



Learner Handbook

*Irish National Organisation of the
Unemployed*

Administrative procedures for the delivery of
Training leading to QQI certification





Contents

Programme Structure.....	3
Learner Admission and Entry Requirements	4
Transfer and Progression	6
Code of Behaviour	7
Learner Agreement.....	8
Academic Integrity	9
Assessment Regulations for QQI Candidates.....	11
Learner Supports/Reasonable Accommodation	14
Compassionate Consideration	15
Appeals Procedure	16
Complaints Procedure	19
Equality Policy.....	21
Health and Safety Policy.....	23



Date: Beginning TBA
Time: TBA
Place: Training Room, Araby House, North Richmond Street, Dublin 1

Welfare Rights is a training course offered by the INOU targeted at information workers working with the unemployed and those distanced from the labour market. Learners who successfully complete the course and assignments will receive a QQI Level 6 certificate in Social and Civil Information. The general aim of Welfare Rights is for the learner to become proficient in the knowledge and skills needed to deal professionally and skilfully with their clientele around Social Welfare issues.

Welfare Rights looks extensively at the welfare system and housing provision. The learner will, upon completion of the course, have very detailed subject knowledge so that they may be able to deal with multifaceted and complicated queries.

The module will help the learner identify their own skills, strengths and weaknesses and how these may affect their role as an information provider. The training will take place approximately two half days a week over eight sessions. Though not compulsory, it is recommended that all learners are working or volunteering within an information provision setting. This working experience will be used to help identify any issues and how can be addressed. On completion of the programme, learners can progress onto our Information, Advice & Advocacy (IAA) programme.



Programme Structure

Classes will take place on a **insert Days** morning from **insert time** approximately each week for a period of eight weeks, beginning **Insert Date**. All learners are expected to attend each session with a minimum attendance of 80%. Learners are expected to let the tutor know beforehand if they are unable to attend.

Assessment details will be given at the beginning of the programme. The assessment for this module is made up of five parts, Handbook, Queries, a Case Study and a 2 Skills Demonstrations. Details of each will be provided early in the term.

Quality Assurance

As the lead organisation for this programme of learning, the INOU is solely responsible for the quality assurance of the programme. We hold the validated programme with Quality and Qualifications Ireland (QQI) which allows us to deliver this programme. Our Quality Assurance manual is available on our website for your convenience -

<https://www.inou.ie/training/quality-assurance-manual/>

Learner Admission and Entry Requirements

The programmes delivered by the INOU are of a very specific nature. As such they appeal to those who are working directly with the unemployed or those who work in an information provision setting providing information on Social Welfare services and/or those distanced from the labour market. Learners are usually referred by their workplace manager. It is the responsibility of the workplace manager to refer only those that have the capacity to take part fully in the programme. It is the responsibility of the INOU to contact the manager to ensure that full consideration has been made to refer the employee to the programme.

Each learner will complete a booking form that details their personal details, who they work for, the position they hold and any special requirements. To ensure fairness admission to the programme is decided using a first come first served position. This will be made based on the date the booking form, which is available on our website or by request to trainingadmin@inou.ie, has been received. Each booking will be entered into a database and allocated in order of the date the application was received.

Language Requirements

To participate successfully in these programmes prospective learners must be competent in the English language. Most of our learners are referred to the programme by their workplace managers for professional development purposes. Their employers have judged that the prospective learners have a command of the English language adequate for successful participation in the programme. For guidance purposes, we provide the sponsoring organisations with detailed information concerning programme requirements including the level of English competency required.

For prospective learners, who self-refer and for whom English is an additional language, we ask them to provide objective evidence of their proficiency in the



English language This can include a B2 on the CEFR, IELTS 6, QQI 5N0690 Communications or QQI 5N1632 English as a Second Language. They may also access on the Internet a quick Cambridge Language assessment of English Language level for further training. DuoLingo also provide assessments of level of attainment and crucially permit learners practice opportunities in advance of completing the test.

Should a prospective learner express concerns about their ability to communicate adequately through English we support them to access upskilling assistance through the ETB, NALA, and their parent organisation.



