

Learner Handbook

**FOR FETAC-ACCREDITED
PROGRAMMES**

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Introduction

The Qualifications (Education and Training) Act 1999 is the first piece of Irish legislation to set out a central role for all learners in the context of lifelong learning. This focus on learner's rights to inclusion, participation and recognition of all learning reflects a significant shift of emphasis towards the individual, and away from the institutional.

The purpose of the Act is to:

- Facilitate lifelong learning.
- Promote opportunities for:
 - access to education and training
 - transfer from one programme to another
 - progression to higher levels of programmes and awards.

What do the terms access, transfer and progression mean?

- Access and transfer refer to entering or starting a programme of education or training with recognition of learners' skills, knowledge or competence.
- Progression refers to the ways learners can move on to higher-level programmes.

FETAC is required to make sure that providers of validated programmes implement procedures for access, transfer and progression. The National Qualifications Authority of Ireland (NQAI) also has a specific role to promote and facilitate access, transfer and progression, including deciding on the procedures to be implemented by providers. The NQAI requires providers of further education and training to make specific information about access, transfer and progression opportunities available to learners.

FETAC, through the range of nationally agreed policies also set out specific requirements for provision of information for learners that providers must meet.

FETAC recognizes the diversity of provider types and the rich variety of ways that providers engage with learner groups; the evolutionary nature of effective communications with learners is also acknowledged. However, regardless of the methods used to communicate with learners, the range of information must be fully available.

Paramount HR Solutions

- Registered Providers



Paramount HR Solutions are registered providers of FETAC (Further Education and Training Awards Council) and provide FETAC training in their Centre in their premises located at Paramount Court, Corrig Road, Sandyford Industrial Estate, Dublin 18 and at other designated locations that they provide courses.

Paramount HR Solutions has established a set of agreed Policies & procedures for Quality Assurance with FETAC.



Paramount HR Solutions approved Training Programmes and Trainers have been placed on the FÁS/EI National Register of Trainers.

Mission Statement

Vision

- **To be a premier provider of education and training that promotes learner employability, facilitates progression and allows individuals fulfil their potential.**

Mission

- **To provide student centred learning opportunities that are accessible, flexible, inclusive, lifelong and of the highest quality.**
- **To maintain an environment that encourages and supports participation in the learning process.**
- **To promote a culture of scholarship and opportunity that equips learners with appropriate skills, knowledge and competencies to enable them to compete, with advantage, at all levels within the economy.**
- **To provide an educational and training service that meets the needs of the local community, national and international bodies**

Values

- **Commitment to equality, fairness, accountability, transparency and widening participation**
- **Commitment to quality assurance systems that promote continual improvement**
- **Commitment to the development of independent learners**
- **Commitment to staff development and well being**

Equality Statement

Paramount HR Solutions is committed to a Policy of Equal Opportunities. The aim of this Policy is to ensure that all applicants, learners, employees and all those involved in its work and other users of the Centre facilities receive fair and equal treatment. The Centre aims to provide a service that in its teaching, administration and support actively promotes equality of opportunity and freedom from discrimination on the grounds of age, cultural background, disability, ethnicity, gender, marital status, race religion or belief and sexual orientation.

The Centre seeks to create a working and learning environment free from discrimination and unfair treatment, in which staff and students progress on their individual merits within a culture that respects and values diversity.

Fetac Awards

FETAC, the Further Education and Training Awards Council, was set up in 2001 by the Minister for Education and Science under the Qualifications (Education and Training) Act 1999. It is the single national awarding body for the further education and training sector in Ireland. FETAC awards are designed to provide access to employment and to further and higher education and training.

Courses leading to FETAC awards are made up of modules or components.

For each module/component in which the required standard has been achieved, a candidate gains credits or a Minor Award.

