Welcome to Chevron College.

Learner Handbook - Online

Version: 6.3

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WELCOME TO CHEVRON: MESSAGE FROM THE DIRECTOR

Dear Learner,

I would like to take this opportunity to welcome you to Chevron College.

Chevron College is one of Ireland's leading private training providers. We are a QQI-accredited training provider, founded in 2005 to satisfy mandatory training requirements that had been imposed on a number of sectors in Ireland.

Chevron College is committed to excellence in education and seeks to ensure that all our learners receive appropriate high quality support.

On behalf of all the members of the Chevron Collegeteam, I would like to welcome you onto your programme of study. We hope you will find your studies on this programme challenging but enjoyable and we look forward to helping you achieve your educational and career goals.

We are here to assist and guide you, so please free to contact any of our team members with any query that you may have.

Karl Fitzpatrick

Managing Director

Chevron College

1 INTRODUCTION TO CHEVRON COLLEGE

Chevron College ('Chevron') is an accredited provider of healthcare, childcare and other courses and a State-licensed employment agency. Established in 2005 to satisfy the mandatory training requirements within the security and renewable energy sectors, Chevron has developed its sector focus and delivery methodologies to offer learners an extensive suite of accredited training programmes, across a broad spectrum of sectors.

Chevron's nationwide delivery of training programmes has provided thousands of learners with the necessary skills and knowledge to access further education and employment opportunities. Our career-focused approach to training has determined that new course offerings are developed and existing course offerings are updated appropriately, to ensure that our learners develop a skillset which compliments any mandatory training requirements which exist within particular sectors.

1.1 OUR MISSION STATEMENT

Chevron is committed to excellence in education and seeks to ensure that all our learners receive appropriate high quality support. Chevron is committed to identifying and meeting the needs of our learners, and constantly monitoring and improving our business processes to deliver quality in further education and training.

1.2 OUR MANAGEMENT STRUCTURE

1.3 OUR COMMITMENT TO QUALITY-ASSURED EDUCATION & TRAINING

At Chevron, our training activities are underpinned by our robust quality assurance and our policies and procedures. Each of our policies and procedures has been developed and implemented to ensure that training is delivered in accordance with national standards and is consistently applied across all programmes.

1.4 OUR SERVICE QUALITY

Our service quality is determined by five basic principles. In order of importance, they are:

- **Reliability:** To perform our promised service consistently.
- **Responsiveness:** Willingness to help learners with a prompt service.
- **Assurance:** Knowledge of staff and the confidence they convey.
- **Empathy:** Individual, responsive attitude to learners.
- **Tangibles:** Professional appearance of staff, materials and facilities.

The principles will be achieved by the quality of our staff and the consistent implementation of our internal business processes, and directed towards the goal of ensuring all learners acquire a standard of knowledge, skill or competence. To support our mission statement, we have developed this learner charter which details the standard of the service that you can expect from us:

- Clear and relevant information on all programmes.

- The promotion of equality for all learners and the recognition of the diversity of all learner groups.
- All training is conducted by experienced and qualified trainers who provide support to all learners.
- All assessment is fair and consistent.
- All learners have the opportunity to give feedback on our courses
- All learner's queries and complaints are dealt with in a professional and timely manner
- All learner's personal information is handled in accordance with the Chevron's Privacy Policy
- Operation of a safety policy in accordance with the Safety, Health and Welfare at Work Acts 1989 and 2005

1.5 EQUALITY & DIVERSITY POLICY

Chevron is committed to delivering programmes of education and training and related services in a manner that accommodates diversity, combats discrimination and promotes equality of opportunity. Chevron combats discrimination on nine grounds and in accordance with The Equality Act 2004. The nine grounds are:

- Gender
- Marital Status
- Family Status
- Sexual Orientation
- Religion
- Age
- Disability
- Race
- Membership of the Traveller Community

2 INFORMATION FOR LEARNERS

Before starting your course, you should have the following information:

- Course title and the award that the course is leading to, eg Early Childhood Care and Education QQI Award (Major) Level 5 – 5M2009 further education and training
- The name of the awarding body, eg QQI
- Whether the award is recognised in the National Framework of Qualifications
- The structure of the award, major, minor, special purpose
- IT skills requirements
- English language proficiency requirements
- Course fees

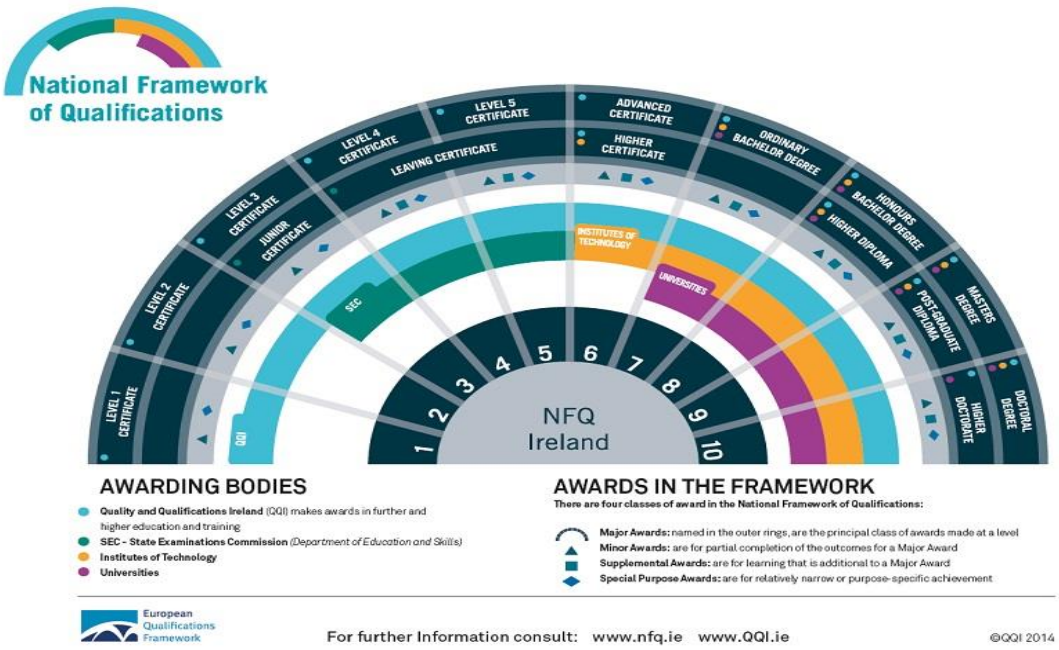
2.1 QQI (QUALITY & QUALIFICATIONS IRELAND)

QQI (Quality and Qualifications Ireland) is an independent State agency established by the Quality Assurance and Qualifications (Education and Training) Act 2012 with a board appointed by the Minister for Education and Skills. Its functions include those previously carried out by the Further Education and Training Awards Council (FETAC); the Higher Education and Training Awards Council (HETAC); the Irish Universities Quality Board (IUQB) and the National Qualifications Authority of Ireland (NQAI).

QQI's role is to:

- Promote, maintain and develop the Irish National Framework of Qualifications (NFQ) the 10-level framework for the development, recognition and awarding of qualifications in Ireland
- Review the effectiveness of quality assurance procedures of further and higher education providers for programmes leading to qualifications in the NFQ. Quality assurance means that both your education or training programme and the education provider (Chevron CollegeLtd) are reviewed on a regular basis
- Validate education and training programmes and make awards for providers in the further education and training and higher education sectors
- Provide advice on the recognition of Irish qualifications abroad and the recognition of foreign qualifications in Ireland

2.1.1 THE NATIONAL FRAMEWORK OF QUALIFICATIONS



The National Framework of Qualifications (NFQ) is a 10-level system (1–10) giving an academic or vocational value to qualifications obtained in Ireland. NFQ levels help indicate how an award can be used for training, education and employment opportunities (see fan diagram above). Each level is based on nationally agreed standards of what a learner is expected to know and be able to do after receiving an award. NFQ serves several purposes.

- It ensures awards obtained in Ireland are quality-assured and recognised internationally
- It is part of a system for comparing Irish and international awards
- It supports lifelong learning by recognising knowledge and skills within a comparative framework, even if they are not recognised by a formal award

- It provides a system of establishing eligibility in learning processes for access, transfer and progression
- It recognises awards made by professional bodies

Joanne wanted a qualification that would help in her career development.

People like Joanne work hard to achieve qualifications that will help them get ahead in a highly competitive world.

So it's only right that any qualification they earn works equally hard for them.

The QQI Award is the internationally recognised quality assured award for further and higher education and training in Ireland, encompassing all ten levels of the NFQ.

The QQI Award. Know it when you see it.

National Framework of Qualifications

QQI AWARD

Know it when you see it.

www.QQI.ie

QQI
Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

2.1.2 AN INTERNATIONAL QUALIFICATION

NFQ is linked to similar frameworks in Europe. This helps people considering employment or study opportunities outside Ireland. There are two qualifications frameworks at European level:

1. The Framework for Qualifications of the European Higher Education Area also known as the 'Bologna Framework'. This deals with higher education awards (NFQ 6-10).
2. The European Qualifications Framework (EQF), which deals with all NFQ levels including schools, Further Education and Training, and Higher Education.

2.1.3 QUALIFICATIONS RECOGNITION SERVICE

QQI offers a free Qualifications Recognition Advice Service for those seeking guidance on the academic recognition of awards obtained outside the Irish system.

2.1.4 MISPLACED QQI CERTIFICATE

QQI will not re-issue certificates but can issue an official record of awards (transcript) of all Further Education Training (FET) awards achieved by a learner to date. All details relating to ordering a record of awards (application form, payment details etc) are available from:

https://qhelp.qqi.ie/learners/

2.2 ROLES & RESPONSIBILITIES OF LEARNERS

- All learners must adhere to all procedures and protocols as laid out by Chevron.
- Learners must inform Chevron of any Reasonable Accommodation or other requirements that they will need to complete any of the assessments (see section 3.3) after registration.
- Learners are expected to complete assignments in good faith.
- Learners must adhere to Chevron's Cheating and Plagiarism policies.
- Assignments must be learner's own work. An authorship statement must accompany each piece of work submitted.
- All assignments must be completed in their entirety prior to submission.
- Assignments must be completed in accordance with the assignment brief provided by Chevron.
- All assignments must be uploaded online through the Turnitin link provided by your tutor.
- Learners must keep printed and electronic copies of all coursework submitted for assessment. Chevron CollegeLtd may request an additional copy of your coursework.
- Learners must attend a supervised exam centre to complete written examinations for certain modules. Chevron reserves the right to request identification at any stage of the assessment process.

