



Seirbhís Oideachais Chiarraí
KERRY EDUCATION SERVICE

Adult & Further Education Learner Handbook

*Lámhleabhar d'fhoghlaimoirí maidir le
hAosoideachas agus le Breisoideachas.*



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This Learner Handbook is for information purposes. Please visit the KES website for updated versions or contact your Programme Coordinator/Centre Manager/ Principal.

Welcome to Learners

Increasingly many adults are choosing to return to learning as mature students. Individuals may be motivated by an interest in career development or in new employment opportunities, while others may wish to enhance their quality of life through personal development.

This handbook has been created specifically for you, the adult learner, in recognition of your needs as you embark upon a course of study. It is also intended as an information guide for prospective mature students, detailing the supports and learning resources available, allowing for an informed decision concerning a return to formal education.

Many of you will be juggling various roles as you take on yet another, that of adult learner. Many of you will have been away from formal study for an extended period of time. Your task may appear daunting and we wish to assist you by providing a supportive environment. This handbook outlines the supports that are available to you specifically as a mature student, together with a detailed account of the FETAC assessment process.

Again, a very warm welcome is extended to you from the Adult & Further Education staff team. It is hoped that your time with KES will be an enriching and rewarding one.

Shivaun Shanahan

Adult Education Officer
Kerry Education Service



About Kerry Education Service

Mission Statement

It is the mission of Kerry Education Service, in conjunction with other education and training agencies and community development bodies, to create and promote the development of a learning society in Kerry, so that all who live in Kerry have access to the education and training required by their personal, social, cultural, economic and civic needs.



*Seirbhís
Oideachais
Chiarraí*

**KERRY
EDUCATION
SERVICE**

Who we are

The business of Kerry Education Service is Education. Courses are provided to satisfy learners needs, whether they may be a second level student, an adult who would like to pursue a hobby class at night or maybe an adult who would like to gain a qualification.

There are eight second-level schools throughout the county. In addition to the Leaving Certificate and Junior Certificate there is the Junior Certificate Schools Programme, Leaving Certificate Applied and the Leaving Certificate Vocational Programme as well as a full Night Class Adult Education Programme. Many of the schools offer courses where learners can progress, if they wish, to Institutes of Technology or to University. There is also an Outdoor Education Centre in Cappanalea, which is a valuable resource to the second level schools and centres.

At the VTOS centres, unemployed adults can return to education in Killarney, Tralee, Listowel, Cahirsiveen and Killorglin and retain their social welfare benefits. There are dedicated Adult Education Centres in Cahirsiveen, Waterville, Kenmare and Causeway.

The Back to Education Initiative operates in schools, centres and community based locations throughout the county. In this programme a full FETAC Certificate can be achieved in a flexible part-time programme to fit with a busy schedule.

The Senior Traveller Education programmes allows Traveller learners with different interests and levels of ability to pursue FETAC courses from level 1 to 4 and on a full time or part time basis.

The Adult Literacy and Basic Education Programme that helps to improve adults reading, writing, numeracy, computer skills or personal development has dedicated centres throughout the county from Dingle to Listowel.

The Education Officer (EO)

The role of the Education Officer is to lead the development, implementation and review of the KES Education Plan. To assist in the preparation, development, implementation and review of the educational elements of the annual Service Plan.

To develop and co-ordinate the Committee's Educational Development Policy including advice to teachers on teaching methods, teaching aids, schemes and schedules of work.

To support assist and ensure an adequate Quality Assurance dimension for the provision of all educational programmes under the aegis of Kerry Education Service.

To lead, develop and oversee the implementation of the Kerry Education Service commitments to whole-staff development and training, as outlined in the Education plan.

To co-operate with the development of existing educational programmes under the aegis of Kerry Education Service, in co-operation with other VECs, the Department of Education and Science and other relevant Departments, Agencies or Public Authorities.

Ann O'Dwyer
Education Officer

The Adult Education Officers (AEOs)

The Adult Education Officer is responsible, under the authority of the CEO, for managing the VEC Adult Education Service, as manager of and leading a multi-disciplinary staff team in the provision of a quality adult education service in County Kerry.

A key function of the AEO's is to ensure that this service, which is targeted primarily at second-chance learners is promoted in way that keep adult learning centred to the wider local development and social inclusion agenda.

As AEO's we manage the design and implementation of an overall strategy for the Adult Education service in ways which provide leadership, vision and direction. In addition the AEO contributes to the development and implementation of the Education Plan and contributes to the development of Annual Service Plan for Kerry Education Service.

The role of the AEO is to ensure that the needs of learners are centred in all course planning and to ensure that Quality Assurance systems are in place and are regularly reviewed and updated in line with KES QA policy.

To promote a team approach to the management and delivery of the KES Adult & Further Education Suite of Programmes, which fosters inclusion, integration, cohesion and quality in response to identified needs.

The AEO is also the catalyst for KES's involvement with a range of community groups and local development initiatives and works in partnership with local voluntary and statutory organisations to deliver a comprehensive range of Adult Education Programmes and initiatives.

Shivaun Shanahan & Sharon Browne
Adult Education Officers

Summary of KES Programmes

Programme	Status	Entry Requirements	Fees	Grants/ Allowances	Progression	Awards & Levels	Schools/ Centres available.
PLC (Post Leaving Certificate)	Full-time 1-2 years	Leaving Certificate, Leaving Certificate Applied or equivalent	No tuition fees for EU applicants. Non-EU applicants pay full tuition. Exam fees and materials applicable.	Maintenance Grant Scheme available. Applications from KES.	Further Education Colleges and Institutes of Technology Levels 6 –7 Max 400 points, Max 430 points at ITT	Major awards at Levels 5-6 ECDL	Tralee Community College Listowel Community College Killarney Community College Killorglin Community College Coláiste na Scelige
VTOS¹	Full-time 1-2 years	Adults 21 & over and long term unemployed	None	Meal, travel and bonus allowances	PLC programme or further education	Major awards at Levels 3-5, ECDL	Tralee VTOS South Kerry VTOS Killarney VTOS Listowel VTOS
IT Braille		Blind/ Visually impaired	None		PLC programme or further education	Minor awards at levels 3-6, Adaptive IT, Reading and Writing Braille	Tralee Community College
Senior Traveller Education	Full time	Travellers	Free	Allowances based on attendance	VTOS, Youthreach, BTEI programmes	Major and minor awards at Levels 1-4	St. Anne's Senior Traveller Education Centre (STEC) Tralee STEC

¹ VTOS (Vocational Training Opportunities Scheme) gives unemployed adults the chance to return to full time education without losing their social welfare benefits.

Programme	Status	Entry Requirements	Fees	Grants/ Allowances	Progression	Awards & Levels	Schools/ Centres available.
BTEI² (Back to Education Initiative)	Part-time 40-80 hours	None. Priority is given to those with less than the Leaving Certificate	YES, except for specified applicants including early school leavers and some social welfare recipients. Information & applications from centers.	BTEA ³ (Back to Education Allowance)	FETAC Levels 1-6 Combine minor awards over time to achieve a full major award.	Minor Awards available from Levels 1-6	All schools/centres and some community based locations.
Youthreach	Full-time or part-time 1-2 years	Aged 16-21, out of school over 6 months and unemployed	None	Meal, travel and bonus allowances	Further Education Colleges and Institutes of Technology, PLC, VTOS	Major awards at Levels 3-5, ECDL, Leaving Certificate, Leaving Certificate Applied	Tralee Youthreach in partnership with KDYS ⁴ Killarney Youthreach Listowel Youthreach Killorglin Youthreach Cahirsiveen Youthreach
Adult Literacy & Basic Education	Part-time Short courses	Anyone over 16 and out of school with literacy needs	Free	None	VTOS, Youthreach, BTEI programmes	Major and minor awards at Levels 1-4	All Adult Education Centres and community based locations in An Daingean and Castleisland.
Community Education (CE)	Part-time Short course	Target groups, criteria listed on website.	Variable	Apply to CE Facilitator	BTEI, Literacy, night classes	None.	Community based locations and KES schools and centres.

² BTEI is a part time flexible mode of study that combines return to learning with work and family commitments.

³ BTEA eligible applicants are those receiving one of the specified social welfare payments for at least 6 months.

⁴ KDYS- Kerry Diocesan Youth Service

Admissions & Registration

Entry Requirements

Please see Programme description for specific entry requirements especially for entry to FETAC level 5 & 6 courses. Applications from mature candidates are welcomed.

Applications

Application forms are available from the college/centre office and from the KES website. Completed forms should be submitted on or before the deadline date to the relevant college/centre. All applications are acknowledged by post.

Recognition of Prior Learning

KES is committed to developing the policy on Recognition of Prior Learning (RPL). KES facilitates the recognition of previous learning achieved including learning that has not previously been recognised. For example, if you apply for a childcare course and have experience in the area or have done a previous course in this area, your experience or course will be taken into account when you apply for your course. Recognised Prior Learning (RPL) applies for entry onto a programme and/or for exemption from elements of a programme. Please inform the centre/college of your relevant experience during the application and registration process.



Interviews

Most programmes and applicants require an interview and you will be notified of dates and times. The course interview will include an evaluation of all their learning – formal, informal and non-formal.

English Language Proficiency Test

Applicants whose first language is not English will be required to take the KES ESOL Assessment Tool prior to being accepted on a course.

Registration & Fees

When you are offered a place on a particular programme you will be informed of the registration time and date along with the registration fee and associated course material fees. Charges vary depending on course.

FETAC examinations fees are payable at a later stage. (Medical cardholders and social welfare recipients are exempt from FETAC fees but must pay the registration fee and all associated course material fees.)

The European Social Fund and the National Development Plan support KES courses and E.U. citizens are not charged tuition fees. Non E.U. Citizens may be liable to pay tuition fees.

General Information for Learners

Orientation and Induction Programme

Initial orientation and induction will take place on the first day the course starts. It is designed to offer you an opportunity to find out more about the college/ centre and the various supports available. Information regarding KES policies and procedures, staff, study skills, course delivery and certification are addressed.



Student Contract

The Student Contract states what you can expect from staff while you are attending a KES programme. In turn the student contract also outlines what is expected of you. You will be asked to sign this contract within the first week of your course. See Appendix 1.

Exemptions

KES may grant an exemption from a requirement of a programme to a learner on the basis of prior experience at the point of entry to this programme. Exemptions from programmes generally relate to exemptions from particular assessment requirements of a programme. The learner will be required to provide valid and reliable evidence of this prior learning to KES to demonstrate attainment of the exempted element of the programme. The evidence will be assessed and a recommendation will be made. Please note that learners are still required to attend the course on a full-time basis.

Garda Vetting

Kerry Education Service is committed to practices, which safeguard children and vulnerable adults. All new teachers and tutors who may have contact with children or vulnerable adults are required to undergo Garda Vetting. It is also a requirement for learners enrolled on certain further education programmes/courses. Not all disclosures will necessarily exclude a learner from a programme/course.

A designated Vetting Group will assess only relevant disclosures. KES will make every effort to support learners excluded from programmes/courses due to disclosures. They will also be referred to a Guidance Counsellor to evaluate their suitability for an alternative course.

Internet Usage

Access to the Internet is provided for KES purposes and must not be abused for personal use. The IT policy must be signed on the first day. See Appendix 2.

- Users are expected to act ethically and responsibly in their use of the Internet / E-Mail. Users must comply with the relevant national legislation, regulations and codes of practice.

- Users must not bully, hassle or harass other individuals via Internet / e-Mail. Users must not send messages that are likely to be considered abusive, offensive or inflammatory by the recipient/s.
- Misuse of Internet / e-Mail may result in disciplinary action, including written warnings, withdrawal of access privileges and, in extreme cases, suspension or expulsion. KES also reserves the right to report any illegal activities to the appropriate authorities.
- All security incidents involving Internet access will be reported to the IT Administrator.

Mobiles Phones

There is a policy whereby mobiles phones must be turned off/silent during class time. In the event of an emergency, permission to leave the phone on must be first sought from the teacher/tutor.

Smoking

In line with current government legislation there is a policy of No Smoking on the grounds of all KES centres. A fine may be imposed for breach of this rule.

Learning Support & Reasonable Accommodation

You will have the opportunity to avail of learning support as prescribed by the Teacher/Tutor and Programme Coordinator. This would include adaptations for assessments by providing reasonable accommodation to cater for the needs of learners covered by the Equality legislation.

Learning support also relates to the following:

- Learning support available in the class situation (for example study skills sessions, adaptive technology).
- Literacy and learning support is available outside of the timetabled class sessions from the Adult Basic Education Service.
- The Kerry Adult Guidance Service.

Transfer & Progression

KES is committed to informing learners of options for transfer and progression and staff will assist you to make informed choices.

Certification

Learners who complete FETAC courses successfully qualify for a FETAC award, which is a recognised qualification for progression to further education. Each year colleges/centres hold a Graduation Ceremony to recognize your hard work and achievement.



Attendance Policy

The role of the college/centre is to provide the highest possible standard of education for all its learners. A stable learning environment, continuity and maximum exposure to educational opportunity are key elements to achieve this role. The prime objective of the attendance policy is therefore to maximise your attendance so that your educational potential can be fulfilled.

Every job is a self-portrait of the person who did it.
Autograph your work with excellence.