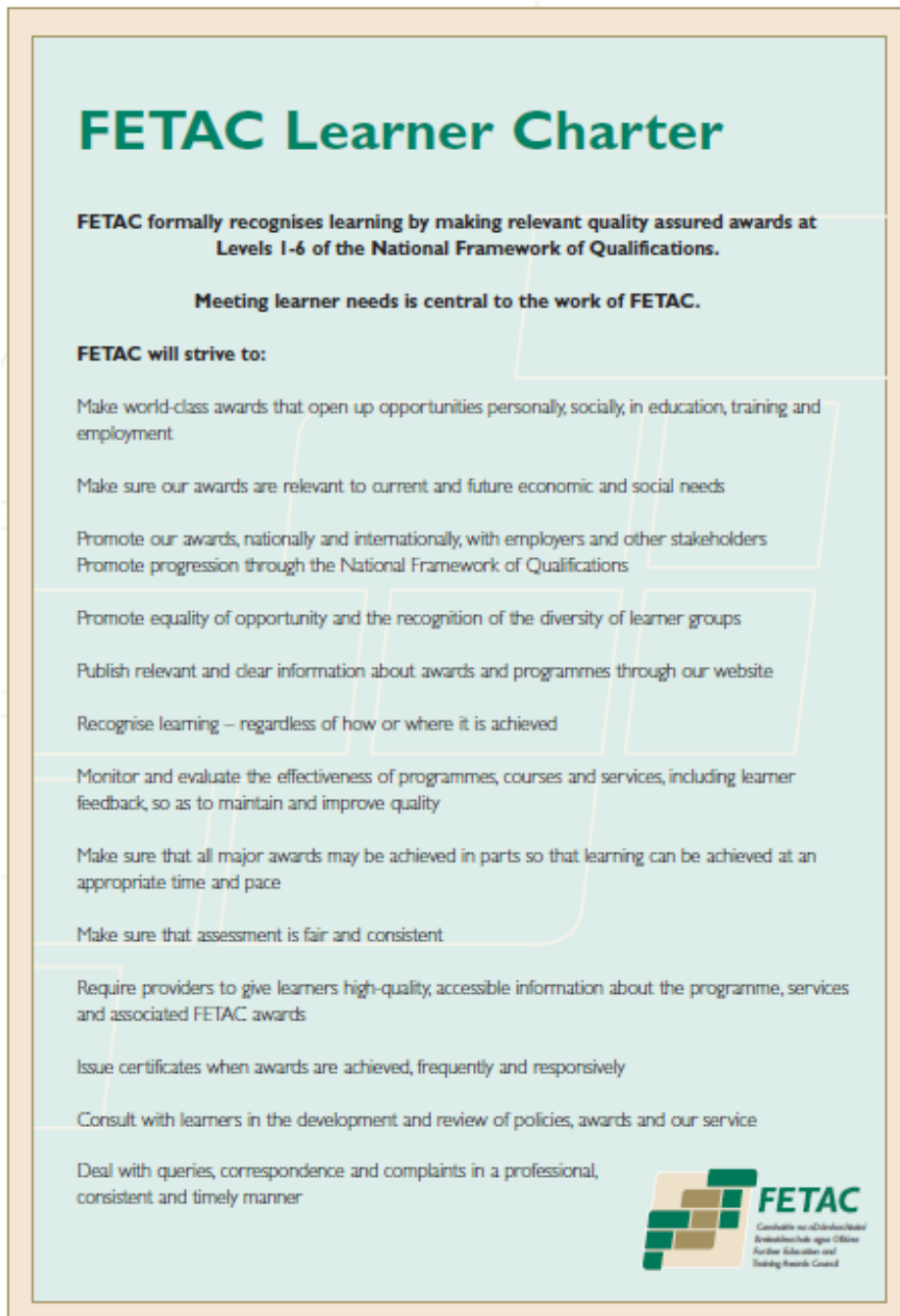
Modules/components at Levels 4, 5 and 6 are graded as follows:

| Grade | |
|--------------------|---------------------|
| Pass | = 50% - 64% |
| Merit | = 65% - 79%% |
| Distinction | = 80% - 100% |

When a learner has not achieved the minimum standards for an award/module/component, the grade is recorded as *Referred*.

FETAC Learner Charter

The FETAC Learner Charter expresses a commitment to learners with regard to awards and programmes, courses and services leading to FETAC awards. It may assist providers in addressing key elements of responsibilities in meeting learner needs, including providing relevant information.




FETAC Learner Charter

FETAC formally recognises learning by making relevant quality assured awards at Levels 1-6 of the National Framework of Qualifications.

Meeting learner needs is central to the work of FETAC.

FETAC will strive to:

- Make world-class awards that open up opportunities personally, socially, in education, training and employment
- Make sure our awards are relevant to current and future economic and social needs
- Promote our awards, nationally and internationally, with employers and other stakeholders
- Promote progression through the National Framework of Qualifications
- Promote equality of opportunity and the recognition of the diversity of learner groups
- Publish relevant and clear information about awards and programmes through our website
- Recognise learning – regardless of how or where it is achieved
- Monitor and evaluate the effectiveness of programmes, courses and services, including learner feedback, so as to maintain and improve quality
- Make sure that all major awards may be achieved in parts so that learning can be achieved at an appropriate time and pace
- Make sure that assessment is fair and consistent
- Require providers to give learners high-quality, accessible information about the programme, services and associated FETAC awards
- Issue certificates when awards are achieved, frequently and responsively
- Consult with learners in the development and review of policies, awards and our service
- Deal with queries, correspondence and complaints in a professional, consistent and timely manner



FETAC
Comhairle na hOideachtaí
An tArdleibhéal agus Oifis
Fúirte Éilíochta agus
Táirgí Seirbhíse

Equality & Diversity Policy

Paramount HR Solutions is committed to working towards the elimination of discrimination and exclusion through the achievement of equal opportunity, participation and positive results for all Learners.

As a learning Provider, Paramount HR Training Solutions recognises that inequalities exist within our society and that not all people have equal access to services. Our strategic plan seeks to work with the diversity of people and to proactively encourage and support participation for all.

The nine grounds as defined under the Equal Status Act 2002 will encompass the focus of our strategic plan with respect to access, delivery and assessment of our training programmes.

In accordance with the Equal Status Act, 2000 to 2004 Paramount Solutions ensures that selection procedures, entry requirements and programme content, delivery and assessment are adapted where possible to facilitate Learners with a particular need, such as physical special need and/or other Learners covered by equality legislation.

This intervention or specific support service provided through the Education Co-ordinator, Tutor(s) / Trainer(s) (Assessor (s)) and support staff facilitates the Learner or group of Learners to effectively participate in learning.

