

Longford and Westmeath Education and Training Board

Learner Charter

Longford and Westmeath Education and Training Board (LWETB) is committed to putting all learners at the centre of its activities and aims to provide the highest quality service in our schools and further education and training (FET) provision. This Learner Charter sets out what learners can expect from us as an education and training provider and what LWETB can expect from its staff, learners and students in line with our partnership approach to teaching and learning.

LWETB's Mission Statement states its dedication to providing 'dynamic, diverse and innovative education and training services' and its values as being 'learner centred, celebrates inclusion, acts with integrity and leads with innovation'. In line with our Mission and Values, LWETB endeavours to meet all learning needs. LWETB learners can expect to be supported academically, vocationally and personally as they progress in their studies. LWETB's Learner Charter is a guide to what learners, students and LWETB can expect from each other throughout their learning journey.

Our Values	What Learners and Students can expect from LWETB	What LWETB expects from Learners and Students
Learner Centred	<ul style="list-style-type: none"> ▪ Accessible, quality education and training at a time and pace that suits the learner’s individual situation and their aspirations ▪ A competitive learning environment to help learners achieve specified learning outcomes in their chosen programme of study ▪ Provision of appropriate, easily accessible and flexible resources so that learners can take responsibility for their learning ▪ Supported academically and personally, to help learners to complete their studies within an acceptable timeframe ▪ Assessment of learning that is fair, valid and supported by appropriate and timely feedback on academic performance 	<ul style="list-style-type: none"> ▪ Establishment of a productive working relationship with LWETB course providers and to take responsibility for proactively seeking support from relevant sources ▪ Take responsibility for learning and produce work to the best of their ability

<p>Celebrates Inclusion</p>	<ul style="list-style-type: none"> ▪ A learning environment and resources that supports and stimulates learners and enables them to realise their full potential ▪ A skilled, qualified and supportive staff who will treat learners with courtesy and respect and be responsive to individual learner needs and concerns ▪ A comprehensive induction programme to help learners settle into their chosen learning environment 	<ul style="list-style-type: none"> ▪ Maximise the full range of supports available and explore opportunities to participate in extracurricular activities, career guidance and further study ▪ Treat all members of the learning community with courtesy and respect ▪ Engage with the promotion of equality of opportunity and the recognition of the diversity within their own and other learner groups
<p>Leads with Innovation</p>	<ul style="list-style-type: none"> ▪ An environment that promotes continuous improvement ▪ Certification which opens up opportunities for learners - personally, socially, educationally, in training and in employment ▪ Certification that is relevant to current and future economic trends and social needs 	<ul style="list-style-type: none"> ▪ Participate in programme related committees and reviews through learner representative networks, and provide honest and constructive feedback within the opportunities provided
<p>Acts with Integrity</p>	<ul style="list-style-type: none"> ▪ Courses that are provided are of the highest quality ▪ Accurate course information is available and communicated using appropriate methods ▪ Learner expectations are managed ▪ Prompt response to queries 	<ul style="list-style-type: none"> ▪ Courteous and respectful behaviour at all times ▪ Comply with assessment regulations and use assessment feedback to inform continuous improvement and better opportunities for learning

	<ul style="list-style-type: none"> ▪ Fair, consistent and transparent implementation of all procedures and regulations ▪ An appeals procedure ▪ Healthy and safe environment that promotes a positive learning experience for all ▪ Courteous and professional engagements at all times ▪ Access to appropriate complaints procedure ▪ Recognition of prior learning as an alternative approach towards achieving certification may be assessed on an individual basis and within operational parameters ▪ Consultation in the development and review of policies, awards and services as appropriate ▪ Monitoring and evaluating the effectiveness of programmes, courses and services, including learner feedback, so as to maintain and improve quality ▪ Safeguarding of all learner information to ensure compliance with data protection guidelines and GDPR ▪ Privacy and confidentiality within its service 	<ul style="list-style-type: none"> ▪ Identify problems and concerns and address them to the appropriate people in a timely and constructive manner ▪ Feedback on programmes, courses and modules to help inform and maintain quality of service
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