



Tipperary
ETB

Bord Oideachais & Oiliúna Thiobraid Árann
Tipperary Education & Training Board

Learner Information Procedure

Version 1.0

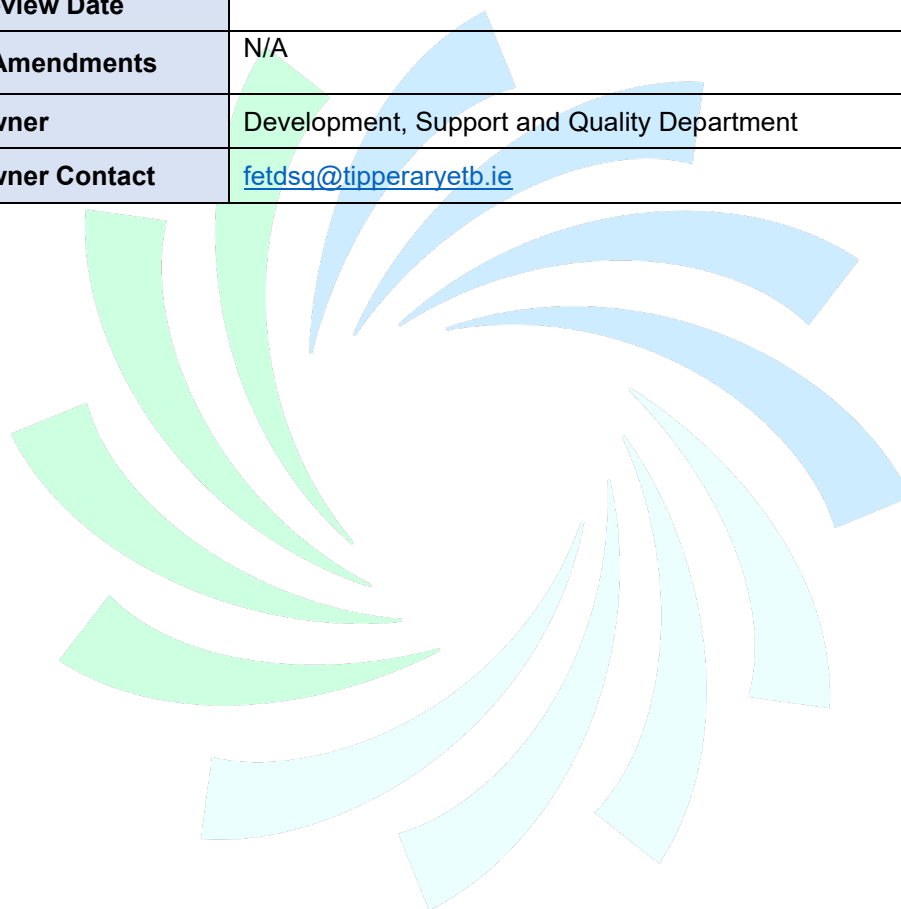
**(For Staff of Further Education and
Training Programmes)**

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Tipperary ETB Learner Information Procedure

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Acronyms

DSU	Development, Support and Quality Department
ETB	Education and Training Board
FET	Further Education and Training
QA	Quality Assurance



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1. Introduction

It is Tipperary ETB's expectation that learners receive a high quality educational experience from enrolment on a programme to completion of that programme. To help achieve this it is important that clear, unambiguous and up-to-date information is provided to learners (prospective and enrolled) in a way that is accessible and accurately represents the organisation, programme and course, and, services and facilities.

1.1 Purpose

The purpose of this procedure is to detail the information that needs to be provided to learners to ensure that they can access the relevant learner supports, and understand their rights and responsibilities to ensure that they can make informed decisions.

1.2 Scope

This procedure applies to all FET programmes and courses provided by Tipperary ETB. It applies to information provided to both prospective and enrolled learners and applies to processes including:

- Marketing
- Recruitment and admissions
- Fees, refunds and subsistence
- Supports and services for learners
- Assessment
- Electronic and non-electronic information and communication eg posters, brochures, radio advertisements

1.3 Responsibilities for Implementation

Responsibilities for this procedure are as follows:

- The **Programme Coordinator/Centre manager** manages and implements the learner information process for their centre/course/learners. Programme Coordinator/Centre managers are responsible for communicating effective and timely information to all learners and making recommendations for changes or improvements needed.
- All **tutors and assessors** must be familiar with, and promote, the relevant information that learners need that is related to their course.

- The **Development, Support and Quality** Department (DSQ) will be responsible for supporting centres to develop and implement an effective learner information process.
- The **FET QA Office** will be responsible for monitoring and evaluating the overall effectiveness of the procedure and ensuring its compliance with standards.

