

### 3. PROGRAMMES OF EDUCATION AND TRAINING

Craol are responsible for the delivery of training to learners, and other relevant workshops, in community radio stations including staff, volunteers, interns, transition year students and local community individuals and groups.

The Craol Training and Quality Assurance Committee hold responsibility for ensuring adequate resources for programme/module development and QQI administration. Craol hold responsibility for ensuring adequate resources at station level for delivery of modules by Craol trainers and for oversight and monitoring of module delivery. All trainers are fully qualified to deliver Craol QQI accredited modules. Craol is a provider of the following QQI Modules. Craol does not benchmark module indicators against other providers.

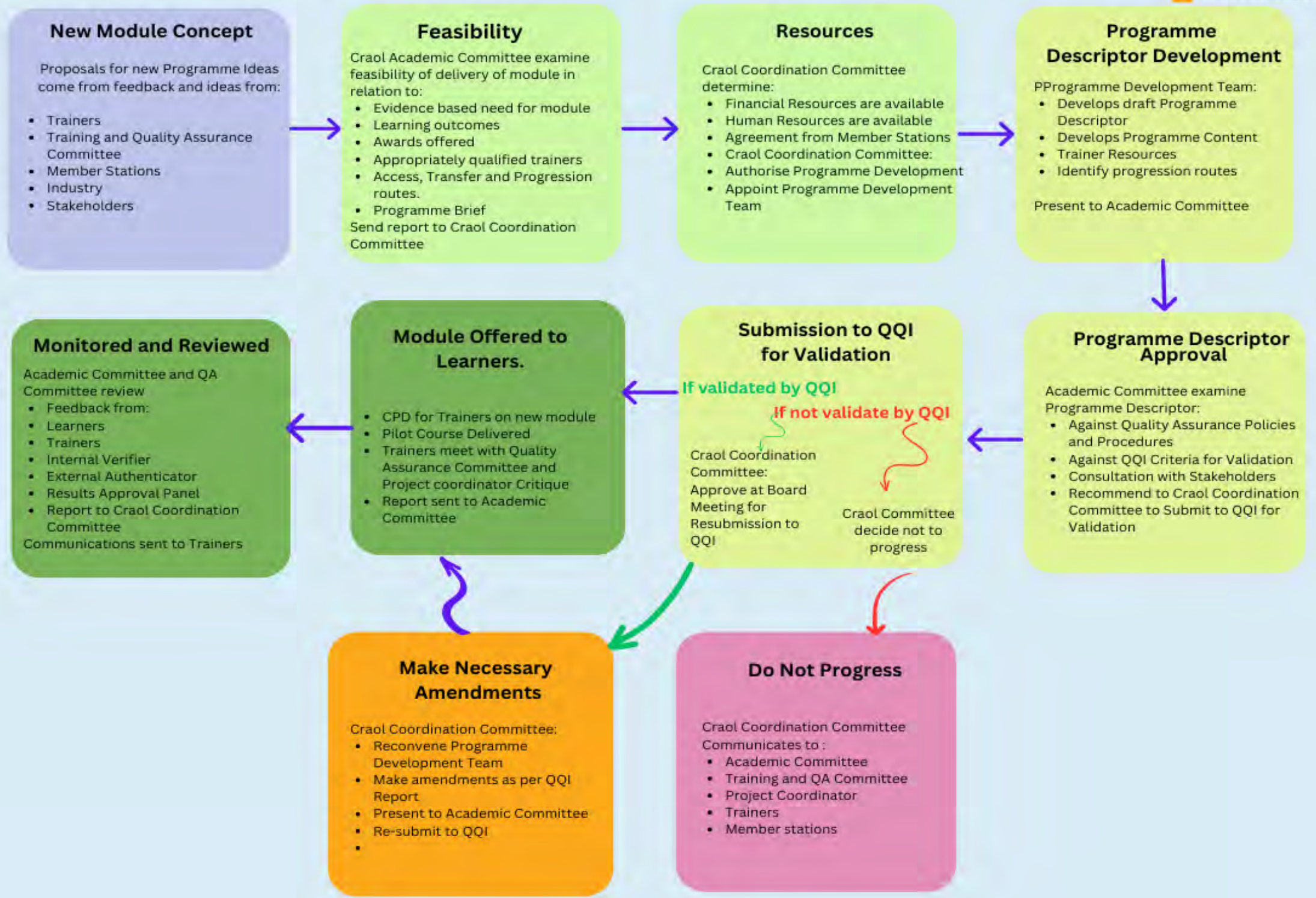
- Level 3            Media Expression,            3N0792
- Level 4            Community Radio Skills      4N3305
- Level 4            Communications              4N0689
- Level 5            Media Analysis                5N1298

Internal benchmarking systems include, self-evaluation and monitoring of modules delivered, through learner and trainer feed-back forms, trainers feed-back to the Project Coordinator, evaluations of learners records/assessments already made or in process and site visits to training rooms. It is mandatory for trainers to attend Continuous Professional Development training bi-annually.