- When learners have booked a place on an in-house assessment day, they are expected to attend. Cancellations will only be accepted in extenuating circumstances.
- Learners have an obligation to be at the exam centre in good time prior to commencement of scheduled exam.
- Learners are informed of their right to appeal their result and must follow the relevant process.
- Learners are expected to abide by all rules and responsibilities as set down by Chevron Collegewhile on work placement
- Learners are responsible for informing Chevron of any change in details (change of address, etc) by email.

2.3 IT SKILLS

Chevron seeks to implement instructional design and best practice in the delivery of all of our online training content. In order to benefit from the range of tools used to deliver our programs, learners are required to have the capability to:

- Use Internet Explorer or other browsers
- Use Microsoft Outlook or similar e-mail and task management applicaton
- Submit assignments in a Word document format
- Use Skype or similar
- Be able to carry out web-based research

2.4 ENGLISH PROFICIENCY REQUIREMENTS

Chevron has specific English proficiency requirements for all of its online programmes.

Learners that have completed either their primary or secondary level education in English will be allowed direct access to QQI level 5 and 6 programs subject to meeting all other entry requirements.

Learners who have not completed primary or secondary level education in English will be required to complete an English assessment prior to commencement. A minimum score of 90% is required. If the learner does not meet the minimum score of 90%, the learner will be required to complete an interview with the relevant tutor.

Following the interview and reviewing any written material received from the learner (via email, etc), the tutor and the training manager will consider if the learner is suitable or unsuitable for the programme.

The learner will be notified of the outcome.

2.5 NEXT STEP

Please submit a copy of your highest level of qualification via email to certifications@chevrontraining.ie. Learners that do not meet the entry requirements (or have proof of qualification) will be required to complete a recognition of prior learning (RPL) form and an English Exam. The RPL form is available within your learner handbook.

Please note submission of certificates for exemptions is a standalone process, please refer to the learner handbook (a Garda certified copy is required for this process).

Please allow up to one working day for your course to appear on your Learnupon account after submit your qualifications

2.6 COURSE FEES

At Chevron, there is 100% transparency on course fees. Registration fees, Garda vetting and workplace insurance are included in our online course fees.

2.6.1 MONTHLY INSTALMENTS

Chevron offers interest-free, easy payment options for all learners. Payments are made on a monthly basis and not on an individual module basis. Learners who avail of the easy payment option enter a binding contract that an agreed amount will be debited from the card provided on registration on a specific date each month.

Learners are responsible for notifying Chevron of any changes to card details. If monthly instalments are not kept up-to-date, access to the programme may be automatically deactivated until such a time as the payments are up-to-date or a new payment plan is in place.

2.6.2 GRANTS / FUNDING

Any learner receiving funding for a programme is responsible for ensuring that their programme is completed within the specified timeframe as set out by the funding agency, otherwise, the learner may incur the full cost of the programme.

We do accept Social Welfare Funding. You will need to arrange an appointment with your local Social Welfare office and enquire about applying for a TESG Form. This can fund the learner up to €500 towards a QQI Course with us.

2.6.3 MAJOR AWARDS

Chevron can input you for a major award. There is a €100 fee for all major awards. If the learner enrolls for the full programme, the cost of the major award is included in the initial cost. The learner may incur

this fee if the cost has not already being included in the price of the programme.

2.7 STUDENT CARDS / LEARNER ID CARDS

Chevron does not issue student or learner ID cards.

2.8 PROTECTION FOR LEARNERS

Chevron is compliant with Section 43 of the Qualifications Act. Where Chevron offers training programmes of three months duration or more, Learner Protection arrangements have been put in place with other Registered Training Providers, a bond from a financial institution, or relevant insurance policy. Should Chevron cease to provide QQI programmes before learners have completed awards, these learners will be protected.

2.9 REFUND POLICY

Due to demand, our training courses are normally booked out 2 weeks in advance of the course commencement date. Our Cancellation Policy requires that in the event of a participant needing to cancel their booking, that a request is received in writing by Chevron., no later than 30 days prior to the commencement date of the particular course signed up to. Receipt of any written request less than 30 days prior to course commencement will not be facilitated, as Chevron will have insufficient time to fill that place.

Where a learner books within 30 days of the start date of the course, the student can cancel their booking within 24 hours of making their booking.

Where a student cannot undertake training on the dates booked, Chevron is agreeable to defer a course place for a period of up to 3 months. We require at least 7 days prior written notice in advance of course commencement, in writing, to facilitate this.

2.9.1 ONLINE COURSES

Request for refunds for online courses must be made in writing within 5 days of booking. Once an online course has been accessed we cannot grant a refund.

2.9.2 HANDLING CHARGE

All refunds will be subject to a 30% handling fee.

2.9.3 DISCOUNTS/SPECIAL OFFERS

There are no refunds available in respect of any discounted courses or where courses are on special offer.

2.9.4 EXITING A PROGRAMME

If a learner decides to exit a programme at any stage, they must request and complete an Early Leaver Form. Requests for Early Leaver Forms can made by emailing admin@chevrontraining.ie

2.10 ACCESS

- Learners that have completed either their primary or secondary level education in English will be allowed direct access to QQI level 5 and 6 programmes subject to meeting all other entry requirements.
- Learners who have not completed primary or secondary level education in English will be required to complete an English

assessment prior to commencement. A minimum score of 90% is required.

- Access to all online programmes will be subject to meeting minimum IT skills as outlined in the IT skills section (2.3) of the handbook.
- Learners are required to meet the pre-qualifiction requirements of their choosen course. A RPL (Recognition of prior learning) route is also available, as per section 4 of this handbook.

2.11 TRANSFER POLICY

Learners are permitted to transfer to another QQI course offered by Chevron, should they satisfy the enrolment requirements for that course.

If a learner requests to be transferred to an alternative course within two months of initial enrolment, no charge will be incurred. However, should a learner submit a transfer request outside of this two-month period an administration charge, equal to 20%, of the total course fee will be incurred.

Learners who have completed modules of their major award may be able to transfer to completed modules to another programme of their choosing. Please contact your tutor for further details.

3 YOUR COURSE: GETTING STARTED

Chevron's QQI online courses have set start dates. Courses run throughout the year, you will be advised on the next start day by your Training Consultant as part of your registration process.

Learners have 16 months to complete any QQI Level 5 or Level 6 Major Award. This means that learners completing multiple modules have two months per module, however, module(s) can be completed within quicker timeframes.

3.1 COURSE DURATION TIMESCALES

1 Module	2 Months
2 Modules	4 Months
6 Modules	12 Months
8 Modules (Full Major)	16 Months

3.2 ENROLMENT & REGISTRATION

Enrolment and registration is completed over the phone with one of Chevron's Training Consultants. Once the enrolment process is completed, you will be given instructions on how to gain access to your LearnUpon account through our website www.chevrontraining.ie

Learn Upon is Chevron's online learning management system where you can access your course notes and assignments. When you log into

LearnUpon, you will see a dashboard where you can access all of your information. There are two tabs on the screen: My Courses, and My Achievements. Full details on how to login and access your course are outlined in your **LearnUpon User Manual**.

3.2.1 ONLINE STUDY SKILLS SESSION

This is a free online course for you to access on LearnUpon. To enrol, please visit the course catalogue section of LearnUpon.

3.2.2 HARVARD REFERENCE COURSE

This is a free online course for you to access on LearnUpon. To enrol please visit the course catalogue section of LearnUpon.

3.3 LEARNER VERIFICATION & SUBMISSION OF QUALIFICATIONS

- On access to LearnUpon, learners are required to complete a detailed learner verification form prior to gaining access to their specific programme content.
- A learner will be requested as part of their enrolment e-mail to submit proof of qualifications demonstrating adequate pre-qualification. Learners on QQI programmes may be exempt from completing a component because of prior certification achieved. (See Recognition of Prior Learning).
- A learner that does not process sufficient qualifications to gain access to a programme will be required to complete an **RPL Access Form and an English Proficiency Exam**. (See Recognition of Prior Learning).
- Chevron provides **Reasonable Accommodations** to enable learners with specific learning needs to demonstrate their level of attainment in assessments. The grounds on which applications can be made include but are not limited to, the following:

- Learning Difficulty
- Hearing Difficulty
- Visual Difficulty
- Physical Difficulty
- Mental Health or Behavioural Difficulty

- Learners are advised to inform Chevron of any requests for accommodations immediately after registration to ensure that appropriate resources can be put in place for them. Chevron will make every effort to try and accommodate the learner's request. Further details on the accommodations available to learners and the application process are listed in Appendix B.

3.4 INDUCTION WEBINAR

1. Chevron advertises all scheduled induction webinars on LearnUpon.
2. Once they have accessed their course modules, learners must register for one of the induction webinars.
3. Learners are expected to engage on scheduled webinars within 1 month of registration.
4. A record of a learner's engagement on webinars will be retained by Chevron.
5. If learners do not register for the induction webinar, certification will be withheld.

3.4.1 WEBINAR GUIDELINES

Webinars on Chevron College courses create a space where connections can be forged. First, connections can be forged between

students and their tutor and second connections can be forged between the theoretical inputs from tutors and the skills necessary to demonstrate this knowledge and understanding during assessments. Webinars are meant to build a bridge so that the knowledge gained during lectures can be clearly demonstrated during assessments.

Webinars should provide a challenging but safe space for students. Their purpose is to provide a space for students to develop the necessary application of skills to enable them to complete their assignments while under the supervision of their tutor. This means that students will be challenged during webinars to move from a place of not knowing HOW to do something they need to do for assessment, to having an attempt at an assessment related task.