Specifically, Paramount HR Solutions will:

- **Continue our commitment to supporting the educational progression of all Learners at this training centre.**

- **Remain dedicated to addressing any inequalities that may arise within our training locations.**

- **We will strive to ensure that our response to those needs identified will positively impact on the Learner.**

Access, Transfer & Progression

Paramount HR Solutions will endeavour to make transparent to Learners the various Access, Transfer and Progression routes available to them in their continued personal educational development.

Access and Transfer refer to entering or starting a programme of education or training with recognition of Learners' skills, knowledge or competence.

Preferred entry levels and special requirements are detailed in the Learner brief and/or the Module Descriptor / Award Specification (Section 6). Learners may be requested to provide a copy of documentation to satisfy any specific Learner requirements as stated.

Paramount HR Solutions operates an RPL (Recognition of Prior Learning) policy with regard to entry to, credit towards and access to an award. Learners are requested to contact the Paramount HR Solutions Office directly on 01 2911944 if they feel Recognition of Prior Learning (RPL) relates to their circumstance. This is also applicable where Learners wish to transfer from/to a programme or wish to progress to a programme which is a higher level on the National Framework of Qualifications.

Progression refers to the ways Learners can move on to higher level programmes. Each FETAC module is allocated one or two credits. Associated opportunities for transfer or

progress to other programmes or awards will be highlighted on the Learner brief, where applicable.

Where appropriate, Learners will be advised in the learner brief and/or the Module Descriptor / Award Specification of the criteria required for the successful participation in a programme.

Where statements detail the knowledge, skills and competence required for the programme against which Learners can judge if they can participate in the programme either with support or independently.

A full listing of FETAC approved Modules available can be accessed at www.paramounthr.ie

Higher Education Links

The Higher Education Links Schemes give students with full FETAC Level 5 or 6 Awards the chance to progress to a wide range of third level courses in universities, Institutes of Technology, etc.

To take part in the scheme you must have (or be completing) a full FETAC Major Award at either Level 5 or level 6.

Applications for third level places are made through the Central Applications Office (CAO). The closing date for CAO applications is 1st February each year (late applications 1st May). Places on some courses are limited. All places are offered on the basis of points, which are calculated on the applicant's best eight module (component) credits.

There are detailed regulations as to which third level courses are open to these schemes and which FETAC awards link to them.

Further information can be obtained from the FETAC website at www.fetac.ie (click 'Higher Education Links') and from the CAO website at www.cao.ie (click 'Applicant Scoring').

National Framework Of Qualifications

The diagram shown on the next page illustrates the National Framework of Qualifications which allows qualifications to be compared both nationally and internationally.

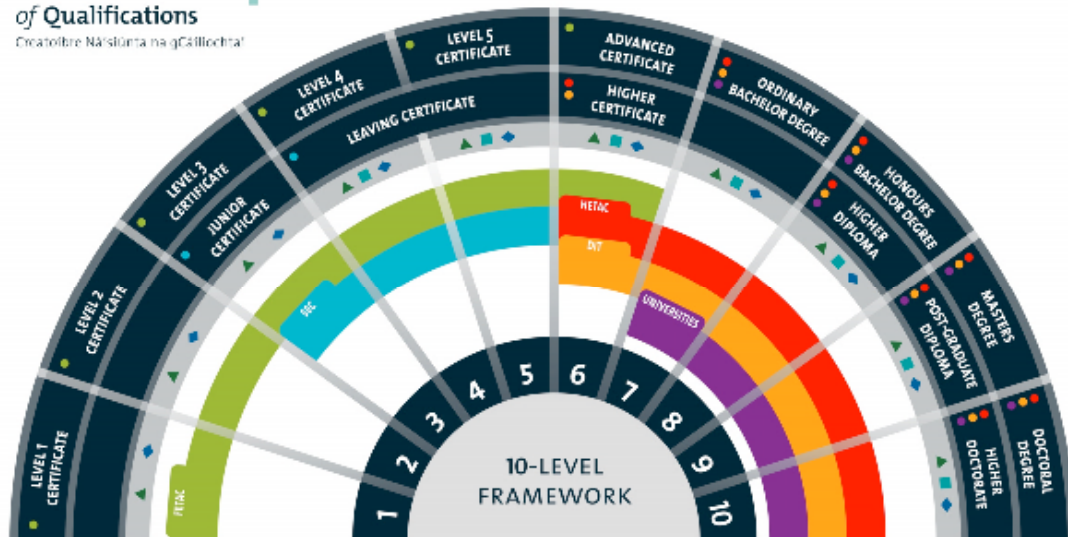
The framework includes all awards available in the State from the most basic (Level 1) to the most advanced (Level 10). It includes awards gained in schools, the workplace, the community, training centres, colleges and universities.

The award-types are listed in the outer rings of the diagram. Awarding bodies whose awards are included in the framework are shown as coloured bands extending across the levels of the framework as appropriate.

FETAC Awards are placed at levels 1 – 6 (coloured green in the diagram) on the National Framework of Qualifications.

Further information is available on the National Qualifications Authority website www.nqai.ie .

National Framework Of Qualifications



KEY

- FEAC - Further Education and Training Awards Council
- SEC - State Examinations Commission (Department of Education & Skills)
- HEAC - Higher Education Awards Council
- DIK - Dublin Institute of Technology
- Universities

AWARDS IN THE FRAMEWORK

There are four types of award in the National Framework of Qualifications:

- Major Awards are the principal class of awards made at a level.
- ▲ Minor Awards are for partial completion of the outcomes for a Major Award.
- ◆ Supplemental Awards are for learning that is additional to a Major Award.
- ◆ Special Purpose Awards are for activity, narrow or purpose-specific achievement.

