



EXCHANGE HOUSE IRELAND
National Travellers Service

Learner Handbook



QAI AWARD

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About Exchange House Ireland National Travellers Service

Exchange House Ireland is an organisation of Traveller and non-Travellers. We are the leading provider of frontline and support services to some of the most marginalised Travellers in Ireland. We are a multi-disciplinary service provider, offering a diverse range of supports and services. We also deliver partnership services through training, provision of expertise and dual-working with other organisations providing services to Travellers in Ireland. Our aim is to break down barriers and discrimination in order to facilitate Travellers to access the statutory and voluntary services they need, in an equitable way. Exchange House Ireland has been providing a professional standard of practice, that has been shown to produce excellent results, to our client group for over 40 years.

We hold Quality Qualifications Ireland (QQI) accreditation, and are approved by QQI to design, develop, deliver, quality assure and accredited education and training courses. Annually, we work with over 8,000 Travellers, almost one quarter of the Traveller population in Ireland, making us the largest Traveller specific service provider in the country.

Education and Training Service

The Education and Training Service provides high quality education programmes which respect and build on existing strengths and skills of learners, providing opportunities for learning and progression. The service provides opportunities for youth and adults in basic literacy, further education/training and support in accessing third level education, training and employment.

QQI Awards

QQI (Quality and Qualifications Ireland) is a state agency established by the Quality Assurance and Qualifications (Education and Training) Act 2012 with a board appointed by the Minister for Education and Skills. QQI now carry out the functions previously conducted by the Further Education and Training Awards Council FETAC. QQI is the national body responsible for awards and standards in Ireland. One of its areas of responsibility is the further education sector. QQI awards offer more opportunities than ever to learners, opening doors to new and better jobs or to further and higher education and training through a vast array of learning and training programmes. QQI awards are placed within the National Qualifications Framework which means that QQI awards are nationally and internationally recognised thereby affording QQI holders more opportunities to access, transfer and progress into higher education institutes and universities.

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

Components at **Levels 1, 2 and 3** are classified as **Successful** where a learner has achieved all the outcomes required.

Components at **Levels 4, 5 and 6** are graded as follows; Distinction, Merit, Pass, Unsuccessful.

- Pass 50 – 64%
- Merit 65 – 79 %
- Distinction 80 – 100%

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

To obtain a QQI **Major Award** (formerly known as a full certificate), certain numbers and combinations of modules/components must be successfully completed.

Higher Education Links

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

To take part in the scheme you must have (or be completing) a full QQI Major Award at either Level 5 or level 6. Applications for third level places are made through the Central Applications Office (CAO). The closing date for CAO applications is 1st February each year (late applications 1st May). Places on some courses are limited. All places are offered on the basis of points, which are calculated on the applicant's best eight module (component) credits. There are detailed regulations as to which third level courses are open to these schemes and which QQI awards link to them. Further information can be obtained from the QQI website at www.QQI.ie (click 'Higher Education Links') and from the CAO website at www.cao.ie (click 'Applicant Scoring').

National Framework of Qualifications

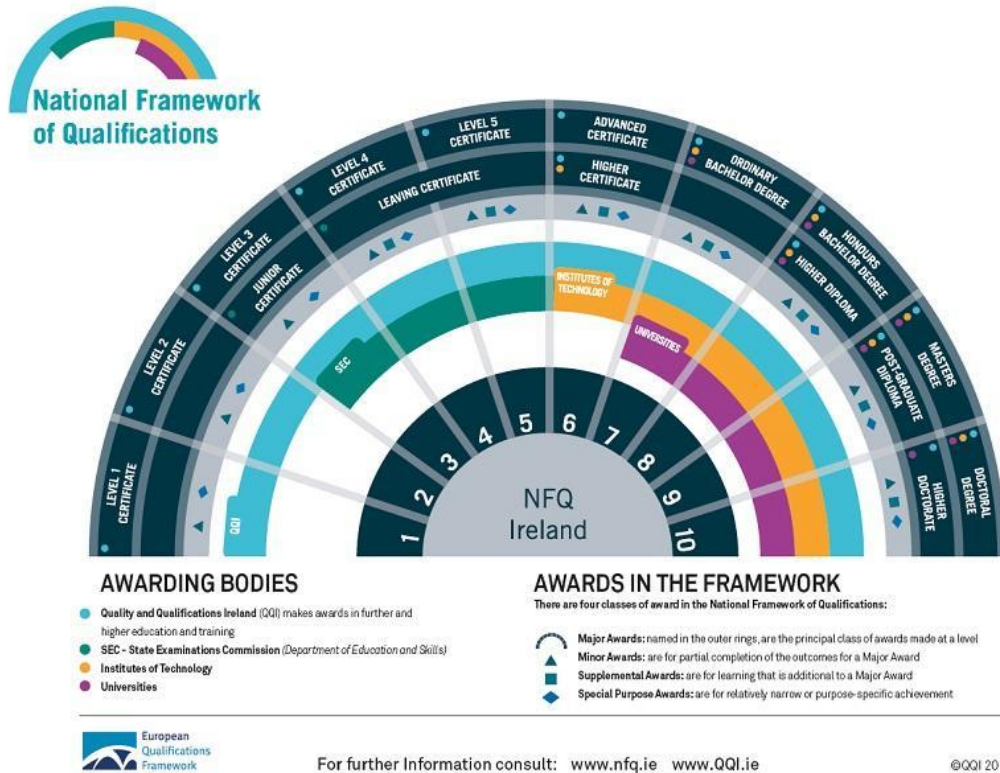
The diagram below illustrates the National Framework of Qualifications which allows qualifications to be compared both nationally and internationally.

