

2022

BRACE Community Response CLG Quality Assurance Handbook

Contents

Introduction.....	4
Background.....	4
BRACE Community Response’s Training Centre	4
Training Centre Organisational Chart and Services	5
1. Governance and Management of Quality	8
1.1 Governance	8
Constitution.....	9
Board of Directors.....	9
Accounts and Financial Management	9
Legislative Compliance Statement	10
Quality and Safety Team	10
Management of Risk and Maintenance of a risk register	10
BRACE Community Response Organisational Chart (Appendix 1).....	12
BRACE Community Response’s Education and Training Committee Governance	12
Services provided.....	12
Director	12
1.2 Management of Quality Assurance	14
Education & Training Committee	15
Functions/Responsibilities of the Education & Training Committee:	15
1.3 Embedding a Quality Culture	17
2. Documented approach to Quality Assurance	19
2.1 Documented Policies and Procedures	19
2.2 A Comprehensive System	21
3. Programmes of Education and Training	23
3.1 Programme Development & Approval	23
3.2 Learner Admissions, Progression and Recognition.....	25
Admissions / Access	25
Recognition of Prior Learning	26
Transfer	27
Progression.....	27
3.3 Programme Monitoring and Review	27
4. Staff Recruitment, Management and Development	30
4.1 Staff Recruitment.....	30
4.2 Staff Communication	33
4.3 Staff Development	35
5. Teaching and Learning	37
5.1 Teaching and Learning.....	37
5.2 A provider ethos that promotes learning	38

5.3 National and International Effective Practice	40
5.4 Learning Environments.....	42
6. Assessment of Learners.....	44
6.1 Fair and Consistent Assessment.....	44
General Guidelines for Marking:.....	48
Second Marking:	48
Grade Appeals Policy	50
6.2 Internal Verification and External Authentication	54
6.3 Results Approval Process.....	58
7. Support for Learners	60
7.1 Course Information and Admission.....	60
7.2 Learner Support	61
7.2.1 Reasonable Accommodation	61
7.2.2 Assessment adaptation	61
7.2.3 Recognising Diversity	61
7.2.4 Additional Time – Compassionate Consideration.....	62
7.2.5 Repeating assessment	62
7.2.6 Academic Integrity	63
7.2.8 Learner Grievances.....	64
7.2.9 Learner Results Appeal.....	64
7.2.10 Progression	65
7.3 Learner Evaluation and Programme Review.....	65
8. Information and Data Management	67
8.1 Data Policies	67
8.2 Information Systems	68
8.3 Review Data Management	68
9. Public Information and Communication.....	69
9.1 Public Information	69
9.2 Responsibilities and Communication	70
9.3 Quality Assurance Reports	71
10. Collaborative Arrangements and Other Parties Involved in Education and Training.....	73
10.1 Peer Relationships	73
10.2 External Partnerships	73
BRACE and School of Social Policy, Social Work & Social Justice, University College Dublin	73
BRACE and Citywide.....	74
BRACE and Community Addiction Studies Course® Local Steering Group.....	75
10.3 External Authenticators.....	76
11. Self- Evaluation, Monitoring and Review.....	78
11.1 Internal Review and Self-Evaluation	78
11.2 Internal Self-Monitoring	79
11.3 Improvement and Enhancement.....	79
Appendices	81

Appendix 1 BRACE Community Response CLG (BRACE) Organisational Chart	81
Appendix 2 Education & Training Committee Terms of Reference	82
Appendix 3 Learner and Trainer Feedback and Evaluation Templates.....	84
Appendix 4 Internal Verification (IV) Report Template.....	92
Appendix 5 External Authentication Report Template	94
Appendix 6 Self Evaluation Checklist	96
Appendix 7 Programme Handbook.....	102
Appendix 8 Organisational Policy 'Staff Sign Off Sheet'	126
Appendix 9 Sample Programme Information Sheet.....	127
Appendix 10 Application Form Template.....	129
Appendix 11 Marking Sheet Template	131
Appendix 12 Staff Recruitment & Selection Policy	132
Appendix 13 Line Management Policy	142
Appendix 14 Staff Training/Education Guidelines	150
Appendix 15 Learner Handbook	153
Appendix 16 Tutor Handbook	192
Appendix 17 Guidelines for Assessors – Developing Assignment Briefs	235
Appendix 18 Grading Guidelines for Assessors.....	236
Appendix 19 Complaint Procedure and Complaint Record Form.....	238
Appendix 20 Memorandum of Understanding between BRACE and Community Addiction Studies Course Local Steering Group	243
Appendix 21 Application form for Compassionate Consideration	246
Appendix 22 Re-check, Review, Appeal Application Form	248
Appendix 23 Results Approval Panel Terms of Reference.....	256
Appendix 24 Results Approval Panel Confidentiality Statement	259
Appendix 25 Results Approval Panel Meeting Agenda Template	260
Appendix 26 Results Approval Panel Meeting Report Template	261
Appendix 27 Consent to Data Processing.....	264
Appendix 28 Data Protection Policy	265
Appendix 29 Copy of Letter from City of Dublin Education and Training Board	276
Appendix 30 Memorandum of Understanding between BRACE and Citywide	277
Appendix 31 Appeals Board Terms of Reference.....	278

Introduction

This Quality Assurance (QA) procedures document sets out the overarching quality assurance framework for BRACE Community Response CLG (BRACE) training centre, including specific policies that support the delivery of a quality teaching and student learning experience. BRACE's training centre works from a community addiction focus and is underpinned by community development and adult education principles. BRACE provides Quality and Qualifications Ireland (QQI) validated training at levels 4, 5, and 6 on the National Framework of Qualifications (NFQ). BRACE also provides programmes at NFQ levels 7 and 9 in partnership with the School of Social Policy, Social Work and Social Justice, University College Dublin. The University is the awarding body for certification. The framework and policies set out within this document are themselves underpinned by more detailed procedures and documentation which provide the Training Centre Team with the information necessary to develop new programmes, review and enhance existing ones and respond to changing learner needs. The document has been written to correspond to the QA criteria as set out in QQI's 'Statutory Quality Assurance Guidelines'.

Background

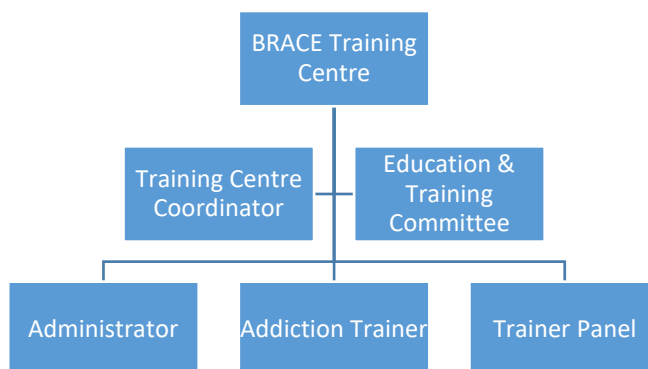
BRACE Community Response (BRACE) is a community-based response to drug and alcohol misuse. It was founded in 1981 after three young people in Ballymun had died from drug-related causes. As a response that has come from within the community of Ballymun, we strive to reduce the negative impact of drug and alcohol use on the lives of individuals and families, and on the community. From the outset the Project has sought to respond effectively and professionally to the issues generated by the misuse of drugs and alcohol in the community setting. We believe that individuals with addictions can and do recover; the families of those affected by addiction do not have to cope alone; and that the community can be an effective place to recover. In 1983 the Project delivered its first training course on drugs and alcohol for local community members. Since then the delivery of training, both to professionals and community members, has been a central component of the work of BRACE Community Response. In 1996 BRACE's Training Centre was established with the specific brief of providing education and training in relation to substance use and associated issues. The training centre is the designated education and training section of BRACE Community Response.

BRACE Community Response's Training Centre

BRACE's Training Centre aims to support communities to become more effective in responding to drug and alcohol related issues by providing quality education and training devised and delivered from an evidence-based approach to ensure that programme content remains relevant and is aligned with good work practice and accreditation requirements. We aim to:

- Improve the learning experience and outcomes for all learners.
- Ensure that all our education and training services meet high quality standard.
- Strengthen our links with the wider community.

Training Centre Organisational Chart and Services

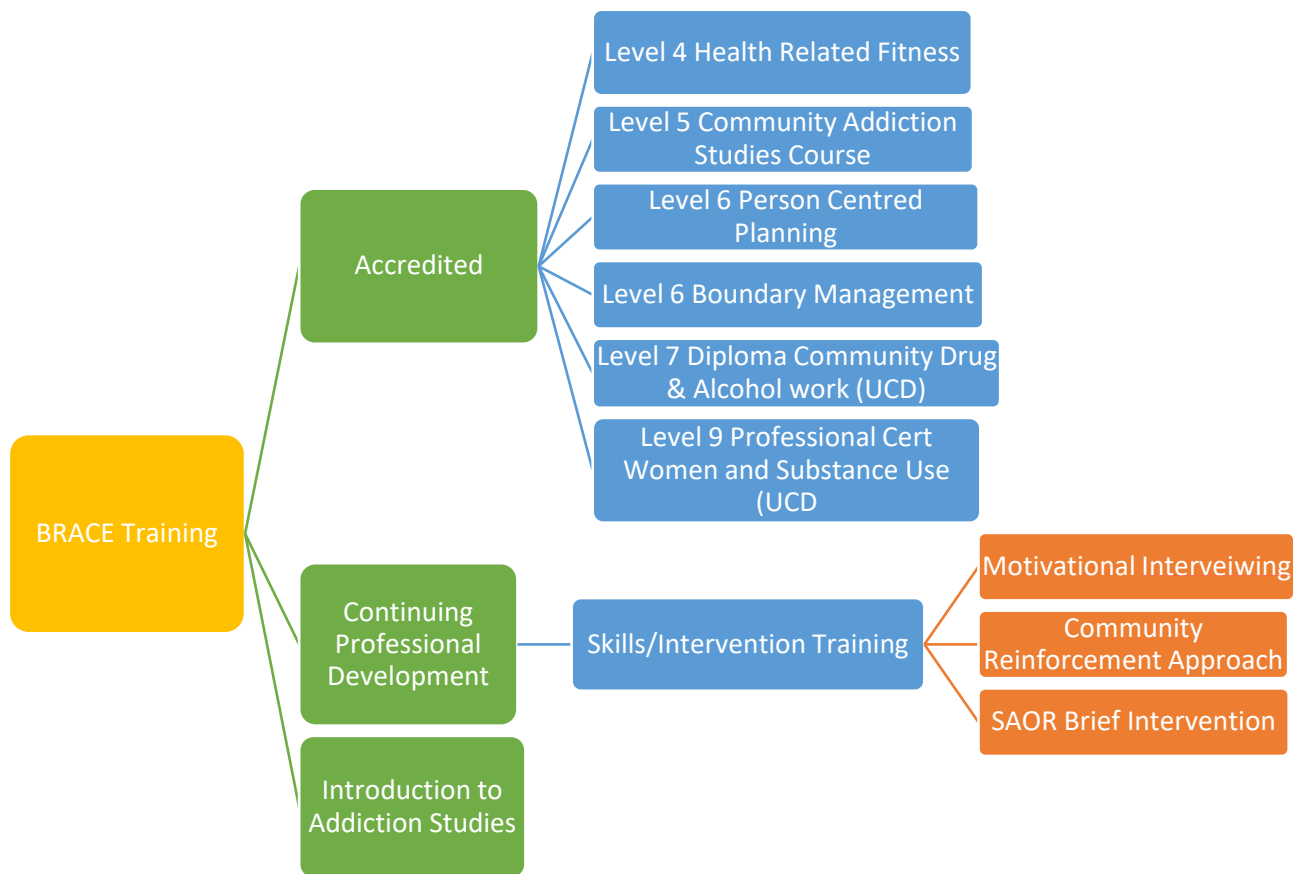


The BRACE Training Centre team consists of an administrator, addiction trainer and training centre co-ordinator along with a panel of external trainers. The BRACE Training Centre has an Education and Training Committee (Appendix 2) which oversees the education and training provision. The work of the Training Centre is focused on the design and implementation of a number of QQI validated education and training programmes at levels 4, 5 and 6 on the National Framework of Qualifications. BRACE's Training Centre has a long-standing community/University academic partnership with the School of Social Policy, Social Work and Social Justice, UCD and through this partnership has designed and delivers a Level 7 Diploma in Community Drug & Alcohol Work and a Level 9 Professional certificate in Women and Substance Use.

BRACE's Training Centre has developed a range of training and education opportunities which are directed towards facilitating more effective responses to the challenges of drug and alcohol use as they impact on individuals, families and communities. The Community Addiction Studies Course was initially developed and delivered in 1994. The programme was our first accredited module with NCVA in 1997. The Training Centre is registered with QQI (Quality and Qualifications Ireland) and a centre where people and organisations can access a range of training options in order to increase their effectiveness and participation in the area of responses to drug misuse. Courses provided include:

- Introductory level training courses in the area of substance use and addiction;
- QQI level 4 (minor award) Health Related Fitness;
- QQI level 5 (minor award) Community Addiction Studies;
- QQI level 5 (minor award) Teamworking;
- QQI level 6 (minor award) Boundary Management;
- QQI level 6 (minor award) Person Centred Planning;
- Level 7 Diploma in Community Drug & Alcohol Work Use (delivered in partnership with the School of Social Policy, Social Work and Social Justice, University College Dublin (UCD));
- Level 9 Postgraduate Professional Certificate in Women and Substance Use (delivered in partnership with the School of Social Policy, Social Work and Social Justice, University College Dublin (UCD)).

The Training Centre also provides a range of continuous professional development courses which include (Community Reinforcement Approach, Cognitive Behavioural Therapy, SAOR Brief Intervention and Motivational Interviewing), some of which are accredited by the Addiction Counsellors of Ireland (ACI).



BRACE’s Training Centre also conducts research on issues that concern drug and alcohol use and the local community. Currently, a Community/University research alliance between BRACE and UCD is in operation. Research published by BRACE Community Response includes:

O’Reilly, Laura & Mac Cionnaith, Criostóir (2019). Crack cocaine use in Ballymun: An evidence base for interventions. Dublin: BRACE Community Response.

O’Brien, K. Foley, B. (2017) “Its only weed”. Rethinking our response to young people’s cannabis use in Ballymun.

Morton, S. & O’Reilly, L. (2016) Community based low threshold substance use services: Practitioner approaches and challenges. Dublin: BRACE Community Response.

Morton, S., O’Reilly, L. & O’Brien, K. (2015) Boxing Clever: Exploring the impact of a substance use rehabilitation programme. Dublin: BRACE Community Response.

Morton, S., & O’Reilly, L. (2019). Challenges, relationship and outcomes in low-threshold drug services. *Drugs and Alcohol Today*, 19(2), 113-122. <https://doi.org/10.1108/DAT-05-2018-0028>

Morton, S., O’Reilly, L. & O’Brien, K. 2016, "Boxing clever: utilizing education and fitness to build recovery capital in a substance use rehabilitation program", *Journal of substance use*, vol. 21, no. 5, pp. 521-526.

Morton, S., O'Brien, K. & O'Reilly, L. 2019, "Boxing and substance use rehabilitation: building skills and capacities in disadvantaged communities", *Community development journal*, vol. 54, no. 3, pp. 541-55

1. Governance and Management of Quality

There is a system in place to oversee the education and training, research and related activity of the provider to ensure its quality. This governance structure enforces separation of responsibilities between those who produce/develop material and those who approve it. Included in the governance structure are groups or units which (i) make decisions and (ii) approve them. A system of governance where objectives are aligned; a) QA system owned by the provider; b) governance that protects the integrity of academic process and standards; c) governance that considers risk; d) governance that considers the results of internal and external evaluation.



BRACE Community Response is a Company Limited by Guarantee and is compliant with the National Code of Governance for community, voluntary and charitable organisations in Ireland. BRACE governance infrastructure is established to ensure that it is governed and managed effectively, with clear and appropriate lines of accountability for its responsibilities. The organisation ensures that objective oversight is in place to ensure that the BRACE is financially sustainable, and that the organisation's financial management is sound. The Training Centre is responsible for the Education and Training services of BRACE Community Response and therefore holds responsibility to ensure the quality assurance of all QQI validated programmes that are delivered.



1.1 Governance

BRACE Community Response operates according to the Governance Code which is based on the following five principles:

- Principle 1 – Leading the organisation
- Principle 2 – Exercising control over the organisation
- Principle 3 – Being transparent and accountable
- Principle 4 – Working effectively
- Principle 5 – Behaving with integrity

BRACE Community Response is also registered with the Charities Regulatory Authority and is on the Register of Lobbying.

Constitution

The organisations Memorandum of Association sets out its objectives and the Articles of Association set out the way in which the organisation will be governed. Copies of both documents are available in our office.

Board of Directors

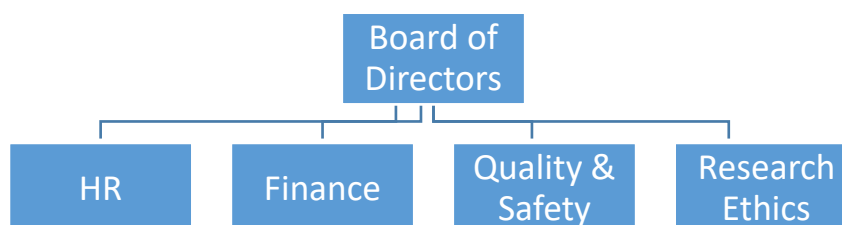
The Board of Directors has responsibility to manage the affairs of BRACE Community Response. The Board of Directors appoints the Director and all other personnel. Membership of the Board of Directors is on a voluntary capacity with directors coming from diverse sectors including higher education, primary education, youth work, finance, medicine and business.

Board of Directors	Role
Dr Hilda Loughran	Chair
Stephen Keeling	Secretary
Sylvia Gallagher	Treasurer
Mona Sayegh	Director
Mary O'Flynn	Director
Micheal Clear	Director
Susan Ahern	Director
David McKenna	Director

The Board of Directors meet monthly and do not receive any fee or expenses. The Board of Directors, elected by the company members, have ultimate responsibility to manage the affairs of BRACE Community Response. A Board of Directors Handbook sets out the roles and responsibilities of company Directors. The Board is responsible for:

- Vision and leadership
- Accountability
- Legal matters
- Finances
- Managing staff and volunteers
- Strategic planning

These responsibilities are achieved operationally through four sub committees of the Board – human resources (HR), finance, quality and safety and research ethics.



Accounts and Financial Management

The Board's finance committee has responsibility for monitoring and reporting on its financial affairs. The finance committee in conjunction with the Director prepares the accounts for the annual external audit.

Legislative Compliance Statement

Compliance with relevant legislation is central to the organisation's activities. To ensure organisational best practice and compliance, procedures are in place to monitor and implement changes to legislations and regulations which may impact on the organisation and its activities.

Quality and Safety Team

BRACE Community Response is committed to high quality service provision that is in accordance with relevant quality standards. The objectives of the Quality and Safety Committee are to develop, implement, and evaluate a quality and safety programme for BRACE Community Response.

There are a number of key responsibilities, these include:

1. Oversight and review of quality and safety within the Project.
2. Oversight and review of feedback processes in relation to service user experience.
3. Work with the Director in ensuring compliance with relevant quality and safety standards.
4. Work with the Director in developing further policies, procedures, protocols and guidelines to support best practice in ensuring quality and safety.
5. Monitoring quality and safety improvement actions.

The outcomes and agreed decision reached at Quality and Safety Committee meetings will be presented to the Board for approval and sign off as part of the Quality and Safety Report.

Management of Risk and Maintenance of a risk register

BRACE Community Response recognises its obligations to provide clear guidance on the management of risk within the organisation. We aim to:

- Promote safe working practices and to heighten staff awareness regarding safety issues and risk management.
- Ensure that the management of risk is the concern of everyone.
- Ensure that management of risk is part of normal day to day business.

The process for managing risk is logical and systematic and is implemented where applicable on a routine basis and integrated with the business planning cycle. In order to manage risk on an integrated basis i.e. inclusive of all risk whether to do with the management or service delivery processes, the following have been identified as specific risk areas to be addressed.

- Risk of Injury to Learner/Service User/Staff/Public
- Professional Standards Risks¹
- Service User Experience Risks
- Financial Risks
- Reputational Risks
- Audit/Inspection/Accreditation/Standards/Legislative Risks
- Business Continuity Risks
- Insurance Risks
- Data Protection Risk

This policy applies to staff, volunteers, locums, visitors and contractors within BRACE Community Response.

Risks may be categorised as:

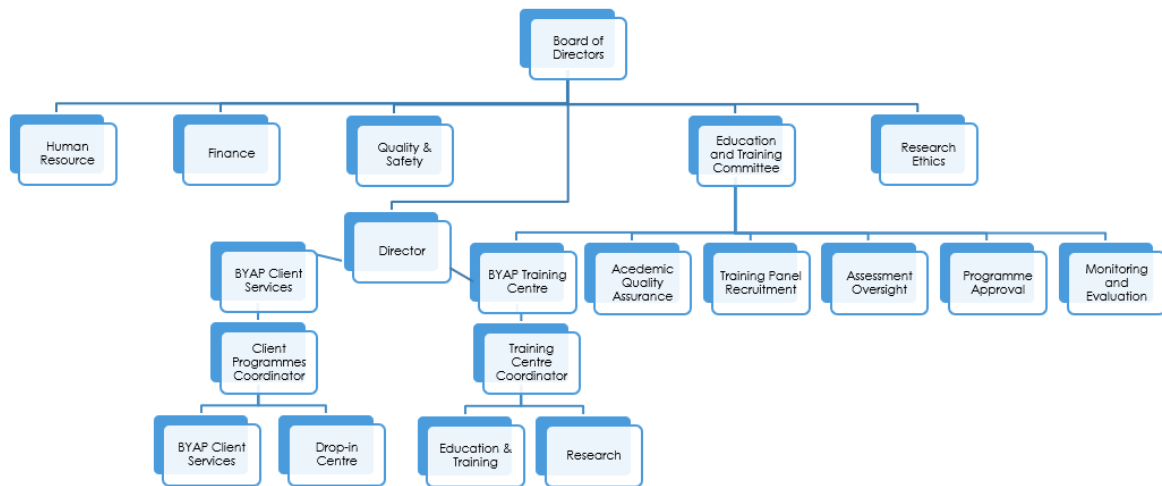
¹ Guidance in relation to professional standards is provided from a number of sources including the Psychological Therapies Forum, and other specific addiction related delivery bodies.

- **Strategic risks** - These concern the long-term strategic objectives of the Organisation. These may be external or internal to the organisation.
- **Operational risks** - These relate to the procedures, technologies and other factors relating to the short to medium term objectives of the organisation.
- **Financial risks** - Where the organisation fails to attract funding.
- **Environmental risks** - Social, legal and economic conditions nationally and globally.
- **Liquidity risks** - Where the organisation fails to meet its day to day expenses.
- **Contact risks** - Where the organisation does not act in the best interests of its clients.
- **Reputational risks** - risk of loss from damages to the reputation of the organisation.
- **Business continuity risks** - Continuance of service delivery in the event of disruption either total or partial.

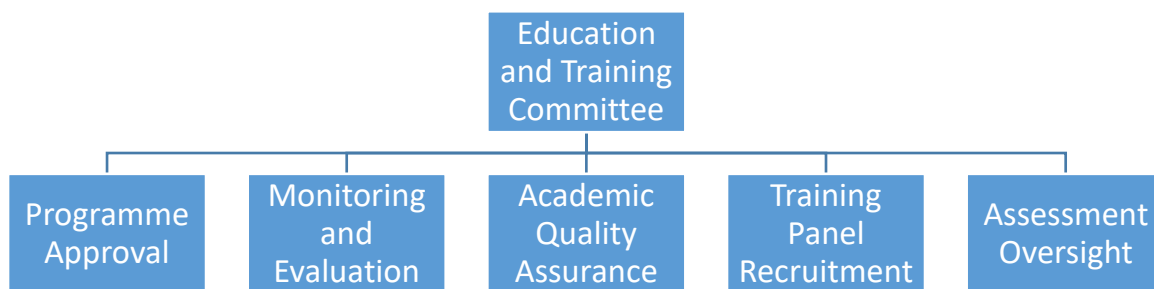
Risks identified are included in the Risk Register of the Organisation. This register will include identification of actions and processes which have been taken or put in place to address specific risks and indicate any review findings in relation to those actions or processes. General procedures for the reduction of risk are to be used on a routine basis within the organisation.

Risk Register Template.

Operational Risk Register - BRACE Community Response						
LEVEL: H (High) M (Medium) L (Low). URGENCY: R (Red) A (Amber) G (Green)						
Description of Risk	Level	Mitigants in Place	Mitigant Actions Outstanding	Urgency	Responsible	Completion Date for Outstanding Actions
FINANCIAL						
HUMAN						
OPERATIONAL						
TECHNOLOGICAL						
PHYSICAL						
REPUTATIONAL						
GOVERNANCE AND MANAGEMENT						
GDPR						



BRACE Community Response (BRACE) Organisational Chart (Appendix 1)



BRACE Community Response’s Education and Training Committee Governance

Services provided

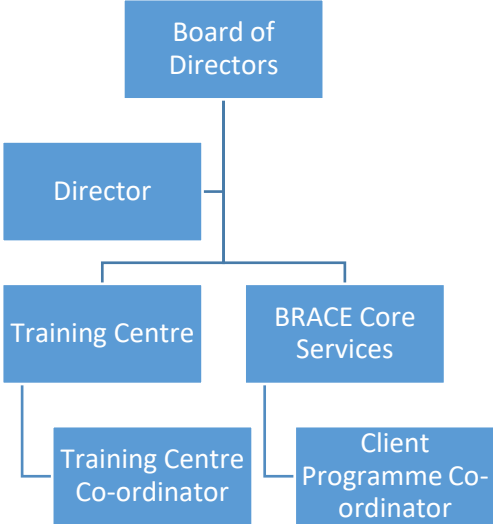
BRACE Community Response provides a number of responses and interventions in relation to substance use and community issues. The Training Centre activities include design, delivery and evaluation of accredited and non-accredited training programmes. The services of BRACE include drop-in centre, counselling, key working, infant and parent supports, day recovery and relapse prevention focused programmes, after care supports and a GP counselling service.

Director

The Board gives the Project Director authority to operate the business of the company and the Project Director is accountable for and reports to the board of Directors on the performance of the organisation. The Director is responsible for implementing Board policy and will consult with relevant staff, boards and committees as necessary. The Director is a full-time staff member.

The Board of Directors also appoints the Senior Management Team comprising of the Director, the Client Programme Co-ordinator and the Training Centre Co-ordinator to oversee the day-to-day management of both BRACE service provision and training centre services. The co-ordinating team ensures the effective management of the organisation including staff

recruitment, staff line management and supervision, performance appraisal, development of and review of services and activities and the effective implementation and monitoring of organisational policies. The co-ordinating team meet every month to oversee, plan and review all organisational operational activities and services.



BRACE (Core Services and Training Centre Services)

There are a number of policies in place that guide and direct the work of BRACE Community Response. These policies have been developed and updated as required and are approved by the BRACE Board of Directors. All staff are required to read and sign all policies of the organisation, and again, when reviewed and updated. The policies that inform the work and approach of the Ballymun Youth Project include:

BRACE Code of Ethics	ICT	Home Working
Dignity at work	Confidentiality	Lone Working
Alcohol and Drugs in the Workplace	Health and Safety	Management of Sharps Percutaneous Injures
Child Protection	Line Management	Overdose
Child Welfare	Disciplinary	Procurement
Child Safeguarding statement	Financial	Research
Data Protection	Garda Vetting	Reserves
Counselling Service Provision	Grievance	Vehicle Use
Volunteer	Smoking	Recruitment and selection
Whistle blower	Suicide prevention	Service user risk assessment and response
Case notes, written records and correspondence	Working conditions	Sickness and leave
Training	Quality Assurance	Risk Management

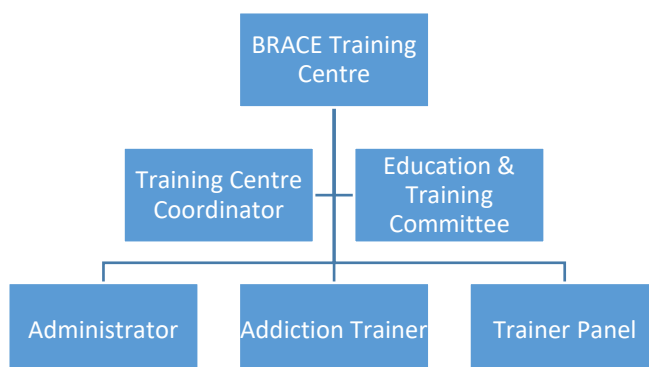
1.2 Management of Quality Assurance

BRACE's Training Centre has developed a range of training and education opportunities which are directed towards facilitating more effective responses to the challenges of drug and alcohol use as they impact on individuals, families and communities. The Community Addiction Studies Course was initially developed and delivered by BRACE in 1994. The programme was our first accredited module (Community Addiction Studies - L21108); accredited through NCVA in 1997. BRACE is registered with QQI (Quality and Qualifications Ireland) and a centre where people and organisations can access a range of training options in order to increase their effectiveness and participation in the area of responses to drug misuse. Courses provided include:

- introductory level training courses in the area of substance use and addiction;
- a QQI level 4 (minor award) in Health Related Fitness;
- a QQI level 5 (minor award) in Community Addiction Studies;
- a QQI level 5 (minor award) Teamworking;
- a QQI level 6 (minor award) Boundary Management;
- a QQI level 6 (minor award) Person Centred Planning;
- a level 7 Diploma in Community Drug & Alcohol Work; and
- a level 9 Postgraduate Professional Certificate in Women and Substance Use.

BRACE also provides a range of continuous professional development courses (Community Reinforcement Approach, Cognitive Behavioural Therapy, SAOR Brief Intervention), some of which are accredited by the Addiction Counsellors of Ireland (ACI).

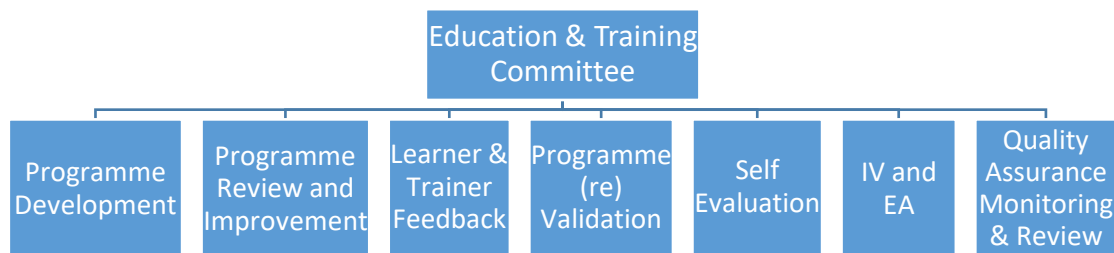
The BRACE training centre team consists of an administrator, addiction trainer and training centre co-ordinator along with a panel of external trainers. The training centre has an²Education and Training Committee which oversees the education and training provision. The work of BRACE'S training centre is focused on the design and implementation of a number of QQI validated education and training programmes at levels 4, 5 and 6 on the National Framework of Qualifications. BRACE has a long-standing community/University academic partnership with the School of Social Policy, Social Work and Social Justice, UCD and through this partnership has designed and delivers a Level 7 Diploma in Community Drug & Alcohol Work and a Level 9 Professional certificate in Women and Substance Use.



² Education and Training Committee Terms of Reference – Appendix 2.

Education & Training Committee

Management of education and training quality assurance rests with the Education & Training Committee (Appendix 2 for Terms of Reference). The Education and Training Committee has delegated authority to make decisions relating to the academic governance of the training and education activities of BRACE Community Response's Training Centre. The Education and Training Committee is concerned with developing and maintaining a policy and practice framework within which the training and education activity of BRACE Community Response takes place. The policy and practice framework is designed to ensure fairness, consistency, equality, and best practice within all such training and education activities undertaken by the Project.



Functions/Responsibilities of the Education & Training Committee:

The Committee has the responsibility to:

- Approve and review the overall training and education provision framework of BRACE.
- Approve or reject proposals for the development of programmes developed by the programme development team within the Training Centre.
- Provide oversight with all matters relating to the BRACE Academic Quality Assurance policies and procedures.
- Approve validation and revalidation processes related to the delivery of training and education.
- Approve and ensure the appropriate evaluation of programmes and processes that are part of the training and education framework of BRACE. This includes both internal and external evaluation, and creates an accessible evaluation audit.
- Ensure appropriate process of both learner and trainer feedback are in place within the organisation.
- To advise the Senior Management Team on programme modifications and changes that are designed to assure and enhance the quality of programmes and provision.
- To monitor, review and approve education and training matters including - the selection, admission and retention of learners; learner supports; learner appeals; and learner complaints.
- To consider, monitor and review programme data, and where possible benchmark against other providers operating in the same subject area.
- Establish and oversee subcommittees to manage assessment and results approval processes.
- Ensure the completion of all required Internal Verification and External Authentication processes, and to respond appropriately to any issues that may be identified by such processes.
- Ensure that relevant reports including Results Approval Panel, Internal Verification, External Authentication, CASC Steering Group and Appeal Reports, are submitted to this Committee for review.

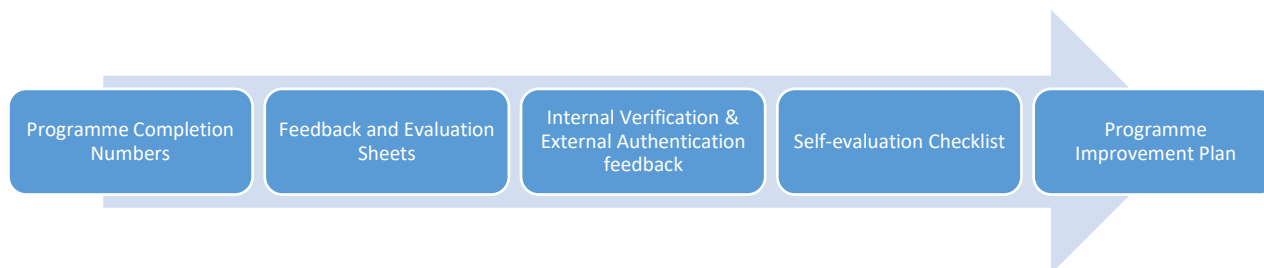
- Approve recommendations in relation to results from the Results Approval Panel and to formally ratify them as appropriate.
- Develop and foster a culture of self-evaluation and reflection regarding the maintenance of standards and quality in all BRACE training and education activities.
- Ensure the development of programme improvement plans on the basis of all evaluations.
- Develop and foster a commitment to the maintenance of standards and quality in all BRACE training and education activities.
- Monitor issues relating to quality in teaching and learning and research; and to make recommendations to Board of Management.
- Have oversight of the monitoring and review of taught collaborative partnerships.
- Raise to the Board of Directors any issues that meet the required level of significance in relation to Corporate Governance, Financial Control, Organisation Risk or Compliance.
- Ensure that accurate records of meetings are maintained and that clear and transparent processes of decision-making are used in managing the business of the committee.
- Periodically review, and where necessary, propose required revisions of these terms of reference.

BRACE in its delivery of education and training recognises the importance of measuring and maintaining effectiveness and the continuous improvement of our quality assurance system. The BRACE quality assurance system is focused on quality teaching and learner satisfaction. The BRACE Education and Training Committee will provide oversight with all matters relating to the BRACE Academic Quality Assurance policies and procedures. This committee serves a key role with respect to the separation of education and training focused policies, procedures and matters from those of the delivery of BRACE's drug and alcohol service provision. Quality Assurance is a key focus of this committee and strives to ensure quality standards across all BRACE's education and training activities along with the promotion of and embedding of a quality culture in the training centre. The governance of QQI validated programmes sits with the BRACE Education & Training Committee. Membership of this committee includes the training centre administrator and training centre co-ordinator, a Board member, and an external representative with experience as a QQI provider and community development work. The training centre co-ordinator has operational responsibility for managing the quality assurance of QQI validated programmes. Procedures are in place to ensure quality assurance policies are implemented and monitored. Training and education programmes are maintained, reviewed and updated on an ongoing basis. Monitoring of quality assurance is operationalised by the Training Centre Co-ordinator with oversight provided by the Education and Training Committee.

An internal monitoring system is in place whereby information is gathered from a number of sources including:

- programme completion numbers.
- staff, trainers and learners via quantitative and qualitative feedback and evaluation sheets (Appendix 3).
- internal verification report (Appendix 4) and external authentication report (Appendix 5).
- self-evaluation checklist (see Appendix 6).

All relevant reports including Results Approval Panel, Internal Verification, External Authentication, CASC Steering Group and Appeal Reports, are submitted to the Education and Training Committee for review. The information gathered forms the basis of a programme improvement plan. Amendments to any of our programmes are made taking into account the feedback from learners, tutors, the training centre team and management.



All quality assurance and programme documentation is maintained and issued through the administrator and is subject to approval by the Education and Training Committee. The documentation includes:

- policies, procedures and processes
- programme management specifications
- course handbook
- registration forms
- attendance sheets
- marking sheets
- assessment results sheets
- declaration of coursework ownership statements
- trainer applications and criteria
- trainer code of conduct and agreement
- trainers – training attendance sheets
- IV and EA documentation
- results approval reports

All aspects of the QQI QA are subject to review on an annual basis to ensure ongoing monitoring and continual improvement.

1.3 Embedding a Quality Culture

BRACE recognises the importance of and is committed to developing a culture of quality, quality assurance, quality improvement and enhancement. Quality assurance procedures are consistent with the following principles:

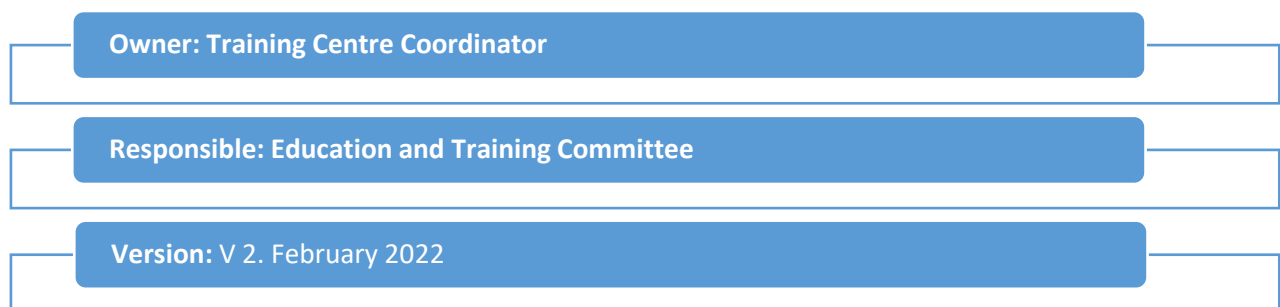
1. **Quality:** BRACE Community Response provides a commitment to identify and meet the needs of service users and the community.
2. **Improvement:** the development of service delivery is at the heart of all our quality assurance processes.
3. **Transparency:** all policies and procedures should be transparent to learners, service users, staff and stakeholders.
4. **Consistency:** policies will be consistent and fair in approach and content.
5. **Contextuality:** recognition that all policies reflect the environment and practices of the organisation.
6. **Equality:** which is integrated into quality assurance procedures will facilitate greater access to a diverse range of learners and service users.

7. **Stakeholder consultation:** the views of stakeholders will be sought where relevant; this includes engaging learners, service users and wider community stakeholders.

2. Documented approach to Quality Assurance

The QA system is fully documented; there are robust, documented policies and associated procedures for the assurance and provision of the quality and standards of provision. The documented quality assurance system sets out the provider's commitment to quality in terms of programme provision, research and related activities as appropriate. It also refers to arrangements for the internal evaluation or review and continuous improvement of the effectiveness of the policies and procedures.

Policies and procedures are effective and fit for purpose. Quality assurance procedures are regularly self-monitored to ensure ongoing effectiveness as provider circumstances change. Policies and procedures found to be ineffective are amended or replaced.



Procedures are in place to ensure quality assurance policies are implemented and monitored. The Quality Assurance handbook has been designed to promote a learner focused quality culture by providing transparent direction and governance. All aspects of QA are subject to review on an annual basis to ensure ongoing monitoring and continual improvement. Oversight of QA is provided by the Education and Training Committee.



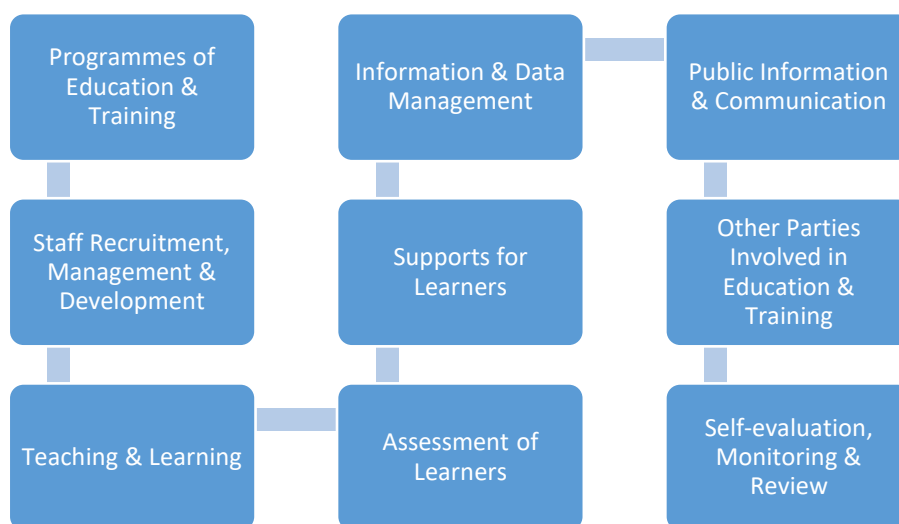
2.1 Documented Policies and Procedures

The BRACE training centre Quality Assurance Handbook has been developed to support overarching QA policy requirements. The QA handbook has been designed to:

- Demonstrate our quality assurance mechanisms, that are effective, well communicated and integrated into our embedded culture and daily processes.
- Protect the integrity of the academic process and standards towards our development, delivery and assessment of our programmes and our learners who attend.
- Self-monitor and review programmes to identify areas for enhancement.
- Provide clear guidance and procedures for programme development, delivery and review to ensure that programmes offered to our learners are fit for purpose, suitable to their needs and in line with best practice standards.
- Clearly defined and communicated structures and responsibilities of management, staff and tutors.
- Support the academic integrity of the training and learning process and to provide learners with confidence through their academic experience.

- Ensure the planning, managing and submission of assessments are carried out effectively and in a fair and consistent manner.
- Provide our learners with purposeful resources and support systems necessary for successful participation on our programmes.
- Communicate clear and transparent information regarding our programmes through a range of media which are accessible to learners and others interested in our training.
- Develop a data management system that will enable continuous monitoring and improvements of Quality Assurance programmes and services.
- Clearly define other third party's involvement in education and training including roles, tasks and responsibilities.
- Implement appropriate self-evaluation, monitoring and review practices in order to improve training and education programmes.

The BRACE Quality Assurance handbook has set out procedures with respect to the following policies:



Training and education programmes are maintained, reviewed and updated on an ongoing basis by the Training Centre Co-ordinator. Analysis of programme reviews are discussed and documented at the annual review of programmes. Programmes are reviewed by learners, tutors, and other relevant stakeholders. All documentation is maintained and issued through the administrator and is subject to approval by the Education and Training Committee. The documentation includes:

- policies, procedures and processes
- course handbook
- learner handbook
- tutor handbook
- programme management specifications
- registration forms
- attendance sheets
- marking sheets
- assessment results sheets
- declaration of coursework ownership statements
- trainer applications and criteria
- trainer code of conduct and agreement

- trainers – training attendance sheets
- IV and EA documentation
- Results approval reports

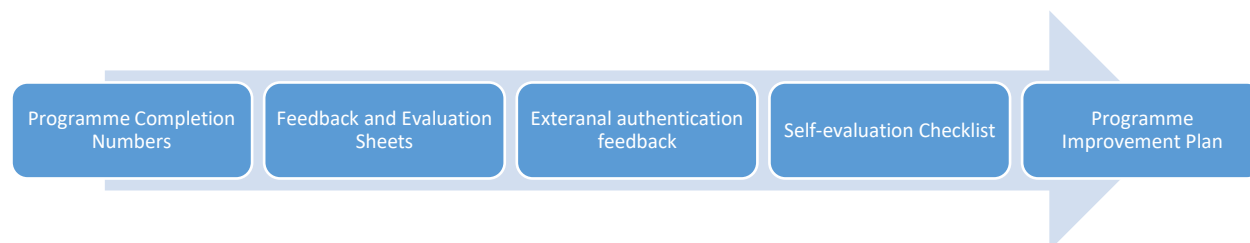
2.2 A Comprehensive System

A key function of the Education & Training Committee is to approve the BRACE training centre Quality Assurance on an annual basis. This annual approval process allows for reflection on and adjustments to our practices so that they are responsive to the needs of learners attending our training and education programmes. Periodic monitoring will be completed by Training Centre Staff at different intervals; quarterly reviews will be conducted and these will inform the core guidelines.

An internal monitoring system is in place whereby information is gathered from a number of sources including:

- programme completion numbers
- staff, trainers and learners via quantitative and qualitative feedback and evaluation sheets
- internal verification and external authentication feedback
- self-evaluation checklist

Analysis of our programme reviews are discussed and documented at our annual review of programmes meeting by the Training Centre Team. The information gathered forms the basis of programme improvement plans. Amendments to any of our programmes are made taking into account the feedback from learners, tutors, the training team and management and best practice guidelines. Programme improvement plans will be submitted to the Education and Training Committee for approval on an annual basis.



Where updates or changes are identified these will be:

- brought to the Education & Training Committee for approval.
- any updates and/or changes to our QA will be incorporated into our handbook/s. When an amendment or update has been made to a policy or procedure an email will be sent out to the relevant staff to inform them of the amendment.
- our QA handbook will be published online through our website and also in hard copy held in our office, accessible to all staff, external tutors and learners.
- staff and trainers will use the QA Handbook to inform their work and interactions with learners.
- in addition to our QA handbook, a programme handbook (Appendix 7) with the relevant programme information, including the assessment and certification process is developed and available to staff, trainers and learners.

The education and training QA are embedded in the overall organisational services and activities incorporating governance, finance, human resources and research ethics. The education and training QA is embedded within the organisations quality assurance policy. The quality

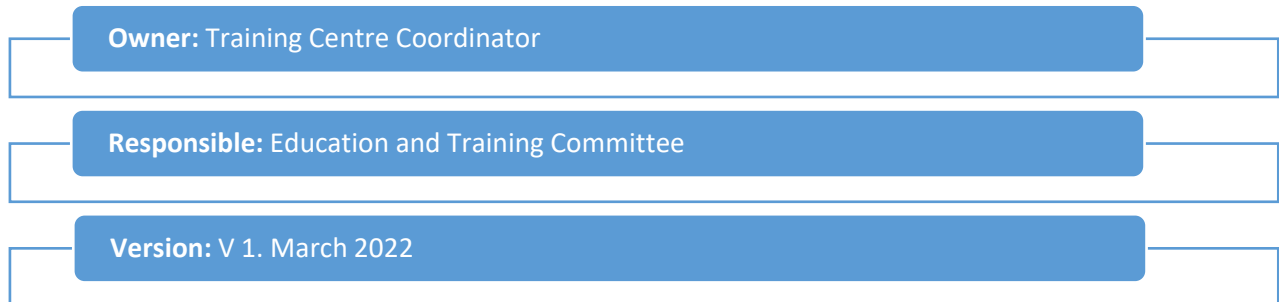
assurance policy provides a framework for and drives the quality assurance procedures in operation and remains consistent with the following principles:

1. **Quality:** BRACE Community Response provides a commitment to identify and meet the needs of service users, learners and the community.
2. **Improvement:** the development of service delivery is at the heart of all our quality assurance processes.
3. **Transparency:** all policies and procedures should be transparent to service users, staff and stakeholders.
4. **Consistency:** policies will be consistent and fair in approach and content.
5. **Contextuality:** recognition that all policies reflect the environment and practices of the organisation.
6. **Equality:** which is integrated into quality assurance procedures will facilitate greater access to a diverse range of service users.
7. **Stakeholder consultation:** the views of stakeholders will be sought where relevant; this includes engaging service users and wider community stakeholders.

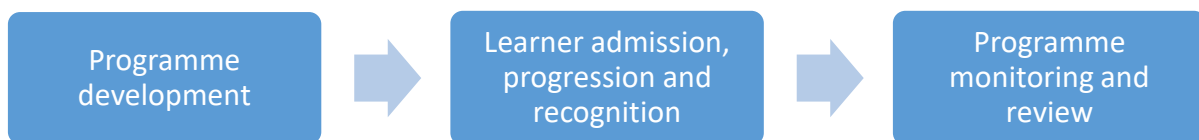
All policies have an implementation plan and a review period. All staff are asked to sign a 'staff sign off sheet' (Appendix 8) to confirm that they have read and understood the policies and service users are informed of any new policies.

3. Programmes of Education and Training

The development of new programmes is conducted systematically. Sufficient time is allowed for the necessary internal and external consultations with stakeholders to be undertaken. This includes an evaluation of new programmes by the appropriate internal decision-making structures, allowing for consideration of new programmes by both management and governance.



BRACE is committed to the development and delivery of appropriate and relevant education and training programmes to respond to information, education, awareness and skills development with respect to community substance use and related issues. Education and training programmes are designed to respond to the needs of community members, professionals, organisations and the wider Ballymun community and other similarly impacted communities. This section will outline the quality assurance procedures with respect to programme development and approval; learner admission, progression and recognition; and programme monitoring and review.



3.1 Programme Development & Approval

BRACE's training centre has a proven track record in the design, development, delivery and assessment of validated training programmes in the community and voluntary drug and alcohol sector on the NFQ at levels 4, 5 and 6. Emerging needs within communities and organisations are identified in consultation with learners on existing programmes, other community stakeholders (drug and alcohol addiction services and local people), current policy developments and findings from relevant local, national, and international research.

- Ideas and concept for a new programme emerges in a number of ways:
 - Learner and tutor feedback review and evaluation highlights education and training needs and gaps;
 - Identification of education and training needs and gaps from the experience and expertise within the training centre team;
 - Identification of education and training needs and gaps in response to emerging national and local strategies and policies development.

- Facilitated exploration and discussion of possible programme development between staff, senior management team and programme development team. The Programme Development Team is made up of the BRACE Training Centre Co-ordinator, BRACE trainer and QQI certification lead.
- The preliminary proposal is submitted to the Education and Training Committee for approval to develop a programme development proposal, and to the Board of Directors for initial approval in light of any financial and resource considerations.
- Upon approval the Training Centre Co-ordinator completes the proposal clarifying context, learner profile, programme outcomes, entry criteria, structure, etc. Where needs identified can only be met by developing a new certified programme the Training Centre Co-ordinator will undertake to identify the learning outcomes of the new programme and identify the programme aim and objectives. Programme concept is developed by the programme development team.
- The cost for a programme is mapped in light of the current market; the cost/s associated with delivering the programme and the minimum number of learners required to meet the cost are considered against possible income to be generated.
- Programme development proposal is submitted to Education and Training Committee for review and approval.
- Once approved by the Education and Training Committee, the Programme Development proposal is presented to Board of Directors for financial and other resourcing consideration.
- Once approved by the Board of Directors, the Programme is submitted to QQI for validation.



Programme Development and Approval

Since 2019 BRACE's training centre has submitted two Programme validation applications to QQI for approval and both applications were successful. These Programmes are:

- URRÚS Keyworking, Care Planning & Case Management – Level 6 (Boundary Management and Person Centred Planning); and
- Community Representatives Training – Level 5 (Teamworking).

3.2 Learner Admissions, Progression and Recognition

Admissions / Access

BRACE is committed to the ongoing professional development of volunteers and paid staff in the drug and alcohol field and those in the wider social care field encountering substance use issues. Admission refers to the academic standards and any other special entry requirements and procedures by which students are admitted to a programme of education and training in BRACE Community Response's Training Centre. Access refers to the process by which prospective or current students may commence a programme of education and training, in BRACE Community Response's Training Centre, having received recognition for knowledge, skill or competence required.

