



Further Education Learner Handbook



A Plain English learner guide

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead



Contents

WELCOME TO AN COSÁN	2
HOW TO USE THIS HANDBOOK	3
QUICK START GUIDE	3
WHO TO CONTACT	4
LEARNING ORIENTATION AND INDUCTION	4
PRACTICAL INFORMATION BEFORE YOU BEGIN	6
An Cosán Main Centre	7
Travel, Parking and Public Transport	7
Opening Hours and Access to the Building	7
Smoking	7
Shared Spaces, Coffee Dock and Breaks	7
Computing Facilities, Wi Fi and Study Space	7
Learner Property and An Cosán Property	8
Mobile Phones and Devices	8
Change of Contact Details	8
Fees, Refunds, Withdrawals and Deferrals	8
Protection of Enrolled Learners	8
PART 1: LEARNING AT AN COSÁN	8
1. About An Cosán	9

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

2. Learning Together	9
CARE in Learning	10
3. Further Education at An Cosán	10
4. Programme Areas at An Cosán	11
5. Learner Pathways and Progression	11
6. Your Role as a Learner	11
 PART 2: HOW LEARNING HAPPENS	 12
7. Ways You May Learn	12
8. Face-to-Face Learning	12
9. Blended Learning	13
10. Hub-Based Learning	13
11. Moodle and the Flipped Classroom	13
12. Peer Support Sessions	14
13. Self-Directed Learning	14
14. How Classes Are Structured	15
 PART 3: SUPPORT FOR LEARNERS	 15
15. Support Available to You	15
16. Asking for Help Early	16
17. Learning Support	16
18. Digital Support and Access	17
19. Wellbeing and Counselling Supports	17
20. Employment, Skills, Work Experience and Placement Support	17
21. Childcare and Family Supports	18
22. Reasonable Accommodations	18
23. Learner Support Plans	19

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

PART 4: ASSESSMENT AND ACADEMIC INTEGRITY	19
25. Understanding Assessment	19
26. Types of Assessment	19
27. Assessment Briefs and Marking Criteria	20
28. Assessment Schedules and Deadlines	20
29. Extensions and Deferrals	20
30. Submitting Work	20
31. Exams and Live Assessments	21
32. Academic Integrity	22
33. Referencing	22
34. Using Generative AI Responsibly	22
35. Grades, Results and Feedback	23
36. Appeals	23
PART 5: SAFETY, RESPECT AND COMMUNICATION	23
37. Respectful Learning Spaces	23
38. Communication	24
39. Attendance and Engagement	24
40. Digital Safety and Cybersecurity	25
41. Privacy and Data Protection	25
42. Safeguarding and Wellbeing	25
43. Complaints, Concerns and Feedback	25
44. Learner Voice and Class Representative	26
PART 6: PROGRESSION AND NEXT STEPS	26
45. Your Learning Pathway	26

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

46. Access, Transfer and Progression	26
47. Work Experience and Placement, Where Relevant	27
48. Recognition of Prior Learning	27
49. Finishing Your Course	27
50. Staying Connected	27
APPENDICES	27
Appendix 1: Learner Quick Checklist	28
Appendix 2: Assessment Submission Checklist	28
Appendix 3: Academic Integrity Checklist	28
Appendix 4: Exam Day Checklist	28
Appendix 5: Learner Agreement	28

Welcome to An Cosán

Welcome to An Cosán. We are delighted that you are beginning your learning journey with us.

An Cosán means The Path. We know that every learner's path is different. Some people come to An Cosán to build confidence. Some come to gain a qualification. Some come to prepare for work, further study, family life, community life, or a new direction.

Wherever you are starting from, you are welcome here.

At An Cosán, we believe that adult learning should be respectful, practical, inclusive, and connected to real life. You bring your own experience, strengths, skills, and hopes into the learning space. These are valuable.

You are not expected to know everything at the start. You are here to learn, practise, ask questions, make mistakes, reflect, and grow.

We are here to support you along the way.

How to Use This Handbook

This handbook is here to help you feel informed, prepared, and supported as you begin or continue your Further Education journey with An Cosán.

You do not need to read everything at once. Some sections will be useful at the beginning of your course, such as the welcome, contacts, learning orientation, and information about Moodle. Other sections may become more useful later, such as assessment, reasonable accommodations, exams, appeals, work experience, or progression.

The handbook explains how learning works at An Cosán, what you can expect from your course, what supports are available, and how to ask for help. It also explains important learner responsibilities, including attendance, respectful participation, academic integrity, safe digital practice, and submitting your own work.

This is a general handbook for Further Education learners. You may also receive information that is specific to your own programme or module. This could include a programme handbook, module handbook, assessment brief, timetable, Moodle information, work experience guidance, or messages from your tutor or programme team.

If anything is unclear, please ask. Asking questions is part of learning. It is always better to ask early than to sit with worry or uncertainty on your own.

Quick Start Guide

Starting a course can feel exciting, but it can also feel like there is a lot to remember. This section gives you a simple starting point. You do not need to have everything figured out straight away. The aim is to help you know what to check first and who can help if something feels unclear.

What to check	Why it matters
Your timetable	This helps you know when and where classes take place
Your tutor's name	This helps you know who is teaching your module

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

Moodle access	This helps you find materials, tasks, links, and assessment information
Contact details	This helps An Cosán reach you with important updates
Assessment dates	This helps you plan your time and avoid last minute pressure
Learner supports	This helps you know who can help if you need support
Learning orientation resources	These help you build confidence with Moodle, Word, cybersecurity, health and safety, and responsible AI use

Who to Contact

Different people may support you during your learning journey. You do not need to know the perfect person to contact. If you are unsure, speak to your tutor or any An Cosán staff member and they can help direct you.

If you need help with	Who may help
Class learning, tasks, or feedback	Your tutor
Study skills, planning, reading, writing, or confidence	Learning Support
Moodle, blended learning, passwords, devices, or digital confidence	Digital Support or the Digital Inclusion Team
Timetables, forms, attendance records, or general course information	Administration or programme staff
Hub based learning, logging in, or in room support at a hub	Education Hub Facilitator
Classroom routines or practical class support	Classroom Assistant, where available
Wellbeing or personal support	Counselling or wellbeing supports, where available
Work experience, CVs, interviews, or next steps	Employment and Skills Support, where available
Reasonable accommodations or access needs	Community Education Lead, ACE Quality and Project Lead, or Learner Support
Internal or external issues affecting your learning	Community Education Lead

Learning Orientation and Induction

Your learning orientation is designed to help you settle in, understand how learning works at An Cosán, and build confidence with the tools and expectations you may meet during your course.

Induction is not just about rules or forms. It is about helping you feel ready to take part. During induction, you may be introduced to your tutor, your timetable, Moodle, Office 365, the Learner Portal, learner supports, assessment expectations, digital learning tools, academic integrity, and safe digital practice. You may also learn who to contact if something in your life is affecting your learning.

Orientation and technology induction are important parts of starting your course. They help you understand the systems, supports, routines, and expectations that will support your learning. For some programmes, orientation and technology induction may be mandatory. If you do not attend required induction sessions, your place may be affected, especially where there is a waiting list.

As part of getting started, you may be asked to complete a digital skills assessment. This helps An Cosán understand what digital support you may need. It is not a test that you pass or fail. It is a way to help us support you with tools such as Moodle, Office 365, Microsoft Word, email, live blended classes, and assignment submission.

If you need a laptop loan, please ask as early as possible. Laptop supplies may be limited and may be offered on a first come, first served basis. If you need childcare or family support to take part in learning, please speak to the relevant An Cosán staff member as early as possible so that available options can be explored.

