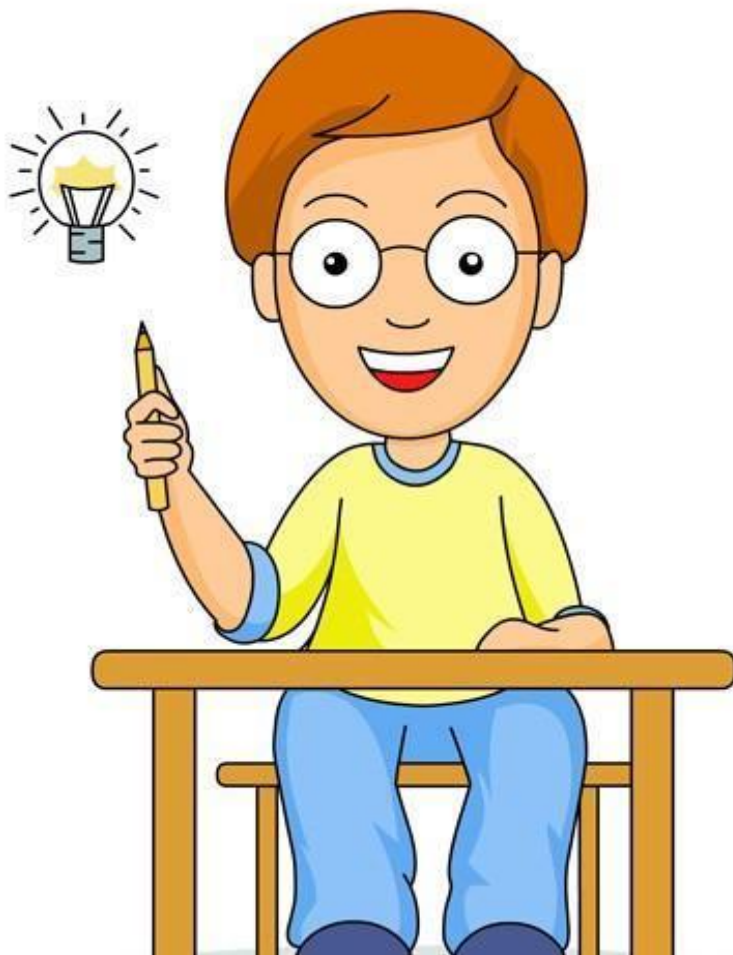


Learner Handbook

People & Process Ltd.



Learning to Create and Contribute

CONTENTS

Welcome	4
Mission Statement	4
Quality Policy	4
Definitions	5
General Information – who to contact	6
Commitment and responsibilities of People and Process	7
Learner responsibilities and code of conduct	7
Behaviour & Code of Conduct	7
Blended Learning – additional Rules	8
Rules for participating in online Forums	8
Attendance & Punctuality	9
Disciplinary procedures for breaches of code of behaviour	10
Absences Policy	10
Compassionate Leave	10
Health and Safety	10
- Protective Clothing	11
- Tools, equipment and kits	11
- Fire Safety	11
- First Aid	11
- Drugs and alcohol	11
- Reporting of Accidents, incidents or dangerous occurrences	11
Security	11
Equality and Diversity	12
Learner Supports	12
- Your Tutor	12
- Reasonable Accommodation	12
- Compassionate Consideration	13
- Additional supports for blended learning and online learners	13
Harassment, Bullying and Sexual Harassment	13
- Harassment	13
- Sexual Harassment	14
- Bullying	14
- Cyber Bullying	14
Complaints Procedure	14
Computers Resource and Usage	15
Confidentiality, Privacy and Data Protection	15
Assessment	16
- Assessment Feedback	16
- Feedback on Formative Assessments	16
- Feedback on Summative Assessments	16
- Learners' responsibilities around assessment	17
Assessment Submission	17
Learners Assessment Material	18
Academic Integrity	18
Plagiarism	19
Avoiding Plagiarism	19
Rechecks	20
Appeals	21
Repeating an assessment activity	21
Deferrals	22
Issuing Results and Awards Certificates	22
Access, transfer and progression	22
Minimum English Language Requirements	23



Learner Handbook

Recognition of prior learning (RPL)/Recognition of prior experimental learning (RPEL)	24
Feedback/Programme evaluation	25
Cancellation/postponement of programmes	25
Training Methodologies	26
Form References	27



Learner Handbook

Welcome

Welcome and thank you for choosing to study with People and Process Ltd. We are dedicated to providing quality training and development opportunities to our learners. We are committed to creating an environment where you can enjoy a positive learning experience and achieve your goals.

The purpose of this handbook is to provide you with information which will assist you throughout your learning journey. These procedures and policies may affect you as you complete your training programme, so please read them carefully.

If you have any questions or queries about any policy or procedure, please do not hesitate to contact your tutor for more information. Forms and templates are available on our website WWW.PandPtraining.com, our Learning Management System and your Tutor also has access to them should you need them during the training programme.

Brian Gallagher

Training Manager

Mission Statement

Our mission is to provide learners with effective and relevant training through innovative curriculum development, expert delivery, and the implementation of quality processes that support learning delivery and accreditation.

Quality Policy

We recognise the critical importance of quality to People & Process as an organisation and to our stakeholders, particularly our learners.

We aim to provide programmes and supports that meet or exceed their expectations.

We pursue quality by empowering employees and tutors to do their job right first time and every time.

Our quality assurance system is made up of documented policies and procedures, and a system of ongoing monitoring and improvement enables us to develop and deliver training programmes to the highest standards in compliance with awarding body guidelines (where they apply), legislation and regulations and standards of industry best practice.

