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Longford and Westmeath Education and Training Board

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LEARNER HANDBOOK

FETQS

Further Education and Training Quality System

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Longford and Westmeath Education and Training Board

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1. ALL ABOUT LWETB

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WELCOME...

Dear Learner,

I would like to welcome you to Longford and Westmeath Education and Training Board (LWETB) where you will continue your journey in life long learning. Thank you for choosing to attend one of our Further Education and Training (FET) programmes. Learners attending FET programmes do so for a variety of reasons and in recognising this LWETB provides a diverse range of offerings which we hope responds to this, but we are always open to learner feedback. We do not define success as purely academic achievement, because everyone has their own unique pathway. During your time with us, we want your learning journey to be both rewarding and enjoyable so that you will successfully attain your own personal or professional goals.

LWETB is dedicated to providing top class Further Education and Training opportunities to all its learners. Our educators are learner centred, and will support and guide you towards achievement. As a learner we are asking you to engage with your educators and work with them to realise your success. Adult learning is a partnership approach, whereby everyone is involved and everyone takes responsibility for their own unique contributions.

Further Education and Training is focused on adult learning, so whether this is the first time you are attending a programme with us or you have attended previously, learner success and progression are important to us. We are committed to creating a learning environment for learners which will provide a positive learning experience. In the LWETB Strategy Statement we identified our core values as being learner centred, celebrating inclusion, acting with integrity, leading with innovation and each of these values are important to us.

To help you get the most out of your time with us, we developed this Learner Handbook which we hope will assist you. The handbook is an aid for you and provides answers to questions which you may have while attending. The handbook covers such things such as who is LWETB? What it is LWETB do, where we deliver programmes and where you can access these programmes. It also provides information on options around qualifications and the learner journey, what supports are available to learners, the assessment process and an overview of our LWETB quality process. While the handbook is not an exhaustive guide and you may have other questions we are happy to answer questions and provide guidance at all times.

Finally, I would like to take this opportunity to wish you every success with your programme, we look forward to working with you now and perhaps again in the future.

Antonine Healy

Director of Further Education and Training
August 2023

LWETB REGISTRATION

LWETB is committed to the well-being of all our Learners. We appreciate that this is a time when your environment is new and unfamiliar and as such, clarity is required on what you can expect from your time ahead.

An induction process will take place at your centre location within the first days of commencing your programme. This process will help you find out more about the centre, your programme and the various supports available to you.

Your centre coordinator will talk you through LWETB policies, procedures, programme content, certification dates, assessment information and much more. This learner handbook will also support you and contains information which you can use as a reference guide.

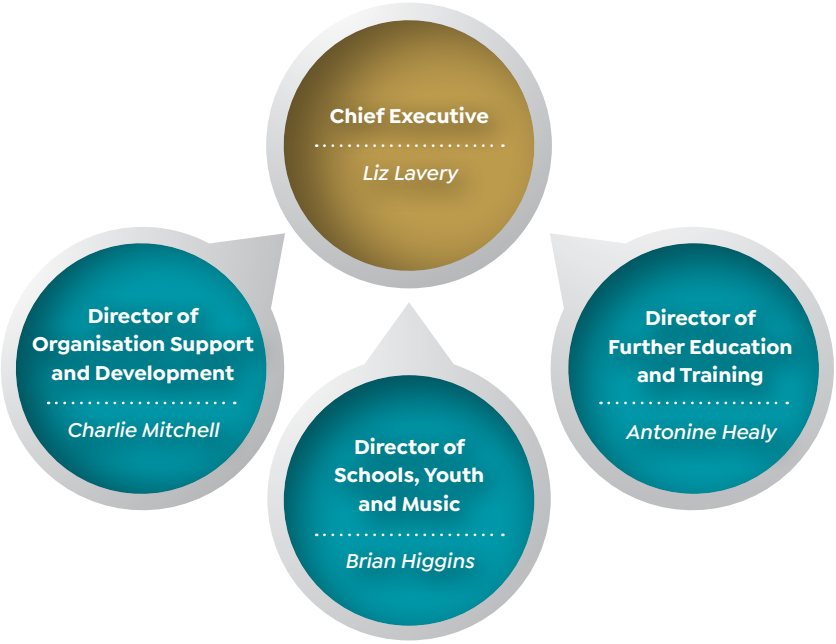
LWETB BACKGROUND

Longford and Westmeath Education and Training Board (LWETB) is the statutory body responsible for the provision of further education and training services for the counties of Longford and Westmeath. LWETB was established on July 1st 2013 and operates under the Education and Training Boards Act 2013.

The work of LWETB is structured across three pillars;

1. Further Education and Training
2. Schools, Youth and Music
3. Organisation Support and Development

Each pillar reports to the Chief Executive.



Many of our Further Education and Training (FET) programmes are co-funded by the Government of Ireland under the Department of Further and Higher Education, Research, Innovation and Science (DFERIS), SOLAS and the European Structural Fund as part of the European Union.

Co-funded by the EUROPEAN UNION

SOLAS learning works

Rialtas na hÉireann
Government of Ireland

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Longford and Westmeath Education and Training Board

LWETB VALUES AND MISSION

LWETB Core Values:

OUR VALUES

LEARNER CENTRED
We place the learner at the centre of everything we do

CELEBRATES INCLUSION
We celebrate equality and welcome all learners

ACTS WITH INTEGRITY
We operate in a manner that is ethical, transparent and accountable

LEADS WITH INNOVATION
We lead innovation by fostering new ideas and promoting creativity

OUR MISSION

is to provide dynamic, diverse and innovative education and training services to the people of Longford and Westmeath.

OUR VISION

is to develop and deliver nationally and internationally recognised high quality, vibrant, professional education and training services.

LWETB LEARNER CHARTER

LWETB is committed to ensuring that the needs of learners are at the core of our service provision we provide and is central of our activities. LWETB aim to provide the highest quality service in our schools and further education and training (FET) provision.

The LWETB Learner Charter sets out what you, the learner can expect from us as an education and training provider. It also sets out what LWETB can expect from its staff, learners and all stakeholders in line with our partnership approach to teaching and learning. Our Mission Statement states its dedication to providing 'dynamic, diverse and innovative education and training services' and our values as being 'learner centred, celebrating inclusion, acting with integrity and leading with innovation'.

In line with our mission and values, we endeavour to meet all learning needs. LWETB learners can expect to be supported academically, vocationally and personally as they progress in their studies. The LWETB Learner Charter is a guide to what learners, stakeholders and staff can expect from each other throughout the learning journey.

What learners can expect from LWETB	What LWETB expect from learners

Learner Centred

• Accessible, quality further education and training at a time and pace that suits the learner's individual situation and learning goals • A competitive learning environment to help learners achieve specified learning outcomes in their chosen programme of study • Provision of appropriate, accessible and flexible resources so that learners can take responsibility for their learning • Support learners academically and personally to complete their studies within an acceptable time-frame • Assessment of learning that is fair, valid and supported by appropriate and timely feedback on academic performance	• To establish a productive working relationship with LWETB programme providers and to take responsibility for proactively seeking support from relevant sources • Take responsibility for learning and produce work to the best of their ability

Celebrates Inclusion

• A learning environment and resources that supports and stimulates learners and enables them to realise their full potential • A skilled, qualified and supportive staff who will treat learners with courtesy and respect and be responsive to individual learner needs and concerns • A comprehensive induction programme to help learners settle into their chosen learning environment	• Maximise the full range of supports available and explore opportunities to participate in extracurricular activities, career guidance and further study • Treat all members of the learning community with courtesy and respect • Engage with the promotion of equality of opportunity and the recognition of the diversity within their own and other learner groups

Leads with Innovation

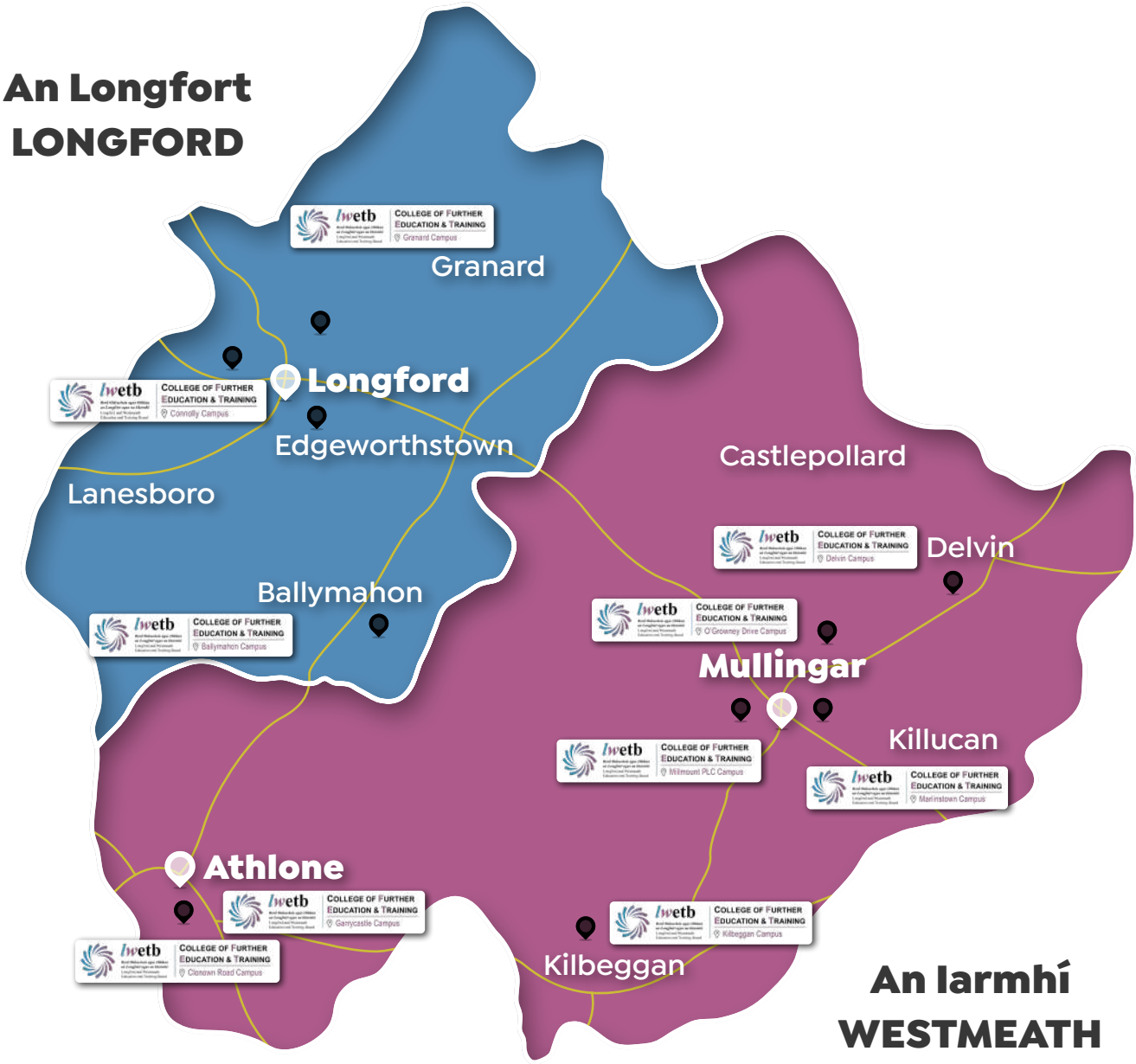
- An environment that promotes continuous improvement
- Certification which opens up opportunities for learners – personally, socially, educationally, in training and in employment
- Certification that is relevant to current and future economic trends and social needs
- Participate in programme related committees and reviews through learner representative networks, and provide honest and constructive feedback within the opportunities provided