Award Equivalents

| National Framework of Qualifications Levels | FETAC Award | Other Awards |
|--|-------------------------------------|--|
| Level 1 | Level 1 Certificate | |
| Level 2 | Level 2 Certificate | Primary Certificate |
| Level 3 | Level 3 Certificate | Junior Certificate, Intermediate Certificate, Group Certificate, National Foundation Certificate (NCVA) |
| Level 4 | Level 4 Certificate | Leaving Certificate, Leaving Certificate Applied, National Vocational Certificate Level 1 (NCVA) |
| Level 5 | Level 5 Certificate | Leaving Certificate, Post-Leaving Certificate (PLC), National Vocational Certificate Level 2 (NCVA) |
| Level 6 | Level 6 Advanced Certificate | Higher Certificate (HETAC/NCEA), National Vocational Certificate Level 3 (NCVA) |
| Level 7 - 10 | None | Higher Education Awards only |

Learner Appeals Form

(This form should be used when appealing the decision of an Examination Board)

| | | | |
|----------------------|--|----------------|--|
| Learner Name: | | Course: | |
| Department: | | Date: | |

Why are you making this appeal?

**What evidence can you offer in support of this appeal?
(Please attach evidence)**

What outcome from this appeal are you looking for?

By signing here I confirm that the information supplied on this form is correct:

| |
|-------|
| <hr/> |
|-------|

Official Use Only
Appeals Co-ordinators Comments

Signed:

Guidance for Learners on Appeals

This form is to be used when appealing the decision of an Examination Board Meeting. The learner must read Paramount HR Solutions Policy on Appeals which is available in the Learner Handbook and on website of Paramount HR Solutions.

To make an appeal a learner must have valid grounds and provide evidence to support their case.

Learners can appeal if the Examination Board did not take exceptional circumstances into account that could have effected their decision.

Learners can appeal if the Examination Board decision would have been different because of an administrative irregularity; failure in procedure or the learner feels that he/she were subject to unfair discrimination.

Disagreement concerning grades awarded for course work are handled by the learner asking for the internal verifier to review a particular piece of work and are dealt with when the assignment is returned to the learner.

How to make an Appeal

To appeal a learner must submit an “Appeals Form” with supporting evidence within 14 Days of receiving results from the Examination Board.

Learners lodging an appeal are required to pay a fee of €60 when submitting their appeals documentation. This fee will be refunded only where the appeal is successful.

The appeal should be addressed to the ‘Appeals Coordinator’, Paramount HR Solutions, Paramount Court, Corrig Road, Sandyford Industrial Estate, Dublin 18.

Filling in the Appeals Form

Great care should be taken when filling in the form. It gives the learner the opportunity to make the case for the appeal. It needs to set out clearly the grounds on which the appeal will be based. Supporting evidence when appropriate should be included.

When filling in the form it is important to understand how the form will be used. The form will be used by the Appeals Coordinator and he/she will use it to establish the facts of the case and to get a response from the Examination Board (course team).

Take advice from a staff member before you fill in the form

Learner Complaint Form

| | | | |
|----------------------------------|--|---------------------------|--|
| Learner Name : | | | |
| Course Title: | | Course Date(s): | |
| Date Complaint Submitted: | | Resubmission Date: | |

Please state the nature of your complaint:

**What supporting evidence is offered?
(Please include any evidence.)**

Name of Tutor/Staff Member who was made aware of complaint:

Date notified:

Please suggest if your complaint is:

- **Urgent**
- **Ongoing**
- **An Isolated Incident**
- **Other (Specify)**

Learner's

Signature: _____

Suggested Resolution:

Complaint Resolved: Yes No



Signed: _____

Date: _____

Centre

Manager

Complaints Procedure:

Informal Procedure

While in no way diminishing the issue or the effects on individuals, an informal approach can often resolve matters.

As a general rule therefore, an attempt will be made to address an issue under this policy as informally as possible by means of this informal procedure. The objective of this approach is to resolve the difficulty with the minimum of conflict and stress for the individuals involved

If you believe you are being bullied, sexually harassed or harassed and you feel able to address the issue yourself, you should raise the matter with the alleged perpetrator, point out their behaviour is unacceptable and ask that it stop.

If the bullying, sexual harassment or harassment does not cease or if you find it difficult or embarrassing to confront the alleged perpetrator, you may seek advice from one of the Support Colleagues listed on your employee notice board. It would be useful to keep a record of incidents, dates and witnesses, if any.

The Support Colleagues have undergone training on how to give support in a confidential way and give information about all the options that are possible. They act outside the agreed formal procedures, and play a supportive neutral role. Support Colleagues listen, explain your rights, and develop your options with you. They do not get involved in resolving the matter directly with the alleged perpetrator and are available for a maximum of three meetings to support you.

If you wish to proceed with the complaint, you should contact one of the Informal resolution facilitators, who depending on the nature of the complaint, will try to find a solution acceptable to both parties. The Informal resolution facilitator will meet the parties separately and/or in a joint session and will assist them in exploring the issues and addressing their concerns.