Admission/Access procedures are as follows:

- Applications for admission to courses are processed fairly and impartially, and in a consistent and transparent manner.
- Applicants apply directly to BRACE Community Response's Training Centre.
- Programme entry requirements are available to learners, as part of the programme information that is available on our relevant course information sheets, website, through email, and advertisement.
- A programme information sheet (Appendix 9) is available for each programme setting out the intended target group; the admission/entry requirements; coursework and expected learner workload; the award and level of award on the National Framework of Qualifications leaflets.
- Access to different programmes on offer will be considered on the basis of prior learning. Recognised learning for access can be in the following ways: - Formal (Accredited) Learning; Non-Formal (Non-Accredited) Learning; and Informal (Non-Accredited) Learning.
- Recruitment and selection of learners will normally be based on a completed application form (Appendix 10) and in some cases an interview.
- The interview will seek to establish, with the applicant, whether the particular course is in fact what the learner is looking for.
- A list of "Competences needed to succeed in the programme" will be made available to applicants for programmes where such competences are required. These lists will include provision for non-accredited prior learning.
- BRACE recognises the diversity of learners and their needs that attend our training and education programmes. Where learners indicate a learning difficulty in relation to reading or writing, but without supporting documentation, staff may use their discretion and their professional judgement. Where appropriate learners may be referred to the Local Adult Read and Write Scheme or other relevant support mechanism. The Training Centre Co-ordinator is available to address any concerns of an academic nature that learners may have.
- Applicants whose first language is not English must also demonstrate English proficiency. All BRACE Community Response education and training programmes are conducted through English. Applicants whose first language is not English are obliged to ensure that they have a suitable level of English to successfully participate in their chosen course.
- Evidence of proficiency in English for academic purposes can be provided by one of the qualifications listed below or another equivalent test:

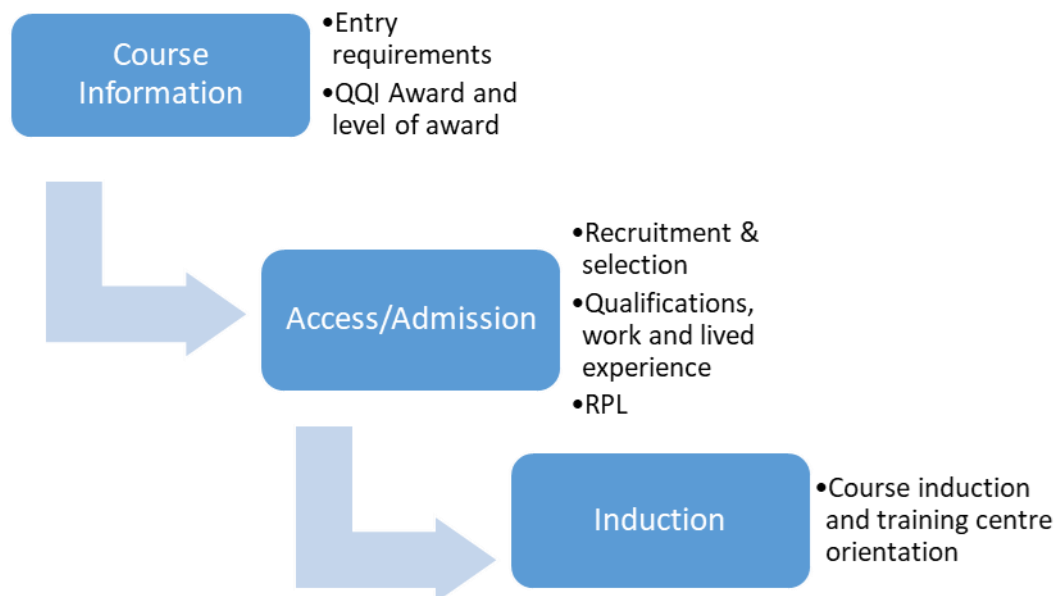
Qualification	Minimum Requirement
Junior Certificate English	Pass Standard
Cambridge B1 Proficiency Test	Grade B
Cambridge B2 Proficiency Test	Grade A
IELTS	6.0
Other equivalent test	

Through our literature, course information sheets and leaflets, interview process and induction day, learners are provided with information on BRACE's training centre and the programme of study.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is defined as a process by which prior learning is given a value (European Commission, 2008). RPL may be considered for programmes offered by BRACE Community Response's Training Centre. RPL recognises learning through formal, informal or non-formal routes where learning has not necessarily been assessed. BRACE may recognise formal, informal and non-formal prior learning for admission:

- As part of BRACE Community Response's commitment to supporting lifelong learning, recognition of prior learning extends to applicants to all programmes provided by BRACE.
- Admission and access to different programmes on offer will be considered on the basis of prior learning. This learning recognised learning for access can be in the following ways: - Formal (Accredited) Learning; Non-Formal (Non-Accredited) Learning; Informal (Non-Accredited) Learning.
- BRACE acknowledges the importance of access to education and the value of lifelong learning. Where our entry criteria include qualifications and learners do not have those qualifications then current and previous lived experience of community substance use related issues will be considered if there are no significant language, reading and writing obstacles.
- Where our entry criteria include qualifications and learners do not have those qualifications then current and previous practice experience will be considered, if there are no significant language, reading and writing obstacles. Practice experience can be in any of the following areas, support workers, key workers or project workers in a paid or voluntary capacity in the drug and alcohol, social care and health care sectors. Within the delivery of modules as described in descriptors, every effort is made to enable learners work with topics and practices that are particularly relevant to them, particularly in undertaking research projects.
- BRACE will make every effort to accommodate learners with a disability.



Transfer

Transfer refers to the process by which prospective or current students may transfer from one programme of education and training in BRACE Community Response’s Training Centre to another programme having acquired the requisite knowledge, skills and competence. The programmes on offer are stand-alone component certificates. Access to the programmes on offer is contingent on meeting the stated entry requirement of each programme (please see admissions procedures for each minor award on offer).

Progression

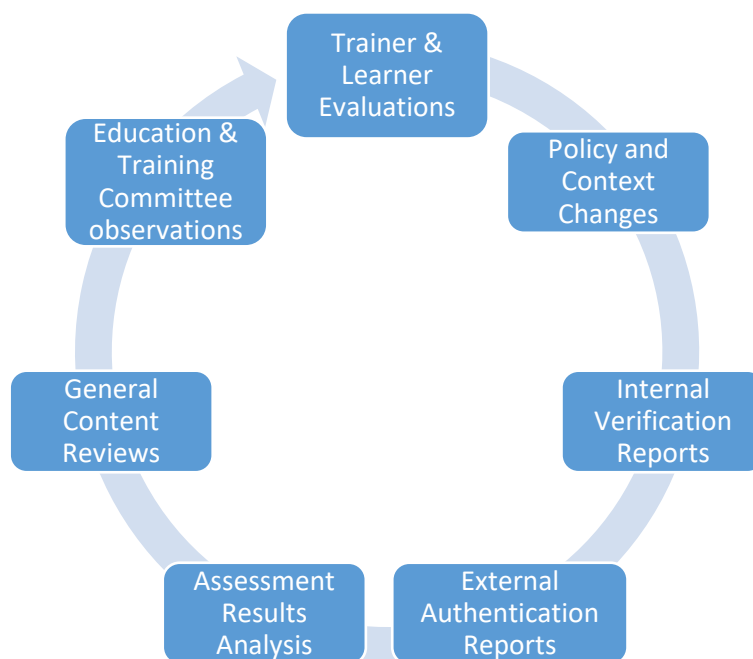
BRACE offers programmes at NFQ levels 4, 5, 6 & 7, and learners who successfully complete a programme can then access a programme at the next level up. Through our University/Community partnership with UCD there is a progression route into our level 7 Diploma in Drug & Alcohol Work from our levels 5 and 6 programmes. Since 2005, 150 CASC learners have progressed to the Diploma in Community Drug & Alcohol Work. There are also progression options into DCU in the Community which include Bridge to Education (Personal & Professional Development, Communications and Research & Study Skills – level 5), Psychology (QQI level 5) and Community Organisation Management (QQI level 6). BRACE training centre team commits to supporting learners at a group and individual level to scope available progression options that match their existing educational needs, interests and aspirations.

3.3 Programme Monitoring and Review

Programme review and monitoring is carried out on a regular basis to ensure that programme content remains current and relevant; and to ensure that the learning environment is supportive and effective. All programmes are monitored throughout the programme delivery with regular verbal and written feedback from learners, tutors and staff. At the end of each programme delivery, the programme is reviewed through verbal feedback and written evaluation sheets

completed by learners and trainers. The Education and Training Committee are responsible for ensuring that the Training Centre team monitor and review all programmes. The Education and Training Committee will oversee and approve programme improvement plans and programme development, including any changes to programme content, assessment criteria, etc. Monitoring, review and modifications are in line with the programme validation core criterion. Programme review, monitoring and modification considers the following:

- Trainer and learner feedback (Appendix 3)
- Learner evaluation sheets (mid-way and post course completion) (Appendix 3)
- Changes to national and local drug policy
- Internal verification reports (Appendix 4)
- External authentication reports
- Assessment results analysis
- QQI validation requirements
- General content reviews
- Education and Training Committee observations and recommendations



The Training Centre Co-ordinator is responsible for ensuring that all programmes are managed and updated in light of the reviews overseen by the Education and Training Committee. Ongoing programme review and maintenance is carried out to ensure that content continues to respond to the relevant module and programme learning outcomes and to ensure that content is current and relevant. Consideration of local and national substance use policies and strategies forms part of this ongoing monitoring and review. The Education and Training Committee are responsible for approving the modification of programme content, programme mode of delivery, assessment criteria, assessment marking sheets (Appendix 11) where deemed necessary. Minutes of Education and Training Committee will record any agreed changes to programme content and/or assessments. The Training Centre Co-ordinator with guidance and support from the Education and Training Committee is responsible for ensuring that all programmes are monitored and any changes deemed necessary followed through.

Learner progression and completion rates are monitored and recorded as part of our internal verification processes and documented in our internal verification reports (Appendix 4). Collected data includes start and completion rates for each programme; and the numbers of learners who attain pass, merit and distinction grades.

Review of the effectiveness of procedures for the assessment of learners is in the context of our internal verification and external authentication procedures. Effectiveness of assessment procedures are reviewed and monitored in light of feedback included in the EA report.

4. Staff Recruitment, Management and Development

The provider takes responsibility for the quality of its staff and for providing them with a supportive environment that allows them to carry out their work effectively.

Owner: Training Centre Coordinator

Responsible: Education and Training Committee

Version: V 2. February 2022

BRACE commits to the appointment of suitably qualified staff to the role of trainer, tutor, and facilitator and to other administrative responsibilities related to teaching and training and quality assurance. BRACE also commits to keeping teaching and administrative staff informed of issues relating to the various programme areas. BRACE also commits to ensuring that staff have access to support and opportunities for continuing professional development and upskilling. This section will outline BRACE's procedures in relation to staff recruitment, staff communication and staff development.

Staff Recruitment



Staff Communication



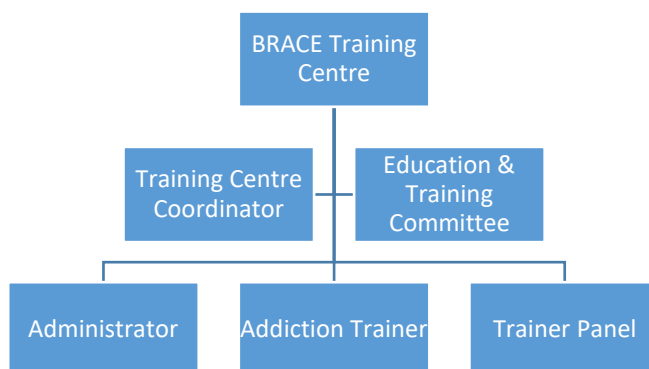
Staff Development

4.1 Staff Recruitment

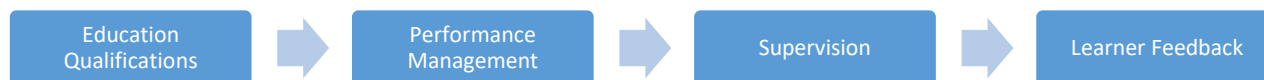
BRACE commits to fair, rigorous and transparent recruitment and selection procedures and aims to ensure that the best person for any role is recruited. Fair, rigorous and transparent recruitment and selection procedures are vital in attracting high quality staff. BRACE's training centre ensures a documented, fair, inclusive, rigorous and transparent selection process in order to ensure that all applicants for employment are selected on the basis of merit. The general criteria and approach used in the recruitment of staff are clearly stated and transparent as set out in the 'Staff Recruitment and Selection Policy' (Appendix 12). The organisation aims to ensure that the best person for any role is recruited. The procedures for recruitment as set out in this policy address:

- Equal opportunities in recruitment
- Assessment and review prior to interviewing
- Recruitment advertising
- Selection process
- Interviews
- Candidate Evaluation
- Recommendations for appointment
- Assessment panels
- Documentation
- Feedback and grievances.

The BRACE training centre team is made up of three staff – Training Centre Co-ordinator, Addiction Trainer and an Administrator along with a panel of sessional external trainers.



The educational attainment levels of the staff team range from a level 7 on the NFQ to level 10. The staff team have achieved educational qualifications in the areas of group work, facilitation skills, addiction studies, psychology, community development, family studies, counselling, social justice, social policy, public policy, equality and human rights. The team have varied work experience backgrounds in the broad sectors of addiction, community development, health and social care. Recruitment to the training centre staff team is guided by BRACE Recruitment and Selection Policy and includes a 6-month probationary period. Staff performance is managed on a monthly basis through ‘Line Management’ supervision, guided by a ‘Line Management’ policy (Appendix 13). Staff performance is also managed through the use of and collection of learner feedback on teaching staff.



In addition to the staff team (co-ordinator, trainer and administrator), the BRACE training centre also hosts a trainer panel made up of external and sessional tutors, trainers and facilitators. BRACE is committed to appointing suitably qualified staff to the role of external trainer, tutor and facilitator. Trainers have diverse and varied educational qualifications and work/practice experience. Currently, there are nine trainers on the panel. Recruitment to the BRACE Trainer Panel is overseen by the Education and Training Committee with support and management provided by the Training Centre Co-ordinator. The procedures for recruitment to the panel is as follows:

- Interested trainer submits their CV to the Training Centre Co-ordinator.
- Interested trainer submits relevant subject matter educational qualifications to the Training Centre Co-ordinator.
- Interested trainer is invited for interview with Training Centre Co-ordinator and the Director.
- If deemed suitable according to agreed criteria, the person is invited to join the trainer panel.
- The Education & Training Committee makes the final decision to approve a trainer to the panel.
- External trainers are subject to all BRACE policies and procedures including our Code of Conduct Policy.
- External trainers are required to engage with regular and relevant training provided.

Once invited to be an external trainer on the panel, trainers are furnished with relevant organisational policies to become familiar with and for sign off. Once actively engaged in training delivery, trainers are subject to ongoing monitoring, appraisal of teaching and performance management. BRACE provides external trainers with reflective supervision, training and development on the basis of identified needs. External trainer performance is also managed through the use of and collection of learner feedback on teaching staff and tutor/trainer self-evaluations.



External trainers are required to evidence criteria based on educational qualifications, work/practice experience, knowledge and understanding, skills set, and personal characteristics. The criteria for entry to the external panel is outlined as follows:

<u>Criteria</u>	<u>Essential</u>
Educational Qualification	<p>A minimum Level 7 qualification in:</p> <ul style="list-style-type: none"> - health and human sciences - addiction - community development - Social work - Psychology - other relevant fields.
Experience	<p>The trainer will have:</p> <ul style="list-style-type: none"> - Practice experience working in the community, drug and alcohol, social and health care sectors. - Group work and facilitation experience working with groups from a variety of backgrounds. - Didactic teaching experience. - Synchronous and asynchronous online teaching and learning.

- Experience of grading and assessment including summative and formative.

Knowledge/Understanding The trainer will have:

- Thorough knowledge of the theory and practice of team work, communication and negotiation, conflict resolution and community development and substance use knowledge.
- In-depth knowledge of Ireland's current and previous National Drug Strategies.
- A working knowledge of Ireland's National Drug Rehabilitation Framework and relevant principles and protocols.
- A thorough understanding of group dynamics and stages of development.
- An understanding of effective group work and teaching styles.

Skills

The trainer will be able to:

- Develop good working relationships with the BRACE training team, learners, committees and key stakeholders.
- Communicate effectively the aims and objectives of the programme.
- Create a positive and effective learning environment.
- Positively interact with the learner group using effective group work and online teaching strategies.
- Facilitate the learner group to achieve the programme and module learning outcomes.

Personal Characteristics

The trainer will be:

- Approachable
- Committed
- Energetic
- Enthusiastic
- Organised
- Patient
- Resourceful

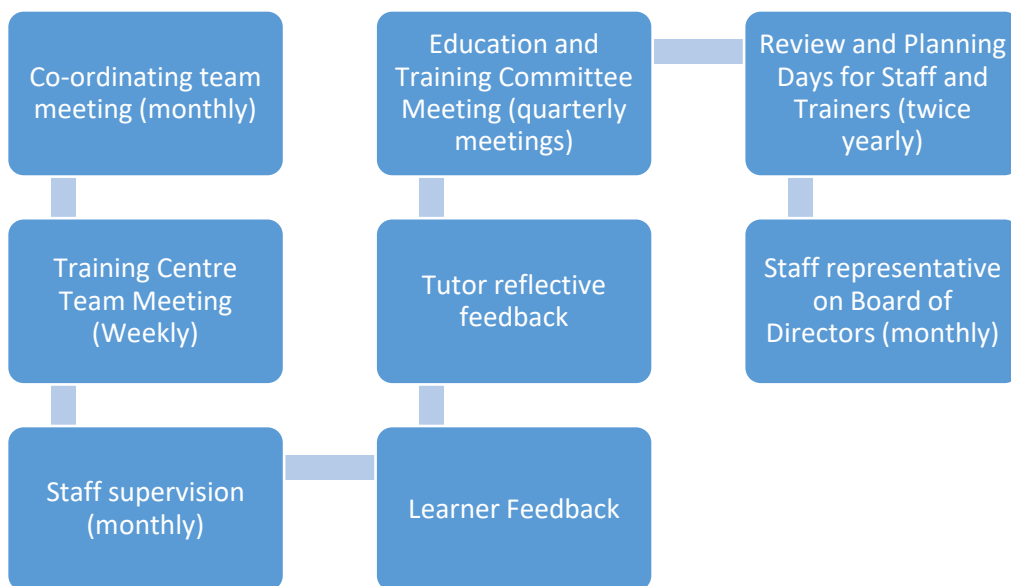
4.2 Staff Communication

BRACE commits to ensuring that teaching and administrative staff are well informed of issues relating to the various programme areas and in a timely fashion. BRACE also commits to ensuring that the views of staff members are collected, listened to and responded to on an ongoing basis. To achieve this, clear lines of communication within the organisation are identified and implemented. Within the organisation communication is supported via the following routes:

- Co-ordinating team - this team consists of the Director, Client Programme Co-ordinator and the Training Centre Co-ordinator. Meetings take place monthly;
- Training centre team - meeting of this team (administrator, trainer and co-ordinator) takes place every week;
- Education & Training Committee – meets quarterly;
- Staff representative on the Board of Directors (once per month) - this facilitates a two-way communication process between the Board of Directors and the BRACE staff team.

With respect to BRACE training centre specifically the following mechanisms allow for enhanced communication:

- Weekly training centre team meeting;
- Monthly line management supervision provided to the Addiction Trainer and Administrator;
- Trainer panel training – needs based responsive training is provided twice per year
- Facilitator and tutor feedback/reflective sheets provided and qualitative data collated, monitored and responded too;
- Learner feedback sheets provided and quantitative and qualitative data collated, monitored and responded too;
- Twice yearly review and planning sessions facilitated with the training centre team, CASC facilitators and external sessional trainers.



The BRACE training centre utilises the QQI self-evaluation checklist template to reflect on our strengths, limitations and opportunities to develop further. This evaluation checklist can inform the identification of areas for programme improvement and staff development. The training centre commits to undertaking a self-evaluation on an annual basis to further inform our programme reviews, programme development and communication with staff and external trainers.

4.3 Staff Development

BRACE commits to ensuring that staff have access to support and opportunities for continuing professional development and upskilling. BRACE's training centre values the role of education and training in further enhancing staff competence and confidence and the centre environment focuses on supporting staff enhancement. Opportunities for further staff training and developments are implemented in line with our 'Staff Training Policy' (Appendix 14). Training and continuing professional development provided through the organisation is through internal staff training and through engagement in training and workshops provided by external providers. Facilitating access to workshops, short programmes, and training, where there is a direct benefit to the organisation, will be done wherever possible and appropriate. BRACE Working Conditions Policy identifies the provisions in relation to the availability of staff training days to all staff members. BRACE reserves the right to request staff to attend "Project Essential" training (e.g. Child Protection, Occupational First Aid, etc.). Funding for training/further education is dependent on the budget available each year. In some cases, there will be a dedicated training/education budget associated with a particular post. Exploration of existing skill sets and knowledge base along with reflection on skills and knowledge gaps is supported through staff supervision. A dedicated aspect of the supervision process is given over to this. Funding will be considered for staff members and for volunteers, and if appropriate can be supported from recruitment onward.

The process for training applications/requests from the staff team is as follows:

- Applications are made in writing, using the template provided. The template includes both financial and time considerations (including time off for coursework, study leave, etc.)
- Applications are first considered by the HR Committee, and subsequently by the Board of Directors.
- Applications should be made in a timely fashion, and provide sufficient time for the HR Committee to process and consider any request, and to subsequently present any request to the Board.
- Applicants must have discussed their proposal with the relevant line manager, and staff team, outlining the envisaged commitment and establishing if this can be absorbed by the staff team.
- Applications for courses longer than one year are subject to a yearly application. There is no guarantee of continued funding on a year to year basis.
- Decisions in relation to funding applications will be given in writing.
- The decision of the Board is final.
- Applicants will be expected to have considered other avenues for funding, and to provide information on this to support the application.

Decision making criteria

- Is there funding available in the budget?
- Is the application eligible?
- Is this a first time application, or has the person received funding before?
- Is the training/further education provided by a reputable provider, and likely to create added value?
- Is the training/further education likely to support the work of the Project?

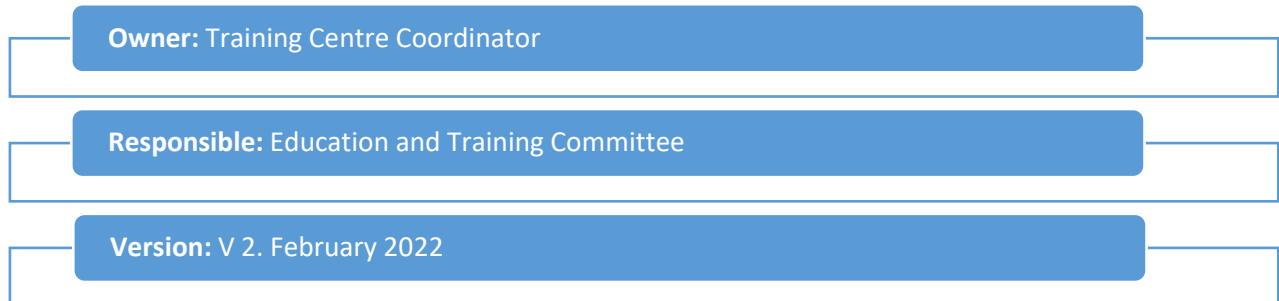
- Is participation on the training/further education by the staff member/volunteer likely to impact on the sustainability of the work currently being undertaken by that staff member?

External trainers on our panel are also encouraged to access and engage with needs based training, development and upskilling. External trainers are encouraged and supported to identify their development needs through support and supervision provided by the training centre co-ordinator. Feedback from learners and from the training centre co-ordinator via teaching appraisal and performance management is used as a basis for skills and development identification.

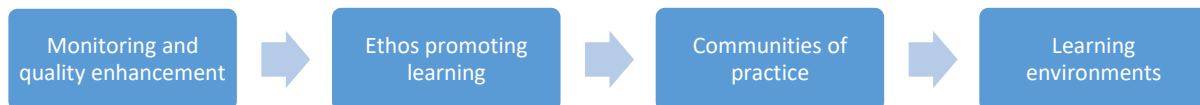
All teaching staff are encouraged and required to base their teaching in well-grounded available local, national and international research. The training centre team have access to scholarly books and articles through a University library. As an approach, BRACE values the intersection between education and research. We encourage innovation in teaching methods and the use of new technologies. The training centre co-ordinator has engaged in learning around synchronous and asynchronous online teaching and learning.

5. Teaching and Learning

The quality of the learning experience is monitored on an on-going basis. Related policy states the provider's commitment to self-monitoring and improving the quality of teaching and learning on its education and training programmes, research and related services.



BRACE commits to providing a quality learning experience for learners. Enhancement of quality is provided for through the review and monitoring of teaching and learning experiences on an ongoing basis. BRACE values and fosters an ethos that promotes learning and personal and professional development for staff and trainers. BRACE also engages with national communities of practice in an effort to enhance teaching and learning. BRACE also ensures appropriate learning environments by addressing the contexts in which learning opportunities emerge and through ensuring provision of appropriate physical premises, equipment and facilities.

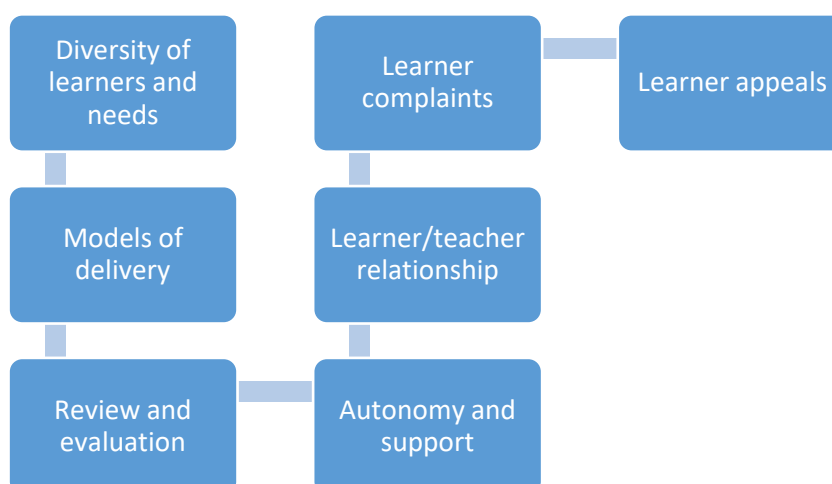


5.1 Teaching and Learning

The quality of the learning experience provided by BRACE's training centre in the delivery of our Programmes is monitored on an ongoing basis. Programme content is reviewed and adapted on the basis of changing contexts; updated national and local policies and strategies that inform our training type and delivery; and ongoing feedback from learners, trainers and staff. The learning environment provided by BRACE enables flexible learning pathways and attends to and respects the diversity of learners. We consider the use of different modes of delivery that best fit the programme and learning outcomes which includes the following delivery modes: - instructional, group discussions/interactions, practical sessions and workshops, tutorials, skills demonstrations/ practice methodologies. The teaching methodology utilised is informed by the needs of the learner group and the methods best identified to achieve module and programme learning outcomes.

All BRACE programmes are delivered with the principles of adult education and community development in mind. The lived experiences of learners are valued and centre staged. Learners are supported through assignment support, group tutorials and one to one learner support meetings.

5.2 A provider ethos that promotes learning



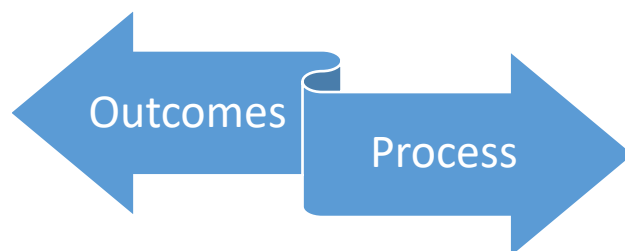
BRACE recognises and considers the diversity of learners and their needs that attend our training and education programmes. Learners are encouraged, during the application process to identify with staff any special needs or disabilities they may have. This allows appropriate supports or reasonable accommodations to be put in place early on in the process. Reasonable accommodation refers to the adaptation of assessment, as necessary to cater for the needs of learners whose personal situation would impact on the assessment. Where appropriate, staff may refer learners to the Local Adult Read and Write Scheme or other relevant support mechanism. The Training Centre Co-ordinator is available to address any concerns of an academic nature that learners may have.

BRACE fosters the personal and professional development of both learners and staff. As outlined in section 4 staff are appropriately trained, qualified and experienced to deliver the education programmes provided. BRACE values and fosters personal and professional development and supports staff and trainers through meetings, reviews, supervision, and training. Programme content is reviewed and adapted on the basis of changing contexts; updated national and local policies and strategies that inform our training type and delivery; feedback from learners, trainers and staff. The BRACE learning environment:

- Enables flexible learning pathways attending to and respecting the diversity of learners.
- Considers the use of different modes of delivery to suit a variety of learning needs including instructional, group discussions/interactions, practical sessions and workshops, tutorials, skills demonstrations/practice methodologies.
- The teaching methodology utilised is informed by the needs of the learner group and the methods best identified to achieve module and programme learning outcomes.
- All BRACE training is delivered on the principles of adult education and community development principles.
- Support and guidance is provided to learners through assignment support, group tutorials and one to one learner support meetings. We also encourage and actively link learners with other education support providers such as the Ballymun Adult Education Read and Write Service and DCU in the Community's Bridge to Education programme.
- Teaching methodologies and assessment techniques aim to encourage a sense of autonomy and a building of personal confidence and educational development/progression.

- Promotes mutual respect within the learner-teacher relationship – this is achieved through the valuing of and centre stage of lived experience. This is particularly important given the profile of learner attracted to BRACE education and training provision.

Although BRACE training is outcome focused with respect to ensuring that learners complete the training and receive certification at level 4, 5 or 6 depending on the programme of interest. Along with this outcome focused approach, BRACE trainers are focused on the learner process experience. We believe that by paying attention to the processes of learner and trainer engagement this allows for the enhancement of personal and professional confidence; motivation for further study and exploration of progression options.



Group discussions and exercises are incorporated into the learning experience providing opportunities for learners to interact with the other learners and trainers. Active participation in role-play and real play scenarios and skills demonstrations is promoted and encouraged. The learning and teaching experience is further enhanced by:

- Course manuals for trainers.
- Course handbook for learners (Appendix 15) and trainers (Appendix 16).
- Verbal and written feedback mechanisms built into each programme.
- Clear assignment briefs, submission deadlines and reading lists identified.
- Pre and post questionnaires, mid-way qualitative evaluations and end of course online evaluations.
- Information on training progression options and how to make an application.

Trainers are provided with induction, code of conduct policy and all other organisational policies, course handbooks, course manuals, guidance on developing assessment briefs (Appendix 17) and grading guide (Appendix 18) and marking sheets (Appendix 11). The provision of these documents devised by BRACE provides consistency of standards across trainers and across programmes. Our internal verification process also ensures consistency of standards.

Where a learner has a complaint, they are expected, in the first instance, to address it with the person concerned. If still unsatisfied, they may take their concerns to the Training Centre Coordinator, and thereafter may raise their complaint to the senior management team. The Complaints Process is outlined in Appendix 19.

Under the complaints policy: -

- You can raise your issue in person, with a staff member, by telephone or via e-mail. The staff member will try to resolve the issue with you. If this does not happen and you are still unhappy then the staff member will help you complete a Complaint Record Form (Appendix 19), which will be given to the Training Centre Coordinator.
- Once you have written down the complaint a member of the senior management team will investigate the problem and get back to you within 21 working days with a response.
- If you are unhappy with the response, let the senior manager know and a meeting can be set up with someone more senior in the organisation within four weeks.

You can bring a family member or other advocate to this meeting. Following this meeting you will be informed of an outcome within one week.

Learner Results Appeal

When the Final Statement of Results is sent to learners they are notified that the appeals process is open for 14 days from the date of issue of the Final Statement of Results. A learner can query the grade awarded and request additional feedback. This will be provided by course Tutor/Facilitator. In the event of a grade dispute the learner may request an appeal of their grade only on the following grounds:

- Procedural irregularity in the completion of the decision-making – there is evidence that the procedures relating to a decision were not followed properly, which may have impacted on the decision.
- If there were grounds for Compassionate Consideration that impacted on the learners assessment performance of which the assessor / Training Centre Staff were not aware when making its decision; or, the assessor / Training Centre Staff were aware but had rejected, because the application was late and the Training Centre Staff did not consider the reason why the application was late to be valid.
- The assessment specific to the course contained questions on material which was not covered as part of the course.
- Other grounds to appeal the outcome of a review or a decision may be considered subject to the provision of supporting documentation. However, dissatisfaction or disappointment with the result of an assessment of itself is not a ground for such an assessment appeal.

Appeals should be made on the Re-check / Review / Appeal Form (Appendix 22) to the Training Centre Co-ordinator and submitted via email to training@brace.ie. The learner must complete and sign the Re-check / Review / Appeal Form and attach any relevant supporting evidence. It is important that a learner provides as full details as possible in their appeal application.

If the Training Centre Co-ordinator believes there is evidence of grounds for an appeal, he/she will inform the Education and Training Committee and constitute an Appeal Board to consider the case. The Appeal Board will inform the Training Centre Co-ordinator regarding the outcome of the appeal by email and the Training Centre Co-ordinator will inform the learner of the outcome of their appeal in writing within a reasonable timeframe.

Where an appeal results in an upgraded mark, the Education and Training Committee will ensure that the results are amended accordingly (including any necessary change in award classification) and QQI will be notified.

Where the centre is satisfied that the grounds listed above are not established, the original mark or grade will stand.

A fee will apply for re-checks, reviews and appeals as determined by BRACE.

BRACE values the sharing of knowledge and experience with other providers and institutions. BRACE's Training Centre Co-ordinator actively engages with the UCD CELT (Community Engagement Learning and Teaching) and was a presenter at the CELT Symposium in 2021. The CELT community of practice aims to contribute to the professional development of all those who teach by:

- Sharing learning and cross-pollinating ideas across and within disciplines in the University;
- Affording the opportunity for those interested but not yet engaged in community based learning and teaching to explore the methodologies and approaches to curriculum design and assessment; and
- Presenting opportunities for faculty to engage in more formal online professional development.

BRACE is also currently involved in two other teaching and learning initiatives in UCD. The training centre co-ordinator is the organisational community lead on two projects in collaboration with our University partner. These two projects refer to the Learning Enhancement Project and the Academic Advising Initiative. This Learning Enhancement project has been funded through the Higher Education Authority (HEA) and the National Forum for the Enhancement of Teaching and Learning. This project aimed to enhance the successful outcomes for students considering and taking up the progression pathway (level 7 Diploma to level 8 B.Soc.Sc.) by providing a range of more formalised supports that attend to some of the unique needs identified by these students studying on this programme. The project aimed to work collaboratively with students to identify unique and additional educational needs as they progress onto the undergraduate degree programme with a view to further enabling students to flourish, thrive and fulfil their potential. It was planned that these needs would then be addressed through a programme of workshops and specialist inputs, led and co-ordinated by successful progression students who are, or have studied, at postgraduate level. In addition, specific workshops to develop and enhance the digital skills of the progression students were planned and the teaching and tutoring skills of previous progression students were to be supported by provision of tutoring opportunities within this project. See report.

[Fulfilling Potential: Supporting Community Engagement Progression Students \(ucd.ie\)](https://www.ucd.ie/brace/fulfilling-potential-supporting-community-engagement-progression-students)

BRACE's training centre in partnership with UCD has also been awarded funding to pilot an initiative in relation to academic advising. Building on the existing work "Fulfilling Potential: Supporting Community Engagement Progression Students", the project aims to provide a range of tiered academic advising workshops and engagements for intending, current and postgraduate Community Drug Programme progression students over the course of an academic year in order to support individual students with decision-making and goal setting based on their academic performance, interests and talents. Key features of this academic advising initiative include:

- Consideration of digital skills and engagement in assisting in academic advising and in supporting student development in order to enhance student autonomy and skill development in order to successfully navigate the educational context.
- Involvement of postgraduate progression students in supporting and delivering workshops to their peers. Supporting student participants to engage with and understand the role of academic advising given their potential or existing roles addressing exclusion and disadvantage within community settings.

- Exploration of the role of digital literacy for the progression students.

5.4 Learning Environments

BRACE ensures that both the programme level and each programme's learning environment are appropriate by addressing:

The many contexts in which learning opportunities emerge

All learning takes place in our training centre which consists of a training room, a resource room for books and publications that is accessible to students and another room for break outs and small tutorial groups. There is always support and supervision available when learners are accessing the BRACE training centre. Learners are encouraged and supported to avail of and access other educational spaces and supports available to them in Ballymun and other communities in which the learner resides.

Different learning environments

The majority of our QQI validated programmes are delivered on site in BRACE's training centre. An exception to this is the delivery of our level 5 Community Addiction Studies Course which is delivered in different learning environments outside of our training centre (Appendix 20 CASC Steering Group Memorandum of Understanding). Regardless of the venue/location for programme delivery, BRACE gives equal consideration to the quality assurance of each learning environment that the course is delivered in.

In order for the Community Addiction Studies Course[®] to work effectively there must be local involvement. Communities/organisations are advised of the following steps and responsibilities to ensure a successful course. Prior to the delivery of CASC in a different location, a clearly established memorandum of understanding with local CASC steering groups is signed. When it is agreed between BRACE and a host to deliver CASC in another community the following processes are in place:

1. Organise Local Steering Group

This group, comprising a mix of both community members, and professionals, will have a key role in ensuring the effectiveness of the Community Addiction Studies Course[®] and is responsible for ensuring that BRACE quality assurance procedures are in place.

2. Appoint Local Facilitators and Notetaker

Facilitators have a key role in the Community Addiction Studies Course[®]. The Local Steering Group commits to providing two local facilitators who have group work and community work skills, and also have a knowledge of addiction. (Current practice is to run the names of potential facilitators and their related skills by BRACE prior to appointment). Each Community Addiction Studies Course[®] is also required to have a note-taker whose responsibility, as the name suggests, is to take the notes from each session and provide these for the participants the following week. The Local Steering Group commits local facilitators and note takers to engage with BRACE for training at least twice a year.

Choose an Appropriate Venue/Premises

The Local Steering Group must ensure that the chosen programme delivery site meets the BRACE quality assurance standards. The Local Steering Group is provided with specific documents

addressing equality, accessibility and health and safety. The Local Steering Group commits to ensuring that the venue has:

- An accessible physical environment, free from barriers such as narrow doorways, steep staircases, cluttered layout or poor lighting and signage;
- Full and clear access to emergency exits – signs and floor plan of building including marked exits visible in the training room / area;
- A fire evacuation procedure explained and agreed by facilitators and participants of CASC on first evening (*sign in, leaving building, assembly point, etc.*);
- Appropriate access to fire extinguishers / blanket etc.;
- A designated lead person in event of fire (*facilitator, note taker, porter, etc.*)

In the case of the BRACE partnership with the Community Drugs Programme, School of Social Policy, Social Work and Social Justice, UCD, students attend class on both UCD campus and in BRACE. Classes delivered on University campus is in line with the University's Quality Assurance procedures.

Physical premises, equipment and facilities

BRACE ensures that its training room, equipment and facilities are appropriate by ongoing review of the needs of learners and assessment of how the resources fit identified needs. This is reviewed and assessed in light of the programme on offer. In BRACE we have sufficient physical resources to implement the intended validated programme. BRACE has a designated training room, resource library, wi-fi and kitchen. The physical resources and learning environment available to BRACE's training centre are suitable to the learning and human needs of learners. Printed and electronic material is available to learners along with strong educational and administrative support.



6. Assessment of Learners

The provider's assessment framework establishes the provider's philosophy on, and approach to, the assessment of learners in both formal assessments (where it leads to certification) and in-house assessment. It also addresses the administration of assessment by the provider.

Owner: Training Centre Coordinator

Responsible: Education and Training Committee

Version: V 2. February 2022

BRACE is committed to ensuring that its assessment processes and procedures are reliable, valid, accurate and fair. Learner assessment is a process for gathering and evaluating the learner's progress academically to promote learning, provide certification and to provide evidence of academic standards. Assessment briefs are devised to meet learning outcomes indicated in programme modules and can inform teaching or curriculum enhancement. Assessment standards should reflect the standards within a discipline or professional field and be applicable nationally.

Assessment is underpinned by the principles of assessment: -

Validity – a valid assessment should measure what it is supposed to measure, i.e., the standards of knowledge, skill or competence indicated in the programme learning outcomes and required for the award.

Reliability – reliability refers to the accuracy with which an assessment measures the skill or attainment it was designed to measure.

Fairness – a fair assessment in addition to being valid and reliable provides equity of opportunity for all learners.

Consistency – assessment procedures should be consistent, comparable performance levels should be reflected in comparable grades. Consistency means that the result of assessment findings will inform decision-making.

The Training Centre Co-ordinator holds responsibility for all matters. The Education and Training Committee will oversee the assessment processes.

Fair and Consistent Assessment



Internal Verification & External Authentication



Results Approval Process

6.1 Fair and Consistent Assessment

Information about assessing learner achievement is set out for each programme and is contained in course information sheets and course handbooks. Assessment practices must relate to the identified learner outcomes for the given module, the specified transferable skills

and knowledge from the programme, and the related stage on the National Framework of Qualifications.

It is important that assessment is carried out professionally at all times and that it is informed by best practice. Principles guiding assessment practice and procedures as outlined in Quality and Qualifications Ireland's *Assessment and Standards, Revised 2013* document are: -

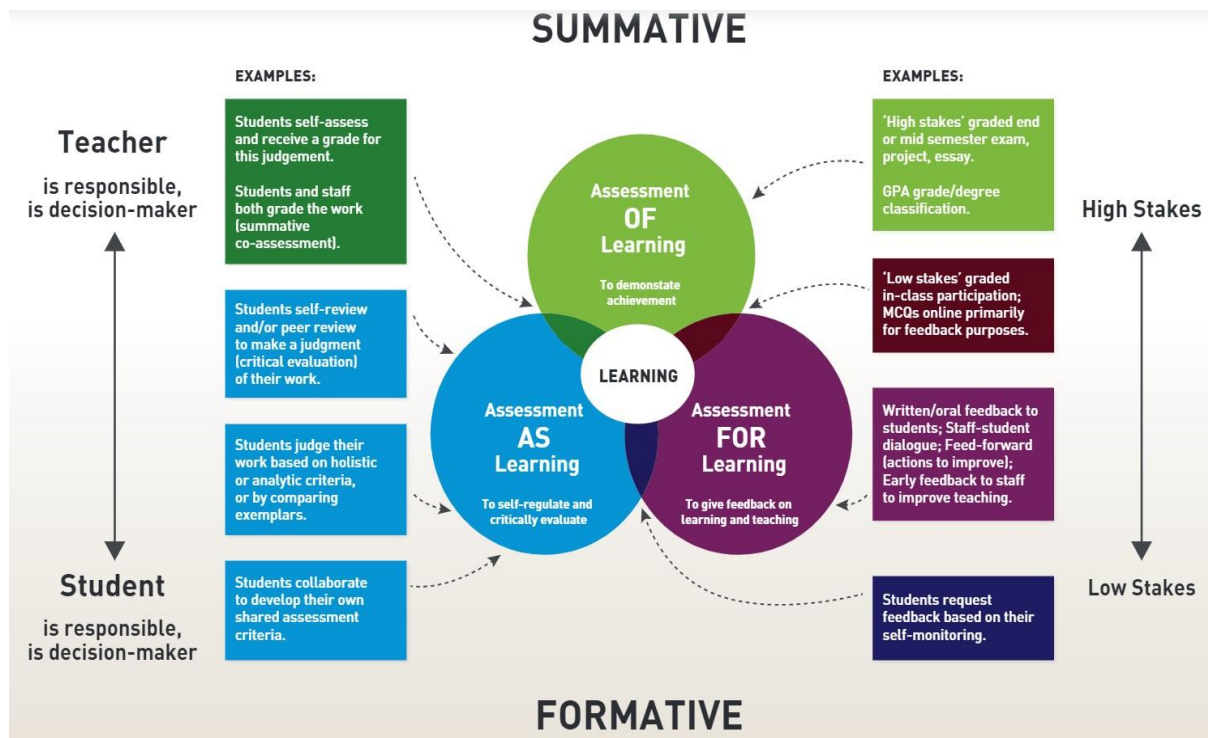
1. Learners are responsible for demonstrating their learning achievement.
2. Assessment supports standards based on learning outcomes.
3. Assessment promotes and supports both effective learning and teaching.
4. Assessment procedures are credible.
5. Assessment methods are reviewed and renewed as necessary to adapt to evolving requirements.
6. Learners are well informed about how and why they are assessed.

At the start of each programme the assessment criteria are outlined to learners as they are built into the course delivery and are included in the course timetable and course handbook. Learners are made aware of the consequences of late or missed assessment components. Formative and Summative assessment strategies are used, formative assessment is based on these seven principles: -

1. Facilitates the development of self-assessment (reflection) in learning.
2. Encourages teacher and peer dialogue around learning.
3. Helps clarify what good performance is (goals, criteria, standards expected).
4. Provides opportunities to close the gap between current and desired performance.
5. Delivers high quality information to students about their learning.
6. Encourages positive motivation beliefs and self-esteem.
7. Provides information to teachers that can be used to help shape the teaching.

(Nicol and MacFarlane-Dick, 2009; Juwah et. Al., 2004)

All assessments are marked in a timely fashion, ideally within three-weeks from submission date and feedback is given, so that learners can track their progress and feedback can be effectively acted upon. Feedback can be provided in a variety of ways; written comments on assignments or on feedback sheets or general comments, that is verbal feedback to the whole group. Summative learning is captured in the weekly learning record/learner log which is used to capture the learner's reflection on personal learning - describing specific learning experiences, activities, responses and skill gaps and skills acquired (Appendix 15).



(National Forum, 2017)

Guidelines for assessors designing assessment briefs: -

The following guidelines should be followed by assessors when designing assessment briefs:

1. Give a clear description/title as to how the module learning outcomes will be assessed e.g. learning log; essay; case study; skills demonstration.
2. Give clear instructions as to what the learner is required to do for the assessment.
3. Ensure that the method is suitable for assessing the module learning outcomes.
4. Identify the assignment submission deadline.
5. Explain how the assignment is to be submitted e.g. hard copy; electronically.
6. All briefs must be in written form.
7. Use language and terminology that can be clearly understood by the learner.
8. Give clear deadline for submission and/or collection of assignments.
9. Identify timeframe for corrections, ideally three-weeks from submission date.

Role of Tutor/Facilitator:

Tutor/Facilitator will provide learners with details of the course assessment requirements and deadlines at the start of each programme and these are included in the course handbook. Tutor/Facilitator will provide learners with briefs appropriate to the NFAQ level, for all assessments they are asked to undertake, including details of the assessment task at hand, criteria and marking schemes and submission date.

Role of the Learner:

Learners are responsible for completing the course assessments and demonstrating their achievement of learning by submitting the assessment in the agreed format and by the agreed deadline.

Learners are required to sign a declaration indicating the authenticity of their work.

Learners are responsible for managing their assessment workload.

Reasonable Accommodations:

Reasonable Accommodation is where some assessment methods may need to be adjusted to ensure that some learners are treated fairly and equitably. A learner can apply for reasonable accommodation if concerned that the assessment will not allow him/her to compete on an equal footing to other learners. This is open to learners with a disability such as a learning difficulty; blindness or visual impairment; or other grounds as covered by current legislation.

Reasonable Accommodation in an assessment will only be provided to learners who apply and who can provide evidence that he/she cannot compete on equal terms under standard assessment conditions with his/her peers. A request for reasonable accommodation should be made in writing to training@brace.ie and include a copy of the relevant supporting documentation.

The Training Centre Co-ordinator will assess the application and will inform the learner of the outcome. If an application is successful, the Training Centre Co-ordinator will work with the Tutor/Facilitator to accommodate the learner while adhering to the assessment principles and the standard of knowledge, skill and competence required for certification.

Flexible assignment arrangements are available, such as reshaping an assessment type, this will be agreed on the basis of individual learner need and accommodations required.

Adaptations of assessment may include:

- Modified presentation of assignments.
- Use of scribes / readers (if an exam is being undertaken)
- Separate room/space (if an exam is being undertaken)

Additional Time - Compassionate Consideration:

Extra time to complete and submit written assignments is available to learners on completion, submission and approval of an 'Application Form for Compassionate Consideration' (Appendix 21), also available in the learner handbook. Compassionate consideration is viewed as a serious unforeseen circumstance beyond the learners control and preventing the learner from meeting the requirements of the programme. Compassionate consideration for assessment will be considered in the following circumstances:

- Involvement in an accident
- Victim of a crime
- Illness or serious ongoing medical condition for learner, partner or a family member
- Ongoing life-threatening illness of a close family member or partner
- Bereavement of a close family member or a partner
- Acute or ongoing serious personal/emotional circumstances
- Domestic upheaval
- Substance use relapse
- Work related pressure and strain

In the event of a request for compassionate consideration for assessment the learner is required to request in writing that a particular circumstance be taken into account. The learner will be allowed to complete or submit work at a later date and without penalty; the timeframe for completion will be agreed with the learner in light of the learners need and circumstances. The

Training Centre Co-ordinator will review all applications for compassionate consideration and will adjudicate accordingly. All requests for compassionate consideration should be submitted to the Training Centre Coordinator prior to the course completion date. The process and outcome from all decision making processes will be recorded on the learners submitted 'Application Form for Compassionate Consideration' (Appendix 21).

General Guidelines for Marking:

Below are some general guidelines, which are included in the Tutor Handbook (Appendix 16), regarding marking and completing the mark sheet: -

- Use ballpoint pen throughout marking and on marking sheets.
- All coursework, assignments, etc., must be accessible for the assessor, verifier and extern.
- Ensure that the learner has included a signed and dated declaration form.
- Ensure that the learner's name is on each piece of work.
- Where coursework is presented in a portfolio it must be in the order that it appears on the marking sheet.
- Where an exercise contains question/s, the answer to each question must directly follow the related question.
- Do mark each page of the learner's work to indicate that you have read it.
- Do give comments on the 'Participant Feedback Sheet' so that the learner is aware of what can be improved on when completing future assignments. Regarding your reflections/comments on the individual pieces of work, use objective comments that relate to the content of the answer and the criteria set out in the assessment brief and the marking scheme.
- Correct spelling and syntax errors throughout the work.
- Do not use tippex on mark sheets, if there is an error in the marking cross it out and put the correct mark alongside or above.
- Ensure that all submitted course work has been marked.
- Note where assessment has not been submitted and reason for this.
- Do not adjust the decimal place until all marks have been transferred to the *Learner Results Summary Sheet* and when totalling the final mark, the adjustment is made to one decimal place.
- Second mark the coursework with your second facilitator or tutor. See **Second Marking** below for the process to be followed.
- Revisit borderline grades e.g. 63-64% or 78-79% before finalising the grades.
- Do give your rationale for learner marks that are just below or just above the grade, using objective comments.
- Sign and date all Learner Marking Sheets and the Learner Results Summary Sheet
- Complete a module summary sheet for each group, sign and date it.

Second Marking:

Second marking ensures consistent marking standards (included in the Tutor Handbook – Appendix 16) and is used to guarantee that assessment standards do not rely on the judgement of single markers. Your second facilitator or tutor will be the second marker for the group.

Second marking process can be done as follows: -

- The two facilitators/tutors split the assignments/portfolios 50/50, mark the work and then you swap assignments/portfolios, mark the work you have not already marked; when this is

completed you then discuss the marks awarded and agree the final mark for each assignment/portfolio. **OR**

- One facilitator/tutor takes all of the papers for one assignment (one piece of assessment) and the other facilitator/tutor takes all of the papers for a different assignment; once both have completed the first marking then each one takes a sample of the assignments that they were not the first marker for; mark these papers and then engage in a cross-moderation process. The sample size to be second marked is 25% of the total assignments and must include assignments from the pass, merit and distinction range and all fails. Then discuss and make a decision for the final mark awarded to each assignment.

Repeating assessments:

When the submitted assignment does not come up to a pass standard the learner will be given feedback and allowed to re-submit the assignment within 14 days or provided with the opportunity to resubmit by the end of the current programme. If for any reason a learner is unable to re-submit within the timeframe of the current programme then the learner will be allowed to complete the coursework within a timeframe agreed between the learner and the centre and the work will be submitted for assessment the following year or the next submission date. Where the agreed timeframe to re-submit is not met, the learner may be allowed to request one final date to submit outstanding coursework, after which time the option to resubmit will not be considered. The timeframe in this instance would be no longer than 12 months.

A learner with an issue or query, can contact their tutor or one of the centre staff. Queries can be where a learner is looking for information. If a learner has feedback that is not addressed through course evaluation, a formal meeting is arranged with key parties to explore the learner's issue, detail the steps needed to resolve the issue (if needed) and detail how the action or result might be monitored in the future.

Academic Integrity:

Learners are expected to adhere to standards of academic integrity. The work submitted by learners must be their own work. To demonstrate academic integrity you must acknowledge sources of information that have informed your ideas and discussions in your work by including a complete list of references. Failure to do this could be deemed plagiarism. Plagiarism can take the following forms:

- Presenting work authored by another person as your own;
- Submitting work as your own that has been completed by someone else;
- Copying the work of a previous student on the Programme;
- Buying an essay from the internet;
- Presenting work copied extensively from another source;
- Improper paraphrasing;
- Failing to include citation of all original sources

(A Briefing for Students on Academic Integrity and Plagiarism, UCD 2019)

How is plagiarism detected?

Trainers and assessors are familiar with their subject area and are likely to recognise particular content and material that are not referenced properly. A trainer will also correct a range of assignments and given their familiarity with the subject area allows them to detect similarities in a learners work (A Briefing for Students on Academic Integrity and Plagiarism, UCD 2019).

How is plagiarism prevented?

Learners are provided with a number of classes on referencing and plagiarism to support them to develop their skill and technique in referencing but also to raise awareness about what constitutes plagiarism.

Coursework Cover Sheet

Learners are expected to adhere to academic integrity standards and are required to complete and include a cover page with their assignment which states *'I declare that the work in this assignment is my own work. The work has been completed by me and all sources have been acknowledged within the work and referenced.'* The declaration must be signed and dated by the learner.