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

Some learners feel confident using digital tools. Other learners may feel unsure, nervous, or out of practice. Both are okay. Digital skills can be learned step by step. The resources below are free and can help you build confidence at your own pace. Your tutor or support staff may recommend particular resources depending on your course, your goals, and your support needs.

Recommended Training	Link	How this may support your learning
Digital confidence	Get Yourself Online	Helps you check your digital skills and find free resources that match your needs
Finding and checking information	Get Yourself Online: Information and Data Literacy	Helps you search, check information, and manage digital content for learning and assessment
Digital communication	Get Yourself Online: Communication and Collaboration	Helps you communicate respectfully in digital spaces, work with others, and understand netiquette and digital identity
Creating digital work	Get Yourself Online: Digital Content Creation	Helps you create digital content and understand copyright and licences
Digital safety	Get Yourself Online: Safety	Helps you protect your privacy, personal data, devices, and digital wellbeing
Solving digital problems	Get Yourself Online: Problem Solving	Helps you solve simple digital problems and notice where you may need more support
Microsoft Word	Word Foundations from LearnFree	Helps with typing, formatting, saving, editing, and preparing assignments
Cybersecurity	HSeLand Cyber Security Awareness Training	Helps you understand safer digital habits, passwords, links, email awareness, and protecting information
General Data Protection Regulations	HSeLand The Fundamentals of GDPR	Will make you aware of your responsibilities under GDPR, so that you will improve the way you process data and keep it secure
Health and safety	HSA Learning course	Supports learners preparing for work, placement, practical learning, or safer participation in workplace settings
Responsible AI use	Generative AI for Students: Ethics and Academic Integrity	Helps you understand how AI can support learning without replacing your own thinking or assessment work

AI tools can be useful for learning, but they must be used carefully. You may use AI to help explain a topic, brainstorm ideas, check grammar, or improve clarity. You must not use AI to write your assignment, create assessment evidence, or replace your own thinking. You should not enter private information, learner information, assessment briefs, or internal An Cosán documents into AI tools.

***Related policies and guidance:** Current QA Manual, learner induction and onboarding procedures, QAF502 Instructional Design and Programme Design for Blended Learning Programmes, updated Blended Learning Policy, QAF701 Reasonable Accommodations, Academic Integrity and AI Practice Guide, Cybersecurity and Safe Digital Practice Guidance.*

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

Practical Information Before You Begin

This section brings together practical information that may help you before and during your course. Some details may depend on where your course is delivered, so please always check the most recent information shared by An Cosán, your tutor, your hub, or your programme team.

An Cosán Main Centre

An Cosán's main centre is located at Kiltalown Village Centre, Jobstown, Tallaght, Dublin 24.

Some learners attend classes, workshops, exams, support appointments, or events at the main centre. Other learners may attend through a local Education Hub or Community Partner location. Your timetable and induction information will explain where you need to attend.

If you are unsure where to go, please ask before the day of class, workshop, exam, or appointment.

Travel, Parking and Public Transport

Parking at An Cosán is for staff only. Learners should use public transport where possible.

The number 27 Dublin Bus terminates outside the gate at An Cosán, which makes the main centre easy to find by public transport. If you are attending a local hub or community partner location, please check the public transport and parking arrangements for that location before your first class.

Where possible, plan your journey before your first class, workshop, exam, or appointment. If travel is a barrier for you, please let An Cosán know as early as possible so support options can be explored where available.

Opening Hours and Access to the Building

Opening hours may vary depending on timetables, evening classes, events, and local arrangements. Reception and programme staff will share the most up to date information with learners.

If you need to access the building outside normal class times, for example for study space, support appointments, or meetings, please arrange this with the relevant An Cosán staff member in advance.

Smoking

An Cosán has a No Smoking Policy. Smoking is not allowed on An Cosán premises except in any designated smoking area where one is provided. Local hubs or partner locations may have their own smoking procedures.

Shared Spaces, Coffee Dock and Breaks

An Cosán aims to create a warm and welcoming learning environment. Shared spaces, including refreshment areas, study spaces, corridors, classrooms, and hub spaces, should be treated with care and respect.

Breaks are an important part of learning. They give learners time to rest, connect with others, and return to learning with more focus. Please return from breaks on time so the class can continue smoothly.

Computing Facilities, Wi Fi and Study Space

Some learners may be able to access computers, Wi Fi, study space, or digital support through An Cosán or through a local hub. Availability may depend on timetable, staffing, location, and programme arrangements.

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

If you need a quiet space, a computer, Wi Fi, or help with Moodle, Office 365, Word, or assignment upload, please ask early. Some supports may need to be booked in advance.

Learner Property and An Cosán Property

Please take care of your own belongings. An Cosán cannot accept responsibility for loss of, or damage to, learner property.

Learners are also expected to treat An Cosán property, hub property, equipment, books, devices, furniture, and shared spaces with care.

Mobile Phones and Devices

Mobile phones and devices can support learning, but they can also distract others. During class, please keep phones on silent unless you need your phone for caring responsibilities, emergency contact, accessibility, or a class activity.

If you need to take an urgent call or message, please step out quietly where possible and return when you can.

Change of Contact Details

Please tell An Cosán if your address, phone number, email address, emergency contact, or other important contact details change.

This is important because An Cosán may need to contact you about classes, assessment, supports, fees, certification, graduation, or urgent updates. Awarding bodies usually issue certificates once. If your details are wrong, replacement certificates may take time and may carry a cost.

Fees, Refunds, Withdrawals and Deferrals

Some programmes may have fees. Where fees apply, learners are expected to follow the payment terms shared by An Cosán. If you are having difficulty with fees, please contact the Community Education Lead or the relevant programme contact as early as possible.

Refunds, withdrawals, and deferrals must follow An Cosán procedures. If you are thinking about leaving, pausing, or deferring a course, please speak to An Cosán before making a final decision. There may be support options available, and it is important to understand any effects on fees, certification, placement, assessment, or future progression.

Protection of Enrolled Learners

Protection of Enrolled Learners, sometimes called PEL, is a protection required for some programmes under Irish quality assurance legislation. It exists so that eligible learners are protected if a provider cannot complete delivery of a programme that meets the legal requirements for PEL.

Where PEL applies, An Cosán will provide information about what this means for learners.

Related policies and guidance: Current QA Manual, Learner Handbook, Data Protection and GDPR Policy, Records Management and Retention Policy, Protection of Enrolled Learners procedures, Finance and Fees procedures, Health and Safety Policy, No Smoking Policy, local hub procedures.

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

Part 1: Learning at An Cosán

This part of the handbook introduces the kind of learning community An Cosán aims to create. It explains who we are, how we learn together, what Further Education means, and how your learning can support your next steps. It also explains your role as a learner in a way that is clear, respectful, and realistic for adult life.

1. About An Cosán

An Cosán is a community education organisation with deep roots in Jobstown, Tallaght. Its story began with a belief that education should be open to people who had not always been well served by traditional education systems. Over time, An Cosán grew from local community action into a wider learning community that supports adults, families, and communities through education, care, support, and progression opportunities.

The name An Cosán means The Path. This is important. A path is something people walk one step at a time. Some people walk it with confidence. Some people return to it after a long break. Some people need support, encouragement, or time to find their direction. Each learner's path is different, but no learner has to walk it alone.

Many learners who come to An Cosán are part of a much longer story. Previous generations of learners have come through these doors, joined classes, asked questions, built confidence, completed qualifications, supported their families, entered employment, continued to further study, or became more active in their communities. Their courage helped shape the learning community that exists today.