#### **3.1 Programme/Module Development and Approval**

- 3.1.1 Craol does not offer full programmes at present. Individual modules are delivered by qualified, registered Craol trainers. New modules can be proposed from a variety of sources and must follow strict development and approval stages. (See Programme/Module Development and Approval chart, page 29 and Registering a QQI Course in Appendix 11)
- 3.1.2 Modules are developed in response to learner and local community needs, current communication and media requirements/developments and the facilitation of the ongoing development of the organisation’s mission and purpose.
- 3.1.3 Modules clearly state expected outcomes and what is required from learners in relation to validation of marks and awards offered. Expected learner outcomes from a Level 3 Media Expression module will differ from that of a Level 4 Communications module. Modules are structured in a manner that facilitates learner placement (if applicable).
- 3.1.4 Module content and assessment processes are designed and delivered in line with QQI Policies and Criteria for the Validation of Programmes of Education and Training, enabling learners acquire the skills necessary for submission for an award and be assessed on those skills. (See QQI Policies and Criteria for the Validation of Programmes of Education and Training: 2.3 page 6, Appendix 12)
- 3.1.5 Modules are developed and delivered in line with Craol’s QAS, the ethos of social benefit to the community, QQI, RPL and Access, Transfer and Progression guidelines. Entry criteria is clearly defined for each module.
- 3.1.6 All Craol modules are submitted to QQI for validation before they can be offered to learners. All Craol modules are reviewed and evaluated during and on completion of the module. RPL (Recognised Prior Learning) may be discussed at entry level. See NFQ Framework Fig 9, p 27. A copy of the NFQ grid indicators is included in the Recognised Prior Learning policy. P 152

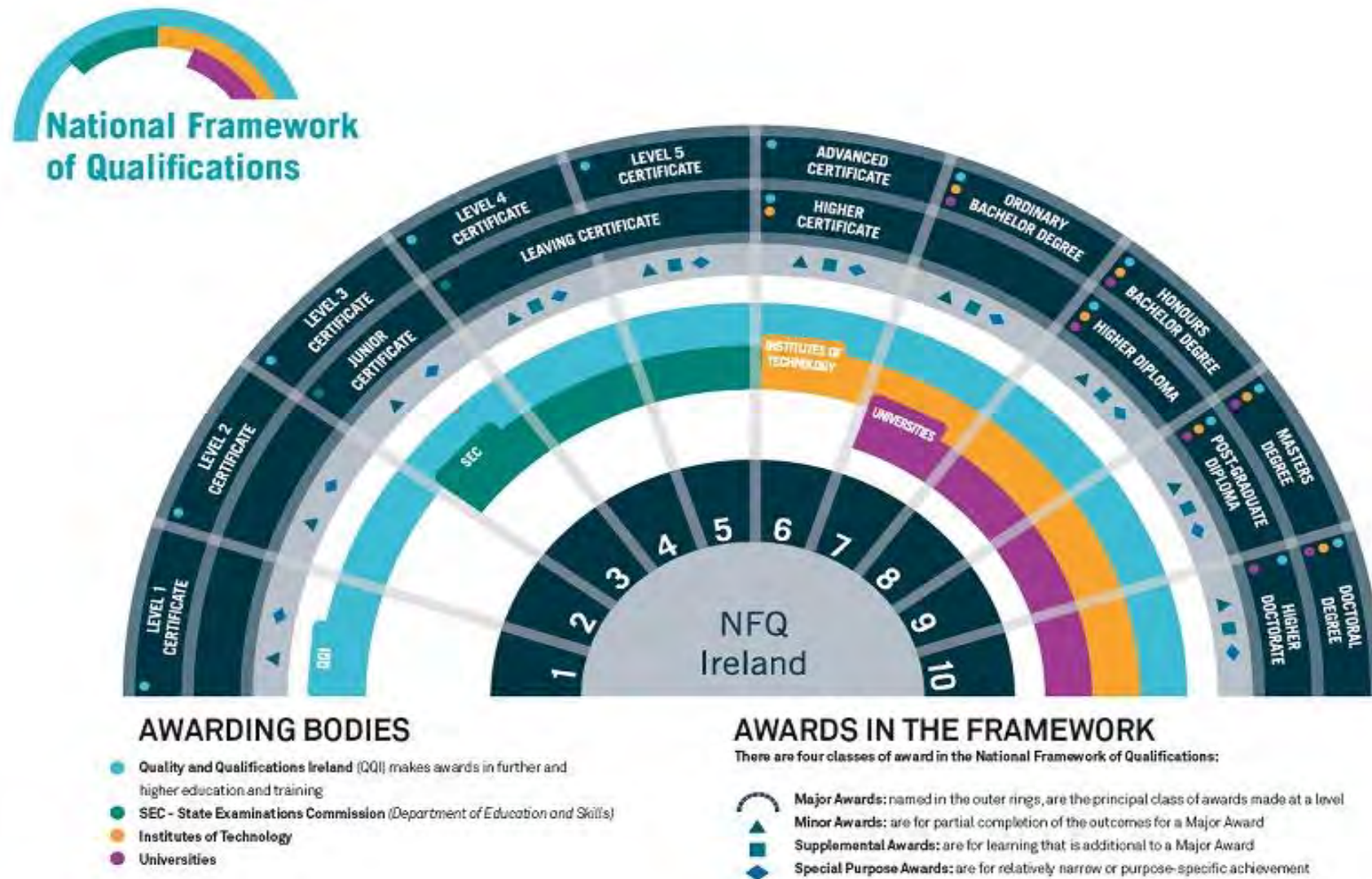
**Fig 8 Module Development and Approval**