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

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

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

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



Examination

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

Projects

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

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

Skills Demonstration

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

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

Work Placements

Some programmes require a learner to undertake work Placements. The placement will be decided by the work placement tutor who will create a placement plan with the learner and workplace supervisor. EHI insures learners on work placements. The Learner will be monitored and supported by their work placement Tutor. A skills demonstration may be assessed while learners are on work placement. Throughout their placement they will be required to produce a piece of work around it, in the form of a work placement diary or equivalent. A reference from their workplace is also required in order to meet their skills assessment /learning outcomes

Assessment Procedure

The centre must hold all assessed work until the official statement of results arrives. Certificates are issued by QQI at a later date.

Appeals

If you are unhappy with your results, Exchange House National Travellers Service has an appeals procedure. The appeal must be in writing and must be made within two weeks of the issue of the statement of results. All appeals must be made through the Centre. Each appeal is subject to a fee. If your appeal is successful, this fee will be returned to you.

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

The Learner Journey



Microsoft (n.d.). Process Flow Chart Game Board

Making the most of your Learning Experience

What can you do?

- Treat others with respect and consideration
- Attend classes regularly.
- Take a positive and active part in the learning process.
- Arrive at class on time and stay for the full duration of the class.
- Complete assignments by the agreed deadlines.
- Let your assigned co-ordinator know if you expect to be late, absent, or unable to attend.
- Comply with health and safety requirements.
- Abide by the rules and regulations of the centre where you are studying.
- Inform the centre of any relevant changes in your circumstances (e.g. change of address).
- Complete forms and pay fees as appropriate.
- Let your assigned co-ordinator know if you are doing any courses outside this programme for your individual learning programme record.
- Let your tutor or course assigned co-ordinator know if you need help or further support for your studies.

What can we do?

- Treat you with respect and consideration.
- Provide a safe and welcoming environment.
- Offer high quality and enjoyable learning opportunities.
- Provide you with the information you need about your programme.
- Operate fair and consistent entry procedures to programmes.
- Ensure that classes start and end on time and where possible notify you of any unavoidable changes.
- Advise you on learning resources to support your studies.
- Inform you of other services and supports.
- Explain the assessment process.
- Give you regular feedback on your progress.

- Give you opportunities to feed back to us.
- Deal with complaints fairly and in confidence.
- Advise you on progression routes available to you.

Tips

Portfolio Tips

A **portfolio** is a collection of work you have done during the module. Your tutor will give you a checklist of what is to be included.

Tips for putting portfolios together

- Discuss with your tutor how you should organise your portfolio.
- Use your checklist to make sure you have included everything that is required.
- You are responsible for the safekeeping of your portfolio and any work you might want to include in it.
- Make sure you reference any sources you have used, such as books, articles, websites etc.
- Make sure you have signed your portfolio if required.
- Check that you have included your PPS (RSI) number on the front of your portfolio.
- Do not use poly pockets/plastic folders to present your work for final assessment.

Exam Tips

Before the Exam

- Check what **time your exam starts** and make sure you are on time. The exam will end at a specific time regardless of whether you were late.
- Bring **spare pens, pencils, etc.** in case you need them. Better to be looking at them than for them. Remember **you can't borrow equipment** from other people during an exam.
- Eat a **light meal** before the exam - you don't want to be hungry but you don't want to be falling asleep either!
- **Bring a watch** into the exam and use it to keep a close eye on the time you spend on each question.
- Before the exam, work **out how much time** you can spend on each question. Allow time according to the marks per question.