- * **The Informal resolution facilitator will handle the complaint as speedily as possible and in a confidential manner. Complaints will be treated seriously and sympathetically. The Informal resolution facilitator may suggest that the parties attend mediation with an outside agency as a means of resolving interpersonal difficulties.**
- * **It is a requirement that all individuals involved maintain confidentiality on the subject. Do not speak to anyone other than your support colleagues on this.**
- * **All concerned are guaranteed a fair and impartial hearing.**
- * **You may decide, for whatever reason, to bypass the informal procedure. Choosing not to use the informal procedure will not reflect negatively on you in the formal procedure.**

Formal Procedure

These Formal Procedures will be used where:

- 1) The Informal resolution facilitator considers the matter too serious to be treated under the informal procedure;**
 - 2) Informal attempts at resolution have been unsatisfactory;**
 - 3) The alleged bullying, sexual harassment or harassment continues after the informal procedure has been followed.**
 - 4) The person making the complaint decides to bypass the informal procedure.**
- * **The person making the complaint will be required to put the complaint in writing on the formal complaint form and pass it either directly, or through the informal resolution facilitator, to the HR Consultancy Company, or his/her designate. The complaint should be confined to the precise details of the matter complained of and should state the redress which is sought by the complainant.(What resolution they are looking for)**
 - * **The complaint will be subject to an initial examination**

by the HR Consultancy Company with a view to determining an appropriate course of action. An appropriate course of action at this stage, for example, could be exploring a mediated solution or a view that the issue can be resolved informally. The HR Consultancy will then discuss the options with the complainant. Should either of these approaches be deemed inappropriate or inconclusive, a formal investigation of the complaint will take place with a view to determining the facts and the credibility or otherwise of the allegations.

- * Where a formal investigation is to take place, the HR Consultancy Company will carry out the formal investigation, and will inform the Department Manager of both parties that a complaint has been received.
- * The alleged perpetrator(s) will be notified in writing that an allegation of bullying, sexual harassment or harassment has been made against him or her. He or she will be given a copy of the written complaint and advised that he or she will be afforded a fair opportunity to respond to the allegation(s).
- * The investigation will be conducted thoroughly, objectively, with sensitivity, utmost confidentiality and with due respect for the rights of both the complainant and the alleged perpetrator(s).
- * The Investigators will confirm the procedure and expected time scale separately to both the complainant and alleged perpetrator. The investigation will be conducted in accordance with terms of reference, preferably agreed between the parties.
- * The Investigators will give the alleged perpetrator a copy of the written complaint and ask for a response in writing within such timescale as they may consider to be reasonable. Where the Investigators consider it appropriate, the alleged perpetrator will be put off duty or transferred to a different work area while the formal investigation continues.
- * A copy of the response to the complaint will be given to the complainant.
- * The Investigators will carry out a formal investigation

into the matter, which will include separate interviews with both parties and witnesses, if any. Support Colleagues and/or Informal resolution facilitators will not be involved in the investigation process. .

- * For investigations of complaints of sexual harassment, the Company will ensure at least one of the investigators is of the same gender as the complainant.
- * It is a requirement that all parties involved maintain absolute confidentiality on the subject.
- * Both the complainant and the person complained against may have representation at the hearings if they so wish.
- * The investigation will be carried out as speedily as possible and a written report forwarded to the Managing Director.
- * The outcome will be advised to both parties in writing and they will be given an opportunity to comment before any action is decided on. Their Department Managers will also be informed.
- * Where a complaint is upheld, depending on the circumstances, a disciplinary sanction may be imposed in line with the Staff Manual or relevant collective agreement for the particular category of staff involved. There will not be a separate disciplinary investigation but staff members will have the right to be represented by their shop steward, to make representations to the decision-maker with regard to disciplinary sanctions, to appeal against any disciplinary sanction imposed where such an appeal is provided for in an applicable staff manual or relevant collective agreement and to have the matter progressed through their respective trade union. Alternatively, depending on the circumstances, it may be considered appropriate to deal with the matter by way of counselling or monitoring.
- * If, after investigation, the complainant is aggrieved at the outcome, this may be progressed through the grievance procedures in line with the Staff Manual or relevant agreement for the particular category of staff. This process includes the staff members right to be represented.

- * **Nothing in the foregoing inhibits or restricts the right of an individual to seek redress before the appropriate third party as provided for in current legislation.**

Notification of Formal Complaint

(Under the Paramount HR Solutions Respect & Dignity in the Workplace Policy)

| | |
|--------------------------------|---|
| Complainant's Name: | Type of Harassment / Bullying complained of: |
| Staff Number: | |
| Complainant's Address: | Please circle number 1. Sexual Harassment 2. Harassment on the grounds of Marital Status 3. Harassment on grounds of Family Status 4. Harassment on grounds of Sexual Orientation 5. Harassment on grounds of Religious Belief 6. Harassment on grounds of age 7. Harassment on grounds of Disability 8. Harassment on grounds of Race, Colour, Nationality, Ethnic or National Origin 9. Harassment on grounds of Membership of the Traveler Community 10. Bullying |
| Complainant's Phone No: | |
| Complainant's Fax No: | |
| Complainant's E-mail: | |
| Other Details: | |