Transfer and Progression

The INOU support the transfer and progression of learners to further qualifications, in co-operation with other QQI approved education and training providers. This will be in line with the levels outlined on the National Framework of Qualifications and European Qualifications Framework. Within our scope of provision, we recognise that completion of a Component Award enables the learner to progress to achieve a full Major Award or to transfer from one programme of education and training to another programme where the component is a mandatory or an elective requirement.

Where learners intend to progress their learning, we recommend they review the available information for linked Major Awards on the QQI website and opportunities available with other providers for obtaining Major Awards.



Code of Behaviour

It is the responsibility of all learners and tutors to promote tolerance and the valuing of individual differences.

All learners must support the rights of each individual to be free from bullying, harassment, and discrimination.

Learners are expected to attend classes regularly and to attend all classes. Good attendance helps learners to achieve the learning outcomes and to benefit from continuing discussions.

Learners must register class attendance by signing the attendance sheet.

Mobile phones must be turned off during class time.

The INOU seeks to provide a secure, supportive and encouraging learning environment that nurtures self-discipline and encourages learners to take responsibility for their own learning.

The INOU encourages learners to achieve their full potential academically. It is therefore expected that each learner will cooperate with the tutor in taking responsibility for his/her own progress by diligent preparation and participation in the learning process. It is important that no learner, through poor behaviour or lack of concern, interferes with the rights of others to pursue their learning.

The INOU will undertake to enable learners to develop their talents to the full by providing a balanced, challenging curriculum which fosters intellectual, spiritual and emotional development.

The INOU aims to foster an atmosphere that promotes self-esteem, honesty, justice and respect for others.

The INOU aims to promote co-operation, respect and commitment within the organisation so that all are unified as partners in learning for life.

The INOU aims to provide fully qualified and informed staff to deliver the training modules.



Learner Agreement

The INOU will:

- Treat all learners with dignity and respect and promote the organisation's equal opportunities policy
- Treat all learners equally, irrespective of prior learning or educational qualifications
- Ensure that the training programmes we provide are relevant to the needs of information providers
- Ensure that all relevant up to date materials are provided and made available at training courses
- Provide learners with information on the content and assessment criteria for our programme prior to the commencement of the course
- Give a clear indication of how learners are to be assessed and advise regularly on progress
- Make sure that training programmes start and finish on time
- Inform learners quickly about any unavoidable changes
- Provide as much support as possible to learners
- Encourage learners to help evaluate the course throughout the duration of the programme
- Provide as safe, pleasant and accessible a training environment as possible
- Respond quickly to any problem learners may have with the content of the programme or assessment criteria
- Promote a supportive atmosphere
- Keep learners informed and up to date about developments within the organisation which may affect participants/the training programme.

We expect that learners will:

- Treat everyone with respect, regardless of gender, marital status, family status, sexual orientation, political or religious belief, age, disability, social origin, race or Membership of the Traveller Community.
- Take responsibility for their development by attending regularly and punctually and by completing all course work on time
- Co-operate with the tutor and other INOU staff
- Ask for additional support/assistance if required
- Be considerate of other users of Araby House
- Let the organisation know quickly if they feel that they have not received an appropriate level of service or if they have any other problems relating to the training programme/the organisation.

The INOU has a procedure for dealing with any complaints or issues that may arise on page 19/20 of this document.

Academic Integrity

The purpose of the INOU Academic Integrity Policy is to set out the arrangements and supports for enabling learners to understand and value academic integrity. To provide a framework for effective, fair, consistent, and timely processes in the event of an allegation of academic misconduct against a learner.

This policy and any associated procedures apply to all work submitted for assessment by all learners.

Academic Integrity is the commitment to and the demonstration of honest and ethical behaviour in academic standards.

Academic Integrity operates in accordance with some fundamental values, including, honesty, trust, fairness, respect, responsibility, and courage.

Responsibility for demonstrating your engagement with the learning process honestly and completing your own work lies with the learner.