Webinars follow a clear structure. First, they teach students what they need to know for an assessment. Second students will be given time to attempt an assessment related task. This gives students exposure to the situation they will face when they sit down on their own to attempt their assessments. Webinars provide students with a place to ask the questions they need to ask in order to be able to complete their assessments.

In order to create a healthy online learning context for everyone the following group rules have been decided upon by the group:

1. Everyone's opinions should be respected.
2. Everyone should be given the chance to have their own word and the group should wait and support students who are struggling.
3. There should be an open section for student led contributions each week.
4. The webinars should be clearly structured.

5. Tutors are responsible for providing clarity during webinars.

6. Students are responsible for muting themselves if they are working in a noisy environment. Webinars challenge students to move from a place of not knowing how to complete a task to learning the skills they needs to complete the assessment tasks. This requires focus, attention, concentration and self-regulation. Background noise interferes with student ability to focus, to pay attention, to concentrate and to self-regulate.

Finally, tutors request that if a student does not understand how to complete a task during webinar and they don't want to announce this to everyone in the group they should:

- use the question icon to ask their tutor for clarity in private.

If tutors are unaware that students are struggling, there is no way to support students during the webinar session.

3.5 IN-HOUSE TRAINING DAYS

1. All QQI programmes delivered by Chevron require at least one in-house training day.

2. A schedule of these in-house training days is available from your tutor.

3. A record of learner's attendance for the in-house training day will be retained by Chevron.

4. Learners will incur a cancellation fee of €30 were they cancel within 7 days of the session, or fail to cancel.

3.6 TUTOR SUPPORT

Chevron offer course support on all their online programmes. There is a self-directed learning element to the programme which is supported by our tutors. Tutor contact details for your specific programme(s) are available once you access your programme.

3.6.1 EMAIL SUPPORT

Before a learner contacts their tutor, they should ensure that they have read all the information given:

1. Learner Handbook
2. LearnUpon user guide
3. Have already accessed their modules on LearnUpon
4. Welcome note for the module
5. Invitation email

All of the information needed at the start of your course is included in the above documents.

If you have emailed your tutor for support, please check your emails prior to calling in relation to the same query.

3.6.2 PHONE SUPPORT

When calling your tutor for support you should gather all your queries and ensure you have all documentation and/or information that you need assistance with to hand. This allows for quicker and more informed support from your tutor.

If you call your tutor and they are not available at the time they will return your call at their earliest convenience. This will be within that working day if your call is made before 4pm.

Tutors may be unavailable for on demand support due to a number of reasons – supporting other learners, meetings, webinars, grading of assignments and other project work.

3.6.3 ONE-TO-ONE MENTORING SESSIONS

Chevron can arrange one-to-one mentoring session(s) on request, either by phone or in our Head Office, Anne Street, Wexford.

The procedure for requesting a one to one mentoring session with a tutor is:

1. The learner is required to email their tutor requesting a date and time for a one-to-one mentoring session.
2. The tutor will respond with a recommended date and time.
3. The learner must confirm the time and date with the tutor. If not confirmed by the learner, the tutor will not be available.
4. One-to-one mentoring sessions must be scheduled in advance. No unscheduled one-to-one mentoring sessions will be accommodated.

3.6.4 CONTACT US:

Should learners have any further questions or specific queries regarding their courses, please contact:

Training Manager: Dave Collins dave@chevrontraining.ie

Administrator: Chantal Baly admin@chevrontraining.ie

Garda Vetting Services: Darren Newport Darren@chevrongroup.ie

Counselling Support Services:

Liz Quish counsellingsupport@chevrontraining.ie

Disability Services: Please contact your course tutor

Financial Services: Paula McAleese accounts@chevrontraining.ie

Work Placement co ordinator: As per work placement pack

Employment Support Services: Helena Beale
helena@chevrontraining.ie

3.7 COMPLAINTS/GRIEVANCES

Chevron is committed to ensure that any complaints or grievances will be treated fairly, impartially, effectively and in a timely manner.

- All complaints must be received in writing and be directed towards the Training Manager.
- The Training Manager will ask the learner to fill out a complaints form (see Appendix A).
- The complaint must be sent by post to Chevron, FAO: Training Manager, Chevron College, Anne Street, Wexford Town, Co. Wexford.
- On receipt of a complaint, the Training Manager will contact the complainant and acknowledge receipt of the complaint.
- The complainant will be informed that an investigation into the nature of the complaint will be carried out, and that the complainant will be informed of the outcome of the investigation within 14 days.
- The complainant will be contacted on completion of the investigation and informed of the results, and any corrective action that may be taken.

4 RECOGNITION OF PRIOR LEARNING

Recognition of prior learning (RPL) is a method of assessment which may allow learners to gain formal recognition for knowledge, skills and competence that they already have.

RPL requires the learner to provide evidence of prior learning, whether it is certified or experiential learning.

It may be sufficient for the learner to provide copies of appropriate certificates, or there may be a self-assessment exercise where the learner may be required to prepare a portfolio of appropriate evidence of learning.

Prior learning may be acquired in any of the following ways:

Accredited learning:learning that has taken place in a formal learning environment which has resulted in a qualification or certification. It might include a course or part of a course which you have completed, which is linked to the National Framework of Qualifications (NFQ).

Non-accredited learning: learning that was intentional but has not resulted in formal certification such as work-based training or education courses. This is learning which may have been assessed but is not included in the National Framework of Qualifications (NFQ), for example, professional certification programmes.

Informal or experiental learning: learning through work and life experiences. It is often learning that is unintentional and the learner

may not have recognised at the time that it contributed to his or her, knowledge, skills and competence.

4.1 WHEN TO APPLY FOR AN EXEMPTION?

- Recognition of prior learning can be sought if the learner is working towards a QQI major award.
- An applications for RPL must be made as soon as the learner commences a programme(s).
- It is the responsibility of each learner to ensure that all the relevant documents are forwarded to Chevron Training. Verbal communication of prior learning is not sufficient.
- All learner requests will be considered on a case-by-case basis by Chevron and facilitated where it will provide the learner with an equal opportunity to complete the assessment.
- Components on QQI programmes which are achieved through exemption are graded 'Exempt' on the learner's QQI transcript and are 'neutral' in the calculation of grades. This means that they won't be considered in determining whether the learner achieves a pass, merit, or distinction in their final award.
- Full details on the application process for claiming exemptions are listed in Appendix C.

5 ASSESSMENT

In order to demonstrate that learners have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete assessment(s). The assessments for programmes offered can use one or more of the following assessment techniques:

- Assignment
- Portfolio of work
- Project
- Learner Record
- Skills Demonstration
- Examination (Theory)
- Case Study
- Supervisor's Report

5.1 WHAT IS AN ASSESSMENT BRIEF?

An Assessment Brief is a set of written instructions outlining what the learner is required to do for each assessment. It should outline the evidence expected, how the assessment will be marked and the deadline for completion.

You should receive a brief for every assignment, project, portfolio, skills demonstration or learner record that you are asked to complete.

5.2 ONLINE DISCUSSION FORUM

LearnUpon's online discussion forum is designed to assist learners with their studies, facilitating discussion on course materials and assignment submissions.

Engagement on the discussion forum is mandatory for each module.

A record of learner engagement on forums is retained by Chevron and certification will be withheld until such time as a learner has engaged on the online discussion forum.

Guidelines on how to utilise this learning medium to achieve an enhanced learning experience are provided in Appendix E.

6 SUBMITTING ASSIGNMENTS

It is the responsibility of the learner to ensure that they submit assignments in full.

This includes all sections of the assignment outlined in the assessment brief, recordings, posters etc.

Learners are notifed by tutors if they are missing any elements of the assignment.

Tutors will not follow up with learners for any remaining items for assessment after this.

6.1 DECLARATION OF AUTHORSHIP

1. All coursework submitted must include an authorship statement (see Referencing) for each piece of work submitted (i.e. assignment, project, skills demonstration, etc.).
2. If this is not received for each assessment, unfortunately the submitted work will not be accepted.

6.2 REQUIRED FORMAT FOR ASSIGNMENTS

Chevron will not accept handwritten assignments.

All assignments **must be** submitted to Chevron in the following format:

- Times New Roman/Arial/Calibri typeface
- Font size 11/12 point
- One and half line spacing
- Adequate paragraphs
- Adequate grammar

- Spell checked
- Academically written
- Numbered pages
- Learner Name to be displayed in the "footer" of each page.

Cover page to include:

- Module Title
- Module Code
- Title of Assessment
- Learner Name
- Learner PPS Number
- Learner's contact details and home address
- Date of Submission
- Tutor's Name
- Signed and Date

Included in assignment:

- Table of Contents
- Body of Assignment
- Bibliography

Also to be included:

- Authorship Statement
- Copy of assessment brief

6.3 HOW TO SUBMIT YOUR ASSIGNMENT

- Chevron will not accept emailed assessments.
- Assignments are submitted via Turnitin. Full details on submitting assessments online are available from your course tutor.
- Once an assignment has been submitted, the learner must send a copy of their digital receipt to their tutor via email.
- An expected timeframe for when results will be available will be provided to the learner upon receipt of their digital receipt.
- If the learner does not receive a confirmation of receipt email, the onus is on the learner to follow this up with Chevron.
- Learners must retain a copy of all coursework submitted for assessment. There may be occasions where an additional copy of the assignment will be required by Chevron.

6.3.1 RETURN OF COURSEWORK

Chevron does not return course assignments, portfolios, examination scripts, disks, USBs, to learners post course. It is the responsibility of the learner to keep a copy of all work submitted to Chevron. After certification and the the appeals process, all assessments are disposed of in a secure manner.

6.4 HOW TO REFERENCE YOUR WORK

All coursework is expected to be original work by the learner, done specifically for their course. Learners are required to use maturity and proper judgement in how they use sources of information and are urged to plan ahead and leave sufficient time for their studies and assignments.

When quoting from sources, learners must use quotation marks and proper citation. In particular, learners need to be aware that the following is unacceptable conduct:

6.4.1 PLAGIARISM

Plagiarism is defined as: 'the practice of taking someone else's work or ideas and passing them off as one's own'

(Oxford Dictionaries, 2019).