Every course/activity requires a commitment to full and punctual attendance of all parts of the programme on offer. **If you are unable to fulfil this commitment you may be required to leave the course and will no longer be entitled to receive your grant.** Absence without satisfactory explanation for any fifteen days will be regarded that the learner has withdrawn from the course. In general a minimum of 80% attendance per month is required.

- Any learner absent in excess of three days will be required to produce a medical certificate, immediately, on return to college/centre.
- In very exceptional circumstances a learner who does not meet the attendance requirement, must have a valid reason, which is determined by class teacher/tutor in consultation with the Programme Coordinator/ Centre Manager/ Director.
- Where a learner is absent for long periods, even with medical certification, the educational interests of the learner is taken into account, but they may be advised to take time out and return to the college the following year to pursue their course again.

N.B. Teachers keep attendance records for every module. It is the responsibility of each learner to ensure that he/she is marked on the register.

Summary

- Full attendance and participation is required.
- Minimum 80% attendance per month.
- Medical certificates are required after 3 days of absence.
- Learners may have to repeat the course if absence disrupts the educational experience/performance.

Student Allowances & Grants

Allowances

Student allowances are available for those in full time courses such as Youthreach, VTOS and Senior Traveller Education. In addition to a weekly payment, you may also qualify for a meal, travel and childcare allowance. For conditions and eligibility please contact the KES Grants section on 066 7121612.

Back to Education Allowance (BTEA)

BTEA allows people in receipt of certain social welfare payments to retain those payments whilst participating in approved full-time courses in further and higher education. It allows qualifying persons to return to full-time education in approved courses while continuing to get income support. Participants receive a standard rate of payment that is not means-tested.

From 2010, BTEA recipients are no longer eligible for the maintenance grant. Income from part-time work does not affect the basic BTEA payment. BTEA is not an unemployment payment and participants are not required to 'sign on'.

Grants

As all PLC programmes offered by KES are FETAC full time programmes they qualify for funding under the PLC Maintenance Grants Scheme and as such learners may apply for grant assistance. Qualification for the scheme depends on total household income, the number of dependent children in a family and other criteria.

Independent mature learners over 23 years of age may qualify on the basis of their own income. All Applications are subject to a Means Test. A copy of the Grants Scheme is available at www.cokerryed.ie or www.studentfinance.ie

Application forms and accompanying notes are available from Kerry Education Service, Riverside House, Dan Spring Road, Tralee, Co. Kerry, (066) 7121612 or email grants@cokerryed.ie

A sample copy is also available online in English. Please note that a downloaded version of the Grant Application Form will not be accepted.

Please note the closing date for the receipt of completed application forms is 31st August 2010.

Policy on the Payment of Maintenance Grants

KES acknowledges the importance of Maintenance Grants and the financial support that it offers to learners pursuing a fulltime PLC programme. It is the aim of KES to be learner friendly, however KES must adhere to Kerry VEC Policy, which requires satisfactory attendance on a programme in order for a grant to be paid. The policy requirements include:

- Eligible learners will receive payments on the basis of 80% attendance or more during the relevant month.
- Any learner failing to meet the 80% attendance will be required to produce a medical certificate immediately on return to college/centre. The medical certificate must be dated within 1 week of illness related absence.
- In exceptional circumstances where a learner does not meet the 80% attendance may have a valid reason that will be determined by the Programme Coordinator /Centre Manager or Director.
- Learners absent over a long period of time, due to illness will not continue to receive a grant payment and would be advised to repeat the year if they so wish. It should be noted that where a learner repeats year they would not qualify for a maintenance grant for that year.

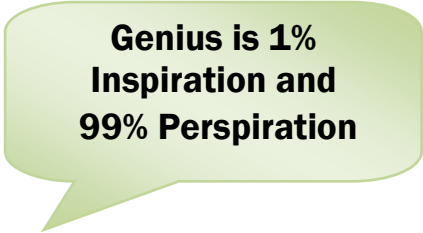
Appeals

A learner can lodge an appeal in writing within 14 days to the college/centre when grants are not paid. If the case is approved, the result is forwarded with the associated medical certificate to the KES Grants Section.

Grant payments are made on the 15th of each month. Payments are made one month in arrears, as it is dependant on the learner's monthly attendance record.



Assessments



**Genius is 1%
Inspiration and
99% Perspiration**

In particular, you must be familiar with any relevant:

- Standard and format for the assessment,
- Assessment schedule for the particular programme,
- Procedures for seeking an extension due to mitigating circumstances,
- Assessment criteria used to mark submitted work and
- Guidelines for referencing and acknowledging work.

Fair and Consistent Assessment of Learners

In line with FETAC and KES Quality Assurance procedures all learners will be assessed in a fair and consistent manner using assessment methodologies appropriate to the learner. Learners studying courses accredited by professional bodies may have to comply with additional regulations and should discuss these with their course teacher/tutor.

Prior to Assessment

Programme Coordinators and teachers/tutors produce an Assessment Plan to integrate assessment across a programme. It provides details on the award specification, course outline, assessment criteria, techniques, marking scheme and schedule of assessment. All necessary dates for submission and procedures for assessment are described.

The Assessment Plan and procedures will be distributed by each teacher/tutor. A designated notice board is used to inform learners of deadlines and timetables. Examination timetables are published for end of year exams and learners acknowledge receipt of timetables and verify they have read the Examination Regulations. There is also access to Learner-Teacher meetings to discuss progress at designated times throughout the year.

Reasonable Accommodation

Reasonable accommodation is the term used for adaptation of assessment as needed. It caters for the needs of learners whose personal situation means that the assessment would otherwise be unfair. These learners include those covered by equality legislation and those with a disability.

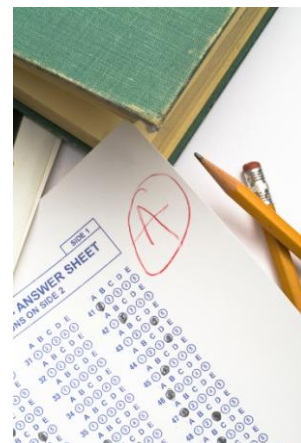
Learners requiring special adaptations/ arrangements are identified during registration and induction. Assessment adaptations are agreed and implemented to meet learner needs. It facilitates their demonstration of achieving the standards being assessed. Adaptations include:

- Modified presentation of assignment/examination. E.g. enlargements
- Scribes/ readers
- Use of sign language
- Practical assistants
- Rest periods
- Adaptive equipment/software

- Extra time (maximum of 30 minutes)

Submission of assessment

All assignments/projects should be submitted on or before the deadline date to the relevant teacher/tutor who will issue a receipt or require a signature as evidence. You are asked to declare that it is your own work and that it has not been plagiarised. You will have to sign a statement verifying authorship and some modules will require additional proof.



You should keep a back up copy of completed work, as submitted assessments may not be returned.

Deadline Policy

The purpose of a deadline policy is to ensure that all teachers/tutors operate fair and consistent assessment methods in keeping with FETAC Quality Assurance procedures. To ensure the correct implementation of this policy, teachers will:

- Issue all assignments/projects with a completion /submission date and it is vital this date is adhered to.
- Grant an extension in the event of exceptional circumstances on the basis of compassionate consideration. When a learner is aware in advance of a deadline date that they will not meet on time they must complete a Deadline Extension Request Form. Such a request for an extension must be lodged with the teacher/tutor. See Appendix 3.

Teachers/tutors can refuse to accept assessment material after the deadline has passed subject to compassionate consideration being granted.

Compassionate Consideration

Centers/colleges will facilitate and give due consideration to any learner who provides evidence of extenuating circumstances. This is when a situation has prevented the completion of a specific assessment activity on time or impaired their performance. Each application will be judged on the severity of the circumstances, nature of the assessment activity and quality of past achievement of the learner.

The following are examples of circumstances under which compassionate consideration may be considered:

- Physical injury or emotional trauma during a period 4 to 6 weeks previously.
- A physical disability or chronic or disabling condition such as epilepsy, glandular fever or other incapacitating illness.
- Recent bereavement of a close family member or friend.
- Domestic crises.
- Terminal illness of a close family member.

The Assessment Process

Teachers/tutors will provide you with an assessment brief for each assessment according to the award specification. For quality assurance purposes Internal Verification is carried out to check for consistency and reliability of marking across assessors. This ensures uniformity of standards across awards at the same level. The second stage is the process of External Authentication/Examination. This provides

independent authoritative confirmation of fair and consistent assessment of learners in accordance with national standards.

Feedback to learners

Teachers/tutors mark assessments according to the criteria provided in the assessment brief. The feedback focuses on reviewing the achievements while setting targets for progress. Feedback is given within 21 days of the final submission date. You are encouraged to seek continuous feedback by submitting drafts of assignments before the final deadline.

Results Approval

The External Authenticator and Internal Verifier report to the Results Approval Panel, which comprises of senior staff members. They check accuracy and reliability of data before submitting results to FETAC for certification. Results are therefore fully quality assured by the Panel. Learners are informed of results and are given a deadline for making appeals.

Appeals



Learners can appeal the assessment process or result up to 14 days after receiving results. Appeals are made in writing to the Centre Manager/ Principal or Director.

The appeals procedure involves review of the assessment process including where appropriate review of the learner evidence and the results. A new assessor, independent of the college/centre reviews only the evidence that has already been presented for assessment. Results of the investigation are forwarded to the learner and FETAC. If a Learner feels disadvantaged by the local appeals process they may appeal the provider's process to FETAC but not the assessment decision itself. The application is made through the college/centre.

Certification

It is the policy of KES to automatically enter all learners for certification on payment of the relevant fees. FETAC issues certificates to KES centres/colleges, which then distributes them at their annual ceremony.

Assessment portfolios can then be collected from the college/centre, as it is evidence of the quality of your work and can be a useful tool when applying for

employment or further education.

Repeating Assessments

When necessary teachers/tutors will inform learners of available opportunities to repeat assessment and the associated procedure.

Assessment malpractice

Malpractice consists of those acts, which undermine the integrity and validity of assessment, the certification of qualifications, and/or damage the authority of those responsible for conducting the assessment and certification. The procedures for handling malpractice can be found in the Centre/ College. Examples of assessment malpractice activities include:

- Learner plagiarism.
- Impersonation of another learner.
- Fabrication of evidence.
- Alteration of results.
- Wrongly obtaining secure assessment materials e.g. examinations.
- Behaving in a way such as to undermine the integrity of the assessment process.

All allegations of malpractice will be investigated and results recorded in the External Authenticator's report. See Appendix 6 for more information on plagiarism and guidelines for referencing.

Learner Responsibilities for Assessment

Learners must:

- Ensure that they are correctly registered on programmes,
- Ensure that they are correctly entered for examinations,
- Attend examinations, class tests, practicals etc,
- Understand the assessment plan and brief and complete all continuous assessment work as required,
- Adhere to deadline dates and timetables,
- Immediately notify the class teacher/tutor in writing of reasons for absence from assessments and supply relevant documentary evidence.
- Immediately notify the Programme Coordinator/Centre Manager in writing of extenuating circumstances that have impeded their examination/assessment performance and complete the Deadline Extension Request Form.
- Comply with any course and college/centre requirements for receipting work.
- Retain a copy of submitted work where possible *or photographic evidence where appropriate*.
- Sign the assessment attendance record.
- Comply with course requirements for verifying authorship of evidence submitted for assessment. This means confirming that you are the person that created the original material for assessment and it has not been plagiarised.

Instructions for Examinations

1. EXAMINATION ATTENDANCE

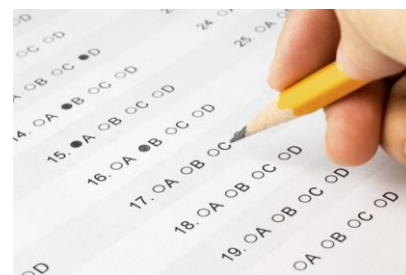
- 1.1. You should assemble at least 15 minutes before the examination starts.
- 1.2. You may not enter the examination hall 30 minutes after the examination has started without permission from the examination supervisor. Extra time will not be allowed if you arrive late.
- 1.3. You must sit at the desk allocated to you or to your group by the supervisors.
- 1.4. You must sign the Assessment Attendance Record.
- 1.5. You must comply with any requests, or instructions from supervisors.
- 1.6. You cannot leave within 15 minutes of the end of an examination.

2. EXAMINATION MATERIALS

- 2.1. You must be equipped with the materials required, i.e. pens, rulers, approved calculators, etc. as appropriate for each examination.
- 2.2. You will not be permitted to borrow materials from other learners.