By joining An Cosán, you become part of that story too. Your learning matters not only for you, but also for the people connected to you. When one person grows in confidence, knowledge, and opportunity, that can have a ripple effect across families, friendships, workplaces, and communities. Your learning may also help open the path for the next person who comes after you.

Learning at An Cosán is based on community education. This means we value your lived experience, your voice, your questions, your culture, your strengths, and your hopes for the future. We believe adult learning should be practical, respectful, inclusive, and connected to real life.

Many adult learners return to education while also managing family life, work, caring responsibilities, health, confidence, transport, technology, or other pressures. We understand that learning happens in real life, not outside it.

Our aim is to make learning clear, supportive, and achievable. You are not expected to have everything worked out at the beginning. You are invited to begin where you are, take the next step, and let your confidence grow over time.

***Related policies and guidance:** Current QA Manual, An Cosán Community Education in Practice, Access and Further Education strategy and programme documentation.*

2. Learning Together

Learning works best when people feel safe, respected, and included.

Many An Cosán classes begin with an Opening Circle or another welcoming activity. This helps learners arrive into the learning space before moving into tasks or assessment work. An Opening Circle may include a check in question, poem, reflection, short video, song, quiet moment, or discussion linked to the theme of the session.

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

The Opening Circle is designed to support connection, equality, listening, and community. It gives learners time to settle, hear from others, and connect the session topic to real life. You may choose to share, or you may choose to listen and reflect quietly.

The Opening Circle is not a therapy space. Learners are encouraged to share in a way that feels safe and appropriate. If something painful, personal, or difficult feels too raw to share in a group, counselling or other support may be a better space for that conversation.

Many sessions also include a short closing reflection. This helps learners pause, notice what they have learned, and prepare for the next step.

A closing reflection may ask you to name one thing you learned, one question you still have, or one action you will take before the next session.

Tutors at An Cosán aim to work as a guide on the side. This means your tutor will support, explain, question, and guide, but your learning and assessment work must remain your own. This helps build learner agency, confidence, and independence.

At An Cosán, we work together to create learning spaces where learners can ask questions, take part in a way that works for them, make mistakes and learn from them, share ideas and experiences, listen to others, give and receive feedback respectfully, and build confidence over time.

CARE in Learning

CARE value	What this means in learning
Celebrate mistakes	Mistakes are part of learning and help us grow
Appreciate difference	Different experiences, views, and ways of learning are valued
Relay feedback	Feedback should be respectful, useful, and supportive
Evaluate through reflection	We learn by thinking about what worked, what was hard, and what we can try next

You do not have to be perfect. You are expected to take part, try, reflect, and keep going.

Related policies and guidance: Current QA Manual, An Cosán Community Education in Practice, UDL and Inclusive Teaching and Assessment Guidelines, Tutor Handbook, Learner Handbook.

3. Further Education at An Cosán

Further Education supports adults to build knowledge, skills, confidence, and qualifications after school level.

At An Cosán, Further Education may include QQI Level 5 and Level 6 programmes. Some learners may complete one module. Others may work towards a full major award over time.

Term	Plain English meaning
QQI	Quality and Qualifications Ireland. QQI is the body that awards many Further Education qualifications in Ireland
Level 5	A Further Education award level. Many learners complete Level 5 before progressing to work, further study, or Level 6
Level 6	A higher Further Education award level that can support progression, leadership, employment, or further study
Module	One subject or part of a programme
Minor award	A qualification for completing one module
Major award	A full qualification made up of a number of required modules
Learning outcome	What you should be able to do by the end of learning
Assessment	How you show what you know and can do

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

Related policies and guidance: Current QA Manual, Section 3 Programmes of Education and Training, programme validation documentation, QQI award specifications, Access, Transfer and Progression Policy.

4. Programme Areas at An Cosán

An Cosán may offer Further Education programmes in a number of areas. Programmes may change over time depending on learner need, funding, staffing, community partnerships, and quality assurance approval.

Programme area	What learners may explore
Community Care	Care, support work, health, wellbeing, communication, and professional practice
Community Development	Community work, equality, communication, social justice, participation, and local development
Business Administration and Digital Skills	Office skills, digital tools, administration, communication, spreadsheets, documents, and work readiness
Early Learning and Care	Child development, early years practice, professional practice, care, and learning environments
Access and progression programmes	Confidence building, return to learning, digital skills, wellbeing, and preparation for Further Education
Employment focused programmes	Work readiness, skills development, CVs, interviews, placement, and progression planning

Your own programme information will explain the modules, timetable, assessment schedule, delivery mode, and supports that apply to your course.

Related policies and guidance: Current QA Manual, QAF304 course overview documents where applicable, programme validation documentation, programme review and evaluation procedures.

5. Learner Pathways and Progression

Learners come to An Cosán for different reasons. There is no single correct path.

Your learning pathway may support you to build confidence, return to learning after a break, improve digital skills, gain a QQI qualification, prepare for employment, progress to another course, prepare for higher education, take part more fully in family, community, or civic life, or explore a new direction.

Progression does not have to happen all at once. You may take one step, pause, return, change direction, or build slowly over time.

Related policies and guidance: Access, Transfer and Progression Policy, Recognition of Prior Learning Policy where applicable, Community Education in Practice, learner support and progression procedures.

6. Your Role as a Learner

As a learner, you are part of the learning community.

What we ask	Why it matters
Attend classes and Peer Support Sessions	Learning builds week by week
Let us know if you cannot attend	We can support you better when we know what is happening
Check Moodle and messages	Important learning and assessment updates may be shared there
Take part in a way that works for you	Participation can happen through speaking, writing, chat, reflection, group work, or other agreed ways
Complete learning tasks	Tasks help you practise and prepare for assessment
Ask for help early	Support is easier when we know early

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

Respect others	Everyone deserves dignity, safety, and respect
Submit your own work	Assessment must show your own learning, understanding, and skills
Keep your contact details up to date	This helps An Cosán contact you about learning, assessment, and certification

Related policies and guidance: Current QA Manual, Learner Handbook, Teaching, Learning and Assessment procedures, QAF601 Fair and Consistent Assessment of Learners, Blended Learning Policy, learner engagement and attendance procedures.

Part 2: How Learning Happens

This part explains the different ways learning may happen during your course. You may learn in a classroom, through live blended classes, through Moodle, in a hub, with peers, or through independent study. These are not separate pieces. Together, they create a supported learning journey that helps you build understanding, practise skills, and prepare for assessment step by step.

7. Ways You May Learn

Learning at An Cosán may happen in different ways. Your programme may use one or more of these approaches.

Way of learning	What this means
Face to face learning	You attend class in person with your tutor and group
Blended learning	You learn through a mix of live tutor led classes, Moodle activities, self-directed learning, and sometimes face to face or hub-based sessions
Hub based learning	You attend a local education hub with other learners and receive support from an Education Hub Facilitator
Moodle learning	You use Moodle to access notes, videos, tasks, links, resources, and assessment information
Peer Support Sessions	You meet with other learners to review learning, ask questions, share progress, and prepare assessment work
Self-directed learning	You complete study, practice, reflection, reading, Moodle activities, or assessment work outside class

All these forms of learning matter. They are part of the full learning journey. Most Further Education modules are designed to include at least 14 directed tutor led sessions and 3 Peer Support Sessions, unless a different approved structure applies to your module or programme. This helps protect learning time, peer connection, assessment preparation, and support.