During the Exam

- **Allow 5 minutes at the start** to read the paper and **5 minutes at the end** to go back over it.
- When reading the exam paper, **write down any points** that come to mind.
- Answer your **best questions first** – this will give you confidence. It will also give a good impression to the person correcting.
- **Read each individual question thoroughly** before you answer it to make sure that you understand the question and what you need to do.
- Try to **write neatly**. Examiners prefer writing that is easy to read.
- You can generally answer questions in any order but make sure to **number answers correctly** e.g. Q. 2(b), Q 3(a).
- **Tick off** each question as you answer it.
- As you start each question write down on the exam paper what time you are starting the question. This will help you to **keep track** of when you need to finish it.
- **If you are not finished with the** question in the time allocated, move to the next question. You can always go back if there is enough time.
- Try to answer **all questions that must be answered**. You won't get marks for questions that are not attempted.
- **Leave blank lines** at the end of each question in case you need to add points.
- Keep answers **to the point** – don't repeat points.
- **Focus** on the exam – don't get distracted by those around you.

At the end of the Exam

- **Read over** your answers
- **Check your answers against the exam paper** to make sure you haven't left any questions out.
- Make sure that your name or exam number is **on each page** of your answer sheet.
- **Don't leave** the exam before the time is up – you may just think of something else to add.

Violation of the Rules

- Anyone who tries to obtain aid from or to copy from another person or who tries to aid another person during an examination will be liable to lose certification or module credit.
- See Regulations for Centres and Candidates on QQI website www.QQI.ie.

Learner Supports

EHI offers a range of supports to learners and actively encourage learners on the commencement of their programme to let us know if or where they feel they need support. See below.

- We have trained staff who can assist with literacy and numeracy. We also have links with a number of organisations e.g. NALA, if we need to refer a learner if they have needs that cannot be met in house.
- Support of our in-house Information and Resource Officer in areas such as accommodation issues, medical cards, social welfare enquiries etc.
- Access to our in-house Family Support Services including one to one counselling, life skills, support with addiction problems, social work, housing support, the Children and Young People's Service and Mental Health Services.
- Guidance/Counselling Service/Careers Coaching
- Laptop loan scheme
- We offer advice to anyone experiencing financial difficulties and we direct them to external agencies who may be able to help them e.g. MABS, the ETB, St. Vincent DE Paul and the Parish Office.
- Liaison with Local Employment Services.
- National Traveller Education Achievement Awards.
- IT facilities and support and training in the use of technology.
- Advice and guidance on self-care.

Reasonable Accommodation

EHI encourages learners to approach their tutor or other staff member at any point of a programme if they wish to highlight a specific need or need extra help. While we make every