3. EXAMINATION CONDUCT

- 3.1. You must ensure mobile phones or other electronic devices are turned off. All phones, books, bags, coats and other possessions must be stored in the designated area.
- 3.2. **You must have photo ID on your desk during the examination.**
- 3.3. You are requested to alert the Supervisor immediately if you notice anything amiss in the examination centre. **Complaints made after the exam would not be considered.**
- 3.4. Complete silence must be observed; eating is not permitted in the examination centre.
- 3.5. You shall not begin writing until so instructed by the examination supervisor.
- 3.6. You shall not, for any reason whatsoever:
 - Communicate in any way with any other candidate.
 - Have in your possession, use, or attempt to use any book or paper not supplied by the supervisor or specified on his/her examination paper.
 - Aid or attempt to aid another candidate.
 - Obtain or attempt to obtain aid from another candidate.
- 3.7. If you breach examination regulations, it will be noted, and if the behaviour persists, you will be asked to leave the hall.
- 3.8. You must raise your hand if you wish to attract the attention of the Supervisor.
- 3.9. You may not leave the examination room until thirty minutes of the examination time has passed.
- 3.10. You may not leave the examination room temporarily unless permitted by the Supervisor and accompanied by an examination attendant.
- 3.11. Before submitting scripts you must ensure:



- That the information required on the front of the examination script is completed in full.
 - That your learner number appears on any additional materials submitted (e.g. graph paper etc.) that the question number to which this material relates is clearly indicated, and that such material is inserted into and handed in with the script.
- 3.12. At the end of the examination, you must submit your script **and exam paper** to the examination supervisor. If any examination material is not submitted to the supervisor before leaving the examination hall, it is disallowed for marking.

Learners must not:

Write on any of the examination materials supplied (e.g. mathematical tables etc.) other than on the answer script or remove or attempt to remove, from the examination hall any scripts, or part of a script whether used or unused.

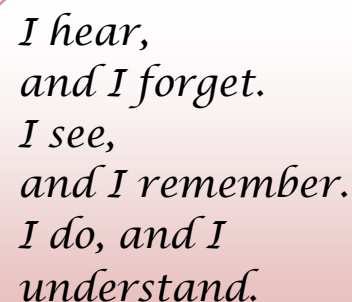
GENERAL REMARKS

- You must inform the relevant teacher/tutor, at the earliest possible opportunity, any ambiguity in the requirements of an assignment. In a formal examination you should raise the issue with the examination supervisor.
- You must inform the relevant subject teacher/tutor, at the earliest possible opportunity, of circumstances preventing you from completing an assignment in the allocated time. The Deadline Extension Request form must be used.
- You must comply with any procedures in place for acknowledging that the submitted work was developed exclusively from your own efforts.
- It is your responsibility to check the date, time and venue for each of your examinations. Learners are also advised to check their relevant course notice board, general examinations notice board and intranet for any late updates or special notifications relating to assessment.
- If you do not sit examination(s) on the scheduled date(s), you will not be able to sit the examination(s) again until the next formal examination session and will be required to pay a further examination entry fee.
- Learners that receive compassionate consideration from their teacher/tutor must complete the Application for Re-assessment form to enter for the next examination session. (See Appendix 7)

Please note that missing an examination means that FETAC examination results are not achieved in one examination sitting. This may affect a learner's entry requirements for admission to third level institutions, as many are now insisting that FETAC certification is achieved in one examination sitting.

Work Experience

Work Experience is a mandatory component of FETAC/NCVA and the Department of Education regulations. It must be completed successfully in order to obtain a major NCVA/FETAC award at level 5 & 6. The purpose of the module is for preparation for future employment and apprenticeship.



*I hear,
and I forget.
I see,
and I remember.
I do, and I
understand.*

Preparation for Employment

All major awards at level 5 and 6 are designed to prepare learners to work in their chosen area as they undertake 1 day per week work experience. The benefits of work experience include helping the learner to form important links with employers in their chosen area. Many learners continue on in full-time employment with their work experience provider. Others have secured successful jobs elsewhere because they have achieved relevant work experience.

Preparation for Apprenticeship

Kerry Education Service provides courses related to the Building and Engineering sector. These are practically based and allow learners to develop pre-apprenticeship skills, pursue employment or advance to further education. An optional part of the work experience programme is the FÁS Safe Pass course. This is a legal requirement to work in the construction industry.

Work Experience Childcare Placement Guidelines

KES in conjunction with Kerry County Childcare Committee, Kerry County Council and FÁS have developed a policy in relation to learners on work experience in childcare related facilities which deals with each of the following:

- Preparation for Placement.
- During Placement.
- Completion of Placement.

The policy also outlines the role of the placement supervisor, programme coordinator and learner. It contains a learning agreement to be signed by all three parties and gives details of placement visits by the programme coordinator.

When taking up work experience you are expected to represent KES to the best of your ability. A high standard is expected of each learner. Learners on work experience remain subject to KES Code of Conduct, and in addition should comply with any guidelines laid down by the employer. Please go to Appendix 4 for the KES Work Experience Policy & Placement Guidelines.

In particular your attention is drawn to the following:

Learning: Work experience is part of the learning process on which you have embarked in KES. It is very important that you take responsibility for your own learning while on work experience, in order to gain the maximum benefit from the time you spend with your employer.



Attendance: You are expected to be present and punctual at your designated work experience place during normal working hours. The Programme Coordinator monitors attendance, as it is included in the performance criteria for successful completion of the course.

Absence: If you are unable to attend at your work experience, you must inform your employer and class teacher/tutor immediately. Absence from work experience is permissible only in very exceptional circumstances e.g. illness, and will require a full explanation, Medical Cert etc. Absence from Work Experience will automatically be referred to the Programme Coordinator/ Centre Manager or Director.

Appropriate Dress/Hygiene: Many employers have a dress and/or hygiene code, whether due to the nature of their business or for health & safety reasons. You must comply with this code.

Instructions/Initiative: You are expected to follow all reasonable instructions issued by your employer and to show initiative in your work practice.

Documentation: You are required to keep/collect all relevant work experience documentation as advised by your teacher/tutor.

If you have a genuine difficulty during your work experience, you should contact your college/ centre immediately. Under no circumstances should you leave or change your work experience without prior permission from the college/centre.

The KES has worked long and hard over many years in establishing and maintaining the valuable network of employers. Any action by a learner that might jeopardise this would be viewed as a serious breach of the Code of Conduct, and will result in the learner being referred through the disciplinary structure.

I accept that I must:

- Cooperate with the teacher/tutor in securing a suitable work experience placement and inform the teacher/tutor of suitable contact details.
- Notify the college/centre and the employer immediately if I am absent from work experience. I understand that such absence will only be tolerated in extreme circumstances.
- Avoid participating in any other work or activities that would require me to absent myself from work experience.
- Follow the instructions given by my teachers and work supervisors relating to my work experience.
- In the work situation, act in a manner which does not endanger my own health and safety or that of others.

Equal Opportunities

Promoting Equality

Ireland is a diverse and multicultural community. Kerry Education Service acknowledges, respects and celebrates this diversity, which enhances lives and the education process. Therefore staff are committed fully to equal opportunities for all and will seek to address and challenge all forms of prejudice, stereotyping, harassment/bullying and negative discrimination (KES Equality Statement for Schools and Centres, 2006). Full commitment is required of learners and teachers/tutors to uphold KES Equal Opportunities Policy even where it may be in conflict with their own beliefs.



Learners with Disabilities

Kerry Education Service is committed to a policy of equal opportunity in education. The services provided are aimed at helping learners achieve their learning goals. KES work to ensure that learners with a disability have every opportunity to develop as independent learners who fully participate in all aspects of adult and further education. Kerry Education Service will actively promote disability awareness and will aim to mainstream services and facilities in all areas so that learners with disabilities are treated in a fair and consistent manner.

Kerry Education Service is committed to making reasonable accommodation available to learners with a disability. Staff will seek to ensure adequate resources and supports are available to learners with a disability in order to make their enrolment, successful participation and achievement a reality.

The starting point for providing reasonable accommodation involves discussing the learners' requirements. KES is committed to supporting the progress of the learner through their studies and it is therefore recommended that learners with specific requirements discuss their needs with the Programme Coordinator/Centre Manager/Director at the earliest opportunity. Information is treated with confidence and disclosing a disability will not be viewed negatively.

"EQUALITY MEANS QUALITY" LEARNING CHARTER

You can expect:

- a service that is open and promotes learning for all,
- accurate accessible information about the courses and services,
- friendly and helpful staff that will treat you with dignity and respect,
- easy and accessible enrolment procedures,
- good teaching support if you find learning difficult,
- a safe and pleasant place to learn, free of bullying and harassment,
- useful advice and guidance and
- that staff will listen and respond to your concerns.

Health and Safety

First Aid Kits

First Aid Kits are to be found in all practical rooms, labs and the main office. A Defibrillator⁵ is located in the main office.



General

- Ensure your actions never endanger yourself or any other person.
- Never use an unfamiliar machine without instruction from your teacher/tutor.
- Keep your work area tidy and place rubbish in the bins provided.
- Do not play practical jokes, as they can be dangerous.
- No smoking allowed anywhere in the building.
- Do not cause obstruction to any doors, corridors or stairway.
- Any person caught deliberately activating the fire alarm/burglar alarm will be liable to prosecution.
- Any adult learners under the influence of drugs or alcohol will be asked to remove themselves from the building and further action may be taken.

Fire

- Familiarise yourself with fire evacuation plans on display and note the location of fire exits and designated meetings points.
- Follow the teachers' guidance in the event of a fire/fire drill.
- If a situation arises where there is no teacher/tutor present at the time that the fire alarm is activated, please exit the building in an orderly fashion and assemble as quickly as possible at the designated meeting point. Everyone should assemble in his or her own class group.
- If any adult learners needs to leave the premises earlier than usual, please inform the class teacher/tutor in order to ensure that the time of departure is noted on the class register. Signing out everyday is the only way of knowing who is on-site. This is vital to determine the safety of each adult learner as the attendance register is used to check that everyone is accounted for.
- Do not attempt to repair any electrical equipment, report it to the Co-ordinator.
- Be aware of the position of the electricity cutout button for the machine, which you are operating.
- Check that you know the location of the fire extinguisher.

Office Procedures

- Do not attempt to lift any equipment, if it needs moving inform the teacher/tutor.
- Danger from electric shock is always present, when electrically operated machinery is in use. Faulty switches, plugs, lights etc. must be reported to the Co-ordinator immediately.
- Coats, bags etc. must not be left in places where they are likely to cause obstruction.

⁵ A defibrillator is a device used to correct a dangerously abnormal heart rhythm.

International Students

Access to Further Education Programmes For Non EU Nationals

KES welcomes applications from international students. The college/centre seeks to provide an atmosphere where international students will feel comfortable and gain both academically and personally from the time spent in the college/centre.

As all courses are taught in English, the college/centre will need to be satisfied that learners whose first language is not English are proficient enough in the language to be able to follow their chosen course. To determine this, the KES ESOL Assessment tool will need to be undertaken.

Non-EU Nationals who do not meet the exemption requirements are liable for the full tuition fee of €3,653 as per instructions of the Department of Education and Science. Other course fees are available from the specific college/centre.

Students from non EU countries and not ordinarily resident in Ireland

You are liable for the full course fee.

You must produce a copy of your passport or national identity card.

You must have permission from the immigration authorities to live and study in Ireland. You must therefore apply for a student visa. The college/centre will not engage in any communications with the visa authorities on your behalf.

If you require a letter from the college/centre stating that you have been offered a place, this can only be issued following your registration and payment of the full fee. The letter will state, that a course place is being offered subject to you receiving a Student Visa. The offer of a place does not confer any right of residency on you.

Should there be any subsequent difficulty with your visa, this fee will be returned to you.

Students from non EU countries and currently resident in Ireland

You are liable for the full course fee.

You must produce a copy of your passport or national identity card.

You must produce a copy of your valid residence permit stamped by the Gardaí. The college/centre will not engage in any communication with the visa authorities on your behalf.



Persons granted leave to stay in Ireland on humanitarian grounds

No fees apply. This includes a dependent spouse and children.

You must produce all relevant documentation to support your application.

Asylum Seekers

Only certain categories of Asylum Seekers have the right to attend Further Education Courses.

The following are the relevant categories:

Persons seeking Asylum (Right to Work Category)

If you were in Ireland prior to July 26th 1999, and were seeking asylum and have a letter from the Department of Justice stating that you are eligible to seek work, then no fees apply

You will need to produce all relevant documentation, including your letter and Registration Card.

Persons seeking Asylum (Parents of an Irish Born Child)

If you have a letter from the Department of Justice granting you 'leave to remain', then no fees apply.

You will need to produce all relevant documentation, including your letter and Registration Card.

General Information for Asylum Seekers

If you are seeking asylum in this country then you should note that your enrolment on any course is without prejudice to your application for asylum. It cannot therefore be used in any way as a basis for seeking to stay in the country, if your application to stay is refused.

Refugees

Under the terms of the Refugee Act 1996, Refugees have the same rights of access to all educational services as Irish Nationals. Therefore no fees apply.

You will need to produce all relevant documentation, including your Registration Card

**This is for information purposes only and should only be taken as a guide.
Applicants from non-EU countries should check with The Department of Education or Citizens Advice Bureau for up to date entitlements.**

Kerry Adult Guidance Service

PLC Courses

Guidance is available to all PLC students from the school's guidance counsellor. Please contact your school/centre Guidance Counsellor to arrange an appointment

All other Programmes: VTOS, Youthreach, BTEI, Adult Literacy & Basic Education, STEC, and Community Education.

Learners have access to the Kerry Adult Guidance Service, which is part of Kerry Education Service. The Kerry Adult Guidance Service provides eligible adults with quality educational guidance, career guidance and information in order to assist them in making choices appropriate to their needs.

What does the Kerry Adult Guidance Service (KAGS) Do?