We are committed to continuous improvement and innovation, supported by internal monitoring and review, evaluation of key performance indicators, and effective and intelligent use of feedback from a wide range of stakeholders to drive improvement.

We welcome reviews and audits by awarding bodies in an open and honest manner and view them an opportunity for continuous improvement.

Learner Handbook

We operate under the following principles of quality assurance:

1. Providing Clear Leadership
2. Ownership of the Quality Assurance System (QAS)

All members of governance units, management, staff, contracted tutors and learners have a role to play in the successful implementation of the QAS.

3. Ensuring Integrity of Academic Processes:

High standards in training are paramount in all academic decision making.

Definitions:

In-Person / Face to Face Training: In-person training, also referred to as face-to-face learning, is any form of instructional interaction that occurs “in person” and in real time between tutor/s and learner/s. In-person training is considered Synchronous Learning.

Online Training: Online training is learning that takes place over the Internet. It is often referred to as “e-learning” among other terms. Online training is a form of Asynchronous Learning

Blended learning: a style of education in which learners learn via electronic and online media and traditional face-to-face teaching.

Asynchronous Learning: Asynchronous Learning is a learner-centred teaching method widely used in online learning; it involves learners accessing class materials at different times and from different locations to the other learners.

Synchronous Learning: Synchronous learning is a learner-centred teaching method delivered in real-time, with learners and tutors attending classes simultaneously, not always at the same location as learning can be either in person or remotely over a live video link.

QQI: Quality and Qualifications Ireland

Formative Assessments: Formative assessments are used on an ongoing basis throughout programmes to monitor learning and to engage and motivate learners. Formative assessments allow both the learner and tutor to gauge the level of understanding and the learner and tutor to identify learning gaps along the way and assess how to close those gaps.

Summative Assessments:

Summative assessments normally take place at the end of a module and measures the extent to which a learner has met the learning outcomes.

LMS:

A Learning management system is a software application used for the administration, documentation, tracking, reporting and delivery of training programmes. The LMS requires individual login with secure username and password

Learner Handbook

GENERAL INFORMATION

WHO TO CONTACT?

Your point of contact for information or advice depends on the nature of your query.

- For specific questions relating to the content of your training programme, your first port of call is your tutor, either during class (by asking questions), just after class, or by contacting the tutor through the tutor forum with your query or to agree a time to talk.
- For questions relating to your assessments (submission dates, extensions, appeals etc.) and receiving your award you should contact People and Process Ltd. at info@peopleandprocess.ie
- Technical support is available by contacting the training administrator at info@peopleandprocess.ie who will make the necessary contacts within 24 hours
- For data protection and privacy queries you should contact brian@peopleandprocess.ie.
- For Pastoral support please contact the Training Manager who will organise appropriate pastoral support brian@peopleandprocess.ie.

The learner tutor forum and email will be one of the most important means of communication outside of your classes. You are expected to use the forum and email communication professionally and refrain from any comments which could be regarded as disrespectful or offensive. Your Tutor will bring you through how to access the learner tutor forum at induction.

Emails are monitored through office hours, Monday through Friday, 9am to 5pm. If your query does not fall into any of the above categories, you can contact us by phone on 01 8435417

Learner Handbook

Commitment and Responsibilities:

People and Process Ltd:

This is what you can expect from us:

- To learn in a safe and secure learning environment this applies both to face to face classrooms and online.
- To be treated with dignity and respect by staff and other learners.
- To be trained by people that are competent in the subject area and who understand the industries you work in.
- A well-managed and well-supported training programme.
- To receive details of your programme of study, a published timetable, assessment schedules and criteria.
- For blended learning programmes you will be informed on the nature and extent of autonomous learning, collaborative and supported aspects of learning, details of specified timings for synchronous learning or assessment, and regulations in place to protect learner information. Details on asynchronous activities and the extent to which face to face attendance is part of the blend is provided.
- To assist you in understanding your responsibility in engaging with learning opportunities. We allow access to modules on e-learning that may help you e.g., project management and time management
- Equality of opportunity in all aspects of your learning experience.
- Ongoing feedback and support from your tutor.
- To be asked for your feedback on the programme and the learning experience.

Learner Responsibilities and code of conduct

People and Process Ltd has a code of conduct in place which sets out our expectations of how learners should interact with all members of our staff and each other. We want to ensure that we can provide learners with a supportive, positive, and effective learning environment where every learner feels respected and does not experience bullying, cyber bullying, intimidation, or harassment. We view learners as partners working with us in the achievement of these objectives. We ask our learners to act responsibly, with courtesy and in a professional manner.

Behaviour and code of conduct:

- Learners should treat each other and each other's property with respect, this includes behaving professionally and courteously in the classroom and in virtual classrooms, not using offensive language, not defacing materials or property belonging to another learner. Any disruptive behaviour which interrupts and compromises the flow and order of the class, involves harassment of the tutor or other learners could lead to the tutor asking the learner to leave the class/online

Learner Handbook

session

- Respect other opinions
- Learners should acknowledge the authority of academic and support staff in the performance of their duties.
- Every learner shall behave in a manner that ensures that People and Process Ltd property and facilities are used appropriately. Under no circumstances should any items be removed from a training facility.
- Every learner should respect the intellectual property rights in the work others produce individually or in partnership with them
- Partake in discussions
- Tell People and Process Ltd if you have special requirements.
- Notify People and Process Ltd of any changes in your contact details.
- All Health and safety protocols should be adhered to.
- Every learner should raise any concerns or difficulties with your tutor in a prompt manner.
- Provide constructive feedback about the programme and the learning experience
- Smoking (including electronic smoking devices) is not permitted in any part of the training facility.
- Mobile phones may only be used when permitted and must be switched off or put on silent mode and may not be answered in class.
- The use of other personal digital devices during class time is not permitted.
- Learners must keep the classroom and training areas tidy and clear away any rubbish/waste at the end of the class/day.
- Food and beverages are not permitted in classrooms and training areas.
- Regulations for in class assessments and online submissions must be adhered to
- Any other rules and regulations as informed by your tutor must be adhered to.
- Every learner is responsible for seeking help from tutors and staff when required, and for using the provided resources to meet the requirements of their programme of study.