Therefore, it may be applied to both materials used within coursework assignments and also the production of the work itself; for example, a friend or relative writing up a paper on behalf of the student.

Examples of plagiarism may include:

(i) copying and pasting text from the Internet, or

(ii) copying wording from a book or other text without giving due credit to the author(s). Copying may also result in a breach of copyright.

It is recognised that the widespread use of the Internet and the emergence of a digital generation of learners who are used to sharing online content may lead to inadvertent copying. However, this still constitutes plagiarism and the generally accepted view is that ignorance of the rules is no excuse. Therefore, learners need to be made aware of the risks involved in using the Web for research and how to manage these risks appropriately.

6.4.2 ACADEMIC DISHONESTY

Academic dishonesty is defined as any act that enhances a student's grade unethically and unfairly. Examples include (but are not limited to):

(i) cheating - copying another student's work or allowing one's own work to be copied;

(ii) recycling - Using and presenting someone else's work as their own, including recycling essays or practical work by someone else (or even reusing their own work from a previous course – this counts as 'self-plagiarism');

(iii) fabrication – 'making things up' such as inventing sources, quotes, situations, etc.

(iv) unauthorised collaboration - it is assumed that all work submitted for marking is the student's own work;

6.4.3 HARVARD REFERENCING

The Harvard Referencing system is a generally recognised and accepted method of citing and acknowledging sources (e.g. texts, journals, websites, etc.).

All learners will receive a briefing note on the Harvard system as part of their initial enrolment on a course and a free online course is available on LearnUpon. Learners are required to use this referencing method during their coursework.

Remember not to place an over-reliance on quotes when building your argument. It is important to demonstrate original thinking based on the study programme and relevant sources.

6.4.4 AUTHORSHIP STATEMENT

By enrolling on a course with Chevron, learners are expected to understand and abide by our Plagiarism policy. Learners will be required to complete a declaration of authenticity when assignments or other major pieces of coursework are submitted to tutors for

marking. Further information on Plagiarism and penalties for academic misconduct are available in Appendix F.

6.4.5 CHILD PROTECTION DISCLOSURES

Chevron is committed to safeguarding the well-being of all the children and young people with whom our learners come into contact. All child protection disclosures made by learners will be dealt with in accordance with the Children First Act 2015. If learners have safeguarding concerns within their work placement, they are advised to follow the childcare centre's Child Protection Policy and the Children First Act 2015 in expressing these concerns.

Retrospective disclosures of child abuse should not be made to Chevron in person or within assignments. If retrospective disclosures are made, they will be dealt with in accordance with the Children First Act 2015. The National Counselling Service www.hse.ie offers support for anyone over 18 years who has experienced abuse as a child.

6.5 REVIEWING ASSIGNMENTS PRIOR TO SUBMISSION

- Chevron will accept one draft of no more than 700 words of a section chosen by the learner for review, prior to assignment submission.
- If there is more than the specified amount submitted, only the first 700 words will be reviewed by your tutor.
- Tutors cannot review the same piece of work more than once.
- The draft for review must be attached to an email in a word document. No other format will be reviewed.
- Feedback from a review can take up to four weeks and will be sent to the learner by email.

- The feedback provided by your tutor will be based solely on the content of your draft submission. The draft will not be proofread and the feedback will not identify any grammar issues, etc.
- Reviews are not indicative of learner's final mark.
- If for any reason, a learner fails to submit an assignment by the due date, their assignment will be corrected and submitted for certification during the following examination period.

7 WORK PLACEMENT

Learners are required to complete a work placement as part of their QQI Level 5 and 6 Childcare and Healthcare programmes. It is the responsibility of each learner to source their own work placement, in a recognised facility associated with the programme that they are undertaking. Work Experience must be completed in the Republic of Ireland. A list of appropriate work placement places has been provided below:

Childcare:

Primary Schools – with junior classes

Tusla-registered Private and Community Full Day Care, Part Time or Sessional Services.

Childcare – Special Needs Assistant:

Primary Schools

Tusla-registered Private and Community Full Day Care, Part Time or Sessional Services.

(There must be children enrolled in these services with additional needs)

Childcare – Montessori:

Tusla-registered Private and Community Full Day Care, Part Time or Sessional Services who follow the Montessori Curriculum.

Important:

In order to meet QQI and The National Council for Curriculum and Assessment (NCCA) requirments, all work Childcare and Special Needs Assiting work placement must include working with children aged 0 – 6 years for the purpose of assignments.

Healthcare:

HSE registered Private or Public Nursing Homes:

HSE registered Private or Public Hospitals

Home Care Providers – compliant with HIQA regulations

Day Care Centres - compliant with HIQA regulations

Residential Care Centres - compliant with HIQA regulations

7.1.1 DURATION OF WORKPLACEMENT

- For those learners undertaking a full major award, a minimum 150 hours of work placement are required.
- Learners who are undertaking component/minor awards are required to complete a minimum of 20 hours of work placement per module.

7.2 GARDA VETTING (E-VETTING)

Vetting is conducted in respect of personnel working in a full-time, part-time, voluntary or student placement capacity through which they have unsupervised access to children and/or vulnerable adults. All learners on Healthcare or Childcare course must be vetted, prior to undertaking their work placement.

Chevron offers a free e-Vetting service to learners enrolled on their programmes. Turnaround timeframes for e-Vetting applications are approximately 4-10 working days. To use Chevron's eVetting service you must:

- Be over 16 years old

- If aged 16-18 years, have submitted a signed "Parent / Guardian" consent form
- Have access to a valid email address
- Have access to the Internet

7.2.1 E-VETTING PROCESS

Step1

For e-Vetting, learners are required to fill out a Vetting Invitation Form, which is available to download on the online training platform and return it, along with documents to validate your identity (this will require photo ID and proof of address - please note the 100 point check list) to:

Chevron Training,

FAO: Darren Newport,

Anne Street,

Wexford Town,

Co. Wexford.

If data contained on the Vetting Invitation Form is invalid, the form will be returned to you. If you don't forward the relevant documents (i.e. documents to validate your identity) you will be notified by email and the form will not be processed until all relevant documents are received.

Step 2

Chevron will enter your details into the e-Vetting portal. Once this is complete you will receive an automatic email inviting you to the e-

Vetting portal. Please note, there will be an expiry date on the length of time for which this invite will remain active.

Step 3

The learner completes a Vetting Application Form online.

Step 4

Chevron reviews the Vetting Application Form and submits it to the National Vetting Bureau.

Step 5

The National Vetting Bureau processes the application and forwards a vetting disclosure to Chevron.

Step 6

Chevron reviews the vetting disclosure and as soon as is practicable provides a copy of the disclosure to the learner.

7.2.2 GUIDELINES FOR COMPLETING THE VETTING INVITATION FORM (NVB 1)

Chevron can only sign off on forms that we have issued. If we receive a form issued by a different organsiation, the learner will be notified by email and asked to fill out a vetting invitation form issued by Chevron.

Please read the following guidelines carefully before completing Vetting Invitation Form (NVB 1). It is important that no section is omitted; otherwise, your details will not be entered into the e-vetting website until such a time as the form is filled in correctly. Please ensure you forward documents to validate your identity, as requested below.

- The Form must be completed in full using BLOCK CAPITALS and writing must be clear and legible.
- The Form should be completed in ball point pen.
- Photocopies will not be accepted.
- All applicants will be required to provide documents to validate their identity (i.e. copy of passport or driver's licence, & utility bill, etc).
- If the applicant is under 18 years of age, a completed NVB 3 – Parent\Guardian Consent Form will be required.

Personal Details:

- Insert details for each field, allowing one block letter per box.
- For the Date of Birth field, allow one digit per box.
- Please fill in your email address, allowing one character/symbol per box. This is required as the invitation to the e-vetting website will be sent to this address.
- Please allow one digit per box for your contact number.
- The Current Address means the address you are now living at.
- The address fields should be completed in full, including Eircode/Postcode. No abbreviations.

Role Being Vetted For:

- The role being applied for must be clearly stated. Generic terms such as "Volunteer" will not suffice. (i.e. Student for Childcare Course / Student for Healthcare Course / Student for SNA Course, etc)

Declaration of Applicant:

- The applicant must confirm their understanding and acceptance of the two statements by signing the application form at Section 2 and ticking the box provided.

7.3 PATIENT MOVING AND HANDLING (HEALTHCARE PROGRAMME)

Learners completing the Healthcare programme will be required to hold a valid Patient Moving and Handling certificate.

Chevron does not offer a Patient Moving and Handling course, nor is it part our programme. It is the learner's responsibility to ensure they have completed this course and that the certificate is valid.

Patient Moving and Handling is not just required for work placement purposes, it is a requirement that you will need for when you commence work in the Healthcare industry.

7.4 WORK PLACEMENT INSURANCE

1. There is an insurance letter available to download from Chevron's online training platform.
2. The existing insurance policies of the healthcare/childcare venue will cover the learner during the period of their work placement.
3. In combination, Chevron's policy will cover the learner as per the attached letter on the online training platform.

7.5 LETTERS FOR LEARNERS

Chevron will issue letters to learners for employment purposes.

Our standard our policy in relation to issuing letters is:

- One enrolment letter.
- One letter upon submission and correction of 2 modules (if only completing two modules)
- One letter upon submission and correction of 4 modules (if completeing 8 modules)
- One letter upon successful completion and awaiting certification

If a learner requests a letter outside of the above policy, an administration charge of €20 will be charged to their account.

7.6 WORK PLACEMENT PROGRESS MEETINGS

Learners are required to have progress meetings with their supervisor while on work experience as follows:

- **Major award:** Learners who are completing a major award must complete **3** progress meetings over the course of their placement.

- **Advanced entry:** Learners who are completing one or more components must complete **2** progress meetings over the course of their placement.

- **Multi organisation placement:** Learners who are completing placement in more than one location must complete **2** progress meetings in each location over the course of their placement.

7.6.1 DOCUMENTATION REQUIRED

While on work placement, the learner will be required to provide their supervisor with the following documents (all are available for download on the online training platform):

1. Supervisor's Suitability Report
2. Roles and responsibilities of relevant stakeholders
3. Module requirements while on work placement
4. Supervisor's Reports and progress meetings

Chevron may conduct spot checks in relation to work placement.