How is plagiarism managed?

If you are found to have intentionally or unintentionally plagiarised the following procedures are in place:

1. The learner will be invited to a meeting with the Training Centre Co-ordinator and Programme Tutor to discuss their assignment and issues of academic integrity;
2. The learner will be afforded the opportunity to explain the circumstances that surround the plagiarised work;
3. The learner will be provided with the opportunity to re-submit the assignment within 14 days;
4. Once the assignment is re-submitted, and if deemed to be of a pass standard, a minimum pass grade standard will be awarded to the piece of work.

Grade Appeals Policy

The purpose of this policy and associated documents govern requests for re-check, review and appeal of assessment material at BRACE Community Response (BRACE).

BRACE is committed to ensuring that its assessment processes and procedures are reliable, valid, accurate and fair. BRACE understands that there are times where learners may wish to question the assessment result and or feedback they receive on their assessment and therefore acknowledges the right of the learner to request a reconsideration of assessment marks. Learners have the right to appeal their final result/s awarded for individual components. All re-check, review and appeal applications (Appendix 22) will be addressed in a fair, transparent and timely fashion.

Decisions in relation to learner's assessment are undertaken at the following points:

- Allocation of marks (Initial Marking of Coursework by Tutors, Internal Verification).
- Ratification of results (External Authentication (moderation), Results Approval Process).
- Re-check, review and appeal.

Learner results – Re-check, Review, Appeal

Definitions

Re-check: Is the administrative operation of checking (again) the addition, recording and combination of marks for a module/component or stage.

Review: Is the reconsideration of the assessment decision, either by the original assessor or by other competent persons, of all or part of the assessed material.

Appeal: Is a request to a higher authority for the alteration of the decision or judgement of a lower one.

Learners are advised of the difference between a re-check, review and appeal and that each process is independent of each other. Learners seeking a re-check, review or appeal have 14 days from the date of issue of the Final Statement of Results assessment result to do so. Information regarding re-check, review and appeal is available in the learner handbook.

Possible Outcomes

The outcome of a re-check, review or appeal application can result in:-

- Grade remaining unchanged
- Grade being increased

RE-CHECK

Grounds for a Re-check:

The grounds for a re-check are as follows:

- The learner believes there was a computational error in the calculation of their result.

Procedure for a Re-check of Assessment Result

BRACE's Training Centre will notify all learners when issuing assessment results that they have 14 days from the date of issue of assessment result, to request a re-check of their results.

A request for a re-check must be made on the **Re-check / Review / Appeal Form** (Appendix 22) and signed by the learner concerned. The learner should supply any details that he/she believes will help expedite the re-check. The fee for a re-check will be €15 per component, which in the event of a successful re-check, will be refunded. Only a written request for a re-check made to the Training Centre Co-ordinator on the appropriate form, signed by the person concerned and with the required fee will be considered. The Centre is not obliged to accept any application for a re-check received outside this timeframe.

The Training Centre Co-ordinator (on behalf of the Education and Training Committee) shall arrange to have the result re-checked as soon as possible. As the re-check is an administrative checking of marks allocated and totalled, it will be undertaken by a member of the Training Centre Staff Team. The re-check will ensure that all parts of the submitted work are checked again for the allocation of marks and the totalling of marks awarded and that the final mark and grade awarded are correct.

The Centre will endeavour to complete all re-checks within seven days from the date the re-check request has been accepted. The Training Centre Co-ordinator will inform the learner in writing of the outcome of the re-check.

Where a re-check results in an upgrade, the Training Centre Co-ordinator will notify the Education and Training Committee and will ensure the recording of results are amended

accordingly (including any necessary change in award classification as a result of an upgrade) and will notify QQI.

REVIEW

Grounds for a Review:

The grounds for a review are as follows:

- The academic regulations of the Training Centre were not implemented correctly.
- Compassionate circumstances exist which may not have been known or considered by the Training Centre. Compassionate circumstances must be notified in writing to the Training Centre Co-ordinator when they occur. Where the learner delays notifying the Centre of any compassionate circumstances, the Centre is not obliged to take these into consideration.
- Bias was shown by the assessor in marking the assignment.

In the case of compassionate circumstances relating to assessment performance, it is expected that evidence of compassionate circumstances is dated prior to, or on the date of, the assessment under consideration. Medical certification dated after the fact indicating the possibility of compassionate circumstances at an earlier date will not normally be accepted.

Procedure for a Review of Assessment Result

BRACE's Training Centre will notify all learners when issuing assessment results that they have 14 days from the date of issue of assessment result, to request a review of their results.

A learner considering a review application is advised to seek additional feedback from the tutor / facilitator in question but should not allow this to delay their review application which can be withdrawn at no cost. This ensures that in the first instance there is an opportunity for informal consultation between the learner and tutor / facilitator.

A request for a review must be made on the **Re-check / Review / Appeal Form** (Appendix 22) and signed by the learner concerned. The learner should supply any details and relevant documentation that he/she believes will help expedite the review. The fee for a review will be €30 per component, which in the event of a successful review, will be refunded. Only a written request for a review made to the Training Centre Co-ordinator on the appropriate form, signed by the person concerned, with the relevant supporting documentation and with the required fee will be considered. The review request must be received by the Training Centre Co-ordinator within 14 days of the date of issue of the assessment result. The Centre is not obliged to accept any application for review received outside this timeframe.

A request for a review must state the grounds upon which the review is sought, and the learner must supply evidence in support of his/her request. If a review is granted, then the relevant assessment material will be re-assessed by an assessor who did not undertake the initial assessment.

The decision of the new assessor will supersede the decision of the original assessor/s. The learner will be informed by the Training Centre Co-ordinator in writing of the outcome of the

review. If the learner is dissatisfied with the outcome of a review, they may appeal the decision in accordance with the appeal section below.

Where a review results in an upgraded mark, the Training Centre Co-ordinator will notify the Education and Training Committee for the purpose of amending the results accordingly (including any necessary change in award classification as a result of an upgrade) and will notify QQI.

The Centre will endeavour to complete all reviews within twenty-one days from the date the review request has been accepted.

APPEAL

Grounds for Appeal:

The learner can appeal the outcome of a review or a decision on the following grounds:

- Procedural irregularity in the completion of the decision-making – there is evidence that the procedures relating to a decision were not followed properly, which may have impacted on the decision.
- If there were grounds for Compassionate Consideration that impacted on the learners assessment performance of which the assessor / Training Centre Staff were not aware when making its decision; or, the assessor / Training Centre Staff were aware but had rejected, because the application was late and the Training Centre Staff did not consider the reason why the application was late to be valid.
- The assessment specific to the course contained questions on material which was not covered as part of the course.
- Other grounds to appeal the outcome of a review or a decision may be considered subject to the provision of supporting documentation. However, dissatisfaction or disappointment with the result of an assessment of itself is not a ground for such an assessment appeal.

If the grounds for Compassionate Consideration had not been made known previously to the Training Centre Co-ordinator, the appeal must include a supported explanation for the non-disclosure.

Where medical evidence is being relied upon, appropriate certification by an independent Medical Practitioner (excluding any Medical Practitioner who is a family relation of the learner) should be attached.

The introduction of new material that could have been provided previously to inform decision-making will not normally be accepted as valid grounds for appeal.

Procedure to be followed to Request an Appeal

A request for an appeal must be received by the Training Centre Co-ordinator no later than the date specified in correspondence, or within 14 days, where no date is specified, of the date of issue of the assessment result.

Only a written request for an appeal signed by the learner concerned will be considered. The request for appeal must be made on the **Re-check / Review / Appeal Form** (Appendix 22) and signed by the learner concerned. The learner must supply evidence in support of his/her request.

It is important that a learner provides as full details as possible in their appeal application. Failure to provide information at the appeal application stage may result in no further opportunity being provided to share this information. It is the responsibility of the learner to provide full details. The Centre is not required to consider any information not provided at the appeal application stage. Only evidence that has previously been presented by the learner and has been securely retained by the centre following the initial assessment, can be considered as part of an appeal. No new evidence can be submitted.

The fee for an appeal will be €60 per component, refundable where the appeal is successful, and must be included with the appeal application form.

Where the Training Centre Co-ordinator believes there is evidence of grounds for an appeal, he/she will inform the Education and Training Committee and constitute an Appeal Board to consider the case.

Attendance at the Appeals Board meeting by the learner is at the discretion of the Education and Training Committee and may not be deemed necessary.

The Appeals Board will inform the Training Centre Co-ordinator regarding the outcome of the appeal by email and the Training Centre Co-ordinator will inform the learner of the outcome of their appeal in writing within a reasonable timeframe.

Where an appeal results in an upgrade mark, the Education and Training Committee will ensure that the results are amended accordingly (including any necessary change in award classification as a result of an upgrade) and QQI will be notified.

Responsibilities

All Training Centre staff have responsibility for communications with learners and are aware of the assessment process within the Training Centre, including the Re-check, Review, Appeal policy and process. As the majority of assessment queries are likely to be dealt with through tutors/facilitators, all staff should be appropriately prepared to respond to queries.

Information for Learners

Information on the Re-check, Review, Appeal Process and deadline for submitting an application for either a Re-check, Review or Appeal must be made available to the learner at the start of a course, and when results are provided to learners.

6.2 Internal Verification and External Authentication

Internal Verification (IV) procedures check that assessments have been undertaken in a quality assured fashion; the correct assessment instruments have been used; learner details, learner

evidence and results are correct (marks and grades are calculated correctly). The Training Centre Co-ordinator identifies the internal verifier, a member of the team or trainer panel who has not been an assessor for any of the class groups whose assessment activities are being monitored.

Internal Verification: -

The internal verifier will confirm:

- That there is an assessment brief and marking scheme available for each piece of work being assessed in line with the validated programme.
- That there is a portfolio of evidence for each learner and that results are recorded for all learners.
- That all of the assessment evidence presented by the learner has been assessed in accordance with the marking scheme.
- That the marks are transferred accurately from learner evidence to the learner marking sheet/s and learner record.
- Totals and percentages; verify totals and percentages are accurate.
- Ensure that percentage marks and grades allocated are consistent with QQI grading bands.
- That the assessment procedures have been followed.
- Complete a report of findings from the process as indicated by the Internal Verification Report template.

The Internal Verification Report will contain the following detail (Appendix 4): -

- Centre Name and Centre Number
- Named award(s) and codes (Minor awards) for which results are being internally verified (sampled)
- Name action points / make recommendations where necessary
- Identify the number of learners per class group who started the course and the number completing – note reasons for drop off in class number.
- Confirm that marking and cross moderation was completed by course facilitators/tutors.
- Confirm that the assessment procedures as agreed in provider's quality assurance have been applied.
- Identify date/s when statement of results are made available to learners.
- Identify date for appeals.

External Authenticator

External Authentication (EA) provides independent authoritative confirmation of fair and consistent assessment of learners in accordance with national standards. It establishes the credibility of the provider's assessment processes and ensures that assessment results have been marked in a valid and reliable way and are compliant with the requirements for the award. The Training Centre Co-ordinator will have responsibility for overseeing the External Authentication process. The Extern will be independent of the centre and will moderate assessment results for an award or across a number of awards within a related field or sub-field of the major award (QQI Quality Assuring Assessment V.2, 2018).

The Training Centre Co-ordinator will identify the External Authenticator, who will be independent of the centre and have subject matter expertise in the appropriate field or subfield to which they are assigned.

Criteria for selection of an External Authenticator

The external authenticator should: -

- Have technical/subject matter expertise within the appropriate award area/field of learning
- Have experience of delivering programme assessment or work in the industry/field
- Agree to undertake appropriate training and attend appropriate briefings
- Have the qualities necessary to interact with learners, assessors and senior staff members
- Have administrative and IT skills, e.g. report writing, time management skills
- Undertake to operate within the code of practice and guidelines issued by QQI
- Be available to the provider at appropriate times
- Be independent of the centre

Methodology

The External Authenticator will: -

- Confirm the fair and consistent assessment of learners in line with the provider's procedures and with QQI policy on quality assuring assessment.
- Review internal verification report/s and authenticate the findings/outcomes.
- Apply a sampling* strategy to moderate assessment results consistent with QQI requirements.
- Moderate** assessment results in accordance with standards outlined in the Award Specification
- Visit the centre and meet with appropriate staff and learners.
- Participate in the results approval process, if required, as per the providers agreed procedures.
- Identify any issues/irregularities in relation to the Assessment Process.
- Recommend results for approval.
- Produce an external authentication report, see the External Authentication Report template (Appendix 5).

* Sampling – selecting a portion of learner results and learner evidence for the purposes of completing internal verification and external authentication of assessment, within each award area. (Section 4.4, QQI Quality Assuring Assessment V.2, 2018).

** Moderate – moderating assessment results involves reviewing results and checking the standard of evidence at each grade band: Successful (levels 1 – 3) Distinction, Merit, Pass (levels 4 – 6) by examining samples of evidence within each grade band and at the border of grades (Section 4.3.3 QQI Quality Assuring Assessment V.2, 2018).

Frequency

External authentication will take place twice annually, in line with the certification requirement, currently this is April and August, but the schedule may be amended to suit the programme delivery dates. Learners and Tutors will be advised of dates in the related course handbook.

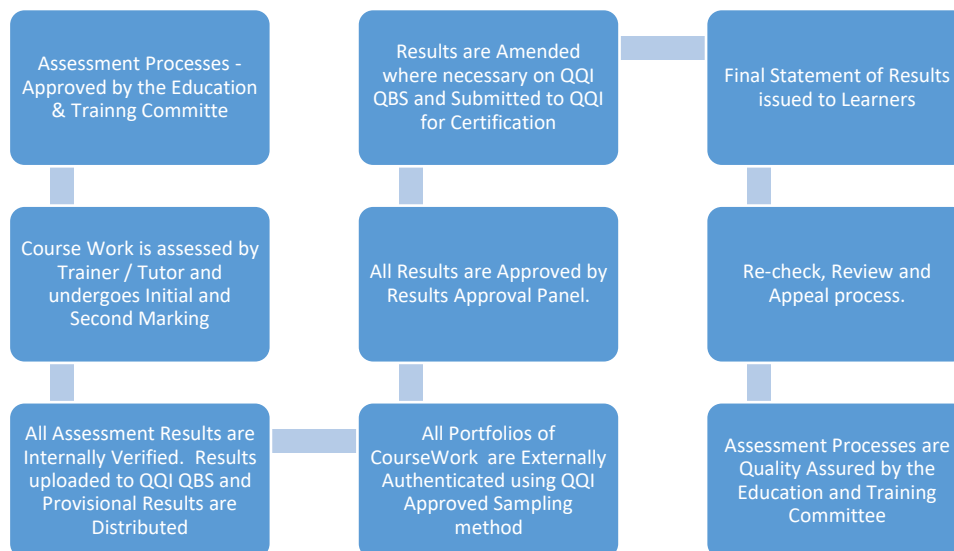
Sampling

Sampling of the portfolios will be undertaken, values for $\sqrt{n + 1}$ where n = number of learners.

Number of learners	Sample size
0 → 16	4
17 → 33	5
34 → 50	6
51 → 69	7
70 → 86	8
87 → 105	9
106 → 134	10
135 → 153	11
154 → 170	12

Documentation in place for EA Visit:

- Learner portfolios / learner assessment evidence.
- Appropriate award specification (s) validated programme descriptor and programme module for the component awards for which results are to be authenticated.
- List of learner group(s) / class list from which the sample is to be selected.
- Sampling strategy, i.e., how the BRACE Training Centre ensures a representative sample is available to the EA and the basis on which the sample is to be selected by the EA.
- Assessment plan.
- Internal Verification Report (s).
- Assessment instruments, i.e., briefs, examination papers.
- Marking schemes for specific assessment activities and outline solutions where appropriate.
- Details of any reasonable accommodation in assessment provisions.
- Previous EA Report.



Assessment Process

6.3 Results Approval Process

The purpose of the Results Approval Process is to ensure that the assessment process has been carried out in line with BRACE Community Responses quality assurance process. The results approval process takes place following internal verification and external authentication, but prior to submission of learner results to QQI. Reports are produced from both internal verification and external authentication processes; these reports will be available for review by the Results Approval Panel. The results approval process will be completed by the submission of results to QQI and by issuing of results to learners.

The Results Approval Panel (Appendix 23) will confirm that assessment of learner evidence, the internal verification and external authentication of assessment results have been carried out in line with BRACE Community Responses quality assurance process. The role of the Results Approval Panel (RAP) is to review and approve assessment results and review other quality assurance matters arising from the outcomes of the assessment and authentication (including Internal Verification (IV) and External Authentication (EA)) processes. The work of the panel must be conducted in a fair and transparent manner, while maintaining confidentiality (Appendix 24) around learner information.

The role of the Results Approval Panel is to: -

1. To carry out the results approval process (Appendix 25).
2. To ensure assessment decisions and results are reviewed and processed in a fair and consistent manner.
3. To review and approve (or not) assessment results in line with BRACE's quality assurance procedures.
4. To ensure that assessment of learner evidence and authentication of assessment results (including IV and EA) has been carried out in line with BRACE's quality assurance process.
5. To review validity of the results ensuring fairness and consistency in the assessment process.
6. To review the reports of the internal verification and external authentication processes.

7. To identify any issues arising in relation to the results and make decisions for corrective action.
8. To report findings to the Education & Training Committee.
9. To approve the submission of final results to QQI in accordance with the QQI time periods to request certification.
10. To share and promote good practice including the implementation of improvements in line with BRACE commitment to quality and excellence.
11. To minute and record the relevant findings and action points in relation to the above objectives.

Results Approval Panel Report

A Results Approval Panel Report (Appendix 26) will be produced on completion of the RAP meeting. The results approval panel report will be filed for the BRACE self-evaluation process and BRACE internal monitoring processes and will be available to the QQI monitoring process on request. The RAP report will document the following:

- Matters arising
- Decisions made
- Recommendations
- Required actions to be taken

The Results Approval Panel Report will be submitted to the Education and Training Committee for approval.

Appeal

Learners have the right to appeal their final result awarded for individual components. See Section 7.2.9 for information on learner appeal application.

7. Support for Learners

The adequacy of the resources available to learners is monitored on an ongoing basis. Learning resources are updated and expanded as necessary to reflect up-to-date approaches and learner needs as identified through feedback on teaching and learning.

Owner: Training Centre Coordinator

Responsible: Education and Training Committee

Version: V 2. February 2022

BRACE recognises its responsibility to support learners to complete their studies and endeavours to do so from the learner's initial interest in a programme, through to progression onto further education options.

Learners taking a BRACE training course will be treated with respect and in an equitable manner. BRACE learners are part-time adult learners living and/or working in communities impacted by drug and alcohol use, learners can also be workers in the wider social care area. Centre staff will provide support to learners from their initial interest in a programme, through to progression onto further education options.

Course Information and Admission



Learner Support



Learner Evaluation and Programme Review

7.1 Course Information and Admission

Through its staff, tutors, its website www.BRACE.ie/training and other communication methods BRACE endeavours to maintain and improve the support it provides to learners. Information about each programme is available and communicated to our learners through:

- Course information leaflets
- Course information on our website
- Administration support
- Email and telephone support
- Application process
- Course induction
- Learner handbook
- Tutor interactions and feedback

The information provided about each programme includes: -

- Programme title and award level (where applicable)
- Duration
- Course Dates / Times

- Component Titles (where accreditation is linked)
- Overview of Content
- Entry Requirements
- Application / Selection Process

As stated in section 5 all BRACE programmes are delivered with the principles of adult education and community development in mind. The lived experiences of learners are taken into account where a learner may not meet the academic level indicated on the course information. Where requested learners will be assisted to put appropriate supports in place to complete a particular programme. Learners are encouraged, during the application process to disclose any special needs or disabilities they may have, this allows appropriate supports or reasonable accommodations to be explored. The Training Centre Co-ordinator is available to address any concerns of an academic nature that learners may have prior to taking a programme of learning.

7.2 Learner Support

7.2.1 Reasonable Accommodation

Reasonable Accommodation is where some assessment methods may need to be adjusted to ensure that some learners are treated fairly and equitably. A learner can apply for reasonable accommodation if concerned that the assessment will not allow him/her to compete on an equal footing to other learners. This is open to learners with a disability such as a learning difficulty; blindness or visual impairment; or other grounds as covered by current legislation.

Reasonable Accommodation in an assessment will only be provided to learners who apply and who can provide evidence that he/she cannot compete on equal terms under standard assessment conditions with his/her peers. A request for reasonable accommodation should be made in writing to training@brace.ie and include a copy of the relevant supporting documentation.

The Training Centre Co-ordinator will assess the application and will inform the learner of the outcome. If an application is successful, the Training Centre Co-ordinator will work with the Tutor/Facilitator to accommodate the learner while adhering to the assessment principles and the standard of knowledge, skill and competence required for certification.

7.2.2 Assessment adaptation

Flexible assignment arrangements are available, such as reshaping an assessment type, this will be agreed on the basis of individual learner need and accommodations required.

Adaptations of assessment may include:

- Modified presentation of assignments.
- Use of scribes / readers (if an exam is being undertaken)
- Separate room/space (if an exam is being undertaken)

7.2.3 Recognising Diversity

BRACE recognises the diversity of learners and their needs that attend our training and education programmes. Where learners indicate a learning difficulty in relation to reading or

writing, but without supporting documentation, staff may use their discretion and their professional judgement. Where appropriate learners may be referred to the Local Adult Read and Write Scheme or other relevant support mechanism. The Training Centre Co-ordinator is available to address any concerns of an academic nature that learners may have. The following guidelines are in place when marking the written assignment of a learner with a reading, writing or spelling difficulty:-

- Errors in spelling will not be penalised
- Lexical errors will not be penalised
- Grammatical errors will not be penalised
- Punctuation will not be penalised
- Restricted vocabulary will not be penalised
- Weakness in sentence and paragraph structure will not be penalised

7.2.4 Additional Time – Compassionate Consideration

Extra time to complete and submit written assignments is available to learners on completion, submission and approval of an 'Application Form for Compassionate Consideration' (Appendix 21). This form is made available in learner handbook (Appendix 15). Compassionate consideration is viewed as a serious unforeseen circumstance beyond the learners control and preventing the learner from meeting the requirements of the programme. Compassionate consideration for assessment will be considered in the following circumstances:

- Involvement in an accident
- Victim of a crime
- Illness or serious ongoing medical condition for learner, partner or a family member
- Ongoing life-threatening illness of a close family member or partner
- Bereavement of a close family member or a partner
- Acute or ongoing serious personal/emotional circumstances
- Domestic upheaval
- Substance use relapse
- Work related pressure and strain

In the event of a request for compassionate consideration for assessment the learner is required to request in writing that a particular circumstance be taken into account. The learner will be allowed to complete or submit work at a later date and without penalty; the timeframe for completion will be agreed with the learner in light of the learners need and circumstances. The Training Centre Co-ordinator will review all applications for compassionate consideration and will adjudicate accordingly. All requests for compassionate consideration should be submitted to the Training Centre Coordinator prior to the course completion date. The process and outcome from all decision-making processes will be recorded on the learners submitted 'Application Form for Compassionate Consideration'.

7.2.5 Repeating assessment

When the submitted assignment does not come up to a pass standard the learner will be given feedback and allowed to re-submit the assignment within 14 days or provided with the opportunity to resubmit by the end of the current programme. If for any reason a learner is unable to re-submit within the timeframe of the current programme then the learner will be

allowed to complete the coursework within a timeframe agreed between the learner and the centre and the work will be submitted for assessment the following year or the next submission date. Where the agreed timeframe to re-submit is not met, the learner may be allowed to request one final date to submit outstanding coursework, after which time the option to resubmit will not be considered. The timeframe in this instance would be no longer than 12 months.

7.2.6 Academic Integrity

Learners are expected to adhere to standards of academic integrity. The work submitted by learners must be their own work. To demonstrate academic integrity you must acknowledge sources of information that have informed your ideas and discussions in your work by including a complete list of references. Failure to do this could be deemed plagiarism. Plagiarism can take the following forms:

- Presenting work authored by another person as your own;
- Submitting work as your own that has been completed by someone else;
- Copying the work of a previous student on the Programme;
- Buying an essay from the internet;
- Presenting work copied extensively from another source;
- Improper paraphrasing;
- Failing to include citation of all original sources

(A Briefing for Students on Academic Integrity and Plagiarism, UCD 2019)

How is plagiarism detected?

Trainers and assessors are familiar with their subject area and are likely to recognise particular content and material that are not referenced properly. A trainer will also correct a range of assignments and given their familiarity with the subject area allows them to detect similarities in a learners work (A Briefing for Students on Academic Integrity and Plagiarism, UCD 2019).

How is plagiarism prevented?

Learners are provided with a number of classes on referencing and plagiarism to support them to develop their skill and technique in referencing but also to raise awareness about what constitutes plagiarism.

Coursework Cover Sheet

Learners are expected to adhere to academic integrity standards and are required to complete and include a cover page with their assignment which states *'I declare that the work in this assignment is my own work. The work has been completed by me and all sources have been acknowledged within the work and referenced.'* The template for the coursework cover page is available in the learner handbook (Appendix 15). The declaration must be signed and dated by the learner.

How is plagiarism managed?

If you are found to have intentionally or unintentionally plagiarised the following procedures are in place:

1. The learner will be invited to a meeting with the Training Centre Co-ordinator and Programme Tutor to discuss their assignment and issues of academic integrity;

2. The learner will be afforded the opportunity to explain the circumstances that surround the plagiarised work;
3. The learner will be provided with the opportunity to re-submit the assignment within 14 days;
4. Once the assignment is re-submitted, and if deemed to be of a pass standard, a minimum pass grade standard will be awarded to the piece of work.

7.2.8 Learner Grievances

Where a learner has a complaint, they are expected, in the first instance, to address it with the person concerned. If still unsatisfied, they may take their concerns to the Training Centre Coordinator, and thereafter may raise their complaint to the senior management team.

Under the complaints policy: -

- You can raise your issue in person, with a staff member, by telephone or via e-mail. The staff member will try to resolve the issue with you. If this does not happen and you are still unhappy then the staff member will help you complete a Complaints Record Form (Appendix 19) which will be given to the Training Centre Coordinator.
- Once you have written down the complaint the Training Centre Coordinator or a member of the Senior Management will investigate the problem and get back to you within 21 working days with a response.
- If you are unhappy with the response, let the Training Centre Coordinator / Senior Manager know and a meeting can be set up with another member of the senior management team within four weeks.

You can bring a family member or other advocate to this meeting. Following this meeting you will be informed of an outcome within one week (BRACE Community Response's Complaints Policy - 2019).

7.2.9 Learner Results Appeal

Learners have the right to appeal their results for QQI awards, should they not agree with the result indicated on the Final Statement of Results. When the Final Statement of Results is sent to each learner they are notified of the appeals process. The appeals process is open for 14 days from the date the results have been issued. In the event of a grade dispute the learner may request an appeal of their grade only on the following grounds:-

- Procedural irregularity in the completion of the decision-making – there is evidence that the procedures relating to a decision were not followed properly, which may have impacted on the decision.
- If there were grounds for Compassionate Consideration that impacted on the learners assessment performance of which the assessor / Training Centre Staff were not aware when making its decision; or, the assessor / Training Centre Staff were aware but had rejected, because the application was late and the Training Centre Staff did not consider the reason why the application was late to be valid.
- The assessment specific to the course contained questions on material which was not covered as part of the course.
- Other grounds to appeal the outcome of a review or a decision may be considered subject to the provision of supporting documentation. However, dissatisfaction or

disappointment with the result of an assessment of itself is not a ground for such an assessment appeal.

If the grounds for Compassionate Consideration had not been made known previously to the Training Centre Co-ordinator, the appeal must include a supported explanation for the non-disclosure.

Where medical evidence is being relied upon, appropriate certification by an independent Medical Practitioner (excluding any Medical Practitioner who is a family relation of the learner) should be attached.

The introduction of new material that could have been provided previously to inform decision-making will not normally be accepted as valid grounds for appeal.

A request for an appeal must be received by the Training Centre Co-ordinator no later than the date specified in correspondence, or within 14 days, where no date is specified, of the date of issue of the assessment result.

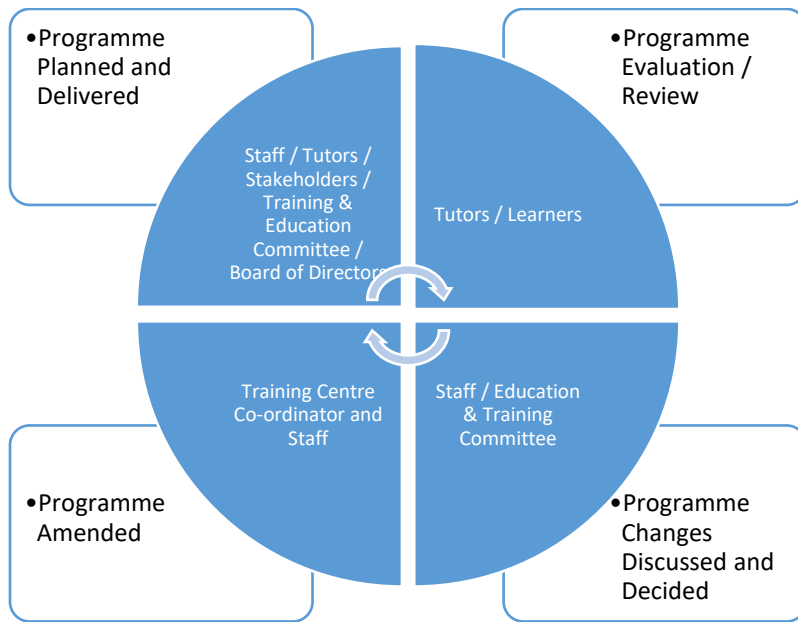
Only a written request for an appeal that is made on the Re-check / Review / Appeal Form (Appendix 22) and signed by the learner concerned will be considered. The learner must supply evidence in support of his/her request. There is a fee applicable to the appeal process.

7.2.10 Progression

BRACE offers programmes at NFQ levels 4, 5, 6 & 7, and learners who successfully complete a programme can then access a programme at the next level up. Through our University/Community partnership with UCD there is a progression route into our level 7 Diploma in Drug & Alcohol Work from our levels 5 and 6 programmes. There are also progression options into DCU in the Community where Bridge to Education (Personal & Professional Development, Communications and Research & Study Skills – level 5), Psychology (QQI level 5) and Community Organisation Management (QQI level 6) are provided. The training centre team commits to supporting learners at a group and individual level to scope available progression options beyond the local area that match their existing educational needs, interests and aspirations.

7.3 Learner Evaluation and Programme Review

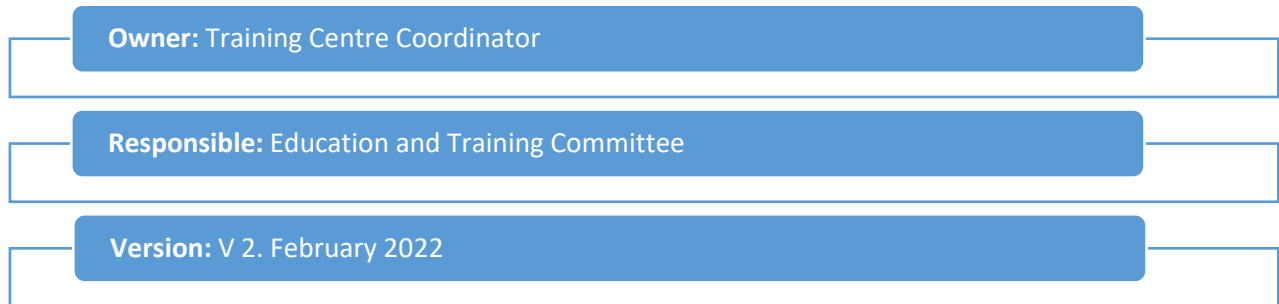
Learners are encouraged to review programmes and can provide both quantitative and qualitative feedback. The course tutors and the training team will set aside time at the midway and end points of each programme to allow learners to participate in a review and an evaluation of the programme. Programme review and evaluation will allow for the identification of areas for improvement, and amendment, suitability and appropriateness. The effectiveness of learner supports will be monitored via course completion evaluations (Appendix 3). The analysis of our programme review will be documented and discussed at our annual review of programmes meeting attended by the training team and senior management. Any amendments will be sent to the Education and Training Committee for approval.



8. Information and Data Management

Reliable information and data are available for informed decision-making and to ensure the providers knows what is working well and what needs attention. Controls and structures are in place to generate named data/reports which are communicated to staff and management for self-monitoring and planning purposes. The information gathered reflects the context and mission of the provider.

Some examples of learner data include personal details, contact information, continuous assessment results, stages completed, subject choices and results, awards conferred and classification of the award.



The QA systems ensure the integrity of information and data management through the various phases of data collection, data storage, data access, data protection and privacy. BRACE recognises that information and data are important for a number of reasons. These include the efficient running of our centre, the provision of information to facilitate informed decision-making and planning and compliance with a range of internal and statutory requirements such as appropriate data retention policies (General Data Protection Regulation), provision of information to accreditation bodies (such as QQI), and attendance record-keeping and reporting.



8.1 Data Policies

Information gathered on learners by BRACE includes personal details, contact information, assessment material and assessment results. All learner's records and data on learner participation and achievement are maintained securely. BRACE also gathers other information such as, module feedback and data generated for assessment reports. Learners are made aware at registration of the data BRACE collects, the reasons why this data is collected, how their data is used, what data is shared and who that data is shared with. Each learner gives their consent, for their data to be used in specified ways by BRACE (Appendix 27). Should learners wish to have their information removed from our records, they can submit a request to us in writing, as is their right under GDPR.

Individuals have the right to access information held by BRACE under the Freedom of Information Act, 2014. Responsibility for data protection and acting upon freedom of information requests rests with the Training Centre Coordinator.

The *Data Protection Policy* (Appendix 28) of BRACE Community Response adheres to the 7 Principles contained in Article 5 of the GDPR, namely:

- Lawful, fair and transparent processing of data.
- Specified and lawful purpose for the data processing.
- Minimisation of processing of data, so that it is relevant and restricted to what is necessary in relation to the purpose for which it was gathered.
- Maintaining the accuracy of the data.
- Limiting the retention period for data processed, subject to the relevant criteria.
- Security and confidentiality measures appropriate to the nature of the data processed.
- Liability and Accountability on the part of the Data Controller and Data Processors.

8.2 Information Systems

At present learner information (name, contact details, courses completed) is recorded on our Salesforce Cloud Based Information Management eCASS system. This is a secure system which is login protected. Data in relation to learners and the courses they have completed are stored for a period of seven years (BRACE Community Response's *Data Protection Policy* 2018). Salesforce is used to process applications, register learners, document grades, manage work records and manage information such as learner contact details, learner status and attendance.

Data specific to learner certification, namely date of birth, personal public service number are kept in hard copy, in a locked filing cabinet, for the purpose of QQI certification, and are deleted/shredded when grades have been submitted to QQI in line with BRACE's *Data Protection Policy* (Appendix 28). QQI retains the learner's data so that the learner can contact them at any future point to confirm their award information.

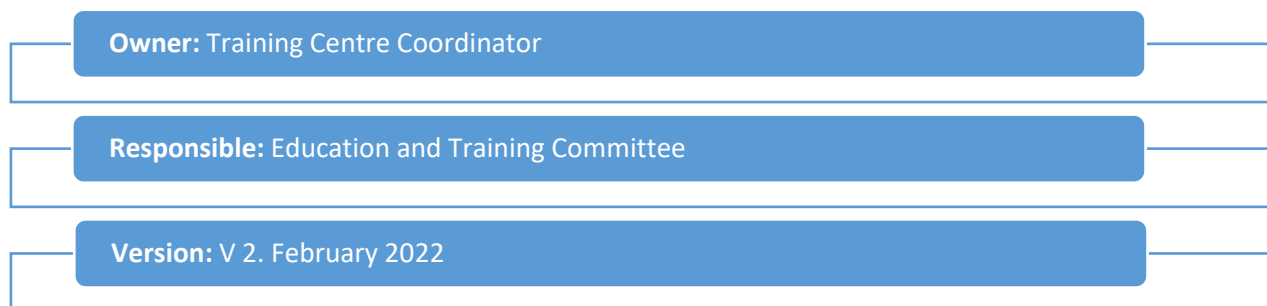
Enquiries for information in relation to the training provided are stored in a password protected file on a password protected computer and are deleted at the end of each year. In all cases, requests to share information regarding a learner by individuals or organisations must be accompanied by written consent from the learner in question (BRACE Community Response's *Confidentiality Policy* 2019).

8.3 Review Data Management

All aspects of Data management will be monitored on an ongoing basis by the Training Centre Coordinator, the Senior Management Team and the Board of Directors. Any and all updates will be communicated to staff, tutors and learners as necessary. The Director acts as the Data Protection officer for the Organisation.

9. Public Information and Communication

Public information refers to the information that providers communicate and publish about their activities, including their education and training programmes, research and related services; about the provider and their quality assurance policies and procedures; and about evaluation and findings from quality assurance evaluations.



BRACE is committed to operating in an open and transparent manner, providing timely, accurate, relevant and easily accessible information about its courses and activities to both internal and external stakeholders. Publication of BRACE course information and other materials is overseen and reviewed the Training Centre Coordinator and approved by the Education and Training Committee.



9.1 Public Information

BRACE is committed to providing accurate, relevant and easily accessible information about its courses and activities to both internal and external stakeholders, which includes applicants, learners, staff, committees and board of directors. Information is provided to the public through programme information sheets, annual reports and through the website. We also from time to time may publish research reports.

We are committed to providing current and prospective learners with up-to-date information on programmes to allow them make informed decisions and facilitate the successful participation in the programmes. The information published about each programme contains the following:

Programme Information

- Programme Title
- Aim of Programme
- Duration
- Course Dates / Times
- Learner/Student Profile

- Number of Learners per Group
- Application Process and Entry Requirements
- Certification: Award Title / Award Code / Component Title / NFQ Level / Credit Value
- Programme Structure
- Assessment
- Transfer/Progression Route
- Closing Date
- Contact Details

Changes to public information are approved by the Education and Training Committee. The Administrator completes amendments and updates. Programme content is reviewed each year and once amendments are approved by the Education and Training Committee the programme content for publication is amended and updated by the Administrator.

Learners will have access to the course handbook, which includes the following information:

- Introduction to the centre and staff
- Module details
- Module assessment briefs
- Writing & referencing guidelines
- Guidelines regarding the submission of coursework
- Appeals procedure
- Grievance procedure
- Student code of conduct

Education and training programme information is available on the website: www.brace.ie

Email list - those making enquiries have been invited to join an email list through which BRACE's training centre communicates upcoming training, events, etc.

9.2 Responsibilities and Communication

Publication of BRACE course information and dissemination materials is overseen and reviewed by the Training Centre Coordinator and approved by the Education and Training Committee.

All staff and representatives of BRACE are responsible for maintaining good communication practices. All communication should be specific to the intended target group/s; appropriate in its content; clear; concise; timely; written content should be concise and limited in length.

Protection of the Enrolled Learner (PEL)

Under the Qualifications and Quality Assurance (Education and Training) Act 2012 *providers are required, in the event that they fail to provide the programme as advertised, to have in place arrangements which enable the provider to refund to the enrolled learner, or to the person who paid moneys on behalf of the enrolled learner the monies paid in respect of the programme concerned.*

In the event that BRACE fails to provide the programme and certification as has been offered to the learner in respect of QQI validated programmes we have in place an academic bonding agreement with City of Dublin Education and Training Board that will be the guarantor of our QQI related course delivery (Appendix 29).

In the event that BRACE fails to provide the programme and certification as has been offered to the learner then all payments received in respect of the learner, either from the learner or from another party on behalf of the learner, will be refunded. Financial policy and procedures available on request.

BRACE Community Response (2021) Financial Policy and Procedures.

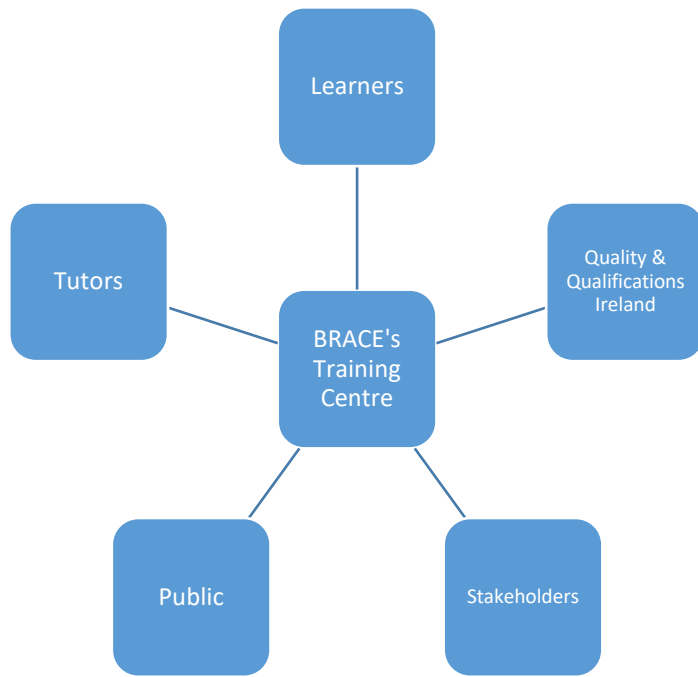
BRACE Community Response (2021) Reserves Policy.

BRACE is always seeking to develop further the programmes on offer to volunteers and workers in the community and voluntary sector of the Addiction field. We offer continuous professional development that will integrate learning for those involved in this field of work. For each course to be listed information on the: course aims; content; target audience; delivery method; duration and accreditation details (if applicable) are provided.

9.3 Quality Assurance Reports

BRACE is committed to open and transparent quality assurance procedures, within the bounds of practicability and confidentiality, and will publish reports providing an overview of quality assurance procedures, findings and area of focus. Quality assurance evaluation reports will be undertaken and we will publish key findings from QA evaluation reports in an easily accessible format on the website as soon as practicable after the evaluation event and in line with requirements.

As a provider recognised by QQI, we comply with QQI's requirements regarding the provision of information related to QQI provision. We are committed to responding and addressing any concerns that QQI may bring to our attention as a matter of urgency. The Training Centre Coordinator is responsible for this and for ensuring that all references to QQI and the NFQ are clear and accurate.



10. Collaborative Arrangements and Other Parties Involved in Education and Training

Peer relationships with the broader education and training community

External partnerships and second providers

Expert panellists, examiners and authenticators

Owner: Training Centre Coordinator

Responsible: Education and Training Committee

Version: V 2. February 2022

BRACE is committed to maintaining its relationship with other providers and parties working across the Community Drug and Alcohol sector.

Peer Relationships



External Partnerships



External Authenticator

10.1 Peer Relationships

Engaging with partners in a manner that enhances the content, delivery and credibility of the education and training courses offered for the benefit of the learner. BRACE attends events hosted by national quality organisations such as QQI, professional accreditation bodies such as UCD and the Addiction Counsellors of Ireland.

BRACE has Memoranda of Understanding with CityWide and Community Addiction Studies Course Areas.

10.2 External Partnerships

BRACE'S Training Centre has established three specific external partnerships with:

1. The School of Social Policy, Social Work & Social Justice, UCD.
2. Citywide Drugs Crisis Campaign
3. Community Addiction Studies Course[®] Local Steering Group

BRACE and School of Social Policy, Social Work & Social Justice, University College Dublin

BRACE and School of Social Policy, Social Work & Social Justice, University College Dublin have collaborated in the delivery of the Diploma in Community Drug and Alcohol Work since 2005. In 2016 a further collaboration was developed to deliver a level 9 Professional Certificate in Women and Substance use. These cooperative arrangements have been of significant benefit to both BRACE and the University. The partnership recognises the added value created by the collaboration between a community education/training setting and the university setting. The partnership also recognises the important role played by this partnership in the development of

academic pathways to third level education for students that previously might not have entered into third level education. Each partner is networked to a wider academic and practice context, and the collaboration between these networked partners creates synergies that contribute to broader learning and development.

BRACE works in partnership with University College Dublin in the area of teaching and research in substance use as it impacts on communities. The goals of this partnership are to:

- Facilitate learners to gain a third level qualification in drug and alcohol work
- Facilitate progression route for those wishing to go further with their education
- Contribute to training and research in relation to addiction issues

The arrangement under which the BRACE and UCD partnership operates is with particular reference to organisational principles and practice, academic standards, financial considerations, and quality assurance of UCD.



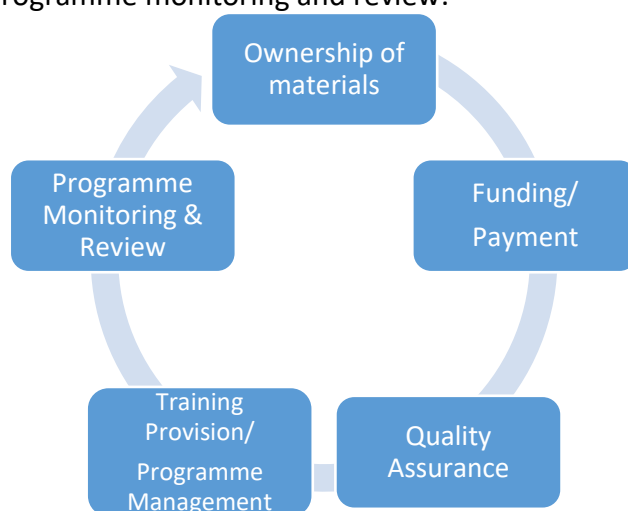
BRACE and Citywide

In 2021, BRACE collaborated with Citywide in response to a gap in available training to support community people representing local issues on local and regional drugs task forces. In December 2021, QQI validated the Community Representatives Programme (QQI level 5 minor award Teamworking). CityWide Drugs Crisis Campaign is a national network of community activists and community organisations that are involved in responding to Ireland's drugs crisis. Set up in 1995 by the Inner City Organisations Network (ICON), to bring together Dublin communities that were struggling with the heroin crisis, they now work nationally linking communities across the country dealing with a range of substance issues. CityWide works to promote and support a community development approach to the drugs problem. This means involving the people who are most affected by the problem in dealing with the problem. i.e., drug users, their families and communities. CityWide aims:

- To provide ongoing support, training and networking to local projects and activists working on the drugs issue.
- To promote and support an inter-agency response to the drug problem, including government departments and agencies, trade unions, community and voluntary bodies.

- To campaign and lobby for national drugs policies that recognise inequality and disadvantage as underlying causes of community drugs problems and reflect and respond to the reality on the ground.
- To represent the community sector on national policymaking bodies as part of the government's National Drugs Strategy.

While the design of this programme has been a partnership between CityWide and BRACE, BRACE has sole responsibility for quality assurance regarding the delivery and assessment of the programme on behalf of both parties. The collaboration recognises the important role played by both organisations with respect to community development, community drugs work and community representation. Each collaborator is networked to a wider community, national drug strategy, research, academic and practice contexts. These networks contribute to and promote broader learning and development. The Programme will be run in a way which ensures equality and accessibility. Decisions regarding the overall ethos and principles of the Programme will be made in a co-operative manner between BRACE and CityWide. The Programme will be promoted and advertised as a collaboration between BRACE and CityWide. A Memorandum of Understanding has been established between BRACE and Citywide (Appendix 30) and outlines the arrangements under which this collaborative approach operates with particular reference to ownership of materials, funding/payment, quality assurance, training provision/programme management and programme monitoring and review.



BRACE and Community Addiction Studies Course[®] Local Steering Group

BRACE collaborates with local steering groups nationally in the delivery of the Community Addiction Studies Course[®]. It is believed that this collaboration is of significant benefit to both BRACE and the designated CASC area given the community development and adult education work, approach and ethos of both BRACE and the host organisation. BRACE recognises the important role played by both BRACE and local communities with respect to substance use knowledge, issues and responses; community development; community drugs work and community representation. BRACE recognises the local knowledge base and the role that local communities can play in developing effective responses to local drug and alcohol related issues. In order for the Community Addiction Studies Course[®] to work effectively there must be local involvement. BRACE and the host organisation commits to the Community Addiction Studies Course[®] being delivered in a way which ensures equality and accessibility.

A memorandum of understanding between BRACE and the local steering group (see Appendix 20) outlines the arrangements under which this collaborative approach operates with particular reference to ownership of materials, approach to collaboration, venue/course delivery site, funding/payment, quality assurance, training provision/programme management and programme monitoring and review.



10.3 External Authenticators

External Authenticators monitor all aspects of QQI validated programmes. The findings from the external authenticator is sent to the Education and Training Committee for review. The Education and Training Committee will respond appropriately to any issues that may be identified by the EA process.

The External Authentication (EA) system is about ensuring the quality and integrity of the assessment processes. It is the role of the EA to review the Internal Verification processes to ensure that assessment has been undertaken in a quality assured manner, to moderate the learners' assessments to ensure that they have been assessed in a fair and consistent manner, and to authenticate that the grades given are in line with the national standards for that level.

The EA is selected on the basis of having knowledge of programmes within the community voluntary sector and having 3-5 years experience of authentication with QQI and with programmes certified on the National Framework of Qualifications Levels 4 - 6.

The EA is independent of BRACE and is selected from the panel of Externs on the BRACE panel.

The EA will have a minimum Level 7 qualification in two of the following:

- health and human sciences;
- addiction;
- community development;
- other relevant fields.

The EA will have:

- Practice experience working in the community, or drug and alcohol, or social and health care sectors.
- Group work and facilitation experience working with groups from a variety of backgrounds.
- Didactic teaching experience.
- Synchronous and asynchronous online teaching and learning.
- Experience of grading and assessment.

The higher education undergraduate programme (Level 7 Diploma) is validated by the partner higher education institution, UCD, under its quality assurance processes.

11. Self- Evaluation, Monitoring and Review

Review and self-evaluation of quality, including review of programmes of education and training, research and related services, is a fundamental part of the provider quality assurance system. The purpose of such self-evaluation is to review, evaluate and report on the education, training, research and related services provided by the provider and the quality assurance system and procedures which underpin these. In doing so, existing effective practices are identified and maintained, while areas needing improvement are addressed.

Owner: Training Centre Coordinator

Responsible: Education and Training Committee

Version: V 2. February 2022

Self-evaluation, monitoring and review of activities provide the opportunity for reflection and considered action leading to the enhancement of programmes. The review process is an opportunity to evaluate and reflect on the effectiveness of our quality assurance system and to have an external evaluator monitor for good practice and effective quality assurance for all education and training (and research). BRACE is committed to maintaining an ongoing review through dialogue and communication between both internal and external stakeholders.

BRACE, as part of each formal planned activity will carry out an evaluation of each programme, to monitor programme content and delivery, to ensure that programmes are delivered from an evidence-based process and to ensure that programme content remains relevant and is aligned with good work practice and accreditation requirements within the sector.

Internal Review and
Self-Evaluation



Internal Self-
Monitoring



Improvement and
Enhancement

11.1 Internal Review and Self-Evaluation

Maintaining quality standards in education and training provision is key to ensuring confidence in the programmes delivered by BRACE. This is achieved by monitoring the QA processes to ensure they continue to be fit for purpose and to allow for feedback from staff, learners and stakeholders. Sources of information that feed into programme evaluation / review are:

- Learner feedback (see Appendix 3)
- Trainer feedback (see Appendix 3)
- Course data, uptake and completion
- Results feedback

- Other stakeholder feedback
- Regulatory requirements
- Education and Training Committee
- Board of Directors

Programmes are reviewed annually in respect of content and delivery to ensure that a quality ethos is upheld and that academic standards are maintained to support good work practices and accreditation requirements. While the process of self-evaluation will include course evaluations, questionnaires, tutor feedback and from time-to-time may include focus groups and individual interviews. The self-evaluation report including findings and action points / plan for improvement will be overseen by the Training Centre Co-ordinator and the findings will be brought to the Education and Training Committee for review and decision regarding changes that need to be undertaken.

11.2 Internal Self-Monitoring

Internal self-monitoring includes identifying appropriate quality measures, setting objectives and gathering evidence of achievement of those objectives. Self-monitoring includes learner surveys, training days with staff and tutors, discussion groups internally and consultation with external groups within the community and voluntary sector, internal verification, independent authentication and informed feedback from staff involved in delivery.

The Education and Training Committee ensure that objectives are set and findings are acted on and are included in ongoing enhancement of the various programmes. BRACE is linked to a number of other service providers in the field of addiction training, and works in partnership with University College Dublin. Within this network of organisations there are a number of people who are appropriately skilled and informed to provide valuable assistance in the evaluation process.

Programme review will be a regular scheduled event within a period of one to five years using the commencement date for each validated programme. The Training Centre Co-ordinator will conduct the self-evaluation and will report the findings to the Education and Training Committee for review, discussion and approval. Self-evaluation will evaluate the programmes against the intended learning outcomes; outline the identified strengths and weaknesses of the programme together with agreed recommendations for improvements/enhancements and changes. The report is reviewed by the External Evaluation.

11.3 Improvement and Enhancement

The Education and Training Committee provide oversight with all matters relating to the BRACE Academic Quality Assurance policies and procedures. The Education and Training Committee has the responsibility to monitor, review and approve education and training matters including - the selection, admission and retention of learners; learner supports; learner appeals; and learner complaints. The Committee will also consider, monitor and review programme data, and where possible benchmark against other providers

operating in the same subject area. Where corrective actions are indicated, a process of implementation is identified and the action plan is distributed to all relevant staff for information and action; this process is maintained and updated by the Training Centre Co-ordinator.