## **3.2 Programme/Module Development and Approval Process**

- 3.2.1 Proposals for new modules may come from feedback and ideas from trainers, the Training and Quality Assurance Committee, member stations, industry or stakeholders.
- 3.2.2 The Craol Academic Committee examine the feasibility of delivering a module in relation to evidence based need for the module, learning outcomes, awards offered, appropriately qualified trainers, Access, Transfer and Progression routes, the module brief. A report is sent to the Craol Coordination Committee.
- 3.2.3 The Craol Coordination Committee determine that resources are available, including financial, human resources, agreement from relevant member station.
- 3.2.4 The Craol Coordination will authorise programme/module development, and appoint a Programme/Module Development team who will develop a module descriptor and programme contents. They will also check that trainers and resources are in place to deliver the module, identify progression routes and present this to the Academic Committee.
- 3.2.5 The Module Descriptor is examined by the Academic Committee against Quality Assurance Policies and Procedures, QQI Criteria for Validation. This takes place in consultation with relevant stakeholders and is then recommended to the Craol Coordination Committee for submission to QQI for Validation.
- 3.2.7 The module is then submitted to QQI for Validation. If validated by QQI trainers are offered CPD relevant to the new module, a pilot course is delivered to learners, the trainers meet with the Quality Assurance Committee and Project Coordinator for critique and a report is sent to the Academic Committee.
- 3.2.8 If the module is not validated by QQI the Craol Coordination Committee will meet and decide whether to approve resubmission to QQI. In this case, the committee will reconvene the Programme/Module Development team, make any suggested amendments required by QQI, present the changes to the Academic Committee and resubmit the module to QQI for approval.
- 3.2.9 If the Craol Coordination Committee decide not to progress the module any further communication is relayed to the Academic Committee, the Training and Quality Assurance Committee, the Project Coordinator, relevant trainers and member stations.
- 3.2.10 The Academic Committee and Quality Assurance Committee will review any feedback from learners, trainers, the internal verifier, the external authenticator and the results approval panel. A report will be sent to the Craol Coordination Committee and communication will be sent to relevant trainers.

Fig 9



**Fig. 10 Craol Training Ladder**



**Workshop - Introduction to Media**  
 (2-3hr workshop, extracted form L3 Express Yourself Through Media Course)



**QQI Level 3**

L3 Media Expression - 3N0792

<p><b>Express Yourself Through Media</b></p> <p>All Learners</p>	<p><b>Speaking Up for a Change</b></p> <p>Older People Advocating for Change</p>	<p><b>Express Yourself</b></p> <p>Teenagers Making Radio That Matters</p>
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**QQI Level 4**

L4 Community Radio Skills - 4N3305 | L4 Communications - 4N0689

<p><b>Community Radio Skills</b></p> <p>New volunteers to Community Radio</p>	<p><b>Communication Skills - Radio Makers</b></p> <p>Members of Community Radio Production Teams</p>	<p><b>Communication Skills - Community Organisations</b></p> <p>Members of CommunityGroups</p>	<p><b>Communication Skills - Workspace</b></p> <p>People preparing for the Workplace</p>
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**QQI Level 5**