If complaint is being lodged on Complainant's behalf, please provide details of the Representative concerned below:

| | |
|----------------------------------|-------------------|
| Representative's Name: | Phone No |
| Representative's Address: | Fax/E-mail |

Identity of Employer against whom complaint is being lodged:



Employer's Name:

Employer's Address:

Case Details:

| |
|--|
| Date of first occurrence of conduct complained of: |
| Date of most recent occurrence of conduct complained of: |
| Place where conduct complained of occurred: |
| Complaint Details: (Please attach a detailed statement) |

| |
|---|
| Names of witnesses to the conduct complained of: |
|---|

| |
|------------------------|
| Redress sought: |
|------------------------|

Signature of Complainant:

Date:

If additional material is being submitted with this complaint, please list below:

| |
|---|
| <ol style="list-style-type: none">1.2.3.4.5.6. |
|---|

Please ensure that all sections of this form are completed before submission

Assessment

Work must be submitted to the Tutor for assessment by stated deadlines. The Candidate/Student Assignments, Portfolio, Examination, etc., (as required for each Module Descriptor – Section 11) are assessed by the Tutor. Following completion of your course, an external assessor will visit the centre to examine portfolios and confirm results.

An Assessment Brief is the set of instructions given to the Candidate/Student by the Tutor telling them:

- **what they are required to do for the assessment of the module**
- **how the assessment will be marked and**
- **when it must be submitted**

Assessment can take different forms, depending on what is set out in the Module Descriptor for the course.

There are six possible assessment techniques:

1. COLLECTION OF WORK

A collection of work is a portfolio of some or all of the work a Student has produced. This collection of work is evidence which proves students have achieved Specific Learning Outcomes (SLOs).

2. ASSIGNMENT

An assignment can take a number of forms; it can be research based, a practical task or an evaluation of a particular subject. Students are issued with a brief by their Tutor, stating the specific guidelines and deadlines.

3. LEARNER RECORD

A learner record is a Student's review of their learning experiences, tasks they have completed and the new skills gained over a specific amount of time. There are different types of learner records, for example, structured logbook, diary, learning journal, science or laboratory notebook, sketch book.

4. EXAMINATION

An exam is used to test a student's ability to remember information, to prove they have knowledge of the topic. An exam also shows that students understand the information and have the ability to discuss a topic in detail, for example the advantages or disadvantages of a topic or comparing and contrasting information. Exams can be written or oral in format.

5. PROJECT

Projects may involve research, investigating a topic, performing an activity or organising an event. A number of students may be involved in an event and each student must clearly state what they are responsible for.

When students are undertaking a project they may be required to keep a personal diary as it will record learning gained and achievements of specific learning outcomes. (SLOs)

6. SKILLS DEMONSTRATION

Skills Demonstration allows the student to show their ability to achieve a wide range of practical skills. A skills demonstration may be assessed while students are on work placement.

There are different types of skills demonstration: practical, observation and oral.

ASSESSMENT PROCEDURE

The centre must hold all assessed work until the official statement of results arrives.

Certificates are issued by FETAC at a later date.

APPEALS

The appeal must be in writing and must be made within three weeks of the issue of the statement of results. All appeals must be made through the Centre. Each appeal is subject to a fee. If your appeal is successful this fee will be returned to you.

Only evidence that has previously been presented by the learner can be part of an appeal. No new evidence can be submitted. All assessment evidence as required by the module descriptor must be available for the appeal. Any evidence not available will be assumed not to have been completed.

Plagiarism

WHAT IS PLAGIARISM?

- Plagiarism is when a student presents other people's writing, words or ideas as their own.

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 done by another student.
- Buying completed work on the internet or downloading a paper from a free site.
- Getting someone to do the work for you.
- Sometimes students 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 hard to write a successful essay/assignment without doing some research. The key thing is to reference your work.

WHAT YOU NEED TO REFERENCE:

- Anything from a magazine, book, newspaper, song, film/television programme, website, letter, advertisement.
- Information you get from interviewing someone.
- Exact words or phrases that you have copied.
- Diagrams, pictures, charts etc. which you have not produced yourself.
- Audio or visual evidence which you did not produce yourself.

WHAT DO YOU NOT NEED TO REFERENCE:

- Things that are "common knowledge" such as historical events – Douglas Hyde was the first President of the Ireland, or items which are generally accepted e.g. Global Warming is a serious issue.
- Photos, pictures, videos etc. which you produced yourself.
- Your own life experience, thoughts and findings.
- Results of experiments which you carried out yourself.

Referencing Guidelines For Fetac Levels 5 And 6

- **Sources must be credited both in the assignment and in the bibliography.**
- **In the assignment, give the surname of the author and year of publication e.g. (Mc Williams, 2010)**
- **Put quotes in quotation marks and list the pages that the quotes came from e.g. (Kennedy, 2010, pp. 24 – 36)**
- **If the name of the author appears in the assignment, put the year of publication in brackets after it e.g. Brown (2012) speaks about global warming in his book.....**
- **At the end of your assignment or piece of work you create a list of the sources of information that you have used, those you quoted from and those you used for research but did not cite directly. This list is called a bibliography.**
- **In order to write a bibliography correctly, remember:**
 - **Entries are to be in alphabetical order**
 - **Leave one line space between each entry**
 - **Use 'et al.' (which means 'and others') for a long list of authors**

Referencing Guidelines

EXAMPLES OF BIBLIOGRAPHY ENTRIES

For books:

Customer Service in Ireland, 2nd edition
by **Suzanne Twomey**
Publishers: **Gill Macmillan**

For articles:

"6 Reasons Why Complaining Customers are Golden"
by **Kevin Wirth**

<http://www.customerservicemanager.com/6-reasons-why-complaining-customers-are-golden.htm>

For Electronic Sources:

"Customer service is about treating others as you would like to be treated yourself"

www.admin.state.nh.us/hr/documents/Workforce_Development/worforce_development_definitions.doc

For quotes:

"The single most important thing to remember about any enterprise is that there are no results inside its walls. The result of a business is a satisfied customer."