Academic Integrity is relevant to all areas of academic work undertaken by the enrolled learner. This covers and is not limited to all activities related to the achievement of academic credit for awards and all qualifications; all methods of learning, including the classroom, online, distance, work-based learning and research.

Examples of academic misconduct include but are not limited to plagiarism, cheating of any form, data falsification and fabrication of data, contract cheating, copy-editing, purchase of examination material(s), breaches of the examination and assessment regulations, impersonation, and any other act which dishonestly uses information to gain academic credit.

Plagiarism

The act of taking another person's words, ideas, data or images and using them as your own without giving credit to the original source of the information.

Examples of plagiarism

The following are a few examples of plagiarism:

- Copying words or ideas from someone else without giving them credit
- Copying illustrations, or graphs
- Paraphrasing another's work too closely, with only minor changes, but with the essential meaning, format and/or progression of ideas maintained
- Failing to put a quotation in quotation marks – this is considered plagiarism even if you reference the source because you have presented the work as a paraphrase
- Relying on a specific idea or interpretation which is not one's own, and which has not been properly cited

- Piecing together the work of others from multiple sources, and representing them as original work
- Presenting as independent work done in collaboration with others (i.e., collusion)

It is the responsibility of the INOU to ensure that all assessments are carried out in such a way that is transparent, fair and consistent with the procedures of the module. To this end, it is imperative that the organisation is satisfied that each learner has behaved honestly, respectfully, and responsibly when submitting an assessment.

Where a specific case of misconduct has been alleged the tutor will carry out a review of the materials, using technology such as plagiarism checkers, to ascertain if the misconduct actually happened.

A discussion will be had with the relevant learner to ascertain whether the misconduct was intentionally or knowingly carried out.

The tutor will then discuss the situation with the Head of Training Services to decide what sanction may be applied. Sanctions include, resubmission of work, lowering of grade or dismissal from module.

Learners are requested to sign the document, Statement of Academic Integrity provided at the beginning of the programme.

Statement of Academic Integrity

- I will complete this assessment myself.
- I will not copy from another student's work, or from another student's assessment.
- I will not ask another person to complete the assignment for me.
- I will not allow others to copy my work.
- I will not use Artificial Intelligence aids such as Chat GPT to complete my assignment.
- If and when I quote from the published or unpublished works of other persons, I will include the source of the quotation. I will acknowledge the use of material from books, papers, websites etc by naming the author and including all the references in the assignment.
- I understand that I am responsible for the above undertakings and that failure to follow them is a breach of INOU procedures and may result in reduction or cancellation of marks.

Learner Signature _____

Date: _____

Assessment Regulations for QQI Candidates

General Regulations

Learners must observe deadlines as notified by the centre for the submission of coursework for assessment.

Learners must attest to the fact that all projects, assignments, learner records and collections of work/portfolio of assessment/portfolio work presented for assessment is their own original work.

Where group projects/assignments have been undertaken, all learners must indicate which part of the work is their own. The portfolio of each group member should record or contain supporting evidence of the individual's contribution to the group task.

Learners must not interfere with or damage in any way the work of other learners.

Examinations/Skills Demonstrations

It is the learner's own responsibility to note carefully, the days, hours and locations of practical examinations, skills demonstrations or theory based examinations.

Learners are required to be in attendance at the examination centre prior to the commencement of the examination.

Learners will not be admitted to the examination centre after thirty minutes from the time at which the examination begins.

Learners will not be allowed to leave the examination centre until thirty minutes has expired from the time at which the examination began.

Learners may not be allowed to leave the examination centre and return during the examination period unless permitted to by the supervising tutor on leaving the examination centre; the supervising tutor will record the time(s) of absence and the reason for absence. The time lost by the learner will not be compensated for at the close of the examination.

Learners who leave the examination centre must surrender the examination paper, assessment item/examination script to the supervising tutor.

Learners must occupy the place first assigned by the supervising tutor during the entire examination.

A learner must enter any details required e.g., examination number/name on the examination script/paperwork accompanying a test item. The learner's examination number should be entered on every piece of stationery used.