Acts with Integrity

- Programmes that are provided are of the highest quality
- Accurate programme information is available and communicated using appropriate methods
- Learner expectations are managed
- Prompt response to queries
- Fair, consistent and transparent implementation of all procedures and regulations
- An appeals procedure
- Healthy and safe environment that promotes a positive learning experience for all
- Courteous and professional engagements at all times
- Access to appropriate complaints procedure
- Recognition of prior learning as an alternative approach towards achieving certification may be assessed on an individual basis and within operational parameters
- Consultation in the development and review of policies, awards and services as appropriate
- Monitoring and evaluating the effectiveness of programmes and services, including learner feedback, so as to maintain and improve quality
- Safeguarding of all learner information to ensure compliance with data protection guidelines and GDPR
- Privacy and confidentiality within its service
- Courteous and respectful behaviour at all times
- Comply with assessment regulations and use assessment feedback to inform continuous improvement and better opportunities for learning
- Identify problems and concerns and address them to the appropriate people in a timely and constructive manner
- Feedback on programmes and modules to help inform and maintain quality of service

LWETB CENTRE LOCATIONS

We have various provisions located across Longford and Westmeath ranging from Post Leaving Cert (PLC's), Community Education, Youthreach and Back to Education Initiatives (BTEI) as well as many other provision options to choose from.



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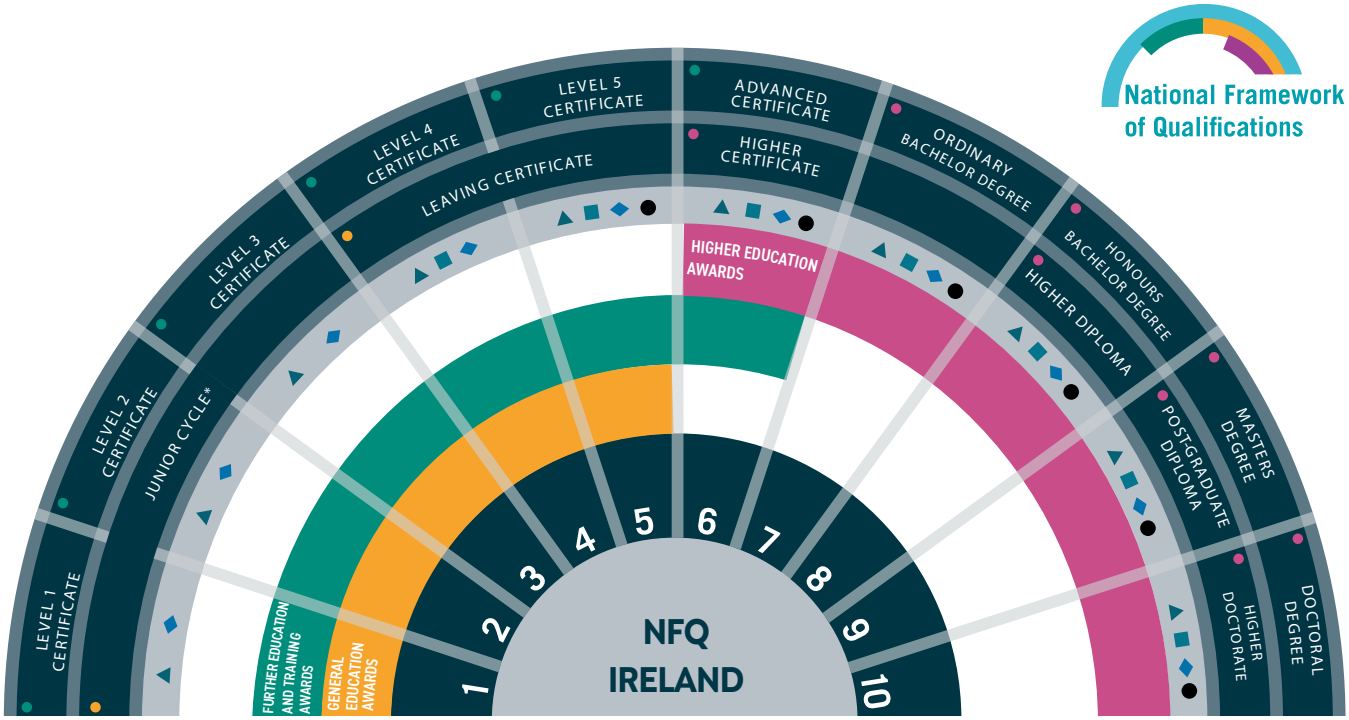
2. ALL ABOUT YOUR QUALIFICATIONS AND LEARNER JOURNEY

NATIONAL FRAMEWORK OF QUALIFICATIONS (NFQ)

Established in 2003, the Irish National Framework of Qualifications (NFQ) is a 10-level, single national entity through which all learning achievements may be measured and related to each other. Underpinned by quality assurance principles, the Irish NFQ describes qualifications in the Irish education and training system and sets out what each qualification says about what learners know, understand and are able to do. It also sets out qualifications pathways from one NFQ level to the next.

The following diagrams explain how this 10 level approach.



Classes of Award

- **Major Awards** are named in the outer rings, are the principal class of awards made at a level.
- **Minor Awards** are for partial completion of the outcomes for a Major Award.
- **Supplemental Awards** are for learning that is additional to a Major Award.
- **Special Purpose Awards** are for relatively narrow or purpose-specific achievement.
- **Professional Awards** are for occupation-orientated qualifications including apprenticeships.

*Please refer to NCCA website www.ncca.ie/en/junior-cycle/

Irish Register of Qualifications

For more information on qualifications, providers and programmes, visit www.irq.ie

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Supported by the Erasmus+ Programme of the European Union

AWARDING BODIES

In LWETB, we offer accredited and non-accredited programmes. Our accredited programme offerings relate to different awarding bodies. A majority of our programmes are certified by QQI and range from NFQ level 1 through to level 6.

Quality and Qualifications Ireland – QQI

QQI is an independent State agency responsible for promoting quality and accountability in education and training services in Ireland. QQI was established in 2012.

QQI is also responsible for developing, promoting and maintaining the recognition of foreign qualifications.

QQI Awards

Qualifications of QQI awards on the NFQ framework include:

- Junior and Leaving Certificates
- Certificates, diplomas and degrees offered by the universities, institutes of technology and private higher education colleges
- Further education and training qualifications (FET awards) offered by colleges run by Education and Training Boards including LWETB

QQI offer a selection of awards:

Major Award	• This is the principal class of awards made at each level • A major award represents a significant number of learning outcomes • A major award composes of core and elective modules
Minor Award	• Are singular modules of learning and are partial completion of the outcomes of a major award • Minor awards build into a major award
Supplement Award	• An award that recognises learning concerned with updating, up-skilling or continued education and training
Special Purpose Award	• This is an award type developed for specific areas of learning that have a narrow focus

You can refer to the synopsis of the National Framework of Awards as outlined within Page 45 of this handbook. Useful verbs can also be found on Pages 46 and 47.

QQI Role

- Promote, maintain and develop the 10-level Irish National Framework of Qualifications (NFQ), for the development, recognition and awarding of qualifications in Ireland
- Approve programmes offered at a variety of schools, colleges, further and higher education and training institutions. These programmes lead to qualifications (QQI awards) listed on the NFQ, which are recognised internationally
- Regulate and promote the quality of programmes offered by schools, FET centres, colleges and universities leading to qualifications in the NFQ for the benefit of learners, employers and other interested parties
- Inform the public about quality assured further education and training programmes and qualifications through a database of programmes and a register of providers
- Manage a national scheme for the quality assurance of English language services (Accreditation and Coordination of English Language Services - ACELS)
- Advise the Minister for Education and Skills about national policy on quality assurance and improvements in education and training

QQI set the standards for qualifications in the NFQ and to make sure the NFQ is understood by learners, employers and the general public. The NFQ makes it easier for people to compare and contrast qualifications. In turn, this can help people gain access to employment, and to further education and training opportunities.

OTHER AWARDING BODIES

There are other awarding bodies that provide certification for learners as provided and delivered by LWETB:

City & Guilds are a global leader in skills development, providing services to training providers, employers, and trainees across a variety of sectors to meet the needs of today's workplace.

City & Guilds qualifications and apprenticeships are valued by employers across the world, helping individuals develop their talents and abilities for career progression.

City & Guilds provide thousands of qualifications that have been developed in conjunction with key organisations and are recognised by employers worldwide.

City & Guilds

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Vocational Training Charitable Trust (VTCT) is a specialist awarding and assessment organisation offering vocational and technical qualifications in a range of service sectors.

VTCT's Skills Advisory Board brings together leading industry colleagues, to review and discuss market issues and trends within the Hair and Beauty industries.

The Skills Advisory Board enables VTCT to identify the right skills, knowledge and behaviours to include in their future qualification design.

International Computer Digital Licence (ICDL)

ICDL Ireland is part of a global family of ICDL national operators connected by ICDL Foundation, an international organisation dedicated to raising digital competence standards in the workforce, education and society.