The Education and Training Committee approve all programme improvement plans. The effectiveness of BRACE QA procedures and compliance with standards of QA are reviewed. Recommendations regarding changes or updates of the Quality Assurance Handbook are reviewed and approved by the Education and Training Committee.

External Evaluator

BRACE is linked to a number of other Providers in the field of addiction training, and works in partnership with UCD Dublin as well as with QQI. Within this network of organisations there are a number of people who are appropriately skilled and informed to provide valuable assistance in any evaluation process.

Self-evaluation benefits from insights and input of an External Evaluator who is independent of BRACE. The person appointed will meet the selection criteria of the External Evaluator: -

- Must be independent of BRACE.
- Have a qualification of level 8 or higher on the NFQ related to the subject matter of the programme/s being evaluated.
- Professional experience in the Drug & Alcohol / Community Addiction sector
- Be objective in their recommendations regarding programme improvements and programme strengths.
- Be able to benchmark the programme/s against national and international standards.

The Training Centre Coordinator and the Education and Training Committee will agree the terms and expectations of how the external evaluator will approach the self-evaluation exercise.

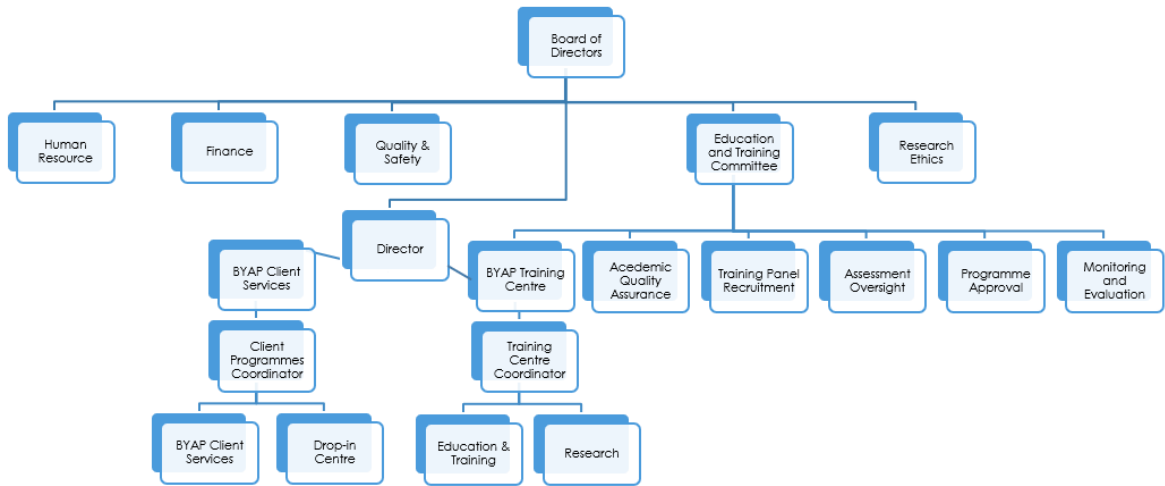
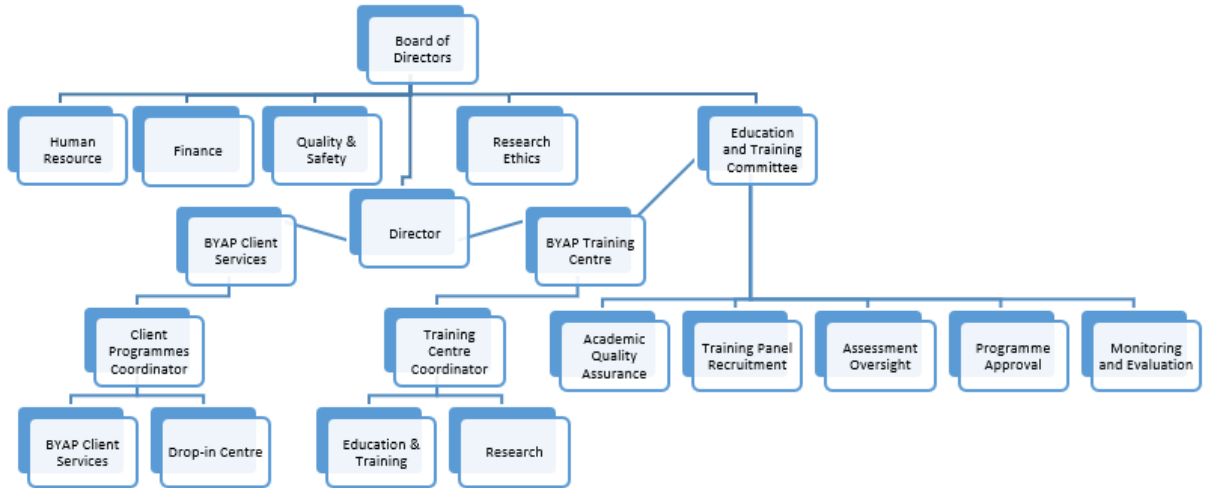
Data that will be made available for the process:

- Previous external evaluation recommendations
- Summary of Education and Training Committee annual report findings
- Self-evaluation report
- External authenticator reports
- Programme intake, exit and continuation data.

QQI will be notified in the case of changes of a substantial nature.

Appendices

Appendix 1 BRACE Community Response CLG Organisational Chart



Appendix 2 Education & Training Committee Terms of Reference



EDUCATION & TRAINING COMMITTEE TERMS OF REFERENCE

PURPOSE

The Education and Training Committee is concerned with developing and maintaining a policy and practice framework within which the training and education activities of BRACE Community Response (BRACE) takes place. The policy and practice framework is designed to ensure fairness, consistency, equality, and best practice within all such training and education activities undertaken by the Project.

SCOPE

The Education and Training Committee has delegated authority to make decisions relating to the academic governance of the training and education activities of BRACE Community Response.

FUNCTIONS/RESPONSIBILITIES.

The Committee has the responsibility to:

- Approve and review the overall training and education provision framework of BRACE.
- Approve or reject proposals for the development of programmes developed by the programme development team within the Training Centre.
- Provide oversight with all matters relating to the BRACE Academic Quality Assurance policies and procedures.
- Approve validation and revalidation processes related to the delivery of training and education.
- Approve and ensure the appropriate evaluation of programmes and processes that are part of the training and education framework of BRACE. This includes both internal and external evaluation, and creates an accessible evaluation audit.
- Ensure appropriate process of both learner and trainer feedback are in place within the organisation.
- To advise the Senior Management Team on programme modifications and changes that are designed to assure and enhance the quality of programmes and provision.
- To monitor, review and approve education and training matters including - the selection, admission and retention of learners; learner supports; learner appeals; and learner complaints.
- To consider, monitor and review programme data, and where possible benchmark against other providers operating in the same subject area.
- Establish and oversee subcommittees to manage assessment and results approval processes.

- Ensure the completion of all required Internal Verification and External Authentication processes, and to respond appropriately to any issues that may be identified by such processes.
- Ensure that relevant reports including Results Approval Panel, Internal Verification, External Authentication, CASC Steering Group and Appeal Reports, are submitted to this Committee for review.
- Approve recommendations in relation to results from the Results Approval Panel and to formally ratify them as appropriate.
- Develop and foster a culture of self-evaluation and reflection regarding the maintenance of standards and quality in all BRACE training and education activities.
- Ensure the development of programme improvement plans on the basis of all evaluations.
- Develop and foster a commitment to the maintenance of standards and quality in all BRACE training and education activities.
- Monitor issues relating to quality in teaching and learning and research; and to make recommendations to Board of Management.
- Have oversight of the monitoring and review of taught collaborative partnerships.
- Raise to the Board of Directors any issues that meet the required level of significance in relation to Corporate Governance, Financial Control, Organisation Risk or Compliance.
- Ensure that accurate records of meetings are maintained and that clear and transparent processes of decision-making are used in managing the business of the committee.
- Periodically review, and where necessary, propose required revisions of these terms of reference.

MEMBERSHIP

Membership of the Education and Training Committee includes the following representatives:

- An External Independent Person – Chair
- A BRACE Community Response Board Member – Secretary
- The Training Centre Co-ordinator – Member
- The Training Centre Administrative Assistant – Member

QUORUM

50% PLUS 1.

MEETING ARRANGEMENTS

The Committee shall meet quarterly. The meetings shall be aligned to the schedule of meetings of the Panel Review Meetings and appropriate results submission dates.

REPORTING

The Committee reports to the Board of Directors of BRACE Community Response.

REVIEW

Terms of reference of the Education and Training Committee will be reviewed on an annual basis.

Appendix 3 Learner and Trainer Feedback and Evaluation Templates

CASC Community Addiction Studies Course® - QQI Award (Minor) Level 5

Pre Course Questionnaire – Part 1

Name: _____

Date: _____

Note: Please read the questions carefully. It is important that you give realistic answers based on the fact that you are beginning this Course when completing this questionnaire. Another questionnaire will be given at the end which will allow you to assess yourself at that later stage.

The following are a series of statements. Please answer by circling the number you feel reflects your opinion most closely.	Strongly Agree	Agree	Disagree	Strongly Disagree
1. As I start this course I already have a thorough understanding of the topic/s outlined in this course	4	3	2	1
2. As I start this course I already am comfortable relating information on the course topic/s to others (service users/clients/general)	4	3	2	1
3. As I start this course I already am confident that I can source relevant information on the course topic/s	4	3	2	1
4. As I start this course I already feel competent in analysing issues related to the course topic/s	4	3	2	1
5. As I start this course I already am up to date with current information, theories, trends and research on the course topic/s	4	3	2	1
6. As I start this course I already have a good understanding of the course topic/s as they relate to the individual	4	3	2	1
7. As I start this course I already have a good understanding of the course topic/s they relate to the families	4	3	2	1
8. As I start this course I already have a good understanding of the course topic/s they relate to communities	4	3	2	1
9. As I start this course I already have the specific skills required to work with people in relation to the topic/s of this course	4	3	2	1
10. As I start this course I already feel confident in using my current knowledge of the course topic/s in my professional/personal life	4	3	2	1

CASC Community Addiction Studies Course® - QQI Award (Minor) Level 5

Pre Course Questionnaire – Part 2

Name: _____

Date: _____

11) Why have you decided to do the Community Addiction Studies Course (CASC)?

12) Describe your education to date:

(Please circle number below where appropriate)

- | | |
|--|--|
| 1) None | 6) Completed Apprenticeship/Higher Certificate - Level 6 |
| 2) Primary School | 7) Certificate/Diploma - Level 7 |
| 3) Inter/Junior Cert | 8) Honours Degree - Level 8 |
| 4) Leaving Cert | 9) Masters |
| 5) Technical/Vocational Training - Level 5 | 10) Other: _____ |

13) What do I want from this course:

- 1) _____
- 2) _____
- 3) _____

14) Which element of the course do you think will be most helpful?

15) Which element of the course do you think will be least helpful?

16) Comments: _____

Mid-Course Evaluation

Community Addiction Studies Course[©]

Since the course began:

- 1) What session stands out in your mind? Why?

- 2) Have your attitudes changed in any way since the course started? If so, in what ways?

- 3) Are you happy with the way the course material has been presented so far?

- 4) How have you found the facilitator/s who have been with since week 1?

- 5) How have you found the sessions with the tutor (who started with your group around the 5th Session)?

- 6) In relation to the course work:
 - a) Are you clear about what you have to do for each exercise and the assignments. If not, which ones were less clear, and why?

 - b) Are you getting enough feedback about your course work?

- 7) Are the supports offered to you as a learner adequate?
 - a) What other supports would be helpful to you as a BRACE learner?

- 8) Other comments:

Thank you for your co-operation

CASC Community Addiction Studies Course® - QQI Award (Minor) Level 5

Post Course Questionnaire

Name: _____

Date: _____

Note: Please read the questions carefully and be sure to answer every question. It is important that you give realistic answers based on the fact that you have already completed a very similar questionnaire at the start of the Course. Thank you very much for completing this questionnaire.

The following are a series of statements. Please answer by circling the number you feel reflects your opinion most closely.	Strongly Agree	Agree	Disagree	Strongly Disagree
1. As I complete this course I have a thorough understanding of the topic/s outlined in this course	4	3	2	1
2. As I complete this course I am comfortable relating information on the topic/s to others (service users/clients/general)	4	3	2	1
3. As I complete this course I am confident that I can source relevant information on the course topic/s	4	3	2	1
4. As I complete this course I feel competent in analysing issues related to the course topic/s	4	3	2	1
5. As I complete this course I am up to date with current information, theories, trends and research on the course topic/s	4	3	2	1
6. As I complete this course I have a good understanding of the course topic/s as they relate to the individual	4	3	2	1
7. As I complete this course I have a good understanding of the course topic/s as they relate to the family	4	3	2	1
8. As I complete this course I have a good understanding of the course topic/s as they relate to communities	4	3	2	1
9. As I complete this course I have the specific skills required to work with people in relation to the topic/s of this course	4	3	2	1
10. As I complete this course I feel confident in using my current knowledge of the course topic/s in my professional/personal life	4	3	2	1
11. The course has met my pre-course needs (see pre-course form)	4	3	2	1
12. The course has expanded my professional/personal network	4	3	2	1
13. The course learning has changed my attitude to the topics/s	4	3	2	1

14) Has your employment status changed since you started the course?

Yes No If yes, how?

15) Having completed CASC have you become involved in the drug area?

- a) No involvement.
- b) Involved indirectly in youth or community work.
- c) Involved indirectly in education/schools related work.
- d) Involved in local community responses to the drugs issue in your area.
- e) Involved as a volunteer worker in a drugs related organisation or group.
- f) Involved in paid employment in a drugs related organisation or group.

16) What can you identify as the 3 most important things you learnt on the course?

- 1) _____
- 2) _____
- 3) _____

17) Looking back at your pre-course questionnaire, how has the CASC met the 3 things you identified under the question “*What do I want from this course?*”

- 1) _____
- 2) _____
- 3) _____

18) What element of the course do you feel was most helpful?

19) What element of the course was least helpful?

20) How do you think CASC could be improved?

21) How would you rate the supports available to you as a learner, (e.g. additional time, compassionate consideration, review, re-check, appeal)?

Poor Fair Good Very Good Excellent

Comments: _____

Evaluation Questionnaire for Local Area Facilitators

Name: _____ Area: _____.

1. Manual/Course Content

1.1. Please describe your opinion of the CASC manual/course content, referring to what worked well; what didn't work well and what could be improved?

1.2. Have you any observations on the appropriateness of the delivery styles used on the CASC Course for the learners involved?

1.3. Have you any observations to make in relation to this year's training for CASC facilitators?

2. Dynamics of Group / Group Process

2.1. Please describe your experiences of group dynamics and process referring to what worked well; what didn't work well and how your experiences could be improved?

2.2. In relation to Quality Assurance Policies and Procedures B.4 (Access, Transfer and Progression), have you any observations regarding advertising, recruitment and selection, recognition of prior learning and accommodating disability?

3. Tutor input / interaction with group

3.1. How would you describe the tutor's input and their interaction with the group? Do you think this could be improved in anyway, if so how?

4. Participant Feedback

4.1. From the evaluations completed by participants what things stand out as positive and what things stand out as negative for participants?

5. Working Weekend

5.1. Did you facilitate a one day or an overnight session?

5.2. Please describe how this went referring to what worked well; what didn't work well and how it could be improved?

6. Role of BRACE

6.1. How would you describe your interaction with BRACE as a CASC facilitator?

6.2. Can you suggest any ways in which the role of BRACE could be more helpful to you as a CASC facilitator?

7. Additional Questions to Standard Evaluation.

7.1. Have you any observations to make in relation to the premises used for delivery in your local area, in particular with regard to adequacy in terms of Access and Health and Safety?

7.2. Have you any observations to make in relation to the assessment process as carried out in your local area?

Thank you for your co-operation

Evaluation Questionnaire for Tutors

Name: _____ Area: _____

How did you find tutoring on CASC this year?

Did you experience any difficulties –
in relation to course content /delivery?

in relation to facilitating the group?

If you were to do the sessions again would you do anything differently?

How did you experience working with the facilitators?

From the experience of this year are there areas of further training that would be helpful re tutoring on CASC?

Any other comments...

Thank you for your co-operation.

Appendix 4 Internal Verification (IV) Report Template

Internal Verification of Assessment – Report

Internal Verification (IV) procedures check that assessment has been undertaken in a quality assured fashion; that the correct assessment instrument/s has been used; learner details and results are correct. The Training Centre Co-ordinator identifies the internal verifier, a member of the team or trainer panel who has not been an assessor for the class group/s whose assessment activities are being monitored.

Registered Provider / Centre Name:	Registered Number:

Class Group / No. of Folders:	Named Award(s) and Codes (minor awards) for which results are being internally verified:
e.g. Ballymun 2021-22 / 16 Folders	RAXXX - Community Addiction Studies - 5N1834

Marking and cross moderation was completed by course Facilitators / Tutors for each class group Yes / No:	Comments:

Named award(s) and codes Named award(s) for which results are being internally verified	▪		
Class groups	No. of Learners Started	No. of Learners Completed	Reasons for Non-Completion (if aware), e.g. extenuating circumstances.
▪ ▪ ▪	▪ ▪ ▪	▪ ▪	▪

Documentation and Assessment Evidence:

Please complete for each named award/group of assessment results verified	Is the documentation available and completed correctly? e.g. mark sheets, learner information.		Is sufficient and reliable assessment evidence available for all learners presented?		Was the evidence generated in accordance with the techniques and instruments indicated in the validated programme?		Have marks been correctly totalled and grades allocated in line with QQI grading bands?		Comments
	Yes	No	Yes	No	Yes	No	Yes	No	
Named Award Title / Group									Comments / Action points (if 'No' please identify issues/make recommendations)

Portfolios Monitored	Comments

Class Group	Named Award	Schedule for Results to Learners / Appeals date
e.g. Ballymun 2021-22	RAXXX - Community Addiction Studies Course 5N1834	Provisional results sent to learners on (add date here). Final results sent to learners on (add date here). Appeals process open for 14 days.

Assessment procedures

I confirm that the assessment procedures as agreed through this provider's quality assurance have been applied across all assessment activities for the above award/s.

Internal verifier(s): -

Name: _____

Signature: _____

Date: _____

Appendix 5 External Authentication Report Template

External Authentication Report

Registered Provider / Centre Name:	
Registered Number:	
Date of External Authentication Process:	

Informed by **Quality Assuring Assessment Guidelines for External Authenticators**- the samples in each class group were selected in order to ensure a spread of grades and to form a judgement regarding the standards observed vis à vis the National Standard at Level 4, Level 5 and Level 6. Cut-off points were used to select portfolios for review.

Indicate sample basis and sample size:	
---	--

Named award(s) and codes for sample selected / Class Group / Number of learners: (Named award(s) for which results are being externally authenticated)	4N2666 Health Related Fitness - 5N1834 Community Addiction Studies - 5N1367 Community Representatives Training - 6N2206 Person Centred Planning - 6N2207 Boundary Management -
--	--

Total number of learners:	4N2666 Health Related Fitness - 5N1834 Community Addiction Studies - 5N1367 Community Representatives Training - 6N2206 Person Centred Planning - 6N2207 Boundary Management -
----------------------------------	--

External Authenticator details:	Name: (please print) Address / Contact details
--	--

Report of External Authentication of Assessment Results
--

Awards Moderated	
Number of Grades Changed	
% of Grades Changed	

Please complete for each named award / group of assessment results being authenticated	Have the results been internally verified by the provider?		Was the evidence assessed in accordance with techniques outlined in the Award Specification?		Are the results presented consistent with national standards for the award? (If no identify results which have been changed).		Comments / Action Points (If 'No' identify issues / make recommendations).
	Yes	No	Yes	No	Yes	No	
Named award title / Class Group							Comments

Describe examples of good practice observed / identify concerns:	<ul style="list-style-type: none">
Outline areas for improvement:	<ul style="list-style-type: none">

Signatures:	External Authenticator:	Date:
	Provider:	Date:

Appendix 6 Self Evaluation Checklist

Self Evaluation Checklist

Grading Scale:

- 3 = Strength There is plentiful evidence to indicate that achievement in this area is above average. This is an example of good practice which should be disseminated.
- 2 = Acceptable There is evidence that achievement in this area meets expectations. With further development, this could become an area of strength
- 1 = For Improvement There is little or no evidence that achievement in this area meets expectations. Improvement is needed.

Provider:	40565C - BYAP	Programme	Community Addiction Studies Course
Evaluators	Laura O'Reilly & Gabrielle Gilligan		
Date:	26 th August 2019		

Question	Comment / Evidence Type(s)	Grade
Communications		
Are learners able to give feedback on their individual and collective experiences? Are there any barriers to communication?	Yes. Feedback is received at the end of each session through the built in provision of a closing exercise. Feedback is also received through a quantitative pre and post course evaluation tool and a course mid-way qualitative evaluation. Reports are produced at the end of each course and for each group. Weekly participant learning records also provide feedback on their experiences and learning.	3
Is information relevant to programmes and services consistently available to the staff involved in their delivery?	Yes. A detailed course manual, relevant reading material and a course handbook is provided to course facilitators and tutors. Two training days per year are offered to facilitators and tutors which also allows for information to be provided to staff.	3
Are staff able to contribute feedback and suggestions for the improvement of the programme(s) and associated services	Session and self-evaluation is available in course manual. Feedback is a key item on training day agenda, all feedback is documented at the training.	3
Are communications media for supplying information to and receiving feedback from the local community, employers and other external agencies effective?	Yes. A course information sheet is available re course structure, content, etc. BRACE team members are represented at the Local Drug & Alcohol Task Force and working groups (prevention & education, and	3

Question	Comment / Evidence Type(s)	Grade
	treatment & rehabilitation). All information produced, communicated and received is formalised and recorded through team meeting and management processes.	
Communications: – Average Grade		3

Question	Comment / Evidence Type(s)	Grade
Equality		
Is there an Equality Plan in place? Are staff trained to implement it?	Yes. Our parent body BRACE Community Response has policy in place.	3
Is it known if any person has experienced discrimination in access to the programme or services? Is there a mechanism in place for this to be known by the provider/	There is a complaints procedure in place but to date we have received no complaints. Not known.	3
Equality:- Average Grade		3

Staff Recruitment and Development (delivering programme)		
Are the staff involved in programme delivery well matched to their role and clear about their job specifications?	Yes the staff involved in programme delivery well matched to their role and clear about their job specifications. Tutor criteria and job specifications are outlined in the course manual and in course handbook.	3
Have new staff had access to an effective induction process?	Induction is provided through our twice yearly training days provided and via the course handbook.	3
What percentage of staff have availed of staff development over the past two years?	100%	3
Are staff development issues regularly reviewed by management?	Yes	3
Staff Recruitment and Development – Average Grade		3

Access, Transfer and Progression

<p>Do learners feel that they have adequate information about the programmes and its associated services to enable them to successfully participate in it?</p>	<p>Yes we have a detailed information sheet and information on the website. At the interview process all applicants are provided with detailed information on the course and a handout on the aims and objectives of the course. At the start of the course participants get a list of course requirements and details about assignments and assessment methods.</p>	<p>3</p>
<p>Are the following available to prospective learners on entry to the programme(s)?</p> <ul style="list-style-type: none"> • Clear administration arrangements • Statements of entry requirements and selection criteria • Appeals mechanism? 	<p>Yes Yes</p> <p>Since our last self-evaluation we have responded to the slight gap in our appeals mechanism. Our appeals mechanism is now clearer and highlighted on an updated course information sheet.</p>	<p>3</p>
<p>Have learners gained exemption from all or parts of a programme / assessment for an award on the basis of recognition of prior learning?</p>	<p>N/A – Component Certificate</p>	
<p>Have current learner supports / programme adaptations been successful in addressing the needs of learners? Have additional supports been requested?</p>	<p>Yes – we have accommodated learners when they have requested extra time to complete work and where there are issues, e.g. literacy. We work closely with both Ballymun Adult Read & Write Scheme and DCU in the Community, making referrals during and on completion of CASC and as necessary. Participants with dyslexia can receive a soft copy of all assignments and complete the assignments electronically.</p>	<p>3</p>
<p>Access, Transfer and Progression: – Average Grade</p>		<p>3</p>

Programme Development, Delivery and Review

Does the need which led to the development of this programme still exist?	Yes. There is a consistent flow of phone enquiries to our online advertising from both individuals and groups. Education and training is a key pillar of the National Drug Strategy (2017-2025).	3
Is there a document which sets out the programme structure, delivery and assessment methodologies? Is this available to learners and other interested parties	Yes. Course Information Sheet, assessment sheet and Handbook. Reviewed yearly and updated accordingly.	3
Have such programme documents been checked and approved by management as being in accordance with Mission, demand, assessment policy and resource availability?	Yes.	3
Are delivery styles used on the programme(s) appropriate to the needs of learners?	Yes. Methods used continue to be underpinned by the principles of adult education and community development. Methods are appropriate to individuals who may be taking the course with a view to re-entry to education.	3
Does the programme team meet to review programme delivery and other issues? Is the information acquired used effectively?	Yes the training centre team meets weekly during the academic term, and through training days. Changes are made to the course material as required and recommended on the basis of updated theoretical and practice frameworks.	3
Are timetables adhered to?	Yes.	3
Are up to date records of learner participation and progress readily available to staff and learners?	Yes. Attendance, coursework submissions, participation in sessions. Handwritten and data system.	3
Are the resources necessary for successful achievement by learners of the programme objectives allocated to and maintained on the programme(s)?	Yes. We have adequate physical resources in place.	3
What is the programme completion rate for this programme i.e. what percentage of those who began the programme have attained the target award?	Approximately 95% of those who began the programme have attained the target award.	3

Are the requirements of Health & Safety legislation being complied with?	Yes, each venue offsite delivery health and safety statement is sent to steering group and signed off on before course starts.	3
Has this programme been reviewed on a regular basis and the findings considered by management?	Annual review with tutors and facilitators in the context of training and support days (two annually). Also reviewed at team meetings and co-ordinating/management team level.	3
Programme Development, Delivery and Review – Average Grade		3

Fair and Consistent Assessment of Learners		
Are learners satisfied with the level of information and feedback they have received on their assessments?	Yes. Feedback given on feedback sheets and throughout the portfolio of coursework. This has been recognised by EA as good practice.	3
Are learners and staff satisfied with the security and integrity of assessment processes and materials?	Yes a locked and secure filing cabinet.	3
How successful has the reasonable accommodations procedure been in facilitating participation in assessment by those who otherwise, due to personal circumstances, may have been unable to do so? Is there data available on this?	Yes it has been successful, however we are currently reviewing a system to record data more effectively.	2
Are assessors consistent in their marking of learner assessments?	Yes, this is recorded in our internal verification process and reviewed by the visiting external authenticator. Our rigorous IV process ensures consistency in the marking of learner assessments.	3
Has the assessment carried out by external parties been fair, consistent and contributing to learner achievement?	N/A	3
Are the standards being achieved by learners consistent with the national standards for the award(s) available on this programme?	Yes. External Authentication Reports	3
Has the process of returning data to QQI for certification purposes been found to be accurate and reliable?	Yes	3

Has the procedure for Corrective Action been used? Has it been effective in addressing non conformances in assessment practice?	No, we have not needed to use this.	3
Has the learner appeal system been effective in addressing concerns of individual learners regarding their assessments?	Yes. We have processed one appeal in recent years.	3
Fair and Consistent Assessment of Learners – Average Grade		2.9

Protection for Learners		
Are learners aware of their position in the event of a programme ending prematurely?	When the course is delivered at another venue, then BRACE will take on and ensure the completion of the delivery of courses. Risk mitigation basis.	3
Protection for Learners – Average Grade		3

Sub-contracting / Procuring Programme Delivery		
When programme delivery has been procured through the use of another provider, have consistent criteria been applied and formal agreements arrived at?	N/A	
Have the reports submitted by contracted providers and our monitoring arrangements been sufficient to maintain confidence in the quality of procured programmes?	N/A	
Sub-contracting / Procuring Programme Delivery – Average Grade		n/a



BRACE Community Response Training Centre

Course Handbook 2022-2023

Welcome to BRACE, the purpose of this handbook is to help you during your time on the programme.

Training Centre, BRACE Community Response Clg.

Email: - training@brace.ie

Telephone: 01 8467980.

Table of Contents

Welcome.....	
Introduction.....	
Staff:	
Expectations of Learners	
Learner Feedback	
Academic Resources and Support.....	
Module No. Title	
Module 1 Community Awareness – Trends, Structures and Responses	
Module 2 Community Representation – Theory and Practice	
Writing Guidelines	
Referencing Guidelines	
Assessments	
Submitting coursework for assessment:	
Repeating Assessment	
Appealing a Grade	
Coursework Cover Sheet	
Grading Criteria	
Learner Complaint	
Student Code of Conduct	

Welcome

We are delighted to welcome you to further your learning and academic studies. BRACE's goal is to provide our learners with knowledge and insight that are relevant to responding to drug and alcohol issues in our communities.

We look forward to working with you and wish you every success with your studies and all future learning.

Introduction

Since its founding in 1996 the BRACE training centre has endeavoured to give learners the knowledge, insight, skills and experience to respond to drug and alcohol issues in their communities. A diversity of perspectives from learners and staff, including different viewpoints, identities and histories contributes to the strong sense of open dialogue and engagement with ideas and the issues experienced in local communities. We believe that education on a variety of addiction related topics, can grow the communities understanding of addiction as it impacts on individuals, families and communities.

We seek to promote and foster personal growth and learning and to preserve both individual rights and the wellbeing and respect of others and the community. We endeavour to establish a respectful and inclusive community of learners and staff. Each one of us holds the responsibility to maintain our own well-being and to be respectful of others as we engage in the various programmes.

Staff:

- » Brian Foley. BRACE Training Manager, BRACE Community Response. Tel. No. 01 8467980. Email: brianf@brace.ie
- » Naomi O'Brien. Training Centre Administrator, BRACE Community Response. Tel. No. 01 8467980. Email: training@brace.ie
- » Catriona Nally, Training and Development Officer. BRACE Community Response. Tel. No. 01 8467980. Email: catrionan@brace.ie

Expectations of Learners

Learners are expected to work unsupervised and under their own initiative. Your tutors will expect you to check deadlines and assessment details in advance. You are expected to attend all class sessions and participate in the various activities. Learners who attend all classes typically perform well in assessments, so it is very important to attend all your classes.

Please be sure to contact your Tutor or the Centre Administrator in advance (where possible) if you are experiencing any issues that are affecting your ability to engage in class sessions.

Learner Feedback

Learners will have opportunities throughout the course to give feedback:

- Give direct feedback to your tutors
- Fill out the feedback survey mid-way through and at the end of programme

Learner feedback is reviewed and collated by the Administrator. Feedback is shared with the relevant members of staff, including Training Centre Coordinator and the Education and Training Committee. Responses to the learner feedback by the Education and Training Committee is recorded and actions, if necessary, are indicated with expected deadlines. Any feedback, responses and actions will form part of the annual Quality Assurance report.

Academic Resources and Support

BRACE offers supports to help learners reach their educational goal such as Referencing & Citation workshops and Academic Writing workshops. If you are encountering difficulties with your studies, please discuss your difficulties with your tutor or one of the centre staff.

If you have a learning difficulty or a condition that impacts on your ability to pursue your studies, please contact the Training Centre Coordinator, to explore the options that can be put in place to accommodate your needs.

During the course of your studies, things may happen that temporarily affect your performance and/or attendance. Please contact your Tutor or the Administrator if you are experiencing any issues that are affecting your ability to engage in class sessions or to complete the required assessment. If necessary, you can request an extension of the assessment submission deadline.

Request for extension of assessment submission deadline:

Application for extension of an assessment deadline must be made in writing to training@brace.ie prior to the assessment due date. The request for an extension must be clear and include any relevant supporting documentation.

Module No. Title

Aim:

The aim of this module is to

Content:

- ...
-
-
-

Outcomes:

Having completed this module, the learner will be able to:

- Identify
- Outline
- Understand .
- Identify
- Understand
- Understand
- Demonstrate

Assessment:

Assignment Type 40%
Assignment Type 10%

Reading List

- Department of Health (2017). *Reducing harm, supporting recovery: a health-led response to drug and alcohol use in Ireland 2017–2025*. Department of Health: Dublin
- Doyle J, Ivanovic J (2010) *National Drugs Rehabilitation Framework Document*. National Drugs Rehabilitation Implementation Committee. Dublin: Health Services Executive.
- Health Research Board. Irish National Focal Point to the European Monitoring Centre for Drugs and Drug Addiction. (2020) Ireland: national report for 2019 – drugs. Dublin: Health Research Board.
- Kerr, Aphra and O'Brennan, John and Vazquez Mendoza, Lucia (2021) *Gambling trends, harms and responses: Ireland in an international context*. Dublin: Gambling Awareness Trust.
- National Advisory Committee on Drugs and Alcohol, Northern Ireland. Department of Health. (2016) *Prevalence of drug use and gambling in Ireland & drug use in Northern Ireland. Bulletin 1*. Dublin: National Advisory Committee on Drugs and Alcohol.

Module No. Title

Assignment Brief

Assignment Type

Detailed Brief Demonstrate your research, investigation, written communication and presentation skills.

This assignment should demonstrate your knowledge of your community including issues impacting on the community and the importance of community responses.

Assessment Type: ... – 40%
Length: Word count.
Submission Deadline: DATE at 10:00am via email to training@brace.ie

Assignment Brief

Assignment Type

Detailed Brief Demonstrate your research, investigation, written communication and presentation skills.

This assignment should demonstrate your knowledge of your community including issues impacting on the community and the importance of community responses.

Assessment Type: ... – 40%
Length: Word count.
Submission Deadline: DATE at 10:00am via email to training@brace.ie

Module No. TITLE

Aim:

The aim of this module is to provide the learner with the knowledge and in-depth understanding of the wide array of emerging issues and trends within communities along with the structures and responses in place to tackle these issues. The module will enable the learner to develop the knowledge required to understand and articulate these issues at local and regional drug task force structures.

Content:

- Substance use awareness – emerging trends.
- The role of community and community responses.
- Overview of local, regional and national drug strategy structures.
- Community representation – role and responsibilities.

Outcomes:

Having completed this module, the learner will be able to:

- Identify and describe the emerging issues and trends experienced across different communities.
- Outline how responses and structures have evolved over the decades.
- Understand how local and regional task force structures function.
- Identify the important role of community representation responding to community issues and trends.
- Understand the personal, community and national benefits to effective community representation.
- Understand the role and responsibilities of community representatives.
- Understanding of community development as a context for community representation.

Assessment: Community Profile 40%
Learning Log 10%

Reading List

- Department of Health (2017). *Reducing harm, supporting recovery: a health-led response to drug and alcohol use in Ireland 2017–2025*. Department of Health: Dublin
- Doyle J, Ivanovic J (2010) *National Drugs Rehabilitation Framework Document. National Drugs Rehabilitation Implementation Committee*. Dublin: Health Services Executive.
- Health Research Board. Irish National Focal Point to the European Monitoring Centre for Drugs and Drug Addiction. (2020) Ireland: national report for 2019 – drugs. Dublin: Health Research Board.
- Kerr, Aphra and O'Brennan, John and Vazquez Mendoza, Lucia (2021) *Gambling trends, harms and responses: Ireland in an international context*. Dublin: Gambling Awareness Trust.
- National Advisory Committee on Drugs and Alcohol, Northern Ireland. Department of Health. (2016) *Prevalence of drug use and gambling in Ireland & drug use in Northern Ireland. Bulletin 1*. Dublin: National Advisory Committee on Drugs and Alcohol.

Module No. TITLE

Assignment Brief

Community Profile

Using your own community as a study/analysis site outline the presenting and emerging issues impacting the community and highlight the needs of the community. Provide information on the available team structures (agencies/supports) responding to local community issues and identify the gaps in current team structures (supports and responses). Demonstrate your research, investigation, written communication and presentation skills.

This assignment should demonstrate your knowledge of your community including issues impacting on the community and the importance of community responses.

Assessment Type: Community profile – 40%
Length: 800 words.
Submission Deadline: DATE at 10:00am via email to training@brace.ie

Assignment Brief

Learning Log:

The learner log is a way for you to note experiences, activities, responses to material covered in class and during study. It may include:

- Short summary of material covered.
- Relevance of material to the community rep role.
- How do I see myself using the team working knowledge and skills that I've learned?

You are encouraged to identify your current team working skill set in relation to community representation and to identify skill deficits and/or skills you intend to work on over the time of the programme. In this way you start to compile and apply experience-based learning to your community representation (team working) role. Also, note the skills acquired during the learning and practice process.

Over the initial 4-weeks of the programme you are required to keep a weekly log of specific learning experiences and how they do or do not relate to current work situation.

What was I expecting to learn?
What have I learned?
How might I use what I've learned?

Assessment Type: Learning Log – 20%
Length: 12 learning logs (see template page 16).
Submission Deadline: DATE at 10:00am via email to training@brace.ie and hard copy submitted to Training Centre.

Module No. TITLE

Aim:

The aim of the module is to provide learners with the theoretical knowledge of community representation and the opportunity to develop a range of skills required to effectively represent community issues at local and regional drug and alcohol task force structures.

Content:

- Negotiation – theory and practice.
- Effective communication styles and skills.
- Conflict management.
- Effective team working.

Outcomes:

Having completed this module, the learner will be able to:

- Understand comprehensively the theory and practice of building effective relationships
- Understanding the theory of negotiation.
- Developed negotiation skills that will be practiced at local and regional drugs task force structures.
- Equipped the learner with effective and efficient communication and decision making skills.
- Acquired the skills to effectively handle problems and conflict at community and task force meetings and structures.
- Developed the skills to actively participate in meetings and represent community issues.

Assessment: Skills Demonstration - 40%
Learning Log (see module 1)

Reading List:

- TBC
-

Module 2 TITLE Assignment Brief

Skills Demonstration

Using a planned team scenario (Task Force Meeting), relevant to you representing a community issue, demonstrate the following team working skills: -

listening and communication; negotiation, problem solving and teamworking skills.

Plan and prepare for the skills demonstration session – provide an overview of a team setting; describe you plan and your preparation, include examples or your communication style; negotiation approach used; outline your team working approach to problem-solving and conflict resolution.

On completion of the skills demonstration reflect on the team working skills used in the process and identify opportunities for further skills development.

Assessment Type: Skills demonstration
Length: 800 words.
Submission Deadline: DATE at 10:00am via email to training@brace.ie

Writing Guidelines

Assignment Brief

An assignment brief is provided for each piece of assessment undertaken. Please read the brief carefully and address any queries to the tutor, before commencing work. Include the title / question / required detail, as indicated in brief, at the start of your assignment (not to be included in word count). Where a template is provided, e.g. learner log, the format given must be used.

Text

The following guide must be used for all assessments. Margins of 2cm; Type size is 12pt and font style is Times New Roman; use 1.5 line spacing throughout the introduction main body and conclusions (except for indented quotations and footnotes when single line is standard). For referencing use single line spacing.

Word count

Word count includes the written content of the work from the start of the introduction to the end of the conclusion. It does not include your cover page / title / question / instruction / reference list.

Headings

If it is appropriate to use headings within the work, keep them to a minimum, no more than three throughout the work. If headings are used then the sequence of headings should be reflected in the Table of Contents.

Spelling

Use British rather than American spellings.

Quotations

When taking a direct quotation from an author this must be clearly visible as a quotation and must therefore be enclosed in double quotation marks, e.g.

*“Studies of the links between drugs and crime show that just under 20% of cases receiving custodial sentences in Dublin district courts were for drug-related offences.”
(Cullen, 2003, pg. 17)*

Referencing Guidelines

Referencing

Each assignment must be supported by relevant references from the literature. All references cited in the text of your essay / case study / journal must be listed in the References List at the end of your assignment.

Family name, Initial. Year. *Name of the report*. Place of publication: Publisher.

Community and Drugs: a discussion of the contexts and consequences of community drug problems in Ireland, 1976-2001. Published by Trinity College, Dublin in 2013. Author: Barry Cullen.

The reference is:

Cullen, B. 2003. *Community and Drugs: a discussion of the contexts and consequences of community drug problems in Ireland, 1976-2001*. Dublin: Trinity College.

Sample reference:

Department of Health (2017). *Reducing harm, supporting recovery: a health-led response to drug and alcohol use in Ireland 2017–2025*. Department of Health: Dublin

Reading List

- Department of Health (2017). *Reducing harm, supporting recovery: a health-led response to drug and alcohol use in Ireland 2017–2025*. Department of Health: Dublin
- Doyle J, Ivanovic J (2010) *National Drugs Rehabilitation Framework Document. National Drugs Rehabilitation Implementation Committee*. Dublin: Health Services Executive.
- Health Research Board. Irish National Focal Point to the European Monitoring Centre for Drugs and Drug Addiction. (2020) Ireland: national report for 2019 – drugs. Dublin: Health Research Board.
- Kerr, Aphra and O'Brennan, John and Vazquez Mendoza, Lucia (2021) *Gambling trends, harms and responses: Ireland in an international context*. Dublin: Gambling Awareness Trust.
- National Advisory Committee on Drugs and Alcohol, Northern Ireland. Department of Health. (2016) *Prevalence of drug use and gambling in Ireland & drug use in Northern Ireland. Bulletin 1*. Dublin: National Advisory Committee on Drugs and Alcohol.

Assessments

Submitting coursework for assessment:

Students are expected to complete and submit required assignments on the dates set out for each unit. Deadlines are set to give the best advantage to all students. If a student does not submit all required assessments to pass the module by the submission deadline the student will be recorded as not having completed the module and will receive a mark of zero and the record will show the module as incomplete.

Assessment Techniques:

- Assignment
- Collection of Work
- Learner Record
- Examination
- Skills Demonstration

Late Submission:

Assessment deadlines may be extended in exceptional circumstances in consultation between an individual student and the course tutor/facilitator. Further details about the submission of assignments are contained in the relevant course handbook.

Request for extension of assessment submission deadline:

Application for extension of an assessment deadline must be made in writing to training@brace.ie prior to the assessment due date. The request for an extension must be clear and include any relevant supporting documentation.

Repeating Assessment

Where the submitted assignment does not meet pass standard (50%) the tutor will meet with the student to discuss the submitted work and make recommendations. Typically the learner will be given feedback and allowed a further seven days to re-submit the assignment. If this timeframe is not feasible then a new deadline for the repeat will be given and if this is within the current course dates then the re-submitted work will be assessed within the current cycle. If the re-submit is outside the current course dates, the coursework will be submitted when the centre is next submitting work for accreditation. Students will be given one opportunity to re-submit coursework that has been unsuccessful and deadlines will be agreed by the tutor and course administrator.

Appealing a Grade

Learners have the right to appeal their final result/s awarded for individual components. The appeal process is open for 14 days from the date the assessment results are issued. The learner can appeal the outcome of a review or a decision on the following grounds:

- Procedural irregularity in the completion of the decision-making – there is evidence that the procedures relating to a decision were not followed properly, which may have impacted on the decision.

- If there were grounds for Compassionate Consideration that impacted on the learners assessment performance of which the assessor / Training Centre Staff were not aware when making its decision; or, the assessor / Training Centre Staff were aware but had rejected, because the application was late and the Training Centre Staff did not consider the reason why the application was late to be valid.
- The assessment specific to the course contained questions on material which was not covered as part of the course.
- Other grounds to appeal the outcome of a review or a decision may be considered subject to the provision of supporting documentation. However, dissatisfaction or disappointment with the result of an assessment of itself is not a ground for such an assessment appeal.

A request for an appeal must be received by the Training Centre Co-ordinator no later than the date specified in correspondence, or within 14 days, where no date is specified, of the date of issue of the assessment result.

Only a written request for an appeal signed by the learner concerned will be considered. The request for appeal must be made on the **Re-check / Review / Appeal Form** (see Learner Handbook) and signed by the learner concerned. The learner must supply evidence in support of his/her request.

A fee will apply for re-checks, reviews and appeals as determined by BRACE.

Coursework Cover Sheet

A cover sheet must be completed and added to the front of each piece of submitted work

BRACE Training Centre - Community Addiction Studies Training Centre
Horizons Centre, Balcurris Road, Ballymun, Dublin 11

This declaration must be completed in full and handed in with each piece of coursework.

Learners Name:

Programme Name:

Assessment:

Word Count:

Declaration by learner

I declare that the work in this folder / assignment / exercise / skills demonstration is my own work. The work has been completed by me and all sources have been acknowledged within the work and referenced.

Signed: _____

Date: _____

Assignment Brief

Community Profile:

Allow the learner demonstrate research, investigation, written communication and presentation skills, by gathering summary information of baseline conditions (social economic conditions) and trends (drug and alcohol use) in the community (named geographic area), that will assist in identifying community issues and attitudes.

Using your own community as a study/analysis site outline the presenting and emerging issues affecting the community. Provide information on the agencies responding to local issues and identify the gaps in current and responses.

This assignment should demonstrate your knowledge of the issues affecting the community and the importance of community responses.

Assessment Type: Community profile – 40%
Length: 1,200 words.
Submission Deadline: Week 5 at 10:00am via email to training@brace.ie

Assignment Brief

Skills Demonstration:

Allows the learner demonstrate a range of skills including clear communication (listening, presentation, team working, negotiating, etc.), participating at meetings, understanding conflict and problem solving.

Plan: - you will identify a role-play scenario (e.g. an issue of concern for the community), the desired skills to be demonstrated and an outline of how you plan to present the issue at the relevant meeting (e.g. Drug and Alcohol Task Force meeting). This can be done by devising a scenario for a meeting where you will present an issue of concern for your community; and you are seeking to have support mechanism/s put in place to address these concerns.

Deliver: - working within the class group you will demonstrate effective communication skills, present and discuss the issue. This can include:

- Short summary of the issue.
- Outline the impact on the community, issues encountered.
- Identify possible responses and the services involved.
- Answer questions?

Reflect: - following your demonstration of skills, discussion will take place and you will have time to reflect on your demonstration. A written piece which captures your reflection on your demonstration and the discussion must be provided.

Assessment Type: Skills Demonstration – 40%
Length: .
Submission Deadline: Week 9 / 10

Assignment Brief

Learning Log:

The learner log is a way for you to note, in writing, experiences, activities, responses to material covered in class and during study. It may include:

- Short summary of material covered.
- Relevance of material to the community rep role.
- How do I see myself using what I've learned?

You are encouraged to identify your current skill set in relation to community representation and to identify skill deficits and/or skills you intend to work on over the time of the programme. In this way you start to compile and apply experience-based learning to your community representation role. Also, note the skills acquired during the learning and practice process.

Over the initial 4-weeks of the programme you are required to keep a weekly log of specific learning experiences and how they do or do not relate to current work situation.

What was I expecting to learn?

What have I learned?

How might I use what I've learned?

Assessment Type:	Learning Log – 20%
Length:	See template following.
Submission Deadline:	One learning log submitted each Friday by 10.00am via email to training@brace.ie and hard copy submitted to the Training Centre.

Learner Log

Name: _____ Date: _____

Session Title/Unit: _____

My response to the session:

Key learning points for me:

- _____
- _____
- _____

- How will I apply the learning to my current role?

- Other reflections (reflecting on material covered and its application to my work):

Grading Criteria

For awards at Level 4 - Level 6 (QQI)

Pass – 50-64%

Merit – 65-79%

Distinction – 80-100%

A Pass standard 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 standard 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 standard 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
- demonstrates in-depth understanding of the subject matter
- demonstrated a high level of initiative, evaluation skills
- demonstrated analytical and reflective thinking
- expressed and developed ideas clearly, systematically and comprehensively
- presented coherent, detailed and focused evidence

Learner Complaints

Where a learner has a complaint, they are expected, in the first instance, to address it with the person concerned. If still unsatisfied, they may take their concerns to the Training Centre Coordinator, and thereafter may raise their complaint to the senior management team.

Under the complaints policy: -

- You can raise your issue in person, with a staff member, by telephone or via e-mail. The staff member will try to resolve the issue with you. If this does not happen and you are still unhappy then the staff member will help you complete a Complaint Record Form (see learner handbook) which will be given to the Training Centre Coordinator.
- Once you have written down the complaint the Training Centre Coordinator will investigate the problem and get back to you within 21 working days with a response.
- If you are unhappy with the response, let the Training Centre Coordinator know and a meeting can be set up with another member of the senior management team within four weeks.

You can bring a family member or other advocate to this meeting. Following this meeting you will be informed of an outcome within one week (BRACE Community Response's Complaints Policy - 2019).

Student Code of Conduct

1. Introduction.

BRACE Community Response (BRACE) is a community response to drug and alcohol misuse. It was founded in 1981 after three young people from Ballymun died from drugs-related causes. As a response that has come from within the community of Ballymun, we strive to reduce the negative impact of drug and alcohol use on the lives of individuals and families, and on this community.

As part of this mission, BRACE provides a range of training and education opportunities, which are directed towards facilitating more effective responses to the challenges of drug and alcohol use as they impact on individuals, families, and communities.

By registering for a programme or course in BRACE, a student undertakes to behave in a manner that fits with the achievement of this mission. This includes accepting the rights and responsibilities that come with being a student within BRACE Programmes.

The purpose of this Code of Conduct is to facilitate the maintenance of a safe and supportive learning environment for all students within BRACE.

Observing this code involves respecting the rights of others and showing them due courtesy and respect. It also requires students to abide by the procedures and regulatory guidelines that apply to specific programmes or courses.

If the Code is breached, it may result in disciplinary procedures being initiated.

Suspected criminal offences will ordinarily be referred to An Garda Síochána, and/or other appropriate civil authority.

2. Responsibilities of Students.

Students are expected to be familiar with this Code, and any other policies of BRACE that apply to them. (List of additional policies/guidelines, etc. Include link to Student Related Policies on the Website).

Students are bound by this Code even if they do not agree with its provisions, or if they have failed to make themselves aware of what it contains.

Students are expected to:

- Participate in the learning activities that make up a particular programme or course within BRACE for which they have registered
- Fulfil the assessment or examination requirements associated with the programme for which they have registered
- Respect the Staff of BRACE and others involved in the delivery of programmes in the performance of their roles, and to cooperate with them accordingly
- Respect the rights and dignity of all of the members of the BRACE learning community, including co-students and others who interact with the BRACE learning environment
- Be aware of what constitutes appropriate behaviour for a student of BRACE, particularly when representing BRACE or identifiable as a student on BRACE programmes, and to behave accordingly.

Compliance with the Code.

As indicated in Section 2 students are expected to comply with this Code. Breaches of the Code may result in the initiation of a disciplinary process.

The following list, which is not exhaustive, indicates what may constitute a breach of the Code of Conduct:

- Plagiarism, which is the use of unauthorised material in the production of any coursework or assessment process.
- Providing false information to BRACE with the intention of deceiving.
- Failing to comply with any reasonable individual or collective instruction given by a BRACE staff member in the performance of his or her duties, where such refusal results in the obstruction of the work of staff or students.
- Physical abuse of another person, whether actual or threatened.
- Verbal abuse of another person.
- Abusive electronic communication with others (e.g. by text, social media, email). This includes the making of abusive or false statements about BRACE, its students, or its staff.
- Bullying.
- Harassment including, but not confined to, sexual harassment.
- Disorderly conduct, including within or outside BRACE, that would be likely to bring BRACE into disrepute or be perceived as threatening by others.
- Damage, destruction, misuse, or use without authorisation of BRACE property.
- Theft of BRACE property, including library materials, or of private property within BRACE.
- Misuse of alcohol or other substances during course time.
- Making false, malicious, or vexatious complaints.
- Interference with, or intimidation of witnesses involved in a disciplinary hearing.

Disciplinary Procedures

If this Code is breached, disciplinary procedures are normally invoked. This will normally involve an initial notification of the issue to the Training Centre Coordinator. Where the Training Centre Coordinator was personally involved in the matter, the issue will be dealt with by the Director of BRACE. If appropriate and warranted, the breach may then be referred to the Education and Training Committee for consideration. The Education and Training Committee is composed of The Training Centre Coordinator, one member of the BRACE Board, and one independent representative.

The Procedure.

Investigation:

1. All complaints or concerns about a student will be fully investigated and considered before a decision is taken under this procedure.
2. BRACE has the right to suspend course participation, if required, by a student, against whom a complaint is made while that complaint is investigated. Such suspension is not considered to be disciplinary action. During any such period of suspension, BRACE may require the student not to enter any premises of BRACE Community Response and to refrain from contacting any students, staff, or others engaged with the Project.

Hearings:

1. If after investigation BRACE considers that formal disciplinary action may be appropriate, it will hold a hearing. Normally, at least three working days before the hearing the student will be given details of the allegations made against them. The hearing will be held during working hours at the premises of BRACE Community Response, unless otherwise agreed by the Student and BRACE Community Response.
2. If the student has any documents which they want BRACE Community Response to consider at the hearing, they should provide a copy to the Training Centre Coordinator in

advance. The student should let the Training Centre Coordinator know if they are aware of any witnesses who may be able to provide evidence on the allegations made.