Blended Learning – additional rules:

- Learners must organise a quiet space where they will not be interrupted during the attendance of virtual classes element of the programme.
- Ensure they have completed technical checks beforehand, that web camera and audio are functioning, and they have an adequate network connection
- Where part of the programme, dedicate sufficient time to complete self-directed activities requested of you before and between scheduled course dates.
- Email assignments as requested.
- Behave courteously within the online environments such as zoom classes, discussion forums and breakout rooms

Rules for participating in online Forums:

- Be respectful to other learners and tutor
- Use an appropriate letter, with a readable size in online forums
- Do not write everything in capital letters as this could be perceived as shouting
- Check your own grammar and spelling, as it can make reading difficult for other people
- Ask questions clearly and concisely so they are understood
- Try to keep order in the conversation

Learner Handbook

- Stick to defined themes, avoiding personal or irrelevant issues
- Write in clear and simple language

Attendance and Punctuality

- Learners should read all correspondence regarding timetables, training venues, online session joining instructions. They should arrive/log in punctually at all scheduled sessions.
- Start and finish times must be strictly observed. Persistent lates or absences may lead to disciplinary action being taken.
- It is a requirement for class-based training that you sign the attendance record and record the time you arrive and sign out at the time you leave
- Signing out before scheduled finish times without the permission of your tutor can lead to disciplinary action been taken.
- Signing in or out on behalf of others will lead to disciplinary action been taken.
- If you cannot attend your programme or are running late, for whatever reason, you must contact the tutor or People and Process Ltd (01 8435417) before 10.00am
- Learners should maintain attendance for the duration of the programme. If circumstances arise which prevent this, learners should notify the office at the earliest possible time to see what alternative arrangements can be made. Please notify us of any compassionate grounds you have.
- Learners should not arrive at a face-to-face training session if they are unwell.

Disciplinary procedures for breaches of code of behaviour

When a Tutor has a complaint regarding learner attendance or behaviour, they bring it to the attention of the Training Manager who will arrange to meet the learner and discuss the infringement. The overall aim will be to resolve the complaint informally. Complaints may be dealt with in the following ways:

- Failure to attend at regular intervals to face to face or online sessions may, without prior contact with People and Process and permission could involve a learner being excluded from assessments with no refund of course fees. If this is anticipated learners will be contacted by the Training Manager to discuss. They will be offered opportunities to catch up on modules missed and if this is not availed of, they will be excluded from assessments.
- If the Tutor feels that a learner is having an undue negative impact on the learning experience for other learners, they will be asked to leave the classroom/virtual classroom. This can involve disruptive behaviour which interrupts and compromises the flow and order of the class, harassment of the Tutor or other learners or general offensive behaviour. In this instance the Training Manager will negotiate if a return to the class is warranted.

Absences Policy:

In the unfortunate event that a learner is sick and is unable to attend their training day either face to face or online, it is important that either your tutor or People and Process Ltd is notified. All days of absence must be certified by a medical profession after three days. If a learner has more than one absence during their programme time, they may be asked to meet with their tutor to discuss further.

Medical certificates must be submitted to the tutor by the end of the week.

Compassionate Leave:

Compassionate leave may be granted in the event of a death of an immediate family member, or other extenuating circumstances. Please contact your tutor or People and Process head office if such an issue arises.

Health and Safety

People & Process ensure the management of the health and safety of learners, staff and stakeholders in the provision of its training services.

We operate in accordance with the provisions of the Safety, Health and Welfare at Work Act 2005 and associated legislation. We manage and coordinate workplace safety and health and, as far as is reasonably practicable. Risk assessments are completed, and actions and controls are implemented to eliminate or to reduce the risk to an acceptable level.

During your induction, for face-to-face classes, your tutor will make you aware of the general

Learner Handbook

health and safety requirements in the training facility/location. We expect learners to abide by our health and safety procedures. The following health and safety regulations apply to ensure that a safe and healthy environment is provided for all.

Protective Clothing:

Learners may be required to wear protective clothing in their training area or other designated area, this will be advised by your tutor. Failure to wear the required protective clothing will result in the learner being asked to leave the training area.

Tools, Equipment and Kits:

Any tools, equipment and kits provided for training purposes are the responsibility of the learners. They must be well maintained and not abused or misused. Learners must tidy away tools or equipment at the end of class/day. Any breakages or damage must be reported to your tutor immediately.

Fire Safety:

Your Tutor will advise you on the fire exits and assembly points at your training facility. Learners are expected to familiarise themselves with fire safety and prevention procedures and take all sensible precautions to avoid outbreaks of fire. Should the fire alarm sound, learners must evacuate the training facility immediately. Under no circumstances should you return to the building until you are instructed to do so by your tutor.

First Aid:

Each training facility will be equipped with a fully stocked first aid box.