Their certification programmes are delivered through an active network of Accredited Test Centres located in every county in Ireland, enable individuals and organisations to assess, build and certify their competence in the use of computers and digital tools to the globally recognised ICDL standard.

The Digital Skills Standard

Listed below are other awarding bodies LWETB are affiliated to:

ILM – Institute of Leadership & Management
MOS – Microsoft Office Specialist
ITEC – Irish Training & Education Centre
Code Institute
ICB - Institute of Certified Bookkeepers
RTITB – Road Transport Industry Training Board (Forklift Truck Training)
CompTIA
CILT - Chartered Institute of Logistics & Transport
Axelos / Prince 2
Sage 50
Sigma
Adobe
ACCA – Association of Chartered Certified Accountants
RSA – Road Safety Authority
PHECC – Pre-Hospital Emergency Care Council
Irish Water Safety
SCA - Speciality Coffee Association
Solidworks
Autodesk
Graphisoft
Scrum Alliance CSM
Oracle
Cisco
Approved EN Certifying Body (Welding)
Metlab
ANS (Welding)
50 Shades Greener
Pearson VUE
Rockschool
RIAM - Royal Irish Academy of Music

RECOGNITION OF PRIOR LEARNING

LWETB recognises that the knowledge, skills and competencies of our learners can be gained through a range of learning experiences. LWETB is committed to enabling flexible learning pathways for all learners throughout our Further Education and Training programmes across Longford and Westmeath.

This includes the recognition of prior formal education and training qualifications, prior experiential learning, non-formal and informal learning, for the purpose of access, transfer and progression. The Recognition of Prior Learning (RPL) process within FET allows a learner to gain access to programmes and/or to gain exemptions for part or all of a programme/module based on their previous demonstrated learning or experience.

If you would like to apply for Recognition of Prior Learning, please contact the programme coordinator who will go through your options and also support you through this process.

ACCESS, TRANSFER & PROGRESSION

At LWETB, when you as a learner complete a programme of learning, we encourage you to consider progressing onto another programme that supports their learning journey. LWETB offer many programmes from accredited to non-accredited and from level 1 right through to level 6 on the NFQ.

Access, Transfer and Progression enables you to transfer or progress to other programmes leading to awards at the same or higher levels of the NFQ *(see NFQ chart on page 9)*.

A qualification in QQI level 5 or 6 offers you the option of progressing onto a programme offered in higher education.

The Higher Education Links Scheme (HELS) systematically links named Further Education and Training (FET) awards at levels 5 and 6 of the National Framework of Qualifications (NFQ) to a variety of third level programmes in participating higher education institutions.

Application for admission to higher education programmes is made through the Central Application Office (CAO). The CAO offers places based on a transparent scoring system that takes account of the quality of the learner's achievement.

3. ALL ABOUT THE LEARNER

LEARNER RESPONSIBILITIES

To get the most from this programme, we expect you to:

- Attend all sessions punctually and participate fully
- Let your centre coordinator know if you expect to be absent
- Show respect to staff and other learners
- Show respect for the equipment in the training venue
- Tell us if you have specific requirements
- Notify us of any changes in your contact details
- Follow health and safety guidelines
- Raise any concerns or difficulties with your centre coordinator in a prompt manner
- Provide constructive feedback about the programme and the learning experience
- Participate; it is more enjoyable when you're involved

LEARNER SUPPORTS AVAILABLE

Guidance & Well Being

- Guidance in exploring options for learning and/or career progression, identifying skills, interests and aptitudes and matching them with opportunities available
- Advice and guidance on skills, training and education required to gain employment in chosen field
- Assistance with job-seeking, for example; CV preparation, application forms and interview techniques

Guidance is available, where feasible, to learners exploring progression opportunities. Within the Further Education and Training (FET) service, the FET Guidance and Information Service provides free, impartial careers and education information and support to learners. In the Post Leaving Certificate (PLC) centres, guidance counsellors may be available in-centre to advise learners on progression options.

In other centres, such as youthreach or training centres, programme coordinators or educators offer similar supports where possible, there may also be a guidance counsellor service on progression options. LWETB, through our FET guidance and information service and the recruitment team, provides general information in relation to grants, fees and eligibility.

Pastoral Care

Some centres may provide the following to learners:

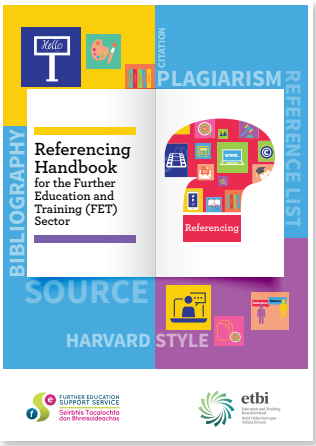
- One-to-one group guidance
- Mindfulness
- Workshops relating to well-being
- Assistance with essential skills
- Maths, IT and Communications support classes
- Study Mentoring

Academic Skills Support

There are several useful resources and guides available for you during your programme to help to support the development of academic skills and practices:

Some our assessment supports include:

- PowerPoint presentation for learners to know how to reference and cite work in a Harvard Reference style
- PowerPoint presentation on how to apply Harvard Reference through MS Word
- Educators have full access to many supports and resources such as a guide to our LWETB Study Guide, resources for teaching, learning and assessment etc.



The **Referencing Handbook** is an essential resource for learners, particularly those studying Level 5 and 6 programmes.

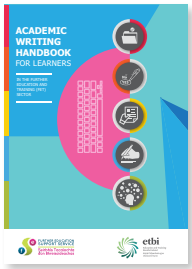
This handbook explains the importance of referencing, what plagiarism is and how to go about referencing the various sources of information that you use in your written work for assessment purposes.

Please click on the image or scan the QR code to review this handbook.

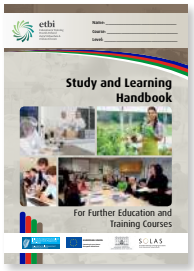
How to scan QR codes

1. Open the camera app on your smartphone.
2. Hold your smartphone toward the QR app to scan it.
3. Slowly move your smartphone towards the QR code until it scans it. You will then be directed to the online location or resource specific to that code.

Your phone should have a QR code reader to do this. If it doesn't, you can download a QR code reader app for free from the Google Play Store or the Apple App Store.

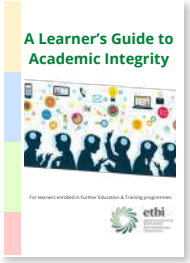


The **Academic Writing Handbook for Learners** is another useful guide for learners in helping you to develop good academic writing skills which is important when preparing and presenting written work for assessment purposes.



The **Study and Learning Handbook for FET Programmes** is another useful booklet to help you make the most of your time while studying and shows learners how to be successful in their studies. This handbook looks at individual learning styles, strengths and weaknesses and provides useful study tips and other supports.

Please ask your centre coordinator or centre educator for a hardcopy of this handbook



ETBI have developed the following **guide** to promote and assist Learners to understand what academic integrity means in an easy and supportive environment.

What exactly does Academic Integrity mean for you as a learner? It means behaving in an honest and moral way in academic settings, doing your own work, and giving credit to others when you use theirs. This means taking pride in and responsibility for your own work and respecting the work of others.

Taking shortcuts by passing off someone else's work as your own or committing another form of academic misconduct means you will not properly develop the skills you are expected to learn on your programme.

It can happen that you may accidentally make mistakes along the way; this is all part of the learning process. Academic integrity is not something to be feared, but something to strive towards.

The **FET Digital Library** contains many digital resources to support learning practices. A document library, resources for assignment planning, conducting effective internet searches, tips for online privacy and security are just some of the resource materials that are available to learners in FET.

Your Centre will also have handbooks, guides, and resources available for you to use.

Assessment Supports

In all centres, you as a learner are encouraged, at the time of application, to disclose any special needs, additional needs or disabilities they may have, so that we can provide appropriate supports or reasonable accommodations.

Where a learner shares with LWETB about a specific additional need, an appropriate staff member will meet the learner to discuss the supports that may be needed. Depending on the nature of those supports, and the centre in which the programme is being delivered, that staff member could be the centre manager, guidance counsellor, the coordinator, or the educator.

Supports needed will be discussed and agreed with the learner. Supports could include one-to-one learning supports around additional literacy or maths needs, or other additional tutoring where required. However, whereas we will always endeavour to do our best not all support needs may be able to be met within the physical, financial, and staffing restrictions within which the centre and LWETB must operate.

If you experience any difficulties which are affecting your participation on your programme, please discuss with your centre coordinator or educator.

We have the following procedures in place to help and support you should any of the following difficulties arise in relation to your assessments:

You require an assessment adapted for your specific needs? → ***Reasonable Accommodation in Assessment Procedure***

The Equal Status Act 2000 (Section 4) requires education and training establishments to provide reasonable accommodation to meet the needs of learners who have a disability (Government of Ireland, 2000).

Reasonable Accommodation in assessment is where assessments are adapted as necessary to suit the needs of learners whose personal situation means that the assessment would otherwise be unfair, for example; learners with a disability or other learners covered by equality legislation.

The grounds covered in the legislation include: learning difficulty; deaf or having a hearing impairment; blind or visually impaired; physical difficulty (including mental health and/or behavioral difficulties along with physical difficulties) and any grounds covered by current legislation.

If you would like to apply for Reasonable Accommodation in Assessment, please click on the following link to review our **procedure**.

Assessment Appeals Procedure

You are unhappy with your assessment result? → ***Assessment Appeals Procedure***

An assessment appeals process refers to an appeal by a learner to the centre where learning took place. An appeal can be based on the assessment conditions and/or process where the learner believes the assessment conditions and/or the assessment process negatively impacted the learners assessment performance.

If you would like to appeal an assessment, please click on the following link to review our **procedure**.

Extenuating Circumstances in Assessment Procedure

You have a personnel emergency and require an extension? → ***Extenuating Circumstances in Assessment Procedure***

Extenuating circumstances are circumstances that are extraordinary in nature and specifically they must be:

- Unexpected
- Beyond the learner's control
- Have a significant impact on the learner's assessment performance

Examples of extenuating circumstances include but are not limited to:

- Bereavement or sudden serious illness, of a close relative or an individual for whom the learner acts in a caring capacity
- Serious physical injury or emotional trauma
- Personal injury certified by a medical practitioner
- Serious and unexpected disruption of personal life
- Serious illness of a child or family member that the learner cares for
- Serious or incapacitating injury, illness or medical condition (physical or mental)
- Victim of a serious crime

If you would like to apply for Extenuating Circumstances in Assessment, please click on the following link to review our **procedure**.