The KAGS Adult Guidance Counsellors work with adult learners in groups or on a one- to-one basis to discuss their individual needs. The Service is free, confidential, impartial, and client centred. The Adult Guidance Counsellors will start “wherever you are at” in your life-long learning journey. They can help you find out where to start or what to do next after your course finishes. If you are not sure what to do next, then we recommend that you see an Adult Guidance Counsellor as soon as possible to see what may suit you best and to explore your options. The Guidance Counsellors can also help you find information on courses or training available, help you with CV's, and help you with any interview preparation needs that you may have.

If you already have an idea of what you want to do, then the KAGS Adult Guidance Information Officer can help you to get more specific information. The Adult Guidance Information Officer has an up-to-date Library based in Tralee. The Library contains information on courses and training, careers information, and other adult education supports such as available funding. The library also has a number of other resources, for example: information on study skills, CVs, interview skills, etc. You can phone or email the Adult Guidance Information Officer for information you may need, or you can also schedule a time visit the library.

Where can I schedule a one to one appointment with an Adult Guidance Counsellor?

Cahirsiveen	066 9472414
Causeway	066 7131977
Dingle	066 9150933
Kenmare	064 41157
Killorglin	066 9762748
Listowel	068 21023
Tralee	066 7121300

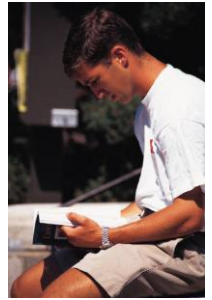
For information queries or further assistance contact:

Angela O'Sullivan, Adult Guidance Information Officer
Telephone: 066 7121300; Email: guidance@cokerryed.ie



Study Skills

Some general advice for improving how you study.



Improve your note taking

- Make clear and accurate notes
- Come to class prepared
- Compare your notes with other learners
- Organise your note
- Use abbreviations and symbols
- Review your notes
- Write down questions

Effective listening

- Listen for meaning
- Concentrate and pay attention
- Focus on main ideas, concepts and issues
- Choose to be interested and minimise distraction

Find a good study place

- Create a routine free from distractions
- Study place should be comfortable
- Know your learning style and preference
- Set study rules and follow them

How to study

- Work with what you have...between chores, during work breaks
- Maximum 40 minutes at a time
- Take short 10 minutes break between sessions but no TV
- Reward yourself for studying effectively

Identify your learning style

- Do survey to determine your learning style

Strategies for Building Vocabulary

- Regular reading
- Make it personal by associating the word with familiar people, events and objects
- Use word games
- Repeat the word

Strategies for Reading

- SQ4R – see description below
- Combine mind mapping techniques for active reading

Improving your memory

- Mind Mapping
- Mnemonic devices
- Review frequently

SQ4R

With this technique Learners preview the text to form predictions and set a purpose for reading by asking questions about the topic. Learners then read actively, searching for answers to the questions. Then by summarizing information learners are able to check their own comprehension. Finally, learners evaluate their comprehension through review.

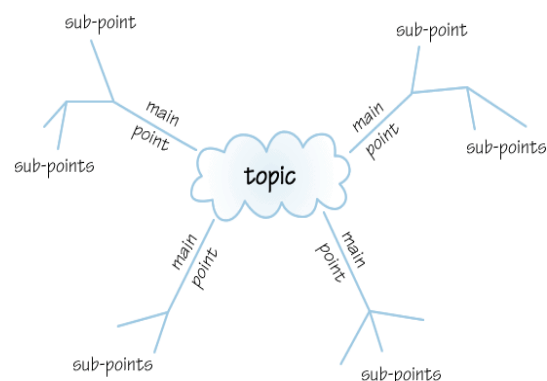
<u>S</u> urvey	<u>Q</u> uestion	<u>R</u> ead	<u>R</u> ecite	<u>R</u> evuew	<u>R</u> eflect
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Before you read, <u>S</u>urvey the chapter	<ul style="list-style-type: none"> • The title, headings, and subheadings. • Captions under pictures, charts, graphs or maps. • Introductory and concluding paragraphs. • Summary. • Try to get an overview of what lies ahead.
<u>Q</u>uestion while you are surveying	<ul style="list-style-type: none"> • Turn the title, headings, and/or subheadings into questions. • Read questions at the end of the chapters or after each subheading. • Ask yourself, "What do I already know about this subject?" • Example, the heading "Stages of Sleep" might lead you to ask: "Is there more than one stage of sleep?" What are they and how do they differ?" Asking questions helps you read with a purpose.
When you begin to <u>R</u>ead	<ul style="list-style-type: none"> • Look for answers to the questions you first raised. • Answer questions at the beginning or end of chapters or study guides. • Reread captions under pictures, graphs, etc. • Note all the underlined, italicised, bold printed words or phrases. • Study graphic aids. • Reduce your speed for difficult passages. • Stop and reread parts that are not clear.
<u>R</u>ecite after you've read a section:	<ul style="list-style-type: none"> • Orally ask yourself questions about what you have just read • Take notes or summarise the information in your own words. • Underline/highlight important points you've just read. • Use the method of recitation that best suits your particular learning style. • Recite key terms and concepts.
<u>R</u>evuew an ongoing process.	<ul style="list-style-type: none"> • When you're done reading, skim back over the chapter, or read your notes. Then check your memory by reciting and quizzing yourself again. • Make frequent review a key part of your study habits.
<u>R</u>eflect	<ul style="list-style-type: none"> • Try to link new facts, terms, and concepts with information you already know. • Think about how you can use this information. • Think about what else you need to know more about.

Mind Mapping

Mind mapping is a powerful technique for thinking on paper. It can help you greatly in such tasks as:

- goal setting
- project planning
- organising information for decision making
- studying new subjects or preparing for an exam
- preparing an oral presentation or writing an article or report
- note taking
- brainstorming



By using Mind Maps, you can quickly identify and understand the structure of a subject, and the way that pieces of information fit together, as well as recording the raw facts contained in normal notes.

Improving your Mind Maps

The following suggestions may help to increase their effectiveness:

- *Use single words or simple phrases for information:* In your own Mind Maps, single strong words and meaningful phrases can convey the same meaning more potently. Excess words just clutter the Mind Map.
- *Print words:* Joined up or indistinct writing can be more difficult to read.
- *Use colour to separate different ideas:* This will help you to separate ideas where necessary. It also makes your Mind Map easier to remember. Colour also helps to show the organization of the subject.
- *Use symbols and images:* Where a symbol or picture means something to you, use it. Pictures can help you to remember information more effectively than words.
- *Using cross-linkages:* Information in one part of the Mind Map may relate to another part. Here you can draw in lines to show the cross-linkages. This helps you to see how one part of the subject connects with another.



Mnemonic devices

Mnemonic devices are memory tricks that can be used to remember factual information such as a list of words or phrases, and they often produce a visual image in the learner's mind. Some common mnemonic devices include acronyms (the most common), nonsense words, nonsense sentences, and rhymes.

Creating an acronym is a good strategy to use to remember information in any order. An acronym is a word that is formed from the first letter of each fact to be remembered. It can be a real word or a nonsense word you are able to pronounce. For example;

MADD is an acronym for **M**others **A**gainst **D**runk **D**river.

Every Good Boy Deserves Fudge - the musical notes in the scale are: E,G,B,D,F.

BAFFLING PIGS – countries using the Euro are: **B**elgium, **A**ustria, **F**inland, **F**rance, **L**uxembourg, **I**reland, **N**etherlands and **G**ermany, followed by **P**ortugal, **I**taly, **G**reece and **S**pain.

Exam Tips

Before the exam

- Check the exam timetable – make sure you know what rooms your exams are in and what time they start.
- Food for energy – have a balanced meal before the exam.
- Be prepared and have everything you need –pens, calculator etc.
- Be familiar with the exam regulations. Reread the KES regulations in this handbook and the college/centre guidelines.

During the exam

- Complete your details on all answer sheets.
- Read the questions carefully and make sure you are clear about what you are being asked to do.
- Budget your time for each question and leave 10 minutes at the end to review.
- If your mind goes blank or you start to panic then take deep breaths through your nose and out through your mouth.
- Start with the questions you know best as you can probably do these quickly and accurately and they should give you confidence.
- Write as neatly as possible.
- Keep your rough work with your answer sheets.



Keeping a Learning Journal

Sometimes called a reflective journal, the purpose is to help you identify and think critically about what you have learned, how you feel about it and how you could use it. It is a way of evaluating your learning (and the course that you are on) and may also serve as a record for future use. Some courses use a learning journal as a method of assessment.

The idea is also to help you identify your own strengths and weaknesses, to reflect on your own skills so that you know where to direct your energies for personal development. Writing down your thoughts helps to clarify them in your own mind. The reason it is marked is to encourage you to keep it up!

It is recommended that you write up your journal as soon as possible after each time you do some work – including the formal course sessions, the related reading and any other study or group work.

If you find it difficult to be reflective, think about writing an evaluation of your learning and the course. It is not simply a repetition of the topics covered. It is the analysis of the topics, the link to your prior knowledge and skill and how you apply your learning in the future.

Here are some sample questions to help you. Think about each one and ask yourself if it applies to you:

- 1) What 3 interesting /useful things did I learn today? (Either in the session or from my study/reading) – summarise in your own words.
- 2) What was really new or surprising to me?
- 3) What 1 (or more) thing/s did I learn that I might be able to use in the future?
- 4) What ideas do I have about how I might use it?
- 5) What issue/s have arisen that I hadn't thought about before?
- 6) What issue/s would I like to know more about or study in the future?
- 7) How does it connect to other learning I have done?
- 8) What was not useful/ I didn't like it? Why?
- 9) What expectations did I have that weren't met?
- 10) Have I changed my mind about anything since being on this course?
- 11) Are there things that I am still unsure about? What?

Remember – Learning journals are individual.

A few sample Learning Journals are provided which should be adapted to your needs.

Learning journal template 1

Your name	
Session date	
What did I read for this session (apart from the notes)? And what grabbed my attention?	
What were three main things I learned from this session?	
What did I previously think was true, but now know to be incorrect/ wrong?	
What did we not cover that I expected we should?	
What was new or surprising to me?	
What have I changed my mind about, as a result of this session?	
One thing I learned in this session that I may be able to use in future is...	
I am still unsure about...	
Issues that interested me a lot, and that I would like to study in more detail	
Ideas for action, based on this session...	
What I most liked about this session was...	
What I most disliked about this session was...	
Other interesting facts I learned in this session...	

Learning journal template 2

Name:
What are the key concepts I have covered?
A summary of what I have covered:
Things I am still not sure of:
What do I need to do to overcome these uncertainties?

Learning journal template 3

Date	
Description of event	
Short term implications	
Long term implications	
Feedback from others	
What will I do differently	
Notes	

Learning Journal Template 4

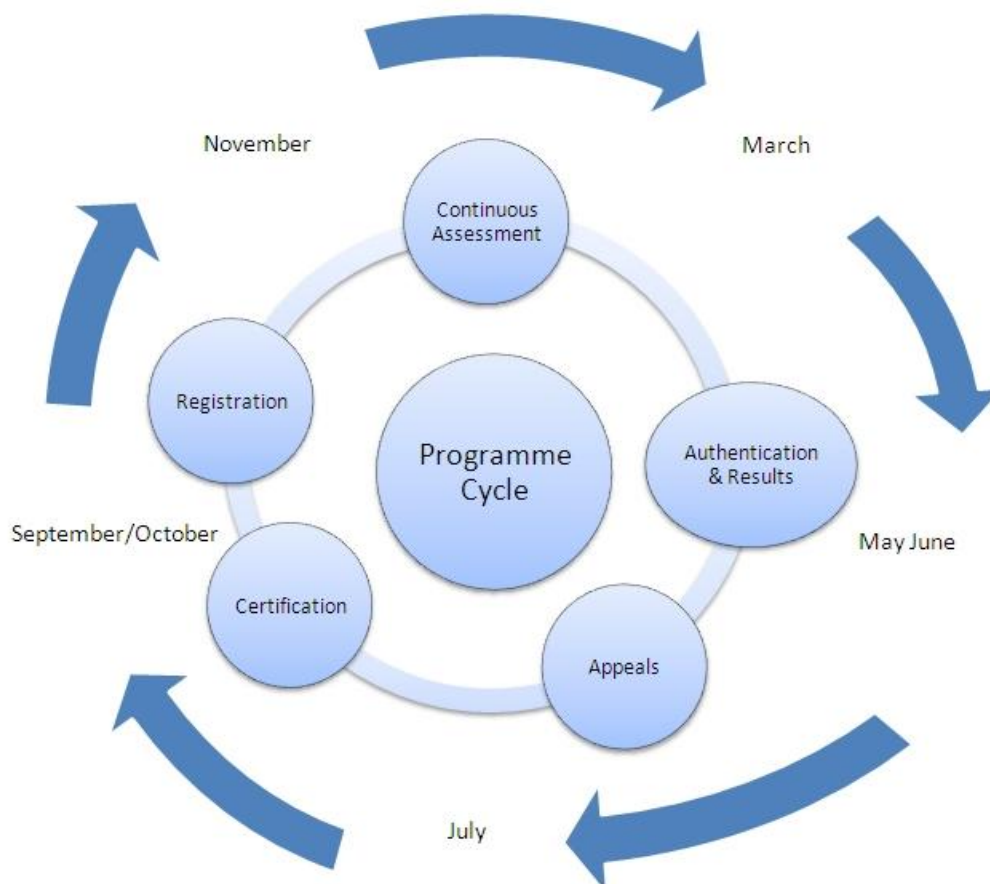
Learning Journal Entry	Date:
Event:	
E.g. training, interpreting assignment (and brief details e.g. meeting, hospital appt) etc.	
Participants	
E.g. co-worker, no. of deaf & hearing etc	
Comments/Issues	
E.g. high or low points – what/why, dilemma – what/why, training - key learning points	
Reflections	
E.g. consequences of action, justification, possibly do different – what/how/why	
Action points	
E.g. for future development, points to work on or maintain and how	

Tips for Success

Here is some advice for you to make the most of your course and be successful.