Drugs and Alcohol:

Drugs, other than those medically prescribed for the learner's personal use, may not be brought into the training facility or its surroundings. Learners found with such substances may be subject to disciplinary action.

Learners must ensure they are not under the influence of any intoxicant that could endanger their own safety or the safety of others.

Reporting of accidents, incidents, or dangerous occurrences

All accidents and incidents, no matter how trivial they may seem, must be reported to your tutor immediately

Security

Valuables or personal belongings should not be left unattended in training facilities. People and Process Ltd and the tutor will not be held responsible for any personal articles stolen or damaged while attending the training programme.

Learner Handbook

Equality and Diversity

People and Process Ltd is committed to the provision and promotion of equality in all aspects of its programmes and related services. We value the diversity of our learners, staff and stakeholders and look to safeguard those who may face inequality or harassment in participating or in accessing our services.

Our aim is to create a supportive and inclusive place of learning and work that is free from discrimination, where dignity is protected and respected and diversity is positively accommodated.

We are committed to non- discrimination in access and participation to further education and employment in relation to the equality grounds. We seek to ensure that services provided are free from discrimination and harassment for staff, learners, and stakeholders.

We endeavour to treat everyone with dignity and respect to create an environment that allows everyone to reach their potential. We do not tolerate bullying or harassment of learners in any form. This may constitute grounds for expulsion from programmes or disciplinary action, up to and including dismissal.

Learner Supports

Your Tutor

Your tutor will provide you with all the necessary information you need to know to help you successfully participate in the programme and is generally the first point of contact for all your queries

Reasonable Accommodation

We do our best to accommodate learners who have a disability/specific need when it is practicable and feasible to do so to enable them to successfully participate in our programmes.

As part of the application process, you will be asked if you have any specific needs/require additional supports, which should document on application form if applicable. If you have any additional needs/requirements you are encouraged to please speak to your tutor in confidence at any stage during the programme if you have not already highlighted this on your application. A reasonable accommodation/additional supports form must be completed (Ref: FRM 6.21)

Examples of reasonable accommodation/additional supports we can put in place:

- Varying physical layouts
- Additional equipment
- The assistance of a reader or a scribe
- Different assessment formats
- The assistance of a reader during examination
- Additional time during assessments

Learner Handbook

- Modification to presentation of assignments/examination papers e.g., enlargements
- Rest periods
- Use of assistive technology

Compassionate Consideration

We recognise that exceptional circumstances can arise where learners may not be able to submit assessment on the due date/attend an exam e.g., serious accident, death of a family member or close friend, serious illness of a family member, domestic crisis Chronic/ disabling condition or other incapacitating illness. In such circumstances you should contact your tutor directly to discuss the circumstances and may apply to defer the assessment or may apply for an extension to the deadline by completing our Compassionate consideration form (Ref: FRM 6.6) and returning it to your tutor supported by documentary or medical evidence, if possible. The Quality Assurance Officer will review the application and every effort will be made to accommodate the request.

Additional Supports for blended learning and online learners

We facilitate learners on blended learning programmes and online learners in the testing and assessing of broadband capacity by allowing access to course online programmes.

We provide pre-programme access to our Learning management system to enable learners to establish their level of comfort with the online learning environment prior to enrolling.

All programme materials including video lessons and transcripts are available online. Should you as a learner have concerns or queries, we facilitate and moderate an on-line discussion forum where you can network and have direct access to tutors.

We allow access to modules on e-learning that may help learners e.g., project management and time management.

We provide learners with details of academic and technical contacts. Where pastoral contact is required, learners should contact the Training Managers and the Training Manager will refer them to an appropriate pastoral contact.

We also provide a video lesson on how best to navigate the system and use - Studying with People and Process.

Harassment, Bullying and Sexual Harassment:

Harassment, bullying including cyber bullying and sexual harassment is unacceptable and can be grounds for disciplinary action being taken against a learner, including dismissal.

Harassment:

Harassment is any form of unwanted conduct related to any of the discriminatory grounds. These grounds are marital status, family status, sexual orientation, religion, age, disability, race and membership of the travelling community.

The unwanted conduct may include acts, requests, spoken words, gestures or the production, display, or circulation of written words, pictures, or other material.

Learner Handbook

Sexual Harassment:

Sexual harassment is any form of unwanted verbal, non-verbal or physical conduct of a sexual nature. The unwanted conduct may include acts, requests, spoken words, gestures or the production, display or circulation of written words, pictures, or other material.

Bullying: Bullying is repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others who could reasonably be regarded as undermining the individual's right to dignity.

Cyber bullying: Cyberbullying is the use of mobile phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone.

Complaints Procedure for Safeguarding or matter regarding programmes or services provided.

An informal approach may be the best way to solve an issue particularly for less serious cases. Where appropriate, an attempt may be made to seek to resolve the matter informally with the consent of the parties involved.

1. Learners should firstly contact their tutor with their complaint. This can be done by phone, email or at a face to face or virtual meeting. Where possible the complaint will be resolved informally.
2. Where the complaint relates to the tutor, the learner should contact the Training manager of People and Process Ltd. who will review the situation

As part of their induction process, learners will be informed of who they should contact if they wish to make a complaint.

Formal Complaints Procedure (Ref: Complaints Procedure PRC.6.9)

A formal complaint may be initiated where the:

- Complainant or respondent wants the complaint to be dealt with formally.
- Informal procedure has not been successful.
- Informal procedure is not appropriate.
- Alleged complaint of bullying, cyberbullying or harassment or sexual harassment is too serious.

