



**IRISH TIMES TRAINING**  
The Business Institute



# Learner Handbook

# 2020

[www.irishtimestraining.com](http://www.irishtimestraining.com)

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## **Welcome to Irish Times Training**

Welcome to Irish Times Training! I hope you enjoy and benefit from your time spent with us. Our objective is to ensure that you leave Irish Times Training (ITT) with the knowledge, skills and confidence to progress your career and have a solid foundation on which to build and continue to grow your potential.

ITT has been in the professional development and education business for over 40 years. As a subsidiary of The Irish Times, we work with a broad range of people and organisations to deliver the highest quality Business, Management, Digital Marketing and Personal Development programmes. Over this time, we have earned an excellent repeat business record by continuing to demand 100% from our trainers to ensure our clients get the best training available in the marketplace today.

We have a full-time staff of 12 and a panel of 50 learning and development experts. Our experts are highly experienced, working in their own specialised field and with extensive industry experience. Trainers are continuously assessed through feedback questionnaires which are conducted for every programme we deliver.

At ITT, we pride ourselves on keeping ourselves “a step ahead”. We do this by working with our panel of experts to regularly update course content and ensure that you are getting real-time feedback on what is happening in industry. Providing up-to-date case studies and presenting new technologies are key features of our classroom-based courses.

Your studies will be thought provoking, challenging, interesting and exciting. We are committed to supporting you in an active and immersive learning environment that encourages you to implement what you learn in the classroom and to engage with both expert trainers and other students.

We are happy to help at any stage before, during or after course completion - if you have any questions please let us know. Full information on support services and relevant contact details are available in this handbook.



**Imelda Rey**  
**Managing Director**

## **Commitments and Responsibilities**

### **What you can expect from us**

You can expect:

- To learn in a safe and secure learning environment.
- To be treated with dignity and respect by staff and other students.
- To be trained by people that are competent in the subject area.
- To attend a programme that is well managed and coordinated.
- To receive details of your programme of study, a published timetable, assessment schedules and criteria.
- Equality of opportunity in all aspects of your learning experience.
- A dedicated contact person that you can approach for clarification on any aspect of your programme of study.
- Feedback and support from your tutor.
- To be asked for your feedback on our programmes.

### **Learner Responsibilities**

In order for everyone in the course to get the most from this programme, we expect all learners to adhere to the following:

- To attend all sessions of the training programme punctually.
- To communicate with relevant staff in the centre if you will be absent from the course.
- To show respect to staff and other students at the centre.
- To show respect for the equipment in the training venue.
- To follow all health and safety guidelines.
- To participate fully in your programme of study.
- To complete and submit all assignments on time.
- To submit your own work and not to engage in plagiarism.
- To bring any concerns or difficulties you are facing to the attention of a relevant member of staff in a prompt manner.

### **Communication with Learners**

Irish Times Training encourages open communication both within and outside of the classroom. If you are experiencing any difficulties which are affecting your participation on this course, please discuss this with your tutor or the Centre Director. Please feel free to give feedback to your tutor and other centre staff where appropriate.

Formal evaluation will be conducted throughout the course through evaluation forms, class meetings and one-to-one sessions where appropriate. Please take this opportunity to provide feedback to us about our services. This will help us to improve the quality of our training to you and to other learners.

## **ITT's Quality Assurance System (QAS)**

As a provider recognised by QQI, ITT has an agreed quality assurance system (QAS) in place; a system of policies and procedures which we implement in order to maintain and enhance the quality of our courses and maintain our relationship with QQI.

### **Collaborative Partners**

Irish Times Training is delighted to partner with Frontline Training Services on the delivery of our suite of Healthcare Programmes. This strategic alliance was formed in 2012 and since then have worked together on the delivery of many Healthcare Programmes including QQI Level 5 Healthcare Support and Health Service Skills Major Awards which are validated through Irish Times Training.