1.4 Other Relevant Policies, Procedures, Guidelines

- Data Protection policies and procedures
- Health and Safety policies, procedures, guidelines
- Assessment procedures
- Learner Appeals and Complaints procedures
- Attendance procedures
- Academic Integrity Policy and Academic Misconduct procedure
- Other

2. Key Areas of learner information (for centres)

The following areas of information must be provided to learners at relevant stages of their programme.

The procedure to follow gives detail on each of these areas. Alternatively, there is summary checklist in [Appendix A](#).

- Marketing and pre-enrolment information
- Provider Information
- Programme and award/qualification information
- Programme structure
- Certification requirements
- Programme progression information
- Other programme-related information including services and facilities
- Health and safety information
- Learner complaints information
- Learner supports information
- Data protection information
- Assessment information

- Academic integrity information
- Information about certificates

3. Pre-enrolment and Marketing Information

At pre-enrolment stage, information for learners must include the following:

- Costs including registration, administration, other costs
- Commencement dates
- Financial supports available eg grants, allowances,
- Learner supports available
- Access requirements eg garda vetting and English language proficiency requirements for applicants whose first language is not English and any other pre-requisites
- Option of claiming exemptions
- Potential career pathways
- Expectations regarding coursework
- If there are options for work placements

4. Provider Information

Learners must receive the following information in relation to Tipperary ETB:

- Tipperary ETB profile,
- Type of provider (statutory).

5. Programmes and Award/Qualification Information

Learners must receive the following information in relation to their programme and award:

Programme and award/qualification information

- whether the course leads to an award
- the name of the awarding body
- the title of the award/qualification; whether it is recognised in the National Framework of Qualifications (NFQ), and if so the award type and NFQ level

- whether the course is subject to procedures for access, transfer and progression and what these are
- for QQI awards:
 - whether the award is a Major, Minor, Special Purpose or Supplemental award as identified within the NFQ
 - where the programme does not entitle the learner to an award/qualification, that fact

Programme structure

- Modules – elective and mandatory

Certification requirements

- Minimum programme requirements for achieving award certification

Programme progression information

For example:

- Single sitting rule - some higher education institutions require that the 120 credits for NFQ Level 5 courses are achieved within a 'single sitting' between 1 August and 31 July of any certification year
- implications for grade calculations when exemptions are claimed
- Other.

6. Other Information – Programme-Related, Services, Facilities

Learners must receive information in relation to other programme or course-related information and services and facilities, such as:

- Key support staff and contact information
- Campus/centre facilities
- Class timetable
- Technical, practical, academic and IT facilities, technology requirements
- Career and pastoral care services
- Relevant stakeholders eg work placements.

7. Health and Safety Information

Learners must be aware of health and safety requirements:

- within the campus, centre, building
- specific to course training and assessment areas
- online etiquette

8. Learner Complaints and Appeals Information

Complaints

Learners can raise a complaint if they are unhappy with the standard of service, treatment, action (or lack of) or decision taken that impacts them.

Appeal

An appeal is a request by a learner for reconsideration of any decision made that impacts them. Types of decisions that can be appealed include (but not limited to):

- Outcomes of access, transfer and progression decisions eg applications made for course entry, course transfer, course exemptions or recognition of prior learning
- Outcomes of applications for learner supports eg reasonable accommodation
- Outcomes of applications for assessment compassionate consideration, extension of assessment deadline or repeat assessment
- Learner assessment result awarded or the assessment process
- Decisions or sanctions resulting from assessment malpractice/misconduct
- Decisions or sanctions resulting from behaviour

Pre-complaint and appeal stages

Inform learners to first try and resolve any dissatisfaction or concerns via an informal process, where possible. The first point of contact for a learner should be their teacher/tutor.

To proceed with complaints and appeals

Learners should be informed of:

- pre-complaint and pre-appeal information or processes
- any grounds for making complaints or appeals
- the complaint and appeal process, including costs involved and other relevant evidence or supporting information needed

- deadlines or timelines for submission and response
- process for outcomes of the complaint or appeal.

9. Information on Supports for Learners

Learners must be aware of the following:

- Equality and diversity policy
- Information on attendance and implications of absence
- Information on expected conduct/behaviour and disciplinary procedures that explain breaches and consequences
- Guidance and information services available
- Other supports available eg literacy, numeracy, digital, psychological, financial, technological
- Student card
- Feedback opportunities to support participation, engagement and assessment
- Other supports eg accommodation allowance, Tech Equity Scheme, dyslexia screening, language assessments
- Other.

Assessment Supports

- Reasonable accommodation/adaptations to assessment for verifiable disabilities
 - What is reasonable accommodation or adaptation in assessment
 - eligibility
 - the types of adaptations that can be allowed
 - the application process, including evidence needed
 - how and when learners will be informed of the outcome
 - how to appeal if unsuccessful.
- Learner academic development resources
 - Learner handbook, resource packs, learner guides, etc
 - FET Digital Library, Learner Guides and handbooks for academic skills development
 - Other.

