



BORD OIDEACHAIS
AGUS OILIÚNA CHIARRAÍ

KERRY EDUCATION
AND TRAINING BOARD

www.kerryetb.ie

KERRY ETB LEARNER HANDBOOK



COVID 19 Compliance

All learners have a personal responsibility to follow HSE guidelines and the COVID 19 measures put in place by your college/ centre/ programme to minimise the risk of spreading the COVID 19 infection. It is important that all learners act in a responsible way to protect themselves and others by:

- Washing hands frequently
- Maintaining physical distancing
- Not shaking hands
- Covering your mouth and nose with a tissue or your sleeve when you cough and sneeze
- Avoiding touching your hands and mouth
- Wearing your face mask/ covering as directed by the college
- Not attending if you are unwell with any of the symptoms of COVID 19
- Informing staff if you are unwell with any of the symptoms of COVID 19

Your college/ centre/ programme will advise you on specific COVID 19 requirements including physical distancing and COVID 19 hygiene and etiquette best practice. You are obliged to abide by these requirements and follow specific advice. It is important to accept that no interpersonal activity is without risk of transmission of the infection and compliance is required to minimise risks for you, other learners and Kerry ETB staff.

Remote Learning

Elements of your course may involve remote delivery and online learning. You will need access to the internet and a device to engage with your learning. You will need to read the '*Kerry ETB Blended and Online Learning Guidelines for Learners*' and sign the relevant sections at the start of your course.

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1. GETTING TO KNOW KERRY ETB

Welcome



It is my great pleasure to welcome you to Kerry ETB. You are now part of a large community of learners who are studying in further education and training in Kerry. Each one of you has a different motivation and a different path in mind whether it is to progress to another course within Kerry ETB or another college, to learn skills to get a job or simply learn for the joy of learning. We are here to support you in that journey and to ultimately help you to get your certification.

I hope that your learning will be enjoyable for you. This handbook was written to help you at the start, while you are studying and while you are getting ready for assessment. It is important that you read this handbook. Take note of what is expected of you while you learn and what you can expect from us. Read the sections on assessment and don't forget to look at the tips we have to help you study.

I hope you enjoy your course. I hope you give yourself your best possible chance to learn and be involved in the activities in your centre. I hope you make the most of being part of a diverse and energetic Kerry ETB centre.

All the very best as you start this very exciting journey!