Frontline Training Services are specialist Health and Social Care content providers, providing specialist tutors and engaging content to Irish Times Training clients. As the Irish health and social care industry evolves so too does the demand for qualified and suitably trained health and social care staff. Together with Frontline Training Services, Irish Times Training are meeting that challenge through the development of high quality QQI courses in health and social care. Our joint approach to quality training is seamless in its delivery and learner support.

This affiliation also offers clients flexibility and access to a Blended Learning approach through Frontline Training's Learner Manager System. Learning materials are presented in an interactive and engaging way encompassing live webinars and supporting online materials.

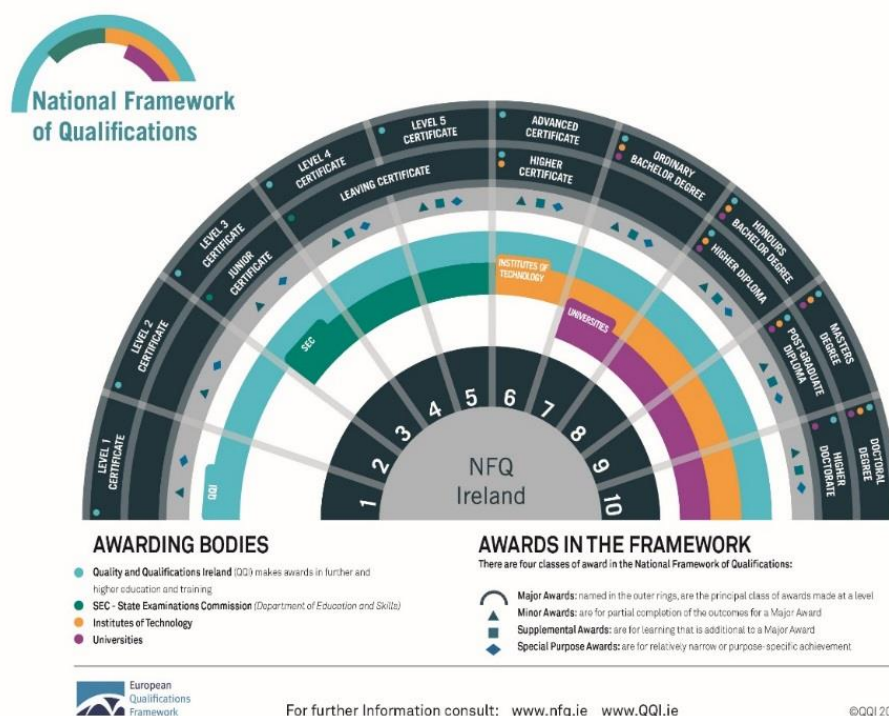
### **Quality and Qualifications Ireland (QQI) and the NFQ**

QQI (Quality and Qualifications Ireland) is the state agency established by the Qualifications and Quality Assurance (Education and Training) Act 2012 with a board appointed by the Minister for Education and Skills.

#### **What does QQI do?**

- Maintains the ten-level NFQ (National Framework of Qualifications).
- Sets standards for awards made on the NFQ.
- Validates education and training programmes.
- Makes awards in the further education and higher education sectors.
- Provides advice on recognition of foreign qualifications in Ireland and on the recognition of Irish qualifications abroad.
- Publishes a directory of providers and awards in the NFQ.

- Reviews the effectiveness of quality assurance in further and higher education and training providers in Ireland.
- Authorises the use of an International Education Mark (IEM) **The Irish National Framework of Qualifications (NFQ).**



The NFQ is a ten-level system (1–10) giving an academic or vocational value to qualifications obtained in Ireland. Each level is based on nationally agreed standards of what a learner is expected to know and be able to do after receiving an award.

There are four types of awards:

- **Major Awards:** the principal class of award made at a level.
- **Minor Awards:** for partial completion of the outcomes for a Major Award.
- **Supplemental Awards:** for learning that is additional to a Major Award.
- **Special Purpose Awards:** for relatively narrow or purpose-specific achievement.

### Minor awards

A minor award is an award that is derived from and links to at least one major award. Achievement of a minor award recognises learning that has value in its own right. In the FET awarding system, they are referred to as **components**.

