

5. TEACHING AND LEARNING

Training and learning is an important aspect of Craol's commitment to deliver social benefit to local communities affiliated with the organisation. Craol is committed to delivering a quality assured system of training and learning that supports and implements the organisation's ethos of social benefit, inclusion and 'everybody's right to communicate' regardless of nationality, ethnicity, religious persuasion, social background, disability, age or gender.

Craol's Training, Learning and Assessment Policy facilitates non-didactic, collaborative learning, empowering members of local communities throughout the country and providing a structure whereby they can own and manage their own individual community radio. The policy is based on Craol's vision and mission statement:

“to empower and support community broadcasters to deliver a social benefit to their communities through active volunteerism, shared resources, good governance, partnership and networking.”

5.1 Craol Training, Learning and Assessment

Craol is committed to providing quality learning experiences through the following:

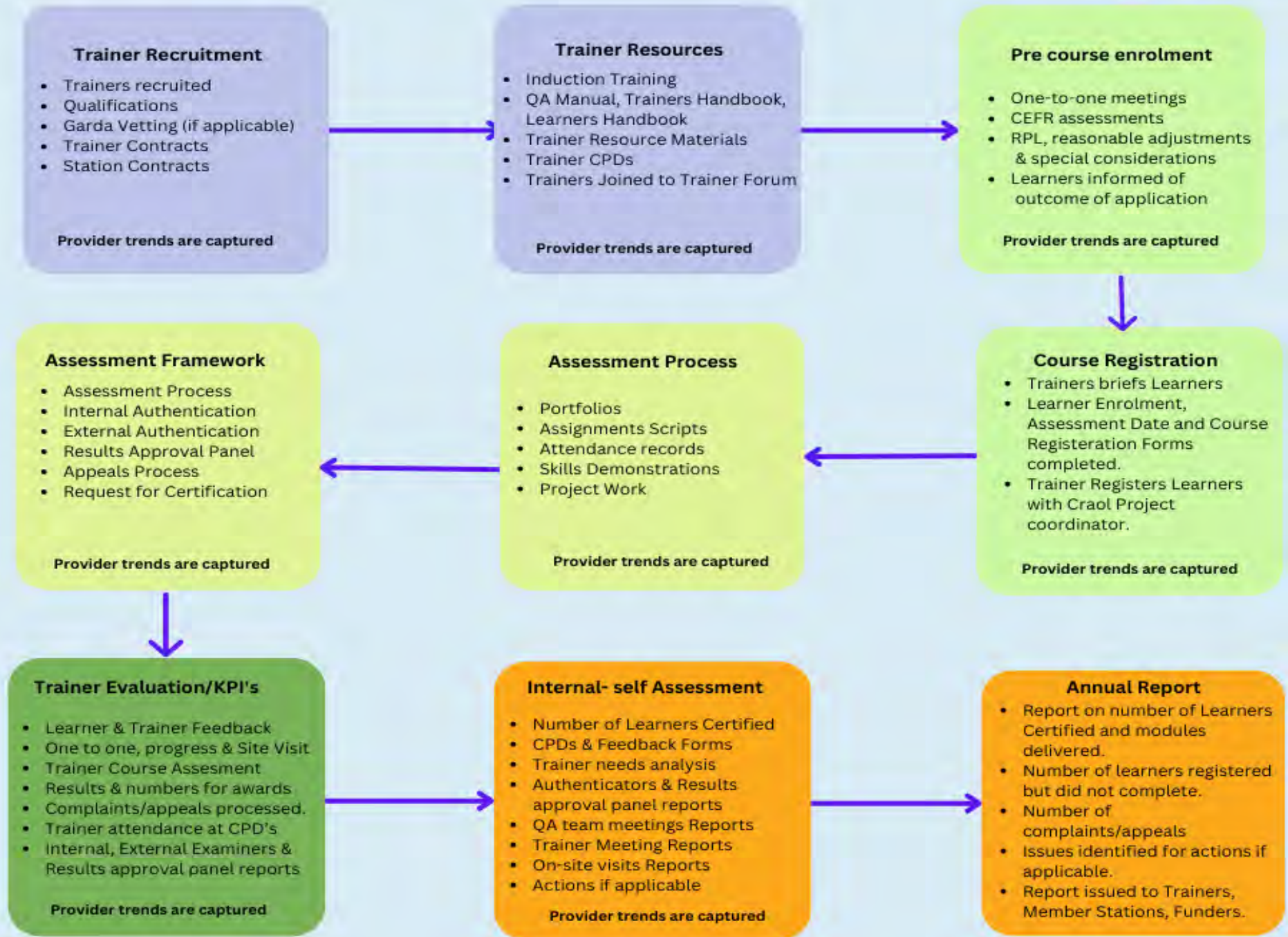
1. The educational ethos and practice of the organisation is integrated throughout the learning experience.
2. The organisation adheres to the guidelines laid down by the Education and Training Act, 2012-2019, the National Framework of Educational Qualifications and QQI Quality Assurance Guidelines.
3. The organisation is committed to providing fully trained members of staff familiar with adult learning who will provide a learning environment that is conducive to learner's ongoing development and progress.
4. Craol registered trainers have access to the Trainer and Learner Handbooks, all Craol training materials, policies and procedures, QQI and current educational guidelines, information and training in assessing RPL, information regarding relevant progression paths for learners and information about and provision of CPD.
5. Training and learning activities are professional, positive, engaging and a rewarding collaboration between learners and trainers.
6. Practical assessments, such as radio production as part of a module assessment, are monitored and assessed fairly and in accordance with module outcomes expectations.
7. All training venues and equipment are subject to safety checks and assessment and are fit for the purpose they are intended for.
8. Module evaluations and feedback forms are monitored, documented and referred to the Craol Project Coordinator, the Academic Committee, and the Craol Coordination Committee to assess suitability of modules, to make changes or to improve existing and future modules delivered as necessary.
9. Site visits are carried out at least 4 times annually by a member/s of the Training and Quality Assurance Committee or the Craol Project Coordinator. Reports based on key performance indicators will be reported to the Academic Committee. A copy will also be supplied to the relevant trainer.
10. The ongoing development of community training and education is aligned with the AMARC Community Radio Charter: 1 and 2: “To promote the right to communicate”, “To provide access to training”, and the BAI Community Media Policy.