L5 Media Analysis - 5N1298

**L5 Radio Production Skills**  
 (Proposed for Development and Validation 2024)

### **3.3 Learner admission, progression, recognition and certification process.**

Craol is committed to providing an equitable and transparent admission system which provides learners with information regarding entry criteria, inclusion of prior learning, options to transfer or progress on the NQI framework and awards offered on completion of modules. This is in line with QQI, RPL (Recognised Prior Learning) and ATP (Access, Transfer and Progression) guidelines and procedures and extends to EQF (European Qualifications Framework) guidelines and procedures.

Craol offer modules from an open, equal and diverse ethos. All modules offered are available to all members of the community, subject to demand and satisfying entry criteria. All policies and procedures regarding learner admission, progression and certification follow statutory educational requirements and are clearly available in the Craol Quality Assurance Manual, Learner and Trainer handbooks and on request to the Craol Project Coordinator.

#### **3.3.1 Prior to Admission.**

1. Modules are advertised by Craol stations, either through their website, on air, social media or local print media.
2. Advertised modules include course descriptor, length of course, level and certification, entry requirements, assessment process (if applicable), start and completion dates and cost of course, (if applicable.)
3. Potential learners can contact their local Craol station for more information or to apply for a course.
4. Potential learners will be informed of RPL processes which may be included in assessing learners for entry to modules or for certification processes. (See RPL Policy, page 152)
5. Non-English speaking applicants are informed of and given access to a CEFR assessment.

#### **3.3.2 On Admission to a module.**

1. Learners are invited to attend an induction meeting with the trainer where they are given a copy of the Learner's handbook which contains Craol policies and procedures relevant to learners, information regarding their rights and responsibilities and what is expected from them during the duration of their training with the organisation.
2. Learners are given information regarding the assessment process, including time frames, dates, presentation methods, marking guidelines and complaints/appeals procedures at the beginning of the module.
3. Trainers ensure that learners understand the expected outcomes of modules and are familiar with the training room and instruments/equipment used in media training.
4. Learners are given information on Access, Transfer and Progression pathways, (if applicable.)
5. A class rep will be elected who will represent learners for the duration of the module.
6. Learners are given their Learner Contract

#### **3.3.3 Assessment Process/Progress**

1. Evaluation of modules is carried out through one to one progress meetings between learners and trainers and through hard copy feedback forms. This information is used to establish progress indicators, identify additional supports required by learners and collect data on completion rates.
2. Learners are given information regarding the Assessment Process through a copy of the assessment brief.
3. Learners work is sent to the Internal Verifier for potential marking, then forwarded to the External Authenticator for final marking.
4. If a learner or trainer is unhappy with the final mark an appeal may be lodged according to the Craol's Appeals Policy and guidelines.

#### 3.3.4 Certification and Recognition

1. All modules offered by Craol are QQI certified. Craol recognises other courses completed by prospective and current learners in line with the organisations Recognised Prior Learning Policy.
2. All results are compiled, checked and uploaded on QQIs QBS system.
3. QQI issue award certificates via Craol
4. Certificates are issued to Learners

# Fig. 11 Learner Pathway

- Course Advertised
- Learners apply.

## Access



**Potential Learners are provided with information.**

- Course Descriptor & Length of Course
- Level and Certification
- Entry requirements
- Assessment Process
- Learner existing competencies and suitability for the course & RPL
- Non-English-speaking learners are given access to a CEFR assessment.
- RPL learners given access to skills demonstration (if applicable)
- Cost of Course if applicable.
- Start and completion Dates.



## Admission/Enrolled Learners

**Learners Receive Copy of Learners Handbook and attend induction meeting with Trainer.**

**Induction:**

- Relevant Policies and Procedures
- Timeframes & Dates
- Accommodations
- Methods Of Presenting
- Assessment Process & Copy of the Assessment Brief
- Complaints & Appeals Procedures.
- Election Of Class Rep
- Learner contract

- One to one meetings with Tutor
- Course attendance
- Evaluations and Feedback
- Course and Project Work
- Assessment Process
- Internal Verification
- External Authentication
- Results Approval Panel
- Notify learners of assessment outcomes
- Appeals
- Information on further modules

## Assesment & Progression



## Certification

- All results compiled, checked & uploaded on QQI's QBS
- QQI issue award certificates via Craol
- Certificates are issued to learners.