It is important to note that if the complainant has chosen to bypass the Informal procedure, that they will not be disadvantaged in any way.

A formal complaint should be made in writing using the Complaints form (FRM 7.1) within 5 days of the alleged incident matter or concern, to the Training Administrator at info@peopleandprocess.ie. The complaints form is available from your Tutor or can be downloaded from the People and Process website or learning management system.

Complaints should be documented as comprehensively and specifically as possible and supported by appropriate evidence.

Learner Handbook

An investigation will be completed by an independent body appointed by People and Process and investigation results and recommendations communicated to the learner within 10 working days.

If the Training Administrator and Quality Assurance Officer considers the complaint to be serious (such as a safeguarding issue) they escalate the complaint to the Training Manager who investigates the issue

Computer Resources and Usage:

All computer users are obliged to use the provided computer resources responsibly, professionally, ethically and lawfully. When using computers, only the provided software and materials supplied may be installed or used. You may not use other software or materials from any other sources for any reason without permission from your tutor. Computer configuration or set-up must not be interfered with. Setting up personal passwords is not allowed, unless otherwise specified by your tutor.

Where learners are provided with allocated logins and passwords, learners are responsible for all activities on their own account, so it is vital that your logins and passwords are not divulged to anyone. Use of the internet must be consistent with the purposes of the training programme. Downloading of information from the internet must only be carried out on specific instructions of your tutor.

Playing games on the computer is prohibited. Sending, receiving, uploading, downloading, displaying, printing and handling material that is explicit, profane, obscene, harassing, fraudulent, racially offensive, defamatory, or otherwise unlawful is strictly prohibited.

Anyone found breaching these regulations will be subject to the disciplinary process.

Confidentiality, Privacy and Data Protection

People and Process Ltd are committed to protecting the rights and privacy of individuals in accordance with the Data Protection Act (2018) and General Data Protection Regulation (GDPR). Our data protection policy sets out the protocols and principles by which we operate to comply with its statutory requirements. To provide training services, People & Process Ltd. are obliged to collect personal data from you.

You will be asked to sign consent agreements where appropriate in relation to the personal data we collect from you such as your name, address, phone number and other personal information pertaining to assessment and certification.

Our Privacy Notice details what personal information is collected, why it is collected, how it is used, how it is protected and your rights to your personal data

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 your responsibility to let us know about any changes to your contact details. Please inform your tutor or email info@peopleandprocess.ie

Brian Gallagher, People and Process Managing Director is the Data Protection Officer. If you have any queries regarding how we use or secure your personal data please contact Brian at brian@peopleandprocess.ie. Telephone 01 843 5417

Learner Handbook

Assessment

Assessment is an integral part of many of our programmes. People and Process Ltd aims to provide and promote an environment where assessment is carried out in a transparent, fair and consistent manner.

You will be given details of assessment and an assessment timetable by your tutor at induction. Depending on the programme, you will be assessed on one or more of the following assessment techniques: assignment, project, an examination, or skills demonstration.

You will be given an assessment brief by your tutor for each piece of assessment which sets out specific guidelines you must follow when completing the assessment and the criteria for the marking. Your tutor will advise you on how to layout, format, present and submit your assignments.

Assessment Feedback

Your tutor will give feedback on assessment and on your progress on a one-to-one basis at various stages throughout the programme. In addition, you can approach the tutor for advice and direction with assignments at any stage.

Feedback on Formative Assessments to Learners:

Formative assessments are used on an ongoing basis throughout programmes to monitor learning and to engage and motivate learners. They are informal with no associated marks or weighting. They include e.g., presentations, quizzes and mock exams. For blended learning formative assessments are completed through quizzes and exercises on the LMS. You also have access to quizzes on LMS where you can check your knowledge and learnings in your own time. Formative assessments allow you and tutor to gauge the level of understanding and you and the tutor to identify learning gaps along the way and assess how to close those gaps.

Feedback on Summative Assessments to Learners:

Summative assessments normally take place at the end of a module and measures the extent to which you have met the learning outcomes.

Summative assessments include skills demonstrations, exams, projects, assignments, and portfolios

Summative assessments results, which are used for certification purposes, are recorded for each assessment. The tutor discusses the overall proposed mark and grade and break down of individual elements of marking that led to the overall grade with you.

Skills demonstrations and exams are completed during face-to-face classroom time. For blended learning programmes, projects, assignments, and portfolios are submitted by email to the Training administrator

Learner Handbook

Where skills demonstrations are part of an assessment these are demonstrated by the tutor and you are then given opportunities to practice before the assessment. During practice the tutor provides you with feedback. Critical identified elements of skills demonstrations are also photographed as part of the evidence for the assessment.

Learners' responsibilities around assessment include:

- Attendance and participation in all classes as required and to obtain any information that has been missed through non-attendance
- Notify your tutor of any support needs as soon as possible
- Note the date for assessment submissions and submit on time and in the required format
- Prepare for and participate fully in assessments
- Arrive on time for examinations, at least 10 minutes before the start of the examination and abide by all examination regulations
- Take responsibility for ensuring that you have received all assessment information
- Familiarise yourself with assessment regulations and assessment briefs, ask for advice and guidance if necessary
- Submit your own original work on time; reference your research sources correctly and accurately and avoid plagiarism.
- Note any feedback given by tutors and use this to improve the quality of your work to maximise assessment success
- Apply for an extension in advance of the submission deadline if you cannot meet the submission deadline

Assessment Submission

In order to ensure fairness in assessment, all assignments must be submitted on or before the dates set out on the assessment timetable unless otherwise indicated by the tutor. If a learner submits an assignment after the deadline without having been granted an extension, we may apply a penalty or refuse to accept the assignment or project. A cover sheet confirming learners name, name of course, course code and learners PPSN (for QQI accredited courses) should be submitted with each classroom-based assignment & online assignment (online assignments currently submitted by E-mail).