7.7 ROLES AND RESPONSIBILITIES OF THE LEARNER ON WORK PLACEMENT

The roles and responsibilities of the learner while on placement include but are not limited to:

1. Obtain Garda Vetting, this is a requirement when working with vulnerable adults and children.
2. Sourcing work placement in line with prescribed list of organisations.
3. Providing tutor with:
    - Name of host organisation
    - Contact details of host organisation

- Start date of placement
- Expected duration – i.e. 2 weeks block or 3hrs per week etc.

4. Ensure that they have been provided with a supervisor and that the form has been returned.
5. Ensure that they adhere to all policies and procedures of host organisation.
6. Ensure that attendance, punctuality, dress code, etc are adhered to.
7. Obtaining any other mandatory training that is not provided by Chevron Training, which may be required by the host organisation e.g.: manual handling, CPR, sharps awareness etc.
8. Ensure that they attend progress meetings with their supervisor – it is the student's responsibility to ensure that these meetings take place.
9. Ensure that they get all relevant documentation signed and all skills witnessed while they are on work placement.
10. Actively seek out opportunities for learning while on work placement.

The learner is ultimately responsible for all actions while on placement. If for any reason you feel uncomfortable/unable/not confident/competent to complete the tasks allocated, please seek guidance from your supervisor, other senior staff member and/or contact your Chevron tutor

8 EXAMINATIONS

The assessment of participants and the integrity of our examination process are of great importance to Chevron. All learners must abide by the following guidelines:

- Learners must carefully note the date, time and location of all written examinations.
- Learners are required to be in the examination centre 10 minutes prior to the commencement of the examination.
- Learners will not be admitted to the examination centre later than 30 minutes after the commencement of the exam.
- Learners will not be allowed to leave the examination centre until after 30 minutes from the commencement of the exam.
- Each learner must sign the appropriate sign in sheet for his/her group for each examination.
- Mobile phones must be switched off before the examination commences.
- Please ensure that you have the correct examination paper before you commence. If not; please notify the invigilator straight away.
- Please read all instructions on the examination carefully.
- Learners shall not have in their possession or bring the following into the exam:
    - Dictionaries
    - Communication devices
    - Books, notes or paper – all paper will be provided

- Pencil cases

- During the exam, learners must not communicate with or attempt to communicate with any other candidate.
- No learner shall aid, attempt to aid, pass or receive materials to or from another learner, or obtain/attempt to obtain assistance from another.
- A learner whose behaviour is disruptive and who persists in such a behaviour following a warning shall be expelled by the invigilator from the exam. In such circumstance, all material issued to the learner shall be retained by the invigilator.
- Retention of any unauthorised material shall be taken as constituting evidence of infringement of the regulations, and shall be reported by the invigilator to Chevron Training, where appropriate disciplinary action shall be taken.
- A participant who leaves the exam during any period of the exam without the permission of the invigilator shall not be re-admitted during that exam. The invigilator shall record any such event.
- At the conclusion of the exam, learners should stop writing immediately and give all answer materials to the examiner.

8.1 BOOKING YOUR EXAMINATION DATE

1. Chevron will advertise all in-house examination dates on the online training platform.
2. Learners are required to email their preferred date and location to the email address provided.
3. All examination dates are subject to availability.

4. The learner will be notified one or two weeks prior to the examination date, all examination details (i.e. venue, time).
5. There is no additional charge for in-house examinations, however, if a learner has booked an examination and at the learners' request cancels or reschedules their examination, there is a €30 administration fee.

8.1.1 CANCELLING YOUR EXAMINATION

- If a learner wishes to cancel an in-house examination day, the learner is required to forward an email to the email address with whom the booking was made with at least 3 working day prior to the scheduled examination date.
- Chevron will accept extenuating circumstances for a learner having to cancel an examination, please see below:
    - Recent bereavement of a close family member or friend
    - Severe accident
    - Medical condition
    - Other, please contact Chevron
- The €30 administration fee must be paid prior to learner rescheduling an examination.

8.2 FEEDBACK ON YOUR MODULES

- Chevron is committed to providing timely and constructive feedback to learners.
- Learners must request feedback from their tutor
- Feedback is provided to learners on a module by module basis.
- This feedback is communicated to the learner by email.

9 GRADING & CERTIFICATION

A single module award

Certification of a single module (minor award) is only available upon successful completion of the module.

Multi module award

Certification of a multiple module registration (for example, 3 minor awards) is issued upon successful completion of all modules registered for. If a learner does not wish to continue with their studies, learners will be certified for any modules which they have successfully completed prior to exiting the programme.

Major award

Certification of a major award is issued upon successful completion of all modules. If a learner does not wish to continue with their studies, learners will be certified for any modules which they have successfully completed prior to exiting the programme.

9.1 GRADING OF MAJOR AWARDS

Chevron is not responsible for how a learner's overall major award is graded. The major award is calculated by QBS (certification system) based on the grades of the components which have been used to get that major award. The grade achieved by the learner for each component is Pass, Merit or Distinction. A component can also be achieved by exemption.

For the purpose of calculating the weighted average, a numerical value is applied to each of the grade classifications: Pass (1), Merit (2) and a Distinction (3). For any component gained by exemption a value of 1 is applied i.e. it is treated as if a Pass. The weighted average is calculated by the sum of the products of each component's credit value and grade value divided by the total value of the award.

The following rules will apply in calculating the weighted average grade:

- The weighted average will be calculated to two decimal places and then rounded to the nearest whole number, i.e.
    - Averages of 1.50 and 2.50 upwards are interpreted as Merit or Distinction respectively
    - Averages of 1.49 and 2.49 downwards are interpreted as Pass or Merit respectively.
- The whole number is then translated back to the appropriate grade for the award, i.e. 1 = Pass, 2 = Merit, 3 = Distinction. Please see the worked examples:

9.1.1 GRADING OF MAJOR AWARD – WORKED EXAMPLES

6M2007	Early Childhood Care & Education	Level 6	Major	Credit Value 120

Component	Title	Value	Grade	Grade Value	Credit Value X Grade Value
6N1942	Child Development	15	P	1	15
6N1944	Early Childhood Curriculum	15	P	1	15
6N1945	Childhood Social Legal & Health Studies	15	M	2	30
6N1946	Work Experience	15	E	1	15
6N1950	Communications	15	P	1	15
6N2023	Child Psychology	15	P	1	15
6N1933	Early Learning Environment	15	P	1	15
6N1935	Early Childhood Literacy & Numeracy	15	P	1	15
		120			150

Weighted total	150
Award credit value	120
Answer to 2 decimal places	1.13
Rounded to nearest whole number	1
Award Grade	**Pass**

Component	Title	Value	Grade	Grade Value	Credit Value X Grade Value
6N1942	Child Development	15	D	3	45
6N1944	Early Childhood Curriculum	15	D	3	45
6N1945	Childhood Social Legal & Health Studies	15	M	2	30
6N1946	Work Experience	15	E	1	15
6N1950	Communications	15	E	1	15
6N2023	Child Psychology	15	D	3	45
6N1933	Early Learning Environment	15	D	3	45
6N1935	Early Childhood Literacy & Numeracy	15	P	1	15
		120			255

Weighted total	255

Award credit value	120
Answer to 2 decimal places	2.13
Rounded to nearest whole number	2
Award Grade	**Merit**

Component	Title	Value	Grade	Grade Value	Credit Value X Grade Value
6N1942	Child Development	15	D	3	45
6N1944	Early Childhood Curriculum	15	D	3	45
6N1945	Childhood Social Legal & Health Studies	15	D	3	45
6N1946	Work Experience	15	D	3	45
6N1950	Communications	15	E	1	15
6N2023	Child Psychology	15	D	3	45
6N1933	Early Learning Environment	15	D	3	45
6N1935	Early Childhood Literacy & Numeracy	15	M	2	30
		120			315

Weighted total	315
Award credit value	120
Answer to 2 decimal places	2.63
Rounded to nearest whole number	3
Award Grade	**Distinction**

9.2 ISSUING OF RESULTS

- All results are emailed to learners.
- Learners will firstly be issued with preliminary results.
- Partial results are not sent to learners but can be emailed to learners on request.
- Results are issued to learners 6-8 weeks after assessment submission.
- Results must go through a 5 stage process before results are finalised. Please see the process below:

9.2.1 RESULTS PROCESS

Stage 1: Preliminary Results issued (via email)

Stage 2: Internal Verification

Stage 3: External Authentication

Stage 4: Results Approval Process

Stage 5: A Provisional Result is sent to each learner (via email)

Stage 6: Final statement of results issued to learner (via email) with the option to appeal and will include details on how to appeal a result if you wish. A learner can only appeal a final result.

(Please note, this preliminary grade may be subject to change during stage 2, 3 and 4)

9.3 QQI CERTIFICATES

- Chevron will post all certificates out to learners.
- It is the responsibility of the learner to ensure that Chevron hold their most recent and up to-date address. The leaner is required to email their tutor or admin at Chevron Collegeconfirming their new address, along with updating their address on the online training platform.
- Certificates will only be posted to learners who have their account paid in full, if an account is not up to-date, the certificate will be withheld until such a time the account is paid in full.
- Learners who do not receive their certificate within **2** months of certification date should contact their course tutor.

10 REPEATING ASSESSMENTS

Chevron will allow learners to repeat assessements under certain conditions. Chevron also has an appeals process in place, if you are not happy with your assessment result.

10.1 CAN I REPEAT AN ASSESSMENT?

Chevron will allow learners to repeat on the grounds of failure. Learners are not permitted to repeat on the grounds of trying to achieve a higher grade.

- Learners are permitted to repeat once, with no charge on the following grounds:
    - Failure of a written examination
    - Misinterpreting the assessment brief
- On a subsequent failure, learners will have one more chance to repeat and will incur a fee of €100.
- The repeat fee must be paid before a re-sit of an examination or a resubmission of an assessment.
- Chevron will not facilitate a succeeding failure and the learner may be deemed unsuitable for the programme.

