 Department: Learning and Development	Policy No: LD012 Version: 1 Page 1 of 4	Original Release date: 22/02/2022 Current Version Date: 26/05/2023 Next revision date: 26/05/2025
	Áras Chúchulainn, Blackheath Drive, Clontarf, Dublin 3 . Tel 01 818 6400 Fax 01 833 3873 Email info@iwa.ie www.iwa.ie	
Policy Title: Support for Learners Policy		
Written/Reviewed by: ██████████	Title: ██████████	
Approved by Senior Management Team (SMT)	Date: 16/03/22	
Document Control Approved: ██████████	Date: 26/05/2023	

1. Policy Statement

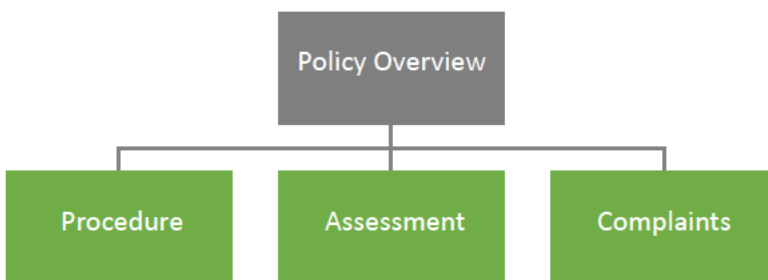
IWA provide adequate and up-to-date learning resources and appropriate learning environments to support learners to maximise their potential achievement. We ensure that all our learners are provided support and/or information appropriate to their context and specific needs and circumstances.

2. Purpose

The purpose of the policy is to:

- To highlight the supports available to learners that require them
- To outline the roles and responsibilities associated with the management of, and participation in, support for learners
- To illustrate recommended procedures and practices for successful provision of learning support.


3. Policy Details and Procedure



Supports available to Learners: IWA recognise that Learner support is another critical component of an effective learning experience. Learner support focuses on what the Trainers/Tutors can do to support learners beyond the formal delivery of the programme.

Procedure

- 3.1. The relevant IWA staff member (Trainer, Tutor, Service Coordinator) will ask learners to formally identify any supports they may require. This can be done:
 - 3.1.1. At registration
 - 3.1.2. Through identification of Requirements meeting (For QQI Level 3)

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- 3.1.3. At course Induction.
- 3.1.4. During the course through Trainer observations and verbal communication between the learner and the Trainer
- 3.1.5. Learners can request a one-to-one meeting with the Trainer/Tutor to discuss any aspect of the course including supports available at any time during the course.
- 3.2. The Trainer will discuss the supports required with the learner and possible solutions that may best suit the learner and their needs.
- 3.3. A Learner Handbook, which provides the learner with information on all aspects of the course and their course participation, will be emailed to each learner with confirmation of registration
- 3.4. Learner packs will be given to each learner for each module. The pack consists of a Handout, Workbook, and a copy of the Assignment. The Trainer will discuss elements of each document throughout the duration of the module
- 3.5. The Trainer/Tutor will make themselves available 30 minutes before and after each course day. Learners can be met one to one, in pairs or in small groups to discuss any challenges they may have.
- 3.6. A class rep will be elected on commencement of the delivery of a QQI Level 5 Major Award. The class rep will act as a point of contact for all learners to bring an issue to the attention of the Trainer
- 3.7. The Trainer will make all learners at QQI Level 5 aware that the organisation has a Counselling service that is available free of charge to employees
- 3.8. Learners who are experiencing challenges in meeting assignment deadlines due to personal issues, sickness etc can apply to avail of the extension of submission of work through the L&D department via the deferral form

4. Assessment

- 4.1. Where a learner has disclosed the need for additional supports during their course, additional accommodations will be made during assessment in agreement with the individual learner.
- 4.2. The Trainer will offer the relevant accommodation which could include, but is not limited to, a reader, scribe, or additional time.
- 4.3. Where a reader or scribe is used, no offer of assistance with content of the assessment can be given.
- 4.4. Additional time will be allocated as 10 minutes per hour of the assessment

5. Complaints/Feedback

- 5.1. All learners will have the opportunity to provide feedback on the course through the end

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- of module evaluation form or directly to the Training Team Lead
- 5.2. If Learners wish to make a complaint, they can do so through the Customer Care Department

6. Scope

List other policies that are connected and or impact on this policy.	<input type="radio"/> Learning & Development Policy <input type="radio"/> Customer Care Policy <input type="radio"/> Dignity & respect Policy
List which Manual standard operational procedures (SOP's) are connected and or impact on this policy.	
List who was consulted with.	<ul style="list-style-type: none"> ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED] ■ [REDACTED]

7. Roles

The Association, as a collective, actively makes our policies work. Central roles to the policy are:-

Learning & Development role to:
Ensure that supports are available to learners where practicable

Trainers' role to:
Identify the supports those individual learners require and provide, where reasonably practicable, the relevant supports

Managers role to:
Inform the trainer of any supports the person might require enabling them to engage in the training

Individual Learner role
Discuss any supports they require with the trainer or their manager to enable them to actively participant in the courses


8. Frequency of Review

This policy will be reviewed every two years and in line with IWA document control standards.

9. Implementation Plan

IWA will take all reasonable steps to ensure that all individuals impacted by this policy are made aware of

This is a controlled IWA document and may be subject to change at any time. See IWA SharePoint for the most up to date version.

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same. This policy is communicated through:

Staff intranet <input checked="" type="checkbox"/>	Team meeting agenda <input type="checkbox"/>	Accessible formats <input type="checkbox"/>
Email notifications <input type="checkbox"/>	Information session for staff and volunteers <input type="checkbox"/>	Information session for people availing of our services and supports <input type="checkbox"/>
Staff Guides <input checked="" type="checkbox"/>	On-line training session facilitated in IWA Develop <input type="checkbox"/>	Service Guides <input checked="" type="checkbox"/>
Other <input checked="" type="checkbox"/> please outline: Course induction		

10. References

QQI Core Statutory Guidelines (2016) https://www.qqi.ie/sites/default/files/2021-11/qg-1-core-statutory-quality-assurance-guidelines.pdf
Ahead (undated) https://www.ahead.ie/disabilitysupports

11. Appendices

12. History of Changes

Version	Date	Author	Changes Made/Rational
1	22/02/22	██████████	Draft – Pilot Version
1B	01/03/23	██████████	Section 1 Policy Statement: Updated to include and/or information regarding support provided. Section 3.1 Re-written, removal of Section referencing Pre-Course Self-Assessment. Addition of Section 3.1.2 – Identification of Requirements meeting. Section 3.7 updated to include all learners at QQI Level 5. Section 5.2 updated regarding any complaint to go through the Customer Care Department. Removed sections 5.2.1 / 5.2.2 / 5.2.3-reference to policies