For blended learning programmes where an assignment or project is the assessment set you will be given a date for submitting your assignments via email by your tutor. All assignments or projects must be submitted on or before this date if they are to be graded.

Detailed instructions on how to submit your assignment/project will be provided within your assessment brief.

All assessments and assignments submitted will go through our assessment procedure:

- Internal Assessment
- Internal Verification
- External Authentication

Learner Handbook

- Final approval by our Results Approval Panel

You will receive a statement of results, via email, once it has been approved by our results approval panel.

Following the appeal period (10 days), for accredited programmes your results will be submitted to QQI and your certificate requested.

In certain circumstances, for example, bereavement, serious illness, an accident or other serious personal issues, learners may apply for an extension to the deadline by completing our compassionate consideration form (Ref: FRM 6.6), which they return to their tutor supported by documentary or medical evidence, if possible. All requests and supporting documents are forwarded to the Quality Assurance Officer

Learner Assessment Material

All learner material will be managed and stored in a confidential and secure manner and in accordance with People and Process Ltd procedures and the requirements of the awarding bodies. Your tutor will inform you of the retention periods of learner assessment material. Six months following the appeals window all learner assessment evidence will be securely and confidentially destroyed.

Academic Integrity

We expect learners to conduct their studies honestly, ethically and in accordance with accepted standards of academic conduct.

As a learner you are responsible for the academic integrity of all assessments that you submit. Your assessments should include clear evidence that the work has been produced by you alone. Each assessment you submit must include an "Anti- plagiarism statement". A template for this will be provided to you

Assessment malpractice is any act or practice that brings into question the validity or the integrity of the assessment process.

Examples of assessment malpractice can include:

- Submitting other peoples' work as a learner's own
- Submitting the same or similar work for more than one assessment
- Failing to reference sources of information or data appropriately
- Providing false information to obtain an extension or a concession.
- Copying or cheating in an exam

It is our policy to investigate any form of suspected assessment misconduct/malpractice and penalise learners who are found guilty of academic malpractice.

Where learner malpractice is confirmed, the learner involved will be subject to the appropriate sanctions depending on the severity of the malpractice, up to and including removal from the programme

Plagiarism

Learner plagiarism is defined as the practice of learners submitting any work for assessment that is not their own original work. This could be a percentage of work that has not been referenced and has been copied from published work, the internet, and other learners' work and/or other sources. All learners must sign an authorship statement when submitting assessments.

Plagiarism in assessment may include but not limited to:

- Representing work completed by and/or authored by another person (including other learners, family, work colleagues and friends) as their own
- Procuring work from a company or external source including the internet
- Copying work from any source or medium without reference (i.e., website, book, journal article, etc)
- Taking a passage of text, or an idea, and summarising it without acknowledging the original source
- Passing off collaborative work as one's own
- Piecing together sections of others' work into a new whole
- Submitting another learner's work with or without their knowledge

It is our policy to investigate any form of suspected plagiarism and penalise learners who are found guilty. Where plagiarism is confirmed, the learner involved will be subject to the appropriate sanctions depending on the severity of the malpractice, up to and including removal from the programme

Avoiding Plagiarism

Plagiarism can arise from deliberate actions and through careless thinking and/or methodology. Many cases of plagiarism may be avoided by following some simple guidelines:

- Any material used in your assessments, of any form, that is not the original thought of you, the author should be fully referenced in the work and attributed to its source.
- You can use small sections of material, by either quoting it directly or paraphrasing with an explicit citation of the work referred to in the text, in a footnote, or both. If you do not cite the material, it will be considered plagiarism.
- When taking notes from any source, be sure to quote the precise words or ideas and record the precise source for accurate referencing, in-line with the required citation style.

Learner Handbook

- Although the Internet often offers a wider range of possibilities for researching particular themes, it also requires particular attention to be paid to the distinction between your own work and the work of others.
- Particular care should be taken to keep track of the source of the electronic information obtained from the Internet or other electronic sources and ensure that it is explicitly and correctly acknowledged.

If you are unclear on how to avoid plagiarism you should contact your course tutor for guidance.

Rechecks

Following an examination, project or assessment, provisional results are issued to you. If you are dissatisfied with the result, we encourage you to firstly to seek feedback from your Tutor. For blended learning programmes this can be completed by arranging an online meeting with the tutor. Your Tutor reviews the examination, project or assessment ensuring correct marks have been allocated and included in the total marks and the grade awarded is correct. Your Tutor will give you feedback following the review.