Learner representation

- Provide information on mechanisms for learners to make representation to the centre and the ETB about matters that concern them eg centre fori and Tipperary ETB's Student Council.

10. Data Protection Information

Learners need to be aware of data protection and associated policies, including:

- Tipperary ETB's Data Protection procedures
- Tipperary ETB's Privacy Notice to Students and their Guardians
- Learner privacy policies of any awarding bodies that learners are seeking certification from
- that Tipperary ETB transfer personal data to awarding bodies for registration and certification purposes
- that learners have the right to withdraw consent for use of photographic material by the centre by submitting a written request to the centre
- that digital evidence is captured for the purposes of assessment as standard practice
- that systems are in place for the security of learner data/records
- they should inform the centre of any change in any contact details eg postal address, email address etc. (Having correct learner details is important to support GDPR compliance).

11. Assessment Information (applies to accredited programmes only)

Learners must receive assessment information as follows:

General: Assessment

- About assessment
- What is assessment
- How learners will be assessed

Assessment plan

An assessment plan must be presented to learners for each module undertaken. The assessment plan must include: the assessment techniques/methods used, the weighting (%) of each assessment, assessment deadlines.

Assessment Instruments

Assessment briefs communicate the requirements and expectations of continuous assessment task. Examination papers are issues for examinations.

Assessment deadlines

- Reasonable notice of submission dates for continuous assessment tasks and dates of examination must be given to learners in advance
- Missed assessment deadline/examination date: if a learner fails to submit assessments by the due date or fails to attend on the date of the examination, the learner needs to be aware of the consequences eg forfeit mark, fail to meet programme requirement etc
- If there are exceptional circumstances that can be considered for missed assessment deadlines, the learner needs to be aware of these circumstances:
 - For QQI programmes: see procedure for Assessment Deadlines and Compassionate Consideration procedure
 - For non-QQI programmes: see relevant awarding body's regulations.

Academic Integrity and learner assessment malpractice (misconduct)

Learners need information on academic integrity practices and how to develop good academic integrity skills. Acts or practices that constitutes learner academic misconduct must be clear to learners. They must be aware of the various types of misconduct, how to avoid them, the sanctions that may be imposed as a result and the long-lasting implications of engaging in certain forms of academic misconduct, such as 'Contract Cheating'¹.

Repeats and resubmissions of learner evidence:

Information for learners should be given about:

- Grounds for repeats and resubmissions

¹ form of academic misconduct when a person uses an undeclared and/or unauthorised third party, online or directly, to assist them to produce work for academic credit or progression, whether or not payment or other favour is involved.

- Any restrictions on the centre’s ability to facilitate repeats and resubmissions eg challenges associated with work-based assessments, assessments that require access to special facilities etc
- Consequences for the learner if they fail to avail of the repeat or resubmission opportunity.

Assessment evidence retention and disposal

Information for learners should be given about:

- that submitted assessment evidence will be securely retained in the centre
- other retention requirements of awarding bodies
- assessment evidence is not typically returned to learners after submission Learners should keep copies of all their work
- disposal of learner evidence happens once retention periods of Tipperary ETBs retention schedule or the relevant awarding body’s procedure has expired.

Learner assessment appeals process

Provide information on:

- types of, and grounds for, appeals
- appeal deadlines and timelines for response
- whether grade/results can be lowered
- the appeal application process, including application forms and where to access them and the submission process
- any costs to the learner, and whether these costs are returned in the event of a successful appeal
- how learner will be informed of appeal outcomes

Note: the result/grade appeal process varies by awarding body.

Certificates

Learner information should include:

- the ETB’s or centres certificate retention policy
- the certificate replacement process

12. Internal Monitoring and Review of this Procedure

The QA Office will be responsible for monitoring and evaluating the overall effectiveness of the procedure and ensuring it’s compliance with standards. Feedback from stakeholders will be considered. The review schedule is shown on the table on page 2.

13. Evidence of Implementation of this Procedure

Tipperary ETB monitors the implementation of this procedure. Evidence to confirm implementation may include, for example:

- Course marketing materials – electronic and non-electronic
- Learner handbooks, resource packs
- Learner induction processes
- Tipperary ETB information guides
- Tipperary ETB induction videos
- ETBI resources eg Learner Guide to Academic Integrity, Referencing Handbook, Academic Writing Handbook, ETBI FET Digital Library
- Assessment information eg assessment plans, assessment briefs, learner instructions for examinations
- Learner, staff and stakeholder feedback, including records of complaints and appeals.