Related policies and guidance: Current QA Manual, QAF502 Instructional Design and Programme Design for Blended Learning Programmes, updated Blended Learning Policy, 2025 FET Face to Face Classroom SOP, 2025 FET Blended Learning Classroom SOP, Hub Based Blended Learning Overview, UDL Module and Programme Handbook Design Guide.

8. Face-to-Face Learning

In face-to-face learning, you attend class in person with your tutor and group.

You may take part in group discussion, work in pairs or small groups, complete worksheets or practical tasks, practise skills, use printed or digital resources, ask questions during class, receive tutor feedback, and reflect on your learning.

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

You may also use Moodle before or after class. Moodle can help you prepare for class, review materials, complete tasks, practise skills, access videos or quizzes, and submit assessment work.

Face to face learning may still include digital learning. This means your class may happen in person, while Moodle, Office 365, Turnitin, videos, practice tasks, or digital resources are used to support your learning between sessions.

***Related policies and guidance:** Current QA Manual, 2025 FET Face to Face Classroom SOP, QAF502 where flipped classroom materials are used, QAF601 Fair and Consistent Assessment of Learners, UDL and Inclusive Teaching and Assessment Guidelines.*

9. Blended Learning

Blended learning means learning happens in more than one way. This may include live tutor led classes through approved digital platforms, Moodle activities, self-directed learning, hub-based learning, and face to face workshops.

In live blended classes, you may use Zoom, Teams, or another approved platform. You may take part by speaking, using chat, using reactions, joining breakout rooms, completing polls, or reflecting quietly when appropriate.

Blended learning may also include face to face workshops in An Cosán or in your local hub. These workshops help you connect with your tutor and peers, practise skills, and reinforce learning that happens through Moodle, digital tools, or live blended classes.

If you find blended learning or digital tools difficult, please ask for support. Digital confidence can grow with practice and help.

***Related policies and guidance:** QAF502 Instructional Design and Programme Design for Blended Learning Programmes, updated Blended Learning Policy, 2025 FET Blended Learning Classroom SOP, Cybersecurity and Safe Digital Practice Guidance, Data Protection and GDPR Policy.*

10. Hub-Based Learning

In hub-based learning, you attend a local education hub with other learners. Your tutor may deliver the live blended class through an approved digital platform, while a Hub Facilitator supports learners in the room.

A Hub Facilitator may help with logging in, connecting to the live blended class, using devices, keeping time, supporting participation, recording attendance, passing on practical issues to the tutor or programme team, and helping the hub feel calm, organised, and welcoming.

The Hub Facilitator is there to support access and participation. They are not there to complete your learning or assessment work for you.

***Related policies and guidance:** Hub Based Blended Learning Overview, Guidelines for Education Hub Facilitators, updated Blended Learning Policy, QAF502 Instructional Design and Programme Design for Blended Learning Programmes, learner engagement and attendance procedures.*

11. Moodle and the Flipped Classroom

Moodle is a digital learning space used by An Cosán.

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

You may use Moodle to find class notes and slides, access videos, readings, links, and activities, prepare before class, review after class, complete learning tasks, submit assessment work, read feedback, and check important updates.

The flipped classroom means you may look at some learning materials before class. This helps class time focus on discussion, practice, questions, feedback, and support.

If you are not confident using Moodle, ask for help early.

Related policies and guidance: QAF502 Instructional Design and Programme Design for Blended Learning Programmes, updated Blended Learning Policy, 2025 FET Face to Face Classroom SOP, 2025 FET Blended Learning Classroom SOP, Cybersecurity and Safe Digital Practice Guidance, Data Protection and GDPR Policy.

12. Peer Support Sessions

Peer Support Sessions are part of learning at An Cosán. They give learners time to learn with and from each other. Most Further Education modules include at least 3 Peer Support Sessions, unless a different approved structure applies. These sessions are part of the learning journey, not an optional extra added at the end.

These sessions may be arranged with support from your tutor, programme team, or Class Representative. Depending on the programme, learners may meet through Microsoft Teams or Zoom, or a room may be booked in An Cosán or in a local hub where learners prefer to meet in person.

They are designed to support confidence, connection, reflection, assessment preparation, shared problem solving, learner voice, and belonging.

In a Peer Support Session, you may review what you have learned, ask questions, talk through assessment tasks, share progress, organise your portfolio or evidence, practise giving and receiving feedback, and reflect on what is working and what is difficult.

Peer Support Sessions are not about being perfect or having all the answers. They are about learning together.

Related policies and guidance: UDL Module and Programme Handbook Design Guide, Community Education in Practice, Teaching, Learning and Assessment procedures, learner support procedures, programme handbook requirements.

13. Self-Directed Learning

Self-directed learning is the learning you do outside tutor led class time.

This may include reading notes, watching videos, using Moodle, completing worksheets, practising skills, preparing questions, reflecting on learning, researching reliable information, organising assessment evidence, and completing assignments or portfolio tasks.

Self-directed learning is not extra work added on at the end. It is part of your programme and helps you build confidence and independence. For many QQI Level 5 modules, you may need to plan for around 150 hours of learner effort across class attendance, Moodle work, Peer Support Sessions, workshops, tutorials, work experience or applied practice, and assessment preparation. Your programme team will explain what this looks like for your course.

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

Related policies and guidance: UDL Module and Programme Handbook Design Guide, QAF502 Instructional Design and Programme Design for Blended Learning Programmes, updated Blended Learning Policy, programme handbook requirements, assessment procedures under QAF601.

14. How Classes Are Structured

Many An Cosán sessions follow a clear pattern. This helps learners know what to expect.

Part of the session	What this may include
Welcome	Check in, opening circle, recap, settling into the session
Overview	What the session is about, why it matters, and how it links to assessment
Explore	New ideas, examples, discussion, scenarios, or short activities
Research	Finding, checking, or using information
Practical Skills	Practising skills and building useful work
Practice and Reflection	Reviewing learning, confidence, progress, and next steps
Self-Directed Learning	Tasks to complete between sessions
Assessment Links	How the session supports assessment work

This structure may look different depending on the programme and delivery mode, but the purpose is the same. It helps learning feel clear, steady, and manageable.

Related policies and guidance: UDL Module and Programme Handbook Design Guide, Community Education in Practice, Teaching, Learning and Assessment procedures, 2025 FET Face to Face Classroom SOP, 2025 FET Blended Learning Classroom SOP.

Part 3: Support for Learners

This part explains the supports that may be available during your learning journey. Support is not only for times of crisis. It is part of how An Cosán helps learners take part, build confidence, manage challenges, and keep moving forward. Some supports are available to many learners. Other supports may depend on your programme, location, funding, access needs, or personal circumstances.

15. Support Available to You

You do not have to manage everything alone. An Cosán may offer different supports depending on your programme, location, funding, and learner needs.