If you still believe you have been incorrectly assessed and that marks have not been correctly allocated you have the right to request a recheck of the result. Learners who wish to have their result rechecked must complete a result's recheck form (FRM 6.24) including a detailed explanation of why the recheck is requested. Recheck request forms are available from our Learning management system and Website and must be submitted to the training administrator within 5 working days of receiving the result. The Training administrator forwards the form to the Quality Assurance Officer. As part of internal verification, the Quality Assurance Officer verifies that:

- Assessment briefs are appropriate and available
- sufficient and reliable assessment evidence is available from all learners
- documentation is available and completed correctly e.g., mark sheets, learner records
- evidence has been generated in accordance with appropriate assessment techniques and instruments
- marks are totalled, percentage marks calculated correctly, and grades awarded in line with requirements
- evidence is available that assessment procedures have been applied across all assessment activities

An investigation report will be completed and the results of the recheck will be communicated to you on completion within ten working days by the Quality Assurance Officer. If there is a change in grade because of the recheck (upgraded or downgraded), the

Learner Handbook

Training Administrator informs you in writing, and the provisional results sheet is also updated

Appeals

Appeals can be made by learners regarding assessment results, the outcomes of a complaint, admissions, compassionate consideration decision, reasonable accommodation decision or disciplinary action

If you are still not satisfied with the results from a recheck or on receiving final results you believe there has been an error in the evaluation of assessment material/performance, you have the right to make an appeal.

If you are not satisfied with the decision on admission to a programme, disciplinary action, compassionate consideration decision, reasonable accommodation decision or outcome of a complaint you also have the right to make an appeal.

To request an appeal, you must complete an appeal request form (Ref:FRM.6.1), including a detailed explanation of why the appeal is requested.

The appeals form which is available from our Learner Management System and website, should be submitted within 10 working days of receiving results/notice of non-admission to a programme, outcome of a complaint, compassionate consideration decision, reasonable accommodation decision or disciplinary action. The appeals form can be sent by mail or electronically to the Training Administrator at People and Process info@peopleandprocess.ie who forwards form to the Quality Assurance Office

An Appeals panel independent of People and Process is appointed and will complete an investigation within 10 working days from receipt of materials. All evidence and results are reviewed to consider the appeal. Following completion of the investigation, a report is compiled. The results of the investigation will be notified to you by the Training administrator.

Results of the appeal panel are final. In the case where an appeal results in a change of mark (upgraded or downgraded) the learner will be issued with a revised statement of results and QQI are informed via the QBS

Repeating an Assessment Activity

We allow learners one opportunity to repeat an examination or resubmit an assignment if they fail to achieve a pass grade in the first attempt. We do not allow a learner to repeat to improve their grade. If you wish to repeat an assessment activity you must apply in writing to the Training Administrator at info@peopleandprocess.ie using the Application to Repeat Assessment form (Ref: FRM 6.3) which is available on the Learning Management system or our website. The request is forwarded to the Quality Assurance Officer for review. The resitting of an examination depends on timetabling

Learner Handbook

Deferrals

If you cannot complete a programme, depending on the circumstances, we may allow you to defer a place until the next available programme, if applicable. You must complete and submit a compassionate consideration form (Ref: FRM 6.6) to info@peopleandprocess.ie which is reviewed by the Quality Assurance Officer who may consult your tutor. The decision will be communicated to you by the Training administrator.

Issuing Results and Award Certificates

We issue results once they have been approved and signed-off by our Results Approval Panel. Approximately six weeks later we issue award certificates for QQI programmes by post. Please keep your award certificate safe and secure. For QQI programmes if you need a replacement certificate you will have to contact QQI directly. We can issue you with a transcript of your results at any time, but this is not a replacement for an award certificate. To request a transcript of results, please contact info@peopleandprocess.ie.

Access, transfer, and progression

We are committed to implementing Section 56, Part 4 of the Qualifications and Quality Assurance (Education and Training) Act 2012. It is our policy to do all we can to facilitate learners in gaining access to the programmes we offer, transfer to other programme/providers and progress to programmes leading to awards at higher levels of the NFQ.

As the programmes we offer are for a short-term duration, transfer and progression queries are addressed by the Tutor and Training Manager on a case-by-case basis.

We have a transparent, fair and consistent selection process and promote inclusivity and diversity and welcome applications from non-standard learners. To ensure this we provide comprehensive, accurate and clear information to applicants regarding Access.

Where transfer and progression opportunities from our programmes have been identified we also provide this information to you to help them you informed choices regarding their choice of programme

We have minimum entry requirements for each programme which are clear and reflect the level and content of the programme.

Applicants must meet the minimum entry requirements and must be capable of succeeding in the programme with a reasonable level of effort on their part.

We provide accredited training programmes leading to awards at QQI Level 5 and QQI Level 6.

Minimum entry requirements for accredited programmes are:

Level 5

- Leaving Certificate
- Merit in leaving certificate applied or

Learner Handbook

- Level 4 award or equivalent
- The academic entry requirements may be waived for mature applicants with relevant life and work experience
 - Minimum English Requirements as per programme

Level 6

- Leaving Certificate
- Level 5 award or equivalent
- The academic entry requirements may be waived for mature applicants with relevant life and work experience
 - Minimum English requirements as per programme

There are no defined entry requirements for non-accredited training, other than an interest in the subject matter

The training offerings provided by People and Process Ltd are aligned with the National Framework of Qualifications allowing transfer and progression of learners to other courses.

Learners who successfully complete a programme leading to an award with People & Process can progress to programmes at a higher level of the NFQ.

Minimum English Language Entry Requirements

All training is delivered through English. Learners are expected to have good written and verbal understanding of the English language. As part of their application, you must make a self-declaration stating you have a good written and verbal understanding of English. You must also state if English is your first language.

People and Process Ltd reserve the right to request evidence of English language proficiency if deemed necessary by the Training Manager.

Evidence of English language proficiency can be provided by certification in one of the following:

IELTS (International English Language Testing System) Indicator Test – Minimum score of 6 unless otherwise stated.

TOEFL iBT Special Home Addition (Test of English as a Foreign Language) – The minimum score is 80 unless otherwise stated.

Duolingo English Test – The minimum score required is 95 unless otherwise stated.