- Know your course – if you have a full description of the course content you know what your teacher/tutor is doing.
- Know the specific learning objectives, as that is what is going to be assessed.
- Know what's involved in the assessment – get clear on what is required and when.
- Use the teacher's/tutor's feedback to improve your work before the final submission.
- Use the Portfolio checklist to ensure you have everything required.
- Attend regularly and punctually. Don't miss out.
- Participate; you enjoy it more when you get involved.
- Ask questions
- Keep a learning journal.

Timeline



Further Education and Training Awards Council (FETAC)

About FETAC

As the national awarding body for further education and training in Ireland, the Further Education and Training Awards Council (FETAC) gives people the opportunity to gain recognition for learning in education or training centres, in the workplace and in the community.

FETAC was set up as a statutory body on 11 June 2001 by the Minister for Education and Science under the Qualifications (Education & Training) Act, 1999. FETAC has responsibility for making awards previously made by BIM, Fáilte Ireland (CERT), FÁS, NCVA and Teagasc and has made over 750,000 awards to date.

FETAC's Mission

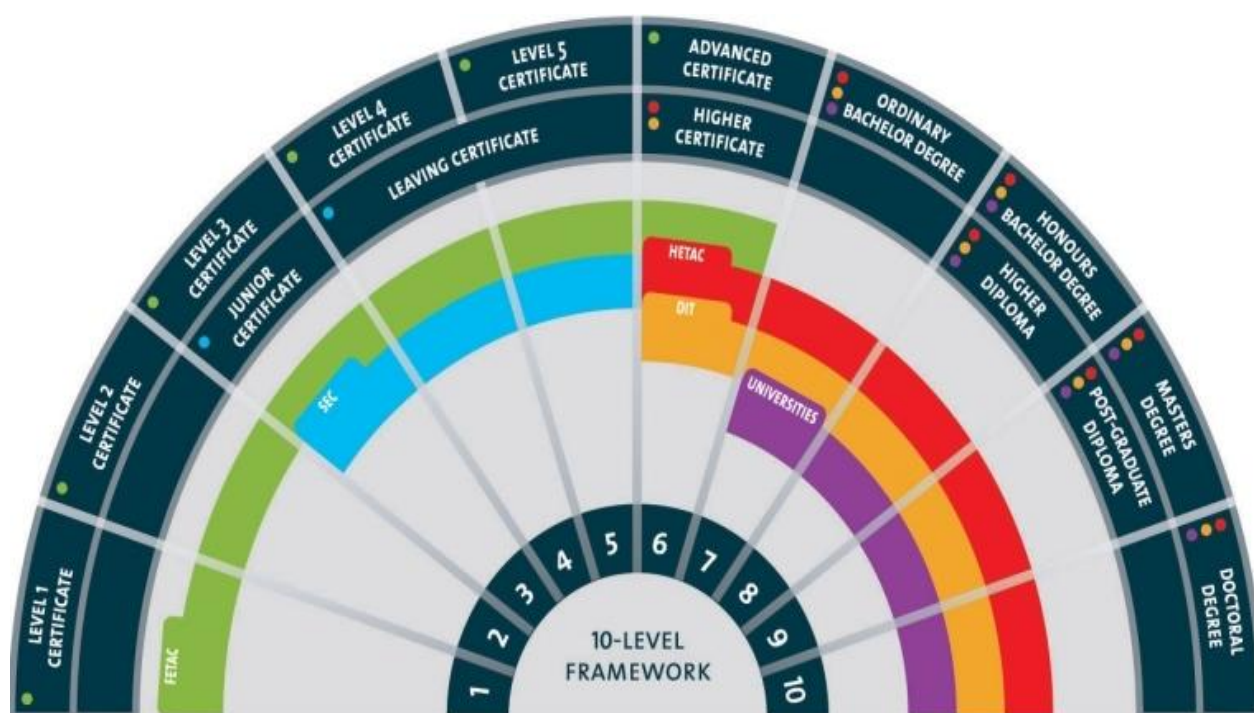
FETAC's mission is to make quality assured awards in accordance with national standards within the national framework, creating opportunities for all learners in further education and training to have their achievements recognised and providing access to systematic progression pathways.

Quality assured awards means that you, the learner, can have confidence that your course, and the institution at which you are studying, are reviewed on an ongoing basis. Quality assurance is intended to ensure that all learners have a high quality learning experience regardless of where you are studying.

FETAC's functions include:

- making and promoting awards
- validating programmes
- monitoring and ensuring the quality of programmes
- determining standards

National Framework of Qualifications (NFQ)



What is the NFQ?

The NFQ, illustrated above by the “fan diagram” is a system of ten levels. It is based on standards of knowledge, skill and competence and it incorporates awards made for all kinds of learning, wherever it is gained. School qualifications awarded by the State Examinations Commission, further education and training qualifications awarded by FETAC and higher education and training qualifications awarded by HETAC, DIT, other Institutes of Technology and the Universities are all included in the Framework.

Why use the NFQ?

The NFQ provides a structure (a framework) to compare and contrast the level and standard of different qualifications. This helps you to make informed decisions about your qualification choices and to consider progression opportunities. The NFQ also makes it easier for you to explain to others what qualifications you hold, or are studying for. This becomes very important when you are considering further learning or when you are applying for a job - at home or abroad.

All qualifications in the NFQ are recognised at home and abroad. The NFQ is used to compare Irish qualifications with foreign qualifications thus it is a valuable tool for Irish citizens travelling abroad. In addition, learners or workers travelling to Ireland with qualifications gained abroad can use the NFQ to have these qualifications recognised.

What NFQ level are you on?

The National Framework of Qualifications (NFQ) is intended to put you, the learner, at the centre of the education and training system in Ireland. It is important that you are aware of the NFQ; understand what it means for you, and the benefits it can bring.

The Levels

As a guide, the learning outcomes related to each of the 10 levels are summarised below:

Level 1	Ability to learn basic facts and repetitive skills as well as to sequence learning tasks	Remember	Bloom's Taxonomy ⁶
Level 2	Ability to learn new skills and knowledge in a supervised environment and to carry out routine work under direction, with basic literacy and numeracy	Understand	
Level 3	Ability to perform relatively simple work related tasks. Confirming a minimum level of employability, while incorporating practical capabilities and understanding of theory	Apply	
Level 4	Independent learning associated with what may be required for first time entry to many occupational sectors		
Level 5	A broad range of understanding and/or skills which may lead to specific occupations; working independently while subject to general direction	Analyse	
Level 6	A comprehensive range of understanding and/or skills, which may be vocationally specific, and/or of a general supervisory nature. Also includes detailed theoretical understanding		
Level 7	Appropriate to the upper end of many technical occupations e.g. higher technicians as well as junior management	Evaluate	
Level 8	Being at the forefront of a field of learning in terms of knowledge and understanding		
Level 9	Demonstration of knowledge and understanding which is at the forefront of a field of learning	Create	
Level 10	Discovery and development of new knowledge and skills		

⁶ Bloom's taxonomy is a classification system that outlines a range of cognitive (perception, learning and reasoning) thinking skills. At each level it shows how learners engage with information and learning.

AWARDS

As well as the 10 level structure, the NFQ includes different classes or categories of awards. These are different because they reflect a mix of standards of knowledge, skill and competence. This gives the learner the freedom to build their qualifications in ways that suit their needs.

There are four classes of award-types:

- **Major** awards are the main class of award made at a level. For example, a FETAC level 3 Certificate in General Learning, the Leaving Certificate, the Advanced Certificate or the Honours Bachelor Degree. There are 16 major awards in the Framework that can be seen in the 'fan' diagram.
- **Minor** awards provide recognition for learners who achieve a range of learning outcomes but not the specific combination of learning outcomes required for a major award. These awards allow learners to build up units of learning at their own pace to meet their own needs. For example, a component such as FETAC level 5 Word Processing.
- **Special-purpose** awards are made for very specific purposes — for example, the Safe Pass certification of competence in health and safety in the construction industry.
- **Supplemental** awards are for learning which is additional to a previous award. They could relate to updating and refreshing knowledge or skills, or to continuing professional development. For example FETAC level 6 Advanced Certificate Supplement Craft – Plastering.



Grading of Awards

All awards at level 1, level 2 and level 3 are classified as **Successful** where a learner has achieved all the outcomes⁷ for the award. Awards at level 4, level 5 and level 6 are classified as **Pass, Merit or Distinction** where a learner has achieved the standards for the award within the grading criteria.

Pass 50-64%.

Merit 65-79%.

Distinction 80% or over.

When a learner has not achieved the minimum standards for an award the grade is recorded as **Referred**. In some cases the learner can be offered the chance of sitting a referred assessment to obtain a pass mark.

Grading criteria describe what a learner must attain to achieve a particular grade for an award at a particular level. The following tables outline the grading criteria for FETAC awards at levels 1 - 6.

⁷ Outcomes refer to the Specific Learning Outcomes (SLO) of an award, which defines what the learner will know or be able to do on completion of the component.

Grading Criteria for Awards at level 1 - level 3

	Successful		
	Level 1	Level 2	Level 3
Grading Criteria	The learner has achieved the learning outcomes for the award in a structured and supported learning setting. The outcomes have been achieved with <i>significant support</i> and <i>direction</i> from the assessor, but the learner has demonstrated <i>substantive achievement</i> on their own.	The learner has achieved the learning outcomes for the award in a <i>structured and supported</i> setting with <i>clear direction</i> from the assessor. The learner has demonstrated <i>some autonomy</i> of action and has taken <i>limited responsibility</i> for the activities and for generating evidence.	The learner has achieved the learning outcomes for the award with <i>some supervision</i> and <i>direction</i> . The learner has demonstrated <i>autonomy of action</i> and has taken <i>responsibility</i> for generating appropriate evidence.
	Remember	Understand	Apply

Grading Criteria for awards at Level 4 - Level 6

Pass	Merit	Distinction
<p>A Pass indicates that the learner has:</p> <ul style="list-style-type: none"> ▪ achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard ▪ used the language of the vocational/specialised area competently ▪ attempted to apply the theory and concepts appropriately ▪ provided sufficient evidence, which has relevance and clarity. 	<p>A Merit indicates that the learner has:</p> <ul style="list-style-type: none"> ▪ achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved ▪ used the language of the vocational/specialised area with a degree of fluency ▪ expressed and developed ideas clearly ▪ demonstrated initiative, evaluation and analytical skills ▪ presented coherent and comprehensive evidence. 	<p>A Distinction indicates that the learner has:</p> <ul style="list-style-type: none"> ▪ achieved the learning outcomes as outlined in the minor award - a distinction implies that an excellent standard has been achieved ▪ used the language of the vocational/specialised area fluently and confidently ▪ demonstration-depth understanding of the subject matter ▪ demonstrated a high level of initiative, evaluation skills ▪ demonstrated analytical and reflective thinking ▪ expressed and developed ideas clearly, systematically and comprehensively ▪ presented coherent, detailed and focused evidence
Analyse	Evaluate	Create

When learners are aware of the different levels of thinking, it means that they know what is expected of them and it helps the development of higher order thinking.

Progression from FETAC

For 2010 FETAC CAO applicants there are forty higher education institutions including universities, institutes of technology and private third level colleges offering places on a variety of courses.

The Higher Education Links Scheme (HELs) links specific FETAC Level 5 Certificates and some Level 6 Advanced Certificates to a number of reserved places on higher education courses. In addition the Institutes of Technology and some higher education institutions operate a Pilot Scheme with an admissions criteria and scoring system for non-specific FETAC Level 5 & 6 Certificate applicants.

The Higher Education Links Scheme

The Higher Education Links Scheme facilitates progression to a variety of higher education courses via specific FETAC Level 5 Certificates and Level 6 Advanced Certificates. Under this scheme a number of places are reserved by higher education institutions, for FETAC applicants for entry to a range of 3rd level courses. When quotas apply, FETAC applicants compete with other FETAC applicants for places.

Details of specific linked certificates and/or additional or specific component requirements can be received from the Admissions Office of the individual higher education institutions. Alternatively learners can visit the CAO website www.cao.ie or the FETAC website, www.fetac.ie. See Appendix 5 for more details.

Application process and scoring system under the Higher Education Links Scheme

Applicants submit their 3rd level applications to the CAO by the deadline February 1st. In July, FETAC results are issued to the CAO and the participating institutions. The credit value of each component is multiplied by the equivalent points for that grade as shown below:

Distinction = 3 points

Merit = 2 points

Pass = 1 point

The best 8 components are scored and applicants are ranked accordingly. For example: A learner with a Level 5 Certificate in Childcare uses the following components to determine their total points and therefore their score.