10.2 APPEALING RESULTS

Chevron's Appeals Process will enable the learner to appeal:

- The assessment process, if they perceive there to be any irregularities/inequality in its implementation
- The assessment result

- A maximum of 14 days is allowed for learners to lodge an appeal.
- A learner must lodge their appeal in writing directly to Chevron. A fee of €50 will apply per appeal and will be returned to the learner if the outcome of the appeal is successful.
- The Appeals Form is available in Appendix G.
- Only evidence that has previously been presented by the learner, and has been retained in Chevron following the initial assessment can be considered as part of an appeal. No new evidence can be submitted.
- All assessment evidence as required by the component specification/validated programme module must be available for the appeal. Any evidence not available will be assumed not to have been completed or submitted.
- Chevron will process the appeal within a reasonable timeframe and will ensure that the appeal assessor is not the original assessor.
- Chevron will inform the learner of the outcome of the appeal within a reasonable timeframe.
- Following the completion of the appeals process, QQI will be informed by Chevron of any successful appeals (changes in the assessment grades awarded). QQI will make any required amendments to grades on the QQI Business System (QBS) & will re-issue a certificate for the learner.

11 PROGRESSION ROUTES

Chevron is committed to providing learners with information regarding progression routes. Please see below:

QQI Early Childhood Care & Education Level 5	➔	QQI Early Childhood Care & Education Level 6
QQI Early Childhood Care & Education Level 6	➔	BA (Hons) Early Childhood Studies (Online)
QQI Healthcare Support Level 5	➔	QQI Health Services Supervisory Management Skills Or: Degrees in the following areas: ○ Social Care ○ Nursing ○ Health Promotion

12 APPENDIX A: COMPLAINTS/GRIEVANCE FORM

CHEVRON COLLEGE	Chevron College	
	Complaints/Grievance Form	Version: 1.1

Personal Details	
Name:	
Address:	
Contact Number	
Title of Course you are completing:	
Code of Course you are completing:	

Complaint Information	
Complaint Date:	
Complaint Details	

For Office Use Only	
Received by:	**Date:**
First Response **Corrective Action:**	

_____
_____
_____

Suspected Cause:

_____
_____
_____

Correction Action
Follow Up:

_____
_____
_____

What steps should be taken to avoid a repeat issue?

_____
_____
_____

Signature: _____ **Date:** _____

13 APPENDIX B: APPLYING FOR REASONABLE ACCOMMODATIONS

Chevron is committed to ensuring that our assessment practices facilitate equality and the diversity of our learners' needs. It is the responsibility of learners to inform either their tutor or Chevron's administration staff, of any special requirements immediately after registration to enable extra supports to be put in place for them.

Chevron provides reasonable accommodations for learners with a disability or learning difficulty, including but not limited to, the following:

- Learning Difficulty
- Hearing Difficulty
- Visual Difficulty
- Physical Difficulty
- Mental Health or Behavioural Difficulty

Learners are required to complete the Application for Reasonable Accommodations form below and return this to Chevron, along with a letter from their doctor or relevant professional, to confirm their need for an accommodation(s).

Upon receipt of this information, Chevron will try and provide one or a combination of the following accommodations:

Physical Access: Chevron will ensure that all examination venues are fully accessible to all of our learners. A venue checklist is completed by each centre to ensure that the premises is wheelchair accessible,

contains an audio loop system for learners that may have a hearing impairment, spacious rooms, clear signages, etc.

Scribes/Readers: If required, learners may be provided with a Scribe and/or Reader to facilitate their completion of the written examination.

Additional Time: If it is deemed necessary for learners to complete the assessment, additional time may be allocated to the learner.

Sign Language Interpreters: Sign language interpreters, chosen by the centre, are available to the learners upon request.

Format of Examination Papers: The format of the examination papers may be adapted to satisfy the needs of specific learners e.g. dyslexia

All other learner requests will be considered on a case-by-case basis and facilitated where it will provide the learner with an equal opportunity to complete the assessment.

Personal Details	
Name:	
PPS Number:	
Date of Birth:	
Contact Number:	
Course Name:	
Course Code:	

Details of Accommodation(s) requested (Please tick as appropriate)	
Additional Time	
Amanuensis (Scribe)	
Sign Language Interpreter	
Large Font	
Use of a word processor/ recording device	
Waiver from the assessment of spelling, grammar and punctuation	
Other (Please specify)	

Please detail the reason why accommodation(s) are required:

_____

_____

_____

_____

A letter from your doctor or medical professional to confirm the need for the accommodation(s) specified above should be submitted with this application.

Office Use Only:

Accomdation Granted: ☐

Accomdation Refused: ☐

Medical Evidence Presented: Yes ☐ **No** ☐

All relevant people notified (list):

_____

_____

_____

Signed: _____ **Date:** _____

14 APPENDIX C: RECOGNITION OF PRIOR LEARNING (RPL)

Recognition of Prior Learning (RPL) is the process by which prior learning – accredited, non-accredited or experiental is formally identified, assessed and acknowledged.

RPL can be sought if the learner is working towards a QQI major award. Where it is considered appropriate, RPL may be used to gain:

- an exemption from a programme module, or number of modules
- entry to a programme where the applicant may not meet the standard entry requirements
- advanced entry to a programme
- transfer between programmes

Claiming an exemption is a procedure carried out at provider level when entering candidates for certification. An applications for RPL must be made as soon as the learner commences a programme(s).

,

14.1 COMMON AWARD SYSTEM (CAS) EXEMPTIONS:

An exemption can only be claimed for a learner who:

- holds an existing component which is referenced to one of the Common Award System (CAS) components
- is applying for a major award or special purpose award

5 Year Rule

From January 2016, only those awards which are no more than five years old at the time the exemption is been sought, may be used to claim an exemption. Deadlines will apply in respect to this 5 year

rule. It may occur that a learner will need to repeat a module or modules.

14.1.1 EXEMPTION FOR A NON-CAS MODULE

QQI recognises awards previously awarded by FETAC. Some of these awards are mapped to CAS components and can be used to claim exemptions. All non CAS modules begin with a letter followed by a 5 digit number (e.g. W20008, G20001 or D20165, etc). All CAS modules begin with a 5N or 6N followed by 4 digit number (e.g. 5N0690, 6N1933, etc). Any module beginning with a 5N is a QQI level 5 programme and any module beginning with a 6N is a QQI level 6 programme.

Listings of components which can be used to claim exemptions are available via:

https://qhelp.qqi.ie/providers/certification-queries/common-award-system-cas-exemptions/

- Learners who have prior completion of a QQI module which is relevant to the major award they are working towards, must notify their tutor of the prior completion of the module(s).
- Learners are required to forward a cover email or letter to their tutor indicating their prior learning, along with a copy of the QQI certificate(s) and final statement of results (if available) to Chevron Training.
- The tutor will mark these on the learner's file and will contact the learner by email to confirm receipt or if they consider there to be any issues in connection to the certificate(s) received

- Learners are required to forward a completed **RPL Application** form along with a certified copy of their certificate(s) to Chevron. (i.e. copy of certificate must be signed and stamped at local Garda station).
- The application form and the certificate(s) will be reviewed internally and the outcome is confirmed to the learner by email.
- Any learner who does not meet the deadlines as per the five year rule on any non CAS module(s) will need to re-sit the module(s) again and may incur a fee.
- Chevron will set deadlines to have all assessments completed and submitted by for each of the certification periods and if the learner does not meet these deadlines it may delay the certification process.
- Chevron will not be held responsible for any delay in learners receiving their awards due to deadlines for the use of non CAS modules not being adhered to and subsequently leading to the learning having to re-sit a module or modules.
- CAS components achieved by exemption will be neutral in the calculation of the grade of the compound award.
- Components achieved through exemption will be graded as 'Exempt' on a transcript. As the transcript displays the learner's entire FET award history, the original component used to achieve the exemption will also show on the transcript, with the relevant grade and date awarded.

14.2 EXEMPTION FROM COMMUNICATIONS MODULE

- Learners who hold a QQI level 6 Communications award are automatically exempt from Communications at Level 5. Please

note, if the certificate is non-CAS, the 5-year rule as outlined above applies.

- Learners who hold a degree awarded by a National Awarding Body will automatically receive an exemption from Communication at Level 5 or Level 6, if the award is not more than 5 years old.
- QQI recognizes the value of awards made by a foreign awarding body, where the awarding body is nationally recognised in its own country and operating a quality assured awarding process. Learners must get a recognized translation company to translate, stamp and date the translation. The five year rule will also apply to foreign qualifications.

- Learners are required to forward their completed RPL application form, along with a certified copy of their Level 6 certificate/degree *(i.e. copy of certificate must be signed and stamped at local Garda station to witnessed the learner signing the documents themselves to say that it is a true document)* to Chevron.
- The application form and the certificate are reviewed internally and the outcome will be confirmed to the learner by email.

14.3 EXEMPTION FROM A MODULE(S) WHERE A LEARNER HOLDS A DEGREE

- If a learner holds a non-QQI award (i.e. degree in Childcare, Social Studies, Nursing, etc) and feels that they may have covered one or more of the mandatory or elective modules as part of their degree, they may be exempt from completing a module(s) of their Major award.
- Learners are required to forward a completed RPL application form, along with a certified copy of their degree to Chevron (*i.e. copy of certificate must be signed and stamped at local Garda*

station to witnessed the learner signing the documents themselves to say that it is a true document).

- Any learner who holds a foreign qualification must get a recognized translation company to translate, stamp and date the translation.
- In addition, the learner will also be required to forward a transcript of their results for each year. The learner may need to contact the college they completed the degree with to get this information. It is not sufficient for the learner to write the modules completed out on a piece of paper, they must be submitted on a formal document from the awarding college.
- On receipt of the requested documents, the application for exemptions is reviewed internally.
- The reviewer may require the learner to complete a learning outcome document for each module exemption being sought. In this case, the learner will be notified and will be asked to forward the requested document back to Chevron Collegewithin a specific timeframe.
- This process can take between 6-8 weeks from the date of receipt of the application form and all requested documents.