14. Monitoring of Effectiveness of this Procedure

The following can be considered when evaluating the effective implementation of this procedure, for example:

- Review and analysis of learner feedback
- Review and analysis of other stakeholder feedback including teachers, parents, Coordinators, Centre Managers, other
- The number of appeals and complaints

Appendix A: Checklist for centres for completing learner information

Checklist for centres for completing learner information	
Marketing and pre-enrolment information	
• Costs including registration, administration, other costs	
• Commencement dates	
• Financial supports available eg grants, allowances	
• Learner supports available	
• Access requirements eg garda vetting and English language proficiency requirements for applicants whose first language is not English and any other pre-requisites	
• Option of claiming exemptions and how to	
• Potential career pathways	
• Expectations regarding coursework	
• If there are options/necessity for work placements	
• Other	
Provider Information	
• Tipperary ETB profile	
• Type of provider (statutory)	
• Other	
Programmes and Award/Qualification	
• Whether the course leads to an award	
• Name of the awarding body	
• Title of the award/qualification; whether it is recognised on the National Framework of Qualifications (NFQ), and if so the award type and NFQ level	
• Whether the course qualifies for access, transfer and progression procedures and what these are	
• For QQI awards only: if programme does not entitle the learner to an award/qualification	
• Whether the award is a Major, Minor, Special Purpose or Supplemental award within the NFQ	
Programme structure	
• Modules – elective and mandatory	
• Other	
Certification requirements	
• Minimum programme requirements for achieving award certification	
• Other	
Programme progression information	
• Single sitting rule – for completion of 120 credits in some HE institutions	
• Implications for grade calculations when exemptions are claimed	
• Specific modules required	
• Other eg direct entry, mature applicants	

• Other	
Other Information: Programme related, services and facilities	
• Key support staff and contact information	
• Campus/centre facilities	
• Class timetable	
• Technical, practical, academic and IT facilities, technology requirements	
• Career and pastoral care services	
• Relevant stakeholders eg work placements	
• Additional courses/workshops for work-based learning or placements eg manual handling	
• Other	
Health and Safety Information	
• Within the campus, centre, building	
• Specific to course training and assessment areas	
• Online courses: health and safety considerations	
• Other	
Learner Complaints	
• Process for raising a complaint to the centre	
• Process for escalating a complaint to the ETB	
Learner Supports	
• Equality and diversity policy	
• Attendance and implications of absence	
• Information on expected conduct/behaviour and disciplinary procedures that explain breaches and consequences	
• Guidance and information services available	
• Other supports available eg literacy, numeracy, digital, psychological, financial, technology	
• Student card, transport card	
• Feedback opportunities to support participation, engagement and assessment	
• Other supports eg accommodation allowance, Tech Equity Scheme, dyslexia screening, language assessments etc	
• Student council and other learner voice mechanisms	
• Other	
• Reasonable accommodation/adaptations to assessment for verifiable disabilities	
• Academic development resources – handbooks, guidebooks, websites etc	
• Other	
Data Protection	
• Tipperary ETB's Data Protection procedures	

<ul style="list-style-type: none"> • Tipperary ETB's Privacy Notice to Students and their Guardians 	
<ul style="list-style-type: none"> • Learner privacy policies of other awarding bodies that learners are seeking certification from 	
<ul style="list-style-type: none"> • That Tipperary ETB transfer personal data to awarding bodies for registration and certification purposes 	
<ul style="list-style-type: none"> • That learners have the right to withdraw consent for use of photographic material by the centre by submitting a written request to the centre 	
<ul style="list-style-type: none"> • That digital evidence is captured for the purposes of assessment as standard practice 	
<ul style="list-style-type: none"> • That systems are in place for the security of learner data/records 	
<ul style="list-style-type: none"> • Learners need to be aware that they should inform the centre of any change in any contact details eg postal address, email address etc. Correct learner details is important to support GDPR compliance 	
Assessment	
<ul style="list-style-type: none"> • About assessment – why, how, when 	
<ul style="list-style-type: none"> • Assessment instruments – brief, exam paper, marking criteria 	
<ul style="list-style-type: none"> • Assessment plan 	
<ul style="list-style-type: none"> • Assessment deadlines and compassionate considerations 	
<ul style="list-style-type: none"> • Repeats and resubmissions 	
<ul style="list-style-type: none"> • Assessment evidence and retention 	
<ul style="list-style-type: none"> • Learner assessment appeals process 	
<ul style="list-style-type: none"> • Other 	
Academic Integrity	
<ul style="list-style-type: none"> • About academic integrity, Tipperary ETB's core values 	
<ul style="list-style-type: none"> • How to engage in good academic practice and avoid academic misconduct 	
<ul style="list-style-type: none"> • Procedures for investigation of suspected academic misconduct 	
<ul style="list-style-type: none"> • Consequences of academic misconduct 	
<ul style="list-style-type: none"> • Penalties for academic misconduct 	
Certificates	
<ul style="list-style-type: none"> • The ETB's or centres certificate retention policy 	
<ul style="list-style-type: none"> • The certificate replacement process 	