## **Access, Transfer and Progression and Recognised Prior Learning guidelines**

### **QQI defines Access, Transfer and Progression in the following manner:**

- i. Access - the process by which learners may commence a programme of education and training having received recognition for knowledge, skill or competence required.
- ii. Transfer - the process by which learners may transfer from one programme of education and training to another programme having received recognition for knowledge, skill and competence acquired.
- iii. Progression - the process by which learners may transfer from one programme of education and training to another programme.

Entry criteria is clearly defined for each Craol module. Craol level 3, 4 and 5 modules allow learners the opportunity to access training and while transfer at this level is not usually necessary, learners have the opportunity to discuss this with their trainer if they wish to. A non-major award (Level 3, 4 or 5) is a qualification that shows that an individual has gained a set of skills which are useful for a specific task or work activity and these modules may be used to progress to further training.

Non-major awards can be used, in a flexible way, to achieve a major award. Modules can be built upon to achieve non-major and major-awards. Learners who are thinking of going further with their training are given the opportunity to discuss this with their trainer.

### **Recognised Prior Learning**

A major objective of the National Framework of Qualifications is to recognise all learning achievements. It aims to do this by supporting the development of alternative pathways to qualifications (or awards) and by promoting the recognition of prior learning.

Craol is committed to providing training for all members of the community and recognises that learning occurs in many contexts that include work, involvement in social and community activities, or learning through life experience generally. Craol is committed to including Recognised Prior Learning in its assessment process and for purposes of certification.

### **Recognised Prior Learning includes:**

- i. Formal learning: which takes place through programmes of study or training that are delivered by education or training providers, and which attract awards.
- ii. Non-formal learning: that takes place alongside the mainstream systems of education and training. It may be assessed but does not normally lead to formal certification. Examples of non-formal learning are: learning and training activities undertaken in the workplace, voluntary sector or trade union and in community-based learning.
- iii. Informal learning: that takes place through life and work experience. (And is sometimes referred to as experiential learning.) Often, it is learning that is unintentional and the learner may not recognise at the time of the experience that it contributed to his or her knowledge, skills and competences.

### **3.4 Programme monitoring and Review**

Craol modules are monitored and reviewed to ensure maximum benefit for learners. Adjustments to delivery of modules are subject to ongoing review and both learners and trainers are invited to give feedback during and on completion of courses. This feedback is forwarded to the Craol Project Coordinator who reports any issues to the Training and Quality Assurance Committee. Any amendments decided must be agreed by the Academic Committee and approved by the CCC, who have the final say on any amendments made.

*The following procedures form the evaluation and review process:*

- 3.4.1 Quantitative data is captured via questionnaires/feedback forms which have been completed during and at the end of each course. Data includes number of learners on course, numbers completing course, numbers completing assessment and achieving awards, suitability of module structure, delivery, and assessment methods for learners along with adequate support structures for learners.
- 3.4.2 Trainers will have one-to-one meetings with the Craol Project Coordinator on completion of modules to review the data findings of the learner review/evaluation forms.
- 3.4.3 The Academic Committee is responsible for overseeing an annual review of modules which have been delivered. These will be a sample of the types of modules run by Craol and results of site visits to training rooms which are carried out by a member/s of the Training and Quality Assurance Committee or the Craol Project Coordinator. 4 site visits will take place annually.
- 3.4.4 Site visits are carried out by a member/s of the Craol Training and Quality Assurance Committee or the Craol Project Coordinator. A report based on key performance indicators will be compiled and delivered to the Craol Academic Committee and relevant trainer. (See site visit monitoring form, Appendix 13)
- 3.4.5 All data collated and reported to the Craol Project Coordinator or Craol Training and Quality Assurance Committee, i.e. data on numbers, progression, RPL applications, awards, complaints, appeals, random site visits etc. are kept and maintained in accordance with Craol Data Protection and Data Retention Policies.
- 3.4.6 Annual meetings with trainers and a member of Academic Committee to assess suitability for diverse needs of learners and ensure modules are delivered in line with Diversity and Equality legislation.
- 3.4.7 Qualitative indicators of Quality Assurance stem from learner feedback forms and trainer evaluations. Factors include learner satisfaction with module delivery and the ability to understand assessment procedures and complete them. As Craol is involved in delivering social benefit to local community's quality assurance indicators also apply to the number of learners who grow in confidence, with some learners going on to become station volunteers, making programmes and in administration and support roles. (See Social Benefit, 1.2 page 7)