Important:

Please, do not send in an application without all of the requested documentation. The application will become null and void if all is not received and the learner will be notified of same.

CHEVRON COLLEGE	Chevron College	Version: 1.1
	Application Form Applying for Recognition of Prior Certified Learning	

Personal Details and Programme Details

Name:	
Contact Number:	**Email Address:**
PPS Number:	**DOB:**
Title of Major Award you are completing:	
Code of Major Award you are completing:	

Education History (Starting with the most recent)

Institution:					
Programme Title:					
Duration:		**NFQ Level:**		**Yr of Award:**	

Institution:					
Programme Title:					
Duration:		**NFQ Level:**		**Yr of Award:**	

Institution:					
Programme Title:					
Duration:		**NFQ Level:**		**Yr of Award:**	

Institution:	

Programme Title:					
Duration:		**NFQ Level:**		**Yr of Award:**	

Details of prior learning and the equivalent module

Prior Certified Learning					**Equivalent to**	
NFQ Level	**Module Title**	**Module Code**	**Date on Cert**		**Module Title**	**Module Code**
				➔		
				➔		
				➔		
				➔		
				➔		
				➔		
				➔		

You are required to forward a certified copy of each certificate in your request for an exemption. (I.e. copy of certificate must be signed and stamped at local Garda station to ensure the authenticity of the certificate(s).

Declaration of Applicant:

I confirm all details provided above are accurate and true.

Signed: _____ Date: _____

Office use only

Are the above exemptions accepted: Yes ☐ **No** ☐

If no, reason(s) why,

_____

_____

_____

Signed: _____ **Date:** _____

14.4 EXEMPTION FROM A MODULE(S) WHEN A LEARNER HAS EXPERIENTAL LEARNING

1. An application for RPL based on experiental learning can be made through the means of a structured portfolio.
2. This portfolio is a collection of information and documents to show evidence of the learning.
3. It is essential that the learner has significant relevant learning from work or life experiences to support the application.
4. It is important that the learner understands that there is a substantial amount of work associated with collecting and collating the relevant information to put the portfolio together.
5. Learners are required to submit a completed RPL application form (below), along with their portfolio to Chevron.
6. This portfolio will be examinable and it will be assessed by internal and external parties.
7. A separate portfolio must be completed for each exemption being sought.

Learners must provide the following information in their application:

Personal Details and Programme Details Learner will provide the following details:

- Name
- Contact number
- Email address
- PPS Number
- DOB
- Title of major award completing
- Code of major award completing

Education History	The learner will provide all educational history, starting with the most recent and will be required to supply the following details: • Institution / College • Programme title • Duration • NFQ Level • Yr of Award The learner can adapt the provided template if their educational history exceeds the space provided.
Employment History	This section is to include current and past employment (starting with the most recent). The learner will need to provide the following details: • Employer • Type of employment (i.e. self employed, employee, etc) • Position Held • Year from and year to • Detailed description of tasks and responsibilities The learner can adapt the provided template as required.

The next page of the template will need to be copied to match the number of learning outcomes associated to the module.

Module Title & Code the learner is applying for an exemption	This will be the precise name and code of the module the learner is applying to be exempt from based on experimental learning.
Learning Outcome	A learning outcome is the knowledge and skills that learners will have achieved on successful completion of a module.

The learning outcomes are available from the module component specification (this can be available on request from your tutor).

Learning Experience

The learner must provide a response to each learning outcome. The learner must provide a clear description and focus on how their work experience matches that of each outcome.

- Begin with a general response
- Use one or two specific examples of how you meet the learning outcome
- The answer must reflect the specific subject area

Evidence

The learner must provide verification that the learning really took place.

The learner must list all of the evidence to support the application. Documented evidence is also required.

Declaration of Learner

The learner must sign to confirm that the information supplied is true and accurate and that they are fully aware that the content is examinable and that they may be called for an interview to discuss the content provided.

CHEVRON COLLEGE	Chevron College	Version: 1.1
	Application Form Applying for Recognition of Prior Experiential Learning	

Personal Details and Programme Details

Name:	
Contact Number:	**Email Address:**
PPS Number:	**DOB:**
Title of Major Award you are completing:	
Code of Major Award you are completing:	

Education History (Starting with the most recent)

Institution:					
Programme Title:					
Duration:		**NFQ Level:**		**Yr of Award:**	

Institution:					
Programme Title:					
Duration:		**NFQ Level:**		**Yr of Award:**	

Institution:					
Programme Title:					
Duration:		**NFQ Level:**		**Yr of Award:**	

Institution:					
Programme Title:					
Duration:		**NFQ Level:**		**Yr of Award:**	

Employment History (Starting with the most recent)

Employer:					
Type of Employment:					
Position Held:		**From:**		**To:**	
Tasks & Responsibilities					

Employer:					
Type of Employment:					
Position Held:		**From:**		**To:**	
Tasks & Responsibilities					

Employer:					
Type of Employment:					
Position Held:		**From:**		**To:**	
Tasks & Responsibilities					

Details of prior Experiential Learning – Your application for Prior Experiential Learning must be supported by a portfolio of evidence. You may have to attend an interview based on your submitted portfolio. The form below must be completed for each Learning Outcome. ***Forms that are not comprehensive enough and have not got the required evidence will not be accepted.***

Module Title Applying For An Exemption For	Module Code

Learning Outcome

Learning Experience

Evidence

Declaration of Applicant:

I confirm all details provided above are accurate and true. I am fully aware that the content is examinable and that I may be called for an interview to discuss the content I have supplied.

Signed: _____ **Date:** _____

Office use only

Are the above exemptions accepted: Yes ☐ **No** ☐

If no, reason(s) why,

_____

_____

_____

Signed: _____ **Date:** _____

15 APPENDIX D: RPL FORM (ACCESS)

CHEVRON COLLEGE	Chevron College	RPL Form
	RPL for Access to Online Programme(s)	Version: 1.1

Personal Details			
Name:			
Address:			
Date of Birth:		**PPS Number:**	
Contact Number:			

Programme Details	
Programme Title:	
Programme Code:	

Education History (Starting with the most recent)					
Institution:					
Programme Title:					
Duration:		**NFQ Level:**		**Yr of Award:**	

Institution:					
Programme Title:					
Duration:		**NFQ Level:**		**Yr of Award:**	

Institution:	

Programme Title:					
Duration:		**NFQ Level:**		**Yr of Award:**	

Employment History (Starting with the most recent)					
Employer					
Type of Employment					
Position Held		**From:**		**To:**	
Role & Responsibilities					

Employer					
Type of Employment					
Position Held		**From:**		**To:**	
Role & Responsibilities					

Employer					
Type of Employment					
Position Held		**From:**		**To:**	
Role & Responsibilities					

IT Skills	
Do you have adequate IT Skills to enable you to complete the course (as specified in our IT checklist)?	Yes / No
Is your Laptop/PC / or Tablet compatible with our Learning Management System?	Yes / No

Please refer back to our pre-course information on our website:
http://chevrontraining.ie/pre%20course%20info/index.html

Declaration by Learner
I certify that the information stated in this form is correct and I have enclosed certified copies of relevant documentation. Signature: _____ Date: _____

For Office Use Only:

Reviewed & Approved by: _____

16 APPENDIX E: ONLINE DISCUSSION FORUM GUIDELINES

LearnUpon's online discussion forum is designed to assist learners with their studies, facilitating discussion on course materials and assignment submissions. These guidelines are provided to assist the learner to utilise this learning medium to its potential, achieve an enhanced learning experience and complete their course.

1. Each module offered by Chevron is listed on the LearnUpon discussion forum. Please ensure that your query/comment is posted in the correct module discussion forum.

2. When writing your post or replying to a post in a discussion thread (topic), be relevant and support your observations and ideas with reference to the course materials. Vague topics/responses should be avoided as they narrow the scope of the discussion.

3. Read everything in the discussion thread before replying. This will help you avoid repeating something that someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don't.

4. This is a shared learning environment. It is not enough to login and read the discussion threads. For the maximum benefit to all, everyone should contribute.

5. Use proper writing style. Correct spelling, grammatical construction and sentence structure are expected in every other writing activity associated with academic engagement. Online discussions are no different.

6. An extension of the above guideline: Text speak and other abbreviations have no part in academic dialogue. The use of

emojis and shortcuts such as 'u' should be avoided. Similarly the use of CAPITALS is discouraged; this is considered shouting and is not necessary.

7. We live in an ethnically rich, diverse and multi-cultural world. Use no language that is, or that could be construed to be, offensive toward others. Racist, sexist, and heterosexist comments or jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.

8. Flaming is not tolerated. Criticism must be constructive, well-meaning, and well-articulated. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher-order language.

9. Review your written posts and responses to ensure that you've conveyed exactly what you intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world for which you are now preparing.

10. Report any issues to Chevron. Technical, or the posting of inappropriate content by other users.

16.1.1 INFRINGEMENT OF ONLINE DISCUSSION FORUM GUIDELINES

Learners, moderators or staff whose postings are deemed inappropriate, misinformed, offensive, or in breach of the aforementioned guidelines will be subject to the below protocol:

Depending on the severity of the infraction, a different course of action may be taken, but the usual procedure is as follows :

- First rule break (Minor offence):
    - Post or thread is amended, a message is sent to inform the offender of this amendment, no further action taken
    - For a more serious offence, a warning will be issued; this is will be noted on your file.
- Second rule break:
    - Another warning
- Third rule break:
    a. On your third warning, you will receive a temporary ban, the length of which will depend on the severity of the incident.
- On another breach of rules:
    - After this it will be assumed you will not learn your lesson, so you will receive a permanent ban, meaning you will never be able to visit the forum again.

17 APPENDIX F: PLAGIARISM AND ACADEMIC MISCONDUCT

1.0 PURPOSE

The purpose of this document is to provide both tutors and learners with guidance on areas where plagiarism or academic misconduct may arise. Chevron College& Recruitment Limited ('Chevron') values best practice and proper conduct in all its training and educational activities, in line with its learner charter and corporate mission statement.