***Peter F. Drucker Writer, Professor, Management Consultant
1909-2005***

Criteria for 'Equipped to Participate' Statements

The National Qualifications Authority of Ireland (NQAI) requires that 'Providers' inform learners of the knowledge, skill and competence needed as a basis for successful participation in every programme offered.

Where programmes are similar, the knowledge, skill and competence needed for each should be easy to compare. Where qualifications/specific levels of achievement are required for entry or progression, these need to be clearly defined.

FETAC is required by the NQAI to co-ordinate provider's statements nationally. This is done through implementation of a variety of policies, including through the providers quality assurance agreement.

Essentially, these statements and beliefs about required knowledge, skill and acceptance for participation in a programme form the backbone of the provider's admission policy and arrangements for entry and access.

'Equipped to Participate' statements outline the knowledge, skill and competence a learner would normally bring to a programme leading to awards at the specified level.

'Equipped to Participate' statements provide a basis for learners to judge if they can successfully take part in a programme, either with support or independently.

'Equipped to Participate' Statements:

- **Be benchmarked against the level indicators ([www.nqai.ie/level indicators](http://www.nqai.ie/level-indicators)) for the level below the level of the award associated with the programme**
- **Clearly state any specific entry requirements for successful participation, including appropriate alternatives**
- **Indicate the required fluency in generic skills such as literacy/numeracy/ interpersonal skills**
- **Indicate the amount of independent learning normally required**
- **Indicate any particular resources required for successful participation (e.g. access to computers/internet, reading materials, tools/equipment, personal learning/study time, duration of programme and whether full-time or part-time)**
- **Indicate any specific supports available (e.g. learning supports, reasonable adaptation, funding grants)**
- **Provide a basis for learners to judge whether they can succeed within the programme, either with support or independently.**

This must be done for every programme.

Recognition of Prior Learning

Paramount HR Solutions Recognition of Prior Learning (RPL) Policy facilitate access, transfer and progression of learners through the recognition of prior learning within the National Framework of Qualifications.

FETAC promotes the recognition of prior learning through quality assured providers in relation to:

- a) entry to programmes,**
- b) exemptions from programme requirements,**
- c) eligibility for a full award within the framework of qualifications.**

As part of their Quality Assurance Agreements Paramount HR Solutions re required to have arrangements in place with regard to entry/access and credit/exemptions in relation to all programmes. However, FETAC acknowledges that not all providers are in a position to facilitate learners to achieve an award through RPL.

Offering RPL for awards is very resource intensive and requires Paramount HR Solutions and their respective funding agencies to build capacity to offer RPL to learners with regard to awards.

Recognition of Prior Learning for the purposes of achieving an award requires providers to put in place a rigorous quality process to ensure the achievement of standards and maintain the credibility of FETAC awards. Not all providers will have the capacity or the resources to do so.

In this context FETAC's role is to put in place the appropriate quality assured arrangements and procedures to ensure that providers who have the competence, capability and resources to do so, can enable learners to achieve awards through the recognition of prior learning. The arrangements will include an approval process and criteria for approval.

Registered providers who wish to offer RPL for the purposes of achieving a FETAC award will be required to submit and agree an additional sub strand of quality assurance for their RPL process. This new sub-strand will relate specifically to the Recognition of Prior Learning for the purpose of achieving an award.

Interested registered providers should email rpl@fetac.ie to make an 'expression of interest' with regard to offering RPL for awards. A briefing session will be held by FETAC on 13 May 2009 to advise providers on the requirements in respect of offering RPL for the purposes of achieving an award.

Providers can register on the FETAC website on the [RPL Briefings page](#).

[View Briefing presentation slides in html format.](#) [Download Briefing presentation slides in pdf format.](#)

[RPL Policy and Guidelines](#) are available for information.

[Pilot Project on the Implementation of Recognition of Prior Learning](#) for information.

[Evaluation Report of the FETAC Recognition of Prior Learning Pilot Project.](#)

Further information on RPL is also available from the National Qualifications Authority of Ireland at www.ngai.ie
Page last updated 29 September 2009

Appeals Process

Paramount HR Solutions has an Appeals Process that will enable the learner to appeal:

- a) the Assessment Process, if they perceive there to be irregularities/inequality in its implementation
- b) the assessment result.

Only approved results can be formally appealed by the learner. Therefore the provider should:

- a) approve all results through the Results Approval Process
- b) inform learners of the outcome of this process
i.e. give assessment result to learners
- c) provide sufficient time to enable learners to lodge an appeal
i.e. a minimum of 14 days should be allowed.