3. The student, at an appropriate meeting or hearing, will be given the opportunity to put forward his/her views and facts relating to the matters of concern raised before a decision is taken under this procedure.
4. The student is entitled to be accompanied at the hearing by a third party of their choice, whether a fellow student or relative.
5. In the case that the chosen representation cannot attend on the proposed date, reasonable efforts will be made to select a date that is suitable to all parties.
6. The third party who accompanies the employee may address the hearing on the student's behalf and confer with the student, but may not answer questions on behalf of the student.
7. At each stage of the procedure the student will be fully advised as to the nature of the complaint or concern, and told whether or not any meeting or hearing may lead to dismissal from the programme or course.
8. If appropriate, the hearing may be adjourned either during or after the hearing and prior to reaching a decision. The decision reached will be confirmed in writing.

Appeals:

1. The student will have the right to appeal against any decision taken under the Student Code of Conduct procedure.
2. Any student wishing to appeal against a decision under the disciplinary procedure must inform the Training Centre Co-ordinator in writing within 5 working days of having been notified of the decision against which the appeal is being made. The notification must include the student's ground/s of appeal. Where possible, appeals will be determined by a senior manager who was not involved in the investigation or disciplinary decision in relation to which the appeal is being made.
3. The result of an appeal will be final. The student will be notified in writing of the outcome. No further appeal may be made.

Sanctions.

The types of sanctions which can be imposed by the Education and Training Committee include:

- Caution.
- Instruction for the reparation of any damage or loss incurred due to actions by the student.
- Suspension from some academic exercises.
- Suspension from all academic exercises.
- Failure in respect of an element of assessed work.
- Reduction in marks for an element of assessed work.
- Suspension from BRACE for a period of time.
- Termination of participation with BRACE.

ASSESSMENTS

The course tutor will brief learners about assessment/s prior to the assessment date. Queries and questions seeking clarification can be addressed to the course tutor at any point during the course delivery and assessment process. All assessment results are subject to a Results Approval Process, which takes place at the end of the course. If there is any change to the result arising from the results approval process, learners are informed of that change.

Learners have the right to appeal the final result/s awarded for individual components and have fourteen days from the date of issue of the assessment result to request re-check, review or appeal. All re-check, review and appeal applications must be made on the Re-check, Review,

Appeal Application Form and sent to the Training Centre Coordinator no later than 14 days from the date of issue of the assessment result.

Appendix 8 Organisational Policy 'Staff Sign Off Sheet'

Staff Policy Sign off Sheet- Example 1 (Actual System to be reviewed)

Staff need to sign each box to confirm that they have read the policy documents in the top grey bar. Policy documents can be grouped to make this process more efficient. Staff need a minimum of one week to read the policy before signing off. All staff should also have an opportunity to ask questions and have these answered to their satisfaction prior to signing.

1. STAFF NAME (PRINT STAFF MEMBERS NAME)	2. POLICY DOCUMENT/S	3. POLICY DOCUMENT/S	4. POLICY DOCUMENT/S	5. POLICY DOCUMENT/S



Horizons Centre, Balcurris Road, Ballymun, Dublin 11, D11 X2EP
Phone: 01 8467980 Fax: 01 8467981
Email: training@brace.ie Web: www.brace.ie

Programme Title - Award Information QCI Award (Minor) Level 5

Introduction to programme ...

Programme structure:

Aim of Programme

The programme will enable learners to:

- Develop the knowledge and understanding of the process ...
- Develop knowledge and understanding of ... and acquire the skills and competencies ...
- Develop an enhanced understanding of ...
- Develop an understanding of professional boundaries and potential ...
- Gain increased knowledge of confidentiality ...
- Develop a greater understanding of the purpose and methods of ...
- Develop a knowledge of the models of reflective practice and its application...

Duration: This is a part-time programme delivered on ...

Course Dates: ...

Learner/Student Profile: This training is for new or existing ... Applicants should have one module at level 4 on the National Framework of Qualifications and/or relevant work/volunteering experience. All of our programmes are delivered through English, therefore applicants must have a good level of competence in English language, e.g. IELTS – 6.0.

Application Procedure: Applicants are required to complete an application form and may be required to attend an interview. Shortlisting may apply.

Selection Procedure: Learners are ...

Number of Learners/Students: 16-18 per course.

Certification: Accreditation Body. Details of the Components – Title (Code) Level

NFQ Credit Value: .. Credits.

Cost: .

Protection for Learners Policy:

In the event that BRACE fails to provide the programme and certification as outlined above there is an academic bond in place with the City of Dublin Education and Training Board that will be the guarantor of our QQI related course delivery.

Modules: The modules covered during the programme are: -

- Professional Boundaries ...
- Confidentiality and Case Notes ...
- Reflective and Professional Practice ...

Methods: Delivery of the programme will see the use ...

Assessment: The assessment approaches used in the programme include ...

Progression Route: The programme offers a progression pathway to the ...

Closing Date: Closing date for completed applications is ... Interviews will be held ... If you have any further questions please contact the office – 01 8467980 / training@brace.ie

* A minimum of 16 participants are required for the course to run

Appendix 10 Application Form Template

PROGRAMME TITLE

Application Form - 2022

Name:

Phone No.

Address:

Email

Post Code:

Consent to Data Processing

BRACE, in order to organise and deliver training gathers and keeps certain information in relation to applicants and participants. This information allows us to contact you and enrol you in our course. The use of information is controlled by the Data Protection Legislation.

To allow us do this we need your consent.

I consent to the use of my information as described above.

Please ✓ tick the box above to indicate your consent.

1. Are you involved in any community activity? Do you work in the community? Please describe...

2. How did you hear about the course?

3. Previous education/training completed (e.g. at level 4 or level 5)? Please give details ...

YEAR

NAME OF PROGRAMME

AWARDING BODY / NFQ LEVEL

4. Why would you like to do this course?

5. How will you use the learning from this course? Please outline...

6. Please confirm that you have access to a laptop, internet and email: -

Yes

No

7. Please indicate your availability for the following set of course dates: - DATES – DAY (TIME): -

Yes

No

Signed: _____

Date: _____

Please return this completed form to: - Training Centre, BRACE, Horizons Centre, Balcurris Road, Ballymun, Dublin 11, by **DATE** and we will contact you via email to arrange an interview time.

Appendix 11 Marking Sheet Template

Learner Marking Sheet

(Assignment Brief 1)

Person Centred Planning

6N2206

Assessment technique – Reflective Learner Log

Assessment weighting - 50%

Learner Name: _____

Learner Number: _____

Assessment Criteria

Maximum Mark	Learner Mark	Total Mark
--------------	--------------	------------

Clear chronology of recording

60

Well defined observations of current practice

60

Clear identification of own skill set and skill deficit

60

Identification of skill set worked on during the programme

60

Critical reflection of material covered

50

Demonstrates how reflection contributes to understanding of self and others

60

Demonstrates how reflection contributes to understanding of course concepts

60

Recognises the application of theory to practice

60

Material presented appropriately

30

--

Overall comment/feedback (additional sheets may be used for this if necessary)

Assessor signature: _____

Date: _____

Recruitment and Selection Policy

BRACE Community Response
Original Approval date: – 17/09/12
1st Revised Version Approved: 19/05/16

Next Review: 01/06/18

Responsibility for approval of policy
Responsible for implementation
Responsibility for ensuring review

Board of Directors – HR Committee
Director
Director / HR Committee

1. Policy Statement

1. BRACE Community Response aims to ensure that the best person for any role is recruited. Fair, rigorous and transparent recruitment and selection procedures are vital in attracting high quality staff.

2. Purpose

1. To ensure the development and review of clear job descriptions.
2. To ensure effective recruitment and advertising strategies that reach a diverse pool of skilled candidates.
3. To ensure a documented, fair, inclusive, rigorous and transparent selection process.
- 2.4 To ensure that all applicants for employment are selected on the basis of merit. BRACE Community Response is committed to ensuring that job applicants will not be treated less favourably on the grounds of gender, marital status, family status, sexual orientation, religion, age, disability, race, membership of the Traveller community.

3. Scope

1. The recruitment and selection policy applies to all staff recruitment and selection activities within BRACE Community Response, and includes the development of job descriptions, the posting of positions, and the selection process.

4. Glossary of Terms and Definitions

1. Person Specifications: a clear description of the experience, skills, qualifications and other attributes required to fulfil the tasks outlined in the job description. This should constitute the selection criteria (both essential and desirable) used for short listing (See Appendix I).
2. Job Description: a clear job description focuses on the purpose of the post and principle responsibilities, and should include the following information: name and address of employer, title of position, a position summary including a list of principal duties and responsibilities, reporting relationship; and the key terms and conditions of employment.
3. Assessment Panel: a panel organised to manage the selection process.

5. Equal Opportunities in Recruitment (see Equal Opportunities Policy)

1. BRACE Community Response is committed to ensuring that job applicants will not be treated less favourably on the grounds of gender, marital status, family status, sexual orientation, religion, age, disability, race, or membership of the Traveller community.

2. All employees should be appropriately vetted. Having a criminal record should not automatically exclude someone from employment (see Garda Vetting Policy). Employment decisions will take into account the individual's potential for change and reflect balanced judgement. An objective assessment will be held which considers and recognises:
 - 5.2.1. the individual's abilities, skills, experiences and qualifications;
 - 5.2.2. the nature of the conviction and its relevance to the job;
 - 5.2.3. the length of time since the offence took place;
 - 5.2.4. the risk to the service users, employees and organisation;
 - 5.2.5. training which may have occurred while the individual was in prison.
3. Employing former drug and alcohol misusers.
 - 5.3.1. Former drug and alcohol misusers will not be overlooked with regard to employment by reason of their substance misuse alone. Applications will be considered on an individual basis taking into account the type of work the individual will be undertaking. The principle of ensuring that the individual is competent to do the job should be the main factor in decision making.
4. Refugees and asylum seekers
 - 5.4.1. It is an offence to employ someone who does not have eligibility to live or work in Ireland. To avoid prosecution, prior to the offering of a contract evidence of original documentation, which demonstrates that the individual has permission to work in Ireland, will be requested.
 - 5.4.2. Asylum seekers and refugees who have eligibility to live in Ireland, but not to work in Ireland are legally allowed to volunteer. They are also allowed to receive reasonable out-of-pocket expenses incurred in the course of volunteering.

6. Assessment and Review Prior to Interviewing

1. Recruiting for the filling of existing positions should not happen automatically and as soon as notice of leave is given a space should be made on the agenda of the HR Committee of the Board of Directors of the BRACE Community Response to review;
 - 6.1.1. Whether the post needs to be filled or resources allocated to other work / departments etc.
 - 6.1.2. What conditions will be offered for the new post
 - 6.1.3. Whether the job description requires updating and change (Appendix II).

7. Recruitment Advertising

1. Where posts are to be recruited externally, recruitment of staff will be made from the widest possible field, both internally and externally.
2. All vacancies (both temporary and permanent) will be advertised in line with BRACE Community Response's equal opportunities policy. It is unlawful for an employer to publish an advertisement that can be judged to be discriminatory, for example on the basis of age or gender. Advertisements will contain an equal opportunities statement such as *BRACE Community Response is an equal opportunities employer*.
3. A formal offer of employment will not be made unless a post has been advertised for a minimum of 2 weeks.
4. In general non-EEA nationals must have a permit to work in Ireland. A new application for a work permit must be accompanied by documentary evidence that a *labour market needs test* has been carried out. Since June 2009 the test requires that the vacancy must have been advertised with the FÁS/EURES employment network for 8 weeks and in local and national newspapers for 6 days.³
5. In all cases the post will be advertised on the community exchange (www.activelink.ie) as well as by email bulletin to relevant networks. In special cases additional newspaper advertising may be employed.

8. Selection Process

1. Selection processes should include the following:
 - 8.1.1. Request that applicants complete an Application Form and cover letter.

³ For further information see: www.citizensinformation.ie/categories/employment/migrant-workers/employment-permits/work-permits.

- 8.1.2. Short-listing processes: This is the process whereby candidates are assessed by an assessment panel on the basis of information provided in the applicant's documentation in order to determine candidates who meet the criteria for further assessment.
 - 8.1.2.1. Short listing will be measured against the minimum qualifications outlined in the person specification. This will be scored through a formal selection process scoring sheet (See Appendix III).
 - 8.1.2.2. Short listing will not:
 - 8.1.2.2.1. make negative assumptions on the basis of perceived over qualification;
 - 8.1.2.2.2. make negative assumptions about overseas qualifications with which they are unfamiliar;
 - 8.1.2.2.3. recommend for interview any individual who does not meet the minimum qualifications.
 - 8.1.2.3. If a large number of candidates meet the essential criteria, those candidates who do not meet a determined number of the desirable criteria can be eliminated.
 - 8.1.2.4. Non short-listed candidates will be given feedback upon written request.

8.1.3. Interviews:

- 8.1.3.1. The assessment panel is responsible for the development of interview questions based on the requirements of the position. Questions will be consistent for each candidate.
- 8.1.3.2. Interviews should take place in a place that is quiet, comfortable, and without interruption.
- 8.1.3.3. At the start of the interview, the chair of the interview panel will:
 - 8.1.3.3.1. introduce each panel member to the applicant;
 - 8.1.3.3.2. explain the purpose and structure of the interview to the applicant;
 - 8.1.3.3.3. indicate to the applicant that the panel may take notes.
- 8.1.3.4. The selection will be made based on the outcomes of all selection methods, including the interview performance and may also include:
 - 8.1.3.4.1. work samples; a piece of work completed by the candidates that demonstrates their skills and abilities relevant to the selection work criteria;
 - 8.1.3.4.2. work related tests, for example, a presentation;
 - 8.1.3.4.3. personality / performance or psychometric tests.
- 8.1.3.5. Selection will be documented using a score sheet (Appendix IV).
- 8.1.3.6. If at the end of the interviews, there isn't a clear candidate, it may be appropriate to offer a second interview. In such cases it is the responsibility of the assessment panel to agree a new set of questions and any additional selection methods that may be used.

8.1.4. Candidate Evaluation

- 8.1.4.1. Each member of the Interview panel should review the merits of the candidates based on the evaluation tools. Candidates should be recorded on score / rating cards.
- 8.1.4.2. Following the interviews scores should be tallied with a view to the interview panel agreeing a panel of candidates (in order of scores) who have scored sufficiently as to be considered appropriate for the role. The top candidate will be offered the role.
- 8.1.4.3. Scoring may be weighted in relation to certain criteria's / competency that are essential to the post.
- 8.1.4.4. When the panel has made a final decision on the person / persons to be recommended for appointment, the decision will be clearly documented.
- 8.1.4.5. Where the panel is of the opinion that an offer of appointment should not be made, the panel will document the decision.
- 8.1.4.6. The panel will aim towards consensus decision making, where there is disagreement about the final decision, the chair will have the deciding vote.
- 8.1.4.7. The offer appointment is subject to approval by the Board of Directors.

8.1.5. Recommendation for Appointment

- 8.1.5.1. The Director has the responsibility of contacting the successful applicant with an offer of contract pending references and verification of qualifications.
- 8.1.5.2. If the candidate would like a written offer prior to tendering their resignation and allowing contact with their referees, this will be facilitated with an inclusion of the following statement: "the offer is subject to proof of relevant qualifications and satisfactory references".
- 8.1.5.3. Upon successful receipt of verification of qualifications and references, and identification being made available which includes name and address together with a signature and a photograph, the successful applicant will be given a written offer.
- 8.1.5.4. If the successful applicant does not have satisfactory verification of qualifications, or references, the offer pending is withdrawn.
- 8.1.5.5. Unsuccessful candidates who were interviewed will be informed that they were not successful and will be offered feedback upon written request.
- 8.1.5.6. Candidates who are deemed suitable, but were not the final candidate can be kept on a reserve list. In such circumstances, people will be informed that they are on the reserve list and also how long the reserve list will last for.

9. Assessment Panels

- 1. The assessment panel will include the director of BRACE Community Response, and will be responsible for selecting the interview panel and managing the process. Both sexes should be included and as far as possible the composition of the panel should represent the organisation.
- 2. The standard assessment panel will consist of a minimum of three people.
- 3. Conflict of interest:
 - 9.3.1. Staff will not be involved in interviewing or hiring decisions for immediate family. If these circumstances arise the individual will stand down from the panel and a replacement found.
 - 9.3.2. If a member of the assessment panel has a friendship or other form of relationship with the candidate, they will inform the chair of the assessment panel prior to the commencement of the short-listing and interview process. If the chair of the panel judges that the individual's relationship with the candidate may compromise their ability to be neutral, the individual will be judged inappropriate for the process.
 - 9.3.3. The same interview panel will be present for all interviews at a given stage.

10. Documentation

- 1. The selection, decision and any supporting evidence must be documented.
- 2. For each vacancy advertised, a file must be kept for 12 months from the date of appointment with the following:
 - 10.2.1. Job description
 - 10.2.2. Person specification
 - 10.2.3. Job advertisement
 - 10.2.4. All application forms
 - 10.2.5. Written records of candidate assessments
 - 10.2.6. Any correspondence with candidates

11. Feedback and grievances

- 1. The assessment panel will notify all successful candidates (i.e. those who have been interviewed) in writing on the result of their application and that they can request feedback.
- 2. Any candidate who feels they have been discriminated against has the right of a complaint, which can be exercised by writing to the management. Furthermore a job applicant who considers that he or she has been discriminated against in respect to their treatment in a recruitment selection may lodge a complaint with the Equality Authority.

Appendix I

Sample Person Specification

Name of Position: _____

	Essential	Desirable
Qualifications	<ul style="list-style-type: none">▪▪▪▪▪	<ul style="list-style-type: none">▪▪▪▪
Skills	<ul style="list-style-type: none">▪▪▪▪	<ul style="list-style-type: none">▪▪▪▪
Work Experience	<ul style="list-style-type: none">▪▪▪▪	<ul style="list-style-type: none">▪▪▪▪
Other Factors	<ul style="list-style-type: none">▪▪▪▪	<ul style="list-style-type: none">▪▪▪▪

Sample Job Description

Name and Address of Employer

Job Title:

Immediate Supervisor:

Indications re Salary Range: e.g.: Commensurate with Experience, Subject to Negotiation, etc:

Main Purpose: e.g.: To provide effective and efficient administrative support to management

Duties and Responsibilities

- ---
- ---
- ---
- ---
- ---
- ---
- ---
- ---
- ---

Reporting structure:

Terms and Conditions of Employment:

Example of Minimum Qualifications Score Sheet (shortlisting criteria)

Name of Candidate: _____

Position Applied For _____

Date: _____

	Evaluation Criteria	Weight	Does not Meet	Meets	Exceeds
Essential Criteria					
1					
2					
3					
4					
Desirable Criteria					
1					
2					
3					
4					

Does the individual meet or exceed the essential requirements for the position?

Yes _____

No _____

Example of Interview Score sheets

Name of Candidate: _____ Date: _____

Position Applied For _____

	Observations	Score: 1-5
1. Experience. <i>E.g. in relation to Addiction in General, and in particular to Addiction related Aftercare</i>		
2. Skill Set: e.g. <i>Counselling skills appropriate to the setting, specific skills in relation to Aftercare.</i>		
3. Capacity to work with team		
4. Personal Suitability		
5. Training/ Qualification		
Total		

Scoring: 1=poor . 5= excellent

Panel Selection:

Name of Candidate: _____ Date: _____

Position Applied For _____

	Observations	Score: 1-5
1. Experience		
2. Skill Set:		
3. Capacity to work with team		
4. Personal Suitability		
5. Training/ Qualification		
Total		

Scoring: 1= poor . 5= excellent

Signature _____

Date _____

Signature _____

Date _____

Signature _____

Date _____

Panel Scoring of Candidate: Position _____

Candidate Name	Observations	Score

Signature _____

Date _____

Signature _____

Date _____

Signature _____

Date _____

Line Management Policy

BRACE Community Response

Approval date: 21/02/13

1st Revised Version Approved: – 18/10/18

2nd Revised Version Approved: 15/11/18

3rd Revised Version Approved: 16/01/20

Next Review: 01/02/22

Responsibility for approval of policy
Responsible for implementation
Responsibility for ensuring review

Board of Directors – HR Committee
Director
Director / HR Committee

1. Policy Statement

1. BRACE Community Response is committed to providing line management that supports leadership, performance management, staff needs, and the effectiveness of all services.

2. Purpose

1. This policy outlines a standardised organisational framework for the implementation, continuing development, and maintenance of a system of line management for BRACE Community Response staff.
2. Regular individual line management aims to support employees and ensure their work and development are monitored in a positive way.

3. Scope

1. The scope of this policy is to identify and set a minimum standard for line management practice, and to implement an effective and consistent approach to line management. It applies to the line management of all staff within BRACE Community Response.
2. This general line management policy does not include specific requirements related to clinical supervision, or management requirements relative to specific projects.

4. Principles

1. All staff have a right to receive quality line management by line managers operating according to an agreed framework.
2. Quality line management has a bearing on the quality of service delivery and programme outcomes.
3. Line management must be undertaken with a commitment to equality standards and be consistent with anti-discrimination law.

5. Roles and Responsibilities

1. All staff have responsibility for their own work standards. To that end staff are not passive recipients of line management, but should be fully prepared for the line management process as requested by line management.
2. The Director and HR Committee have a responsibility to ensure appropriate training is provided for line management, and that the Line Management Policy is fully implemented.

3. All staff should be given a line management Agreement Form (See Appendix) to be completed at the initial line management session. This outlines clearly the expectation of line management sessions.

6. Line Management Functions

1. While all aspects of the employee's work can be discussed at line management, the following categories will be included in a routine line management meeting:
 - 6.1.1. General introduction / agreement of agenda / opening general questions
 - 6.1.2. Workplan and Work Load (Informed by regular reports from database)
 - 6.1.3. Routine HR Considerations, including holiday scheduling, TOIL, training requests, etc.
 - 6.1.4. Identification of skill set potentials and needs⁴.
 - 6.1.5. Policies review and sign off as required.
2. Inappropriate Topics for Discussion at line management Meetings:
 - 6.2.1. Disciplinary and grievance matters are dealt with on a formal basis outside line management meetings. However, this does not preclude the line manager from discussing issues that may or may not lead to a disciplinary process during a line management session, but disciplinary warnings cannot be given at a line management meeting.
 - 6.2.2. Staff may have the opportunity to raise concerns about the working practices or possible professional misconduct of other staff, particularly in relation to work with service users. It is necessary to distinguish between such concerns and irrelevant issues or hearsay concerning other staff, which is inappropriate to discuss in line management meetings.
 - 6.2.3. Where there exists significant personal issues that are affecting work experience / performance these may need to be referred to a trained counsellor or other professional. It is the responsibility of the line management to create clear, useful boundaries in this regard and to refer on as required.

7. Frequency, Length and Location

1. Following review of the practice, and the BRACE organisational structures, line management meetings are now considered under two modalities. The first are formal line management meetings which will be held on a periodic basis. The second modality recognises the day to day line management interactions that occur within the staff team. Where such interactions result in a decision being made, a formal template (See Appendix 4) will record that decision, and will be reviewed at the periodic formal line management meeting. Such agreed decisions will carry the same weight as those agreed at the periodic formal meeting. The schedule for the formal line management meeting depends on the staff position, but will normally take place quarterly. This schedule is part of the wider management structure within the organisation. Additional line management meetings can take place at the line manager's discretion, or at the request of the member of staff. Staff should be informed in their line management agreement form that attendance at line management meetings is mandatory.
2. Line management should be held in such a way as to enable proper reflection and feedback. Therefore line management should be planned in advance so both parties have adequate time to prepare.
3. Line management should only be postponed in exceptional circumstances. In such occasions the postponed session should be rescheduled as soon as possible.
4. Line management should take place in a location that affords privacy, and efforts should be made to avoid interruptions as much as possible.
5. Line management meetings in general will last approximately one hour.

8. Agenda and Preparation

1. Both line manager and staff member should be fully prepared for the line management meeting.
 - 8.1.1. The staff member should bring the following to line management:
 - 8.1.1.1. A note of any issues to be discussed.

⁴ E.g. the line management could allow for the identification of skills that could potentially be available to other pieces of work. Alternatively, if the staff member is coming up against a particular scenario regularly and finds themselves not having the skill set to adequately respond.

- 8.1.1.2. Any relevant reports / documentation relating to work progress.
- 8.1.2. The line manager should bring the following to the line management meeting:
 - 8.1.2.1. A copy of any relevant work plan.
 - 8.1.2.2. The line management form from the last session.
- 2. An agenda should be drawn up in advance. Additional items should be added if necessary at the beginning of the line management session. If required these should be allotted time frames to ensure that all issues are covered within the session.
- 3. Reports from the database should normally be available to both line manager and the staff member prior to the meeting.

9. Record Keeping

- 1. Line management meetings should be recorded in writing in a timely and consistent manner. Written notes, using the Line Management Recording Form Template should be maintained by the line manager, with a copy made available to the staff member. All notes should be signed at the end of the line management session by both parties.
- 2. Personal information should only be recorded if it causes concern for the individual's work performance and is written with the agreement of both parties.
- 3. Areas of disagreement between the line management and the staff member will be recorded on the line management records.

10. Confidentiality

- 1. Line management sessions are, in general, confidential exchanges. However, the line management record is an organisational document which may be seen by others for specific purposes, including the HR Committee and the Board of Directors. This viewing may be a routine check of practice, an organisational audit, or where there is a grievance or disciplinary procedure in effect.
- 2. Issues may be raised within the line management session that the line manager is unable or unwilling to keep confidential e.g. discrimination or staff conflict. This should be made clear to the staff member. In this situation, the line manager should discuss and, where appropriate, agree the action to be taken with the member of staff before raising it with other staff members.
- 3. Issues of misconduct, child protection or potential criminal activity directly affecting BRACE Community Response cannot be kept confidential, and all staff should be made fully aware of this as part of their induction.

11. Equality Issues

- 1. Line management sessions will be based on anti-discriminatory principles and sensitive to differences between backgrounds and experiences.

12. Disagreements

- 1. Areas of disagreement between the line manager and staff member will be recorded on the line management records.
- 2. If the staff member wishes to raise any issues up to the next level of management they should use the grievance procedure as described in the Grievance Policy. This policy outlines that informal efforts should be made to address issues as close to the source as possible. In relation to issues relating to line management, this means that issues should ideally be discussed within the line management session and clear notes kept on the issues and any agreed resolutions to these.

Appendices:

Line Management Tools - Contents / Checklist

1. Planning and Structuring Productive Line Management Meeting Checklist
2. Sample Line Management Agreement Form
3. Sample Line Management Record Pro-Forma (General)
4. Recording Template for Line Management Decisions made outside of Formal Line Management Meeting

Planning and Structuring Productive Line Management Meetings

Before the Meeting	
Develop a regular schedule of meetings with each staff person and strictly adhere to the time schedule for the meeting	
Create a comfortable and confidential environment for holding meetings	
Resist any unnecessary interruptions	
Prepare for the meeting: <ul style="list-style-type: none"> ▪ Review the objectives you and your staff member established related to his/her performance. ▪ Reflect on your last meeting – what action items were established? ▪ Did you follow through on actions promised? ▪ Ensure you have the following to bring to supervision: last line management form, Work Plan. ▪ Reflect on the staff person’s unique strengths and styles. ▪ Consider what outcomes would benefit the agency, the staff person and you. ▪ Be aware of your own work style, your current state of mind and emotions. 	

During the Meeting	
Use a consistent line management assessment tool (example attached).	
Ask the staff member what would be a good outcome for him/her as a result of this meeting. Share outcomes you are seeking.	
Develop an agenda for the meeting with the staff person at the beginning of the session. If an agenda has been created in advance, make sure you engage the staff person in making changes if necessary.	

After the Meeting	
Follow through on tasks	
Give staff ongoing feedback on progress, information and resources as needed	

Line Management Agreement Form

This contract is between Line Manager _____ and Staff member _____

Expectation

- Line management should enable proper reflection and feedback. Therefore, line management is to be planned in advance so both parties have adequate time to prepare.
- Both line manager and staff member should be fully prepared for line management. The staff member should bring the following to supervision:
 - a note of any issues to be discussed,
 - any relevant reports / documentation relating to work progress.
- The line manager should bring the following to line management:
 - a copy of the work plan,
 - the line management form from the last session.

Frequency, Length and Location

Line management meetings will be held quarterly. Line management meetings in general will last approximately one hour. Meetings will be in a private location, with interruptions kept to a minimum. Line management should only be postponed in exceptional circumstances. In such occasions the postponed session should be rescheduled as soon as possible.

Functions

Line management will cover the following:

- Agreement of Agenda and General Intro, copy of the work plan,
- Work Plan and Work Load (Informed by regular reports from database),
- Routine HR Considerations, including holiday scheduling, TOIL, Training Requests, etc.
- Identification of skill set potentials and needs.
- QUADS Policies review and sign off as required.

Record Keeping

Line management will be recorded in writing in a timely and consistent manner and will be maintained by the line manager, with a copy made available to the staff member. All notes will be signed at the end of the session by both parties. Personal information should only be recorded if it causes concern for work performance.

Confidentiality

Line management sessions are in general confidential. However, the line management record is an organisational document which may be seen by others for specific purposes, without the consent of the parties involved (see Line Management Policy). Issues of misconduct, child protection or potential criminal activity directly affecting BRACE Community Response cannot be kept confidential.

Equality issues

Line management sessions will be based on anti-discriminatory principles and sensitive to differences between backgrounds and experiences.

Disagreements

Areas of disagreement between the line manager and staff member will be recorded on the line management records. If the staff member wishes to raise issues up to the next level of management they should use the grievance procedures.

Signed: **Line Manager** _____ **Date** _____

Staff Member _____ **Date** _____

Regular Line Management Record Pro-Forma (General)

The Report Form below should be used to record briefly what was discussed and any decisions and actions taken.

Staff Line Management Session.

Staff Name: _____

Line Manager Name: _____ Date: _____

Key Areas/ Issues Emerging:

Decisions / Actions:

This is an accurate account of this meeting.

Signed: _____ Signed: _____

Line Manager.

Staff Member.

Reason not signed.

Recording Template for Line Management Decisions made outside of Formal Line Management Meeting

This Form is used to record decisions made, and to briefly outline any relevant background context.

Staff Name: _____

Line Manager Name: _____

Date	Decision	Context

Signed:

Line Manager _____ Staff _____

Date	Decision	Context

Signed:

Line Manager _____ Staff _____

Date	Decision	Context

Signed:

Line Manager _____ Staff _____

Staff Training/Education - Guidelines

BRACE Community Response - Approval date: 01/02/2012

Revised Version Approved: – 28/02/2020

Responsibility for approval of guidelines	Board of Directors – HR Committee
Responsible for implementation	Director
Responsibility for ensuring review	Director / HR Committee

Funding for Training/Further Education – BRACE Community Response. Guidelines

BRACE Community Response is committed to facilitating the ongoing professional development of all staff and volunteers of the Project.

Facilitating access to workshops, short programmes, and training, where there is a direct benefit to the organisation, and where there is no direct cost to the organisation, will be done wherever possible and appropriate.

BRACE Working Conditions, in appendix 3, separately identifies the provisions in relation to the availability of staff training days to all staff members.

BRACE reserves the right to request staff to attend “Project Essential” training (e.g. Child Protection, Occupational First Aid, etc. or training that is required to fulfil certain roles within the Project, e.g. SMART Recovery Training)

Funding for training/further education is dependent on the budget available each year. In some cases there will be a dedicated training/education budget associated with a particular post.

Funding will be considered for staff members and for volunteers, and if appropriate can be supported from recruitment onward.

Longer Term Training/ Further Education.

Eligibility Criteria:

Training/Further Education which takes an academic year or longer will only be considered once the staff member or volunteer has completed 2 years with the Project.

The chosen Course/Training must be relevant to current or future work of the project.

Applicants must agree, if funding is granted, to commit to continuance with the Project for a specific period, the non-completion of which will necessitate a proportionate return of the funding.

Process.

Applications are made in writing, using the template provided. The template includes both financial and time considerations (including time off for coursework, study leave, etc.)

Applications are first considered by the HR Committee, and subsequently by the Board of Directors.

Applications should be made in a timely fashion, and provide sufficient time for the HR Committee to process and consider any request, and to subsequently present any request to the Board.

Applicants must have discussed their proposal with the relevant line manager, and staff team, outlining the envisaged commitment and establishing if this can be absorbed by the staff team.

Applications for courses longer than one year are subject to a yearly application. There is no guarantee of continued funding on a year to year basis.

Decisions in relation to funding applications will be given in writing.

The decision of the Board is final.

Applicants will be expected to have considered other avenues for funding, and to provide information on this to support the application.

Decision making criteria.

- Is there funding available in the budget.
- Is the application eligible.
- Is this a first time application, or has the person received funding before.
- Is the training/further education provided by a reputable provider, and likely to create added value.
- Is the training/further education likely to support the work of the Project.
- Is participation on the training/further education by the staff member/volunteer likely to impact on the sustainability of the work currently being undertaken by that staff member.

Approved 20th February 2020



Funding for Training Application Form

Name. _____ Date. _____

Relationship to Project. Staff Member Volunteer

Position. _____ Length of time involved. _____

Name of course.

Please include brochure or other relevant information.

Type of Qualification. _____

Duration (months / years). _____

Time off Required [*if course during working week*] (weekly / monthly).

Commencement date of course. _____

Cost. € _____

How much of a contribution do you need? € _____

Are there other "Non-Fee" costs anticipated?

Have you received funding before? _____

If yes, state circumstances.

Is this application for continued funding? _____

If yes, state how much received. _____

How do you see this training benefiting the project?

Have you discussed this with your Staff Team, Line Manager, Supervisor?



BRACE Community Response

Training Centre, Horizons Centre, Balcurris Road, Ballymun, Dublin 11.

Community Addiction Studies Training Centre

Learner Handbook

Training Centre, BRACE Community Response:

Email: - training@brace.ie

Telephone: 01 8467980.

Table of Contents

Welcome	
Introduction	
Training Centre Staff:.....	
Expectations of Learners	
Learner Feedback	
Reasonable Accommodation.....	
Academic Resources and Support.....	
Assessments	
What is Assessment?	
Submitting Coursework for Assessment:	
Repeating Assessment	
Writing Guidelines	
Academic Writing	
Citation and Referencing Guidelines	
The National Framework of Qualifications	
Grading Criteria	
Appealing a Grade	
Additional Time - Compassionate Consideration	
Learner Results – Re-check, Review, Appeal Process.....	
Re-check	
Review	
Appeal.....	
Complaints.....	
Student Code of Conduct	
Admissions / Access	
Recognition of Prior Learning.....	
Transfer	
Progression.....	
Protection for Enrolled Learners	
Teaching & Learning Support	
Appendix 1.....	
Coursework Cover Sheet (Template)	
Appendix 2.....	
Learner Log (Template)	
Appendix 3.....	
Application Form for Compassionate Consideration	
Appendix 4.....	
Application Form for Re-check / Review / Appeal of Assessment Decision.....	
Appendix 5.....	
Complaint Record Form	

Welcome

We are delighted to welcome you to BRACE Community Response's Training centre to further your learning and academic studies. This handbook is to help you during your time on the programme. BRACE Community Response (BRACE) Training Centre was established in 1996 as the designated education and training section of the BRACE. Since then we have endeavoured to give learners the knowledge, insight, skills and experience to respond to drug and alcohol issues in their communities. A diversity of perspectives from learners and staff, including different viewpoints, identities and histories contributes to the strong sense of open dialogue and engagement with ideas and the issues experienced in local communities. We believe that education on a variety of addiction related topics, can grow the communities understanding of addiction as it impacts on individuals, families and communities.

Education and training programmes are designed to respond to the needs of community members, professionals, organisations and the wider Ballymun community and other similarly impacted communities. BRACE's Training Centre aims to provide quality education and training devised and delivered from an evidence-based approach to ensure that programme content remains relevant and is aligned with good work practice and accreditation requirements. We aim to:

- Improve the learning experience and outcomes for all learners.
- Ensure that all our education and training services meet high quality standards.
- Strengthen our links with the wider community.

We look forward to working with you and wish you every success with your studies and all future learning.

Introduction

We seek to promote and foster personal growth and learning and to preserve both individual rights and the wellbeing and respect of others and the community. We endeavour to establish a respectful and inclusive community of learners and staff. Each one of us holds the responsibility to maintain our own well-being and to be respectful of others as we engage in the various programmes.

Training Centre Staff:

- » Brian Foley. BRACE Training Manager, BRACE Community Response. Tel. No. 01 8467980. Email: brianf@brace.ie
- » Naomi O'Brien. Training Centre Administrator, BRACE Community Response. Tel. No. 01 8467980. Email: training@brace.ie
- » Catriona Nally, Training and Development Officer. BRACE Community Response. Tel. No. 01 8467980. Email: catrionan@brace.ie

Expectations of Learners

Learners are expected to: -

- attend all class sessions and participate in the various activities.
- make the centre aware of their support needs in a timely manner.
- work unsupervised and under their own initiative.
- prepare for and participate fully in assessments.
- be aware of assessment details and assessment deadlines in advance.
- ensure that they have received all assessment information.
- submit assessments on time and in the format requested.
- submit their own original work, correctly referencing quotations, correctly citing all material used and include an appropriate list of references.
- keep copies of all submitted assessment materials where possible.
- review your own progress to get the most from the programme.

Learners who attend all classes typically perform well in assessments, so it is very important to attend all your classes. Please be sure to contact your Tutor or the Centre Administrator in advance (where possible) if you are experiencing any issues that are affecting your ability to engage in class sessions.

Learner Feedback

Learners will have opportunities throughout the course to give feedback:

- Give direct feedback to your tutors
- Fill out the feedback survey mid-way through and at the end of programme

Learner feedback is reviewed and collated by the Administrator. Feedback is shared with the relevant members of staff, including Training Centre Coordinator and the Training and Education Committee. Responses to the learner feedback by Training and Education Committee is recorded and actions, if necessary, are indicated with expected deadlines. Any feedback, responses and actions will form part of the annual Quality Assurance report.

Reasonable Accommodation

Reasonable Accommodation is where some assessment methods may need to be adjusted to ensure that some learners are treated fairly and equitably. A learner can apply for reasonable accommodation if concerned that the assessment will not allow him/her to compete on an equal footing to other learners. This is open to learners with a disability such as a learning difficulty; blindness or visual impairment; or other grounds as covered by current legislation.

Reasonable Accommodation in an assessment will only be provided to learners who apply and who can provide evidence that he/she cannot compete on equal terms under standard assessment conditions with his/her peers. A request for reasonable accommodation should be made in writing to training@brace.ie and include a copy of the relevant supporting documentation.

The Training Centre Co-ordinator will assess the application and will inform the learner of the outcome. If an application is successful, the Training Centre Co-ordinator will work with the Tutor/Facilitator to accommodate the learner while adhering to the assessment principles and the standard of knowledge, skill and competence required for certification.

Flexible assignment arrangements are available, such as reshaping an assessment type; this will be agreed on the basis of individual learner need and accommodations required.

Adaptations of assessment may include:

- Modified presentation of assignments.
- Use of scribes / readers (if an exam is being undertaken).
- Separate room/space (if an exam is being undertaken).

Academic Resources and Support

BRACE offers supports to help learners reach their educational goal such as Referencing & Citation workshops and Academic Writing workshops. If you are encountering difficulties with your studies, please discuss your difficulties with your tutor or one of the centre staff.

If you have a learning difficulty or a condition that impacts on your ability to pursue your studies, please contact the Training Centre Coordinator, to explore the options that can be put in place to accommodate your needs.

During the course of your studies, things may happen that temporarily affect your performance and/or attendance. Please contact your Tutor or the Administrator if you are experiencing any issues that are affecting your ability to engage in class sessions or to complete the required assessment. If necessary, you can request an extension of the assessment submission deadline.

Request for extension of assessment submission deadline:

See *Additional Time – Compassionate Consideration* section of this handbook for guidelines and 'Application Form for Compassionate Consideration.'

Assessments

What is Assessment?

Assessment is the process by which learner achievement is measured in relation to standards of knowledge, skills and competence. This process enables successful learners to receive an award.

Submitting Coursework for Assessment:

Students are expected to complete and submit required assessment/s in the agreed format and by the indicated date/s. Learners are advised to keep a backup copy of their work. All work submitted, unless stated otherwise, must have a cover sheet (see Appendix 1), signed and dated by the learner, confirming that the work being submitted has been authored by the learner. Deadlines are set to give the best advantage to all students.

It is critical that all learners attend examinations and skills demonstrations on the dates identified. If a student does not submit all required assessments to pass the module by the submission deadline the student will be recorded as not having completed the module and will receive a mark of zero and the record will show the module as incomplete.

Assessment Techniques:

- Assignment
- Collection of Work (Portfolio)
- Learner Record/Log (see Appendix 2)
- Examination
- Skills Demonstration

Question and Answer Sheet

Where a particular exercise, (for the Collection of Work) has specific questions, and you choose to use your own answer sheet, then the question/s must be included on your answer sheet. See writing guidelines on the next page.

Repeating Assessment

Where the submitted assignment does not meet pass standard (50%):

The tutor will meet with the learner to discuss the submitted work and make recommendations. Typically the learner will be given feedback and allowed a further seven days to re-submit the assignment. If this timeframe is not feasible then a new deadline for the repeat will be given and if this is within the current course dates, then the re-submitted work will be assessed within the current cycle. If the re-submit is outside the current course dates, the coursework will be submitted when the centre is next submitting work for accreditation. Learners will be given one opportunity to re-submit coursework that has been unsuccessful and deadlines will be agreed by the tutor and Training Centre Co-ordinator.

Writing Guidelines

Assignment Brief

An assignment brief is provided for each piece of assessment undertaken. Please read the brief carefully and address any queries to the tutor, before commencing work. Include the title / question / required detail, as indicated in brief, at the start of your assignment (not to be included in word count). Where a template is provided, e.g. learner log, the format given must be used.

Text

The following guide must be used for all assessments. Margins of 2cm; Font style is Times New Roman and type size is 12; use 1.5 line spacing throughout the introduction main body and conclusions (except for indented quotations and footnotes when single line is standard). For referencing use single line spacing.

Word count

Word count includes the written content of the work from the start of the introduction to the end of the conclusion. It does not include your cover page / title / question / instruction / tables / reference list.

Headings

If it is appropriate to use headings within the work, keep them to a minimum, no more than three throughout the work. If headings are used then the sequence of headings should be reflected in the Table of Contents.

Spelling

Use British rather than American spelling.

Quotations

When taking a direct quotation from an author this must be clearly visible as a quotation and must therefore be enclosed in single quotation marks, e.g.

'Studies of the links between drugs and crime show that just under 20% of cases receiving custodial sentences in Dublin district courts were for drug-related offences.' (Cullen, 2003, pg. 17)

Academic Writing

Academic writing will usually take the format of an essay and it is your response to the assignment brief. Its purpose is to communicate the information you have learned about, researched, discussed and analysed, in a way that the assessor can understand. The writing must be presented so that it is clear, concise, objective, understandable and informative to the reader. For further details on academic writing see *Academic Writing Handbook for Learners* Dublin: Further Education Support Service (FESS). Available at: - <https://www.fess.ie/images/stories/ResourcesForTutors/AcademicWritingHandbookForLearnersInTheFETSector.pdf>

Learners are required to cite and reference where they have obtained the information that is included in their assignment. See the Citation and Referencing Guidelines below.

Learners are expected to adhere to standards of academic integrity. The work submitted by learners must be their own work. To demonstrate academic integrity, you must acknowledge sources of information that have informed your ideas and discussions in your work by including a complete list of references. Failure to do this could be deemed plagiarism. Plagiarism can take the following forms:

- Presenting work authored by another person as your own;
- Submitting work as your own that has been completed by someone else;
- Copying the work of a previous student on the Programme;
- Buying an essay from the internet;
- Presenting work copied extensively from another source;
- Improper paraphrasing;
- Failing to include citation of all original sources.

Citation and Referencing Guidelines

Citation

A citation is acknowledging the source/s of information (report, book, annual report, policy document, website, etc.) that you have used within your assignment. You will paraphrase, summarise or directly quote point/s from someone else's idea in your assignment and this must be supported by relevant citation. This means you must include the surname and the year of publication in brackets at the most appropriate point in the text. For example, one of the reports that you may be reading and referring to during the course is the *National Drugs Rehabilitation Framework Document*, which was written by J. Doyle and J. Ivanovic in 2010. So, if you have paraphrased from this report then at the appropriate point you will add (Doyle and Ivanovic, 2010).

Example of a citation using the same document: -

The need for strengthening of the inter-agency links has been highlighted as a way to ensure that service users receive integrated services that focus on person-centeredness (Doyle and Ivanovic, 2010).

Direct Quotations

When taking a direct quote from a source this must be clearly visible as a quotation and must therefore be enclosed in single quotation marks with the citation directly following; your citation must include the surname, the year of publication and the page number in brackets at the end of the quotation (Surname, Year, page number).

Example of a citation when using a direct quotation: -

'The Rehabilitation Report highlights difficulties with inter-agency working as a possible key barrier to the progression of service users through different services. In order to ensure an integrated rehabilitation service in Ireland, the Report highlighted the need for a strengthening of inter-agency links and a focus on person-centeredness.' (Doyle and Ivanovic, 2010, pg. 8)

Referencing

Each assignment must be supported by a list of relevant references for the sources you have cited. You will add your reference list at the end of your assignment. The following is the format used for referencing: -

Surname, Initial. (Year). *Name of the report*. Place of publication: Publisher.

Sample Reference List: -

Cullen, B. (2003). *Community and Drugs: a discussion of the contexts and consequences of community drug problems in Ireland, 1976-2001*. Dublin: Trinity College.

Department of Health (2017). *Reducing harm, supporting recovery: a health-led response to drug and alcohol use in Ireland 2017–2025*. Dublin: Department of Health.

Doyle, J., Ivanovic, J. (2010). *National Drugs Rehabilitation Framework Document*. *National Drugs Rehabilitation Implementation Committee*. Dublin: Health Services Executive.

HSE (2011). Health Service Executive, *National Protocols & Common Assessment Guidelines to accompany the National Drug Rehabilitation Implementation Framework*. National Drug Rehabilitation Implementation Committee (NDRIC) - HSE.ie Online Resource Library. Available at: <https://www.hse.ie/eng/services/publications/socialinclusion/ndric/protocolsassessment.pdf> [accessed 20/11/2022].

O'Reilly, L. & O'Brien, K (2022). Professional & Reflective Practice (lecture). Class Notes – 24th November 2022.

The National Framework of Qualifications

BRACE Community Response offers programmes at level's 4, 5, and 6 leading to qualifications with QQI that are aligned with the levels outlined in the National Framework of Qualifications (NFQ). The diagram below indicates all ten levels on the NFQ.



Achievements at the various levels are general indicators of a person's knowledge, skill and competence at that level; each level is based on nationally agreed standards.

Level 4 – Broad range of knowledge. Mainly concrete in reference and with some elements of abstraction or theory. Demonstrate a moderate range of practical and cognitive skills and tools. Select from a range of procedures and apply known solutions to a variety of predictable problems. Act in familiar and unfamiliar contexts. Act with considerable amount of responsibility and autonomy. Learn to take responsibility for own learning within a supervised environment. Assume partial responsibility for consistency of self-understanding and behaviour.

Level 5 – Broad range of knowledge. Some theoretical concepts and abstract thinking, with significant depth in some areas. Demonstrate a broad range of specialised skills and tools. Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems. Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts. Exercise some initiative and independence in carrying out defined activities; join and function within multiple complex and heterogeneous groups. Learn to take responsibility for own learning within a managed environment. Assume full responsibility for consistency of self-understanding and behaviour.

Level 6 – Specialised knowledge of a broad area. Some theoretical concepts and abstract thinking, with significant underpinning theory. Demonstrate comprehensive range of specialised skills and tools. Formulate responses to well-defined abstract problems. Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and / or technical or creative skills to a range of contexts. Exercise substantial personal autonomy and often take responsibility for the work of others and /or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups. Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs. Express an internalised, personal world view, reflecting engagement with others.

For more information on the National Framework of Qualifications see:

<https://www.qqi.ie/what-we-do/the-qualifications-system/national-framework-of-qualifications>

Grading Criteria

For awards at Level 4 - Level 6 (QQI): -

Unsuccessful – 0-49%

Pass – 50-64%

Merit – 65-79%

Distinction – 80-100%

A Pass standard 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 standard 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 standard 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
- demonstrates in-depth understanding of the subject matter
- demonstrated a high level of initiative, evaluation skills
- demonstrated analytical and reflective thinking
- expressed and developed ideas clearly, systematically and comprehensively
- presented coherent, detailed and focused evidence.

On successful completion of the programme and the coursework the learner will achieve a component certificate (minor award/s at Level 4, 5, 6 – see programme information) with Quality and Qualifications Ireland (QQI).

Appealing a Grade

Learners have the right to appeal their result. See *Learner results – Re-check, Review, Appeal Process* section of this handbook for guidelines and Application Form. When the Statement of Results is issued to learners they are notified of the appeals process. The appeals process is open for 14 days.

Additional Time - Compassionate Consideration

Extra time to complete and submit written assignments is available to learners on completion, submission, and approval of an 'Application Form for Compassionate Consideration' (see Appendix 3). Compassionate consideration is viewed as a serious unforeseen circumstance beyond the learner's control and preventing the learner from meeting the requirements of the programme. Compassionate consideration for assessment will be considered in the following circumstances:

- Involvement in an accident
- Victim of a crime
- Illness or serious ongoing medical condition for learner, partner or a family member
- Ongoing life-threatening illness of a close family member or partner
- Bereavement of a close family member or a partner
- Acute or ongoing serious personal/emotional circumstances
- Domestic upheaval
- Substance use relapse
- Work related pressure and strain

In the event of a request for compassionate consideration for assessment the learner is required to request in writing that a particular circumstance be taken into account. The learner will be allowed to complete or submit work at a later date and without penalty; the timeframe for completion will be agreed with the learner in light of the learners need and circumstances. The Training Centre Co-ordinator will review all applications for compassionate consideration and will adjudicate accordingly. All requests for compassionate consideration should be submitted to the Training Centre Coordinator prior to the course completion date. The process and outcome from all decision-making processes will be recorded on the learners submitted 'Application Form for Compassionate Consideration' (Appendix 3).

Learner Results – Re-check, Review, Appeal Process

BRACE is committed to ensuring that its assessment processes and procedures are reliable, valid, accurate and fair. BRACE understands that there are times where learners may wish to question the assessment result and or feedback they receive on their assessment and therefore acknowledges the right of the learner to request a reconsideration of assessment marks. Learners have the right to appeal their final result/s awarded for individual components. All re-check, review and appeal applications will be addressed in a fair, transparent and timely fashion.

Decisions in relation to learner's assessment are undertaken at the following points:

- Allocation of marks (Initial Marking of Coursework by Tutors, Internal Verification).
- Ratification of results (External Authentication (moderation), Results Approval Process).
- Re-check, review and appeal.

Definitions

Re-check: Is the administrative operation of checking (again) the addition, recording and combination of marks for a module/component or stage.

Review: Is the reconsideration of the assessment decision, either by the original assessor or by other competent persons, of all or part of the assessed material.

Appeal: Is a request to a higher authority for the alteration of the decision or judgement of a lower one.

Learners are advised of the difference between a re-check, review and appeal and that each process is independent of each other. Learners seeking a re-check, review or appeal have 14 days from the date of issue of assessment result to do so. Information regarding re-check, review and appeal is available in the learner handbook.

Possible Outcomes

The outcome of a re-check, review or appeal application can result in:-

- Grade remaining unchanged
- Grade being increased

Re-check

Grounds for a Re-check:

The grounds for a re-check are as follows:

- The learner believes there was a computational error in the calculation of their result.

Procedure for a Re-check of Assessment Result

BRACE's Training Centre will notify all learners when issuing assessment results that they have 14 days from the date of issue of assessment result, to request a re-check of their results.

A request for a re-check must be made on the **Re-check / Review / Appeal Form** (see Appendix 4) and signed by the learner concerned. The learner should supply any details that he/she believes will help expedite the re-check. The fee for a re-check will be €15 per component, which in the event of a successful re-check, will be refunded. Only a written request for a re-check made to the Training Centre Co-ordinator on the appropriate form, signed by the person concerned and with the required fee will be considered. The Centre is not obliged to accept any application for a re-check received outside this timeframe.

The Training Centre Co-ordinator (on behalf of the Education and Training Committee) shall arrange to have the result re-checked as soon as possible. As the re-check is an administrative checking of marks allocated and totalled, it will be undertaken by a member of the Training Centre Staff Team. The re-check will ensure that all parts of the submitted work are checked again for the allocation of marks and the totalling of marks awarded and that the final mark and grade awarded are correct.

The Centre will endeavour to complete all re-checks within seven days from the date the re-check request has been accepted. The Training Centre Co-ordinator will inform the learner in writing of the outcome of the re-check.

Where a re-check results in an upgrade, the Training Centre Co-ordinator will notify the Education and Training Committee and will ensure the recording of results are amended accordingly (including any necessary change in award classification as a result of an upgrade) and will notify QQI.

Review

Grounds for a Review:

The grounds for a review are as follows:

- The academic regulations of the Training Centre were not implemented correctly.
- Compassionate circumstances exist which may not have been known or considered by the Training Centre. Compassionate circumstances must be notified in writing to the Training Centre Co-ordinator when they occur. Where the learner delays notifying the Centre of any compassionate circumstances, the Centre is not obliged to take these into consideration.
- Bias was shown by the assessor in marking the assignment.