All operational staff, tutors and assessors are expected to use their best endeavours to ensure that high standards are maintained across all Teaching and Learning activities in order to protect the value of Chevron's educational offerings, in line with guidance issued by QQI, our commitment to our academic partners, together with accepted best practice in our area of operations.

2.0 SCOPE

This policy covers both *any* learner who is engaging in study with Chevron or *any* tutor/assessor engaged by Chevron for designated courses.

Chevron recognises that the nature of online blended learning courses opens up the possibility of plagiarism or related forms of misconduct by learners. This is a common issue faced by many learning providers and academic institutions, both in traditional classroom-based and online environments, particularly with the growth of web-based learning and the widespread availability of sources and other material via the internet.

Chevron operates in a knowledge- and skills-based environment so it is important that we monitor learner activities and take all reasonable steps to ensure fair dealing with other people's work in order to protect the integrity of the Chevron brand, our learning product offerings and partnerships. US research in the area of academic integrity by McNabb & Olmstead (2009) cites work by Gallant that divides academic dishonesty into five categories: plagiarism (using another's work without citation), fabrication (making up information), falsification (inaccurately portraying information), misrepresentation (falsely representing oneself), and misbehaviour (behaving in ways contrary to expectations). Chevron will take these categories into account in identifying potential areas of plagiarism or academic misconduct.

3.0 DEFINITIONS

Plagiarism is defined as: 'the practice of taking someone else's work or ideas and passing them off as one's own' (http://www.oxforddictionaries.com). Therefore, it may be applied to both materials used within coursework assignments and also the production of the work itself; for example, a friend or relative writing up a paper on behalf of the student.

Examples of plagiarism may include: (i) copying and pasting text from the internet, or (ii) copying wording from a book or other text without giving due credit to the author(s). Copying may also result in a breach of copyright. It is recognised that the widespread use of the internet and the emergence of a digital generation of students who are used to sharing online content may lead to inadvertent copying. However, this still constitutes plagiarism and the generally accepted view is that ignorance of the rules is no excuse. Therefore, learners need to be made aware of the risks involved in using the web for research and learn how to manage these risks appropriately.

Academic dishonesty is defined as any act that enhances a student's grade unethically and unfairly. Examples include (but are not limited to):

(i) cheating - copying another student's work or allowing one's own work to be copied;

(ii) recycling - submitting one's own work which has previously been submitted and graded for an earlier course;

(iii) fabrication – 'making things up' such as inventing sources, quotes, situations, etc.;

(iv) unauthorised collaboration - it is assumed that all work submitted for marking is the student's own work; plus

(v) plagiarism (as defined above) - coursework is expected to be original work done specifically by the student for that course with proper referencing and attribution (see below) of all relevant information gathered from published sources, including the internet.

4.0 STUDENT RESPONSIBILITIES

By enrolling in a course with Chevron, students are expected to understand and abide by this policy. Students are urged to plan ahead to allow sufficient time for their studies and produce original work based on these studies. The Learner Verification

process covers induction to a programme of study and includes access to the Learner Handbook.

Chevron will operate the following Plagiarism and Academic Misconduct policy for the duration of this document:

4.1 DEFINITIONS

The definition of plagiarism is to be taken as using someone else's work or ideas and passing them off as one's own. This definition will be applied to both source materials which require proper referencing and the student's production of the coursework itself. Academic dishonesty will be broadly defined as any act that enhances a student's grade unethically and unfairly. Students will be required to complete a declaration of authenticity when assignments or other major pieces of coursework are submitted to tutors for marking.

4.2 USE OF SOURCES AND PROPER CITATION

Students are required to use maturity and proper judgement in how they use sources of information. Students must use quotation marks and proper citation when quoting from sources (see Harvard Referencing below). In particular, students need to be aware that the following is unacceptable conduct:

- Using and presenting someone else's work as their own, including recycling essays or practical work by someone else (or even reusing their own work from a previous course – this counts as 'self-plagiarism').
- 'Cutting and pasting' from websites, texts and journals and then passing this off as original work.
- Using a piece of work based on someone else's ideas without giving them due credit in a citation and proper reference.
- Showing an over-reliance on quotes, etc. rather than demonstrating original thinking based on the study programme and relevant sources.

4.3 HARVARD REFERENCING

The Harvard Referencing system is a generally recognised and accepted method of citing and acknowledging sources (e.g. texts, journals, websites, etc.). All students will receive a briefing note on the Harvard system as part of their initial enrolment on a course and be required to use this referencing method during their coursework.

4.4 DECLARATION OF AUTHENTICITY

Each coursework assignment sent from the student to the tutor for marking must include a signed and dated declaration of authenticity in a format prescribed by Chevron.

4.5 PERSONAL IDENTIFICATION ('ID')

Where students undertake work placements, or engage in a video discussion as part of their course, they will be required to provide two forms of personal identification ('ID') at the point they commence each placement or video event. Acceptable forms of ID are:

- Public Services Card ('social welfare card') showing an individual's PPSN; *and*
- Passport *or* driver's licence.

The supervisor will review and note both forms of ID used for verification in the work placement log.

4.6 RESPONDING TO PLAGIARISM CONCERNS

At submission of a first draft for new learners on a programme, tutors should identify any students who are having difficulty with this aspect of their academic development. At this point, they should be referred to the studies advisor/other support for 1:1 intervention or participation in a small group webinar.

Where Turnitin is available for assessments, learners can submit assignments for a similarity report prior to final submission. This will help learners and make changes before final submission if required.

5.0 TUTORS AND ASSESSORS

5.1 REQUIREMENTS

Tutors will receive a copy of the Plagiarism and Academic Misconduct policy at their point of engagement for each course. They will be required to abide by the policy and notify the designated Programme Leader of any circumstances they might consider as possible plagiarism or academic misconduct so that the case may be reviewed and action taken as necessary. The Internal and External Verification review processes act as checks on plagiarism and misconduct, with tutors sharing feedback and alerting each other to any areas of concern.

5.2 MONITORING AND REVIEW OF STUDENTS BY TUTORS/ASSESSORS

It is the responsibility of Tutors and Assessors to monitor the risks of plagiarism and other potential forms of academic misconduct. Indicators of such risks may include:

- Deviation in student marks between unsupervised coursework and examination performance, e.g. a major drop-off in marks or grades.
- Disparity in performance between supervised practical exercises (skills training, formative assessments, webinars, email contacts, etc.) compared with unsupervised study.
- Inconsistency in the level and quality of questions being asked of the Course Tutor.
- Failure to use the Harvard Referencing system and tools correctly.
- Low levels of learner engagement and participation in the course.

Tutors and Assessors are required to apply vigilance in order to maintain the academic integrity of the course. In the event that a tutor or assessor has cause for concern about the student's conduct within the terms of this policy, they should contact the Programme Leader to discuss the facts of the individual case. The Programme Leader shall manage all suspected plagiarism cases, and may deal with the case personally or refer it to a Programme Review committee. Potential actions to verify the position may include (but are not limited to):

- Use of anti-plagiarism software (there are a number of free tools available online plus Turnitin).
- Arranging a video interview with the student via Skype or a similar platform (including a recording of ID in line with the ID rules above).

6.0 SANCTIONS AND APPEALS

Chevron's core aim is to encourage learning and personal development. Sanctions will only be applied if the student fails to comply with the rules after an initial prompt from the Course Tutor. However, persistent failure to comply on the student's part may lead to the requirement that coursework is resubmitted or ultimately may lead to suspension from the course. In the event that a student is unhappy with the approach adopted by the Course Tutor in these circumstances then the student has a

right to make one appeal to the Course Director who will make a definitive ruling on the matter in line with this policy.

7.0 MONITORING

This policy will be updated as new knowledge and resources become available. A comprehensive and formal review of the policy will be made at a date no later than 31 December 2019.

APPENDIX POLICY SOURCES AND RESOURCES

BBC News (2011). *Plagiarism: The Ctrl+C, Ctrl+V boom*. Available at: http://www.bbc.com/news/magazine-12613617 (Accessed: 12 February 2016)

Hill, C. (ed.) (2010), *Distance Education Report: Promoting Academic Integrity in Online Education*. Available from: http://www.facultyfocus.com/ (Accessed: 12 February 2016)

McNabb, L. & Olmstead, A. (2009), Communities of Integrity in Online Courses: Faculty Member Beliefs and Strategies, *MERLOT Journal of Online Learning and Teaching*, Vol. 5, No. 2, June 2009

Pappas, C. (2013), *Top 10 Plagiarism Detection Tools for Teachers.* Available from: http://elearningindustry.com/top-10-free-plagiarism-detection-tools-for-teachers (Accessed: 01 March 2016)

QQI Assessment and Standards, Revised 2013. Available at: http://www.qqi.ie/Publications/ (Accessed: 11 February 2016)

Roosevelt University Faculty Resources. *Academic Integrity: A Guide for Students.* Available from: http://www.roosevelt.edu/Provost/Faculty/AcademicIntegrity.aspx (Accessed: 12 February 2016)

University College London, *How NOT to fail your Degree.* Available from: http://www.ucl.ac.uk/ (Accessed: 08 February 2016)

Waterford Institute of Technology (2008). *Anti-Plagiarism Policy.* Available from: https://www.wit.ie/about_wit/documents_and_policies/quality_assurance_documents (Accessed: 08 February 2016)

18 APPENDIX G: ASSESSMENT/EXAMINATION RESULTS APPEAL FORM

CHEVRON COLLEGE	Chevron College	Appeals Form
	Appeals Application Form	Version: 1.1

Separate application form must be completed for each appeal

Personal Information

Name: _____

PPS Number: _____

Module: _____

Code: _____

Result: _____

Reason for appeal: _____

Office Use Only

Date Appeal received: _____

Received by: _____

How Appeal Received: **by writing** ☐ **by Email** ☐

Process

Please attach written confirmation of appeal to this form ☐

Evidence of scripts will be sent to a second tutor for recheck ☐

Learner made award of outcome ☐

QQI made aware of the change of grade and request an amended certificate (if required) ☐

Appeal Outcome

Successful ☐

Unsuccessful ☐

Reason successful/unsuccessful: ☐

_____

_____

Signed: _____ **Date:** _____