Learners may also be eligible to access other Assessment Supports/Resources as follows:

- One-to-One resource
- Individual Learning Plans (where applicable)
- Test Centres
- Digital Learning Hubs
- eCollege
- In-centre study hub
- In-centre Library
- Assistance with Work Experience Placement where necessary
- Literacy and Numeracy Support
- ICT Device loan scheme (where applicable)
- Access to hardware and software material

STUDY HELP AND TIPS

We are all different and we all learn in different ways. It can take time to find your best approach to learning. In this section of the handbook, we have provided some tips that may help you on your learning journey.

Learning Style

There are many different styles of learning, and each has different methods associated with them. People rarely learn in one specific way, and often people will learn different subjects in different ways. The main learning styles are:

- **Visual** (pictures, diagrams and videos)
- **Solitary** (private, introspective and independent)
- **Auditory** (class discussions, lectures and audio files)
- **Tactile** (hands on and learning by doing)
- **Logical** (recognising patterns and grouping information)
- **Social** (group work, pair work, and one-to-one instruction)

The best way to find the learning style that works best for you is to try out different methods until you find a way of working that feels natural and enables you to be productive. For example, Mind Maps are particularly useful for Visual and Logical learners, but Social and Auditory learners will usually prefer group sessions.

Studying should not feel like you are going up against a brick wall. Finding the method that works best for you and identifying your preferred learning style is key to developing good study strategies, and reducing the study stress.

Study Skills – Reading

If you find academic reading challenging, then try to:

- Pick the best time of day and the best place to read
- Identify beforehand what you want to achieve by reading
- Plan your reading into manageable chunks
- Set targets - aim to read a certain number of pages or for a certain amount of time
- Take frequent breaks - don't read for longer than 20-25 minutes at a time
- If you can't get into the right frame of mind - stop!

The SQ3R Method

Created for third level learners, the SQ3R method is a suggested way of taking a more efficient and active approach to academic reading. SQ3R stands for:

S

S is for Survey (or Skim)

Don't start reading from page 1; Instead, take an overview of the material and note:

- The title, headings and subheadings
- Captions under pictures, charts, graphs or maps
- Introductory and concluding paragraphs
- Summaries

Q

Q is for Question

Turn the title, headings, and subheadings into questions and look for answers in the text. Ask yourself:

- What is the section about?
- What question is this section trying to answer?
- How does this information help me?

It might be helpful to write out these questions and have them at hand.

R1

R1 is for Read

- Look for answers to the questions posed above
- Reread captions under pictures, tables, figures, graphs and so on
- Note all the underlined, italicised, bold printed words or phrases
- Reduce your speed for difficult passages
- Stop and reread parts which are not clear
- Use a dictionary or encyclopedia to look up words and concepts that you don't know
- If there are questions at the beginning or end of sections, try to answer them
- Read only a section at a time and take a break between sections

R2

R2 is for Retrieve/Recite/Recall

Put the text down to one side and try to explain, in your own words, what you have just read. Think about the questions you have asked above.

Do this out loud (Recite), or write down the answers in a paragraph or two.

R3

R3 is for Review

Look back over your questions. Did you answer them? Do you understand what you've read?

If not, do you need to repeat the previous steps? Think about how what you been reading relates to what has been mentioned in your classes.

Review these notes on a weekly basis.

Study Skills - Active Listening

Good note taking records the useful information which helps you to increase your understanding of the subject. It helps to develop memory skills and writing skills and will even help you to prepare for exams.

The key to effective notetaking is active listening. The aim of notetaking while in class is not to take down every word that the Educator is saying – rather, try to make a note of the main points and jot down your own thoughts and questions as they occur to you. There are some very simple steps to help you to do this:

1. Have the required reading completed before the lecture. Having the preparatory reading done will make it easier for you to engage with the lecture content and provide you with a framework for making comparisons and forming opinions

2. Quickly review previous lecture notes to refresh your memory of the subject matter. If lectures are linked as a series on the same theme or topic, you should also review your notes from the previous lectures in the series

3. Familiarise yourself with any technical jargon and specific definitions in advance of the lecture

https://www.youtube.com/watch?v=4_MLEPKj-tA

Study Skills - Note-taking

As we mentioned earlier, some of us are visual learners, others benefit from aural (listening) or tactile (physical) learning methods. Therefore, there is no 'right' or 'wrong' note-taking format. What is important is that you find a method that works for you, that encourages good notetaking practices, and that you stick with it. One such notetaking method is the Cornell system, and it works using the following principles:

The 6 Rs of Notetaking

Record - During your class, record (in writing) the information in the notetaking section. You can use a shorthand system if you wish – but make sure you can understand it afterwards! Symbols and abbreviations can also be used. Mark your own thoughts in a different colour.

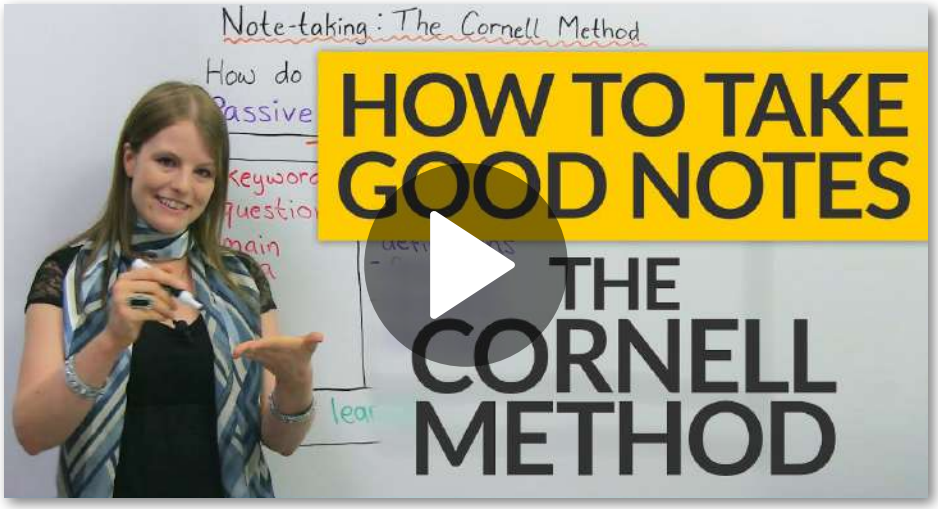
Reduce - Within 24 hours of your class, review your notes. Highlight important headings, unfamiliar terminology, key people or dates. Now, use the Cue Column to reduce your notes to key words, phrases or questions. These are your 'cue words'.

Recite – Cover the note-taking area and, using only the 'cue words', recite out loud what the lecture was about.

Reflect – Think about what you have just learned. Link key themes and topics as this will help you develop critical thinking skills.

Review - Spend time each week going back over the notes. Use the 'cue words' to help you pull the information into your mind.

Recapitulate – In the Summary section, use your own words to summarise the main points you want to remember. This practice helps to strengthen your memory and is a great way to review notes just before an exam.



https://www.youtube.com/watch?v=xSYnGhlnzyw

Study Skills – Mind Mapping

Mind Maps help learners to note down only the most important information using key words, and then make visual connections between facts and ideas – keeping all your topic thoughts and ideas about the topic together on one sheet. This makes notetaking easier for you, as it reduces pages of notes into one single sheet of paper.

By using Mind Maps, you can quickly identify and understand the structure of a subject, and the way different parts of a topic fit together.

Some useful mind mapping apps:

www.coggle.it
www.mural.com

Mind maps can be created in many different ways, but they share the same basics:

- Central theme: a central theme is placed in the centre of a blank page...
- Associations: from the central theme associations branch out to link with related topics...
- Curved lines: associations are often drawn as curved lines... *keywords... proximity... colour & images or symbols*

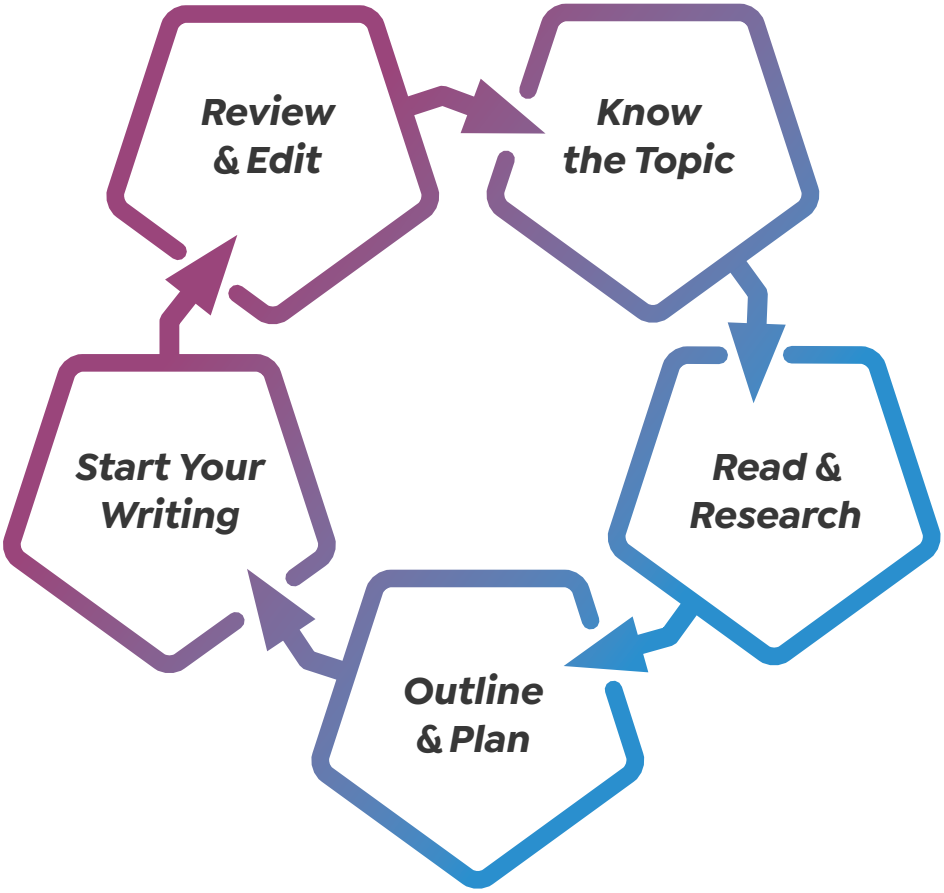
https://www.youtube.com/watch?v=-Y1HJMuqAPY

Study Skills – Academic Writing

Academic writing is clear, concise, focused, structured and backed up by evidence. Its purpose is to **aid the reader's understanding**. It has a formal tone and style, and LWETB recognise and accept Harvard Referencing as the referencing and citation tool for NFQ levels 4, 5 and 6.