In the case of compassionate circumstances relating to assessment performance, it is expected that evidence of compassionate circumstances is dated prior to, or on the date of, the assessment under consideration. Medical certification dated after the fact indicating the possibility of compassionate circumstances at an earlier date will not normally be accepted.

Procedure for a Review of Assessment Result

BRACE's Training Centre will notify all learners when issuing assessment results that they have 14 days from the date of issue of assessment result, to request a review of their results.

A learner considering a review application is advised to seek additional feedback from the tutor / facilitator in question but should not allow this to delay their review application which can be withdrawn at no cost. This ensures that in the first instance there is an opportunity for informal consultation between the learner and tutor / facilitator.

A request for a review must be made on the **Re-check / Review / Appeal Form** and signed by the learner concerned. The learner should supply any details and relevant documentation that he/she believes will help expedite the review. The fee for a review will be €30 per component, which in the event of a successful review, will be refunded. Only a written request for a review made to the Training Centre Co-ordinator on the appropriate form, signed by the person concerned, with the relevant supporting documentation and with the required fee will be considered. The review request must be received by the Training Centre Co-ordinator within 14 days of the date of issue of the assessment result. The Centre is not obliged to accept any application for review received outside this timeframe.

A request for a review must state the grounds upon which the review is sought, and the learner must supply evidence in support of his/her request. If a review is granted, then the relevant assessment material will be re-assessed by an assessor who did not undertake the initial assessment.

The decision of the new assessor will supersede the decision of the original assessor/s. The learner will be informed by the Training Centre Co-ordinator in writing of the outcome of the review. If the learner is dissatisfied with the outcome of a review, they may appeal the decision in accordance with the appeal section below.

Where a review results in an upgrade, the Training Centre Co-ordinator will notify the Education and Training Committee for the purpose of amending the results accordingly (including any necessary change in award classification as a result of an upgrade) and will notify QQI.

The Centre will endeavour to complete all reviews within twenty-one days from the date the review request has been accepted.

Appeal

Grounds for Appeal:

The learner can appeal the outcome of a review or a decision on the following grounds:

- Procedural irregularity in the completion of the decision-making – there is evidence that the procedures relating to a decision were not followed properly, which may have impacted on the decision.
- If there were grounds for Compassionate Consideration that impacted on the learners assessment performance of which the assessor / Training Centre Staff were not aware when making its decision; or, the assessor / Training Centre Staff were aware but had rejected, because the application was late and the Training Centre Staff did not consider the reason why the application was late to be valid.
- The assessment specific to the course contained questions on material which was not covered as part of the course.
- Other grounds to appeal the outcome of a review or a decision may be considered subject to the provision of supporting documentation. However, dissatisfaction or disappointment with the result of an assessment of itself is not a ground for such an assessment appeal.

If the grounds for Compassionate Consideration had not been made known previously to the Training Centre Co-ordinator, the appeal must include a supported explanation for the non-disclosure.

Where medical evidence is being relied upon, appropriate certification by an independent Medical Practitioner (excluding any Medical Practitioner who is a family relation of the learner) should be attached.

The introduction of new material that could have been provided previously to inform decision-making will not normally be accepted as valid grounds for appeal.

Procedure to be followed to Request an Appeal

A request for an appeal must be received by the Training Centre Co-ordinator no later than the date specified in correspondence, or within 14 days, where no date is specified, of the date of issue of the assessment result.

Only a written request for an appeal signed by the learner concerned will be considered. The request for appeal must be made on the **Re-check / Review / Appeal Form** and signed by the learner concerned. The learner must supply evidence in support of his/her request.

It is important that a learner provides as full details as possible in their appeal application. Failure to provide information at the appeal application stage may result in no further opportunity being provided to share this information. It is the responsibility of the learner to provide full details. The Centre is not required to consider any information not provided at the appeal application stage. Only evidence that has previously been presented by the learner and has been securely retained by the centre following the initial assessment, can be considered as part of an appeal. No new evidence can be submitted.

The fee for an appeal will be €60 per component, refundable where the appeal is successful, and must be included with the appeal application form.

Where the Training Centre Co-ordinator believes there is evidence of grounds for an appeal, he/she will inform the Education and Training Committee and constitute an Appeal Board to consider the case.

Attendance at the Appeals Board meeting by the learner is at the discretion of the Education and Training Committee and may not be deemed necessary.

The Appeals Board will inform the Training Centre Co-ordinator regarding the outcome of the appeal by email and the Training Centre Co-ordinator will inform the learner of the outcome of their appeal in writing within a reasonable timeframe.

Where an appeal results in an upgrade, the Education and Training Committee will ensure that the results are amended accordingly (including any necessary change in award classification as a result of an upgrade) and QQI will be notified.

Responsibilities

All Training Centre staff have responsibility for communications with learners and are aware of the assessment process within the Training Centre, including the Re-check, Review, Appeal policy and process. As the majority of assessment queries are likely to be dealt with through tutors/facilitators, all staff should be appropriately prepared to respond to queries.

Information for Learners

Information on the Re-check, Review, Appeal Process and deadline for submitting an application for either a Re-check, Review or Appeal must be made available to the learner at the start of a course, and when results are provided to learners.

Complaints

Where a learner has a complaint, they are expected, in the first instance, to address it with the person concerned. If still unsatisfied, they may take their concerns to the Training Centre Coordinator, and thereafter may raise their complaint to the senior management team.

Under the complaints policy: -

- You can raise your issue in person, with a staff member, by telephone or via e-mail. The staff member will try to resolve the issue with you. If this does not happen and you are still unhappy then the staff member will help you complete a Complaints Record Form (Appendix 5) which will be given to the Training Centre Coordinator.
- Once you have written down the complaint the Training Centre Coordinator will investigate the problem and get back to you within 21 working days with a response.
- If you are unhappy with the response, let the Training Centre Coordinator know and a meeting can be set up with another member of the senior management team within four weeks.

You can bring a family member or other advocate to this meeting. Following this meeting you will be informed of an outcome within one week (BRACE Community Response's Complaints Policy – 2019).

Student Code of Conduct

1. Introduction.

BRACE Community Response (BRACE) is a community response to drug and alcohol misuse. It was founded in 1981 after three young people from Ballymun died from drugs-related causes. As a response that has come from within the community of Ballymun, we strive to reduce the negative impact of drug and alcohol use on the lives of individuals and families, and on this community.

As part of this mission, BRACE provides a range of training and education opportunities, which are directed towards facilitating more effective responses to the challenges of drug and alcohol use as they impact on individuals, families, and communities.

By registering for a programme or course in BRACE's Training Centre, a student undertakes to behave in a manner that fits with the achievement of this mission. This includes accepting the rights and responsibilities that come with being a student within BRACE's Training Centre Programmes.

The purpose of this Code of Conduct is to facilitate the maintenance of a safe and supportive learning environment for all students within BRACE.

Observing this code involves respecting the right of others and showing them due courtesy and respect. It also requires students to abide by the procedures and regulatory guidelines that apply to specific programmes or courses.

If the Code is breached, it may result in disciplinary procedures being initiated.

Suspected criminal offences will ordinarily be referred to An Garda Síochána, and/or other appropriate civil authority.

2. Responsibilities of Students.

Students are expected to be familiar with this Code, and any other policies of BRACE that apply to them. (List of additional policies/guidelines, etc. Include link to Student Related Policies on the Website)
Students are bound by this Code even if they do not agree with its provisions, or if they have failed to make themselves aware of what it contains.

Students are expected to:

- Participate in the learning activities that make up a particular programme or course within BRACE for which they have registered
- Fulfil the assessment or examination requirements associated with the programme for which they have registered
- Respect the Staff of BRACE and others involved in the delivery of programmes in the performance of their roles, and to cooperate with them accordingly
- Respect the rights and dignity of all of the members of the BRACE learning community, including co-students and others who interact with the BRACE learning environment
- Be aware of what constitutes appropriate behaviour for a student of BRACE, particularly when representing BRACE or identifiable as a student on BRACE programmes, and to behave accordingly.

Compliance with the Code.

As indicated in Section 2 students are expected to comply with this Code. Breaches of the Code may result in the initiation of a disciplinary process.

The following list, which is not exhaustive, indicates what may constitute a breach of the Code of Conduct:

- Plagiarism, which is the use of unauthorised material in the production of any coursework or assessment process
- Providing false information to BRACE with the intention of deceiving
- Failing to comply with any reasonable individual or collective instruction given by an BRACE staff member in the performance of his or her duties, where such refusal results in the obstruction of the work of staff or students.
- Physical abuse of another person, whether actual or threatened
- Verbal abuse of another person
- Abusive electronic communication with others (e.g. by text, social media, email). This includes the making of abusive or false statements about BRACE, its students, or its staff.
- Bullying
- Harassment including, but not confined to, sexual harassment
- Disorderly conduct, including within or outside BRACE, that would be likely to bring BRACE into disrepute or be perceived as threatening by others
- Damage, destruction, misuse, or user without authorisation of BRACE property
- Theft of BRACE property, including library materials, or of private property within BRACE
- Misuse of alcohol or other substances during course time
- Making false, malicious, or vexatious complaints
- Interference with, or intimidation of witnesses involved in a disciplinary hearing.

Disciplinary Procedures

If this Code is breached, disciplinary procedures are normally invoked. This will normally involve an initial notification of the issue to the BRACE Coordinator. Where the BRACE Coordinator was personally involved in the matter, the issue will be dealt with by the Director of BRACE. If appropriate and warranted, the breach may then be referred to the BRACE Courses Committee for consideration. The Courses Committee is composed of The BRACE Coordinator, two members of the BRACE Board, and other representatives relevant to the particular programme/course deliveries taking place within a given academic year.

The Procedure.

Investigation:

3. All complaints or concerns about a student will be fully investigated and considered before a decision is taken under this procedure.
4. BRACE has the right to suspend course participation, if required, by a student, against whom a complaint is made while that complaint is investigated. Such suspension is not considered to be disciplinary action. During any such period of suspension, BRACE may require the student not to enter any premises of BRACE and to refrain from contacting any students, staff, or others engaged with the Project.

Hearings:

9. If after investigation BRACE considers that formal disciplinary action may be appropriate, it will hold a hearing. Normally, at least three working days before the hearing the student will be given details of the allegations made against them. The hearing will be held during working hours at the premises of BRACE, unless otherwise agreed by the Student and BRACE Community Response.
10. If the student has any documents which they want BRACE to consider at the hearing, they should provide a copy to the Training Centre Coordinator in advance. The student should let the Training Centre Coordinator know if they are aware of any witnesses who may be able to provide evidence on the allegations made.

11. The student, at an appropriate meeting or hearing, will be given the opportunity to put forward his/her views and facts relating to the matters of concern raised before a decision is taken under this procedure.
12. The student is entitled to be accompanied at the hearing by a third party of their choice, whether a fellow student or relative.
13. In the case that the chosen representation cannot attend on the proposed date, reasonable efforts will be made to select a date that is suitable to all parties.
14. The third party who accompanies the employee may address the hearing on the student's behalf and confer with the student, but may not answer questions on behalf of the student.
15. At each stage of the procedure the student will be fully advised as to the nature of the complaint or concern, and told whether or not any meeting or hearing may lead to dismissal from the programme or course.
16. If appropriate, the hearing may be adjourned either during or after the hearing and prior to reaching a decision. The decision reached will be confirmed in writing.

Appeals:

4. The student will have the right to appeal against any decision taken under this procedure.
5. Any student wishing to appeal against a decision under the procedure must inform BRACE's Training Centre in writing within 5 working days of having been notified of the decision against which the appeal is being made. The notification must include the student's ground/s of appeal. Where possible, appeals will be determined by a senior manager who was not involved in the investigation or disciplinary decision in relation to which the appeal is being made.
6. The result of an appeal will be final. The student will be notified in writing of the outcome. No further appeal may be made.

Sanctions.

The types of sanctions which can be imposed by the Courses Committee include:

- Caution.
- Instruction for the reparation of any damage or loss incurred due to actions by the student.
- Suspension from some academic exercises.
- Suspension from all academic exercises.
- Failure in respect of an element of assessed work.
- Reduction in marks for an element of assessed work.
- Suspension from the Training Centre for a period of time.
- Termination of participation with BRACE.

Admissions / Access

BRACE is committed to the ongoing professional development of volunteers and paid staff in the drug and alcohol field and those in the wider social care field encountering substance use issues. Admission refers to the academic standards and any other special entry requirements and procedures by which learners are admitted to a programme of education and training in BRACE Community Response's Training Centre. Access refers to the process by which prospective or current learners may commence a programme of education and training, in BRACE Community Response's Training Centre, having received recognition for knowledge, skill or competence required.

Admission/Access procedures are as follows:

- Applications for admission to courses are processed fairly and impartially, and in a consistent and transparent manner.
- Applicants apply directly to BRACE Community Response's Training Centre.
- Programme entry requirements are available to learners, as part of the programme information that is available on our relevant course information sheets, website, through email, and advertisement.
- A programme information sheet is available for each programme setting out the intended target group; the admission/entry requirements; coursework and expected learner workload; the award and level of award on the National Framework of Qualifications leaflets.
- Access to different programmes on offer will be considered on the basis of prior learning. Recognised learning for access can be in the following ways: - Formal (Accredited) Learning; Non-Formal (Non-Accredited) Learning; and Informal (Non-Accredited) Learning.
- Recruitment and selection of learners will normally be based on a completed application form and in some cases an interview.
- The interview will seek to establish, with the applicant, whether the particular course is in fact what the learner is looking for.
- A list of "Competences needed to succeed in the programme" will be made available to applicants for programmes where such competences are required. These lists will include provision for non-accredited prior learning.
- BRACE recognises the diversity of learners and their needs that attend our training and education programmes. Where learners indicate a learning difficulty in relation to reading or writing, but without supporting documentation, staff may use their discretion and their professional judgement. Where appropriate learners may be referred to the Local Adult Read and Write Scheme or other relevant support mechanism. The Training Centre Co-ordinator is available to address any concerns of an academic nature that learners may have.
- Applicants whose first language is not English must also demonstrate English proficiency. All BRACE Community Response education and training programmes are conducted through English. Applicants whose first language is not English are obliged to ensure that they have a suitable level of English to successfully participate in their chosen course.
- Evidence of proficiency in English for academic purposes can be provided by one of the qualifications listed below or another equivalent test:

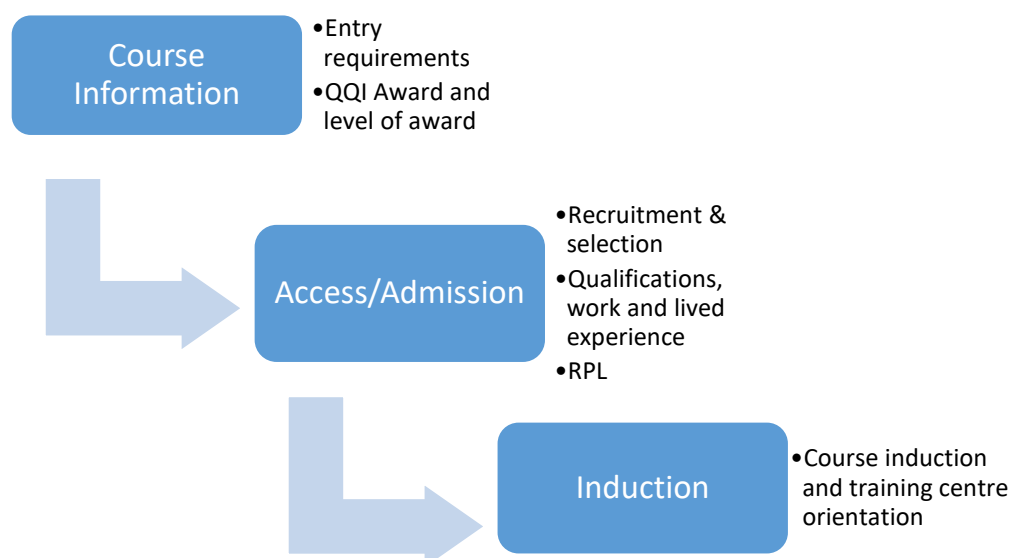
Qualification	Minimum Requirement
Junior Certificate English	Pass Standard
Cambridge B1 Proficiency Test	Grade B
Cambridge B2 Proficiency Test	Grade A
IELTS	6.0
Other equivalent test	

Through our literature, course information sheets and leaflets, interview process and induction day, learners are provided with information on BRACE's training centre and the programme of study.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is defined as a process by which prior learning is given a value (European Commission, 2008). RPL may be considered for programmes offered by BRACE Community Response's Training Centre. RPL recognises learning through formal, informal or non-formal routes where learning has not necessarily been assessed. The BRACE may recognise formal, informal and non-formal prior learning for admission:

- As part of BRACE Community Response's commitment to supporting lifelong learning, recognition of prior learning extends to applicants to all programmes provided by the BRACE.
- Admission and access to different programmes on offer will be considered on the basis of prior learning. This learning recognised learning for access can be in the following ways: - Formal (Accredited) Learning; Non-Formal (Non-Accredited) Learning; Informal (Non-Accredited) Learning.
- BRACE acknowledges the importance of access to education and the value of lifelong learning. Where our entry criteria include qualifications and learners do not have those qualifications then current and previous lived experience of community substance use related issues will be considered if there are no significant language, reading and writing obstacles.
- Where our entry criteria include qualifications and learners do not have those qualifications then current and previous practice experience will be considered, if there are no significant language, reading and writing obstacles. Practice experience can be in any of the following areas, support workers, key workers or project workers in a paid or voluntary capacity in the drug and alcohol, social care and health care sectors. Within the delivery of modules as described in descriptors, every effort is made to enable learners work with topics and practices that are particularly relevant to them, particularly in undertaking research projects.
- BRACE will make every effort to accommodate learners with a disability.



Transfer

Transfer refers to the process by which prospective or current learners may transfer from one programme of education and training in BRACE Community Response's Training Centre to another programme having acquired the requisite knowledge, skills and competence. The programmes on offer are stand-alone component certificates. Access to the programmes on offer is contingent on meeting the stated entry requirement of each programme (please see admissions procedures for each minor award on offer).

Progression

BRACE offers programmes at NFQ levels 4, 5, 6 & 7, and learners who successfully complete a programme can then access a programme at the next level up. Through our University/Community partnership with UCD there is a progression route into our level 7 Diploma in Drug & Alcohol Work from our levels 5 and 6 programmes. Since 2005, 150 CASC learners have progressed to the Diploma in Community Drug & Alcohol Work. There are also progression options into DCU in the Community which include Bridge to Education (Personal & Professional Development, Communications and Research & Study Skills – level 5), Psychology (QQI level 5) and Community Organisation Management (QQI level 6). The BRACE training centre team commits to supporting learners at a group and individual level to scope available progression options that match their existing educational needs, interests and aspirations.

Protection for Enrolled Learners

As required by the Qualifications and Quality Assurance (Education and Training) Act 2012 BRACE programmes that are more than three months in duration are covered for protection of learners under BRACE's Quality Assurance agreed with Quality and Qualifications Ireland (QQI).

In the event that BRACE fails to provide the programme and certification as has been offered to the learner in respect of QQI validated programmes we have in place an academic bonding agreement with City of Dublin Education and Training Board that will be the guarantor of our QQI related course delivery.

Teaching & Learning Support

The quality of the learning experience provided by BRACE's training centre in the delivery of our Programmes is monitored on an ongoing basis. Programme content is reviewed and adapted on the basis of changing contexts; updated national and local policies and strategies that inform our training type and delivery; and ongoing feedback from learners, trainers and staff. The learning environment provided by BRACE enables flexible learning pathways and attends to and respects the diversity of learners. We consider the use of different modes of delivery that best fit the programme and learning outcomes which includes the following delivery modes: - instructional, group discussions/interactions, practical sessions and workshops, tutorials, skills demonstrations/ practice methodologies. The teaching methodology utilised is informed by the needs of the learner group and the methods best identified to achieve module and programme learning outcomes.

All BRACE programmes are delivered with the principles of adult education and community development in mind. The lived experiences of learners are valued and centre staged. Learners are supported through assignment support, group tutorials and one to one learner support meetings.

BRACE recognises and considers the diversity of learners and their needs that attend our training and education programmes. Learners are encouraged, during the application process to identify with staff any special needs or disabilities they may have. This allows appropriate supports or reasonable accommodations to be put in place early on in the process. Reasonable accommodation refers to the adaptation of assessment, as necessary to cater for the needs of learners whose personal situation would impact on the assessment. Where appropriate, staff may refer learners to the Local Adult Read and Write Scheme or other relevant support mechanism. The Training Centre Co-ordinator is available to address any concerns of an academic nature that learners may have.

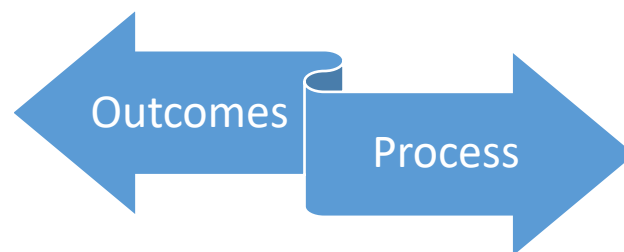
BRACE fosters the personal and professional development of both learners and staff. Staff are appropriately trained, qualified and experienced to deliver the education programmes provided. Programme content is reviewed and adapted on the basis of changing contexts; updated national and local policies and strategies that inform our training type and delivery; feedback from learners, trainers and staff. The BRACE learning environment:

- Enables flexible learning pathways attending to and respecting the diversity of learners.
- Considers the use of different modes of delivery to suit a variety of learning needs including instructional, group discussions/interactions, practical sessions and workshops, tutorials, skills demonstrations/practice methodologies.
- The teaching methodology utilised is informed by the needs of the learner group and the methods best identified to achieve module and programme learning outcomes.
- All BRACE training is delivered on the principles of adult education and community development principles.
- Support and guidance is provided to learners through assignment support, group tutorials and one to one learner support meetings. We also encourage and actively link learners with other

education support providers such as the Ballymun Adult Education Read and Write Service and DCU in the Community's Bridge to Education programme.

- Teaching methodologies and assessment techniques aim to encourage a sense of autonomy and a building of personal confidence and educational development/progression.
- Promotes mutual respect within the learner-teacher relationship – this is achieved through the valuing of and centre stage of lived experience. This is particularly important given the profile of learner attracted to the BRACE education and training provision.

Although BRACE training is outcome focused with respect to ensuring that learners complete the training and receive certification at level 4, 5 or 6 depending on the programme of interest. Along with this outcome focused approach, BRACE trainers are focused on the learner process experience. We believe that by paying attention to the processes of learner and trainer engagement this allows for the enhancement of personal and professional confidence; motivation for further study and exploration of progression options.



Group discussions and exercises are incorporated into the learning experience providing opportunities for learners to interact with the other learners and trainers. Active participation in role-play and real play scenarios and skills demonstrations is promoted and encouraged. The learning and teaching experience is further enhanced by:

- Course handbook for learners and trainers;
- Verbal and written feedback mechanisms built into each programme;
- Clear assignment briefs, submission deadlines and reading lists identified;
- Pre and post questionnaires, mid-way qualitative evaluations and end of course online evaluations;
- Information on training progression options and how to make an application.

Appendix 1

Training Centre, BRACE Community Response

Horizons Centre, Balcurris Road, Ballymun, Dublin 11

Coursework Cover Sheet (Template)

A cover sheet must be completed and added to the front of each piece of submitted work

This declaration must be completed in full and handed in with each piece of coursework.

Learners Name:	
Programme Name:	
Assessment Brief Title:	
Word Count:	

Declaration by learner

I declare that the work in this assignment is my own work. The work has been completed by me and all sources have been acknowledged within the work and referenced.

Signed: _____

Date: _____

Appendix 2
Learner Log (Template)

Name: _____ Date: _____

Session Title/Unit: _____

My response to the session:

Key learning points for me:

- _____

- _____

- _____

- How will I apply the learning to my current role?

- Other reflections (reflecting on material covered and its application to my work):

Appendix 3



Application Form for Compassionate Consideration

Requests for late submission of coursework due to compassionate consideration must be sought in advance of submission dates. Circumstances for compassionate consideration are set out on page 2 of this document.

Learners must complete sections A & B

Section A

Name	
Email Address	
Course/Programme	
Assessment Title	
Module Co-ordinator/Tutor	
Due Date of Submission	

Section B

Requested new date for submission:
State reason for compassionate consideration:

Learner Signature:	
Signed:	Date:

Training Centre Co-ordinator must complete section C

Section C

Permission Granted:	
<input type="checkbox"/> Yes	<input type="checkbox"/> No
Reason for Decision:	
Agreed New Submission Date:	
Training Centre Co-ordinator Signature:	
Signed:	Date:

Compassionate consideration for assessment will be considered in the following circumstances:

- Involvement in an accident
- Victim of a crime
- Illness or serious ongoing medical condition for learner, partner or a family member
- Ongoing life threatening illness of a close family member or partner
- Bereavement of a close family member or a partner
- Acute or ongoing serious personal/emotional circumstances
- Domestic upheaval
- Substance use relapse

Please submit completed form to training@brace.ie

Learners should attach the original, completed form to their coursework before submission. (NB this form should be submitted In Addition To the coursework submission form/cover sheet, which contains a declaration of authorship).

Appendix 4



Application Form for Re-check / Review / Appeal of Assessment Decision

General Information
<ul style="list-style-type: none"> • Please read <u>BRACE's Re-check, Review and Appeal Policy</u> before completing this form. • Please complete in BLOCK LETTERS or in TYPESCRIPT. • Please email completed form for attention of Training Centre Co-ordinator to training@brace.ie no later than the date indicated in the issue of results email / letter. • Fee for Assessment Re-check is €15, Review is €30 and for Appeal is €60 per component. • Appeals submitted after the deadline will not be considered.

Section I - Learner Details:	
Name:	
Address:	
Email:	
Phone Number:	

Assessment for Re-check or Review or Appeal			
Course/Programme Title:			
Course Start and Finish Dates:			
Component Name:		Component Code:	
Module Co-ordinator / Tutor:			
Date of Submission:			

Which process are you applying for?	
Tick the appropriate box: -	Yes
Are you seeking a re-check (Fee €15 per component)?	
Are you seeking a review (Fee €30 per component)?	
Are you seeking an appeal (Fee €60 per component)?	
If seeking a RE-CHECK sign and submit as indicated below. If seeking a REVIEW, you <u>must</u> complete Section II and submit as indicated, go to page 3. If seeking an APPEAL, you <u>must</u> complete Section III and submit as indicated, go to page 5.	

Application for a Re-check, Review or Appeal must be submitted **within 14 working days** from the date of the publication of final results.

Signature	
Learner's Signature:	
Date:	

Please submit the completed form with the required fee (fee for re-check is €15), within fourteen-days of the date the results were issued, for the **attention of the Training Centre Co-ordinator** to training@brace.ie

RE-CHECK of Assessment Decision

Grounds for a Re-check	
The learner believes there was a computational error in the calculation of their result	Tick if applies. <input type="checkbox"/>

Training Centre Co-ordinator must complete the Section below:

RE-CHECK of Assessment Decision

Re-check Decision:	
<input type="checkbox"/> Successful	<input type="checkbox"/> Unsuccessful
Rationale for Decision:	
Training Centre Co-ordinator:	
Signed:	Date:

SECTION II - APPLICATION FORM REVIEW ASSESSMENT DECISION

Grounds for a Review	
Indicate the grounds upon which this request is made. <i>(Tick whichever is most appropriate [you may tick more than one]. Then complete the Statement below.)</i>	Tick all that apply
1. The academic regulations of the Training Centre were not implemented correctly.	
2. Compassionate circumstances existed which may not have been known or considered by the Training Centre.	
3. Bias was shown by the assessor in marking the assignment	

Statement (300 words max)

Please explain the basis for your review request here. You should elaborate on the grounds which were ticked above. You should refer to any supporting documents which you are submitting.

--

Supporting Documentation

Please list any supporting documentation here. You should scan and submit such documentation with your form. Please ensure that documentation is appropriate and legible.

--

Signature	
Learner's Signature:	
Date:	

Please submit the completed form with any relevant documentation and fee (fee for review is €30), within fourteen-days of the date the results were issued, for the **attention of the Training Centre Co-ordinator** to training@brace.ie

Training Centre Co-ordinator must complete the Section below:

REVIEW of Assessment Decision

Review Decision: <input type="checkbox"/> Successful <input type="checkbox"/> Unsuccessful
If successful allocate independent assessor to review:
Outcome of independent assessor's review:
Training Centre Co-ordinator: Signed: Date:

SECTION III - APPLICATION FORM APPEALING ASSESSMENT DECISION

Grounds for Assessment Appeal	
Indicate the ground/s on which you are submitting an appeal.	
A. Procedural irregularity in the completion of the decision-making - there is evidence that the procedures relating to a decision were not followed properly, which may have impacted on the decision.	<input type="checkbox"/>
B. Compassionate Consideration - if there were grounds for Compassionate Consideration that impacted on the learners assessment performance of which the assessor / Training Centre Staff were not aware when making its decision; or, the assessor / Training Centre Staff were aware but had rejected, because the application was late and the Training Centre Staff did not consider the reason why the application was late to be valid.	<input type="checkbox"/>
C. The assessment specific to the course contained questions on material which was not covered as part of the course	<input type="checkbox"/>
D. Other Grounds	<input type="checkbox"/>

Assessment Appeals:

This form should be completed, following an attempt to resolve the issue locally, if you believe that you have grounds to appeal against the result of a module.

- Appeals must be submitted **within 14 working days** from the date of the publication of final results.
- Your appeal submission should include all relevant evidence in support of your appeal.
- Appeals submitted after the deadline will not be considered unless you submit clear documentary evidence that demonstrates that you were prevented from submitting an appeal.
- Please read BRACE's Re-check, Review and Appeal Policy before completing this form.

Please note that:

- Your submitted Learner Appeal Form and supporting documentation will be shared with relevant staff involved in marking of assessment and those responsible for administering and considering the appeal.
- The Training Centre will evaluate and analyse information collected from the Learner Appeal process to identify trends and highlight opportunities for improvement. It will not be possible to identify any individual from data collected for statistical purposes.

An assessment appeal submission will be deemed invalid and returned to the learner if it:

- ii Clearly does not meet any of the stated grounds for appeal.
- iii Does not provide necessary evidence to support the appeal.
- iv Is not submitted within the given timeframe.

Use the next section to explain in full the grounds on which your appeal is based. Complete the appropriate section depending on the grounds you have selected above. Include documentary evidence to support your claim, where appropriate. Failure to do so may result in your appeal not being considered

A	Procedural Irregularity (there is evidence that the procedures relating to a decision were not followed properly, which may have impacted on the decision).
Detailed description of your appeal:	

Relevant evidence to support your appeal:

B	Compassionate Consideration (there were grounds for compassionate consideration that impacted on the learners assessment performance of which the assessor / Training Centre Staff were not aware when making its decision; or, the assessor / Training Centre Staff were aware but had rejected, because the application was late and the Training Centre Staff did not consider the reason why the application was late to be valid).
Detailed description of your appeal:	
Explanation of why it was not possible to submit this information to the Training Centre Co-ordinator before the deadline had elapsed.	
Relevant evidence to support your appeal:	

C	Assessment Content Not Covered (The assessment specific to the course contained questions on material which was not covered as part of the course).
Detailed description of your appeal:	

Relevant evidence to support your appeal:

D	Other Grounds. (Other grounds to appeal the outcome of a review or a decision may be considered subject to the provision of supporting documentation. However, dissatisfaction or disappointment with the result of an assessment of itself is not a ground for such an assessment appeal).
Detailed description of your appeal:	
Relevant evidence to support your appeal:	

Checklist	
Assessment Appeal:	
<input type="checkbox"/>	I have read and understand the Assessment Re-check, Review, Appeals Policy.
<input type="checkbox"/>	I have completed all personal information above.
<input type="checkbox"/>	I have included a copy of the communication from the Administrator notifying me of the decision that I now wish to appeal.
<input type="checkbox"/>	I have provided all the information that I wish the Appeals Board to consider in relation to my appeal.

<input type="checkbox"/>	I understand that my Appeal Form and any supporting documentation will be shared with the original assessor and with relevant staff involved in administering and considering the appeal.
--------------------------	---

Declaration

By submitting this form: I declare that the above information is accurate and true; I confirm that the details of this appeal are complete and acknowledge that they will be passed on to the relevant Training Centre staff administering and considering my appeal; I acknowledge that my appeal and supporting documentation will be shared with the original assessor (decision-making body) for comment; I confirm that I have included relevant supporting documentary evidence to support my case (where applicable); I authorise relevant Training Centre staff to verify the authenticity of all supporting documentation associated with this application.

Signature	
Learner's Signature:	
Date:	

Please submit the completed form with relevant supporting documentation and fee (fee for appeal is €60) within fourteen-days of the date the results were issued, for the **attention of the Training Centre Co-ordinator** to training@brace.ie

Training Centre Co-ordinator must complete Section IV once the appeal process is complete

Section III

Appeal Decision:	
<input type="checkbox"/> Successful	<input type="checkbox"/> Unsuccessful
Rationale for Decision:	
Training Centre Co-ordinator:	
Signed:	Date:

Appendix 5



Complaint Record Form

General Information
<ul style="list-style-type: none"> • Please read <u>BRACE's Complaints Procedure</u> before completing this form. • Please complete all sections of the form. • Please email completed form for attention of Training Centre Co-ordinator to training@brace.ie

Section 1: Personal Details:	
Name:	
Address:	
Phone Number:	
Email:	
Course Title:	
Course Start and Finish Dates:	

Section 2: Details of Complaint

2.1 Area of Project against which complaint is being made:

Education and Training Section	
Project Services	

2.2 Date of incident: _____

2.3 Please provide a summary of your complaint below (max 250 words).

2.3 Please provide a summary of your complaint below (max 250 words).

2.4 Please detail any action already undertaken to resolve the complaint.
(Provide a list of people with whom you have communicated and the dates of these communications).

2.5 Please detail what happened and why you believe it did not resolve your complaint.
(Provide a summary - max. 250 words) (Attach any relevant supporting documentation to this form)

2.6 Please outline your desired outcome:

2.7 If you are submitting a complaint more than one month following the last related incident, please provide a brief explanation for the delay. (Please provide a brief explanation for the delay - max 150 words).

2.8 By submitting this form, I confirm that I have read the Complaints Procedure and have attempted to resolve the matter locally.

Yes / No

Signature: _____

Date: _____

For Official Use Only:

Date of Receipt of this Complaint:

This form is copied to:



BRACE Community Response

Training Centre, Horizons Centre, Balcurris Road, Ballymun, Dublin 11.

Community Addiction Studies Training Centre

Tutor Handbook

Training Centre, BRACE Community Response:

Email: - training@brace.ie

Telephone: 01 8467980.

Table of Contents

Welcome

BRACE Community Response's Training Centre

1. Education & Training Committee
2. Staff Recruitment
3. Teaching and Learning
4. Course Assessment

Assessment and Grading Process

Assignment Brief:

Guidelines for assessors designing assessment briefs:

Submitting coursework for assessment:

Grading System:

General Guidelines for Marking:

Second Marking:

Schedule for completing marking:

Repeating assessments:

Academic Integrity:

Writing Guidelines

Citation and Referencing Guidelines

5. Reasonable Accommodation
6. Additional Time - Compassionate Consideration
7. Learner results – Re-check, Review, Appeal Process
 - Re-check
 - Review
 - Appeal
8. Complaints
9. Accreditation
10. Staff Code of Conduct
11. Learner Code of Conduct
12. Appendices

Appendix I – Record of Coursework Submitted

Appendix II – Reflective Log (Template)

Appendix III – Coursework Cover Sheet

Appendix IV - Application Form for Compassionate Consideration

Appendix V - Application Form for Re-check / Review / Appeal of Assessment Decision

Appendix VI – Complaint Procedure and Complaint Record Form

Welcome

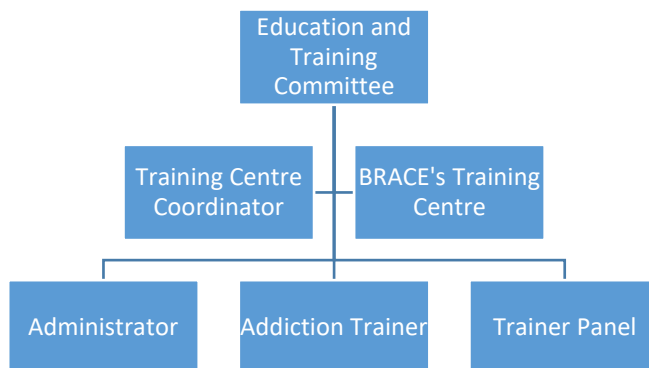
Welcome to BRACE Community Response's Training Centre. BRACE Community Response (BRACE) is a community-based response to drug and alcohol misuse. It was founded in 1981 after three young people in Ballymun had died from drug-related causes. As a response that has come from within the community of Ballymun, we strive to reduce the negative impact of drug and alcohol use on the lives of individuals and families, and on the community. From the outset the Project has sought to respond effectively and professionally to the issues generated by the misuse of drugs and alcohol in the community setting. The delivery of training courses on drugs and alcohol for both community members and professionals has always been a part of this response. In 1996 BRACE's Training Centre was established and is the designated education and training section of BRACE Community Response.

We believe: -

- That individuals with addictions can and do recover.
- The families of those affected by addiction do not have to cope alone.
- That the community can be an effective place to recover.

BRACE Community Response's Training Centre

BRACE's Training Centre is committed to the development and delivery of appropriate and relevant education and training programmes to respond to information, education, awareness and skills development with respect to community substance use and related issues. Education and training programmes are designed to respond to the needs of community members, professionals, organisations and the wider Ballymun community and other similarly impacted communities.



BRACE's Training Centre aims to provide quality education and training devised and delivered from an evidence-based approach to ensure that programme content remains relevant and is aligned with good work practice and accreditation requirements. We aim to:

- Improve the learning experience and outcomes for all learners.
- Ensure that all our education and training services meet high quality standards.
- Strengthen our links with the wider community.

Staff:

- » Brian Foley. BRACE Training Manager, BRACE Community Response. Tel. No. 01 8467980. Email: brianf@brace.ie
- » Naomi O'Brien. Training Centre Administrator, BRACE Community Response. Tel. No. 01 8467980. Email: training@brace.ie
- » Catriona Nally, Training and Development Officer. BRACE Community Response. Tel. No. 01 8467980. Email: catrionaln@brace.ie

1. Education & Training Committee

The Education and Training Committee has delegated authority to make decisions relating to the academic governance of the training and education activities of BRACE Community Response's Training Centre. The Education and Training Committee is concerned with developing and maintaining a policy and practice framework within which the training and education activity of BRACE Community Response (BRACE) takes place. The policy and practice framework is designed to ensure fairness, consistency, equality, and best practice within all such training and education activities undertaken by the Project. BRACE in its delivery of education and training recognises the importance of measuring and maintaining effectiveness and the continuous improvement of our quality assurance system. The BRACE quality assurance system is focused on quality teaching and learner satisfaction.

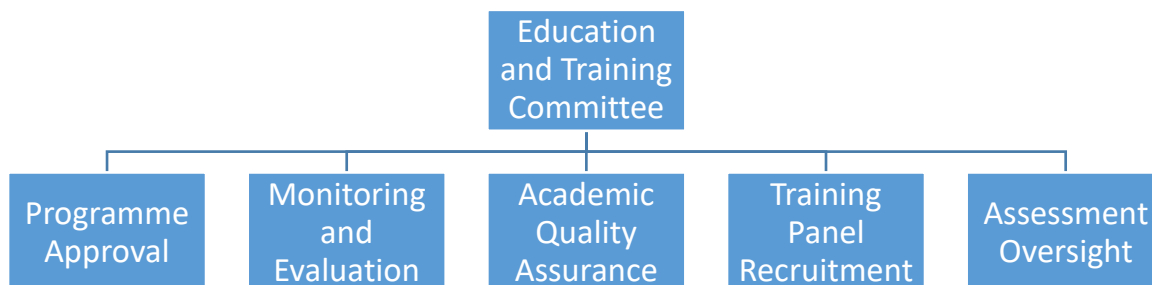


Fig. Education & Training Committee has oversight of the above areas.

BRACE recognises the importance of and is committed to developing a culture of quality, quality assurance, quality improvement and enhancement. Management of Training Centre's quality assurance rests with the Education and Training Committee. Quality assurance procedures are consistent with the following principles:

1. **Quality:** BRACE Community Response provides a commitment to identify and meet the needs of service users and the community.
2. **Improvement:** the development of service delivery is at the heart of all our quality assurance processes.
3. **Transparency:** all policies and procedures should be transparent to learners, service users, staff and stakeholders.
4. **Consistency:** policies will be consistent and fair in approach and content.
5. **Contextuality:** recognition that all policies reflect the environment and practices of the organisation.
6. **Equality:** which is integrated into quality assurance procedures will facilitate greater access to a diverse range of learners and service users.
7. **Stakeholder consultation:** the views of stakeholders will be sought where relevant; this includes engaging learners, service users and wider community stakeholders.

2. Staff Recruitment

In addition to the staff team (co-ordinator, trainer and administrator), the BRACE training centre also hosts a trainer panel made up of external and sessional tutors, trainers and facilitators. BRACE is committed to appointing suitably qualified staff to the role of external trainer, tutor and facilitator. Trainers have diverse and varied educational qualifications and work/practice experience. Currently, there are nine trainers on the panel. Recruitment to the BRACE Trainer Panel is overseen by the Education and Training Committee with support and management provided by the Training Centre Co-ordinator. The procedures for recruitment to the panel is as follows:

- Interested trainer submits their CV to the Training Centre Co-ordinator;
- Interested trainer submits relevant subject matter educational qualifications to the Training Centre Co-ordinator;
- Interested trainer is invited for interview with Training Centre Co-ordinator and the Director;
- If deemed suitable according to agreed criteria, the person is invited to join the trainer panel;
- The Education & Training Committee makes the final decision to approve a trainer to the panel;
- External trainers are subject to all BRACE policies and procedures including our Code of Conduct Policy;
- External trainers are required to engage with regular and relevant training provided.

Once invited to be an external trainer on the panel, trainers are furnished with relevant organisational policies to become familiar with and for sign off. Once actively engaged in training delivery, trainers are subject to ongoing monitoring, appraisal of teaching and performance management. BRACE provides external trainers with reflective supervision, training and development on the basis of identified needs. External trainer performance is also managed through the use of and collection of learner feedback on teaching staff and tutor/trainer self-evaluations.

External trainers are required to evidence criteria based on educational qualifications, work/practice experience, knowledge and understanding, skills set, and personal characteristics. The criteria for entry to the external panel is outlined as follows:

Criteria	Essential
Educational Qualification	A minimum Level 7 qualification in: <ul style="list-style-type: none">- health and human sciences- addiction- community development- Social work- Psychology- other relevant fields.
Experience	The trainer will have: <ul style="list-style-type: none">- Practice experience working in the community, drug and alcohol, social and health care sectors.- Group work and facilitation experience working with groups from a variety of backgrounds.

- Didactic teaching experience.
- Synchronous and asynchronous online teaching and learning.
- Experience of grading and assessment including summative and formative.

Knowledge/Understanding The trainer will have:

- Thorough knowledge of the theory and practice of team work, communication and negotiation, conflict resolution and community development and substance use knowledge.
- In-depth knowledge of Ireland's current and previous National Drug Strategies.
- A working knowledge of Ireland's National Drug Rehabilitation Framework and relevant principles and protocols.
- A thorough understanding of group dynamics and stages of development.
- An understanding of effective group work and teaching styles.

Skills

The trainer will be able to:

- Develop good working relationships with the BRACE training team, learners, committees and key stakeholders.
- Communicate effectively the aims and objectives of the programme.
- Create a positive and effective learning environment.
- Positively interact with the learner group using effective group work and online teaching strategies.
- Facilitate the learner group to achieve the programme and module learning outcomes.

Personal Characteristics

The trainer will be:

- Approachable
- Committed
- Energetic
- Enthusiastic
- Organised
- Patient
- Resourceful

3. Teaching and Learning

The quality of the learning experience provided by BRACE's training centre in the delivery of our Programmes is monitored on an ongoing basis. Programme content is reviewed and adapted on the basis of changing contexts; updated national and local policies and strategies that inform our training type and delivery; and ongoing feedback from learners, trainers and staff. The learning environment provided by BRACE enables flexible learning pathways and attends to and respects the diversity of learners. We consider the use of different modes of delivery that best fit the programme and learning outcomes which includes the following delivery modes: - instructional, group discussions/interactions, practical sessions and workshops, tutorials, skills demonstrations/ practice methodologies. The teaching methodology utilised is informed by the needs of the learner group and the methods best identified to achieve module and programme learning outcomes.

All BRACE programmes are delivered with the principles of adult education and community development in mind. The lived experiences of learners are valued and centre staged. Learners are supported through assignment support, group tutorials and one to one learner support meetings.

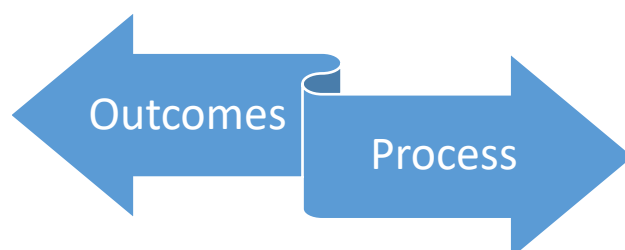
BRACE recognises and considers the diversity of learners and their needs that attend our training and education programmes. Learners are encouraged, during the application process to identify with staff any special needs or disabilities they may have. This allows appropriate supports or reasonable accommodations to be put in place early on in the process. Reasonable accommodation refers to the adaptation of assessment, as necessary to cater for the needs of learners whose personal situation would impact on the assessment. Where appropriate, staff may refer learners to the Local Adult Read and Write Scheme or other relevant support mechanism. The Training Centre Co-ordinator is available to address any concerns of an academic nature that learners may have.

BRACE fosters the personal and professional development of both learners and staff. Staff are appropriately trained, qualified and experienced to deliver the education programmes provided. BRACE values and fosters personal and professional development and supports staff and trainers through meetings, reviews, supervision, and training. Programme content is reviewed and adapted on the basis of changing contexts; updated national and local policies and strategies that inform our training type and delivery; feedback from learners, trainers and staff. The BRACE learning environment:

- Enables flexible learning pathways attending to and respecting the diversity of learners.
- Considers the use of different modes of delivery to suit a variety of learning needs including instructional, group discussions/interactions, practical sessions and workshops, tutorials, skills demonstrations/practice methodologies.
- The teaching methodology utilised is informed by the needs of the learner group and the methods best identified to achieve module and programme learning outcomes.
- All BRACE training is delivered on the principles of adult education and community development principles.
- Support and guidance is provided to learners through assignment support, group tutorials and one to one learner support meetings. We also encourage and actively link learners with other education support providers such as the Ballymun Adult Education Read and Write Service and DCU in the Community's Bridge to Education programme.

- Teaching methodologies and assessment techniques aim to encourage a sense of autonomy and a building of personal confidence and educational development/progression.
- Promotes mutual respect within the learner-teacher relationship – this is achieved through the valuing of and centre stage of lived experience. This is particularly important given the profile of learner attracted to the BRACE education and training provision.

Although BRACE training is outcome focused with respect to ensuring that learners complete the training and receive certification at level 4, 5 or 6 depending on the programme of interest. Along with this outcome focused approach, BRACE trainers are focused on the learner process experience. We believe that by paying attention to the processes of learner and trainer engagement this allows for the enhancement of personal and professional confidence; motivation for further study and exploration of progression options.



Group discussions and exercises are incorporated into the learning experience providing opportunities for learners to interact with the other learners and trainers. Active participation in role-play and real play scenarios and skills demonstrations is promoted and encouraged. The learning and teaching experience is further enhanced by:

- Course manuals for trainers;
- Course handbook for learners and trainers;
- Verbal and written feedback mechanisms built into each programme;
- Clear assignment briefs, submission deadlines and reading lists identified;
- Pre and post questionnaires, mid-way qualitative evaluations and end of course online evaluations;
- Information on training progression options and how to make an application.

Trainers are provided with induction, code of conduct policy and all other organisational policies, course handbooks, course manuals, guidance on developing assessment briefs (Section 4 Course Assessment) and grading guide (Section 4 Course Assessment) and marking sheets. The provision of these documents devised by BRACE provides consistency of standards across trainers and across programmes. Our internal verification and external authentication processes ensure that assessments have been undertaken in a quality assured fashion and that the assessment of learners is fair and consistent and in accordance with national standards.

4. Course Assessment

Assessment and Grading Process

BRACE is committed to ensuring that its assessment processes and procedures are reliable, valid, accurate and fair. Learner assessment is a process for gathering and evaluating the learner's progress academically to promote learning, provide certification and to provide evidence of academic standards. Assessment briefs are devised to meet learning outcomes indicated in programme modules and can inform teaching or curriculum enhancement. Assessment standards should reflect the standards within a discipline or professional field and be applicable nationally.

Assessment is underpinned by the principles of assessment as outlined in Quality and Qualifications Ireland's *Assessment and Standards (2013)* document: -

- Validity – a valid assessment should measure what it is supposed to measure, i.e., the standards of knowledge, skill or competence indicated in the programme learning outcomes and required for the award.
- Reliability – reliability refers to the accuracy with which an assessment measures the skill or attainment it was designed to measure.
- Fairness – a fair assessment in addition to being valid and reliable provides equity of opportunity for all learners.
- Consistency – assessment procedures should be consistent, comparable performance levels should be reflected in comparable grades. Consistency means that the result of assessment findings will inform decision-making.

Information about assessing learner achievement is set out for each programme and is contained in course information sheets and course handbooks. Assessment practices must relate to the identified learner outcomes for the given module, the specified transferable skills and knowledge from the programme, and the related stage on the National Framework of Qualifications.

It is important that assessment is carried out professionally at all times and that it is informed by best practice. QQI's *Assessment and Standards (2013)* document states that: -

- Learners are responsible for demonstrating their learning achievement.
- Assessment supports standards based on learning outcomes.
- Assessment promotes and supports both effective learning and teaching.
- Assessment procedures are credible.
- Assessment methods are reviewed and renewed as necessary to adapt to evolving requirements.
- Learners are well informed about how and why they are assessed.

At the start of each programme the assessment criteria are outlined to learners as they are built into the course delivery and are included in the course timetable and course handbook. Learners are made aware of the consequences of late or missed assessment components. Formative and

Summative assessment strategies are used, formative assessment is based on these seven principles: -

1. Facilitates the development of self-assessment (reflection) in learning.
2. Encourages teacher and peer dialogue around learning.
3. Helps clarify what good performance is (goals, criteria, standards expected).
4. Provides opportunities to close the gap between current and desired performance.
5. Delivers high quality information to students about their learning.
6. Encourages positive motivation beliefs and self-esteem.
7. Provides information to teachers that can be used to help shape the teaching.

(Nicol and MacFarlane-Dick, 2009; Juwah et. Al., 2004)

All assessments are marked in a timely fashion, ideally within three-weeks from submission date and feedback is given, so that learners can track their progress and feedback can be effectively acted upon. It is recommended that you keep a record of each assessment piece that is handed in (Appendix I). Feedback can be provided in a variety of ways; written comments on assignments or on feedback sheets or general comments, that is verbal feedback to the whole group. Summative learning is captured in the weekly learning record/learner log which is used to capture the learner's reflection on personal learning - describing specific learning experiences, activities, responses and skill gaps and skills acquired (see Appendix II).

Assignment Brief:

Tutor/Facilitator will provide learners with details of the course assessment requirements and deadlines. An assignment brief is provided for each piece of assessment to be undertaken. The assessment type and brief will be appropriate to the NFQ level and include details of the assessment task at hand, criteria, marking schemes and submission date. Learners can address any queries to the tutor/facilitator.

Guidelines for assessors designing assessment briefs:

The following guidelines should be followed by assessors when designing assessment briefs:

1. Give a clear description/title as to how the module learning outcomes will be assessed e.g. learning log; essay; case study; skills demonstration.
2. Give clear instructions as to what the learner is required to do for the assessment.
3. Ensure that the method is suitable for assessing the module learning outcomes.
4. Identify the assignment submission deadline.
5. Explain how the assignment is to be submitted e.g. hard copy; electronically.
6. All briefs must be in written form.
7. Use language and terminology that can be clearly understood by the learner.
8. Give clear deadline for submission and/or collection of assignments.
9. Identify timeframe for corrections, ideally three-weeks from submission date.

Submitting coursework for assessment:

All assessments (essay / learning log, etc.) must be submitted in the agreed format and by the agreed deadline. Learners are advised to keep a backup copy of their work. All work submitted, unless stated otherwise, must have a cover sheet, signed and dated by the learner, confirming

that the work being submitted has been authored by the learner. It is critical that all learners attend examinations and skills demonstrations on the dates identified.

Assessment information is provided to learners in the course handbook.

Grading System:

- Unsuccessful (-49%) - minimum standard has not been achieved.
- Pass (50-64%) - minimum acceptable standard, provided sufficient evidence that has relevance and clarity.
- Merit (65-79%) - a good standard has been achieved; ideas well developed and clearly expressed, demonstrated initiative and analytical skills.
- Distinction (80-100%) - an excellent standard has been achieved, in-depth understanding demonstrated, ideas clearly developed and expressed, analytical and reflective thinking expressed.