### Access, Transfer and Progression

Achievement of an award on the NFQ enables learners to transfer or progress to other programmes leading to awards at the same or higher levels of the NFQ. We provide learners with advice and information about transfer and progression opportunities following the successful completion of a programme with us. Graduates of our minor awards, Care Skills

and Care of the Older Person, are encouraged to complete the remaining minor awards to attain the major award in Healthcare. Emails are sent to those who have opted in to receive communications regarding upcoming courses. Learners who have completed the Digital Marketing and Train the Trainer are also updated of upcoming courses which may be of interest. If ITT do not have a suitable programme, learners are referred to another provider who may be able to assist.

### **Learners' Responsibilities in the Learning and Assessment Process**

- Complete the Learner Registration Form and notify us of any changes to their contact details.
- Actively engage and participate fully in the programme.
- Tell us if they have special requirements or experience difficulties at any stage.
- Act on feedback provided by the trainer and request additional feedback if required.
- To provide constructive feedback about the programme and the learning experience.
- Actively engage with the assessment activities and to act on feedback provided by trainers.
- Fully understand assessment guidelines and assessment briefs and ask for advice and guidance if necessary.
- Submit assessments in the format requested and on time or if this is not possible, to apply for an extension in advance of the submission deadline.
- Arrive on time for examinations.
- Understand what constitutes academic misconduct and plagiarism.
- Submit own original work, correctly reference any quotations and not plagiarise anyone's work.
- Keep copies of assessment materials where possible.

### **Learner Special Requirements/Reasonable Accommodation**

ITT is committed to equality of opportunity for staff, trainers, learners and stakeholders and takes a pro-active approach to accommodating diversity. We recognise our responsibility to learners who have a disability/specific need and do our best to provide reasonable accommodation when it is practicable and feasible to do so (*an accommodation is a modification of classroom or an evaluation procedure designed to address particular needs*). We invite learners who have any special needs/requirements to speak to our Quality Officer, in confidence before or as soon as the course begins. We do our best to accommodate special requirements and assist those who may need special assessment arrangements – e.g. additional time or the provision of special equipment.

ITT's building in Tara Street is fully accessible for wheelchair users and visually impaired learners can also be catered for in the building. For external premises these issues form part of a criteria for selecting a suitable location off site.

## Assessment

### Quality Assuring Assessment

Assessment for QQI awards is *criterion-referenced* i.e. learners are assessed in a fair and consistent way and the assessment judgment is made based on **whether the learner has reached the required national standards of knowledge, skill and competence for the award**. These standards are expressed as learning outcomes and are outlined in the Award Specification for each award. The Award Specification also identify valid and reliable techniques for the assessment of learner achievement. You will be given details of assessment and assessment submission deadlines by your trainer at induction. Depending on the module you will be assessed by one or more of the following assessment techniques; assignment, collection of work/portfolio, a learner record, a project, an examination or a skills demonstration. Your trainer will advise you on how to layout, format, present and submit your assignments.

### QQI Grading System

Pass 50 - 64%	Merit 65 - 79%	Distinction 80 - 100%
Achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard.	Achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved.	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 competently.	Used the language of the vocational/specialised area with a degree of fluency.	Used the language of the vocational/specialised area fluently and confidently.
Attempted to apply the theory and concepts appropriately.	Expressed and developed ideas clearly.	Demonstrated a deep understanding of the subject matter.
Provided sufficient evidence that has relevance and clarity.	Demonstrated initiative, evaluation and analytical skills.	Demonstrated a high level of initiative and evaluation skills.
	Presented coherent and comprehensive evidence.	Demonstrated analytical and reflective thinking.
		Expressed and developed ideas clearly, systematically and comprehensively.
		Presented coherent, detailed and focused evidence.



## **Presentation of Assessments**

You will be given an **Assessment Brief** by your trainer for each piece of assessment. The brief sets out specific guidelines you must follow when completing the assessment and the criteria for the marking are also detailed on each brief.

Please ensure that your name is on all submitted coursework and keep a copy for your own records (we do not return coursework).