Support	What it may help with
Tutor support	Learning, class tasks, feedback, and assessment preparation
Learning Support	Study skills, reading, writing, planning, organisation, referencing, proofreading, time management, confidence, and assessment preparation
Digital Support and Digital Inclusion	Moodle, Office 365, Learner Portal, email, passwords, devices, digital confidence, forms, upload issues, and digital skills for learning
Laptop Loan Scheme	Access to a device where you do not have suitable technology for learning. Ask early because devices may be limited
Assistive Technology	Tools that support reading, writing, communication, access, or participation
Hub support	Logging in, joining live blended classes, using technology, and participating in a hub
Classroom support	Practical support in face-to-face classes, where available

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

Counselling or wellbeing support	Support for learners and families with stress, confidence, grief, relationships, family worries, parenting, trauma, anxiety, pressure, change, or anything difficult to carry alone
Childcare and Family Supports	Supports that may help learners attend and participate where available
Employment and Skills Support	CVs, cover letters, interviews, job search, placement, work readiness, employer links, and progression planning
Work Experience and Placement Support	Help to explore suitable placement opportunities, including location, hours, role type, accessibility, and learner goals
Reasonable Accommodations	Supports or adjustments that reduce barriers while keeping the same learning outcomes and assessment standards
Financial or Fees Support	Fee queries, financial pressure, payment concerns, or possible supports where available
Learner Representative or Class Representative	Learner voice, shared questions, peer connection, communication, and group feedback
Peer Support Sessions	Shared learning, assessment preparation, confidence building, peer review, and connection
ESOL or Language Support	English language confidence, understanding instructions, and participation where available
Library, Study Space, Wi Fi or Computing Facilities	Quiet study, access to books, devices, Wi Fi, or a place to work where available
Safeguarding and Wellbeing Supports	Concerns about safety, welfare, risk, or serious distress
Health and Safety Support	Accidents, illness during class, first aid, access issues, or environmental concerns
Administration support	Timetables, forms, records, course information, and general queries

Support may look different from programme to programme. Ask your tutor or programme contact what is available to you. You may need more than one support at the same time. Asking for support early can help you stay engaged and do the work for yourself with the right help around you.

Related policies and guidance: Current QA Manual Section 7 Learner Supports, QAF701 Reasonable Accommodations, learner support procedures, Community Education in Practice, UDL and Inclusive Teaching and Assessment Guidelines.

16. Asking for Help Early

Please ask for help as early as possible if something is becoming difficult. You can ask for help with understanding course work, using Moodle, planning your time, reading or writing tasks, assessment instructions, attendance difficulties, digital access, confidence, wellbeing, or personal circumstances affecting learning.

Asking for help is not failure. It is part of learning. An Cosán staff may also check in with you if they notice changes in attendance, confidence, Moodle engagement, assessment progress, or participation. The purpose is to offer support early, not to shame or penalise you.

Related policies and guidance: Learner support procedures, QAF701 Reasonable Accommodations, Community Education in Practice, learner engagement and attendance procedures, safeguarding and wellbeing procedures where relevant.

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

17. Learning Support

Learning Support can help learners build skills and confidence. This may include support with reading and understanding tasks, planning assignments, organising notes, building study routines, preparing for assessment, understanding feedback, using plain English, managing workload, and building confidence as a learner.

Learning Support does not complete your work for you. It helps you build the skills to do your own work.

Related policies and guidance: Current QA Manual Section 7 Learner Supports, learner support procedures, QAF701 Reasonable Accommodations where support relates to an access need, UDL and Inclusive Teaching and Assessment Guidelines.

18. Digital Support and Access

Digital skills are part of learning, work, and everyday life.

When you start your course, An Cosán may set you up with access to Office 365, Moodle, and the Learner Portal. You may receive account details through your personal email address, so please check your inbox and junk or spam folder during the onboarding period.

The Learner Portal may include information about upcoming classes, attendance, grades, fees where relevant, and other learner records.

You may need support with Moodle, Zoom, Teams or another approved platform, passwords, email, using a laptop or device, typing and saving documents, uploading assignments, using Microsoft Word, digital safety, or assistive technology.

It is normal to need help with technology. Digital confidence builds through practice.

Related policies and guidance: Digital Literacy and Technology Use Policy, Cybersecurity and Safe Digital Practice Guidance, Data Protection and GDPR Policy, updated Blended Learning Policy, QAF701 Reasonable Accommodations where digital access support is required.

19. Wellbeing and Counselling Supports

At An Cosán, counselling is part of our wraparound supports for learners and their families. It is not only for moments of crisis. Counselling can support people with many different parts of life, including stress, confidence, grief, relationships, family worries, parenting, trauma, anxiety, pressure, change, or anything else that feels difficult to carry alone.

Learning can sometimes bring up feelings, memories, worries, or pressure. This is especially true for adult learners who may be balancing education with family life, work, caring responsibilities, health, finances, or personal challenges. You do not have to manage these things on your own.

If you or a member of your family would like support, please speak to a trusted An Cosán staff member. They can help you find the right support and explain what counselling options may be available.

Related policies and guidance: Learner support procedures, Community Education in Practice, safeguarding and wellbeing procedures, confidentiality and Data Protection and GDPR Policy.

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

20. Employment, Skills, Work Experience and Placement Support

All Further Education programmes include a required number of work experience hours or professional practice placement hours. These hours help you connect your learning to real workplaces, community settings, care settings, early years settings, or other professional environments linked to your programme.

For some learners, finding a suitable placement can feel straightforward. For others, it can feel difficult because of location, transport, caring responsibilities, working hours, confidence, health, access needs, or not knowing where to start. If you are finding it hard to identify a suitable placement, please ask for support early.

An Cosán may be able to support you to connect with local employers, organisations, or community partners to explore opportunities that work for you. This may include thinking about location, hours, role type, accessibility, support needs, and how the placement links to your learning goals.

Employment and Skills Support may also include help with CV preparation, interview practice, job search skills, placement preparation, professional communication, confidence building, career planning, and progression planning.

Related policies and guidance: Work Experience and Placement procedures, Access, Transfer and Progression Policy, QAF701 Reasonable Accommodations where placement support is required, safeguarding and health and safety procedures where relevant, programme assessment briefs.

21. Childcare and Family Supports

Some learners may have caring responsibilities or family commitments that affect learning. Where childcare or family supports are available, An Cosán will explain how learners can access them.

If family responsibilities are affecting your attendance or learning, speak to your tutor or programme contact as early as possible.

Related policies and guidance: Learner support procedures, Community Education in Practice, QAF701 Reasonable Accommodations where caring responsibilities create access barriers, safeguarding and wellbeing procedures where relevant.

22. Reasonable Accommodations

A reasonable accommodation is a support or adjustment that helps reduce a barrier for a learner.

Reasonable accommodations help learners take part fairly. They do not lower standards, change learning outcomes, replace the learner's own work, or give anyone an unfair advantage.

A learner may need reasonable accommodation because of disability, neurodivergence, health condition, mental health difficulty, sensory need, literacy need, temporary injury, caring responsibility, digital access need, or another access related need.

Support	What this may mean
Extra time	More time for an assessment where approved
Rest breaks	Short breaks during an assessment
Quieter space	A quieter room for assessment
Reader	Someone reads the exam paper where approved
Scribe	Someone writes the learner's dictated answers where approved
Assistive technology	Tools that support reading, writing, access, or communication
Accessible materials	Materials in a clearer or more accessible format
Moodle support	Help to access Moodle and digital learning materials

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

Adjusted communication	A different agreed way to receive or share information
------------------------	--

If you think you may need reasonable accommodation, speak to An Cosán as early as possible.

Related policies and guidance: QAF701 Reasonable Accommodations, QAF701 supporting forms and templates, QAF601 Fair and Consistent Assessment of Learners, UDL and Inclusive Teaching and Assessment Guidelines, Data Protection and GDPR Policy, programme validation documentation.

23. Learner Support Plans

Sometimes an agreed support may be written into a Learner Support Plan. A Learner Support Plan may include learner strengths, barriers affecting learning, agreed supports, where the supports apply, who needs to know, and when the support will be reviewed.

Your information should only be shared with staff who need to know in order to provide, record, monitor, or quality assure the agreed support.