Component	Credit value	Result	Equivalent Points	Score
Communications Level 5	1	Distinction	3	3
Child Development Level 5	1	Distinction	3	3
Work Experience Level 5	1	Distinction	3	3
Early Childhood Ed. Level 5	1	Distinction	3	3
Working in Childcare Level 5	1	Distinction	3	3
Caring for Children (0-6) Level 5	1	Merit	2	2
Art & craft for childcare Level 5	1	Pass	1	1
Word processing Level 6	1	Pass	1	1
Total score				19

The total score is then multiplied by 15 and rounded to the nearest whole number to give a ranking. Places reserved for FETAC applicants are then offered in order of merit based on the ranking.



The Pilot Scheme

The Pilot Scheme facilitates progression for FETAC Level 5 and 6 holders to Higher Certificate (Level 6), Ordinary Degree (Level 7) and Honours Degree (Level 8) in participating institutions (with the exception of Nursing Degree courses). *Under this initiative most course places are open to FETAC applicants, along with Leaving Certificate applicants and are therefore in direct competition. They are not confined to specific FETAC quotas, nor does their FETAC course have to be linked in content to the HEI course they are applying to.*

Learners interested in applying for the Pilot Scheme are advised to contact the Admissions Office of the individual higher education institutions as courses may have pre-requisite FETAC component or certificate requirements.

Application process and scoring system under the Pilot Scheme

Applicants for courses under this scheme are listed in order of their points merit, whether on Leaving Certificate points or FETAC award points. A separate points scale is used for converting the scores of FETAC award holders, usually to a maximum of 400 points.

Applicants submit their 3rd level applications to the CAO by the necessary deadline. Applicants are assessed as follows: An overall point score is calculated based on the best 8 components presented in an applicant's FETAC Level 5 Certificate or Level 6 Advanced Certificate. Each Level 5 component with a credit value of 1 is credited with:

Distinction = 50 points

Merit = 35 points

Pass = 20 points

For example: A learner with a Level 5 Certificate in Childcare uses the following components to determine their total points.

Component	Factor level	Credit value	Result	Equivalent Points	Points
Communications Level 5	1	1	Distinction	50	50
Child Development Level 5	1	1	Distinction	50	50
Work Experience Level 5	1	1	Distinction	50	50
Early Childhood Ed. Level 5	1	1	Distinction	50	50
Working in Childcare Level 5	1	1	Distinction	50	50
Caring for Children (0-6) Level 5	1	1	Merit	35	35
Art & craft for childcare Level 5	1	1	Pass	20	20
Word processing Level 5	1	1	Pass	20	20
Total points				325	

Scores are adjusted to take account of factor level of the module and are also multiplied by the module credit value. Most Level 5 & 6 modules have a credit value of 1. Scores are adjusted to take account of the module factor level. Level 3 scores are multiplied by 0.5, level 4 and 5 scores are multiplied by 1.0 and level 6 scores are multiplied by 1.25. The total points are then used as the CAO points score.

Progression to Institute of Technology, Tralee

The following entry arrangements will apply to graduates of FETAC courses seeking admission to courses at the Institute. The minimum entry requirement for graduates of FETAC awards to:

- Higher Certificate courses is a full FETAC award;
- Ab-initio⁸ Ordinary Degree courses is a full FETAC award;
- Ab-initio Honours Degree courses is a full FETAC award in a course in a related area and including a distinction grade in at least three modules.

As well as the minimum entry requirements listed above, some higher certificate and degree courses may require the learner to have certain FETAC components/awards already achieved. Check with the Institute of Technology Tralee for up-to-date details.

For all courses, except for nursing, the Pilot Scheme point score system is used and based on the best 8 modules presented.

For example: A learner with a Level 5 Certificate in Childcare uses the following components to determine their total points.

Component	Factor level	Credit value	Result	Equivalent Points	Points
Communications Level 5	1	1	Distinction	50	50
Child Development Level 5	1	1	Distinction	50	50
Work Experience Level 5	1	1	Distinction	50	50
Early Childhood Ed. Level 5	1	1	Distinction	50	50
Working in Childcare Level 5	1	1	Distinction	50	50
Caring for Children (0-6) Level 5	1	1	Merit	35	35
After School Childcare Level 6	1.25	1	Merit	35	43.75
Word processing Level 6	1.25	1	Pass	20	25
Total points					353.75
Total points rounded off to nearest whole number					354

Nursing

The scoring scheme, which applies for nursing, is available at www.cao.ie.

The ITT reserves four places on the BSc in Nursing (General) and two places on the BSc in Nursing (Mental Health) for applicants who meet the minimum entry requirements as follows:

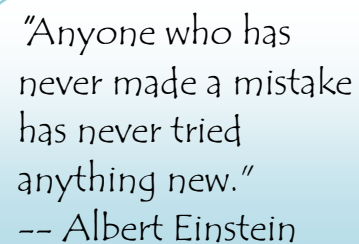
- Nursing Studies (DCHSN) or Community and Health Service (DCHSX) or Healthcare Support (DHSXX) with 5 Distinction Grades which include:
 - Anatomy and Physiology (D20001);
 - Introduction to Nursing (D20012) Award;
 - Human Growth and Development (D20032) or Nursing (C20006);

For further information contact the ITT's Admissions Office. Tel: 066 7145638 or Email: info@staff.ittralee.ie

⁸ Ab-initio degrees refers to learners starting their first degree, this is also called Undergraduate degrees. However it also implies that the learner's current educational level is below degree status.

Advanced Progression

The Institute of Technology, Tralee (ITT) is committed to providing entry routes to its programmes to learners who have been awarded a combination of FETAC (NCVA) Level 5 and Level 6 awards qualifications. The Institute has agreed Advanced Progression routes for selected programmes. This allows learners who have achieved specific FETAC awards and who meet pre-requisites⁹ to gain entry into the second year of specific ITT programmes.



"Anyone who has never made a mistake has never tried anything new."
-- Albert Einstein

A number of courses in the areas of Childcare, Business and Office Information Systems also offer the option of entry into Year 2 of the relevant follow-on course when a combination of FETAC Level 5 and 6 modules are successfully completed in one year.

The Institute has agreements with individual FETAC college/centres, which guarantee reserved places in the specified programmes for qualifying applicants.

For entry requirements for students presenting FETAC qualifications please see Appendix 5.

How to apply

Learners must apply directly to the Institute of Technology, Tralee. Application forms are available from the Admissions office or website www.ittralee.ie. Please contact the Admissions Office 066 7145635 for further details.

Bonus Points Access Scheme

The Institute of Technology Tralee (ITT) and Kerry Education Service (KES) have agreed a Bonus Points Access Scheme, which extends progression routes for KES learners to ITT. Under this scheme bonus points are awarded to CAO applicants from KES who have achieved specific FETAC awards and who meet pre-requisites for entry to specific ITT programmes.

The Scheme guarantees a quota of reserved places in the specified programmes for qualifying applicants from KES. KES learners will apply as normal to the CAO as well as submit an application form to the admissions office, IT Tralee. The Institute will liaise with CAO to apply the bonus points.

Please Note: The above is for information purposes only and should only be taken as a guide. Programme links and criteria change from time to time and should be checked with the ITT.

⁹ Pre-requisites refer to particular courses or programmes that must be completed successfully in order to gain entry to a new course.

Contact information

Colleges & Centres	Phone	Web	Email
Tralee Community College	066-7121741	www.ncte.ie/traleecc	tccoffice@eircom.net
Listowel Community College	068-21023		lccadmin@eircom.net
Killarney Community College	064-32164	www.killarneycommunitycollege.com	kcccom@iol.ie
Killorglin Community College	066-9761168	www.killorglincc.ie	info@killorglincc.ie
Coláiste na Scelige, Cahirsiveen	066-947 3335/ 3799		info@colaistenasceilge.ie
Kenmare Adult Education Centre	064 31157		kenmareaec@eircom.net
O'Connell Adult Education Centre, Cahirsiveen	066-9472414		info@oconnellcentre.ie
Tech Amergin Community Education Centre, Waterville	066 9478956	www.techamergin.com	techamergin@eircom.net
An Tóchar Adult Education Centre, Causeway	066-7131977		antochar@eircom.net
VTOS CENTRES			
Tralee VTOS Teach an Eolais, Clash,	066-712 1041		traleevtos@eircom.net
South Kerry VTOS The Lodge, Market Street, Killorglin	066-976 2748		vtossouthkerry@eircom.net
Killarney VTOS 1st Floor, Ivy House, New St. Carpark, Killarney	064-37757		killarneyvtos@eircom.net
Listowel VTOS Listowel Community College	068-24942		lccadmin@eircom.net
IT Braille Toddy Carey, Tralee Community College, Clash, Tralee	066 7186883		itvimpair@eircom.net

STEC			
St. Anne's Senior Traveller Education Centre I.D.A. Industrial Estate, Tiernaboul, Killarney	064 33996		stannescentre@eircom.net
Tralee STEC The Old Kerryman Building, Clash, Tralee	066 7144846		p McGrathnkaec@eircom.net
Youthreach Centres			
South Kerry Youthreach O'Connell Centre, Cahirsiveen or The Lodge, Market Street, Killorglin	066 9762748		youthreachsouthkerry@eircom.net
Tralee Youthreach KDYS Denny St, Tralee	066 7121674		
Listowel Youthreach Youth Information Centre, Upper Church St, Listowel	068 23744		listowelyouthreach@eircom.net
Killarney Youthreach KDYS, Fairhill, Killarney	064 6631748		johnadams@kdys.ie
BTEI Coordinator Marianne Marshall Kerry Education Service, Riverside House, Dan Spring Road, Tralee	066 7121488		mmarshall@cokerryed.ie
Community Education Facilitator Michelle-Anne Houlihan, Kerry Education Service, Riverside House, Dan Spring Road, Tralee	066 7121488		mhoulihan@cokerryed.ie

For information on Adult Literacy & Basic Education courses please contact your local centre:

Centre	Phone	Email
County Coordinator Aoife McCormack Adult Education Centre Moyderwell, Tralee	066 7124114	literacy@cokerryed.ie
Adult Education Centre O'Connell Centre, Cahirsiveen	066 9473166	deirdremoshea@eircom.net
An Mainistir An Daingean	066 9150933	kesabebmc@eircom.net
Adult Education Centre Bellheights, Kenmare	064 6642728	returntolearning @gmail.com
Adult Education Centre 82 New Street, Killarney	064 6636990	maryconcannon@eircom.net
Adult Education Centre The Lodge, Market Street Killorglin	066 9790765	kals@eircom.net
Adult Basic Education Castleisland Community Centre Castleisland	086 0460506	deirdremoshea@eircom.net
Adult Education Centre Listowel Community College Listowel	068 23866	kesms@eircom.net
Adult Education Centre Moyderwell, Tralee	066 7124114	kesabemt@eircom.net

APPENDICES

- Appendix 1 Learner Contract
- Appendix 2 Computer Usage Policy and Contract
- Appendix 3 Deadline Extension Request Form
- Appendix 4 Work Experience Policy & Placement Guidelines
- Appendix 5 Entry requirements to ITT using FETAC qualifications
- Appendix 6 Plagiarism and Guidelines for Referencing
- Appendix 7 Application for Re-assessment
- Appendix 8 Abbreviations & Glossary

APPENDIX 1

Learner Contract



KES is committed to creating and promoting the development of a learning society. Therefore all who live in Kerry have access to the education and training required to reach their full potential and fulfil their needs. KES staff are committed to creating an environment characterised by mutual respect and tolerance, promoting equality and respecting the diversity that can now be found in a multicultural society.

KES staff are motivated by the prospect of enabling all learners to reach their potential in preparation for the workplace or further education. The commitment to this belief is set out in the KES Mission Statement, Equality Policy and this Student Contract.

You can expect:

- To be provided with accurate information and guidance on opportunities.
- To have a named person as class teacher/tutor to be available as support.
- That your work will be monitored and you will be advised of your progress.
- Confidentiality in your dealing with staff.
- Access to advice and counselling on any educational or personal matter.
- Representation on the Student Council & College Board of Management.
- To be treated with respect & dignity by all members of staff in a caring & supportive atmosphere.
- That staff will deal sympathetically with medical or other problems you may have.
- Classes to start and end on time, and to be notified of any unavoidable changes.
- The guaranteed delivery of your programme.
- That staff will respond quickly to any problem you tell us about.
- To be kept informed about developments within the college/centre that may affect you.

If you experience any difficulty with the above, you should inform your teacher/tutor in the first instance so that the matter may be dealt with. KES aims to encourage learners to pursue their studies in an atmosphere that encourages partnership in learning. Normal rules that apply in any community also apply in this college/centre.

We expect you to:

- Be proud of the good name of the college/centre and do nothing to take from that good name.
- Adopt a responsible attitude in helping to create a supportive community in which everybody can flourish.
- Respect the rights of all others within the college/centre community. Treat everybody with respect, regardless of differences in culture, ability, race, gender, age, sexual orientation or social class.
- Take responsibility for your learning by attending regularly and punctually, working hard at your studies and completing all your assignments on time.