Trainers outline assessment requirements and regulations at induction.

## **Assessment Submission Deadlines**

In order to ensure fairness in assessment, all assignments must be submitted on or before the dates set out on the **Programme Assessment Plan** (unless otherwise indicated by the trainer). Assessment items submitted after the due date may be subject to a penalty unless an extension has been granted. Requests for extensions must be submitted using the [Extension Request form](#) in advance of the submission date with supporting evidence if relevant e.g. medical certificate in case of sickness.

## **Compassionate Consideration**

Irish Times Training recognises that exceptional circumstances may arise where learners may not be able to submit assessment on the due date/attend an exam e.g. domestic crisis, death of close relative. Where this arises, learners are asked to contact the Programme Manager directly to discuss the circumstances and apply for compassionate/special consideration. We make every effort to accommodate them.

## **Academic Misconduct**

We expect learners to conduct their studies honestly, ethically and in accordance with accepted standards of academic conduct. Examples of academic misconduct include cheating in exams, plagiarism, presenting falsified or improperly obtained data or being assisted in the presentation of assessment tasks. It is our policy to penalise learners who are found guilty of academic misconduct. Learners found to be involved in any form of assessment misconduct may be disqualified from undertaking programme assessment or asked to exit the programme. Irish Times Training investigates any form of suspected assessment misconduct/malpractice.

## **Plagiarism and Referencing**

Plagiarism is defined as a deliberate attempt to pass another person's content/work as your own.

This also includes omitting references or acknowledgements in whole or in part without permission or due acknowledgment of the original owner. Plagiarism also extends to where students have colluded together and submitted the same piece of work or sections of an assignment which has been created by one member of the group.

## *Submitting Assessments*

At the Induction of the course, the issue of Plagiarism is explained to students and when the assignments are being introduced this issue is highlighted again. All learners complete an Assessment Declaration Form for QQI Approved Courses. This form is signed by the learner and declares that the work submitted is all their own work.

Learners who do not include the declaration will be required to submit their work again and include the declaration form.

### *Reporting*

If there is a suspected case of plagiarism, the teacher or tutor must report these suspicions in writing to the centre manager outlining their concerns and including the evidence. This evidence may include for example two copies of assignments where the text is identical.

### *Process*

An interview is arranged for the learners involved. This interview takes place in a one to one basis. The concerns are raised with the learner. The learner is given a fair opportunity to respond. The implications of plagiarism are explained to the learner. For a first offence the learner can resubmit the work but can only achieve a pass grade. The rules and sanctions for plagiarism are outlined to the learner and the consequences of a further incidence occurring.

### *Penalty for Plagiarism*

A first offence means that the learner is given an opportunity to resubmit the work within one week but can only achieve a pass mark.

### *Right to Appeal*

Learners should be informed that they have a right to appeal if they have concerns about the decision. The appeal can be heard by the centre manager. Minutes of these meetings must be recorded and kept by the centre manager.

### **The Registration Form**

Each assignment must be accompanied by a signed registration form; this form confirms that the assessment work being submitted is the learners own work. We do not mark and grade assignments unless they contain an authorship statement that is signed and dated by the learner. **ITT only accepts assignments in hard copy.**

### **Appealing Assessment Results**

Once assessment results have been formally approved and signed-off by the ITT Results Approval Panel, we issue provisional results to learners. If a learner is unhappy with the result of an assessment, you are asked to contact the Quality Officer, who will explain how the assessment work was marked and graded. If you are still not satisfied, you can formally appeal the result. Details of our appeals process are available on the website. Learners wishing to appeal their final result or any aspect of the assessment process must complete an Appeals Application form and return it to the ITT office. The written submission for an appeal can

specify the grounds on which the re-check is sought and contain all the information that the learner requires to have taken into account in the appeal.