Related policies and guidance: QAF701 Reasonable Accommodations, QAF701 Learner Support Plan Template, QAF701 Assessment Accommodation Record, learner support procedures, Data Protection and GDPR Policy.

Part 4: Assessment and Academic Integrity

This part explains how learners show what they know and can do. Assessment can feel worrying at first, especially if you are returning to learning after a break. The aim of this section is to make assessment feel clearer and more manageable. You will find information on assessment types, deadlines, submission, exams, academic integrity, AI use, feedback, results, and appeals.

25. Understanding Assessment

Assessment is how you show what you know and can do. Assessment is linked to learning outcomes. Learning outcomes describe what you should be able to do by the end of a module or programme.

Assessment may feel stressful, especially if you are returning to learning. An Cosán aims to make assessment clear, fair, and manageable.

Your tutor will explain what you need to do, when work is due, how work should be submitted, how marks are awarded, and what support is available.

Related policies and guidance: QAF601 Fair and Consistent Assessment of Learners, Current QA Manual assessment procedures, QQI award specifications, programme assessment briefs, UDL and Inclusive Teaching and Assessment Guidelines.

26. Types of Assessment

Your programme may include different types of assessment.

Assessment type	Plain English meaning
Assignment	A task you complete to show understanding
Collection of Work	A folder or portfolio of work built over time
Project	A larger piece of work that may include planning, research, action, and reflection
Learner Record	A reflection or learning journal
Skills Demonstration	A practical task where you show a skill

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

Examination	A supervised assessment completed at a set time
Work Experience or Placement Assessment	Assessment linked to practical experience in a workplace or community setting, where relevant

Related policies and guidance: QAF601 Fair and Consistent Assessment of Learners, Current QA Manual assessment techniques, QQI award specifications, programme assessment briefs, QAF701 Reasonable Accommodations where assessment support is required.

27. Assessment Briefs and Marking Criteria

An assessment brief explains what you need to do. Marking criteria explain how your work will be marked.

Read your assessment brief carefully. Ask your tutor if you are unsure about what the task means, what evidence you need to submit, how many parts are required, how much work is expected, how to reference sources, how to submit your work, or what the deadline is. Assessment information should be explained in plain English. If a word, instruction, or marking criterion is unclear, please ask your tutor to explain it in another way.

Related policies and guidance: QAF601 Fair and Consistent Assessment of Learners, coordinated assessment planning procedures, programme assessment briefs, marking sheets and rubrics, UDL Module and Programme Handbook Design Guide.

28. Assessment Schedules and Deadlines

Your assessment schedule tells you when assessment work is due. Try to plan your work early. Leaving assessment work until the last minute can increase stress and make it harder to ask for support.

If something serious affects your ability to meet a deadline, speak to your tutor or programme contact as early as possible.

Related policies and guidance: QAF601 Fair and Consistent Assessment of Learners, coordinated assessment planning procedures, deadlines and submission procedures for assessment, learner support procedures.

29. Extensions and Deferrals

An extension gives you extra time to submit assessment work where approved. A deferral means completing an assessment at a later agreed time where approved.

Extensions and deferrals are not automatic. You will need to complete a form and provide information about why you need support. All extensions and deferrals must be approved by the Community Education Lead. Tutors cannot approve informal extensions or deferrals on their own. Ask early where possible.

Related policies and guidance: QAF601 Fair and Consistent Assessment of Learners, Request for Extension or Deferral of Assessment procedure, QAF701 Reasonable Accommodations where an extension or deferral is linked to an access need.

30. Submitting Work

All learner assessment work must be submitted through Turnitin, or through whatever originality and academic integrity checker is in place at the time, unless a different approved process has been agreed through An Cosán's quality assurance procedures.

Turnitin is used to support originality and good academic practice. It helps check whether submitted work matches other sources and can support conversations about referencing, plagiarism, inappropriate AI use,

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

copied work, or work that may not reflect the learner's own understanding. Your tutor will explain how to submit through the approved system during your first few sessions where this applies.

Before submitting, check that you have answered the full task, your name is included where required, your file opens correctly, your work is saved with a clear file name, your references are included where needed, your work is your own, and you have kept a copy for yourself.

If you have upload problems, contact your tutor or support staff as soon as possible. Do not leave submission until the last minute, as upload problems can cause unnecessary stress close to a deadline.

Related policies and guidance: QAF601 Fair and Consistent Assessment of Learners, assessment submission procedures, Moodle and Turnitin procedures, Academic Integrity and AI Practice Guide, Cybersecurity and Safe Digital Practice Guidance.

31. Exams and Live Assessments

Some modules include exams or live assessments. Most assessments at An Cosán are completed through assignments, collections of work, projects, skills demonstrations, learner records, work experience, or professional practice. However, some modules require an in-person exam or supervised live assessment.

If your module includes an exam, your tutor will explain the date, time, location, and what you need to do. You may also complete a mock exam first. A mock exam gives you a chance to practise under exam conditions, so you know what to expect on the day.

All practical examinations and live assessments must take place in person under supervision. Exams must take place in an approved exam centre, classroom, or hub with an invigilator present. Hub attendance is mandatory for exams where the learner is part of a hub based or blended programme. This means you must attend the approved exam location in person. Exams are not completed from home unless an alternative arrangement has been formally approved through the correct process.

Skills demonstrations may take place in your workplace, placement setting, classroom, hub, or in a simulated work environment, depending on the assessment brief. Evidence must be available for your tutor to assess. This may include videos, photos, screenshots, screen recordings, observation records, completed templates, or other approved evidence.

On exam day, you will be asked to arrive early, sign in, take your assigned seat, and follow the instructions given by the tutor and invigilator. The tutor may go through the exam paper at the start, then step back while you complete the assessment. The invigilator is there to make sure the exam is carried out fairly and safely.

Learners should arrive at least 15 minutes before the scheduled exam time. If you arrive late, you may be allowed to enter during the first 15 minutes, but you will not receive extra time. After the first 15 minutes, you will not be allowed to enter the exam.

During the exam, you may only use materials that have been approved for that exam. This may include approved handwritten notes in some cases. You must not use books, published notes, digital devices, mobile phones, smart watches, or other electronic equipment unless these have been clearly allowed for that exam.

You may use the nearest bathroom after the first 45 minutes. You must not leave the building during the exam except in an emergency. If you leave the building during the exam, your exam will be treated as complete, and you will not be able to return to continue.

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

When you finish, you must submit all exam documents as instructed. Please do not leave until your submission has been confirmed. Once your submission is confirmed, you may sign out at the permitted time.

If you cannot attend an exam on the scheduled date, contact the correct An Cosán staff member as soon as possible. You may need to request a deferral. Deferrals are not automatic, and in some cases, you may need to sit the exam with another group at a later date or wait until the module is available again.

Receiving help to answer exam questions, being told how to complete a task, using unapproved notes, or getting answers from another person is a serious breach of academic integrity. If you are unsure what is allowed, ask before the exam begins.

If you have an approved reasonable accommodation for an exam, such as extra time, rest breaks, a reader, a scribe, assistive technology, or a quieter room, this should be agreed and recorded before the exam where possible.

Related policies and guidance: QAF601 Fair and Consistent Assessment of Learners, Examinations General Guidelines, Guidelines for Live Assessment and Examinations for Learners, Hub Based Blended Learning Overview, QAF701 Reasonable Accommodations where exam supports are approved.

32. Academic Integrity

Academic integrity means being honest about your learning and your work. Your assessment work must show your own learning, understanding, and skills.

This means you should submit your own work, use your own words where possible, reference sources you use, ask for help when you are unsure, follow the assessment brief, and be honest about support you received.