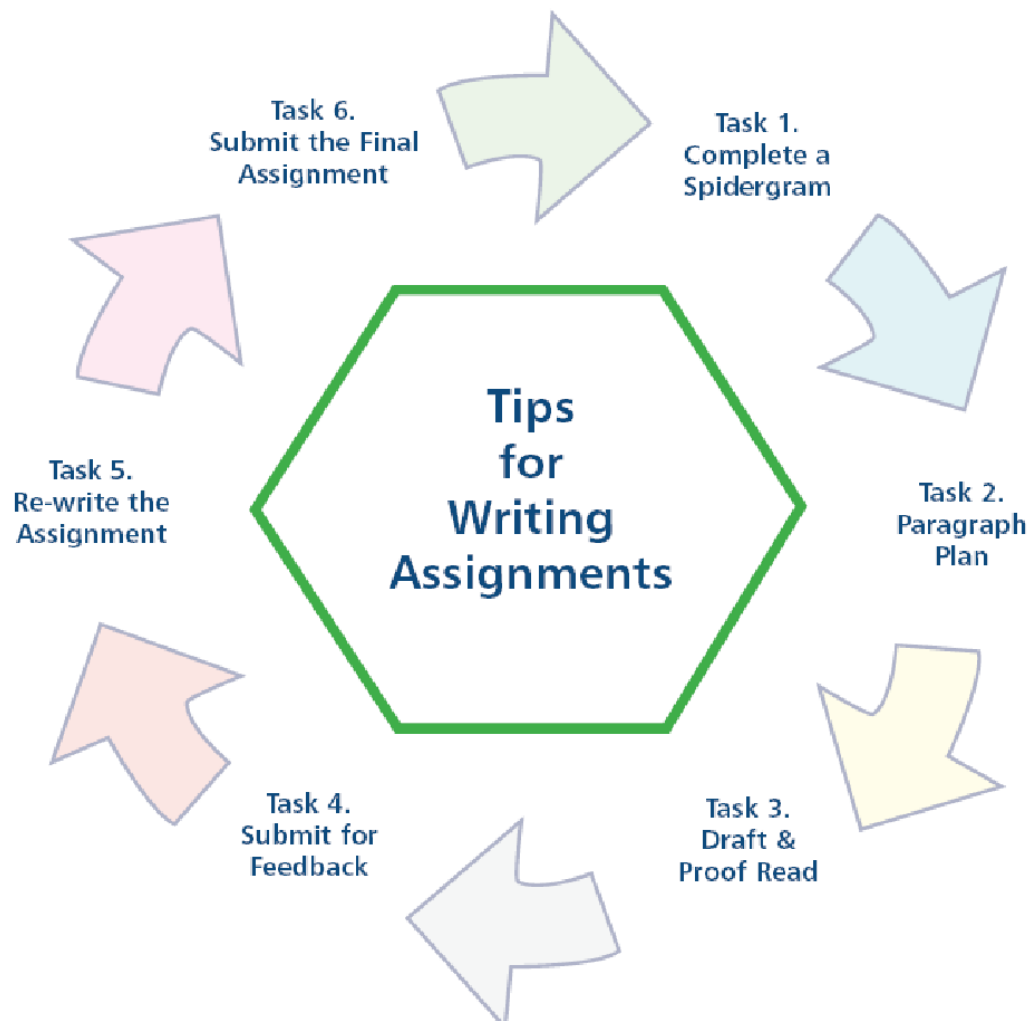
effort to accommodate anyone with any additional need, we can only respond to requests that are reasonable and applicants must meet minimum entry requirements for the programme and any accommodation provided must neither advantage the learner or disadvantage the other learners. We strongly encourage any learner whose personal circumstance would disadvantage them during assessment to apply for reasonable accommodation. We ensure that staff and tutors are aware of equality and diversity issues and have the capacity to accommodate diversity. Equality and diversity are addressed in the learner and tutor handbooks and at induction.

These include, but are not limited to;

- Restricted mobility
- Neurological conditions
- Visual or auditory impairment
- Mental Health conditions
- Chronic illness
- Examples of Adaptations
- Use of a scribe or reader
- Oral (as an alternative to written) assignments
- Additional time to complete assignments

Learners applying for reasonable accommodations complete and submit a Reasonable Accommodation form which they can get from the tutor and submit documentation that verifies and confirms their need e.g., medical report. **RPL Form Appendix 3**

Tips for Writing Assignments



When writing an assignment, it is important to read carefully the **assignment brief** which your tutor will give you.

The assignment brief will tell you:

- The title of the assignment
- The name of the module
- The amount of marks for the assignment
- The word count
- Deadline for submission
- How the assignment will be marked

Assignment Feedback

Each learner must complete the assignment on the date specified in order to receive feedback from their tutor. This feedback will give you the opportunity to make changes to your assignment in order to achieve the best mark. If assignments are not completed by the specified date, feedback will not be given and your assignment may lose marks.

Formative Feedback

We use formative assessment and feedback throughout the programme to support the learning process, aid revision and inform learners and tutors on their progress. The tutors provide learners with verbal feedback on assignment work in progress at various stages throughout the programme. Feedback is provided on a one-to-one basis at ILP reviews and/or group basis and it must contain enough detail to enable learners to improve their performance. Details of the feedback provided is recorded on the ILP.

Summative Feedback

All of our learners receive summative feedback which note areas of strength and weakness in their assessment at the end of the programme to justify the grade they have been awarded and help them in how to improve future performance.

Summative feedback is provided on a one to one basis with learners.

Exchange House Ireland National Traveller Service Academic Integrity Policy

Our policy is to;

- Promote a culture of academic integrity and best practice and educate learners about academic misconduct
- Take steps if there is a suspected misconduct
- Have a consistent approach to dealing with academic misconduct

Examples of Academic integrity include:

All work completed by a learner, in any form i.e. Assignments written or otherwise, exams is their own and that they can fully stand over their work

A learner will not take credit for work which does not belong to them.

That they will not copy or falsify their work

Examples of academic misconduct include;

- Copying from a website.
- Copying a classmate's work.
- Copying notes from a tutor's PowerPoint or notes.
- Self-plagiarising by re-submitting a piece of work for assessment.
- Failing to credit the original author when referencing.
- Submitting collaborative work as your own.
- Cheating in examinations.
- Paying/getting a third party to complete an assessment.