A Learner

- Shall not write on the examination paper (except where answers are to be written on part of the examination paper itself) or Mathematical Tables or any of the mathematical instruments allowed to be brought in.
- Shall not write in the answer book anything that is not directly connected with the subject matter of the questions to be answered.
- Shall not remove from the answer books any leaf or part of a leaf.
- Shall not take out or attempt to take out of the examination centre any answer books, whether used or unused.
- Shall not bring into the examination centre or have in their possession or under their control or within reach within the examination centre any book or paper (except those supplied by the supervising tutor) or any memorandum or notes.

A learner **shall not**, while in the examination centre

- use or attempt to use, any book, memorandum, notes or paper (except the examination paper and such answer books, etc. as shall have been supplied by the supervisor)
- Aid, or attempt to obtain aid, from another learner.
- Communicate, or attempt to communicate, in any way, with another learner.
- Damage the examination centre or its furniture, documentation, instruments or equipment where these are provided.
- Access files on a computer or computer network, which are not part of the examination, nor shall they access any other learners' files.

Learners who have finished their work during the last ten minutes before the time appointed for the conclusion of the examination should remain in their seats until the superintendent has collected the answer books/ test items and they should not then leave the examination centre until the time appointed for

the conclusion of the examination, unless permitted to do so by the supervisor.

- At the conclusion of the examination, learners should immediately stop writing and remain in their seats until the superintendent has collected the scripts.
- Learners shall, in all matters relating to the examination, submit to and obey the direction of the supervisor.
- Learners may be expelled from the examination centre if their behaviour, in the opinion of the supervising tutor is such as to jeopardise the successful conduct of the examination. Candidates should note that the centre will keep on file records of any disturbances.

The use of non-programmable electronic calculators is allowed.

Penalties for Violation of Regulations

Where the council is of the opinion that any learner has

- Violated any of the assessment regulations
- Attempted to obtain a result to which the learner is not entitled
- Claimed or attempted to claim such a result
- Furnished incorrect information in relation to their candidature
- Aided or attempted to aid another learner, except where group work is required
- Obtained or attempted to obtain aid from another learner, except where group work is required

Such a learner shall be liable to be

- Deprived of certification, module credit or marks or to have such deductions made as the Council deems appropriate
- Debarred from entering any of the assessments for such period as the Council may determine

A learner will be notified **in writing** when a suspected violation of regulations is being investigated.

Learner Supports/Reasonable Accommodation

In the context of the INOU training provision and assessment, reasonable accommodation is the term used to describe actions put in place to ensure learners with a disability, learning or otherwise, are facilitated to fully take part in and complete learning and assessment that would otherwise be unfair.

Reasonable accommodation is any action that helps to alleviate a substantial disadvantage due to a medical condition, learning difficulty or physical access issues. Such accommodations are put in place to help reduce these barriers to provide equality of access and opportunity for all. Consideration will be given in circumstances where a learner experiences a situation which duly impacts upon their capacity to participate in class and/or, complete assessment evidence. The request for reasonable accommodation will be reviewed and approved by the Head of Training.

Examples of reasonable accommodation include:

- Where there is an issue of access, i.e. a person in a wheelchair would like take part in our training, then an alternative venue will be secured to allow fuller access for Learners. Our current venue is not accessible by those using a wheelchair or who have difficulty with stairs.
- Where a learner's ability to read is significantly impacted, we will endeavour to provide all information electronically with the capability of speech software. This software will allow the Learner to hear the information rather than read the information. Where the Learner would prefer to be provided the text on paper, additional time will be given to the Learner to read and understand same.
- Additional time to complete an assignment or exam. Where the learner for some reason, i.e. learning difficulties, finds it difficult to complete assignments or exams within the prescribed time limit, additional time will be afforded to the Learner to complete their assignment or exam.

Procedure for Reasonable Accommodation

1. Learner informs administrator of need for special requirements as early as possible, ideally at enrolment.
2. Administrator informs tutor of learner's requirements for both the learning experience and assessment.
3. Tutor and learner identify appropriate reasonable accommodations.
4. Reasonable accommodations are put in place.