### **Repeating an Assessment Activity**

If a learner does not achieve the 50% pass standard they may repeat. Learners are permitted to repeat once only and the maximum mark attainable for a repeat piece of assessment is 50%. Opportunities to repeat an assessment activity are dependent on timetabling, the nature of the activity and the practical and/or operational issues involved. The learner should contact the Programme Manager directly to organise the repeat of an assessment activity. An assignment may be resubmitted **once**. The second submission will be the final submission. The resubmission should be forwarded to your trainer within **the time specified after** receiving the feedback. If it is not received in this time frame, the trainer will award the marks for the first/original assignment.

### **Return of Coursework**

We do not return coursework to learners. It is the responsibility of the learner to keep a copy of all coursework submitted.

### **Feedback to Learners**

Trainers give feedback on assessments and on learners' progress on a one-to-one basis and in groups at various stages throughout the programmes. In addition, learners can approach trainers for advice and direction with assignments at any stage.

### **Attendance and Punctuality**

In order to ensure you get the most out of the programme and to help you achieve the best outcome possible, we expect 100% attendance. We also expect learners to be punctual and to be present in the training room before the training session begins. If you cannot attend for any reason, or have to exit the programme at an early stage, please contact us to discuss. It is important to talk to us if you expect to be absent, or if you are having difficulty in keeping up.

### **Health and Safety**

Please adhere to the safety regulations of the training facility. Your trainer will identify the nearest fire escape door and fire assembly point to the training room before a programme begins. In the event of the fire alarm sounding, please follow your trainer's instructions, exit by the nearer fire escape door and make your way to the nearest fire assembly point. Do not return to the building until directed to do so by your trainer.

### **Feedback/Programme Evaluation**

To help ensure that ITT is offering the best possible programmes, we ask both learners and trainers to give us feedback which we incorporate into programme reviews and updates. Please ensure that you complete the **Learner Feedback Form** when asked to do so by the

trainer. We also encourage you to provide informal feedback to your trainer at any point during the programme. We want you to let us know what you think.

### **Complaints**

If you are unhappy with any aspect of the programme or our service please let us know. We have a complaints process which you can use if your complaint cannot be resolved informally. Please contact the Quality Officer, with the details of your complaint. We do all we can to ensure that complaints are resolved in a fair, timely and constructive manner.

### **Issuing results and award certificates**

We issue results to learners when they have been approved and signed-off by our Results Approval Panel. Approximately six weeks later we issue award certificates (when we receive them from QQI). Please keep your award certificate safe and secure when you receive it as QQI does not issue replacement certificates. QQI can provide a Record of Awards i.e. a full statement of all certificates, components and their grades. Please note that there is a charge for this and **these are not reissued certificates.**

### **Photocopying**

The making of multiple photocopies of copyright material is an infringement of copyright unless the permission of the rights holders involved (i.e. the authors and publishers) has been obtained. Please keep this in mind and discuss with your trainer if you have any concerns with regard to infringement of copyright

### **Confidentiality and Data Protection**

To enrol for an ITT training course, a learner will need to provide their name, address, email address, phone number and in some cases payment information. If a learner's enrolment is being sponsored by an employer, the name of their Company must be given. Depending on the specific course a learner is enrolling for and the requirements of the professional body accrediting the course, the following information will be required:

- For QQI accredited programmes, a learner's PPS number and date of birth is required for authentication and fraud prevention purposes. This information is treated as highly sensitive information and is managed in strict accordance with the data management procedures outlined in ITT's privacy policy.  
<https://www.irishtimestraining.com/privacy-policy/>

**As part of this policy your personal information may be shared with our third-party training partners, trainers, external independent examiners and accreditation bodies.**

The personal data we hold on file for our learners is maintained in accordance with the requirements of relevant data protection legislation. Please ensure that the personal details you have on file for you are current and up-to-date and notify us of any changes as soon as

they occur, particularly mobile telephone number and email address. ***It is our learners' responsibility to let us know about any changes to their contact details.***

## **Irish Times Training Equality Statement**

It is the policy of Irish Times Training to promote equality and prevent discrimination in employment and in the learning environment. The foundations for equality in the workplace are the Employment Equality Act, 1998 & 2004 and the Equal Status Acts 2000 to 2004. These acts promote equality among employees and service users and prohibit discrimination, including harassment, sexual harassment and victimisation.