Dealing with Suspected Academic Misconduct

If a tutor suspects that a learner has committed academic misconduct, they talk to the Programme Coordinator and collects evidence - e.g. pictures/screenshots of the learner's work, links to relevant websites and/or any other relevant evidence.

The Programme Coordinator decides if the matter needs to be investigated further. If so, the Programme Coordinator lets the learner and the tutor know. The learner may continue while the investigation is ongoing.

The Programme Coordinator investigates the matter and may interview the learner with the tutor.

The Programme Coordinator decides if there has been academic misconduct and if it was intentional and notifies the tutor and the learner of the outcome in writing within ten working days.

Penalties

If a learner is found not to have breached academic standards, no further action is taken.

If the breach is considered minor, a verbal warning is given, and the learner must resubmit the work.

If the breach is considered significant and if it is a repeat offence, they will not be put forward for certification.

A learner can appeal the decision to the Programme Coordinator who refers it to a suitably qualified external member of the Education and Training Committee. **Pg27 Policy and Procedure Manual.** They investigate the case and inform the Programme Coordinator of the outcome within 10 working days. The Programme Coordinator then informs the learner. This decision is final.

Marking and Grading

The tutors assess the learners and mark the assessment evidence using the assessment criteria and marking schemes provided. Detailed marking schemes, based on the validated programme, show clearly how assessment evidence is to be marked and graded. These are reviewed and updated, as required, as part of programme review.

Plagiarism

What is Plagiarism?

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

Examples of Plagiarism

- Quoting or summarising material without crediting the source. The source of material could be books, magazines, websites, films, newspapers, television programmes, films, photos and drawings, charts and graphs.
- Copying or using work done by another learner.
- Buying completed work on the internet or downloading a paper from a free site.
- Getting someone to do the work for you.
- Sometimes learners don't acknowledge sources because they think that they are not supposed to depend on other people's work. In fact, the opposite is actually the case. It is hard to write a successful essay/assignment without doing some research. The key thing is to reference your work.

Referencing Guidelines

What you need to Reference

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

What you do not need to Reference

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

Referencing Guidelines for Levels 5 and 6

- Sources must be credited both in the assignment **and** in the bibliography.
- In the assignment, give the surname of the author and year of publication e.g. (Smith, 2002)
- Put quotes in quotation marks and list the pages that the quotes came from e.g. (Smith, 2002, pp. 6 – 8)
- If the name of the author appears in the assignment, put the year of publication in brackets after it e.g. Smith (2002) speaks about global warming in his book.
- At the end of your assignment or piece of work you create a list of the sources of information that you have used, those you quoted from and those you used for research but did not cite directly. This list is called a **bibliography**.
- In order to write a bibliography correctly, remember:
 - Entries are to be in alphabetical order
 - Leave one-line space between each entry
 - Use 'et al.' (which means 'and others') for a long list of authors

Examples of Bibliography Entries

For books:

Hobart, C. and Frankel, J., (1994), *A Practical Guide to Child Observations*
Cheltenham: Stanley Thornes

For articles:

Wang, B. (2006). Kung Fu Cult masters: From Bruce Lee to Crouching Tiger, *Film Quarterly*
(60)2, 74-75

For Electronic Sources:

Maguire, C. (2005) *Understanding Disability*. Retrieved 12 December 2007 from
<http://www.equality.ie/index.asp>

Policies and Procedures:

Break time

11.10am to 11.30am is the usual break time, but Tutors may have class agreements.

Designated Smoking Area

There is the designated smoking area for all groups. "Smoke Breaks" are to be taken at the above time also. Please use the bins provided for cigarette butts.

Refreshments

Facilities to make tea and coffee will be provided. Please feel free to bring your own snacks. Please do not bring food or drinks of any kind into the computer room after your break.

Equipment

All equipment in Exchange House must be treated with the utmost respect. Any damage to equipment is regarded as a serious offence and will be dealt with by the management.

Attendance

In order to gain the QQI award at Level 4 you must complete all of the assessments outlined by the tutor. You will complete a Major Level 4 programme over a 48-week period.

In order to do this, it is very important that you attend all classes.

Absence:

If you are ill or cannot come in please notify your course coordinator

- **LTI Co-ordinator – Patrick Byrne – 087 311 4116**
- **CE Supervisor – Clodagh Mee – 087 948 9736**
- **Exchange House Main line – 01- 8721094** and leave a message.

Frequent Non-attendance

Learners who cannot maintain regular attendance will receive two verbal warnings, followed by a written warning if attendance does not improve. If there is no improvement in attendance you will then be asked to leave the course.