The Further Education Support Services (FESS) developed an Academic Writing Handbook and a Referencing Handbook for learners on QQI Level 5 or Level 6 in the Further Education and Training Sector.

These provide guidance on writing and referencing.



Academic Writing Tips:

1. Use online editing and proof-reading resources
2. Never forget to plan and structure
3. Remember your reader's needs
4. Get feedback before you submit a final copy
5. Write as you would speak
6. Read and write as much as you can

4. ALL ABOUT ASSESSMENTS

ASSESSMENTS

Assessments are an important part of the learning process where you can show your understanding of the programme material.

Assessments can take place in a lot of different ways and can be informal and formal.

Informal assessment does not lead to certification, but it helps to show that you have met a standard. Formal assessment leads to certification.

For QQI certification there are specific assessment techniques and methods used to assess learner evidence to ensure you can show or understand what you have learned.

Planning Assessments

Establishing procedures to ensure fairness and consistency in the Assessment Process is the responsibility of LWETB and namely the department of FETQS. We ensure the assessment for each programme is planned before commencing any learning and assessment activities. The needs of learners are always considered when the assessment is being planned.

Your assessment plan will include the following:

- The range of specific learning outcomes to be assessed
- The assessment techniques and instruments to be used
- The timing of assessment activities
- Any deadlines and due dates to be followed

As a learner you will be given sufficient opportunities to generate evidence to demonstrate achievement of the standards of knowledge, skill or competence.

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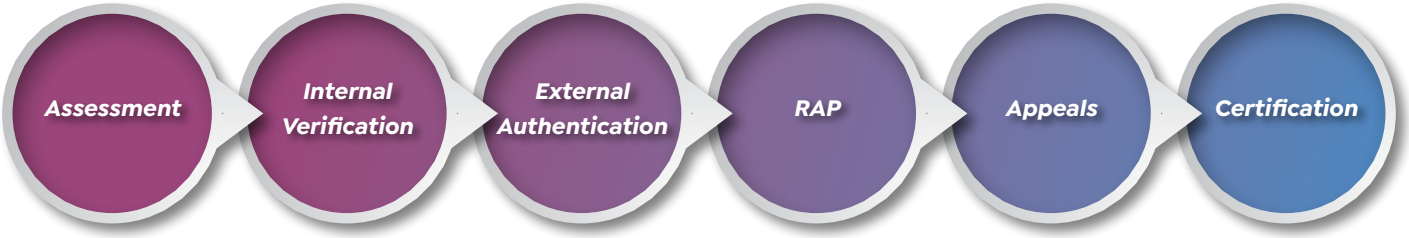
THE ASSESSMENT PROCESS



The Assessment Process is the process of assessing a learner's achievement in relation to the standards of knowledge, skill and competence required for that award. Assessment takes place following a learning activity you undertake through a validated programme. The learning and assessment may take place in a number of settings such as classrooms, the workplace, community settings, through e-learning/e-assessment.

There are two types of assessments that occur during a programme/module:

Summative Assessment – This process judges the learning achievement against the standards for the purpose of attaining an award.

Formative Assessment – This is where assessment takes place and feedback is given through the process of teaching and learning.

The following are the 6 steps LWETB take to ensure all assessments are quality assured:

1. Assessment

LWETB assessment policies, processes and procedures are followed.

Assessment instruments, marking schemes and assessment criteria are assessed.

Learner evidence is judged and the outcomes are recorded.

2. Internal Verification

An internal process to verify and ensure that all LWETB assessment procedures have been applied and implemented to ensure fair assessment.

3. External Verification

An external process to verify and ensure that all LWETB assessment procedures have been applied and implemented ensuring fair assessment.

4. Results Approval Panel

Senior staff members in LWETB with significant competence of quality assurance sit on the Results Approval Panel to ensure fair and accurate review of assessments.

5. Appeals Process

If a learner is unhappy with an assessment result they may appeal this decision with 10 days. LWETB will appoint an independent to review.

6. Certification

LWETB submit all learner results and a certificate will be issued within the given timeframe.

ASSESSMENT TECHNIQUES

As discussed earlier, there are many ways to assess what you have learned. You will be told what way you will be assessed at the beginning of your programme.

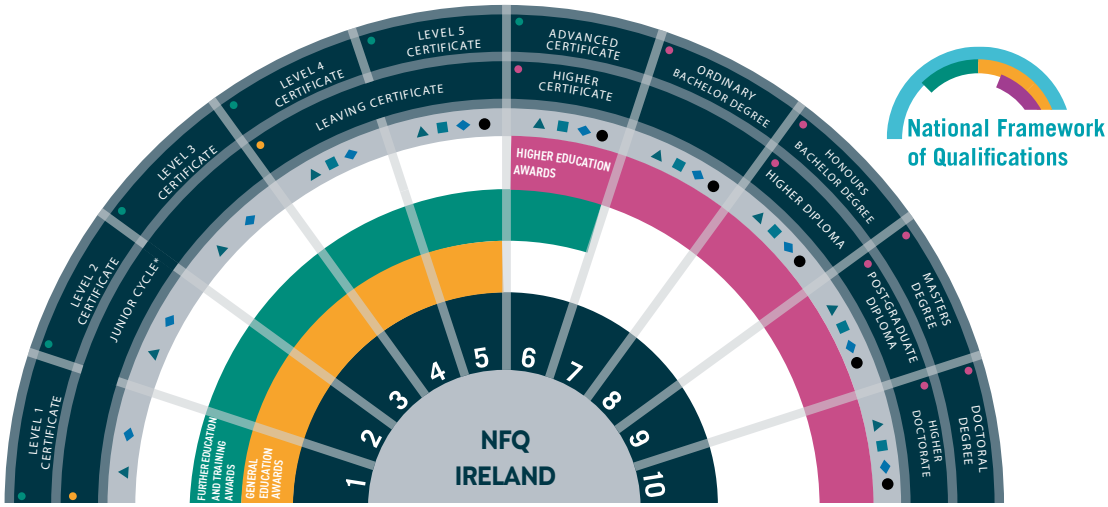
At NFQ levels 1, 2 and 3 there are three different techniques used to assess your level of understanding and knowledge.

Assessment for learners at NFQ levels 1, 2 and 3 are:

1. **Skills Demonstration**
2. **Collection of Work**
3. **Assignment**

Note: Learners are expected to complete the Learner Declaration & Authorship statement at the beginning of each module. This statement identifies certain areas that learners need to be aware of before they commence the programme.

One aspect of this declaration relates to plagiarism and the importance of learners producing their own work. Learner assessments will be put through Turnitin at levels 4, 5 & 6 to ensure that learners have not plagiarised another individuals work.



Classes of Award

- **Major Awards** are named in the outer rings, are the principal class of awards made at a level.
- **Minor Awards** are for partial completion of the outcomes for a Major Award.
- **Supplemental Awards** are for learning that is additional to a Major Award.
- **Special Purpose Awards** are for relatively narrow or purpose-specific achievement.
- **Professional Awards** are for occupation-orientated qualifications including apprenticeships.

*Please refer to NCCA website www.ncca.ie/en/junior-cycle/

Irish Register of Qualifications

For more information on qualifications, providers and programmes, visit www.irq.ie

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LEARNER FEEDBACK

You will receive feedback from your educator which will help you throughout your programme. Your educator will also mark your assessment. Please refer to QQI grading criteria for levels 4, 5 and 6.

At QQI levels 4, 5 and 6 the following different techniques are used to assess your level of understanding and knowledge.

Assessment for learners at QQI levels 4, 5 and 6:

1. **Skills Demonstration** – a practical way of showing what you have learned in a workplace environment or in a simulated environment
2. **Collection of Work** – this is learner evidence that you produce throughout your programme which shows you have reached the required standard
3. **Assignment** – this is usually a written essay or an investigation into a particular topic
4. **Learner Record** – this shows how you have reflected on and recorded your learning activities
5. **Examination** – this can be practical or written, oral or aural
6. **Project** – this shows your skills in planning, researching, creating, evaluating and producing

You will receive feedback from your educator which will help you throughout your programme. They will also mark your assessment. Awards at levels 4, 5 and 6 are classed as Pass, Merit or Distinction. Please refer to QQI grading criteria for levels 4, 5 and 6.

GRADING OF AWARDS

Grading Criteria – Levels 1, 2, 3

Awards at level 1, 2 and 3 are classified as **Successful** where a learner has achieved all the outcomes for the award.

Level 1	Level 2	Level 3
The learner has achieved the learning outcomes for the award in a **structured** and **supported** learning setting. The outcomes have been achieved with **signifcant support** and **direction** from the educator, but the learner has demonstrated **substantive achievement** on their own.	The learner has achieved the learning outcomes for the award in a **structured** and **supported** setting with **clear direction** from the educator. The learner has demonstrated **some autonomy of action** and has taken **limited responsibility** for the activities and for generating evidence.	The learner has achieved the learning outcomes for the award with **some supervision** and **direction**. The learner has demonstrated **autonomy of action** and has taken **responsibility** for generating appropriate evidence.

Grading Criteria – Levels 4, 5, 6

Awards at level 4, 5 and 6 are classified as *Pass*, *Merit* or *Distinction* where a learner has achieved the standards for the award according to the grading criteria. When a learner has *not* achieved the minimum standards for an award, the grade is recorded as *Referred*.

For competency-based awards or awards with specific legislative requirements regarding levels of competencies, the assessment will be weighted accordingly and the grading criteria specified in the Award Specification will reflect the minimum standard of achievement required by the learner.

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

5. ALL ABOUT OUR QUALITY PROCESS

LEARNER SUPPORTS POLICIES & PROCEDURES

LWETB have developed policies & procedures to provide guidance and information to all learners, staff and stakeholders. Listed below are various policies and procedures, and it is important that learners familiarise themselves with these processes and systems.