The appeals procedures involves the review of the Assessment Process for the specific learner concerned; including where appropriate the review of learner evidence and the assessment results.

The individual/assessor who evaluates a learner appeal *should not* be the individual/assessor who made the original assessment decision.

The only evidence which can be presented by the learner at appeal is that which has already been presented for assessment. New evidence may not be added by the learner for the appeal.

The learner will be informed of the outcome of the Appeals Process within an agreed timescale.

Following the completion of the provider's Appeal Process, the results for the learner(s) concerned are forwarded to FETAC as the final result. These final results are the basis on which FETAC will issue certificates.

FETAC National Appeals Process

FETAC operates a National Appeals Process. This is only on the basis of;

(a) the completion of the provider's Appeals Process

and

(b) appealing the process, not the result.

FETAC only accepts appeals from providers, on behalf of learners.

FETAC will not accept an appeal on behalf of a learner until that appeal has gone through 'due process' within the provider's Appeals Process and all opportunities to appeal within this process have been exhausted.

**FETAC's National Appeals Process is outlined in the document 'National Appeals Process'
www.fetac.ie/nationalappealsprocess.**

This document sets out full details regarding:

- a) the conditions under which an appeal can be made to FETAC**
- b) the process**
- c) the timeframe for processing the appeal.**

Results Approval Process

The provider or centre as appropriate must establish a Results Approval Process. The purpose of the Results Approval Process is to ensure that results are fully quality assured and signed off by the provider prior to submission to FETAC.

The Results Approval Process ensures that appropriate decisions are taken regarding the outcome of the assessment and authentication processes. The process must include consideration of the internal verifier and external authenticator reports.

In the event that an external authenticator has concerns regarding the results, he/she will submit a report to the provider outlining their concerns and identifying the irregularities found. The provider/centre should then instigate appropriate corrective action.

Results Approval Panel

As part of their Results Approval Process, a results an Approval Panel has been established by the Paramount HR Solutions to ensure assessment decisions and results are reviewed, judged and processed in a fair, consistent and transparent manner.

The role of the Results Approval Panel is to;

- **meet as required to review and approve assessment results**
- **review reports of the internal verification and external authentication process**
- **agree to the submission of final results to FETAC to request certification**
- **identify any issues arising in relation to the results and make recommendations for corrective action.**

The membership of the Results Approval Panel includes the Centre Manager, FETAC Co-ordinator, 2 Senior Staff Member(s)/Heads of Departments/Sections and Assessors. The internal verifier and external authenticator reports should be considered by the panel.

Results Approval

Procedures are in place to ensure that results are approved and signed off by the Results Approval Panel.

Once the results are approved, they are immediately

a) made available to learners

and

b) Forwarded to FETAC (Electronically).

Learners have, a minimum of 14 days, to lodge an appeal with Paramount HR Solutions. The Provider (Paramount HR Solutions) will flag all appealed results to FETAC when forwarding the results data.

FETAC will issue certificates for all the results received except those flagged as under appeal.

Extenuating Circumstances Form

– This form is to be used to explain exceptional circumstances that prevent the learner from meeting the assignment deadline

| | | | |
|----------------------------|--|---------------------------|--|
| Course: | | Module: | |
| Assignment: | | Tutor: | |
| Date of Submission: | | Resubmission Date: | |

Please state the reasons for the application of extenuating circumstances

- Illness**
- Bereavement**
- Special Circumstances / Traumatic Experience**
- Other**

Please give details of the reasons why you are requesting a deadline extension.

What supporting evidence is offered e.g. Medical Certificate etc? (Please include any evidence claimed.)

Learner Details:

Name: _____

Extenuating Circumstances Guidance to Learners:

- **If you have a good reason that prevents you from meeting your assignment deadline on time you can ask to have “Extenuating Circumstances” taken into account.**
- **You must have a good reason, examples of situations when Extenuating Circumstances are granted include; illness, hospitalisation, bereavement, acute and personal / emotional circumstances.**
- **All claims for Extenuating Circumstances must be substantiated by written evidence such as a letter from the Counselling Service, a doctor, an employer or your course coordinator.**
- **To seek Extenuating Circumstances you must do the following:**
 - 1) **Complete Form “Extenuating Circumstances” and attach it with supporting evidence to your assignment. Alternatively, Form “Extenuating Circumstances” , completed and accompanied with the supporting evidence, may be placed in an envelope and attached to your assignment.**
 - 2) **Submit your assignment within 2 weeks of the original completion date to the designated central collecting point.**
- **If your request for Extenuating Circumstances is valid and your documentation is in order then your assignment will not be recorded as late. There is no need to request Extenuating Circumstances in advance unless you are unsure of your grounds for seeking it. If you are unsure then talk the matter over with your course coordinator.**
- **If you applied for Extenuating Circumstances and have not been granted it and you are still convinced that you have good grounds you can request that the Examination Board review the situation.**

Useful Websites

www.fetac.ie

The FETAC website

www.nfq.ie

**Information on the
National Qualifications
Framework**

www.qualificationsrecognition.ie

**The Irish centre for the
recognition of
international
qualifications**

www.ncge.ie

**National Council for
Guidance in Education**

www.fas.ie

**National Training and
Employment Authority.
Information on jobs,
training, apprenticeship**

www.education.ie

**Department of
Education website**

www.equality.ie

The Equality Authority