- Attend all timetabled classes, unless in exceptional circumstances where an alternative arrangement has been agreed.
- Provide an explanation to your class teacher/tutor in the case of an occasional absence, and a Medical Cert in the case of a longer absence through illness.
- Co-operate with teachers and all other college/centre staff.
- Seek help if you need it and let us know quickly if you have any difficulties.
- Help to make the college/centre a safe place for all.
- Take care of college/centre buildings and furnishings, and respect the property of others.

In line with current Health & Safety Legislation, there is NO SMOKING allowed within the KES buildings. This includes the student canteen.

Continuous / Serious breaches of Regulations may result in referral to the Adult Education Officer or Education Officer, and noted accordingly on your personal file.

Attendance & Punctuality

One of the most important considerations is to see you complete your course, with full certification and to see you enter the workplace with marketable skills, having experienced the best of work practices. From many years of experience it has been proven that this is just not possible unless you commit yourself to full participation in your chosen course of study.

Full Participation Involves:

- Punctuality at all times.
- Attendance at all of your timetabled classes and at Work Experience.
- Handing up work/assignments/projects on time.
- Co-operating fully with staff in the maintenance of accurate attendance records.

Poor Attendance/Punctuality may result in:

- Difficulty in providing a favourable reference to other colleges, training agencies or employers.
- Difficulty in recommending you for full national certification.
- Withdrawal of a place in second year, where a second year programme exists.
- Termination of your Student Grant/VTOS Allowances.

In signing this contract learners accept that they must:

- Notify the College/centre immediately if absent from class for any reason.
- Give notice to the class teacher/tutor to obtain permission for absences they are aware of in advance (e.g. dental and medical appointments). However where possible, appointments should be made outside of programme time.
- Avoid participation in work or other activities, which are not part of my course curriculum, during programme hours.
- Take responsibility for ensuring that I am marked in on the class register if I arrive after it has been marked.
- Follow instructions given by teachers in relation to all aspects of my studies.

Work Experience Student Contract

When taking up work experience you are expected to represent the KES to the best of your ability. A high standard is expected of each learner. Learners on work experience remain subject to the KES Code of Conduct and Work Experience Policy & Placement Guidelines. In addition learners should comply with any regulations laid down by the employer.

With this contract I accept that I must:

- Cooperate with the class teacher/tutor in securing a suitable work experience placement and inform them of suitable contact details.
- Notify the college/centre and the employer immediately if I am absent from work experience. I understand that such absence will only be tolerated in extreme circumstances.
- Make no appointments, except in the most extreme circumstances, which would require me to be absent from work experience.
- Avoid participating in any other work or activities that would require me to absent myself from work experience.
- Follow the instructions given by my teachers and work supervisors relating to my work experience.
- Act in a manner in the work situation, which does not endanger my own health and safety or the health of others.

Finally I confirm that I have read and understand all sections of the Student's Handbook and will abide by all policies and procedures within the booklet.

Learner's Signature: _____

Date: _____

Learner's Name: _____
(Block Letters)



Seirbhís Oideachais Chiarraí
KERRY EDUCATION SERVICE

APPENDIX 2

Computer Usage Policy & Contract

ICT Acceptable Use Policy for Kerry Education Service Adult Education Programs

Users of Kerry Education Service ICT resources must adopt the following standards:

- Access to ICT equipment and to Internet resources will be available for **registered learners and staff** of Kerry Education Service programs.
- All adult learners and adult education teachers/tutors must agree to and sign Kerry Education Service ICT Acceptable Use Policy before using the ICT resources.
- ICT and the Internet will be used as a learning tool, research tool and a communications tool. Unnecessary access to games, gambling, or purchasing over the internet is prohibited.
- Under no circumstances should inappropriate material be uploaded, downloaded or viewed.
- Do not open any downloaded files or email attachments that you are not expecting or that look suspicious.
- In the event that a learner or member of staff receives a file that may contain a virus, it should be reported immediately.
- Copyright and intellectual property rights must be respected.
- Users of Kerry Education Service ICT resources will respect the privacy of others and will not access other people's work, files and folders.
- Learners must not use portable storage devices e.g. memory sticks, cd's or dvd's from outside the centre unless they are scanned prior to opening files.
- Learners must not change settings on computers unless the tutor or supervisor has granted permission. If settings are changed on a computer they must be put back to the original setting by the end of class.
- Learners are not allowed to download files unless a teacher/tutor has granted permission. All downloaded files will be scanned for viruses before being accessed.
- Users will use computer equipment in an appropriate manner, which will not result in damage to computers, computer systems or the network.
- Users must not participate in Chat rooms or Newsgroups unless the teacher/tutor gives permission.
- Learners and teachers/tutors have access to printing; please use this resource effectively to conserve paper and printing supplies.

Misuse of ICT Facilities will result in the loss of access and privileges for a period of two weeks and if appropriate possible prosecution. Repeated misuse of equipment or of Internet access will be considered by the programme coordinators and adult education officers, who reserve the right to totally withdraw user's access to computers in the service.

Wireless Internet Access Policy

- Connections of hubs, switches, routers, unapproved access points or any other device, which may interfere with the campus network, are not permitted. Connection sharing is not allowed. Violations will result in loss of access to the wireless network.
- Any other action that is judged detrimental to campus network operation by the IT staff may be terminated.
- The wireless connection is a direct connection to the Internet. The college/centre does not provide virus or spyware scanning software for this connection, and therefore the risk of infections to computers increases. Connection users, not KES are responsible for infections originating from this wireless Internet connection.

E-mail Policy

All users must adhere to the following when using e-Mail facilities:

- Users are expected to act ethically and responsibly in their use of e-mails and to comply with the relevant national legislation, regulations and codes of practice.
- All users should regard all e-mails sent from KES facilities as first, representing the KES and, secondly, representing the individual. Users should be civil and courteous. Users should not send e-mail, which portrays the KES in an unprofessional light. KES is responsible for the opinions and communications of its staff and learners. Any e-mail involved in a legal dispute may have to be produced as evidence in court.
- All users should do their best to ensure that email content is accurate, factual and objective especially in relation to individuals. Users should avoid subjective opinions about individuals or other organisations.
- Users should be aware that e-mails could easily be forwarded to other parties. Users should assume that anyone mentioned in e-mail could see it or hear about it or he/she may, under data protection or other law, be entitled to see it.
- All users should be aware that it is possible for the origin of an e-mail to be easily disguised and for it to appear to come from someone else.
- Users must not use a false identity in e-mails.
- Users must not create or forward advertisements, chain letters or unsolicited e-mails e.g. SPAM.
- All users should exercise caution when providing their e-mail address to others and be aware that their e-mail address may be recorded on the Internet.
- All users should be cautious when opening e-mails and attachments from unknown sources as they may be infected with viruses.
- All emails or attachments that are encrypted or compressed should be decrypted or decompressed and scanned for viruses by the recipient.
- All security incidents involving E-mail should be reported to the IT Administrator.

Kerry Education Service maintains the right to check computer files, monitor internet sites visited and delete inappropriate material in circumstances where it believes unauthorized use of the system may be taking place. In the context of adult education email is not considered private and the KES has the right to monitor and intercept email. Neither the centre nor Kerry Education Service can accept liability for

the material accessed, or any consequences of Internet access.

Kerry Education Service ICT and Internet Usage Policy

Please sign / tick the box opposite your name to indicate that you have been made aware of and understand KES ICT and Internet policies and that you agree to abide by the conditions outlined when using the ICT resources provided.

Teacher/Tutor Name: _____

Register No: _____

	Name	Signature
1.		
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Seirbhís Oideachais Chiarraí
KERRY EDUCATION SERVICE

APPENDIX 3

Deadline Extension Request Form



Name		
College/Centre		
Programme		
Teacher/Tutor's Name		
Module title		
Assessment Title		
Deadline date		
Reason for requesting Extension		
Learner's Signature		Date:
Teacher's recommendation		
New Deadline date		
Teacher's Signature		Date:

APPENDIX 4

Work Experience Policy and Placement Guidelines

Work Experience is a mandatory course required for the completion of a major award at FETAC level 5 and 6. Work experience involves learners preparing and planning for work. Learners work under direction in a specific vocational area and review and evaluate that work. The experience of work enables learners to develop work skills, evaluate employment opportunities and cope with changing work environments.

Learners fulfill the requirements of work placement by working in an established organisation that has been deemed suitable by course teachers/tutors. The learner participates in work related to the vocational award area and their learning objectives.

Learners need opportunities to gain meaningful work experience in safe, well-monitored environments. It allows learners to assess if they can apply what they have learned in their course appropriately. It provides an opportunity for them to confirm their choice of careers and requires the Placement Supervisor to assess the competence of the learner in various areas.

It is acknowledged that there are different levels of training according to the NQF and that there are different responsibilities and expectations of learners on these courses. Therefore a basic standard in relation to placements needs to be agreed whereby the learners are governed by a set of guidelines. This ensures that their participation in the placement is, at a minimum, in no way disruptive and, at best, adds to the quality of the setting. The placement provider needs to have the full co-operation of the centre/college to oversee the learner.

This document has been written to provide guidelines on the responsibilities of the Teacher/Tutor, the Learner and the Placement Supervisor to ensure that learner placement experiences are rewarding, informative and constructive. Additional Placement Handbooks may be issued depending on the field of the major award.

Work in relation to the placement needs to be considered in three stages –

1. The preparations prior to the placement.
2. During the placement.
3. Completion of the placement.

Prior to the Placement

Proper preparation and planning prior to placement is critical to ensure that it works well. It is important that the Providers have a clear understanding of what they want, what works well for them and what is unacceptable.

Securing a Placement/Interviews

It is recommended that the learner take it as their responsibility to contact, secure and finalise placements. The teacher/tutor will support learners if they encounter difficulties in finding suitable placements. They also assess the placement provider to

see how it can meet the learner's needs. All learners must provide a reference from a reputable source. It is also recommended that the work experience provider interview the learner prior to agreeing a placement and they identify the learner's Placement Supervisor.

Meetings between Teachers/Tutors and Placement Supervisors

Where possible it is deemed good practice for the college/centre to organise information meetings for teachers/tutors and Placement Supervisors. This will allow for the exchange of information on the expectations and responsibilities of each role and Placement Supervisors will provide brief details of their service.

Preliminary Visit

At least one preliminary visit by the learner to the Provider's setting is strongly advised to enable them to familiarise themselves with the service.

Provide all Relevant Information

Once a learner has been allocated a placement all relevant information including C.V., Garda clearance, checked references, details of insurance cover, placement schedule outlining the learning intentions etc. should be sent to the Placement Supervisor and a query regarding any further documentation required.

The Learning Agreement between the Learner, Teacher/ Tutor and the Placement Supervisor needs to be agreed and drawn up before the learner starts in placement.

The Learning Agreement will provide all the following information:

- Learner name and contact details.
- Teacher/Tutor name and contact details.
- Course name and College/Centre details.
- Agreed working hours.
- Agreed dates and duration of placement.
- Monitoring arrangement – frequency, methods and duration.
- Confidentiality Agreement.
- Procedure to be followed in the event of absence.
- Induction period.

A Placement Schedule identifying learning needs and indicating agreed tasks and workloads must be submitted with the Learning Agreement and signed by each party.

During the Placement

The Placement Supervisor will:

- have obtained a signed copy of the Learning Agreement and Placement Schedule prior to the commencement of the work experience,
- ensure the learner has a specified induction period to familiarise themselves with polices, procedures, planning routines etc. The learner should be provided with access to information covering the following:
 - Polices and procedures of the service,
 - Confidentiality requirements,
 - Health & safety,
 - Student/Volunteer policy,

- Policy on dress code, jewellery etc,
- Any other relevant information,
- support the learner to ensure all aspects of their course requirements are met,
- arrange regular supervision meeting times to discuss progress with reference to the skills/competencies/tasks etc. and any issues arising,
- involve learners in the daily work routine and any relevant staff meetings,
- ensure other staff members understand the role of the learner in the setting and provide the necessary support,
- keep a record of the learner's attendance,
- complete the required appraisal/assessment documentation and
- acknowledge the learner's level of training, skills and understanding.

Some part time learners complete their work placement in their own place of employment. Placement Supervisors should ensure that these are afforded the same opportunities to carry out their required tasks etc, as any other learner, for the duration of the placement.

The Learners will:

- read and be familiar with the Provider's regulations. The learner will sign a declaration stating that all policies have been read,
- arrive punctually,
- dress appropriately,
- have a respectful manner to all,
- maintain confidentiality,
- work co-operatively with all staff,
- contact the Placement Supervisor and teacher/tutor if unable to attend on any given day as per college/centre procedures,
- liaise regularly with the Placement Supervisor regarding planned activities and tasks,
- keep appropriate, up to date written records as per course requirements
- attend staff meetings as required and
- discuss any issues that arise with the Placement Supervisor and/or teacher/tutor as appropriate.

The Teacher/Tutor will:

- ensure the Placement Supervisor and learner have a copy of the Learning Agreement and Placement Schedule and access to all other necessary information,
- notify the Placement Supervisor and learner of dates/times of monitoring visits,
- arrange a suitable time to discuss learner's progress with the Placement Supervisor and
- respond appropriately and promptly to any concerns raised by the learner or the Placement Supervisor.