5.2 Provider Ethos

Craol promotes an ethos of personal and professional development among its staff, trainers and learners. Learning should take place in an open and communicative setting. To ensure the best learning outcomes for learners and trainers Craol encourages a learning environment that:

1. Provides an ethos of respect, dignity and equality within the training room.
2. Is open to using diverse methods of delivery, where possible, and a variety of pedagogical methods, depending on module delivered and the needs of the learners.
3. Provides qualified and experienced trainers who are familiar with the NQF, RPL, ATP and QQI Quality Assurance guidelines and with current educational trends.
4. Has effective and transparent complaints and appeals policies and procedures. Learners have the opportunity to raise complaints through the learner feedback form, by speaking with the trainer, or completing the complaint form which is including in the Learner Handbook.
5. Provides each learner with a copy of the Learner's Handbook.
6. Ensures that learners are aware of what plagiarism entails. Plagiarism is unacceptable and must be avoided at all times. Your assessments must be your own work. You cannot borrow or copy work from other sources on the Internet, books or journals.
7. Provides safety awareness training to all learners on the use of media equipment and computers.
8. Evaluates and monitors modules on an ongoing basis to ensure quality assurance is up to date.
9. Provides trainers with the opportunities, resources and support they need to fulfil their potential through CPD training.
10. Promotes a culture of self-reflection and self-evaluation which enables learners and trainers to assess their own performance and development needs.
11. Provides a venue and learning materials that are safe, accessible and appropriate for the needs of the learner.