All learning supports and services will be reviewed and, where necessary, revised on an annual basis as part of the Quality Committee's work. This will be informed by the experiences of staff, tutors, and learners throughout the year.



Compassionate Consideration

The INOU is aware that there are times when a learner may have to be absent from the programme due to bereavement, illness, and family/caring responsibilities. As part of our learner support policy, it is important that the learner is supported at this time.

A learner may take a maximum of 3 days leave, this equates to one and a half weeks. The learner must inform the tutor of the situation and request leave from the programme.

Should the learner need further time, they may discuss this with the tutor. An agreement will be made as to whether the learner can continue on the programme. Should it be agreed that the learner will not remain on the programme they will be given the opportunity to repeat the programme at a later date. Should the learner return to the programme, it is expected that the learner will catch up on previous sessions using the recordings.

Appeals Procedure

The INOU is committed to ensuring that learners are assessed in accordance with national standards and that learners are given feedback on their assessments. The INOU will also ensure that the Tutor attends relevant courses and seminars on assessment procedures to ensure that she/he keeps up to date with national assessment requirements.

Members of the panel will have knowledge of educational practices, procedures, and policies. Appendix 12 maps out the terms of reference for the panel. Members must be independent of the matter being investigated, in other words, they will not have had a previous involvement with the learner on the same matter.

Appealing a decision made on Admission or Capacity

Please note that we operate a first come first served admission policy with the option of prioritising our affiliates.

The following procedure will be used in circumstances where a person wishes to appeal a decision not to admit them on to a programme.

Valid grounds for a Learner to make an appeal are:

- Where a Learner believes that they were further up the list of bookings received
- Where a Learner believes that their capacity to take part in the programme was not assessed fairly

All Appeals must be submitted in writing. The Head of Training Services will review the appeal and decide a course of action for the appeal.

In the case of the applicant appealing their place on the waiting list

- The education administrator will check that the date on the application does not supersede the date of application of another person who was accepted on to the programme.
- Should it occur that a mistake was made, and the applicant should have been admitted to the programme, then a place will be made available on the current or next programme.

In the case of a person appealing a decision not to admit due to a lack of capacity

- The Head of Training Services will review the application documents including the referral of the applicant's manager to ascertain why the person might not have the required capacity i.e. literacy difficulties.

- Head of Training Services will ascertain if reasonable accommodation would suffice to allow the person on to the programme and why that may have not been implemented.

Appealing a decision on Learner Grade of Methodology used for assessment

Valid Grounds for Appeal:

Learner disputes assessment grade

Learner disputes the assessment methodology used is not in line with those set out in the QQI Component description.

The following procedure will be used in circumstances where a person wishes to appeal an assessment grade.

Appeal will be submitted in writing, outlining the reasons for appeal to the Tutor.

- Tutor will review the information provided by the learner
- Tutor and Learner will meet to discuss the appeal
- Learner marking sheets will be provided to Learner
- Tutor will outline the reasons for the grade decision
- Decision will be made whether to change the grade or allow Learner to resubmit assessment documentation.

The following procedure will be used in circumstances where a Learner wishes to appeal an assessment method used by the tutor.

Appeal will be submitted, with relevant documentation, by the Learner to the tutor.

- Tutor will review documentation with a view to assessing if correct method of assessment was used
- Tutor will meet with Learner to discuss reason for method of assessment used and whether such method of assessment was correct
- Where it is determined that the wrong method of assessment has been used, the correct method of assessment will be put in place and Learner will be required to submit assessment evidence based on the correct method of assessment
- Where agreement cannot be reached between the Tutor and the Learner the appeal will be referred to the Appeals Panel

It is a requirement of our programmes that a learner must attend a minimum of 80% of the time. Our Repeats Policy is there to allow learners to repeat a module that they may not have completed due to a number of reasons, i.e. work or home pressures, illness.



Should a learner, for whatever reason, fail to complete the module they will be given the opportunity to repeat that module at a later date. The learner will be required to submit a new application form and to inform the training administrator that they are repeating the programme.