Such discrimination is prohibited across the nine grounds of:

1. Gender
2. Marital status
3. Family status
4. Age
5. Disability
6. Sexual orientation
7. Race
8. Religion
9. Membership of the Traveller Community

We will strive to promote equality in all aspects of employment including recruitment, training, remuneration and career progression. Equality will be promoted in all aspects of service provision including communications, within the learning environment and within business contracts. Reasonable accommodations will be made for employees, clients and students with disabilities where it is reasonably practicable to do so.

We will develop practices and procedures on foot of this policy and we will monitor and report on their impact. We will undertake an equality review. The implementation of the resulting action plan will be monitored.

## **Irish Times Training Health & Safety Policy**

At Irish Times Training, we will take all reasonable steps to secure and maintain the health, safety and welfare of all employees, contractors, clients and members of the public who may be affected by our activities. As a management team, our objective is to maximise the well-being of each employee and their potential to contribute to the development of the company and ensure compliance with Legislation, Approved Codes of Practice and Guidelines relevant to our operations. It is our policy and overall aim to educate each employee in safe working practices and through this education it is envisaged that the employees will work in a safe manner whether or not immediate supervision is present.

Safety is a core company value and safe working is an integral part of how we plan, organise and undertake our business activities and operations. To this end Irish Times Training is committed to providing:

- A safe place of work and healthy working environment for all our employees.
- Safe means of access and egress to and from the workplace.
- Safe plant, machinery and equipment necessary to carry out work safely.
- Safe systems of work, whereby all tasks are carried out in a safe manner.
- Relevant information, instruction, training and supervision for all employees in order that they can carry out their tasks in a safe manner with no danger to themselves or others who may be affected by their work.
- A safety management system to manage health & safety in the workplace.
- Systems for the identification of workplace hazards, assessment of risks arising and the implementation of suitable controls.
- Safe arrangements for the use, handling, storage and transport of articles and substances.
- Sufficient consultation, information, training and supervision to enable employees to carry out their work safely, without risk to themselves or others.
- Appropriate welfare facilities.

We aim is to eliminate all accidents and potential hazards and reach an objective of zero injuries. Achieving this will require the full understanding of everyone in the organisation of their safety responsibilities and their commitment to fostering a proactive safety culture, based on a duty of care for oneself, one's co-workers and members of the public. The responsibility for safety in Irish Times Training proceeds from the Centre Director through to each supervisor and on to each member of staff. It is the responsibility of all management to ensure that all employees are motivated to comply with the safety policies and procedures and that they are made aware of those policies. Management must be kept fully informed of the impact that activities under its control have on safety policy and to take corrective action as appropriate. Equally all employees and students have a legal responsibility to co-operate in implementing the safety policies and standards as required by the safety management system.

## **Fire Safety Procedures**

This section outlines the procedures and arrangements in place to ensure proper action is taken in the event of an emergency. A brief description of the procedure can be found on the Fire and Evacuation Notice, displayed on all emergency exit routes.

This procedure relates to all personnel within Irish Times Training as well as personnel working on or visiting the premises. The Fire and Evacuation Procedure applies to all emergency evacuation situations, which may include:

- Fire
- Environmental related accidents
- Explosion (or threat of)

Attention will be drawn to emergency procedures at the beginning of each training session. Please make yourself familiar with the nearest emergency exit and assembly points.

### **Responsibilities in the Event of a Fire**

In the event of a fire or other emergency requiring evacuation:

1. Ensure that the fire alarm is activated and the fire brigade summoned,
2. Notify Reception of the nature of the emergency,
3. Calmly and quickly leave the building.

Under no circumstances are you to return to the building until you are instructed to do so by the fire warden. If someone refuses or is unable to leave the building (e.g. physical impairment, heavily pregnant, etc.), then this information, along with their location, should be reported to the person in charge of the evacuation.

**Important Note: At no time should you place yourselves in the position where their own life is at risk, e.g. by re-entering the building.**