You should not copy another person's work, ask someone else to complete your assessment, submit AI generated work as your own, pretend someone else's ideas are yours, share answers in a way that gives unfair help, or use unapproved notes or support in an exam.

If there is a concern that work may not be your own, An Cosán will review the concern through the relevant academic integrity process. The purpose of this process is to protect fairness and give learners a clear opportunity to understand and respond to concerns.

Related policies and guidance: QAF601 Fair and Consistent Assessment of Learners, QAF601 plagiarism and academic misconduct procedures, Academic Integrity and AI Practice Guide, Moodle and Turnitin procedures, Current QA Manual assessment integrity requirements.

33. Referencing

Referencing means showing where your information came from. You may need to reference books, websites, articles, videos, images, reports, or class materials where required.

Referencing helps show honesty and respect for other people's work. Your tutor will explain what referencing style to use.

Related policies and guidance: QAF601 Fair and Consistent Assessment of Learners, plagiarism and academic integrity procedures, programme assessment briefs, referencing guidance provided by tutors.

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

34. Using Generative AI Responsibly

Generative AI tools can support learning when used carefully. AI may help you understand a topic, brainstorm ideas, check grammar, improve clarity, create a study plan, or ask practice questions.

AI must not write your assignment for you, create assessment evidence for you, replace your own thinking, pretend to be your own work, include private learner information, or include internal An Cosán documents or assessment briefs.

You are responsible for anything you submit. If you use AI and are unsure what is allowed, ask your tutor.

Related policies and guidance: QAF601 Fair and Consistent Assessment of Learners, QAF601 plagiarism and academic misconduct procedures, Academic Integrity and AI Practice Guide, Cybersecurity and Safe Digital Practice Guidance, Data Protection and GDPR Policy.

35. Grades, Results and Feedback

Your tutor will give feedback to help you understand what worked well, what could be improved, and what to do next. Feedback should be clear, respectful, timely, and useful. It may be verbal or written, formal or informal, and may link to practice tasks, drafts, activities, or final assessment work.

Grade	Mark range	What this means
Pass	50% to 64%	You have met the required standard
Merit	65% to 79%	You have met a good standard
Distinction	80% to 100%	You have met an excellent standard

Results may be provisional until quality assurance checks are complete.

Related policies and guidance: QAF601 Fair and Consistent Assessment of Learners, QQI grading requirements, internal verification procedures, external authentication procedures, Results Approval Panel procedures where applicable.

36. Appeals

An appeal is a formal request to review an assessment result. You may be able to appeal if you believe there was a problem with the assessment process, marking, or how agreed supports were applied.

An appeal does not usually allow you to submit new work. It reviews the work and process already completed. If you are thinking about an appeal, ask for guidance early and follow the correct process.

Related policies and guidance: QAF604 Appeals, QAF604 Appeals Application Form, QAF601 Fair and Consistent Assessment of Learners, QAF701 Reasonable Accommodations where the appeal relates to agreed supports.

Part 5: Safety, Respect and Communication

This part explains how we work together safely and respectfully. A positive learning environment depends on how learners, tutors, staff, and support teams communicate with each other. This includes respect in class, digital safety, privacy, attendance, safeguarding, and how to raise concerns or give feedback.

37. Respectful Learning Spaces

Everyone has the right to learn in a respectful environment. This applies in classrooms, hubs, live blended classes, Moodle spaces, group work, and Peer Support Sessions.

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

Respectful learning means listening to others, allowing different views, using respectful language, keeping shared personal stories private, taking turns, giving feedback kindly, avoiding judgement or put downs, and following agreed group guidelines. An Cosán is committed to equality of opportunity. Bullying, intimidation, harassment, exclusion, or behaviour that affects another person's dignity or safety should be raised with An Cosán as soon as possible. Respect also applies to digital spaces, including, Moodle, Teams, Zoom, hub spaces, corridors, placement settings, and community spaces connected to learning. While An Cosán does not operate or take responsibility for private messaging groups, such as peer WhatsApp groups, any reported behaviour that is impacting the attendance of engagement, wellbeing, dignity, or safety of another learner may result in follow up by An Cosán in line with relevant policies and procedures.

Related policies and guidance: Learner Code of Conduct where applicable, Community Education in Practice, UDL and Inclusive Teaching and Assessment Guidelines, safeguarding and wellbeing procedures, digital safety guidance.

38. Communication

An Cosán may contact you by email, phone, text, Moodle, Teach'n'Go, or other approved systems. Please check messages regularly and keep your contact details up to date.

If you are unsure about a message, ask a staff member before clicking links or sharing information.

Related policies and guidance: Communications SOPs, Data Protection and GDPR Policy, Cybersecurity and Safe Digital Practice Guidance, learner engagement and attendance procedures, Teach'n'Go and CRM SOPs.

39. Attendance and Engagement

Attendance is an important part of learning at An Cosán. Your course is designed to build week by week, so regular attendance helps you keep up, practise skills, prepare for assessment, and feel connected to your tutor and group.

Learners are expected to attend at least 80 percent of scheduled learning activities. This may include face to face classes, live blended classes, hub-based classes, Peer Support Sessions, exams, skills demonstrations, and other required programme activities. Your programme team will explain what attendance looks like for your course.

If your attendance falls below the expected level, it may become difficult for you to meet the learning outcomes, complete assessment tasks, take part in required practical learning, or progress successfully. An Cosán will aim to contact you early if attendance or engagement becomes a concern, so that support can be explored before the situation becomes harder to manage.

If you cannot attend a class or required activity, please let the correct person know as soon as possible. This may be your tutor, Education Hub Facilitator, programme contact, or another An Cosán staff member, depending on your programme. If something outside the course is affecting your attendance, the Community Education Lead may be able to help you explore the right support. Please arrive on time and stay for the full class where possible. If you arrive more than 30 minutes after the scheduled start time without a valid reason, your attendance may not be recorded for that class. If you need to leave early, please speak to your tutor at the start of class and explain the reason.

Engagement is more than simply being present. It can include taking part in discussion, completing Moodle tasks, asking questions, joining Peer Support Sessions, submitting assessment work, attending exams or live assessments where required, and communicating when you need support.

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

We understand that adult learners often balance learning with family life, work, caring responsibilities, health, transport, confidence, and other real-life pressures. The aim of attendance monitoring is not to shame learners. It is to notice when someone may need support and to protect the learning, assessment, and progression requirements of the programme.

Related policies and guidance: Learner engagement and attendance procedures, Teach'n'Go and CRM SOPs, updated Blended Learning Policy, Guidelines for Education Hub Facilitators, 2025 FET Face to Face Classroom SOP, 2025 FET Blended Learning Classroom SOP, QAF601 Fair and Consistent Assessment of Learners.

40. Digital Safety and Cybersecurity

Digital safety protects you and other learners. Please keep passwords private, use approved links and platforms, do not share personal information in chat, do not upload private documents into AI tools, be careful with suspicious emails or links, keep devices updated where possible, do not record classes unless you have permission, and tell staff if something in a digital space feels unsafe or suspicious.

Related policies and guidance: Cybersecurity and Safe Digital Practice Guidance, Digital Literacy and Technology Use Policy, Data Protection and GDPR Policy, updated Blended Learning Policy, Academic Integrity and AI Practice Guide.

41. Privacy and Data Protection

An Cosán will collect and use learner information for learning, support, assessment, administration, quality assurance, and certification purposes. Your information should be treated confidentially and shared only where there is a valid reason.

If you receive support, only staff who need to know should receive the information needed to provide that support.