Complaints Procedure

The INOU is committed to ensuring that learners are facilitated in their learning in a fair, respectful and dignified manner. The INOU will also ensure that all staff, no matter the role, treats each of the learners equally.

The following procedure will be used in circumstances where a learner on an INOU training course wishes to make a complaint about another learner.

- Complaints should be made, in the first instance, to the class tutor. The tutor will then endeavour to rectify any complaint that a learner has.
- Should the complaint be against the behaviour of another learner the tutor will arrange a meeting between the concerned parties and the tutor to discuss the issue.
- If the matter is unresolved at that meeting, the tutor will arrange for the complaints panel to meet to hear the complaint. The panel will consist of the Head of Training, the Tutor and the INOU Director.

The following procedure will be used in circumstances where a learner on an INOU training course wishes to make a complaint about a tutor.

- The complaint should be made to the Head of Training. The Head of Training Services will review the complaint and the behaviour of the tutor with a view to assessing the severity of the complaint.
- The Head of Training Services will arrange a meeting between the Head of Training, the learner and the tutor to discuss the issue.
- If the matter is unresolved at that meeting, the Head of Training Services will arrange for the complaints panel to meet to hear the complaint. In this case the panel will consist of the INOU Director, a member of the Board of Management and the Head of Training.
- In all cases the decision of the Complaints Panel will be final.

Compassionate Consideration

The INOU is aware that there are times when a learner may have to be absent from the programme due to bereavement. As part of our learner support policy it is important that the learner is supported at this time.

A learner may take a maximum of 3 days leave, this equates to one and a half weeks. The learner must inform the tutor of the situation and request leave from the programme.



Should the learner need further time, they may discuss this with the tutor. An agreement will be made as to whether the learner can continue on the programme. Should it be agreed that the learner will not remain on the programme they will be given the opportunity to repeat the programme at a later date. Should the learner return to the programme, it is expected that the learner will catch up on previous sessions using the recordings.

Equality Policy

The INOU is committed to creating a culture in which diversity and equality of opportunity are promoted actively and in which unlawful discrimination is not tolerated. The INOU recognises the real educational and business benefits of having a diverse community of staff and students and to this end, is working towards building and maintaining an environment which values diversity.

Policy Statement

The INOU believes in the principles of social justice, acknowledges that discrimination affects people in complex ways and is committed to challenge all forms of inequality. To this end, the INOU will aim to ensure that:

- individuals are treated fairly, with dignity and respect regardless of their age, marital status, disability, race, faith, gender, language, social/economical background or being lesbian or gay and any other inappropriate distinction
- it affords all individuals, students and employees the opportunity to fulfil their potential
- it promotes an inclusive and supportive environment for staff, students and visitors
- it recognises the varied contributions to the achievement of the INOU's mission made by individuals from diverse backgrounds and with a wide range of experiences.

Scope of the Policy

This policy applies to all staff, students and visitors to the INOU, together with those contracted to work at or for the INOU.

Aims of the Policy and underpinning principles

The aim of this policy is to ensure that in carrying out its activities the INOU will have due regard to:

- **promote equality of opportunity**, across all the activities of the organisation
- **promote good relations** between people of a diverse background
- **eliminate unlawful discrimination**



This policy is guided by the following principles, that:

- all staff, students and visitors should enjoy a safe environment free from discrimination and harassment/bullying.
- all students and employees should have equal access to quality services that are made available by the INOU and its partners.
- all staff and students should have equal access to opportunities for personal, professional or academic development and career, progression and promotion opportunities.
- staff and students at the INOU should reflect the diversity of talent, experience and skills from the local, national and international pool from which it draws its students and workforce.
- positive action initiatives continue to be used to redress inequalities and discriminatory practice.
- all relevant stakeholders, including staff and students, have the right to be consulted about INOU policy, procedures and practices and are encouraged to contribute to the decision-making processes of the INOU.

