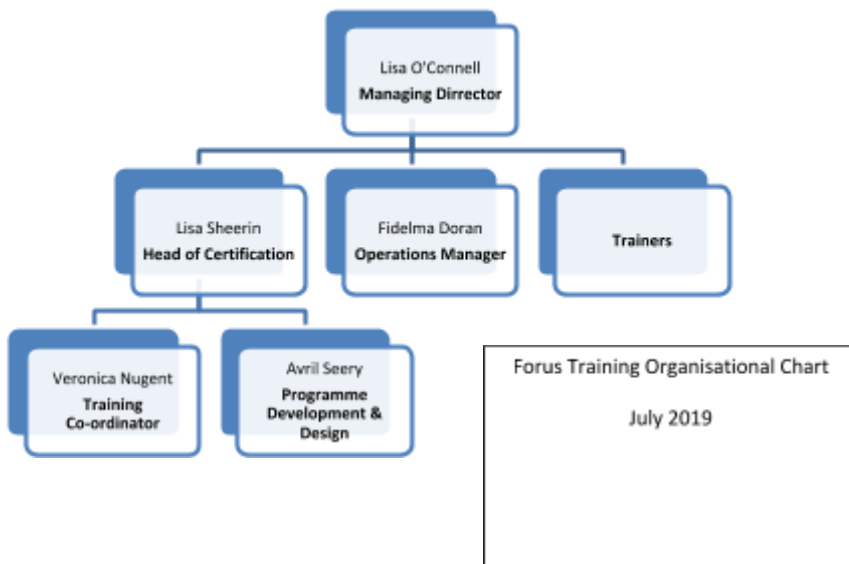
Work Placement

If your course requires you to go on work placement, you will be required to fill out FORM P9-S6 Work Experience Arrangement.

Personal Presentation

How you present yourself is important and how you conduct yourself is very important when on work placement or when you are with prospective employer.

- ☐ Forus Training looks to encourage self-respect and good self-esteem in its learners.
- ☐ All learners must be well presented; a smart casual code is permitted. Good hygiene is required at all times.



Referencing

Referencing is the practice of acknowledging the sources of your information when you are writing it down in your exams, assignments, reports and other coursework related material.

Referencing is important as it makes research in assignments more credible and accountable. Using others research or writing without referencing them is regarded as misleading and dishonest.

By referencing correctly, you avoid plagiarism which is claiming another's ideas as your own.

References must be made whether you are using someone else's opinions, research, format, theories, data or methods of organising. You need to reference the source, regardless of what it is e.g. book, journal, magazine, video, recording, website, lecture or any other medium that conveys information.

A reference is required if you:

- ❑ Quote (use the same words as someone else)
- ❑ Copy (use the same figures, tables or format as someone else)
- ❑ Paraphrase (convert someone else's content into your own)
- ❑ Summarise (simplify down someone else's material)

How is referencing done?

There are many styles of academic referencing in common use but all of them use these two components:

1. An indication in the main text of what is referencing another work.
2. A list of references that correspond with the indications in the main text.

Harvard-Style referencing

At Forus training, we use Harvard-style referencing. Your trainer will give you more information about this during your course, but, in general it is a specific type of referencing where the information goes in the following order:

Author Surname followed by initials, year of publication in brackets, Title of the book in *Italics*, the edition if it's not the first one, publishers name and place of publication.

Support

We want this education experience be the best it can be. If, for any reason you encounter a difficulty, consult your tutor. If this is not possible, other staff members are available weekdays by phone and by email. Call 0449349400 or email info@forustraining.ie