LWETB Examination & Practicals Procedure

The purpose of this procedure is to detail how LWETB will implement the examination processes to ensure that learners are assessed in a fair and consistent manner. Quality assured assessment ensures adherence to the principles of assessment.

If you would like to read LWETB Examination Procedure, please click on the following link: **Examination & Practicals Procedure**.

LWETB Learner Admissions Policy

This policy was created by LWETB in order to provide clear admission procedures that will be applied consistently across LWETB and in a fair and transparent manner.

If you would like to review this policy, please click on the following link: **LWETB Learner Admissions Policy**.

LWETB Learner Assessment Appeals Procedure

The purpose of this procedure is to explain the process of managing learner appeals in relation to the assessment process and/or assessment results. This procedure is for any assessment that has a grade (Level 4, 5 & 6).

If you would like to review the LWETB Learner Assessment Appeals Procedure, please click on the following link: **LWETB Learner Assessment Appeals Procedure**.

LWETB Learner Assessment Malpractice Procedure

All work submitted by learners for assessment purposes is accepted on the understanding that it is their own work and written in their own words except where explicitly referenced using the accepted norms and formats of the appropriate academic discipline. Whilst some cases of plagiarism can arise through poor academic practice with no deliberate intent to cheat, this still constitutes a breach of acceptable practice and requires to be appropriately investigated and acted upon.

If you would like to review LWETB Learner Assessment Malpractice Policy/Procedure, please click on the following link: **LWETB Learner Assessment Malpractice Procedure**.

LWETB Learner Assessment Deadlines/Short-term Extension Procedure

The purpose of this procedure is to ensure the fair and consistent assessment of learners. This procedure should be followed in relation to the deadlines for submission of learner evidence. This procedure is for any assessment that has a grade (Level 4, 5 & 6).

If you would like to review the LWETB Learner Assessment Appeals Procedure, please click on the following link: **Learner Assessment Deadlines/Short Term Extensions**.

LWETB Learner Recruitment Appeals Procedure

LWETB allows all prospective learners to appeal decisions made in relations to admissions. The Appeals procedure is designed to allow prospective learners to have any decision which they consider unfair relating to admissions reviewed and focuses on solving the issue early by finding a solution that works for the learner.

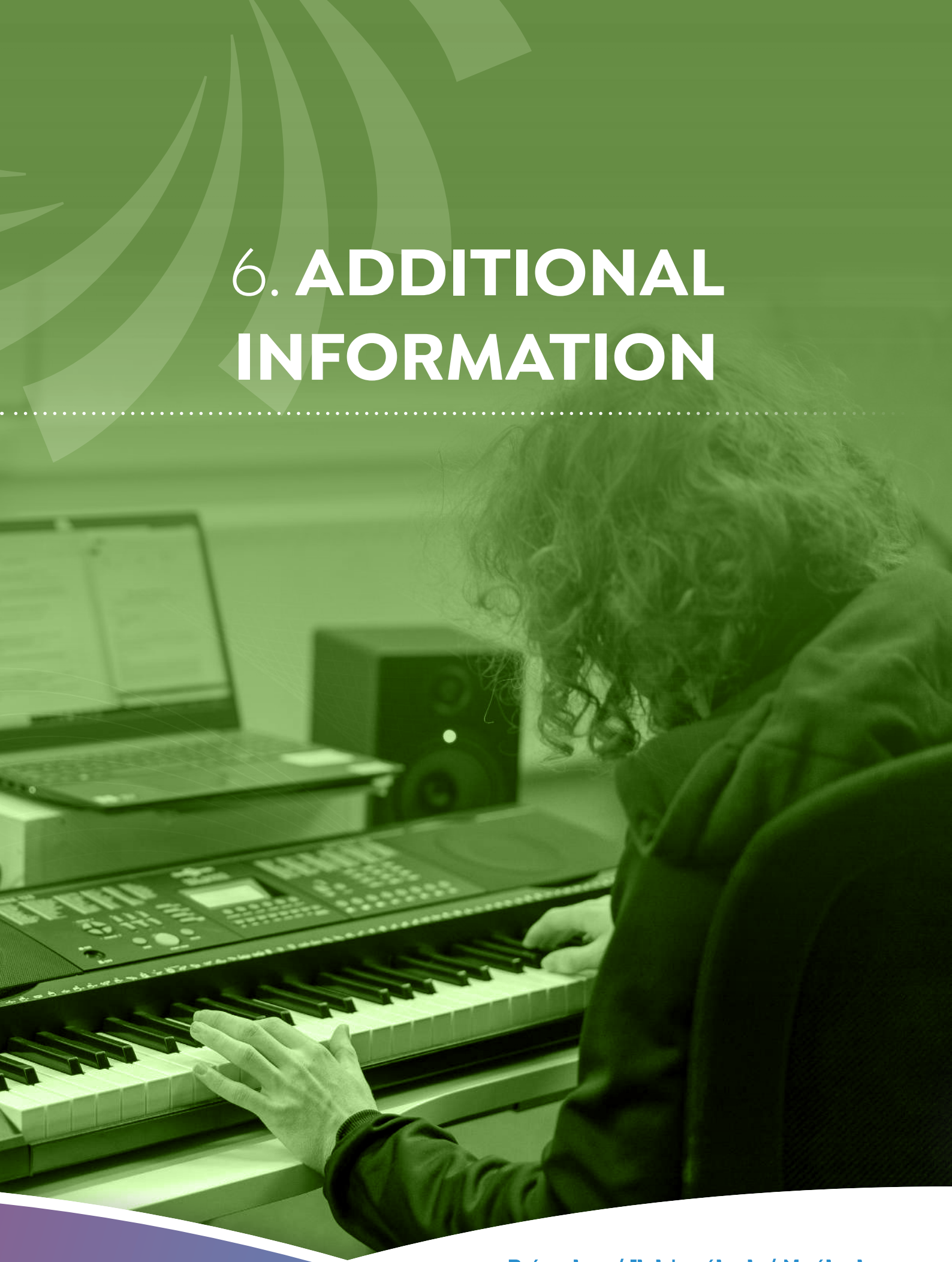
If you would like to review this procedure, please click on the following link: **LWETB Learner Recruitment Appeals Procedure**.

LWETB Repeats & Submissions Procedure

The purpose of this procedure is to outline the LWETB rules governing repeats of QQI assessments for learners. The procedure outlines the grounds for repeating assessments and the application process involved.

If you would like to review LWETB Repeats & Submissions Procedure, please click on the following link: **LWETB Repeats Procedure**.

6. ADDITIONAL INFORMATION



When you're feeling in distress, there's *always* somebody to talk to...

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EMERGENCY / CRISIS NUMBERS:

Call your **Local GP** or **Emergency Services**: **999** or **112**

MIDOC: Urgent Family Doctor Out-of-Hours Service

LoCall: **1850 302 702** *Mon - Fri: 6 pm - 8 am* *Weekends/Public Holidays: All hours*

Resource Officer for Suicide Prevention: **043 335 0169**

Longford/Westmeath *(Patrick Jones)*: **087 648 6649**

NATIONAL COUNSELLING SERVICES:

Samaritans

Support 24/7 for anyone going through a crisis or at risk of suicide

Freephone **116 123**

Text **087 260 9090**
(standard text rates apply)

Email **jo@samaritans.ie**

www.samaritans.ie

Turn2Me

Online one-to-one counselling and moderated peer support forums

6 free one-to-one online counselling sessions via text, video chat, or phone

www.turn2me.ie

YourMentalHealth

Search for supports in your local area

www.yourmentalhealth.ie

Additional Links:

www.recoverycollegewest.ie/regari/

www.thecounselingpalette.com/post/25grounding-techniques-for-ptsd

www.thedeciderskills.vercel.app/

www.grow.ie/events/athlone/

More help and information available at **www.lwetb.ie/wellbeing**

Spectrum.Life

Your Learner Assistance Programme is a free, confidential counselling and wellbeing support service that provides in-the-moment support to you

www.spectrum.life

Text About It

A free, anonymous, 24/7 messaging service providing everything from a calming chat to immediate support

Text **50808**

MyMind

Community mental health services

www.mymind.ie

Additional Link:

www.mindingcreativeminds.ie

BeLonG To

Supporting lesbian, gay, bisexual, transgender and intersex (LGBTI+) young people in Ireland

Email **info@belongto.org**

www.belongto.org

M.A.B.S.

Money Advice and Budgeting Service

Helpline **0761 07 2000**
Mon-Fri: 9 am – 8 pm

www.mabs.ie

Esker House Refuge

Emergency accommodation and support services for women and their children who are or have experienced domestic violence

Phone **090 64 74 122**

Aware

Free support, education and information services to those impacted by anxiety, depression, bipolar disorder and related mood conditions

Freephone **1800 80 48 48**
Mon-Sun: 10 am – 10 pm

Email **supportmail@aware.ie**

www.aware.ie

Additional Links:

www.aware.ie/information/depression/

www.aware.ie/information/anxiety/

www.aware.ie/programmes/life-skills-online-programme/

Pieta House

A free, 24/7 therapeutic approach to people in suicidal distress or engaging in self-harm

Freephone **1800 247 247**

Text '**HELP**' to **51444** for one-to-one text support

www.pieta.ie

Pieta Midlands

Seán Costello Street,
Athlone, Co. Westmeath
N37 W9W0

Phone **(090) 642 4111**
Mon: 10 am - 8 pm
Tue & Wed: 10 am - 6 pm
Thu: 10 am - 8 pm
Fri: 10 am - 6 pm

Bríomhar / Ilchineálach / Nuálach
Dynamic / Diverse / Innovative

WHAT DO OUR TERMS MEAN?