Related policies and guidance: Data Protection and GDPR Policy, Records Management and Retention Policy, Cybersecurity and Safe Digital Practice Guidance, QAF701 Reasonable Accommodations where support information is shared on a need-to-know basis.

42. Safeguarding and Wellbeing

An Cosán aims to provide safe and supportive learning spaces. If you are worried about your own safety or wellbeing, or about another person, please speak to a trusted An Cosán staff member.

If there is an emergency or immediate risk, contact emergency services. If there is a fire alarm or emergency evacuation, leave the building immediately by the nearest safe exit. Do not stop to collect personal belongings. Go to the assembly point or follow the instructions given by An Cosán staff, hub staff, tutors, facilitators, or emergency personnel. Do not re-enter the building until you are told it is safe to do so. If first aid is needed, tell reception, your tutor, your Hub Facilitator, or another An Cosán staff member as soon as possible.

Related policies and guidance: An Cosán Safeguarding Policy, wellbeing procedures, learner support procedures, Cybersecurity and Safe Digital Practice Guidance where digital safety concerns arise.

43. Complaints, Concerns and Feedback

If something is not working well, please tell us. Many concerns can be resolved through early, respectful problem solving. You may be able to raise a concern informally first by speaking with your tutor, Class Representative, Community Education Lead, or another trusted An Cosán staff member. If needed, there is also a formal complaints process.

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

Learner feedback is important. You may be asked to complete feedback forms during or after your module or course. Your feedback helps An Cosán improve learning, supports, assessment, and learner experience.

Related policies and guidance: Complaints Policy, learner feedback procedures, programme review and evaluation procedures, Current QA Manual quality improvement procedures.

44. Learner Voice and Class Representative

Learner voice is an important part of teaching, learning, support, and quality improvement at An Cosán. Your questions, ideas, feedback, and experiences can help improve how programmes are delivered and supported.

Learner voice may happen through class discussion, Opening Circle, closing reflection, Peer Support Sessions, learner feedback forms, learner representative activity, support conversations, progression conversations, and programme review.

Some classes may have a Class Representative. This person may help share group questions, organise peer connection, and support communication between learners and the programme team. A Class Representative is not responsible for solving everyone's problems, but they can help make sure learner voice is heard.

If something is not working, you do not have to wait until the end of the course to say it. You can speak with your tutor, Class Representative, Community Education Lead, or another trusted An Cosán staff member.

Related policies and guidance: Learner feedback procedures, programme review and evaluation procedures, Community Education in Practice, Current QA Manual quality improvement procedures.

Part 6: Progression and Next Steps

This part looks beyond the current course or module. Learners come to An Cosán for many reasons, and next steps can look different for each person. Progression may mean another course, a qualification, work experience, employment, volunteering, higher education, community participation, or greater confidence in everyday life.

45. Your Learning Pathway

Learning can support many next steps. Your next step may be another module, a major award, a Level 6 programme, work experience, employment, volunteering, higher education, community participation, or personal confidence and wellbeing.

You do not have to know your full path at the beginning. Your goals may become clearer as you learn.

Related policies and guidance: Access, Transfer and Progression Policy, Community Education in Practice, learner support and progression procedures, programme review and evaluation procedures.

46. Access, Transfer and Progression

Access means getting into learning. Transfer means moving from one programme, provider, or learning pathway to another where possible. Progression means moving forward to another learning, work, or personal goal.

An Cosán aims to support learners to understand options clearly and make choices that fit their lives.

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

Related policies and guidance: Access, Transfer and Progression Policy, Recognition of Prior Learning Policy where applicable, programme admissions procedures, learner support and progression procedures.

47. Work Experience and Placement, Where Relevant

Some programmes include work experience or placement. For many QQI Major Awards at Level 5, learners are required to complete work experience hours. The exact number of hours and timing will be explained in your programme or module information. Early Learning and Care or other professional programmes may have separate professional practice placement requirements. If this applies to your programme, you will receive guidance on placement requirements, attendance, professional behaviour, paperwork, supervision, assessment evidence, health and safety, and what to do if there is a concern.

Work experience can help you connect learning to real workplace or community settings.

Related policies and guidance: Work Experience and Placement procedures, programme assessment briefs, QAF601 Fair and Consistent Assessment of Learners, QAF701 Reasonable Accommodations where placement support is required, safeguarding and health and safety procedures where relevant.

48. Recognition of Prior Learning

Recognition of Prior Learning means that previous learning or experience may be considered in some situations. This may include learning from previous courses, work, volunteering, community roles, caring responsibilities, or life experience.

Recognition of Prior Learning is not automatic. If it applies, An Cosán will explain the process and what evidence may be needed.

Related policies and guidance: Recognition of Prior Learning Policy, Access, Transfer and Progression Policy, programme admissions procedures, QQI award and programme requirements.

49. Finishing Your Course

At the end of your course or module, you may complete final assessment work, receive feedback, and wait for final results after quality assurance checks. If you are eligible for certification, An Cosán will explain what happens next.

You may also be invited to talk about next steps, progression options, or future learning.

Related policies and guidance: QAF601 Fair and Consistent Assessment of Learners, internal verification procedures, external authentication procedures, Results Approval Panel procedures where applicable, certification and records procedures.

50. Staying Connected

Many learners stay connected with An Cosán after completing a course. You may hear about further learning opportunities, progression routes, community events, employment supports, alumni opportunities where available, or future programmes.

Your learning journey does not have to end when one course finishes.

Related policies and guidance: Access, Transfer and Progression Policy, learner feedback and follow up procedures, Community Education in Practice, Data Protection and GDPR Policy.

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

Appendices

Appendix 1: Learner Quick Checklist

Task	Done
I know my timetable	
I know who my tutor is	
I can access Moodle	
I know who to contact if I need help	
I know where to find assessment information	
I have checked my contact details are correct	
I know how to ask about reasonable accommodations if needed	
I know where to find digital skills resources	

Appendix 2: Assessment Submission Checklist

Question	Yes or not yet
Have I answered the full task?	
Have I included my own work and understanding?	
Have I included references where needed?	
Have I checked spelling and clarity?	
Have I saved the file with a clear name?	
Have I uploaded the correct file?	
Have I kept a copy for myself?	
Have I asked for help if I am unsure?	

Appendix 3: Academic Integrity Checklist

Question	Yes or not yet
Is this my own work?	
Have I used my own words where possible?	
Have I referenced sources?	
Have I clearly shown any support I used?	
Have I avoided copying from websites, classmates, or AI tools?	
Does this work show my own learning?	

Appendix 4: Exam Day Checklist

Task	Done
I know the date, time, and location	
I know when I need to arrive	
I know what materials are allowed	
I know what materials are not allowed	
I know who to contact if I cannot attend	
I know what to do when I finish	
I have asked about approved supports if needed	

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead

Appendix 5: Learner Agreement

As a learner at An Cosán, I agree to:

- take part respectfully
- attend where possible and communicate if I cannot attend
- ask for help early if I need support
- complete my own work
- follow assessment rules
- respect other learners and staff
- use Moodle and digital tools safely
- protect my own privacy and the privacy of others
- contribute to a positive learning environment
- submit all assessment work through Turnitin or the approved originality and academic integrity checker unless another approved process applies
- understand that extensions and deferrals must be approved by the Community Education Lead

This agreement supports fairness, respect, safety, and shared learning for everyone.

Academic Year: 2026 - 2029 **Version:** Draft 1 **Date:** 01/05/2026 **Owner:** Community Education Team

Approved by: Community Education Lead