Grading criteria for awards at Levels 4 – 6

<u>Pass</u>	<u>Merit</u>	<u>Distinction</u>
<p>A Pass indicates that the learner has:</p> <ul style="list-style-type: none"> ▪ 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 	<p>A Merit indicates that the learner has:</p> <ul style="list-style-type: none"> ▪ 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 	<p>A Distinction indicates that the learner has:</p> <ul style="list-style-type: none"> ▪ 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 depth of understanding of the subject matter ▪ demonstrated a high level of initiative, evaluation skills ▪ demonstrated analytical and reflective thinking ▪ expressed and developed ideas clearly, systematically and comprehensively ▪ presented coherent, detailed and focused evidence

If a learner does not submit all required assessments to pass a module by the submission deadline the learner will be recorded as not having completed the module and will receive a mark of zero and the record will show the module as incomplete.

General Guidelines for Marking:

Below are some general guidelines regarding marking and completing the mark sheet: -

- Use ballpoint pen throughout marking and on marking sheets.
- All coursework, assignments, etc., must be accessible for the assessor, verifier and extern.
- Ensure that the learner has included a signed and dated declaration form.
- Ensure that the learner's name is on each piece of work.
- Where coursework is presented in a portfolio it must be in the order that it appears on the marking sheet.
- Where an exercise contains question/s, the answer to each question must directly follow the related question.
- Do mark each page of the learner's work to indicate that you have read it.
- Do give comments on the 'Participant Feedback Sheet' so that the learner is aware of what can be improved on when completing future assignments. Regarding your reflections/comments on the individual pieces of work, use objective comments that relate to the content of the answer and the criteria set out in the assessment brief and the marking scheme.
- Correct spelling and syntax errors throughout the work.
- Do not use tippex on mark sheets, if there is an error in the marking cross it out and put the correct mark alongside or above.
- Ensure that all submitted course work has been marked.
- Note where assessment has not been submitted and reason for this.
- Do not adjust the decimal place until all marks have been transferred to the *Learner Results Summary Sheet* and when totalling the final mark, the adjustment is made to one decimal place.
- Second mark the coursework with your second facilitator or tutor. See **Second Marking** below for the process to be followed.
- Revisit borderline grades e.g. 63-64% or 78-79% before finalising the grades.
- Do give your rationale for learner marks that are just below or just above the grade, using objective comments.
- Sign and date all Learner Marking Sheets and the Learner Results Summary Sheet
- Complete a module summary sheet for each group, sign and date it.

Second Marking:

Second marking ensures consistent marking standards and is used to guarantee that assessment standards do not rely on the judgement of single markers. Your second facilitator or tutor will be the second marker for the group.

Second marking process can be done as follows: -

- The two facilitators/tutors split the assignments/portfolios 50/50, mark the work and then you swap assignments/portfolios, mark the work you have not already marked; when this is completed you then discuss the marks awarded and agree the final mark for each assignment/portfolio. **OR**

- One facilitator/tutor takes all of the papers for one assignment (one piece of assessment) and the other facilitator/tutor takes all of the papers for a different assignment; once both have completed the first marking then each one takes a sample of the assignments that they were not the first marker for; mark these papers and then engage in a cross-moderation process. The sample size to be second marked is 25% of the total assignments and must include assignments from the pass, merit and distinction range and all fails. Then discuss and make a decision for the final mark awarded to each assignment.

Schedule for completing marking:

- Portfolio of Coursework for each learner to be corrected, cross moderated and forwarded to BRACE Training Centre within 14 days of last day of programme delivery.
- Notify BRACE Training Centre of any outstanding portfolios and arrangements in place for same.
- Internal Verification (IV) completed by BRACE – within four weeks – IV Report.
- Provisional results uploaded to QQI QBS.
- External Authenticator reviews and moderates the assessment process and portfolios – EA Report.
- Results approval panel meet, within 5 days of Extern visit - RAP Report.
- Any amendments to results are uploaded to QQI QBS and all results are submitted to QQI for certification.
- Final results are made available to learners and results appeal deadline set for within 14 days from the issuing of final results.
- If there are appeals, these will be dealt with under the Re-check, Review, Appeals procedure
- Component certificates received from QQI – within 6 weeks of QQI submission deadline.

Repeating assessments:

When the submitted assignment does not come up to a pass standard the learner will be given feedback and allowed to re-submit the assignment within 14 days or provided with the opportunity to resubmit by the end of the current programme. If for any reason a learner is unable to re-submit within the timeframe of the current programme then the learner will be allowed to complete the coursework within a timeframe agreed between the learner and the centre and the work will be submitted for assessment the following year or the next submission date. Where the agreed timeframe to re-submit is not met, the learner may be allowed to request one final date to submit outstanding coursework, after which time the option to resubmit will not be considered. The timeframe in this instance would be no longer than 12 months.

A learner with an issue or query, can contact their tutor or one of the centre staff. Queries can be where a learner is looking for information or clarification regarding a specific assessment technique or the assessment process. If a learner has feedback that is not addressed by directing the query to centre staff or through course evaluation, then they have recourse to the Re-check, Review, Appeal process or the Complaints (see section 8) process.

Academic Integrity:

Learners are expected to adhere to standards of academic integrity. The work submitted by learners must be their own work. To demonstrate academic integrity you must acknowledge sources of information that have informed your ideas and discussions in your work by including

a complete list of references. Failure to do this could be deemed plagiarism. Plagiarism can take the following forms:

- Presenting work authored by another person as your own;
- Submitting work as your own that has been completed by someone else;
- Copying the work of a previous student on the course;
- Buying an essay from the internet;
- Presenting work copied extensively from another source;
- Improper paraphrasing;
- Failing to include citation of all original sources

How is plagiarism detected?

Trainers and assessors are familiar with their subject area and are likely to recognise particular content and material that are not referenced properly. A trainer will also correct a range of assignments and given their familiarity with the subject area allows them to detect similarities in a learners work (A Briefing for Students on Academic Integrity and Plagiarism, UCD 2019).

How is plagiarism prevented?

Learners are provided with a number of classes on referencing and plagiarism to support them to develop their skill and technique in referencing but also to raise awareness about what constitutes plagiarism.

Coursework Cover Sheet

Learners are expected to adhere to academic integrity standards and are required to complete and include a cover page with their assignment which states *'I declare that the work in this assignment is my own work. The work has been completed by me and all sources have been acknowledged within the work and referenced.'* The declaration must be signed and dated by the learner (See Appendix III).

How is plagiarism managed?

If a learner is found to have intentionally or unintentionally plagiarised the following procedures are in place:

1. The learner will be invited to a meeting with the Training Centre Co-ordinator and Programme Tutor to discuss their assignment and issues of academic integrity;
2. The learner will be afforded the opportunity to explain the circumstances that surround the plagiarised work;
3. The learner will be provided with the opportunity to re-submit the assignment within 14 days;
4. Once the assignment is re-submitted, and if deemed to be of a pass standard, a minimum pass grade standard will be awarded to the piece of work.

Writing Guidelines

Assignment Brief

An assignment brief is provided for each piece of assessment undertaken. Learners are advised to read the assignment brief carefully and address any queries to the tutor, before commencing work. Learners are asked to include the title / question / required detail, as indicated in brief, at the start of the assignment (not to be included in word count). And where a template is provided the format given must be used, e.g. learner log (see Appendix II).

Academic Writing

Academic writing will usually take the format of an essay in response to the assignment brief. Its purpose is to communicate the information that the learner has learned, researched, discussed and analysed about the topic/s, in a way that the assessor can understand. The writing must be presented so that it is clear, concise, objective, understandable and informative to the reader.

Learners are expected to adhere to standards of academic integrity. The work submitted by learners must be their own work. To demonstrate academic integrity you must acknowledge sources of information that have informed your ideas and discussions in your work by including a complete list of references. Failure to do this could be deemed plagiarism. Plagiarism can take the following forms:

- Presenting work authored by another person as your own;
- Submitting work as your own that has been completed by someone else;
- Copying the work of a previous student on the Programme;
- Buying an essay from the internet;
- Presenting work copied extensively from another source;
- Improper paraphrasing;
- Failing to include citation of all original sources

(A Briefing for Students on Academic Integrity and Plagiarism, UCD 2019)

Text

The following guide must be used for all assessments. Margins of 2cm; Type size is 12pt and font style is Times New Roman; use double line spacing throughout the introduction main body and conclusions. For referencing use single line spacing.

Word count

Word count includes the written content of the work from the start of the introduction to the end of the conclusion. It does not include your cover page / title / question / instruction / reference list.

Headings

It is not necessary to use headings in the work, but if you choose to please keep them to a minimum, no more than three throughout the work. If headings are used then the headings should follow the text guidelines above.

Spelling

Use British rather than American spellings.

Citation and Referencing Guidelines

Citation

A citation is acknowledging the sources of information (report, book, annual report, policy document, website, etc.) that you have used within your assignment. You will paraphrase, summarise or directly quote point/s from someone else's idea in your assignment and this must be supported by relevant citation. This means you must include the surname and the year of publication in brackets at the most appropriate point in the text. For example, one of the reports that you may be reading and referring to during the course is the *National Drugs Rehabilitation Framework Document*, which was written by J. Doyle and J. Ivanovic in 2010. So, if you have paraphrased from this report then at the appropriate point you will add (Doyle and Ivanovic, 2010). Example of a citation using this document: -

The need for strengthening of the inter-agency links has been highlighted as a way to ensure that service users receive integrated services that focus on person-centeredness (Doyle and Ivanovic, 2010).

Direct Quotations

When taking a direct quote from a source this must be clearly visible as a quotation and must therefore be enclosed in single quotation marks with the citation directly following; your citation must include the surname, the year of publication and the page number in brackets at the end of the quotation (Surname, Year, page number).

Example of a citation when using a direct quotation: -

'The Rehabilitation Report highlights difficulties with inter-agency working as a possible key barrier to the progression of service users through different services. In order to ensure an integrated rehabilitation service in Ireland, the Report highlighted the need for a strengthening of inter-agency links and a focus on person-centeredness.' (Doyle and Ivanovic, 2010, pg. 8)

Referencing

Each assignment must be supported by a list of relevant references for the sources you have cited. You will add your reference list at the end of your assignment. The following is the format used for referencing: -

Surname, Initial. (Year). *Name of the report*. Place of publication: Publisher.

Sample Reference List: -

Cullen, B. (2003). *Community and Drugs: a discussion of the contexts and consequences of community drug problems in Ireland, 1976-2001*. Dublin: Trinity College.

Department of Health (2017). *Reducing harm, supporting recovery: a health-led response to drug and alcohol use in Ireland 2017–2025*. Dublin: Department of Health.

Doyle, J., Ivanovic, J. (2010). *National Drugs Rehabilitation Framework Document*. *National Drugs Rehabilitation Implementation Committee*. Dublin: Health Services Executive.

HSE (2011). Health Service Executive, *National Protocols & Common Assessment Guidelines to accompany the National Drug Rehabilitation Implementation Framework*. National Drug Rehabilitation Implementation Committee (NDRIC) - HSE.ie Online Resource Library. Available at: <https://www.hse.ie/eng/services/publications/socialinclusion/ndric/protocolsassessment.pdf> [accessed 20/11/2022].

O'Reilly, L. & O'Brien, K (2022). Professional & Reflective Practice (lecture). Class Notes – 24th November 2022.

5. Reasonable Accommodation

Reasonable Accommodation is where some assessment methods may need to be adjusted to ensure that some learners are treated fairly and equitably. A learner can apply for reasonable accommodation if concerned that the assessment will not allow him/her to compete on an equal footing to other learners. This is open to learners with a disability such as a learning difficulty; blindness or visual impairment; or other grounds as covered by current legislation.

Reasonable Accommodation in an assessment will only be provided to learners who apply and who can provide evidence that he/she cannot compete on equal terms under standard assessment conditions with his/her peers. A request for reasonable accommodation should be made in writing to training@brace.ie and include a copy of the relevant supporting documentation.

The Training Centre Co-ordinator will assess the application and will inform the learner of the outcome. If an application is successful, the Training Centre Co-ordinator will work with the Tutor/Facilitator to accommodate the learner while adhering to the assessment principles and the standard of knowledge, skill and competence required for certification.

Flexible assignment arrangements are available, such as reshaping an assessment type, this will be agreed on the basis of individual learner need and accommodations required.

Adaptations of assessment may include:

- Modified presentation of assignments.
- Use of scribes / readers (if an exam is being undertaken)
- Separate room/space (if an exam is being undertaken)

6. Additional Time - Compassionate Consideration

Extra time to complete and submit written assignments is available to learners on completion, submission and approval of an 'Application Form for Compassionate Consideration' (available in learner handbook). Compassionate consideration is viewed as a serious unforeseen circumstance beyond the learners control and preventing the learner from meeting the requirements of the programme. Compassionate consideration for assessment will be considered in the following circumstances:

- Involvement in an accident
- Victim of a crime
- Illness or serious ongoing medical condition for learner, partner or a family member
- Ongoing life-threatening illness of a close family member or partner
- Bereavement of a close family member or a partner
- Acute or ongoing serious personal/emotional circumstances
- Domestic upheaval
- Substance use relapse
- Work related pressure and strain

In the event of a request for compassionate consideration for assessment the learner is required to request in writing that a particular circumstance be taken into account. The learner will be allowed to complete or submit work at a later date and without penalty; the timeframe for

completion will be agreed with the learner in light of the learners need and circumstances. The Training Centre Co-ordinator will review all applications for compassionate consideration and will adjudicate accordingly. All requests for compassionate consideration should be submitted to the Training Centre Coordinator prior to the course completion date. The process and outcome from all decision-making processes will be recorded on the learners submitted 'Application Form for Compassionate Consideration' (Appendix IV).

7. Learner results – Re-check, Review, Appeal Process

BRACE understands that there are times where learners may wish to question the assessment result and or feedback they receive on their assessment and therefore acknowledges the right of the learner to request a reconsideration of assessment marks. Learners have the right to appeal their final result/s awarded for individual components. All re-check, review and appeal applications will be addressed in a fair, transparent and timely fashion.

Decisions in relation to learner's assessment are undertaken at the following points:

- Allocation of marks (Initial Marking of Coursework by Tutors, Internal Verification)
- Ratification of results (External Authentication (moderation), Results Approval Process)
- Re-check, review and appeal

Definitions

Re-check: Is the administrative operation of checking (again) the addition, recording and combination of marks for a module/component or stage.

Review: Is the reconsideration of the assessment decision, either by the original assessor or by other competent persons, of all or part of the assessed material.

Appeal: Is a request to a higher authority for the alteration of the decision or judgement of a lower one.

Learners are advised of the difference between a re-check, review and appeal and that each process is independent of each other. Learners seeking a re-check, review or appeal have 14 days from the date of issue of assessment result to do so. Information regarding re-check, review and appeal is available in the learner handbook.

Possible Outcomes

The outcome of a re-check, review or appeal application can result in:-

- Grade remaining unchanged
- Grade being increased

Re-check

Grounds for a Re-check:

The grounds for a re-check are as follows:

- The learner believes there was a computational error in the calculation of their result.

Procedure for a Re-check of Assessment Result

BRACE's Training Centre will notify all learners when issuing assessment results that they have 14 days from the date of issue of assessment result, to request a re-check of their results.

A request for a re-check must be made on the **Re-check / Review / Appeal Form** (Appendix V) and signed by the learner concerned. The learner should supply any details that he/she believes will help expedite the re-check. The fee for a re-check will be €15 per component, which in the event of a successful re-check, will be refunded. Only a written request for a re-check made to the Training Centre Co-ordinator on the appropriate form, signed by the person concerned and with the required fee will be considered. The Centre is not obliged to accept any application for a re-check received outside this timeframe.

The Training Centre Co-ordinator (on behalf of the Education and Training Committee) shall arrange to have the result re-checked as soon as possible. As the re-check is an administrative checking of marks allocated and totalled, it will be undertaken by a member of the Training Centre Staff Team. The re-check will ensure that all parts of the submitted work are checked again for the allocation of marks and the totalling of marks awarded and that the final mark and grade awarded are correct.

The Centre will endeavour to complete all re-checks within seven days from the date the re-check request has been accepted. The Training Centre Co-ordinator will inform the learner in writing of the outcome of the re-check.

Where a re-check results in an upgrade, the Training Centre Co-ordinator will notify the Education and Training Committee and will ensure the recording of results are amended accordingly (including any necessary change in award classification as a result of an upgrade) and will notify QQI.

Review

Grounds for a Review:

The grounds for a review are as follows:

- The academic regulations of the Training Centre were not implemented correctly.
- Compassionate circumstances exist which may not have been known or considered by the Training Centre. Compassionate circumstances must be notified in writing to the Training Centre Co-ordinator when they occur. Where the learner delays notifying the Centre of any compassionate circumstances, the Centre is not obliged to take these into consideration.
- Bias was shown by the assessor in marking the assignment

In the case of compassionate circumstances relating to assessment performance, it is expected that evidence of compassionate circumstances is dated prior to, or on the date of, the assessment under consideration. Medical certification dated after the fact indicating the possibility of compassionate circumstances at an earlier date will not normally be accepted.

Procedure for a Review of Assessment Result

BRACE's Training Centre will notify all learners when issuing assessment results that they have 14 days from the date of issue of assessment result, to request a review of their results.

A learner considering a review application is advised to seek additional feedback from the tutor / facilitator in question but should not allow this to delay their review application which can be withdrawn at no cost. This ensures that in the first instance there is an opportunity for informal consultation between the learner and tutor / facilitator.

A request for a review must be made on the **Re-check / Review / Appeal Form** (Appendix V) and signed by the learner concerned. The learner should supply any details and relevant documentation that he/she believes will help expedite the review. The fee for a review will be €30 per component, which in the event of a successful review, will be refunded. Only a written request for a review made to the Training Centre Co-ordinator on the appropriate form, signed by the person concerned, with the relevant supporting documentation and with the required fee will be considered. The review request must be received by the Training Centre Co-ordinator within 14 days of the date of issue of the assessment result. The Centre is not obliged to accept any application for review received outside this timeframe.

A request for a review must state the grounds upon which the review is sought, and the learner must supply evidence in support of his/her request. If a review is granted, then the relevant assessment material will be re-assessed by an assessor who did not undertake the initial assessment.

The decision of the new assessor will supersede the decision of the original assessor/s. The learner will be informed by the Training Centre Co-ordinator in writing of the outcome of the review. If the learner is dissatisfied with the outcome of a review, they may appeal the decision in accordance with the appeal section below.

Where a review results in an upgrade, the Training Centre Co-ordinator will notify the Education and Training Committee for the purpose of amending the results accordingly (including any necessary change in award classification as a result of an upgrade) and will notify QQI.

The Centre will endeavour to complete all reviews within twenty-one days from the date the review request has been accepted.

Appeal

Grounds for Appeal:

The learner can appeal the outcome of a review or a decision on the following grounds:

- Procedural irregularity in the completion of the decision-making – there is evidence that the procedures relating to a decision were not followed properly, which may have impacted on the decision.
- If there were grounds for Compassionate Consideration that impacted on the learners assessment performance of which the assessor / Training Centre Staff were not aware when making its decision; or, the assessor / Training Centre Staff were aware but had rejected, because the application was late and the Training Centre Staff did not consider the reason why the application was late to be valid.

- The assessment specific to the course contained questions on material which was not covered as part of the course.
- Other grounds to appeal the outcome of a review or a decision may be considered subject to the provision of supporting documentation. However, dissatisfaction or disappointment with the result of an assessment of itself is not a ground for such an assessment appeal.

If the grounds for Compassionate Consideration had not been made known previously to the Training Centre Co-ordinator, the appeal must include a supported explanation for the non-disclosure.

Where medical evidence is being relied upon, appropriate certification by an independent Medical Practitioner (excluding any Medical Practitioner who is a family relation of the learner) should be attached.

The introduction of new material that could have been provided previously to inform decision-making will not normally be accepted as valid grounds for appeal.

Procedure to be followed to Request an Appeal

A request for an appeal must be received by the Training Centre Co-ordinator no later than the date specified in correspondence, or within 14 days, where no date is specified, of the date of issue of the assessment result.

Only a written request for an appeal signed by the learner concerned will be considered. The request for appeal must be made on the **Re-check / Review / Appeal Form** (Appendix V) and signed by the learner concerned. The learner must supply evidence in support of his/her request.

It is important that a learner provides as full details as possible in their appeal application. Failure to provide information at the appeal application stage may result in no further opportunity being provided to share this information. It is the responsibility of the learner to provide full details. The Centre is not required to consider any information not provided at the appeal application stage. Only evidence that has previously been presented by the learner and has been securely retained by the centre following the initial assessment, can be considered as part of an appeal. No new evidence can be submitted.

The fee for an appeal will be €60 per component, refundable where the appeal is successful, and must be included with the appeal application form.

Where the Training Centre Co-ordinator believes there is evidence of grounds for an appeal, he/she will inform the Education and Training Committee and constitute an Appeal Board to consider the case.

Attendance at the Appeals Board meeting by the learner is at the discretion of the Education and Training Committee and may not be deemed necessary.

The Appeals Board will inform the Training Centre Co-ordinator regarding the outcome of the appeal by email and the Training Centre Co-ordinator will inform the learner of the outcome of their appeal in writing within a reasonable timeframe.

Where an appeal results in an upgrade, the Education and Training Committee will ensure that the results are amended accordingly (including any necessary change in award classification as a result of an upgrade) and QQI will be notified.

Responsibilities

All Training Centre staff have responsibility for communications with learners and are aware of the assessment process within the Training Centre, including the Re-check, Review, Appeal policy and process. As the majority of assessment queries are likely to be dealt with through tutors/facilitators, all staff should be appropriately prepared to respond to queries.

Information for Learners

Information on the Re-check, Review, Appeal Process and deadline for submitting an application for either a Re-check, Review or Appeal must be made available to the learner at the start of a course, and when results are provided to learners.

8. Complaints

Where a learner has a complaint, they are expected, in the first instance, to address it with the person concerned. If still unsatisfied, they may take their concerns to the Training Centre Coordinator, and thereafter may raise their complaint to the senior management team.

Under the complaints policy: -

- You can raise your issue in person, with a staff member, by telephone or via e-mail. The staff member will try to resolve the issue with you. If this does not happen and you are still unhappy then the staff member will help you complete a Complaints Record Form (Appendix VI) or write a complaint letter, which will be given to the Training Centre Coordinator.
- Once you have written down the complaint the Training Centre Coordinator or a member of Senior Management will investigate the problem and get back to you within 21 working days with a response.
- If you are unhappy with the response, let the Training Centre Coordinator /Senior Manager know and a meeting can be set up with another member of the Senior Management Team within four weeks.

You can bring a family member or other advocate to this meeting. Following this meeting you will be informed of an outcome within one week (BRACE Community Response's Complaints Policy – 2019).

9. Accreditation

On successful completion of the programme and the coursework the learner will achieve a component certificate (minor awards at Level 4, 5, 6 – see programme information) with Quality and Qualifications Ireland (QQI).

The National Framework of Qualifications

BRACE Community Response offers programmes at level's 4, 5, and 6 leading to qualifications with QQI that are aligned with the levels outlined in the National Framework of Qualifications (NFQ). The diagram below indicates all ten levels on the NFQ.



Achievements at the various levels are general indicators of a person's knowledge, skill and competence at that level; each level is based on nationally agreed standards.

Level 4 – Broad range of knowledge. Mainly concrete in reference and with some elements of abstraction or theory. Demonstrate a moderate range of practical and cognitive skills and tools. Select from a range of procedures and apply known solutions to a variety of predictable problems. Act in familiar and unfamiliar contexts. Act with considerable amount of responsibility and autonomy. Learn to take responsibility for own learning within a supervised environment. Assume partial responsibility for consistency of self-understanding and behaviour.

Level 5 – Broad range of knowledge. Some theoretical concepts and abstract thinking, with significant depth in some areas. Demonstrate a broad range of specialised skills and tools. Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems. Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts. Exercise some initiative and independence in carrying out defined activities; join and function within multiple complex and heterogeneous groups. Learn to take responsibility for own learning within a managed environment. Assume full responsibility for consistency of self-understanding and behaviour.

Level 6 – Specialised knowledge of a broad area. Some theoretical concepts and abstract thinking, with significant underpinning theory. Demonstrate comprehensive range of specialised skills and tools. Formulate responses to well-defined abstract problems. Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and / or technical or creative skills to a range of contexts. Exercise substantial personal autonomy and often take responsibility for the work of others and /or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups. Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs. Express an internalised, personal world view, reflecting engagement with others.

For more information on the National Framework of Qualifications see:

<https://www.qqi.ie/what-we-do/the-qualifications-system/national-framework-of-qualifications>

10. Staff Code of Conduct

All staff should maintain the highest standards of behaviour in the performance of their duties by:

- Fulfilling their role as outlined in their contract of employment and job description to a satisfactory standard;
- Performing their duties to the best of their ability in a safe, efficient and competent way;
- Following BRACE's policies and procedures as well as any instructions and directions reasonably given to them;
- Acting honestly, responsibly and with integrity;
- Treating others with fairness, equality, dignity and respect;
- Acting in a way that is in line with the purpose and values of the organisation and that enhances the work of the organisation;
- Communicating respectfully and honestly at all times with colleagues and all persons who interact with BRACE Community Response;
- Observing safety procedures, including obligations concerning the safety, health and welfare of other people, in accordance with BRACE Community Response Safety Statement;
- Reporting any health and safety concerns even if it is not within their area of responsibility;
- Raising concerns about possible wrongdoing in the workplace with the Management of BRACE Community Response in line with BRACE Community Response's whistleblowing policy;
- Directing any questions regarding BRACE Community Response's policies, procedures, support or supervision to their line manager.
- Addressing any issues or difficulties about any aspect of their role or how they are managed in line with BRACE Community Response's grievance procedures;
- Keeping confidential matters confidential;
- Exercising caution and care with any documents, material or devices containing confidential information and, at the end of their employment with BRACE Community Response, returning any such documents, material or devices in their possession;
- Seeking authorisation before communicating externally on behalf of BRACE Community Response.
- Complying with BRACE Community Response's Information and Communications Technologies Policy;
- Declaring any interests that may conflict with their work or the work of the organisation (e.g. other business interests or employment). If any doubt arises as to what constitutes a conflict of interest, employees may seek guidance from the Management of BRACE Community Response;
- Undertaking relevant training to maintain and improve knowledge, skills and work practices;
- Maintaining an appropriate standard of dress and personal hygiene;

Employees are expected NOT to:

- Engage in any activity that may damage property;
- Bring the organisation into disrepute (including through the use of email, social media and other internet sites, engaging with media etc.);
- Engage in any activity which may cause physical or mental harm or distress to another person (such as verbal abuse, physical abuse, assault, bullying, or discrimination or harassment on the grounds of gender, civil status, family status, sexual orientation, religion, age, disability, race or membership of the Traveller community);
- Be affected by alcohol, drugs, or medication which will affect their ability to carry out their duties and responsibilities during working hours;
- Provide a false or misleading statement, declaration, document, record or claim in respect of BRACE Community Response, its volunteers, employees or organisation trustees;
- Take unauthorised possession of property that does not belong to them;
- Engage in illegal activity in the workplace;
- Improperly disclose, during or after their employment with BRACE Community Response, confidential information gained in the course of their work;
- Seek or accept gifts, rewards, benefits or hospitality from a third party in the course of their work, which might reasonably be seen to compromise their integrity or personal judgement.

11. Learner Code of Conduct

1. Introduction.

BRACE Community Response (BRACE) is a community response to drug and alcohol misuse. It was founded in 1981 after three young people from Ballymun died from drugs-related causes. As a response that has come from within the community of Ballymun, we strive to reduce the negative impact of drug and alcohol use on the lives of individuals and families, and on this community.

As part of this mission, BRACE's Training Centre provides a range of training and education opportunities, which are directed towards facilitating more effective responses to the challenges of drug and alcohol use as they impact on individuals, families, and communities.

By registering for a programme or course in BRACE's Training Centre, a learner undertakes to behave in a manner that fits with the achievement of this mission. This includes accepting the rights and responsibilities that come with being a learner within BRACE Programmes.

The purpose of this Code of Conduct is to facilitate the maintenance of a safe and supportive learning environment for all learners within BRACE.

Observing this code involves respecting the right of others and showing them due courtesy and respect. It also requires learners to abide by the procedures and regulatory guidelines that apply to specific programmes or courses.

If the Code is breached, it may result in disciplinary procedures being initiated.

Suspected criminal offences will ordinarily be referred to An Garda Síochána, and/or other appropriate civil authority.

2. Responsibilities of Learners.

Learners are expected to be familiar with this Code, and any other policies of BRACE that apply to them. (List of additional policies/guidelines, etc. Include link to Learner Related Policies on the Website)
Learners are bound by this Code even if they do not agree with its provisions, or if they have failed to make themselves aware of what it contains.

Learners are expected to:

- Participate in the learning activities that make up a particular programme or course within BRACE for which they have registered
- Fulfil the assessment or examination requirements associated with the programme for which they have registered
- Respect the Staff of BRACE and others involved in the delivery of programmes in the performance of their roles, and to cooperate with them accordingly
- Respect the rights and dignity of all of the members of the BRACE learning community, including co-learners and others who interact with the BRACE learning environment
- Be aware of what constitutes appropriate behaviour for a learner of BRACE, particularly when representing BRACE or identifiable as a learner on BRACE programmes, and to behave accordingly.

Compliance with the Code.

As indicated in Section 2 learners are expected to comply with this Code.

Breaches of the Code may result in the initiation of a disciplinary process.

The following list, which is not exhaustive, indicates what may constitute a breach of the Code of Conduct:

- Plagiarism, which is the use of unauthorised material in the production of any coursework or assessment process
- Providing false information to BRACE with the intention of deceiving
- Failing to comply with any reasonable individual or collective instruction given by a BRACE staff member in the performance of his or her duties, where such refusal results in the obstruction of the work of staff or learners.
- Physical abuse of another person, whether actual or threatened
- Verbal abuse of another person
- Abusive electronic communication with others (e.g. by text, social media, email). This includes the making of abusive or false statements about BRACE, its learners, or its staff.
- Bullying
- Harassment including, but not confined to, sexual harassment
- Disorderly conduct, including within or outside BRACE, that would be likely to bring BRACE into disrepute or be perceived as threatening by others
- Damage, destruction, misuse, or user without authorisation of BRACE property
- Theft of BRACE property, including library materials, or of private property within BRACE
- Misuse of alcohol or other substances during course time
- Making false, malicious, or vexatious complaints
- Interference with, or intimidation of witnesses involved in a disciplinary hearing.

Disciplinary Procedures

If this Code is breached, disciplinary procedures are normally invoked. This will normally involve an initial notification of the issue to the Training Centre Coordinator. Where the Training Centre Coordinator was personally involved in the matter, the issue will be dealt with by the Director of BRACE.

The Procedure.

Investigation:

5. All complaints or concerns about a learner will be fully investigated and considered before a decision is taken under this procedure.
6. BRACE has the right to suspend course participation, if required, by a learner, against whom a complaint is made while that complaint is investigated. Such suspension is not considered to be disciplinary action. During any such period of suspension, BRACE may require the learner not to enter any premises of BRACE Community Response and to refrain from contacting any learners, staff, or others engaged with the Project.

Hearings:

17. If after investigation BRACE considers that formal disciplinary action may be appropriate, it will hold a hearing. Normally, at least three working days before the hearing the learner will be given details of the allegations made against them. The hearing will be held during working hours at the premises of BRACE Community Response, unless otherwise agreed by the Learner and BRACE Community Response.
18. If the learner has any documents which they want BRACE Community Response to consider at the hearing, they should provide a copy to the Training Centre Coordinator / Director BRACE in advance. The learner should let the Training Centre Coordinator / Director BRACE know if they are aware of any witnesses who may be able to provide evidence on the allegations made.

19. The learner, at an appropriate meeting or hearing, will be given the opportunity to put forward his/her views and facts relating to the matters of concern raised before a decision is taken under this procedure.
20. The learner is entitled to be accompanied at the hearing by a third party of their choice, whether a fellow learner or relative.
21. In the case that the chosen representation cannot attend on the proposed date, reasonable efforts will be made to select a date that is suitable to all parties.
22. The third party who accompanies the employee may address the hearing on the learner's behalf and confer with the learner, but may not answer questions on behalf of the learner.
23. At each stage of the procedure, the learner will be fully advised as to the nature of the complaint or concern, and told whether or not any meeting or hearing may lead to dismissal from the programme or course.
24. If appropriate, the hearing may be adjourned either during or after the hearing and prior to reaching a decision. The decision reached will be confirmed in writing.

Appeals:

1. The learner will have the right to appeal against any decision taken under this procedure.
2. Any learner wishing to appeal against a decision under the procedure must inform BRACE Community Response in writing within 5 working days of having been notified of the decision against which the appeal is being made. The notification must include the learner's ground/s of appeal. Where possible, appeals will be determined by a senior manager who was not involved in the investigation or disciplinary decision in relation to which the appeal is being made.
3. The result of an appeal will be final. The learner will be notified in writing of the outcome. No further appeal may be made.

Sanctions.

The types of sanctions which can be imposed by the Courses Committee include:

- Caution
- Instruction for the reparation of any damage or loss incurred due to actions by the learner
- Suspension from some academic exercises
- Suspension from all academic exercises
- Failure in respect of an element of assessed work
- Reduction in marks for an element of assessed work
- Suspension from BRACE for a period of time
- Termination of participation with BRACE

Appendix II – Coursework Cover Sheet

Coursework Cover Sheet (Sample)

A cover sheet must be completed and added to the front of each piece of submitted work

PROGRAMME

This declaration must be completed in full and handed in with each piece of coursework.

Learners Name:	
Programme Name:	
Assessment Brief Title:	
Word Count:	

Declaration by learner

I declare that the work in this assignment is my own work. The work has been completed by me and all sources have been acknowledged within the work and referenced.

Signed: _____

Date: _____

Appendix III – Reflective Log (Template)

Weekly Reflective Learning Log

Name: _____ Class Date: _____

Session Title/Module: _____

My response to the session:

Key learning points for me:

-
-
-

Other reflections (analysis of material covered and its application to my work):

How will I apply the learning to my practice?

What knowledge and skills do I need to develop further?

Appendix IV - Application Form for Compassionate Consideration



Requests for late submission of coursework due to compassionate consideration must be sought in advance of submission dates. Circumstances for compassionate consideration are set out on page 2 of this document.

Learners must complete sections A & B

Section A

Name	
Email Address	
Course/Programme	
Assessment Title	
Module Co-ordinator/Tutor	
Due Date of Submission	

Section B

Requested new date for submission:
State reason for compassionate consideration:
Learner Signature:
Signed: Date:

Training Centre Co-ordinator must complete section C

Section C

Permission Granted: <input type="checkbox"/> Yes <input type="checkbox"/> No
Reason for Decision:
Agreed New Submission Date:
Training Centre Co-ordinator Signature: Signed: Date:

Compassionate consideration for assessment will be considered in the following circumstances:

- Involvement in an accident
- Victim of a crime
- Illness or serious ongoing medical condition for learner, partner or a family member
- Ongoing life threatening illness of a close family member or partner
- Bereavement of a close family member or a partner
- Acute or ongoing serious personal/emotional circumstances
- Domestic upheaval
- Substance use relapse

Please submit completed form to training@brace.ie

Learners should attach the original, completed form to their coursework before submission. (NB this form should be submitted In Addition To the coursework submission form/cover sheet, which contains a declaration of authorship).

Appendix IV - Application Form for Re-check / Review / Appeal of Assessment Decision



General Information

- Please read BRACE's Re-check, Review and Appeal Policy before completing this form.
- Please complete in BLOCK LETTERS or in TYPESCRIP.T.
- Please email completed form **for attention of Training Centre Co-ordinator** to training@brace.ie no later than the date indicated in the issue of results email / letter.
- Fee for Assessment Re-check is €15, Review is €30 and for Appeal is €60 per component.
- Appeals submitted after the deadline will not be considered.

Section I - Learner Details:

Name:	
Address:	
Email:	
Phone Number:	

Assessment for Re-check or Review or Appeal

Course/Programme Title:			
Course Start and Finish Dates:			
Component Name:		Component Code:	
Module Co-ordinator / Tutor:			
Date of Submission:			

Which process are you applying for?	
Tick the appropriate box: -	Yes
Are you seeking a re-check (Fee €15 per component)?	
Are you seeking a review (Fee €30 per component)?	
Are you seeking an appeal (Fee €60 per component)?	
If seeking a RE-CHECK sign and submit as indicated below. If seeking a REVIEW, you <u>must</u> complete Section II and submit as indicated, go to page 3. If seeking an APPEAL, you <u>must</u> complete Section III and submit as indicated, go to page 5.	

Application for a Re-check or Review or Appeal must be submitted **within 14 working days** from the date of the publication of final results.

Signature	
Learner's Signature:	
Date:	

Please submit the completed form with the required fee (fee for re-check is €15), within fourteen-days of the date the results were issued, for the **attention of the Training Centre Co-ordinator** to training@brace.ie

RE-CHECK of Assessment Decision

Grounds for a Re-check	
The learner believes there was a computational error in the calculation of their result	Tick if applies. <input type="checkbox"/>

Training Centre Co-ordinator must complete the Section below:

RE-CHECK of Assessment Decision

Re-check Decision: <input type="checkbox"/> Successful <input type="checkbox"/> Unsuccessful
Rationale for Decision:
Training Centre Co-ordinator:
Signed: Date:

SECTION II - APPLICATION FORM REVIEW ASSESSMENT DECISION

Grounds for a Review	
Indicate the grounds upon which this request is made. <i>(Tick whichever is most appropriate [you may tick more than one]. Then complete the Statement below.)</i>	Tick all that apply
1. The academic regulations of the Training Centre were not implemented correctly.	
2. Compassionate circumstances existed which may not have been known or considered by the Training Centre.	
3. Bias was shown by the assessor in marking the assignment	

Statement (300 words max)

Please explain the basis for your review request here. You should elaborate on the grounds which were ticked above. You should refer to any supporting documents which you are submitting.

--

Supporting Documentation

Please list any supporting documentation here. You should scan and submit such documentation with your form. Please ensure that documentation is appropriate and legible.

Signature	
Learner's Signature:	
Date:	

Please submit the completed form with any relevant documentation and fee (fee for review is €30), within fourteen-days of the date the results were issued, for the **attention of the Training Centre Co-ordinator** to training@brace.ie

Training Centre Co-ordinator must complete the Section below:

REVIEW of Assessment Decision

Review Decision: <input type="checkbox"/> Successful <input type="checkbox"/> Unsuccessful
If successful allocate independent assessor to review:
Outcome of independent assessor's review:
Training Centre Co-ordinator: Signed: Date:

SECTION III - APPLICATION FORM APPEALING ASSESSMENT DECISION

Grounds for Assessment Appeal	
Indicate the ground/s on which you are submitting an appeal.	
A. Procedural irregularity in the completion of the decision-making - there is evidence that the procedures relating to a decision were not followed properly, which may have impacted on the decision.	<input type="checkbox"/>
B. Compassionate Consideration - if there were grounds for Compassionate Consideration that impacted on the learners assessment performance of which the assessor / Training Centre Staff were not aware when making its decision; or, the assessor / Training Centre Staff were aware but had rejected, because the application was late and the Training Centre Staff did not consider the reason why the application was late to be valid.	<input type="checkbox"/>
C. The assessment specific to the course contained questions on material which was not covered as part of the course.	<input type="checkbox"/>
D. Other Grounds.	<input type="checkbox"/>

Assessment Appeals:

This form should be completed, following an attempt to resolve the issue locally, if you believe that you have grounds to appeal against the result of a module.

- Appeals must be submitted **within 14 working days** from the date of the publication of final results.
- Your appeal submission should include all relevant evidence in support of your appeal.
- Appeals submitted after the deadline will not be considered unless you submit clear documentary evidence that demonstrates that you were prevented from submitting an appeal.
- Please read BRACE's Re-check, Review and Appeal Policy before completing this form.

Please note that:

- Your submitted Learner Appeal Form and supporting documentation will be shared with relevant staff involved in marking of assessment and those responsible for administering and considering the appeal.
- The Training Centre will evaluate and analyse information collected from the Learner Appeal process to identify trends and highlight opportunities for improvement. It will not be possible to identify any individual from data collected for statistical purposes.

An assessment appeal submission will be deemed invalid and returned to the learner if it:

- v Clearly does not meet any of the stated grounds for appeal.
- vi Does not provide necessary evidence to support the appeal.
- vii Is not submitted within the given timeframe.

Use the next section to explain in full the grounds on which your appeal is based. Complete the appropriate section depending on the grounds you have selected above. Include documentary evidence to support your claim, where appropriate. Failure to do so may result in your appeal not being considered.

A	Procedural Irregularity (there is evidence that the procedures relating to a decision were not followed properly, which may have impacted on the decision).
Detailed description of your appeal:	

Relevant evidence to support your appeal:

B	Compassionate Consideration (there were grounds for compassionate consideration that impacted on the learners assessment performance of which the assessor / Training Centre Staff were not aware when making its decision; or, the assessor / Training Centre Staff were aware but had rejected, because the application was late and the Training Centre Staff did not consider the reason why the application was late to be valid).
Detailed description of your appeal:	
Explanation of why it was not possible to submit this information to the Training Centre Co-ordinator before the deadline had elapsed.	
Relevant evidence to support your appeal:	

C	Assessment Content Not Covered (The assessment specific to the course contained questions on material which was not covered as part of the course).
----------	--

Detailed description of your appeal:
Relevant evidence to support your appeal:

D	Other Grounds. (Other grounds to appeal the outcome of a review or a decision may be considered subject to the provision of supporting documentation. However, dissatisfaction or disappointment with the result of an assessment of itself is not a ground for such an assessment appeal).
Detailed description of your appeal:	
Relevant evidence to support your appeal:	

Checklist	
Assessment Appeal:	
<input type="checkbox"/>	I have read and understand the Assessment Re-check, Review, Appeals Policy.
<input type="checkbox"/>	I have completed all personal information above.
<input type="checkbox"/>	I have included a copy of the communication from the Administrator notifying me of the decision that I now wish to appeal.
<input type="checkbox"/>	I have provided all the information that I wish the Appeals Board to consider in relation to my appeal.

<input type="checkbox"/>	I understand that my Appeal Form and any supporting documentation will be shared with the original assessor and with relevant staff involved in administering and considering the appeal.
--------------------------	---

Declaration

By submitting this form: I declare that the above information is accurate and true; I confirm that the details of this appeal are complete and acknowledge that they will be passed on to the relevant Training Centre staff administering and considering my appeal; I acknowledge that my appeal and supporting documentation will be shared with the original assessor (decision-making body) for comment; I confirm that I have included relevant supporting documentary evidence to support my case (where applicable); I authorise relevant Training Centre staff to verify the authenticity of all supporting documentation associated with this application.

Signature	
Learner's Signature:	
Date:	

Please submit the completed form with relevant supporting documentation and fee (fee for appeal is €60) within fourteen-days of the date the results were issued, for the **attention of the Training Centre Co-ordinator** to training@brace.ie

Training Centre Co-ordinator must complete Section IV once the appeal process is complete
Section IV

Appeal Decision:	
<input type="checkbox"/> Successful	<input type="checkbox"/> Unsuccessful
Rationale for Decision:	
Training Centre Co-ordinator:	
Signed:	Date:

Appendix 17 Guidelines for Assessors – Developing Assignment Briefs

Guidelines for Assessors – Developing Assignment Brief

The following guidelines should be followed by assessors when designing assessment briefs:

1. Give a clear description/title as to how the module learning outcomes will be assessed e.g. learning log; essay; case study; skills demonstration.
2. Give clear instructions as to what the learner is required to do for the assessment.
3. Ensure that the method is suitable for assessing the module learning outcomes.
4. Identify the assignment submission deadline.
5. Explain how the assignment is to be submitted e.g. hard copy; electronically.
6. All briefs must be in written form.
7. Use language and terminology that can be clearly understood by the learner.
8. Give clear deadline for submission and/or collection of assignments.
9. Identify timeframe for corrections, ideally three-weeks from submission date.

Appendix 18 Grading Guidelines for Assessors

The assessor is requested to ensure that:

- The learner has selected relevant and appropriate reading material.
- The submitted work demonstrates a clear understanding and knowledge of topic.
- There is evidence of analysis of the material covered.
- The requested format is adhered to and the declaration sheet is attached.
- All sources are cited and acknowledged.
- Below is a guide to bear in mind when marking the course work.

Level indicators

Level 5

Knowledge

Breadth

Broad range of knowledge

Knowledge

Kind

Some theoretical concepts and abstract thinking, with significant depth in some areas. Some underpinning theory

Know how & Skill

Range

Demonstrate a broad range of specialised skills and tools

Know How & Skill

Selectivity

Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems

Competence *Context*

Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts

Competence

Role

Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups

Competence

Learning to Learn

Learn to take responsibility for own learning within a managed environment

Competence

Insight

Assume full responsibility for consistency of self-understanding and behaviour

Grading Criteria for awards at Level 4 - Level 6 (QQI)

Pass

Merit

Distinction

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
- demonstration in-depth understanding of the subject matter
- demonstrated a high level of initiative, evaluation skills
- demonstrated analytical and reflective thinking
- expressed and developed ideas clearly, systematically and comprehensively
- presented coherent, detailed and focused evidence

80% or more Excellent. The work will be of very high standard and will reflect knowledge and autonomous development of reasoning processing well beyond that given in class or in standard works. There is clear evidence of depth and breadth in reading.

65 – 79% Very good work which is well developed beyond that given; demonstrates sound knowledge and reasoning; depth and breadth of reading

50 – 64% Average. The work is reasonably competent, though there may be some weaknesses. Knowledge is adequate and while it demonstrates reading beyond the class or in standard works, it might be patchy or not broad.

Appendix 19 Complaint Procedure and Complaint Record Form



Where a learner has a complaint, they are expected, in the first instance, to address it with the person concerned. If still unsatisfied, they may take their concerns to the Training Centre Coordinator, and thereafter may raise their complaint to the senior management team.

Under the complaints policy: -

- You can raise your issue in person, with a staff member, by telephone or via e-mail. The staff member will try to resolve the issue with you. If this does not happen and you are still unhappy then the staff member will help you complete a Complaints Record Form or write a complaint letter, which will be given to the manager.
- Once you have written down the complaint a member of the senior management team will investigate the problem and get back to you within 21 working days with a response.
- If you are unhappy with the response, let the senior manager know and a meeting can be set up with someone more senior in the organisation within four weeks.

You can bring a family member or other advocate to this meeting. Following this meeting you will be informed of an outcome within one week (BRACE Community Response's Complaints Policy - 2019).

Learner / Service User Complaints Procedure

1. Who can complain?

- 1.1. Anyone who is a user of the service.
- 1.2. An advocate may complain on the service user's behalf provided they have the service user's written consent.
- 1.3. A parent / guardian may complain on behalf of a child.

2. What can they complain about?

- 2.1. A learner / service user can complain about:
 - 2.1.1 Any part of the service that they have received
 - 2.1.2 A decision made about them that affects them
 - 2.1.3 Being denied a service
 - 2.1.4 A change in service provision
 - 2.1.5 A member of staff

3. Verbal complaints

- 3.1. All verbal complaints, no matter how seemingly unimportant, will be taken seriously. There is nothing to be gained by staff adopting a defensive or aggressive attitude.
- 3.2. All contact with the complainant should be polite, courteous and empathetic. At all times staff will remain calm and respectful.
- 3.3. A staff person who receives an oral complaint will seek to solve the problem immediately if possible. If staff cannot solve the problem immediately they will offer to get the line manager to deal with the problem.
- 3.4. If the suggested plan of action is not acceptable to the complainant then the member of staff or line manager will ask the complainant to complete a Complaints Record Form (see below) and inform them fully about the complaints procedure.

4. Complaints involving staff

- 4.1. If the complaint is about a member of staff, the complainant will immediately be referred to the Line Manager. The service user will be supported to write the complaint. The service user will be told that the staff member will be informed that a complaint has been lodged against them.
- 4.2. If the complaint is about a Line Manager the service user will be referred to the Director/Manager for support to write the complaint. If the complaint is about the Director/Manager, the service user will be referred to the HR Committee of the Board of Directors who will provide support to write the complaint. In the latter situation, the HR Committee will take on the responsibilities of the Director/Manager as outlined in this policy.
- 4.3. The service user will be told that the member of staff, Line Manager or Director will be informed that a complaint has been lodged against them.

5. Written complaints

- 5.1. All complaints that need Management to resolve them must be lodged in writing.
- 5.2. A completed copy of the Complaints Record Form is given to the Line Manager. This should include information on the following:
 - 5.2.1. The nature of the complaint.
 - 5.2.2. Why the original response to the complaint was unsatisfactory, if there was one.
 - 5.2.3. What the complainant's desired outcome would be.
- 5.3. Once a Complaint Record form has been received, the Director/Manager will, within 5 working days, notify the complainant, in writing, that the complaint has been received and the anticipated timeframe for investigation.
- 5.4. The line manager, in liaison with the Director/Manager, will proceed to investigate the complaint. If necessary, further details may be requested from the complainant. If the complaint is not made by the service user but on the service user's behalf, then the consent of the service user, preferably in writing, must be obtained from the complainant.
- 5.5. Where a complaint involves two or more individuals, all parties will have the opportunity to give their side of events to the Line Manager/or designated senior officer (who will choose whether those involved should meet together or should be met separately).
- 5.6. If the complaint involves a member of staff they will be requested to attend to discuss the issues. They will be given reasonable notification which enables them time to organise to bring a colleague or trade union representative with them if they wish to.
- 5.7. The Manager will complete the investigation within 30 working days (unless otherwise agreed) and the complainant will be informed of any outcomes in writing and verbally.
- 5.8. If the investigation cannot be investigated and concluded within 30 working days then the Director/Manager will communicate this to the complainant and the relevant staff member/s within 30 days of acknowledging the complaint and give an indication of the time it will take to complete the investigation.
- 5.9. The Director/Manager will update the complainant and the relevant staff member/s every 20 working days during this additional investigation period.
- 5.10. Complaints are to be investigated within 30 days. However, where the 21 working days timeframe cannot be met despite every best effort, the Director/ Manager must endeavour to conclude the investigation of the complaint within 6 months of the date of receipt of the complaint.
- 5.11. If the complaint involves potentially serious matters, advice should be sought from a legal advisor. If legal action is taken at this stage, any investigation by the organisation under the complaints procedure should cease immediately.



Complaint Record Form

General Information

- Please read [BRACE's Complaints Procedure](#) before completing this form.
- Please complete all sections of the form.
- Please email completed form **for attention of Training Centre Co-ordinator** to training@brace.ie

Section 1: Personal Details:

Name:	
Address:	
Phone Number:	
Email:	
Course Title:	
Course Start and Finish Dates:	

Section 2: Details of Complaint

2.1 Area of Project against which complaint is being made:

Education and Training Section	
Project Services	

2.2 Date of incident: _____

2.3 Please provide a summary of your complaint below (max 250 words).

2.4 Please detail any action already undertaken to resolve the complaint.
(Provide a list of people with whom you have communicated and the dates of these communications).

2.5 Please detail what happened and why you believe it did not resolve your complaint.
(Provide a summary - max. 250 words) (Attach any relevant supporting documentation to this form)

2.6 Please outline your desired outcome:

2.7 If you are submitting a complaint more than one month following the last related incident, please provide a brief explanation for the delay. (Please provide a brief explanation for the delay - max 150 words).

2.8 By submitting this form, I confirm that I have read the Complaints Procedure and have attempted to resolve the matter locally.

Yes / No

Signature: _____

Date: _____

For Official Use Only:

Date of Receipt of this Complaint:

This form is copied to:

Appendix 20 Memorandum of Understanding between BRACE and Community Addiction Studies Course Local Steering Group



Memorandum of Understanding between Ballymun Youth Action Project Clg and Community Addiction Studies Course® Local Steering Groups

Introduction

Ballymun Youth Action Project (BYAP) and North East Regional Drug and Alcohol Task Force CASC Local Community agree to collaborate in the delivery of the Community Addiction Studies Course®. It is believed that this collaboration will be of significant benefit to both BYAP and the designated CASC area given the community development and adult education work, approach and ethos of both BYAP and the host organisation. This Memorandum outlines the arrangements under which this collaborative approach operates.

1. Collaboration Principles

- BYAP recognises the important role played by both BYAP and local communities with respect to substance use knowledge, issues and responses; community development; community drugs work and community representation.
- BYAP recognises the local knowledge base and the role that local communities can play in developing effective responses to local drug and alcohol related issues. In order for the Community Addiction Studies Course® to work effectively there must be local involvement.
- BYAP and the host organisation commits to the Community Addiction Studies Course® being delivered in a way which ensures equality and accessibility.
- The Programme will be promoted and advertised as a collaboration between BYAP and the host organisation.

2. Ownership of Materials

- All programme materials will be owned by BYAP.
- The BYAP logo will appear on all information sheets, application forms, and other printed resources distributed within the local CASC area.

3. Approach to the collaboration

- The local CASC host organisation commits to the establishment of a 'Local Steering Group'.
- The Local Steering Group will appoint local facilitators and notetaker.
- BYAP will appoint a tutor for delivery of some course material.
- The local steering group commits to advertising the Community Addiction Studies Course® locally.