Access	Refers to how LWETB aim to make sure that all learners have equal opportunities to access further education and training.
Appeals Committee	Refers to the committee which exam ines the appeal of the assessment process.
Appeals Examiner	Refers to the individual who examines the learner assessment appeal evidence and makes a decision on the appeal.
Apprenticeship	Combination of on-the-job-training (OJT) and related classroom instruction under the supervision of a journey-level crafts person or trade professional. An apprenticeship is usually 2-4 years in duration.
Assessment	The Process by which evidence of performance is collected and compared with the standards of knowledge skill or competence required and a judgement made on learner achievement of the standards.
Assessment Attendant	Refers to the individual in the centre who is nominated as an attendant in the conduct of examinations.
Assessment Instrument	An assessment instrument is the specific activity/task or question(s) devised by the educator based on the specified assessment technique.
Assessment Technique	A valid and reliable way of assessing learner evidence for a particular range of learning outcomes, eg: practical skills should be assessed in a practical manner e.g. by a skills demonstration.
Assessor	Refers to the individual that provides an opportunity for learners to generate/devise evidence. The educator marks the learner evidence and makes the assessment judgement on whether the outcomes of knowledge, skill or competence, as outlined in the award specification, have been achieved and to what standard.
Authentication Process	The process by which providers will quality assure the devising, recording and verification of the assessment procedures. This process will include both internal verification (IV) and external authentication (EA).
Award	That which is conferred, granted or given by an awarding body and which records that a learner has acquired a standard of knowledge, skill or competence at a required level on the NFQ. QQI determines the standard of knowledge, skill and competence for an award.
Award Type	Refers to a class of named awards sharing common features and level. These include major, minor, special purpose and supplemental award types. Different award types reflect different purposes of award and allow for the recognition of all learning achievement.
Awarding Body	A recognised body/organization issuing qualifications eg: certificates, diplomas and awards to formally recognize learning outcome achievement in national standards.

Centre Manager	Refers to the centre manager, centre director, principal or the manager of any ETB FET college or ETB Further Education/Training Centre.
Centre	Refers to any college, further education or training centre, or site where teaching, learning and/or assessment takes place on behalf of LWETB.
Collaborating Provider	A provider who is formally involved in the provision of an apprenticeship programme and accountable in this respect to the coordinating provider.
Competence	One of the framework strands (learning outcomes of knowledge, skill and competence). Competence refers to skills and knowledge that learners achieve and then apply those skills and knowledge to their work and day-to-day living.
Component	The term 'component award' is synonymous with the NFQ term 'minor award'. A component award is described by a 'component specification'.
Coordinator / Assistant Coordinator	Refers to the Programme Coordinator, Programme Manager, Centre Manager or other relevant manager/overseer of a programme.
Criterion Referenced Assessment	Criterion-referenced assessment has set criteria to be achieved. Meeting or not meeting these criteria is the most important aspect. The standards of knowledge, skill and competence are specified in the Award Specification and learners reach them or fail to do so. FET awards are criterion referenced.
Determining standards	The Process by which QQI determines the standards of knowledge, skill or competence for the purpose of making awards.
Educator	Refers to the individual involved in the activity of teaching and facilitating learning; eg. teacher, tutor, instructor, trainer, adult educator, learning practitioner.
Exemption	Where learners have achieved other certification, they can apply for and claim an exemption for a QQI minor award(s) towards a major award. QQI states: • Only awards which are no more than 5 years old, may be used to claim an exemption • Only when the learner is in a position to achieve a major awards can the exemption(s) be submitted for certification
External Authentication	The means by which learners, providers, educators and QQI will be independently assured that the application of the provider's assessment procedures is carried out effectively.
External Authenticator (EA)	Designated subject matter expert appointed by providers to provide independent authentication of fair and consistent assessment in line with QQI requirements.
FET Governance Policy	Governance guidelines of management's expression of intention, direction and aims regarding quality assurance of its FET services.
Fields/subfields	There are fields, or specific areas of learning within FETs classification of awards (see Standards Policy). Fields of learning (e.g. Business) are subdivided into sub-fields (e.g. Marketing) and then domains (e.g. International Marketing). There is a wide range of domains.

Folder	Learner evidence reflecting a body of work for an individual module; portfolio, examination, skills demonstration, project, assignment, practical and so on.
Formative Assessment	Formative assessment informs a learner how to improve their learning and is generally carried out in the early stages of, or during, a programme. Formative assessment provides feedback on a learner's work and is not necessarily used for certification purposes. The emphasis in formative assessment is on encouraging more understanding by learners of their respective strengths, weaknesses and gaps in knowledge.
Further Education & Training – FET	Types of FET provision on offer in ETBs are: • FE: Further Education refers to: colleges of FE, Youthreach centres, Adult Education centres, Prison Education centres. • T: Training refers to training services provided by training centres including community training and those centres contracted by ETBs. ETB Apprenticeships may be delivered in different centre types e.g. training centres, colleges of FE.
Governance	The overall legal and administrative arrangements under which accountabilities and responsibilities are established.
Governance Structure	A governance structure enforces separation of responsibilities between those who produce/develop material and those who approve it.
Governance System	A provider's governance system refers to all of the provider's internal QA policies, procedures, guidelines, roles and responsibilities required to govern, oversee, manage, analyse, make decisions, review and improve the quality of provision and related services.
Internal Verification Personnel for IV	Refers to an LWETB trained individual who verifies that LWETB assessment policies and procedures have been applied across the range of assessment activities. This is done by a systematic checking of assessment evidence completed using the LWETB Sampling Strategy.
Invigilator	Refers to the individual who supervises an examination. Ideally, the invigilator is an individual independent of the delivery of the module.
Knowledge	One of the framework strands (learning outcomes of knowledge, skill and competence). Knowledge is the understanding and skills gained through education, training and or experience. It can comprise description, memory, understanding, thinking, analysis, synthesis, debate and research.
Learner	Persons acquiring or who has acquired knowledge, skill or competence eg student, pupil, apprentice.
Learner Evidence	Tangible evidence in the achievement of learning by a learner, in the required skills, knowledge and competencies of learning outcomes as identified by awarding body. Supersedes: Learner Folder/Portfolio.
LWETB Programme	Refers to a process by which a learner acquires knowledge, skill and competence and includes a programme of study, a course of instruction and an apprenticeship.

Major Award	A major award is the principal class of award made at each level. It represents a significant volume of learning outcomes. A major award will prepare learners for employment, participation in society and community and access to higher levels of education and training.
Minor Award / Component Award	A minor award is an award that is derived from, and must link to, at least one major award. Minor awards are smaller than their parent major award(s). Achievement of a minor award provides for recognition of learning that has relevance and value in its own right e.g. Word Processing, Safety and Health at Work. In the FET awarding system they are referred to as components.
National Framework of Qualifications (NFQ)	The single nationally and internationally accepted entity through which all learning achievements may be measured and related to each other in a coherent way and which defines the relationship between all education and training awards. The Framework has 10 levels, reflecting all learning from introductory to doctorate levels.
National Qualifications Authority of Ireland (NQAI)	The National Qualifications Authority of Ireland, also referred to as the Authority or NQAI, established in 2001 arising from the Qualifications (Education and Training) Act 1999, with responsibility to establish and maintain the national Framework of Qualifications.
Operating Principles	Operating Principles outline the way that organisations put their values into practice and get things done. They define the provider's culture, values, and organisation.
Outcomes	Identify what the learner is able to do on successful completion of a learning experience.
Oversight	The responsibility for making sure a system or process works efficiently and correctly.
PGG - Programme Governance Group	LWETB group that has decision-making and approval functions for programmes, validation and updating of modules descriptors and support services of such.
Policy	A documented approach to provide leadership, transparency of purpose and consistency of practice across the diversity of the provider's provision - Management's expression of its intentions, direction, and aims regarding a process. A policy should provide a rationale for those who carry out the associated procedures.
Policy	Deliberate and documented approach/action/conduct/system to provide leadership, transparency of purpose and consistency of practice across the diversity of the provider provision. The rationale for those carrying out the associated procedures.
Procedures	Procedures provide clear and coherent means and methodologies that a provider uses to carry out the intention of a policy. A procedure covering any process should, at a minimum, specify: a. The title of the task(s) it is designed to carry out b. Methods to be used in carrying out the task(s) c. Who is responsible for carrying out the task(s) d. Who should monitor the procedure, how often and in what way e. Indicative evidence that can be used to demonstrate that the procedure is effective

Process	An overview which outlines how a policy will be implemented using detailed procedures.
Programme	A programme is a learning experience designed and offered by a provider based on predetermined national standards and leading to a QQI award.
Progression	Refers to a learner's ability to move to another programme leading to an award at a higher level of the framework, having received recognition for knowledge, skill or competence acquired.
Provider	A person who, or body which, provides, organises or procures a programme of education and training.
QA Working Group	Refers to the LWETB groupings that are established to progress an action linked to a strategic priority as identified the QOG.
QGG – Quality Governance Group	Refers to LWETB staff that support the planning, development, implementation, maintenance, enhancement and review of quality assurance policies and procedures.
QOG – Quality Oversight Group	Refers to the LWETB group headed up by the QOG that oversees QGG & PGG that is established to oversee the development and implementation of QA Working Groups inclusive of emerging policies and procedures.
Quality	A level of service that meets the needs and expectations of the learners and key stakeholders, learners and vested parties.
Quality Assurance	The system(s) put in place by a provider to maintain and improve the quality of its programme(s) and services.
Quality Framework	The structure for implementing a management system to direct and control an organisation with regard to quality.
Quorum	The minimum number of voting members that must be in attendance at a meeting of an organisation for that meeting to be regularly constituted.
Recognition of Prior Learning (RPL)	Recognition of Prior Learning i.e. recognition of learning that has taken place but not necessarily been assessed or measured prior to entering a programme. Such prior learning may have been acquired through formal, non-formal or informal routes.
Risk	Documented uncertainty about the effects/implications identified that may affect provision, service or any stakeholder where risk may occur or has potential to occur.
Sampling Strategy (IV & EA)	The process of selecting a set portion of learner folders/evidence as set out by LWETB in accordance to QA standard adherence.
Skill	One of the framework strands (learning outcomes of knowledge, skill and competence). The ability to use knowledge and training to carry out tasks efficiently and effectively. It reflects know-how and skill and involves demonstration by the learner of ability in terms of mastery of skill or application of knowledge.

