

7. SUPPORTS FOR LEARNERS

Craol provides a number of integrated supports for learners. To ensure that the best interests of learners are served, learner supports are monitored and evaluated regularly, are kept up to date and are compliant with Craol QA and QQI guidelines.

According to the 2012 Education Act Protection of Enrolled Learner arrangements must be put in place for programmes which have a duration of three months or more and for which fees are paid. Craol provide modules that are less than three months in duration, and do not always involve fees. However, the organization is committed to maintaining the spirit of the Education Act and in accordance with this will seek to ensure that learners are always facilitated in completing their modules.

Learner Supports

- 1.1 Craol learner supports are compliant with QQI Core Quality Assurance Guidelines, Craol's Learner Policies, current legislation, NFQ and European legislation and Craol's mission and vision which is to bring social benefit to local communities.
- 1.2 Learners are informed about supports available through one to one meetings with trainers, oral explanation during the induction phase of the module and inclusion in the Learners Handbook.
- 1.3 Prior learning is taken into account during the application process and induction process. Learners may apply to have their prior learning experience included in the assessment process.
- 1.4 Learners are informed about the Protection of Enrolled Learners policy and the supports put in place in the event of the organisation being unable to complete its role in ensuring learners can complete their module and achieve the award associated with their module.
- 1.5 A class representative is nominated who will relay any concerns to the trainer. Class representative feedback is used to inform quality assurance in regard to learner experience and satisfaction.
- 1.6 Learners are given information relating to adjustments in the case of special considerations/reasonable adjustments by the trainer.
- 1.7 Non-English speaking learners are given access to a CEFR assessment.
- 1.8 Learners are given a copy of the Learner Handbook on entry to their module. The handbook gives information about the following:
 - a. Craol policies and procedures
 - b. How to access learner supports, including academic/non-academic, administration, technical, practical resources and computing resources.
 - c. Information relating to Recognised Prior Learning, Access, Transfer and Progression pathways, reasonable adjustments or special needs considerations, if applicable.
 - d. Contact details of relevant staff, i.e. module trainer, administration, etc.
 - e. A comprehensive learner glossary of terms relating to Craol, QQI, Radio Production, Media, Broadcasting and Community Organisations/NGOs.
 - f. Information regarding feedback forms, module evaluation, availability of support among others.
 - g. Name of awarding body, title of award, where award fits on QQI framework level, access, transfer and progression routes.
 - h. Appeals and complaints processes.
 - i. How to recognize and avoid plagiarism.
 - j. Protection for Enrolled learners in the case of a trainer being unable to complete the module or problems with venues or equipment.
- 1.9 Policies relating to learners are accessible and fit for purpose. Policies are available in the Learner Handbook and on request from the training centre.

Evaluation and Monitoring

- a. Learner support is a collaborative process with evaluations carried out by individual trainers during and on completion of modules to consider suitability of delivery, support satisfaction and any changes or adaptations required for learners.
- b. Learner and trainer feedback forms are evaluated by the Academic Committee and the Project Coordinator and gaps in learner support are identified and addressed through updating or changing processes which reflect the ongoing needs of learners.
- c. Learner and trainer feedback forms, class and one-to-one discussions and learner contact with trainers inform the data collated and reported to the Project Coordination for evaluation.
- d. Meetings between the Project Coordinator, the Academic Committee and input from trainers assist in establishing the integrity and progress of modules and identifying additional supports required by learners. Learners will be informed of any changes.
- e. Benchmarking is carried out internally through adherence to education and training, QQI core guidelines, self-evaluation and monitoring and Continuing Professional Development for trainers and members of the academic committee.
- f. Four site visits are carried out annually to monitor delivery of training. These visits are recorded and the report sent to the Training and Quality Assurance Team.

Fig 14 Table of Learner support processes.

1	Enrolment	During the enrolment process potential learners have the opportunity to ask questions, access any handouts applicable, discuss prior learning, indicate if reasonable adjustments or special considerations are required and pay any fees. (if applicable).
2	Induction/ Expectations	During induction learners will be given an overview of the module, expected outcomes, awards available, general layout of training room and programme of study. The trainer will address module expectations, goals and options available to learners. General housekeeping will also take place at this stage, including the nomination of a class representative.
3	Module Aims	The trainer will outline the aims and objectives of the module, the marking criteria and assessment process, i.e. practical assessment, marking criteria, weighing of assessment elements.
4	Module Folders	Learners are provided with handouts of module folders and any other equipment applicable to their module. Use of technical equipment is explained.
5	Feedback & 1-to-1 Support	Learners are advised of the availability of one-to-one sessions with trainers, where they can discuss queries or concerns regarding the module and subsequent assessment process.
6	Module Evaluation	Learners are requested to fill out evaluation sheets mid-module and on completion of their module. Any information gathered will be held in accordance with Craol's Data Protection and Data Retention Policies and with GDPR legislation. These evaluations are used to monitor learner support and suitability of modules available. It is the responsibility of the Project Coordinator and a member of Academic Committee to monitor and review learners support information.
7	Health & Safety	Learners are briefed on Craol's Health & Safety Policy and made aware of the location of distributed copies of Health & Safety Statement on the provider's premises, use of technical equipment, emergency exits and assembly point.