Health and Safety Policy

The INOU is committed to the principles of Safety, Health and Welfare in the Workplace and we recognise that Safety, Health, and Welfare is an integral part of our management role. Our objective is to create a safe and healthy working environment for our employees, contractors and others who may visit or use our premises, including learners on our programmes, at INOU Learning Hub, Townsend Street, Dublin 2. The preparation, publication and implementation of this Safety Statement is a practical demonstration of this commitment.

The adoption of this Safety Statement is aimed at creating a working environment in which:

1. As far as reasonably practicable, the Safety, Health and Welfare of employees and learners is ensured.
2. A pro-active approach to Safety, Health and Welfare is maintained and underpinned by the application of relevant Safety and Health Legislation and good practice in this area.
3. There is widespread consultation and discussion between the INOU its staff, and learners on matters affecting Safety, Health and Welfare.

The successful implementation of this policy will depend on good and mutual co-operation between all the parties involved. The INOU, therefore, requests that all employees, learners, contractors and visitors co-operate and participate in the implementation of the policy.

The INOU will undertake regular reviews of this Policy in the light of experience, events, and amendments in legal requirements and technical progress. Modifications in working practices, learning environments and operations will be noted and adopted as part of the organisation's commitment to Safety, Health and Welfare.

Implementation of the Policy Statement on Safety, Health and Welfare

The INOU policy is:

- To ensure that, as far as is reasonably practicable, the design, provision and maintenance of the workplace is in a manner which does not prejudice the health and safety of the workforce.
- To design, provide and maintain a safe means of access and egress from the workplace.
- To provide and maintain all plant, machinery and equipment in a safe manner and without risk to health.
- To design, maintain and change, as required, safe systems of work which are planned, organised and performed in a safe manner.
- To provide training, instruction and supervision as is necessary to provide for the health and safety of its employees.
- To provide employees with the requisite Personal Protective Equipment deemed necessary, to ensure their health and safety.
- To prepare, practice and amend as required Emergency Plans for the safety and health of its employees, contractors and visitors to and users of its premises.
- To provide and maintain facilities and arrangements for the welfare of its employees as appropriate.
- To obtain, where necessary, the services of a competent person to advise on changes to improve the health and safety of the work force.
- To provide a system of consultation with employees to advise them of their duties under the 1989 Health, Safety and Welfare at Work Act, and the Safety, Health and Welfare [general applications] Regulations 1993.
- To continually update this Safety Statement, as deemed necessary, following changes in work practice and technological advances after consultation with the employees.
- To establish an effective Health and Safety Committee.
- The person charged with overall responsibility for the implementation of this Policy Statement is Brid O'Brien, Director.



The National Executive Committee [NEC] assumes overall responsibility for the Safety, Health and Welfare of the employees of the INOU.

The implementation of the Policy Statement is the responsibility of Brid O'Brien who, following direction from the NEC, will ensure all changes are made in any Health and Safety issues.

Visitors

A visitor is deemed to be any person other than those personnel employed by the INOU. All visitors to the premises of the INOU should normally call to the premises on an appointment basis only. All visitors to the premises of the INOU should have their names entered in the Visitors Book

Smoking

It is INOU policy that smoking is not permitted in the building. Anyone who avails of our facilities is expected to adopt a safety conscious attitude to smoking outside the building during working hours, ensuring that discarded cigarettes etc. are properly extinguished and are not placed in an area where a fire hazard could occur.

First Aid

The INOU supports the entitlement of all persons to proper medical treatment and equipment in the unforeseen circumstances of an accident occurring while on our premises.

The person responsible for the overall administration of First Aid is: The Health and safety Officer. A First Aid Kit is presently located in the Kitchen.

All First Aid Equipment will be inspected and replenished as required on a three monthly basis. A record of these inspections will be maintained for a period of twelve months.

Personal Protective Clothing, in the form of Latex Gloves, are provided in all First Aid Boxes and must be used in all medical situations due to risk of cross infection.

All accidents or injuries that occur must be detailed and entered in the Accident Report Book.

A more detailed version of this Health & Safety Policy is available at the request of any employee, visitor or contractor.