Continuous Absence

Learners who have been absent for five consecutive days with no explanation will be deemed to have opted out of the programme and their place will be offered to someone else.

Timekeeping

One of the aims of this course is to increase the employability of each participant. It is paramount that all learners adhere to class start times and end times.

Appointments

If possible, we would appreciate that appointments should be attended to outside of class times. If this is not possible please inform the class tutor and co-ordinator if you will not be in for any reason.

Health and Safety

Attendance Register

Each tutor will maintain a register of attendance each day. It is important that you are marked in or out each day for Health and Safety purposes. In the event of a fire drill or a real emergency this register will be used to inform the fire services as to who is in or out of the building.

The Location of Fire Assembly Areas

The procedure to follow in the event of a fire alarm is provided in every classroom.

First Aid boxes

Are located throughout the building.

Accident Reporting

All accidents should be reported to the class tutor who will inform the course co coordinator. An accident/incident report form should be completed for all reports.

Anti-Bullying Procedure

Bullying is repeated inappropriate behaviour that undermines your right to dignity in any situation. It is usually done by one person and aimed at a person or group to make them feel inferior to other people. Bullying can be verbal bullying; physical bullying or otherwise and it can take many different forms such as:

- Social exclusion and isolation
- Damaging someone's reputation by gossip or rumours
- Intimidation
- Aggressive or obscene language
- Repeated requests with impossible tasks or targets

While we want all of the class learners to enjoy their time on this programme, please be aware that what you consider "a bit of fun" may not come across that way to other people in the group.

If you feel that you are experiencing any of the above please **follow the grievance procedure** outlined below as soon as possible.