4. Venue/Course Delivery Site

- The Local Steering Group commits to delivering the Community Addiction Studies Course® in a suitable venue that meets the BYAP Quality Assurance standards with respect to equality, accessibility and health and safety.

5. Funding/Payment

BYAP fee for the provision of the Community Addiction Studies Course[®] is €6,000 per course. The fee includes the following:

- Permission to run the Community Addiction Studies Course[®].
- Training for local facilitators.
- Eight sessional inputs by tutors from the Community Addiction Studies Course[®] Tutor Panel.
- Community Addiction Studies (5N1834) QQI Award (Minor) Level 5 – Further Education and Training.
- A copy of the updated Community Addiction Studies Course[®] Manual.
- Materials.
- Assistance in organising and planning.
- Evaluation.
- Registering Candidates.
- Paying Candidate entry fees.
- Confirming Candidate details.
- Providing administration.
- Liaising with QQI.
- Notifying Facilitators of deadlines and requirements.
- Storing completed work until assessment is complete.
- Processing Candidate appeals.
- Hosting QQI external authenticator.
- Distributing QQI Component Certificate.
- Supporting the CASC Network.
- Developing progression routes for graduates.

6. Quality Assurance

- BYAP and the Local Steering Group will operate according to identified quality standards of BYAP. The collaboration between the partners is situated within the requirements of the Statutory Quality Assurance Guidelines of Quality and Qualifications Ireland (QQI).
- The course will aim to provide the most up-to-date sector training, reflecting contemporary research and using innovative teaching methods where appropriate.
- The Local Steering Group commits to working to the agreed quality standards set as out as part of the process, this will guide material development, teaching methods, presentations, trainers, marking and all other aspects of the programme.
- Complaints will be managed in line with the BYAP Quality Assurance procedures and handbook.

7. Training Provision / Programme Management

- BYAP will be responsible for the development of course material with opportunity for input by the local community/host organisation.
- All materials will be developed to reflect the structures and content guidelines agreed as part of the programme validation requirements.
- The teaching and learning methodologies used will be consistent with BYAP quality assurance procedures.
- Teaching will be jointly provided by BYAP and the Local Steering Group through agreed course facilitators.
- Assessment will be consistent with programme validation requirements and quality assurance procedures.

- Assessment will be undertaken by local course facilitators.
- Internal verification will be provided by BYAP.
- Learner appeals will be facilitated in line with BYAP quality assurance procedures.

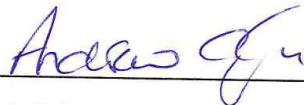
8. Programme Monitoring and Review

- Programme review will be undertaken within BYAP structures and will be consistent with BYAP Quality Assurance procedures.
- The content and delivery of Programmes are reviewed on a regular basis to ensure continued fit between the Programme and the needs of learners.
- Learner questionnaires/evaluations are completed at three stages during the Community Addiction Studies Course.
- These questionnaires/evaluations are submitted to BYAP, whether in compiled form, or as copies of the original evaluations. Normally they will be submitted within 2 weeks of their completion.
- Facilitators will be involved in an evaluation process during the mid-year training session.
- Facilitators at any stage during delivery, where circumstances require, are free to undertake an evaluation process of the Course, in whatever aspect is seen to be relevant.
- Facilitators will complete an evaluation sheet at the end of the Course, and these are submitted to BYAP.

Signed by:



Laura O'Reilly
BYAP Training Centre Co-ordinator



Andy Ogle
North East Regional Drug and Alcohol Task
Force Local Steering Group

Date: 25/04/2022

26/4/22

Appendix 21 Application form for Compassionate Consideration



Application Form for Compassionate Consideration

Requests for late submission of coursework due to compassionate consideration must be sought in advance of submission dates. Circumstances for compassionate consideration are set out on page 2 of this document.

Learners must complete sections A & B

Section A

Name	
Email Address	
Course/Programme	
Assessment Title	
Module Co-ordinator/Tutor	
Due Date of Submission	

Section B

Requested new date for submission:
State reason for compassionate consideration:
Learner Signature:
Signed: Date:

Training Centre Co-ordinator must complete section C

Section C

Permission Granted: <input type="checkbox"/> Yes <input type="checkbox"/> No
Reason for Decision:
Agreed New Submission Date:
Training Centre Co-ordinator Signature: Signed: Date:

Compassionate consideration for assessment will be considered in the following circumstances:

- Involvement in an accident
- Victim of a crime
- Illness or serious ongoing medical condition for learner, partner or a family member
- Ongoing life threatening illness of a close family member or partner
- Bereavement of a close family member or a partner
- Acute or ongoing serious personal/emotional circumstances
- Domestic upheaval
- Substance use relapse

Please submit completed form to training@brace.ie

Learners should attach the original, completed form to their coursework before submission. (NB this form should be submitted In Addition To the coursework submission form/cover sheet, which contains a declaration of authorship).

Appendix 22 Re-check, Review, Appeal Application Form



Application Form for Re-check / Review / Appeal of Assessment Decision

General Information	
<ul style="list-style-type: none"> • Please read <u>BRACE's Re-check, Review and Appeal Policy</u> before completing this form. • Please complete in BLOCK LETTERS or in TYPESCRIPT. • Please email completed form for attention of Training Centre Co-ordinator to training@brace.ie no later than the date indicated in the issue of results email / letter. • Fee for Assessment Re-check is €15, Review is €30 and for Appeal is €60 per component. • Appeals submitted after the deadline will not be considered. 	

Section I - Learner Details:	
Name:	
Address:	
Email:	
Phone Number:	

Assessment for Re-check or Review or Appeal			
Course/Programme Title:			
Course Start and Finish Dates:			
Component Name:		Component Code:	
Module Co-ordinator / Tutor:			
Date of Submission:			

Which process are you applying for?	
Tick the appropriate box: -	Yes

Are you seeking a re-check (Fee €15 per component)?	
Are you seeking a review (Fee €30 per component)?	
Are you seeking an appeal (Fee €60 per component)?	
If seeking a RE-CHECK sign and submit as indicated below. If seeking a REVIEW, you <u>must</u> complete Section II and submit as indicated, go to page 3. If seeking an APPEAL, you <u>must</u> complete Section III and submit as indicated, go to page 5.	

Application for a Re-check or Review or Appeal must be submitted **within 14 working days** from the date of the publication of final results.

Signature	
Learner's Signature:	
Date:	

Please submit the completed form with the required fee (fee for re-check is €15), within fourteen-days of the date the results were issued, for the **attention of the Training Centre Co-ordinator** to training@brace.ie

RE-CHECK of Assessment Decision

Grounds for a Re-check	
The learner believes there was a computational error in the calculation of their result	Tick if applies. <input type="checkbox"/>

Training Centre Co-ordinator must complete the Section below:

RE-CHECK of Assessment Decision

Re-check Decision:	
<input type="checkbox"/> Successful	<input type="checkbox"/> Unsuccessful
Rationale for Decision:	
Training Centre Co-ordinator:	
Signed:	Date:

SECTION II - APPLICATION FORM REVIEW ASSESSMENT DECISION

Grounds for a Review	
Indicate the grounds upon which this request is made. <i>(Tick whichever is most appropriate [you may tick more than one]. Then complete the Statement below.)</i>	Tick all that apply
1. The academic regulations of the Training Centre were not implemented correctly.	
2. Compassionate circumstances existed which may not have been known or considered by the Training Centre.	
3. Bias was shown by the assessor in marking the assignment.	

Statement (300 words max)

Please explain the basis for your review request here. You should elaborate on the grounds which were ticked above. You should refer to any supporting documents which you are submitting.

--

Supporting Documentation

Please list any supporting documentation here. You should scan and submit such documentation with your form. Please ensure that documentation is appropriate and legible.

--

Signature	
Learner's Signature:	
Date:	

Please submit the completed form with any relevant documentation and fee (fee for review is €30), within fourteen-days of the date the results were issued, for the **attention of the Training Centre Co-ordinator** to training@brace.ie

Training Centre Co-ordinator must complete the Section below:

REVIEW of Assessment Decision

Review Decision: <input type="checkbox"/> Successful <input type="checkbox"/> Unsuccessful
If successful allocate independent assessor to review:
Outcome of independent assessor's review:
Training Centre Co-ordinator: Signed: Date:

SECTION III - APPLICATION FORM APPEALING ASSESSMENT DECISION

Grounds for Assessment Appeal	
Indicate the ground/s on which you are submitting an appeal.	
A. Procedural irregularity in the completion of the decision-making - there is evidence that the procedures relating to a decision were not followed properly, which may have impacted on the decision.	<input type="checkbox"/>
B. Compassionate Consideration - if there were grounds for Compassionate Consideration that impacted on the learners assessment performance of which the assessor / Training Centre Staff were not aware when making its decision; or, the assessor / Training Centre Staff were aware but had rejected, because the application was late and the Training Centre Staff did not consider the reason why the application was late to be valid.	<input type="checkbox"/>
C. The assessment specific to the course contained questions on material which was not covered as part of the course.	<input type="checkbox"/>
D. Other Grounds.	<input type="checkbox"/>

<p>Assessment Appeals: This form should be completed, <u>following an attempt to resolve the issue locally</u>, if you believe that you have grounds to appeal against the result of a module.</p> <ul style="list-style-type: none"> Appeals must be submitted within 14 working days from the date of the publication of final results. Your appeal submission should include all relevant evidence in support of your appeal. Appeals submitted after the deadline will not be considered unless you submit clear documentary evidence that demonstrates that you were prevented from submitting an appeal. Please read <u>BRACE's Re-check, Review and Appeal Policy</u> before completing this form. <p>Please note that:</p> <ul style="list-style-type: none"> Your submitted Learner Appeal Form and supporting documentation will be shared with relevant staff involved in marking of assessment and those responsible for administering and considering the appeal. The Training Centre will evaluate and analyse information collected from the Learner Appeal process to identify trends and highlight opportunities for improvement. It will not be possible to identify any individual from data collected for statistical purposes. <p>An assessment appeal submission will be deemed invalid and returned to the learner if it:</p> <ul style="list-style-type: none"> viii Clearly does not meet any of the stated grounds for appeal. ix Does not provide necessary evidence to support the appeal. x Is not submitted within the given timeframe.

Use the next section to explain in full the grounds on which your appeal is based. Complete the appropriate section depending on the grounds you have selected above. Include documentary evidence to support your claim, where appropriate. Failure to do so may result in your appeal not being considered

A	Procedural Irregularity (there is evidence that the procedures relating to a decision were not followed properly, which may have impacted on the decision).
Detailed description of your appeal:	

Relevant evidence to support your appeal:

B	Compassionate Consideration (there were grounds for compassionate consideration that impacted on the learners assessment performance of which the assessor / Training Centre Staff were not aware when making its decision; or, the assessor / Training Centre Staff were aware but had rejected, because the application was late and the Training Centre Staff did not consider the reason why the application was late to be valid).
Detailed description of your appeal:	
Explanation of why it was not possible to submit this information to the Training Centre Co-ordinator before the deadline had elapsed.	
Relevant evidence to support your appeal:	

C	Assessment Content Not Covered (The assessment specific to the course contained questions on material which was not covered as part of the course).
----------	--

Detailed description of your appeal:
Relevant evidence to support your appeal:

D	Other Grounds (Other grounds to appeal the outcome of a review or a decision may be considered subject to the provision of supporting documentation. However, dissatisfaction or disappointment with the result of an assessment of itself is not a ground for such an assessment appeal).
Detailed description of your appeal:	
Relevant evidence to support your appeal:	

Checklist	
Assessment Appeal:	
<input type="checkbox"/>	I have read and understand the Assessment Re-check, Review, Appeals Policy.
<input type="checkbox"/>	I have completed all personal information above.
<input type="checkbox"/>	I have included a copy of the communication from the Administrator notifying me of the decision that I now wish to appeal.
<input type="checkbox"/>	I have provided all the information that I wish the Appeals Board to consider in relation to my appeal.

<input type="checkbox"/>	I understand that my Appeal Form and any supporting documentation will be shared with the original assessor and with relevant staff involved in administering and considering the appeal.
--------------------------	---

Declaration

By submitting this form: I declare that the above information is accurate and true; I confirm that the details of this appeal are complete and acknowledge that they will be passed on to the relevant Training Centre staff administering and considering my appeal; I acknowledge that my appeal and supporting documentation will be shared with the original assessor (decision-making body) for comment; I confirm that I have included relevant supporting documentary evidence to support my case (where applicable); I authorise relevant Training Centre staff to verify the authenticity of all supporting documentation associated with this application.

Signature	
Learner's Signature:	
Date:	

Please submit the completed form with relevant supporting documentation and fee (fee for appeal is €60) within fourteen-days of the date the results were issued, for the **attention of the Training Centre Co-ordinator** to training@brace.ie

Training Centre Co-ordinator must complete Section IV once the appeal process is complete
Section IV

Appeal Decision:
<input type="checkbox"/> Successful <input type="checkbox"/> Unsuccessful
Rationale for Decision:
Training Centre Co-ordinator:
Signed: Date:

Appendix 23 Results Approval Panel Terms of Reference

Results Approval Panel (RAP)

Purpose

The purpose of the Results Approval Panel is to confirm that the assessment of learner evidence and authentication of assessment results has been carried out in line with BRACE Community Responses quality assurance process. The role of the Results Approval Panel is to review and approve assessment results and review other quality assurance matters arising from the outcomes of the assessment and authentication (including Internal Verification (IV) and External Authentication (EA) processes). The results approval process takes place following internal verification and external authentication, but prior to submission of learner results to QQI.

Scope

The Results Approval Process of BRACE Community Response (BRACE) applies to all assessments leading to QQI awards. BRACE convenes a Results Approval panel for the purpose of approving QQI assessments delivered through BRACE provision. All results are provisional until approved by the Results Approval Panel.

Functions/Responsibilities

1. To carry out the results approval process. (See Template 25 for Template Agenda for Panel)
2. To ensure assessment decisions and results are reviewed and processed in a fair and consistent manner.
3. To review and approve (or not) assessment results in line with the BRACE's quality assurance procedures.
4. To ensure that assessment of learner evidence and authentication of assessment results (including IV and EA) has been carried out in line with the BRACE's quality assurance process.
5. To review validity of the results ensuring fairness and consistency in the assessment process.
6. To review the reports of the internal verification and external authentication processes.
7. To identify any issues arising in relation to the results and make decisions for corrective action required.
8. To report findings to the Education & Training Committee.
9. To approve the submission of final results to QQI in accordance with the QQI time periods to request certification.
10. To share and promote good practice including the implementation of improvements in line with BRACE commitment to quality and excellence.
11. To minute and record the relevant findings and action points in relation to the above objectives.

Membership:

The Results Approval Panel will consist of a minimum of three members with relevant experience and expertise around QQI core criteria.

Membership of the Panel is to include:

The Training Centre Coordinator.

The Director, BRACE (or designated member of the Senior Management Team)

External Independent Member appointed from panel of available individuals with expertise/experience in the field of learning under review or expertise/experience in the specific experience of assessment in education.

The following may also be invited to attend:
BRACE Trainer and Programme Tutor.
BRACE Training Centre Administrator
Approved External Authenticator

Quorum

Minimum of three members, one of whom must be the External Independent Member appointed from the Panel.

Schedule:

The RAP meetings are scheduled for once or twice (March / July) yearly depending on group finish dates and in accordance with the QQI Certification periods.

Responsibilities of Results Approval Panel Members

Chairperson.

The Training Centre Coordinator will usually act as Chairperson of the meeting. In their absence they will designate a suitable senior panel member to act as Chairperson.

The Chairperson will notify the Director of BRACE of the dates of the Results Approval Panel meeting(s) with sufficient notice to facilitate the appointment of the external person to the panel.

The Chairperson should circulate the agenda before the meeting, using the agenda template provided (Appendix 25).

The Chairperson will ensure the internal verification and external authentication reports are available at the meeting.

The Chairperson will ensure secure storage of any documents regarding results approval.

The Chairperson will ensure that all confidential documentation is gathered at the end of the meeting and stored confidentially/destroyed.

Secretary.

The Training Centre Administrator will normally act as the secretary to the meeting. In their absence the Chairperson will designate a suitable panel member to undertake this role.

The secretary will minute the meeting.

The secretary will provide support to the Chairperson in the completion of the Results Approval Panel Report (Appendix 26)

Procedures for Results Approval Panel Members

Panel members may become aware of potential conflicts of interest. These Conflicts of interest may include:

- Family relationship
- Personal relationship
- Grievance/similar issue
- Other issues

A panel member who feels that they may have a conflict of interest should indicate this to the panel chairperson prior to the panel meeting or as soon as the conflict becomes apparent. That person should request to be excused from the relevant section of the panel meeting.

Results Approval Panel Confidentiality

BRACE Community Response commits to ensuring that confidential information is protected throughout the results approval process. BRACE Community Response has agreed a statement of confidentiality to govern the work of the results approval panel (see Appendix 24). The results approval panel members are requested to confirm their compliance with the confidentiality

statement at the commencement of all results approval panel meetings. Procedures for dealing with written information and documents are in place.

Results Approval Panel Report

A results approval panel report will be produced on completion of the RAP meeting (See Appendix 26 for Template). The results approval panel report will be filed for the BRACE self-evaluation process and BRACE internal monitoring processes and will be available to the QQI monitoring process on request. The RAP report will document the following:

- Matters arising
- Decisions made
- Recommendations
- Required actions to be taken

The Results Approval Panel Report will be submitted to the Education and Training Committee for approval.

Appendix 24 Results Approval Panel Confidentiality Statement

Results Approval Panel Confidentiality Statement

BRACE Community Response CLG

Results approval panel meeting for [insert programme title(s) here]

I, the undersigned, agree to abide by the results approval procedures outlined in the quality assurance agreement of (insert provider name here).

I agree to participate in the results approval process as outlined in these procedures.

As a member of the results approval panel, I confirm that it is my understanding that the proceedings of the panel are confidential and that all documentation is the property of the panel and should be returned at close of meeting.

Signed: _____ Date: _____

Name (in block capitals): _____

Appendix 25 Results Approval Panel Meeting Agenda Template

Results Approval Panel Agenda Template

Results Approval Panel

BRACE Community Response CLG

QQI Validated Programmes

[insert module components]

- 1. Record absences**
- 2. Confirmation of quorum and membership**
- 3. Confidentiality Statement**
- 4. Review internal verification report**
 - ✓ Discuss any issues arising
 - ✓ Recommend corrective action where appropriate
- 5. Review external authentication report**
 - ✓ Discuss any issues arising
 - ✓ Recommend corrective action where appropriate
- 6. Results approval**
 - ✓ Read and review final moderated results for all learners
 - ✓ Approve results as appropriate
 - ✓ Decisions made
 - ✓ Document rationale for decisions made
 - ✓ Required actions to be taken
 - ✓ Recommendations
 - ✓ Sign off on approved final results – final result sheet signed by RAP
 - ✓ Agree to submit final results to QQI
 - ✓ Agree to issue all learners with a statement of results
 - ✓ Agree to notify learners of the appeals process
- 7. AOB**

Appendix 26 Results Approval Panel Meeting Report Template

BRACE Community Response (40565C) Results Approval Process Meeting Report



Date of Meeting:	Chairperson:
-------------------------	---------------------

Confirmation of quorum:	
Confidentiality Statement of Panel Members:	<p>I, the undersigned, agree to abide by the results approval procedures outlined in the quality assurance agreement of BRACE Community Response.</p> <p>I agree to participate in the results approval process as outlined in these procedures.</p> <p>As a member of the Results Approval Panel, I confirm that it is my understanding that the proceedings of the Panel are confidential, and that all documentation is the property of the Panel and should be returned at close of meeting.</p>
Members in Attendance: (names and signatures of attendees)	<p>1. Name: _____ Signature: _____ Chairperson, Training Centre Co-ordinator</p> <p>2. Name: _____ Signature: _____ Trainer</p> <p>3. Name: _____ Signature: _____ External Authenticator</p> <p>4. Name: _____ Signature: _____ Administrator</p>
Record Absences:	

Consideration of Internal Verification (IV) Report/s	
Internal Verification Report/s Reviewed	<u>Issues Arising from IV Report/s</u>
Corrective Action if recommended	

Consideration of External Authentication (EA) Report/s	
External Authentication Report/s Reviewed.	<u>Issues Arising from EA Report/s</u>
Corrective Action if recommended	

Confirmation of amendments to results

Reports Approval	
Recommendation for approval of final QQI results for all learners	
Agree to submit final results to QQI	
Any amended results sheets are signed by the chair	
Decisions are confirmed by chair	

Schedule for Results to Learners
Date final results submitted to QQI QBS:
Date final results sent to learners on:
Appeals process open until (allowing a min. 14 days):

Corrective Action/s Required

AOB

Please ensure that all documents are returned to chair on close of meeting.

No results approval documents should be taken from the meeting.

QQI Validated Programmes:

- **Health Related Fitness (4N2666)**
- **Community Addiction Studies Course (5N1834)**
- **Community Representatives Training (5N1367)**
- **Urrús Keyworking, Care Planning and Case Management (6N2206 & 6N2207)**

SAMPLE CONSENT TO DATA PROCESSING FORM

CONSENT TO DATA PROCESSING.



In order to provide education and training services here in BRACE we need to

- ask for and keep certain information about you; and
- share some of your information if you are enrolled in a QQI validated programme.

This information allows us to contact you, enroll you in courses, and put you forward for QQI certification. We are very clear about the importance of being very careful with how we collect your information, how we keep your information safe, and how we share information. To do this, we need your agreement, and this form is asking for your written consent.

The use of information is controlled by the Data Protection Legislation. Under this legislation you have the right to:

- Access the personal data relating to you and held by BRACE, and to correct it if necessary.
- Withdraw consent to the processing of your personal information.
- Request the correction of inaccuracies in the records held.
- Request that your personal data be removed from records held.
- Transfer your information to some other service.

I consent to the BRACE holding, using and sharing (with QQI) my information as described above.

Name: _____

Signed: _____

Date: _____

Data Protection Policy

(Education & Training Activity Specific)

BRACE Community Response

Approval date: 06/07/2018
Revised Version Approved: 19/01/2023

Next Review: 31/01/2025

1. Responsibility for approval of policy	Board of Directors
2. Responsibility for implementation	Director
3. Responsibility for ensuring review	Director/ HR Committee

PART A. General

1. Policy Statement

- 1.1. BRACE Community Response recognises its responsibilities under the Freedom of Information Act 1997 & 2003, the Data Protection Acts 1988 & 2003, and the EU General Data Protection Regulations, to ensure confidentiality and rights of access to information for all service users, staff, volunteers, Company Members and Directors. It should be read alongside the organisation's confidentiality policy, and policy on internet and email usage.

2. Purpose

- 2.1. This policy sets out the required standards for safe and effective record keeping for all BRACE Community Response learners, staff, volunteers, company members and directors.
- 2.2. This policy sets out the required standards for safe and effective record keeping of all BRACE Community Response employment records.
- 2.3. This policy ensures that procedures are in place for employees, learners, volunteers, Company Members and Directors to access records about themselves in a way that is transparent and consistent with legal requirements.

3. Glossary of Terms and Definitions

1. Data means information in a form which can be processed. It includes both automated (computerised) and manual data.
2. Personal Data is defined as "any information relating to an identified or identifiable natural person".
3. A Data Subject is "an identifiable natural person.... who can be identified, directly or indirectly, in particular by reference to an identifier"
4. Processing means performing any operation or set of operations on data including:
 - 3.4.1. Obtaining, recording or keeping data
 - 3.4.2. Collecting, organising, storing, altering or adapting data
 - 3.4.3. Retrieving, consulting or using the data
 - 3.4.4. Disclosing the information or data by transmitting, disseminating or otherwise making it available
 - 3.4.5. Aligning, combining, blocking or destroying the data
5. Data Protection Commissioner: The Commissioner is responsible for ensuring that people's rights are respected, and that the persons who keep personal information on computer or in manual format meet their responsibilities⁵. The Commissioner has certain powers to ensure organisations operate in accordance with these responsibilities. Such powers include the power to: Investigate any complaints and to request information to further any investigations; enter and examine premises; bring proceedings for an offence under the Act; enforce compliance with the Acts; prohibit overseas transfers of Data; and preparing and publishing codes of practice.
6. Data Controller is a natural or legal person who "determines the purposes and means of processing of personal data".
7. A Data Processor is a natural or legal person who processes personal data on behalf of the Controller, but is not an employee of the Controller.

4. Scope

1. This policy applies to data protection issues in relation to all education and training activities within BRACE Community Response. It applies to all record keeping, both written and computerised. Reliable data is crucial for informed decision-making and can highlight areas that are functioning well and initiatives and projects that are in need of review. Information on the student body gathered by BRACE Community Response includes personal details, contact information, assessment grades and feedback. Each student is made aware of the data BRACE Community Response collects, the reasons why this data is collected, how their data is used, what data is shared and who that data is shared with. Each student gives their consent, for their data to be used in specified ways by the training centre.

⁵ <http://www.dataprotection.ie/ViewDoc.asp?fn=/documents/legal/4c.htm&CatID=22&m=e>

5. Principles

1. Taking and keeping records, computerised or written, is an essential and integral part of the care of learners.
2. Learners must be informed of the purpose of the collection of information.
3. All information pertaining to learners is to be kept secure and confidential at all times
4. Records will provide information about personal details, contact information, application forms, recruitment information, attendance, assessment grades and feedback.
5. Data will be retained for no longer than is necessary for its purpose or purposes.
6. This Data Protection Policy adheres to the 7 Principles contained in Article 5 of the GDPR, namely:
 - 5.6.1. Lawful, fair and transparent processing of data
 - 5.6.2. Specified and lawful purpose for the data processing;
 - 5.6.3. Minimisation of processing of data, so that it is relevant and restricted to what is necessary in relation to the purpose for which it was gathered;
 - 5.6.4. Maintaining the accuracy of the data;
 - 5.6.5. Limiting the retention period for data processed, subject to the relevant criteria;
 - 5.6.6. Security and confidentiality measures appropriate to the nature of the data processed;
 - 5.6.7. Liability and Accountability on the part of the Data Controller and Data Processors.
7. Under Article 6 of the GDPR the processing of Personal Data must be subject to lawful processing conditions. These conditions are:
 - 5.7.1. Consent: Where the Data Subject has clearly and willingly agreed to the processing of their personal data for one or several purposes.
 - 5.7.2. Contract: Where the processing activity is necessary for the performance of a contract between the Controller and the Data Subject, or necessary at the request of the Data Subject prior to entering into a contract.
 - 5.7.3. Legal Obligation: Where the processing is necessary for compliance with a legal obligation to which the Controller is subject.
 - 5.7.4. Vital Interests: Where the processing of the personal data is necessary in order to protect the vital interests of the Data Subject.
 - 5.7.5. Public Interest/ Official Authority: Where the processing is necessary for the performance of a task carried out in the public interest or in the exercise of an official, regulatory or statutory authority, which is vested in the Controller.
 - 5.7.6. Legitimate Interest: Where the processing is necessary for the purposes of the legitimate interests pursued by the Controller or the Processor, except where these are overridden by the interests or fundamental rights and freedoms of the Data Subject, particularly where he or she is a child.
8. The GDPR highlights the following Data Subject Rights and Freedoms:
 - 5.8.1. The right to be forgotten.
 - 5.8.2. The right to restriction of processing.
 - 5.8.3. The right to object to certain processing.
 - 5.8.4. The right to data portability.
 - 5.8.5. The right of access to information.
 - 5.8.6. The right to complain, and the right to judicial remedy.

6. Roles and Responsibilities

1. Record keeping and data protection requirements and responsibilities will form part of the induction process for new staff. It will be the responsibility of the person in charge of the appointee to ensure that new staff are aware of the policies and standards of record keeping in the organisation data protection policy.
2. All employees are responsible for ensuring that all learner documentation and record keeping is consistent with the practices outlined in this policy.
3. Training Centre Co-ordinator is responsible for ensuring that files are at a standard adequate to meet the requirements of this policy.
4. Training Centre Co-ordinator is responsible for ensuring the adequate storage and management of all learner information held.

5. Data Controller. BRACE is not obliged under Art 37(1) of GDPR to appoint a Data Protection Officer. However BRACE management will continue to inform and advise on matters of Data Protection and compliance

PART B. Learner Related Data

7. Types of Records relating to Learners

1. BRACE Community Response, in order to provide an appropriate and effective education and training service for BRACE learners, requests and holds certain information in relation to those who attend education and training services. This information includes:
 - 7.1.1. Personal Details including name and contact postal address
 - 7.1.2. Contact Information including phone number and email address
 - 7.1.3. PPS number when attending QQI validated programmes only
 - 7.1.4. Date of birth when attending QQI validated programmes only
 - 7.1.5. Consent to hold data on BRACE Community Responses data management system (eCASS) form.
 - 7.1.6. Consent to share data with QQI forms when attending QQI validated programmes
 - 7.1.7. Completed application forms
 - 7.1.8. Completed interview forms and scoring
 - 7.1.9. Grades and assessment forms
 - 7.1.10. Assessment feedback forms
 - 7.1.11. Attendance
 - 7.1.12. Invoicing and receipt details
 - 7.1.13. QQI internal verification and external authentication reports
2. The gathering of this information is brought to the attention of the learner, and Consent is obtained in writing. (See Appendix One)

8. Written Record

1. All data/information received by phone/fax/ post /email relating to any learner will be placed in the learner file if relevant and necessary.
2. All hard copy records will be kept in a locked file, with the key being held only by relevant members of the training team. Where possible and appropriate, hard copy data will be scanned and saved to the learners personal eCASS record.

9. Computerised Records

1. The principles for written records also apply to electronic records. Staff are accountable for entries made and all electronic records must be uniquely identifiable.
2. Staff must ensure that computerised records are not left unattended, and that all computerised systems are logged off or locked appropriately.
 - 9.2.1. All computerised learner recording systems will be password protected.
 - 9.2.2. Passwords must be sufficiently strong.
 - 9.2.3. Passwords will not be written down and left in convenient places.
 - 9.2.4. Passwords to individual PC profiles will not be shared among colleagues.
3. All computerised records will be backed up on an appropriate data storage backup system.

10. Review of Records

1. Data management systems need to be regularly monitored. Management has the right to do spot checks on quality of documentation and record keeping.
2. Management will do a file audit once a year, or more frequently if required.

11. Access Controls

1. Access to data containing learner personal information will be limited. BRACE operates a team confidentiality policy. This acknowledges that for an effective team response to the needs of learners, all staff “need to know” relevant personal information about all service users, and thus have access to this information.
2. Information contained on the organisations Client Management System may not be downloaded onto devices such as USB or Laptop, or sent outside the organisation by means such as e-mail without the express permission of a line manager, and the explicit consent of the service user.

12. Learner Access to Records⁶

1. All requests for access to learner information will be dealt with in relation to the FOI 1997 & 2003, the Data Protection Acts 1988 & 2003, and the GDPR
2. Learners have the right to know, from the Data Controller:
 - 12.2.1. Who processed their personal data, where, when and how;
 - 12.2.2. Why such data was processed;
 - 12.2.3. For how long such data was processed;
 - 12.2.4. The recipients of the personal data.
3. The Data Subject has the right of access to their personal data and can exercise this right free of charge. BRACE must respond within one month of receiving a valid, written request. The following procedures will be followed:
 - 12.3.1. Find out why the learner wants to see their records to identify if there is a specific piece of information they want to see rather than their entire file. If the service user does not wish to disclose their reason for wishing to access their file they are still entitled to full access.
 - 12.3.2. An appointment to meet the learner about their records will be made. Personal information will only be given to the individual concerned (or someone acting on his or her behalf and with their prior authority). This information is not normally provided by phone.
 - 12.3.3. If the learner does not wish to meet with a representative from the organization, their information will be provided to the learner’s address.
 - 12.3.4. Collate the records, removing all information relating to other people. When providing learners with access to their records, care will be taken to ensure the confidentiality of other individuals identified or discussed in such records. If other names are mentioned on the documentation, these will be blacked out.
 - 12.3.5. Present the records to the learner and offer to take them through it. When necessary, explain how the different records are used and be prepared to answer any questions the learner may have.
 - 12.3.6. Inform the learner that they are entitled to receive copies of files, but that all original documentation will remain on their file in a secured location.
4. If a learner disagrees with the information that is written about them the following action will be taken:
 - 12.4.1. If there is agreement about changes, information will be corrected.
 - 12.4.2. If there is a disagreement about changes then this will be noted on the file and the matter referred to a manager for review. The learner will be informed of the manager’s decision at the earliest possible time, if they do not agree with this, they will be informed of the complaints procedure (see policy on complaints).

13. Record Retention

1. Precautions will be taken to protect written copies from damages due to fire, and water.
2. Precautions will be taken for all electronic data to protect it against electronic viruses or technical failure.
3. The Data Protection Acts require that personal information held by BRACE Community Response should be retained for no longer than is required for the purpose or purposes for which it was obtained. If the purpose for which the information was obtained has ceased and the personal information is no longer required, the data will be deleted or disposed of in a secure manner.

⁶ Organisations should consult, in detail, the Data Protection Commission’s “Security Guidance” documentation. This is available from http://www.dataprotection.ie/docs/Data_security_guidance/1091.htm

4. Learner Records will be kept as long as the learner is connected with the Service. Learner records will be held for 6 years from the year that they cease their education and training engagement with the BRACE training centre. Some types of documentation may need to be kept for longer where required by law.
5. Care will be taken to ensure that records are disposed of correctly and securely. Old records will be shredded.

PART C. Staff Related.

14. Documentation and Record Keeping in relation to Staff of BRACE.

1. Scope
 - 14.1.1. This section applies to all employment records of BRACE Community Response. This includes incumbent staff, new employees, and all applicants for employment. It also includes all volunteers and staff locums.

2. To comply with the legal requirements, the following records will be kept:
 - 14.2.1. hours worked
 - 14.2.2. pay rates
 - 14.2.3. payroll
 - 14.2.4. sickness of more than four days and how much sick pay has been paid
 - 14.2.5. accidents, injuries and incidents
 - 14.2.6. accounting data
 - 14.2.7. garda vetting information
 - 14.2.8. pensions information
 - 14.2.9. employee's training and appraisals
 - 14.2.10. employment history - date employment began, promotions, job title(s)
 - 14.2.11. records of employee lateness, sickness, and any other authorised or unauthorised absences
 - 14.2.12. employee personal details - name, address, emergency phone number(s), qualifications, work-relevant disability
 - 14.2.13. terms and conditions and employment, and Job Description - including a copy of each employee's signed approval of any changes to their terms and conditions
 - 14.2.14. minutes of meetings with workplace representatives, and any other meeting related directly to the staff member.
 - 14.2.15. correspondence or records of any disciplinary action ever taken (notwithstanding the fact that the record will be removed from the staff members file after the designated period and cannot be used in further disciplinary actions)
 - 14.2.16. individual and collective redundancy consultation meetings and agreements

3. Additional records relating to staff members that are held include:
 - 14.3.1. Records of supervision
 - 14.3.2. Relevant Medical Information

The Employee File is available to the Board of Directors, the Director, the Coordination Team, and the individual staff member, while details related to pay will be held by the Administrator, and accessible by the Director and the Board of Directors.

4. Record Retention.
 - 14.4.1. The Data Protection Acts require that personal information held by BRACE Community Response should be retained for no longer than is necessary for the purpose/s for which it was

obtained. If the purpose for which the information was obtained has ceased and the personal information is no longer required, the data will be deleted or disposed of in a secure manner.

- 14.4.2. The table below outlines BRACE Community Response defined policy on retention periods for all items of personal data.
- 14.4.3. These records need to be available for inspection by Labour Inspectors of the Department Of Enterprise, Trade & Employment. Records are also maintained to show as evidence in the event of a Rights Commissioner or Labour Court investigation of an employee's complaint.
- 14.4.4. eCASS automatically deletes Staff Calendar Information after 6 years have expired.

Type of Record	Duration	Basis
Accident books, accident record / reports	3 years after the date of last entry	
Accounting Records	6 years for public limited companies	Companies Act 2014
Tax records	6 years after the end of the financial year.	Companies Acts and Taxes Consolidation Act 1997
Statutory Maternity Pay Records	3 years after the end of the tax year in which the maternity period ends	
Statutory Sick Leave records	3 years after the end of the tax year in which the sick leave period ends	
Holidays, public holidays, and rest periods	3 years after the end of the tax year in which the holiday period ends	
Wages/salary records (also overtime, bonuses, expenses)	6 years	
Recruitment Application forms and interview notes (for unsuccessful candidates)	18 months for unsuccessful candidates ⁷	
Pension Records	12 years after benefits cease	
Personnel files and training records (including disciplinary records and working time records)	7 yrs. 6 years after employment ceases, + 1 year for proceedings to be initiated	
Redundancy details	7 yrs. 6 years after employment ceases, + 1 year for proceedings to be initiated	
Time cards	3 years after audit	

⁷ Data Protection Commissioner Recommendations are 12 months. www.dataprotectionschools.ie suggest 18 months to allow an additional 6 month period for the Equality Tribunal to contact organisation in relation to any complaint. The same principle applies to applications for Courses in BRACE's Training Centre, where interviews are undertaken by Training Centre Staff.

Trade Union Agreement	10 years after ceasing to be effective	
Records of Accidents and Dangerous Occurrences	10 years from the date of the accident	Safety, Health and Welfare at Work Act 2005
Records relating to Child Protection	Indefinitely	

14.4.5. Where documents may be relevant to a contractual claim, it is recommended that these be retained for at least the corresponding 6-year limitation period.

15. Accessing Personal Information (Staff)

1. Under section 4 of the Data Protection Acts, 1988 and 2003, and the GDPR, all employees have a right to obtain a copy, clearly explained, of any information relating to them kept on computer or in a structured manual filing system, by any person or organisation, regardless of when the data was created. No issues should generally arise in respect of access requests made for most personnel records.
2. There are some limitations to this access:
 - 15.2.1. Discipline, grievance and dismissal⁸. The general rule is that an employee has a right of access to personal data relating to him/her in connection with discipline, grievance and dismissal procedures, even if the disciplinary procedure is on-going or the subject of legal proceedings such as an unfair dismissals claim. There are however some limitations and exemptions to this right which include:
 - 15.2.1.1. Opinions given in confidence as part of an investigation on the understanding that they will be kept confidential. This will be at the discretion of the senior manager.
 - 15.2.1.2. Professional legal privilege: the subject's access, as described in section 4 of the Act, does not apply to personal data where the circumstances are such that a claim of privilege could be maintained in court proceedings in relation to communications between a client and their professional legal advisers or between those advisers.
 - 15.2.1.3. Protecting the source of data: this does not have to be provided if it would be contrary to the public interest to do so.
 - 15.2.1.4. Investigation of an offence: If access would prejudice a criminal investigation.
3. BRACE Community Response shall provide information on action taken on a Subject Access Request under [Articles 15](#) to [22](#) of GDPR to the data subject without undue delay and a copy of the documentation within 30 days of receiving a written request. (Art 12(3)). The following procedures should be followed:
 - 15.3.1. Personal information will be given only to the individual concerned (or someone acting on his or her behalf and with their authority). For instance, information is not normally provided by phone.
 - 15.3.2. Collate the records, removing all information relating to other people. Care must be taken to ensure the confidentiality of other individuals identified or discussed in such records. If other names are mentioned on the documentation, these should be blacked out.
 - 15.3.3. Present the records to the employee and offer to take them through it. When necessary, explain how the different records are used and be prepared to answer any questions.
 - 15.3.4. Inform employees that they are entitled to receive copies of files, but that all original documentation will remain on their file in a secured location.
4. If a employee disagrees with the information that is written about them the following action will be taken
 - 15.4.1. If there is agreement about changes, information will be corrected.
 - 15.4.2. If there is a disagreement about changes then this will be noted on the file and the matter referred to a manager for review. If there is no agreement following the manager's decision then the employee will be able to use the grievance procedure.

⁸ See <https://www.dataprotection.ie/docs/Data-Protection-Access-Requests-for-Personnel-Records/206.htm>

5. If BRACE Community Response does not comply with a valid access request, it is open to the employee to make a complaint to the Data Protection Commissioner. The Commissioner will investigate the matter and ensure that the employee's rights are fully upheld.

PART D. Company Members and Directors Related

16. Documentation and Record Keeping in relation to Staff of BRACE.

1. Scope
 - 16.1.1. This section applies to all data held in relation to Company Members of BRACE Community Response, including Directors of the Company.
2. In order to Comply with the requirements of the Companies Act 2014 BRACE Community Response is required to gather and store certain details in relation to Company Members and Company Directors.
3. These details include
 - 16.3.1. Name, Address, Email, Contact Phone No, for all Company Members
 - 16.3.2. Proof of Identify, Proof of address, Signed Code of Ethics, Signed Ethics in Public Office Declaration, for all Directors
4. In addition, any documentation relating to the business of the Company, and involving Company Members and Directors, will also be retained.

5. Data Retention
 - 16.5.1. The Data Protection Acts require that personal information held by BRACE Community Response should be retained for no longer than is necessary for the purpose/s for which it was obtained. If the purpose for which the information was obtained has ceased and the personal information is no longer required, the data will be deleted or disposed of in a secure manner.

6. Access to personal data by Company Members and Directors
 - 16.6.1. Under section 4 of the Data Protection Acts, 1988 and 2003, and the GDPR, all Company Members and Directors have a right to obtain a copy, clearly explained, of any information relating to them kept on computer or in a structured manual filing system, by any person or organisation, regardless of when the data was created. No issues should generally arise in respect of access requests made for most personnel records.
 - 16.6.2. The only limitations on this access are those outlined in section 15.2 of this Policy.
 - 16.6.3. The other issues in relation to accessing records are the same as those outlined in section 15.3 to 15.5. of this policy in relation to employees.

Part E. Additional Data Protection Considerations.

17. Security Systems.

1. BRACE are committed to maintaining the highest level of security in order to maintain the privacy of data held by the organisation.
2. To protect against potential breaches BRACE Community Response have in place the following systems in partnership with our IT Provider.
 - 17.2.1. Mimecast email filtering tool which reduces the amount of Spam and Phishing emails reaching an end users mailbox. Mimecast reduces the risk of an employee clicking on an email that could lead to a breach in security.

- 17.2.2. 2 Factor Authentication (2FA) which addresses the risk of stolen passwords.
 - 17.2.3. Managed Anti-Virus, which ensures protection is fully up to date on all machines.
 - 17.2.4. Online back-up allows for a full data restore in the event of data being stolen or deleted.
3. In relation to data held in hard copy, BRACE will keep all records in a locked file, with the key being held only by relevant members of the project team. Where possible and appropriate, hard copy data will be scanned and saved to the Service Users personal eCASS record, and the hard copy deleted.

18. Data Breach.

1. BRACE Community Response is obliged⁹ to disclose any incident where there has been personal data breach. This is to be done within 72 hours of having become aware of the breach.
2. The notification to the Data Protection Commission (ODPC) must include:
 - 18.2.1. The nature of the breach and the categories and approximate number of data subjects concerned;
 - 18.2.2. The name and contact details of the responsible person within BRACE;
 - 18.2.3. The likely consequences of the personal data breach;
 - 18.2.4. The measure taken or proposed to be taken to address the personal data breach, including, where appropriate, measures to mitigate its possible adverse effects.
3. When the personal data breach is likely to result in a high risk to the rights and freedoms of the Data Subject, BRACE shall communicate the personal data breach to the person without undue delay.¹⁰
4. Data Breaches will be recorded in a Data Breach Log, which will be reviewed on a periodic basis.

19. Privacy Impact Assessments.

1. Where new data processing operations are being considered, and where there is likely to be a high risk to the rights and freedoms of Data Subjects, BRACE will carry out a Privacy Impact Assessment in order to evaluate, in particular, the origin, nature, particularity and severity of that risk.¹¹

20. Data Processing Contract.

1. If BRACE Community Response requires data processing to be carried out on behalf of the organisation, such data processing will be subject to a Data Processing Contract. The Contract will be written pursuant to the requirements of Art 28 GDPR in order to ensure that only processors providing sufficient guarantees regarding the protection of the rights of the data subjects will be utilised.
2. BRACE Community Response extends this requirement to those providers who maintain the data systems which BRACE use to process personal data.

⁹ Art 33. GDPR.

¹⁰ Art 34. GDPR.

¹¹ Art 35. GDPR.

APPENDIX ONE: SAMPLE CONSENT TO DATA PROCESSING FORM

CONSENT TO DATA PROCESSING.



In order to provide education and training services here in BRACE we need to

- ask for and keep certain information about you; and
- share some of your information if you are enrolled in a QQI validated programme.

This information allows us to contact you, enroll you in courses, and put you forward for QQI certification. We are very clear about the importance of being very careful with how we collect your information, how we keep your information safe, and how we share information. To do this, we need your agreement, and this form is asking for your written consent.

The use of information is controlled by the Data Protection Legislation. Under this legislation you have the right to:

- Access the personal data relating to you and held by BRACE, and to correct it if necessary.
- Withdraw consent to the processing of your personal information.
- Request the correction of inaccuracies in the records held.
- Request that your personal data be removed from records held.
- Transfer your information to some other service.

I consent to the BRACE holding, using and sharing (with QQI) my information as described above.

Name: _____

Signed: _____

Date: _____

Appendix 29 Copy of Letter from City of Dublin Education and Training Board



To Quality and Qualifications Ireland,

I Blake Hodkinson of CDETB, am duly authorised to make this statement on its behalf.

I confirm that arrangements are in place between CDETB and Ballymun Youth Action Project, Balcurris, Ballymun Dublin 11 to comply with Section 65(4) (a) of the Qualifications and Quality Assurance (Education and Training) Act 2012 in respect of learners on the programme listed below leading to a QQI Award.

Programme Title	Award title and code
Health Related Fitness	Health Related Fitness (4N2666)
Community Representatives Training	Team working (5N1367)
Urrús Key working, Care Planning & Case Management	Person Centred Planning (6N2206)
Urrús Key working, Care Planning & Case Management	Boundary Management (6N2207).
Community Addiction Studies Course	Community Addiction Studies (5N1834)

I confirm that this arrangement covers the full period of accreditation of the programme.

I confirm that the arrangements in place will cover a maximum of 100 part time learners enrolled on the programmes at any given time.

In the event that Ballymun Youth Action Project ceases to provide the programme, before their learners have achieved the above award, we CDETB, have agreed that the learners on the above programme(s) may transfer into the following similar programme at this organisation so that they can complete the programme.

Health Related Fitness (4N2666)
Team working (5N1367)
Person Centred Planning (6N2206)
Boundary Management (6N2207).
Community Addiction Studies (5N1834)
This includes, as a minimum:

- completion of delivery of the programme
- assessment of learners, including internal verification and external authentication arrangements
- the processing of results for certification.

I confirm that we have the capacity in terms of space, facilities, staff and all other relevant resources to fulfil our obligations under this PEL arrangement.

Yours sincerely,

Príomhfheidhmeannach / Chief Executive: Dr. Christy Duffy



Memorandum of Understanding between Ballymun Youth Action Project Clg and CityWide regarding Community Representatives Training

Introduction

Ballymun Youth Action Project (BYAP) and CityWide have agreed to collaborate in the delivery of Community Representatives Training Programme (Teamworking). It is believed that this collaboration will be of significant benefit to both BYAP and CityWide given the work, approach and ethos of both organisations. This Memorandum outlines the arrangements under which this collaborative approach operates.

1. Approach to Collaboration

- The collaboration recognises the important role played by both organisations with respect to community development, community drugs work and community representation.
- Each collaborator is networked to a wider community, national drug strategy, research, academic and practice contexts. These networks contribute to and promote broader learning and development.
- The Programme will be run in a way which ensures equality and accessibility.
- Decisions regarding the overall ethos and principles of the Programme will be made in a co-operative manner between BYAP and CityWide.
- The Programme will be promoted and advertised as a collaboration between BYAP and the host organisation.

2. Ownership of Materials

- All programme materials will be owned by BYAP.
- Both service logos will appear on all information sheets, application forms, and other printed resources. These will be given equal prominence and space when any logo is used.

3. Funding / Payment

- Courses will be provided at no cost to participants where funding is available from CityWide.
- CityWide funding will be provided to BYAP for expenses incurred with respect to QQI Programme Validation, some delivery costs where external trainers are involved, venue expenses and QQI certification and external authentication fees (where applicable).

4. Quality Assurance

- Both collaborators will operate according to identified quality assurance standards of BYAP. The collaboration between the partners is situated within the requirements of the Statutory Quality Assurance Guidelines of Quality and Qualifications Ireland (QQI).
- The course will aim to provide the most up-to-date industry training, reflecting contemporary research and using innovative teaching methods where appropriate.

- Both organisations will work to the agreed quality standards set out as part of the process, this will guide material development, teaching methods, presentations, trainers, marking and all other aspects of the programme.
- Complaints will be managed in line with the BYAP Quality Assurance procedures and handbook.

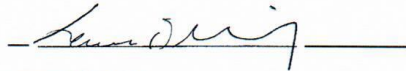
5. Training Provision / Programme Management

- BYAP will be responsible for the development of course material with opportunity for input by CityWide.
- All materials will be developed to reflect the structures and content guidelines agreed as part of the programme validation requirements.
- The teaching and learning methodologies used will be consistent with BYAP quality assurance procedures.
- Teaching will be provided by BYAP.
- Assessment will be consistent with programme validation requirements and quality assurance procedures.
- Assessment will be undertaken by BYAP.
- Internal verification will be provided by BYAP.
- Overall management of the Programme is situated with BYAP
- All course administration will be implemented by BYAP.

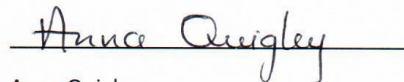
6. Programme Monitoring and Review

- Programme review will be undertaken within BYAP structures and will be consistent with BYAP quality assurance procedures.
- The content and delivery of programmes are reviewed on a regular basis to ensure continued fit between the programme and the needs of learners and of the capacity of both partners.

Signed by:



Laura O'Reilly
BYAP Training Centre Co-ordinator



Anna Quigley
CityWide Co-ordinator

Date: 26/04/2022

Date: 26/04/2022

Appendix 31 Appeals Board Terms of Reference

Appeals Board Terms of Reference.

Purpose

Where there is evidence that there are grounds for an appeal made by a learner through the submission of a completed **Re-check / Review / Appeal Form** (Appendix 22) the Training Centre Co-ordinator will inform the Education and Training Committee who will constitute an Appeals Board to consider the case.

The purpose of the Appeals Board is to consider and decide upon such appeals made by learners.

Where the Training Centre Co-ordinator is satisfied that the grounds for an Appeal are not established, the original mark or grade will stand, and the decision will be recorded.

Scope

The Appeals Board considers all appeals that relate to QQI assessment results, and that are submitted in accordance with the **Re-check / Review / Appeal process**.

Functions/Responsibilities

1. To review the information provided on the completed **Re-check / Review / Appeal Form** (Appendix 22) submitted by the learner.
2. To confirm that the submitted Appeal meets one of the identified Grounds for Appeal and that the Appeal has been submitted within the designated timeframe.
3. To consider the Appeal being made, following examination of the Appeal Form, the supporting documentation and evidence provided, and any records relating to the original assessment.
4. To review the initial decision in the light of these considerations, and with reference to the relevant QA procedures and policy documents to confirm that the correct procedures have been followed.
5. To decide whether the Appeal is successful or unsuccessful.
6. Where an Appeal is successful, the Board determines the appropriate actions to be taken.
7. Within 5 working days of the Appeals Board meeting, the Chairperson of the Appeals Board will inform the Education and Training Committee and the Training Centre Co-ordinator of the outcome of the decision process, including whether the appeal was successful or unsuccessful, and the rationale for the decision.
8. The Training Centre Co-ordinator will inform the learner of the outcome of their Appeal in writing within 14 days.
9. Where an Appeal results in an upgraded mark, the Education and Training Committee will ensure that the results are amended accordingly (including any necessary change in award classification) and QQI will be notified.

Membership

The Appeals Board must be constituted of a minimum of 2 members. One member is to be drawn from the Management Team or Board of Directors and must be external to the work of the Training Centre. This person cannot have been involved in the assessment process. The second member must be an External Independent Member appointed from the panel of

available individuals with expertise/experience in the field of learning under review or expertise/experience in the specific experience of assessment in education.

The members appointed must have significant knowledge of BRACE's QA procedures. The Appeals Board may be supported by the staff of the Training Centre. Attendance at the Appeals Board meeting by the learner may be considered at the discretion of the Education and Training Committee. If attendance is considered appropriate, learners are permitted to bring one other person as a support or advocate.

Quorum

Minimum of two members.

Schedule:

The Appeals Board will meet only as required following the submission of an Appeal deemed to meet the grounds for consideration.

Responsibilities of Results Approval Panel Members

Chairperson.

The Education and Training Committee will appoint a Chairperson for the Appeals Board meeting.

The Chairperson will ensure that all related material is considered.

The Chairperson will notify the Education and Training Committee of the outcome of the Appeals Board Meeting.

Secretary.

The Training Centre Administrator will normally act as the secretary to the meeting. In their absence the Chairperson will designate a suitable Appeals Board member to undertake this role.

The secretary will minute the meeting, ensuring that the Appeal Decision and the Rationale for that Decision are fully documented.