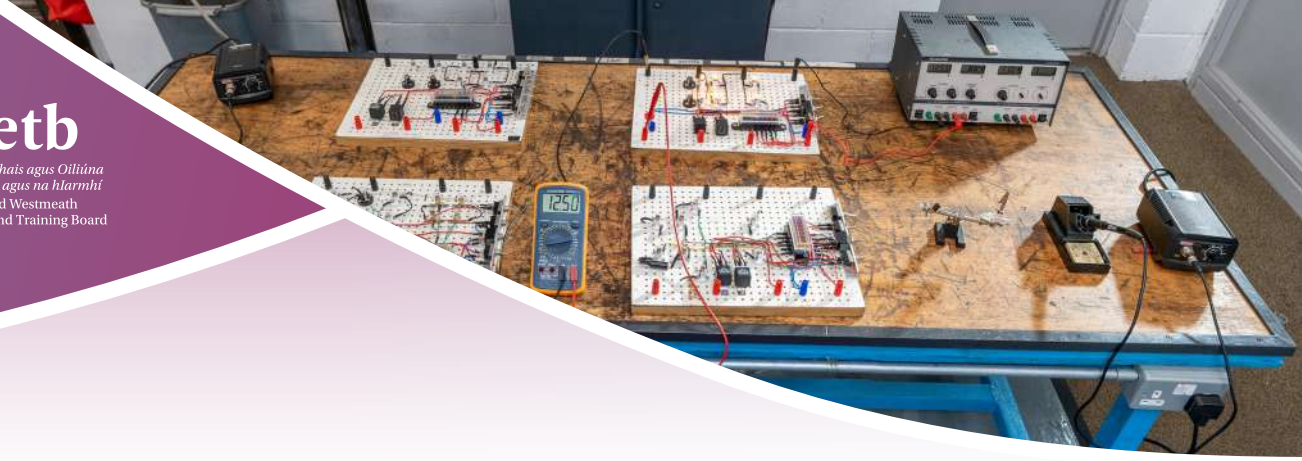
SOLAS	The state organisation, established in 2013, under the Further Education & Training Act is an agency of the Department of Education & Skills and has a responsibility for funding, planning and coordinating FET in Ireland.
Special Purpose	A special-purpose award is made for specific relatively narrow purposes. It does not have to link to a major award e.g. Fork Lift Truck Driving.
Strategy	An organisational approach to achieve strategic goal(s) or address issue(s). Strategies are usually long-term in nature.
Summative Assessment	Summative assessment is generally carried out at the end of a programme or 'unit' of learning, e.g. written examination. It is comprehensive in nature and is generally used for certification purposes. It is based on the cumulative learning experience that takes place in a programme or 'unit'. Assessment undertaken for the purpose of submitting authenticated results to QQI for the purpose of requesting an award is summative assessment.
Supplemental	A supplemental award is an award to recognise learning which involves updating/ up-skilling and/or continuing education and training with specific regard to occupations e.g. Gas Installation.
Terms of Reference	A document which describes the purpose and structure of a project / group.
Transfer	Refers to a learner's ability to move from one programme leading to an award to another, including at the same level of the framework, having received recognition for knowledge, skill or competence acquired.
Validated Programme	A providers programme that has been validated by QQI for delivery.
Validation	Validation is the Process through which QQI determines that the programmes devised by providers will enable learners to achieve the standards required for an award.
Youthreach	An education, training and work experience programme for early school leavers.

WHAT DO OUR ABBREVIATIONS AND ACRONYMS MEAN?

ABE	Adult Basic Education – generally programmes 1-3 leading to QQI Awards
AIS	Assessment Instrument Specification
ALS	Adult Literacy Services
ATC	Athlone Training Centre
ATO	Approved Training Organisation (private companies approved by SOLAS)
BTEI	Back to Education Initiative
CAS	Common Awards System
CEDEFOP	European Centre for the Development of Vocational Training
CPD	Continuing Professional Development
CSCS	Construction Skills Certification Scheme
CTC	Community Training Centre
DCYA	Department of Children & Youth Affairs
DEASP	Department of Employment Affairs & Social Protection
DES	Department of Education & Skills
DFI	Disability Federation Ireland
DOJW	Department of Justice Workshop
DOS	Director of Schools
DOSD Forum	Director of Organisation, Services & Development Forum
EA	External Authenticator
EQF	European Qualifications Framework
ESE/R	Executive Self Evaluation Report
ESOL	English for Speakers of Other Languages
ETB	Education Training Board
ETBI	Education Training Board Ireland

lwetb
Bord Oideachais agus Oiliúna an Longfoirt agus na hIarmhí
Longford and Westmeath Education and Training Board

FÁS	Former state training and employment authority – dissolved 2013
FE	Further Education
FESS	Further Education Support Services
FET	Further Education & Training
FETQS	Further Education and Training Quality System
GDPR	General Data Protection Regulation – EU law on data protection & privacy
HEI	Higher Education Institution
ITABE	Intensive Tuition in Adult Basic Education
IV	Internal Verification
IV'r	A trained person(s) conducting Internal Verification
LTI	Local Training Initiative
MIMLO	Minimum Intended Module Learning Outcome – ETB Apprenticeships (2019)
MIPLO	Minimum Intended Programme Outcomes – ETB Apprenticeships (2019)
NARIC	National Academic Recognition Awards Centre
NFQ	National Framework of Qualifications
NQAI	National Qualifications Authority of Ireland
OJT	On the Job Training (Apprenticeship)
OSD	Organisation, Support & Development (Director LWETB: Charlie Mitchell)
PGG	Programme Governance Group (LWETB QA Group)
PLC	Post-Leaving Certificate
PLSS	Programme Learner Support System (National Database of programmes and learners)
PMO	Programme Management Office (Dept. of Ed – Oversight of all ETBs)
QA	Quality Assurance
QAGs	Quality Assurance Guidelines
QASMT	Quality Assurance Senior Management Team
QBS	QQI Business Centre (QQI Database for learners results)



SYNOPSIS OF THE NATIONAL FRAMEWORK OF QUALIFICATIONS LEVEL OUTCOMES

Determinations for the Outline of the National Framework of Qualifications (www.qqi.ie):

Level 1	The learning outcomes relate to the performance of **basic tasks** in a **controlled environment under supervision** and the display of an **ability to learn information and basic repetitive skills**, as well as to **sequence learning tasks**. Literacy and numeracy achievements would correspond to those measured at **the initial levels of international assessment systems**.
Level 2	Key outcomes at this level are **basic literacy and numeracy** and the introduction to the systematic learning. Learning outcomes relate to the **ability to learn new skills and knowledge** in a **supervised environment** and to carry out **routine work under direction**. Learning outcomes at this level are typically **developmental** rather than geared towards a specific occupation.
Level 3	Learning outcomes at this level relate to **low volume of practical capability** and of **knowledge of theory**. The outcomes relate to the performance of **relatively simple work** and may be **fairly quickly acquired**. Outcomes at this level may also confer a **minimum employability** for **low skilled occupations** and include **functional literacy and numeracy**.
Level 4	**Independence** is the hallmark of this level. Learning outcomes at this level correspond to a **growing sense of responsibility** for **participating in public life** and **shaping one's own life**. The outcome at this level would be associated with **first-time entry to many occupational sectors**.
Level 5	Learning outcomes at Level 5 include a **broad range of skills** that require some theoretical range of skills that require **some theoretical understanding**. The outcomes may relate to **engaging in a specific activity**, with the **capacity to use the instruments and techniques related to an occupation**. They are associated with working being undertaken **independently**, subject to **general direction**.
Level 6	Learning outcomes at Level 6 include a **comprehensive range of skills** which may be **vocationally-specific and/or of a general supervisory nature**, and require **detailed theoretical understanding**. The outcomes also provide for a **particular focus on learning skills**. The outcomes relate to working in a **generally autonomous** way to **assume design and/or management and/or administrative responsibilities.** **Occupations at this level would include higher craft, junior technician and supervisor.**

LEARNING OUTCOMES – USEFUL VERBS

KNOWLEDGE

Breadth

How extensive is the learner's knowledge?

Useful Verbs: describe, define, identify, list, quote, recall, recite. recognise, repeat, reproduce, select, state, write

Kind

What nature or quality of knowing has the learner engaged in?

Useful Verbs: describe, define, identify, list, quote, recall, recognise, repeat, reproduce, select, state, write

KNOW-HOW AND SKILL

Range

How extensive are the physical, intellectual, social and other skills demonstrated by the learner?

Useful Verbs: apply, assess, associate, choose, clarify, classify, compute, contrast, complete, construct, convert, decode, defend, demonstrate, describe, develop, differentiate, discover, discriminate, discuss, distinguish, dramatise, employ, estimate, examine, explain, experiment, express, extend, extrapolate, generalise, give examples, identify, illustrate, indicate, infer, interpret, modify, operate, organise, practice, predict, produce, recognise, report, rewrite, review, select, specify, simulate, solve, summerise, translate, use

Selectivity

How complicated are the problems that the learner can tackle using the skills acquired and how does a learner tackle them?

Useful Verbs: apply, assess, associate, choose, clarify, classify, compute, contrast, complete, construct, convert, decode, defend, demonstrate, describe, develop, differentiate, discover, discriminate, discuss, distinguish, dramatise, employ, estimate, examine, explain, experiment, express, extend, extrapolate, generalise, give examples, identify, illustrate, indicate, infer, interpret, modify, operate, organise, practise, predict, produce, recognise, report, rewrite, review, select, specify, simulate, solve, summerise, translate, use

COMPETENCE

Context

In what contexts is a learner able to apply the knowledge and skills?

Useful Verbs: acknowledge, act, adhere, ask, accept, answer, assist, attempt, challenge, combine, complete, conform, cooperate, defend, demonstrate, differentiate, discuss, display, embrace, follow, hold, initiate, integrate, join, judge, justify, listen, order, organise, participate, practise, share, praise, question, relate, report, resolve, respond, share, show, support, synthesis, value

Role

How much responsibility can the learner take, personally and in groups, for the application of knowledge/skills?

Useful Verbs: apply, assess, associate, choose, clarify, classify, compute, contrast, complete, construct, convert, decode, defend, demonstrate, describe, develop, differentiate, discover, discriminate, discuss, distinguish, dramatise, employ, estimate, examine, explain, experiment, express, extend, extrapolate, gerenalise, give examples, identify, illustrate, indicate, infer, interpret, modify, operate, organise, practise, predict, produce, recognise, report, rewrite, review, select, specify, simulate, solve, summerise, translate, use

Learning to Learn

To what extent can the learner identify the gaps in their learning and take steps to fill those gaps?

Useful Verbs: match, recall, describe, explain, paraphrase, restate, research, interpret, discuss, acknowledge, recognise, calculate, apply, solve, illustrate, use, demonstrate, determine, model, perform, present

Insight

How far has the learner integrated the intellectual, emotional, physical and moral aspect of the learners learning into their self-identity and interaction with others?

Useful Verbs: build, reflect, understand, analyse, critique, associate, connect, simplify, engage, embody, break down, categorise, recognise, interpret, discuss, contrast, explain, give examples of, express

NOTES

www.lwetb.ie

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