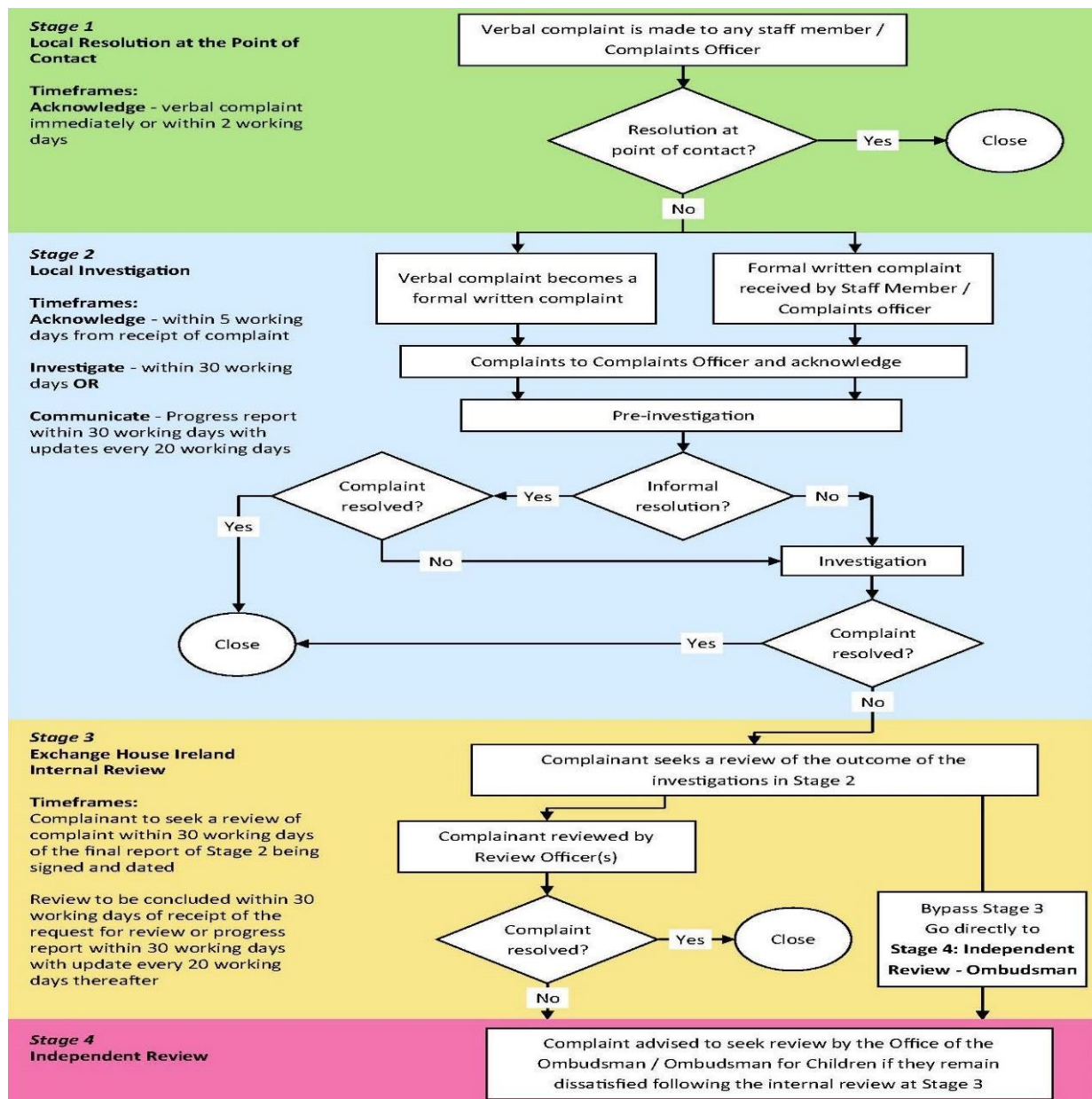
Computer/Internet Usage Policy

- Access to the internet is only possible by arrangement with the subject tutor/course coordinator.
- Learners are not permitted to download materials from the internet onto any storage devices without permission from the tutor.
- It is prohibited to access any information on the internet that is not directly related to your course.
- It is prohibited to access or download any information on the internet that is deemed to be **pornographic or offensive** in its context.
- It is prohibited in EHI to watch illegal fights or challenges on EHI IT equipment or on your own devices while on EHI premises.

Complaints Procedure

- If you are unhappy with any aspect of the course content, teaching methods you should contact the relevant Supervisor or Coordinator.
- If the matter is not resolved you should contact the Course Coordinator.
- Depending on the nature of the complaint the issue may be resolved following discussions with the tutor, participant and the course coordinator.
- If this discussion does not resolve your complaint the matter can be referred to the Manager of the Education & Training Service in writing. **Appendix 4 Complaint form**
- Lastly, directly to the relevant funding body or the ETB/DSP

Complaints at a Glance



Disciplinary Procedure

- If the course tutor is unhappy with a learner's work, behaviour, attendance they will consult with the participant in the first instance to see if the problem can be rectified.
- If the matter is not resolved they will consult with the Course Coordinator or Supervisor.
- Depending on the nature of the complaint the issue may be resolved following discussions with the participant, tutor and course coordinator.
- If the problem persists the participant will receive two verbal warnings.

- If there is no improvement the participant will be issued with a written warning.
- Following the written warning if there is no improvement in the situation the participant will be asked to leave the course.
- **Serious misconduct**, e.g. assault, bullying, theft, downloading offensive materials from the internet, use or distribution of illegal drugs or alcohol on the premises or during course times. A participant who is deemed to have carried out serious misconduct will be asked to leave the course immediately.
- **Filming from phones is prohibited**
- **Any of your behaviour outside the building during course times, which negatively impacts the course or the organisations involved will result in your place being terminated with immediate effect.**

Assessment of Learning

Information Regarding Assessment Dates

We will make every effort to accommodate learners' needs when scheduling assessments but it is still necessary to have a final date for all work to be complete. Learners will be told in advance by the subject tutor of the assessment dates/deadlines for assignments, exams and other pieces of work due. You are asked to make every effort to have the work done by these dates.

Holidays

As the Local training Initiative programme is a training programme there is no Annual leave.

Community Employment time off is outlined in the CE Terms and Conditions document.

We have provided a calendar of term time and time off. Please do not book holidays during the academic year as this will interfere with your ability to complete assessments when they are due.

Declaration

I have read and understand the above Guidelines, policies and procedures and accept it as a condition of my continued participation on this course being run by Exchange House Ireland

Signed: _____ Date: _____

Appendix 1 Class Evaluation Form



EXCHANGE HOUSE IRELAND
National Travellers Service

Class Evaluation Form

Mark your feelings where 1 = very poor and 5 = excellent

	1	2	3	4	5
Did you feel the class was well prepared					
Do you feel the tutor presented the module material in a way that helped you learn					
Did you find the class difficult					
Did you feel you were given the options to ask questions					
Did you find the tutor supportive					
Did you have all the materials you needed					
Did you like the learning style used by the tutors, for example PowerPoint / Presentation / Handouts					
Did the training rooms suits your needs					
Do you have any suggestion for improvement					
Do you feel you need any extra support					
Did you find the learner handbook useful					

Please note anything that you feel that could have been done in the class that would have made your learning better

Any further suggestions

Appendix 2 End of Programme Feedback Form



End of Programme Feedback Form:

1. What was your educational level prior to coming to EHI

Junior certificate

Leaving certificate

QQI 1-4

Other

2. What was your reason for taking the course

3. What modules have you completed, please specify

4. Was the level of the programme in line with your expectations?

Yes

No

5. Were you made aware of the supports available to you?

Yes

No

6. Did you avail of any supports whilst you were on the programme?

Yes

No

7. If you did, what specific supports did you avail of, please specify:

8. Were you happy with the supports?

Yes

No

9. Could support be improved?

Yes

No

10. If you answered yes, how could we improve them?

11. Do you have other suggestions on how the programme could be improved?

12. Would you recommend the programme?

Yes

No

13. Do you intend to go on to further education or employment?

Yes

No

14. If yes, please specify

Thank you for completing this Feedback Form

Appendix 3 Recognition of Prior Learning (RPL) Application Form

Name:	
Address:	
Date of Birth:	
Phone number:	
Gender:	
Email Address:	
Native Language:	

Prior Learning (Any educational/academic record you may have)					
Institution Name	Country	What was studied	Dates attended	Subjects studied	Results

Any other relevant experience or training that would be applicable to this course

Please provide any documents that you may have as proof of RPL

In the list below, please tick and add documentation you are sending with the application here so that all correct documents will be returned after a decision is made.

Learner IDs	Proof of Address	References	Certificates	Evaluations	Attendance Records
Work placements	CV				

Appendix 4 Learner Complaints Form

Have your Say:

We want to provide safe and high-quality services so that you receive the best attention from us. We are working to build a better Exchange House Ireland every day. You can help us to do this. We want to hear from you about your experience of using our services. What worked? What could improve? What didn't work?

We welcome your feedback and we will make sure that you get a full response and that we will learn from this.

If you wish to make a formal complaint on our services, please complete this form:

Complaint Details

Name of the service you wish to make the complaint about:

(e.g. Social Work, Counselling, Youth Services, Education Support, Afterschool's, etc.)

Date of experience that this complaint relates to:

Please select the type of complaint you wish to submit (please tick):

Assessment Personal Other

If Other please give details

Details of the complaint

Your Details

Your name:

Your address:



Your contact telephone number:

Your email address:

Today's date:

Personal Data Consent

Please advise us of your consent regarding access to your personal information for the complaint to move forward:

I hereby grant permission for Exchange House Ireland to access my personal confidential information for the purpose of investigating this complaint

Please tick: Yes No

Please note that refusing access to your records may impact on the complete investigation of your complaint.

Signature: _____

Lodging Your Complaint

There are a number of ways you can lodge your complaint

- Write to us by filling out the form attached. Put this in the post to Exchange House Ireland, 61 Great Strand Street, Dublin 1, D01 WC97 or please give it to a member of staff.
- You can also hand in a letter directly to the service.
- Email the Education and Training Service Manager: cathleen.mcdonagh@exchangehouse.ie
- Call us on 01 872 1094 from 9am-5pm Monday to Thursday, 9am-4pm on Fridays.
- If you are not able to give us your complaint yourself, you can ask someone you trust, like a relative, carer or advocate to do this for you.

What happens next?

- Staff will try to help you straight away, where possible, or within 48 hours.
- You can also make a written complaint and we will respond to you within two working days of receipt of this.
- We might call or ask to meet you to hear more about it.



- We will look into your complaint and respond to you within 30 working days or contact you to ask for more time, if needed, and keep you updated every 20 working days after that to let you know what is happening.
- If you are not happy with the outcome of your complaint, you can ask for an internal review by Exchange House Ireland, or ask for an external review directly from the Ombudsman (www.ombudsman.ie) or the Ombudsman for Children (www.oco.ie)

Exchange House Ireland Staff Use Only

Date complaint was received	
Comments/Complaint number	
Complaints Officer	

Appendix 5 Reasonable Accommodation Request Form

Request for Reasonable Accommodation for a Learner

Learner Name:	
PPS Number:	
Address:	
Service:	

Section 1: Reasonable Accommodation

Please confirm that you would like to request a Reasonable Accommodation

Please tick: Yes No

Section 2: Declaration for additional supports needed

Please provide the following details in the box provided below (you may attach additional pages if needed):

- Description of your needs
- The restrictions/difficulties you may encounter
- The restrictions/difficulties you may encounter

Any suggested accommodations that you think may assist you

Section 3: Consent to Share Information



Please confirm that you consent to the information provided in this form being shared with the relevant parties (if necessary) Please tick: Yes No

Any other relevant information:

Once you have completed all the above sections, please sign and date the below and submit this form to the Education and Training Service Manager.

Signature _____

Date _____