Fig: 12 Oversight of Programme Delivery



5.3 Oversight of Delivery Procedures and Processes

Craol has developed a system of oversight and monitoring of programme/module delivery that begins from the recruitment of suitable qualified trainers and runs through to learner certification. In doing this Craol ensures that learners receive high quality delivery of modules that adhere to Craol QA standards and QQI guidelines.

Trainer Recruitment

Craol commits to recruiting trainers who are:

- Qualified
- Garda Vetted (if applicable)
- Contracted to work with relevant Craol stations
- Committed to adhering to Craol Quality Assurance systems and processes

Trainer Resources

Craol trainers are provided with the following resources:

- Induction Training
- A copy of the Craol QA Manual, Trainers Handbook and Learner Handbook
- Ongoing continuous Professional Development and other relevant workshops/training
- Trainer Resource Materials
- Access to Trainers Forum

Pre Course Enrolment

Prior to enrolment on a Craol module:

- Trainers will contact all potential learners to inform them if they have been accepted onto the module.
- One to one meetings with the trainer to ascertain their suitability for the module.
- A CEFR assessment, application for RPL and application for reasonable adjustment and special considerations as needed.
- A Learner Enrolment Form which the trainer will submit to the the Craol Project Coordinator
- All meetings, data from forms and relevant applications will be recorded, entered into the Data Base to capture provider trends.
- All information is retained in accordance with Craol and GDPR guidelines and legislation.

Course Registration process

The Craol registration process includes:

- Information on start and finish dates
- One to one meetings between the trainer and Project Coordinator
- A meeting between trainers and learners where information regarding assessments, time frames, dates, marking guidelines, appeals and options regarding repeating or deferring is conveyed.
- Trainer registers learners with Craol
- Trainer completes an Assessment Date Form with individual learners

Internal Self-Evaluation

Craol trainers and learners are involved in internal self-evaluation throughout and following module delivery. Internal self-evaluation is conducted through the following:

- Learners completing feedback form midway and on completion of module
- Feedback from class rep (if applicable)
- Feedback completed by the trainer
- Data collated from progress meetings and site visits. .
- Course material is assessed and submitted to Project Coordinator
- Number of submissions for authentication and number of awards.
- Any appeals/ complaints processed

Assessment Process

Formal Assessments are carried out through:

- Portfolios
- Assignments Scripts
- Skills demonstrations
- Attendance records.

Assessment Framework

The assessment framework consists of:

- Assessment Process (mid-module and end of module)
- Internal Authentication Process -sample
- External Authentication Process -sample (QQI approved person)
- Results Approval Panel (The Project Coordinator and 2 CCC members.)
- Appeals Process (if applicable)
- Request for Certification

Training Needs Analysis

Analysis of training needs is carried out through the following:

- Annual training needs analysis survey of Trainers
- Quarterly Quality Assurance team meetings with Project Coordinator and Quality Assurance Committee.
- Annual meetings with trainers and a member of Academic Committee
- Reports from on-site visits, during which a number of key performance indicators are tracked and measured, including the following:
 - a. Adherence to health and safety guidelines regarding training room and equipment.
 - b. Clear delivery of module contents
 - c. Clear delivery of module outcome expectations.
 - d. Clear delivery of assessment procedures
 - e. Adequate materials
 - f. Nomination of class rep
 - g. Ethos of respect between trainer and learners
 - h. Trainer attendance
 - i. Knowledge and understanding of subject matter
 - j. Strategies for facilitating learning
 - k. Knowledge of use of technical equipment



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Craol QCI Module Progress Meetings and/or Site Visit	
Venue	
Date and time	
Present at meeting	