At the Completion of a Placement

The teacher/tutor and Placement Supervisor must ensure that all necessary reports on the learner's progress, attainment, attendance etc. are completed and signed off.

The Learner will complete all assignments related to their work experience.

Learning Agreement

Learner Details

Name:	Telephone:
Course Title:	Induction period:
Placement date from:	Placement dates to:
Days of week:	Hours:

Training Agency

Name:	Teacher/Tutor Name:
Telephone:	Number of monitoring visits:
Reporting/ Evaluation process:	

Placement Details

Name of Service:	
Name of Placement Supervisor:	Telephone:

Procedure to be followed in the event of absence

Learner:
Teacher/Tutor:
Placement Supervisor:

Learner Declaration

I agree to adhere to the policies of the service. Signed _____ Date: _____

A **placement schedule** detailing learning outcomes for the student must be attached.

Learner: _____

Teacher/Tutor: _____

Placement Supervisor: _____



APPENDIX 5

ITT Entry Requirements for Students Presenting FETAC Qualifications (2010/2011 Academic Year)

Level 6 - Higher Certificate

Course Title	Code	Essential FETAC Award	FETAC course Name	Essential FETAC Modules
Business	TL220	Any	None	None
Office Information Systems	TL350	Any		None
Biological and Environmental Studies	TL430	Any	None	
Civil Engineering	TL620	Any		C20174 Math (Merit)
Construction	TL630	Any		None
Agricultural Engineering	TL650	Any		None
Construction Plant	TL660	Any		None
Mechanical Engineering	TL670	Any		None

Level 7 – Ordinary Degree

Course Title	Code	Essential FETAC Award	FETAC course Name	Essential FETAC Modules
Early Childhood Care and Education	TL165	Any		None
Travel & Tourism Management	TL186	Any		None
Adventure Tourism	TL187	Any		None
Hotel & Resort Management	TL188	Any		None
Applied Social Studies in Social Care**	TL190	Any		None
Youth and Community Practice	TL195	Any		None
Computing	TL315	Any		None
Computing with Games Development	TL325	Any		None
Information Technology (Education and Training)	TL354	Any		None
Computing With Multimedia	TL355	Any		None
Computing with Interactive Web Development	TL356	7	Any	None
Pharmaceutical Analysis with Forensics	TL425	Any		None
Pharmaceutical Analysis with Environmental Science	TL426	Any	None	
Applied Biology	TL427	Any		None
Health and Leisure	TL481	Any		None
Health and Leisure with Massage	TL482	Any		None
Quantity Surveying	TL600	Any		None
Renewal Energy and Energy Management	TL610	Any	None	
Mechanical and Electronic Engineering	TL690	Any		None

Level 8 – Honours Degree

Course Title	Code	Essential FETAC Award	FETAC course Name	Essential FETAC Modules
General Nursing	TL110	DCHSN DHSXX DCHSX	Nursing Studies Healthcare Support Community & Health Services	Must possess distinctions in 5 modules (i.e. 80% or greater) in FETAC level 5/6 (NCVA level 2/3) qualification which must include: <ul style="list-style-type: none"> • D20001 • D20012 • D20032 or C20006
Mental Health Nursing	TL115	DCHSN DHSXX DCHSX	Nursing Studies Healthcare Support Community & Health Services	Must possess distinctions in 5 modules (i.e. 80% or greater) in FETAC level 5/6 (NCVA level 2/3) qualification which must include: <ul style="list-style-type: none"> • D20001 • D20012 • D20032 or C20006
Early Childhood Care and Education	TL160	DCHSC	Childcare	Applicants must have achieved a minimum of five distinctions in the appropriate FETAC award, which must include the following 4 mandatory subjects: <ul style="list-style-type: none"> ▪ D20159 Caring for Children ▪ D20153 Working in Childcare ▪ D20005 Child Development ▪ D20007 Early Childhood Ed.
Folk Theatre Studies	TL170	ECHSX EPAXX EPADX EPAMX EPATP EPATD	Cultural & Heritage Performing Arts Perform Arts – Dance Perform Arts - Music Theatre Performance Theatre Production	3 Distinctions No essential modules
Performing Arts	TL175	EPADX EPAMX EPATD EPATP EPAXX	Perform Arts- Dance Perform Arts – Music Theatre Production Theatre Performance Performing Arts	3 Distinctions No essential modules
Hotel & Resort Management	TL181	BBSXX BEBXX BBSIT BMXXX DHCXX DTXXX BBSAX	Business Studies E Business International Trade Marketing Hotel & Catering Tourism Business Admin	3 Distinctions No essential modules
Travel & Tourism Management	TL182	BBSXX BEBXX BBSIT BMXXX DHCXX DTXXX BBSAX	Business Studies E Business International Trade Marketing Hotel & Catering Tourism Business Admin	3 Distinctions No essential modules

Course Title	Code	Essential FETAC Award	FETAC course Name	Essential FETAC Modules
Adventure Tourism Management	TL183	BBSXX BEBXX BMXXX DHCXX DTXXX BBSAX DOREC DSRXX ECHSX	Business Studies E Business Marketing Hotel & Catering Tourism Business Admin Outdoor Recreation Sport & Recreation Cultural & Heritage	3 Distinctions No essential modules
Business Information Systems	TL281	BBSXX BEBXX BMXXX BBSAX BBSSX BIPXX	Business Studies E Business Marketing Business Studies Admin Business Secretarial Information Processing	3 Distinctions No essential modules
Business Hons.	TL285	BBSXX BEBXX BMXXX BBSAX BBSSX	Business Studies E Business Marketing Business Admin Business Secretarial	3 Distinctions No essential modules
Interactive Multimedia	TL290	EMMPX EMPXX ERPXX ETFPX	Multimedia Production Media Production Radio Production TV & Film Production	3 Distinctions No essential modules
TV, Radio and New Media Broadcasting	TL291	EMMPX EMPXX EPADX EPJXX ERPXX ETFPX	Multimedia Production Media Production Performing Arts Dance Print Journalism Radio Production TV & Film Production	3 Distinctions No essential modules
Music Technology	TL292	EPAMX EPATD EPATP EPAXX BEBXX	Performing Arts Music Theatre Production Theatre Performance Performing Arts E Business	3 Distinctions No essential modules
Information Systems Management	TL299	BBSXX BMXXX BEBXX BBSSX BIPXX BBSAX	Business Studies Marketing E Business Business Secretarial Information Processing Business Admin	3 Distinctions No essential modules

Source: IT Tralee Prospectus 2010, General Admission Requirements, pages 176 - 180

APPENDIX 6

Plagiarism and Guidelines for Referencing

Plagiarism is when a learner presents other people's writing, words or ideas as their own. Examples of plagiarism include:

- Quoting or summarising material without crediting the source. The source of material could be books, magazines, websites, films, newspapers, television programmes, photos, drawing, charts and graphs.
- Copying or using work from another learner.
- Buying completed work on the Internet or downloading a paper from a free site.
- Getting someone to do the work for you.

To write a successful assignment, research is required from a variety of sources and therefore to avoid plagiarism credit must be given in the form of referencing. In some cases permission must also be granted from the author or publisher to comply with copyright regulations.

Referencing Guidelines

- Sources must be credited both in the assignment and in the bibliography. The bibliography is a list of the sources of information that you have used, those you quoted from and those you used for research but did not cite directly.
- In the assignment, state the surname of the author and year of publication e.g. (Smith, 2003).
- Put quotes in quotation marks and list the pages that the quotes came from e.g. (Smith, 2003, pp. 6-8).
- If the name of the author appears in the assignment, put the year of publication in brackets after it. E.g. Smith (2003) speaks about global.
- In order to write a bibliography clearly, remember:
 - entries should be in alphabetical order,
 - to leave one line between each entry and
 - use 'et al' (meaning 'and others') for a long list of authors.

Examples of Bibliographies

Books:

Hobart, C. and Frankel, J. (1994), *A Practical Guide to Child Observations*
Cheltenham: Stanley Thornes

Year of
publication

Put Title
in Italics

Publisher

Articles:

Wang, B. (2006). Kung Fu Cult Masters: From Bruce Lee to Crouching Tiger, *Film Quarterly* (60)2, 74-75

Websites:

Maguire. (2005) *Understanding Disability*. Retrieved 12 Dec 2007 from www.equality.ie/index.asp



APPENDIX 7

Application for Reassessment

Application for re-assessment should be used under the following conditions:

- A learner has missed or cannot continue a scheduled exam due to unforeseen circumstances approved by the school/centre as outlined in the section for compassionate consideration.
- A learner has received a Referred result and has been asked to repeat an examination.

Learners are not automatically entered for a re-sit. You must apply by completing this application form.

PPS No.	Programme:
Name:	Course:

Course Code	Course Title	Re-sit Date

Re-sit Fees

Number of Courses

At € _____ each

Total

If you have any special requirements for exams (e.g. extra time rooms) please list these here:

Application forms together with the correct payment should be returned to the college/centre by the given deadline date.

For Office Use Only			
Date	Receipt No	Amount	Initials

APPENDIX 8

Abbreviations

AEO	Adult Education Officer
BIM	Bord Iascaigh Mhara, Irish Sea Fisheries Board.
BTEA	Back To Education Allowance
BTEI	Back To Education Initiative
CAO	Central Admissions Office
CEO	Chief Executive Officer
DIT	Dublin Institute of Technology
ECDL	European Computer Driving Licence
EO	Education Officer
ESOL	English for Speakers of Other Languages
FÁS	Foras Aiseanna Saothair, training & Employment Authority
FETAC	Further Education and Training Awards Council
HETAC	Higher Education and Training Awards Council
ITT	Institute of Technology, Tralee
KAGS	Kerry Adult Guidance Service
KDYS	Kerry Diocesan Youth Service
KES	Kerry Education Service
NCVA	National Council for Vocational Awards
NFQ	National Framework of Qualifications
PLC	Post Leaving Certificate
RPL	Recognition of Prior Learning
SEC	State Examination Commission
SLO	Specific Learning Outcomes of an award.
STEC	Senior Traveller Education Centre
VEC	Vocational Education Committee
VTOS	Vocational Training Opportunities Scheme

Glossary of Assessment Terms

Assessment Attendance Record	This is a record of Learners' signatures, which are taken by the Assessor when an exam or in house assessment takes place.
Assessment brief	The set of instructions to the learner as to how they are to carry out the assessment according to the assessment technique and criteria from the Award Specification.
Assessment criteria	This states in qualitative terms what the learner must achieve to obtain a particular mark.. The standards of knowledge, skill and competence are specified in the Award Specification, which learners must reach to achieve the award.
Assessment instruments	The specific activity/task or questions(s) devised by the assessor based on the specific assessment technique.
Assessment plan	The assessment plan is the complete document that includes the range of learning outcomes to be assessed and the tools for assessment i.e. performance criteria, techniques, instruments, schedule and allocation of marks.
Assessment schedule	Timing of assessment activities specifying, deadlines and due dates.
Assessment techniques	A valid and reliable way of assessing learner evidence for a particular range of learning outcomes. E.g. Skills demonstration for assessing practical skills
Assignment	An exercise carried out over a short period of time. It can take a variety of forms- it can be research based, a practical task or an evaluation of a particular subject.
Authentication	The Process by which the devising, recording and verification of the assessment procedures is quality assured. It includes both internal verification and external authentication.
Award Specification	Award Specification or module descriptor provides information about the award. They can be found on the FETAC website, www.fetac.ie
Bloom's Taxonomy	Bloom's taxonomy is a classification system that outlines a range of cognitive (perception, learning and reasoning) thinking skills. At each level it shows how learners engage with information and learning.
Course Plan	This gives a proposed outline of the module and a timescale for delivery.
Scheme of work	A week-by-week description of the course content/ learning objectives. This complements individual lesson plans.
Examination	This is used to assess a learner's ability to recall and apply skills, knowledge and understanding within a set time frame and under specified conditions. An exam may be practical, interview style, aural testing or theory based.
Levels	There are 10 levels in the NFQ. Each level sets out a range of standards of knowledge, skill and competence. For example, FETAC awards at NFQ Levels 1 and 2 recognise basic learning; the Leaving Certificate is placed at NFQ levels 4 and 5; an Honours Bachelor Degree is placed at NFQ Level 8; a Master Degree at NFQ Level 9.
Marking Scheme	This is a breakdown of the marks that the Assessor has awarded for the candidate's assessment. It is a more detailed breakdown of the marking than the FETAC Individual Candidate Marking Sheet.
Moderate	Moderation of results is judging the marked evidence presented for assessment according to the standards outlined in the award specification.
Portfolio/ Collection of work	This is the collection of selected work the learner has produced over time that demonstrates achievement of a range of learning outcomes.
Project	A project is a response to a brief and is a substantial piece of work. It may involve investigation, performance of an activity or organisation of an event. A group of learners may be involved but it must be clearly stated what they are responsible for. They may be required to keep a learning journal, as it will record learning acquired and SLOs achieved.
Skills Demonstration	Skills demonstration allows the learner to demonstrate their ability to perform a broad range of practical, organisational or interpersonal skills.
Validation	The quality assured process through which FETAC ensures that the programmes provide learners with appropriate opportunities to reach the standards of knowledge, skill and competence set out in award specifications.
Verification of Authorship	To verify authorship means confirming that you are the person that created the original material for assessment and it has not been plagiarised.