As part of the programme minimum entry requirements the minimum English Language Entry Requirements are included.

Recognition of Prior Learning (RPL)/Recognition of Prior Experimental Learning (RPEL)

Recognition of prior learning (RPL)/Recognition of prior experimental learning (RPEL) is a process by which prior learning is given a value. It is a means by which prior learning is formally identified, assessed, and acknowledged.

“RPL incorporates prior formal, informal and non-formal learning and that which is validated within the context of a specified destination award from level one to ten on the National Framework of Qualifications.” (European Commission, CEDEFOP, ICF International; 2014 p. 3)

People and Process Ltd recognises the importance of lifelong learning and widening access to education. It is committed to recognising the achievements and attainments of prospective learners, and their development of knowledge and skills gained from the academic or professional arena, or life experience. We recognise prior learning for entry to our programmes. This is stated in our programme information. RPL/RPEL is assessed on a programme-by-programme basis.

To help you decide we offer the following:

- Detailed breakdown on programme contents and structure on the People and Process website. Attention should be paid to the learning outcomes as assessment activities are derived from these.
- Contact with the Training Manager in advance of the programme to help you decide how prior learning may overlap with programme content.

You must be able to demonstrate that they have the capacity to successfully participate on our programmes.

You must detail their previous uncertified or certified learning or work experience when they are applying (question included on the application form). Evidence must also be submitted.

This may include some or all the following:

- Up-to-date CV
- References
- Details of training programmes attended (non certified)
- Job descriptions and relevant work experiences
- Personal statement
- Copies of certificates for certified courses

Further clarification or information may be requested from the applicant, which may include for certified learning, programme content descriptions, learning outcomes etc.

People and Process Ltd reserves the right to seek supporting evidence from the named educational institution referred to in the application and where appropriate to request reference documentation from an employer or referee.

Learner Handbook

The Training Manager reviews each RPL/RPEL application and may arrange a telephone/zoom interview with you to discuss the application, verify the supporting evidence submitted and decide if the applicant is suitable for the programme and vice versa.

If the Training Manager deems necessary, they will also involve the tutor in the interview.

The Training Administrator advises the you on the decision within 10 working days. If the decision is not to offer a place, you have the right to appeal (Ref: PRC.6.11 Appeals Procedure).

Feedback/Programme Evaluation

To help ensure that People and Process Ltd. is offering the best possible programmes, we ask learners to give us feedback which we incorporate into programme reviews and updates. Regular monitoring visits will be completed to allow you to give feedback. We also encourage you to provide informal feedback to your tutor at any point during the programme. Please complete the learner course evaluation form when it is given to you by your tutor during or/and at the end of the programme. We want you to let us know what you think.

Cancellation / Postponement of Programmes

People & Process do not provide training programmes more than 3 months duration. All fees are paid before programme commencement.

As a result, arrangements for Protection of Learners as defined under section 65 (4) of the Qualifications and Quality Assurance (Education and Training) Act 2012 (the “2012 Act” do not apply.

If a programme ceases prior to completion, the learner will be offered the opportunity to join or transfer to a similar programme of another provider. If this is not practicable, fees will be refunded to the learner. This applies to both face to face and blended learning programmes

Learners are provided with adequate and accurate information about the programme that they wish to pursue and about the protection in place for them if the programme ceases prior to their completion.

Learner Handbook

Training Methodologies:

At People and Process Ltd we use several training methodologies

Lectures:

Tutors introduce topics and concepts to you, making use of PowerPoint presentations, graphics and other teaching aids, these can be face to face or online through Zoom or Microsoft Teams.

Class Discussions:

We understand that learning is optimised when you are engaged in the process. Our classes promote discussion and collaboratively working through the experiences of those in the face-to-face classroom or online.

Asking Questions:

Our delivery strongly encourages and appeals for questions from you as this helps identify any learning gaps there and then. We have found sometimes learners are reluctant to ask questions during class time, so we encourage you to contact your Tutor after class or through the tutor forum.

Online Learning:

Once you have enrolled in a programme you are registered to our LMS platform. Our online learning resources support both our face-to-face programmes and blended learning programmes. Our LMS contains video-based e-learning content with quiz tests. They are a great way to

- Prepare for a programme, pre-programme activities give you a great foundation for programme materials and means the group you can begin the programme with a base knowledge.
- During a programme and prior to exam assessments, you can revise and you're your knowledge

Learner/Tutor Forum:

Forums are available to support you and help address any concerns or advise they you may need about different aspects of the programme.

Learner Handbook

Skills Demonstrations:

We create opportunities where resources exist or can be created to expose you to practical exercises that have targeted learning outcomes. Skills demonstrations are face to face or classroom based

Work Placement:

For some programmes a work placement module may be part of the programme. This gives you and opportunity to experience working in an industry setting during which you can apply and build on the skills and theory attained in your programme.

Breakout Rooms:

Breakout rooms can be used for online sections of your programme. This allows you to work in smaller groups with fellow learners to discuss an issue or as a team respond to a task/exercise you have been set

Forms:

Ref:	Title:
FRM.1.7	Privacy Statement
FRM 6.1	Appeals Form
FRM 6.2	Application to Defer an assessment
FRM 6.3	Application to repeat an assessment
FRM 6.6	Compassionate consideration form
FRM 6.21	Reasonable Accommodation and Additional Supports form
FRM 6.24	Recheck request form
FRM 7.1	Complaints Form
FRM 7.6	Learner Evaluation Form
FRM 9.1	Consent for taking personal data