Item	Schedule
1	Introductions
Outcome:	
2	Venue (Access, Health & Safety, Suitability)
Outcome:	
3	Equipment and Materials
Outcome:	
4	Course Delivery in line with Course Descriptor
Outcome:	
5	Learner interaction and Class Rep
Outcome:	
6	Assessment Procedures
Outcome:	
7	Learner Records/Data Protection
Outcome:	
8	Issues identified for Actions if applicable
Outcome:	
9	Additional Comments

Signed: _____

Date: _____

Fig 13 Methods of assessment and evaluation

	Evaluation Methods	Stakeholder/s	Frequency	Programme Elements Reviewed
1	Learner Feedback Forms	Learners	Mid-module and on completion of module.	<ul style="list-style-type: none"> • Achievable Module Objectives • Trainer Delivery • Relevancy of Topics • Materials/Facilities • Assessment Procedures • Learner Support
2	Trainer Feedback Forms	Trainers	Mid-module and on completion of module.	<ul style="list-style-type: none"> • Module duration. • Delivery methods • Training facilities • Issues with learners • Support from Management
3	Minutes of Trainer Meetings	Trainers/Project Coordinator	Annually	<ul style="list-style-type: none"> • Student Performance • External Examiner Reports • Learner Feedback • Trainer Feedback • Learner satisfaction with delivery of module.
4	Informal communication with learners/trainers	Learners/Trainers / Academic Committee/ Project Co-Ordinator	Ongoing throughout module delivery	<ul style="list-style-type: none"> • All aspects of programme content and provision
5	Course Portfolio	Trainers/Learners /Project Coordinator/Internal Verifier/External Authenticator/ Results Approval Panel	End of module	<ul style="list-style-type: none"> • Course work • Assignments (if applicable) • Project work • Provisional results
6	Internal Verification Reports	Project Co-Ordinator/ Trainers/ Results Approval Panel/External Authenticator	At end of module.	<ul style="list-style-type: none"> • Learner results across each module • Fairness, consistency and validity of assessment
7	External Authenticator Reports	External Authenticator/Project Coordinator, Trainers, Learners	As required	<ul style="list-style-type: none"> • Marks / grades awarded (sampling) • Internal Verification reports • Extent to which the marks/grades conform to national standards
8	Results Approval Panel	QQI/CCC/Trainers/ Learners	As required	<ul style="list-style-type: none"> • Assessment results • Results data, monitored and documented for future analysis. • Feedback from the Results Approval Panel, recorded and acted on if necessary.
9	Programmes &	CCC/Academic	Twice yearly	All aspects of module content and

	Evaluations/ Board Meetings	Committee/ Project Co- Ordinator/Trainin g and Quality Assurance Committee		provision including: <ul style="list-style-type: none"> • Number of learners applying for modules • Number of learners registering for modules • Number of learners completing modules • Number of learners dropping out of modules • Results achieved • Number of learners who receive QQI awards. • Learner feedback information. • Number of learners availing of RPL assessments/certification. • Number of learners progressing to further training through the Craol Access, Transfer and Progression routes. • Number of learners availing of CEFR assessments
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5.3 National and International effective practice.

The provider engages with national and international communities to enhance teaching and research practice including but not limited to:

National

QQI

BAI

Job Activation Programmes: Community Employment Schemes/TUS Programmes

ETBs

Pobal

DSP

Community Foundation Ireland

The Wheel

International

AMARC

Léargas/Grundtvig Adult Learning Programme

5.4 Learner environments

Craol stations are responsible for the provision of training rooms, usually situated within their station. Craol stations are responsible for ensuring that learners have access to a training facility, equipment and technical systems that are safe, appropriate and supervised.

Prior to commencing any module the Craol Project Coordinator and/or trainers assess facilities and resources required for learners. Craol trainers will inspect all premises, facilities and resources and identify any modifications needed in regard to learner requirements. Where possible and taking into account budgetary considerations, additional resources will be put in place.

A safety statement should be placed in a prominent position. All trainers will undertake safety training as part of their induction.