Owen O'Donnell

Owen O'Donnell
Director of Further Education and Training



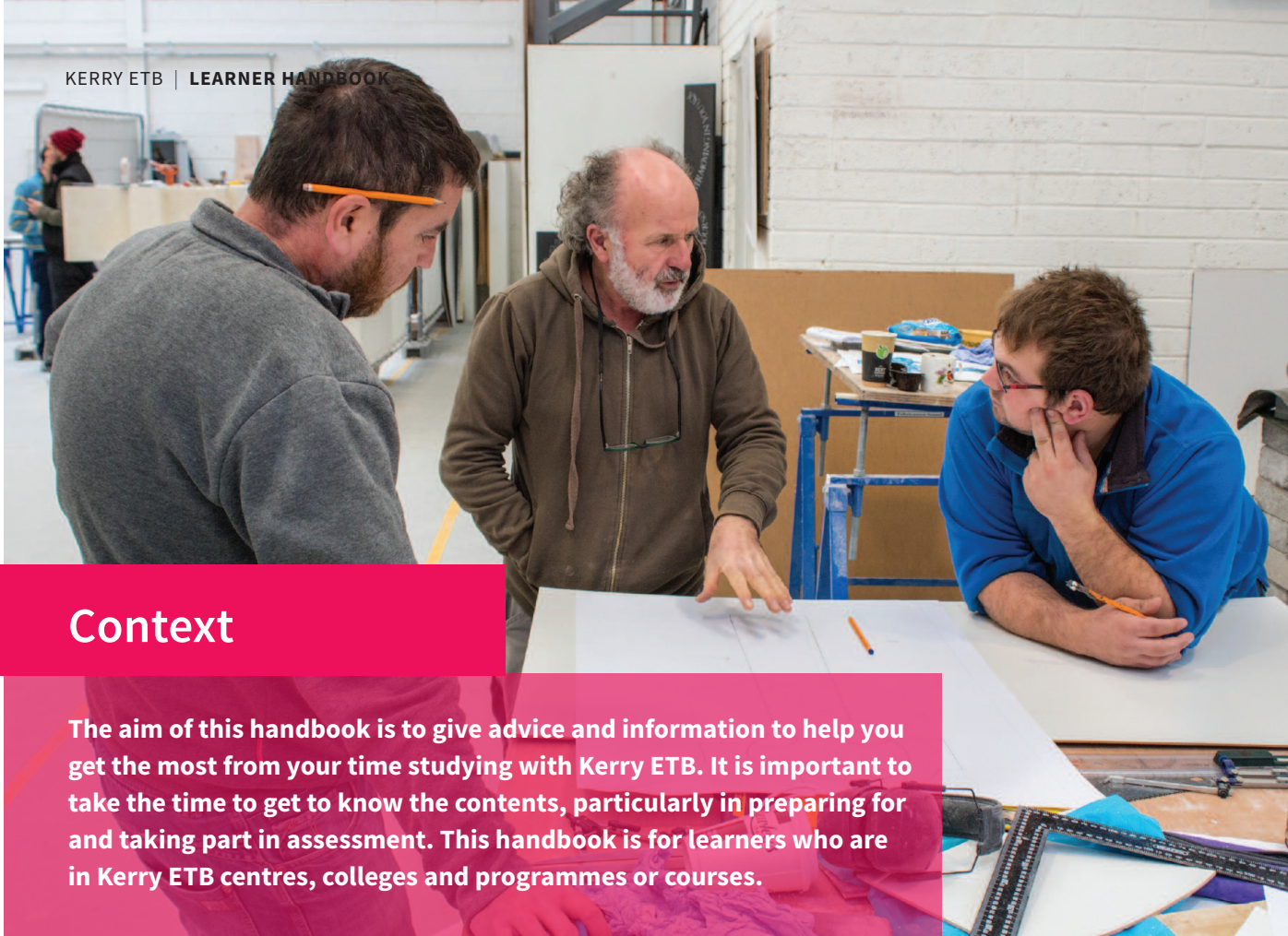
About Kerry ETB

It is the mission of Kerry ETB ‘to create and promote the development of a lifelong learning society in Kerry, so that all who live in Kerry have access to the education and training required to fulfil their potential and meet their personal, social, cultural, economic and civic needs.’

Kerry ETB has responsibility for the delivery of education and training services in Kerry. The role of an ETB is set out in Section 10 of the Education and Training Boards Act, 2013 and includes the setting up and running recognised schools, centres for education and education or training facilities in its functional area. Kerry ETB also has a role planning, co-ordinating and reviewing education and training in County Kerry. Further Education and Training (FET) programmes focus on giving all adults a chance to get back to education. This supports economic growth and the community development in Kerry.

Kerry ETB serves a population of circa 147,554 people. The services currently provided by Kerry ETB include Post Primary Education, Further Education and Training (FET), Community Based Education and Support Services. More recently Kerry ETB started to provide Primary level education under the Community National Schools model. All services are delivered at local level.

To get the most up to date information on Kerry ETB follow us on twitter @KerryETB



Context

The aim of this handbook is to give advice and information to help you get the most from your time studying with Kerry ETB. It is important to take the time to get to know the contents, particularly in preparing for and taking part in assessment. This handbook is for learners who are in Kerry ETB centres, colleges and programmes or courses.

If you have a question at any time please speak to your teacher/tutor/instructor and they can advise where to get the relevant information.

At the start of a course you will get information from your teacher/tutor/instructor about:

- The start and finish times for the course, this will include the times you are expected to attend.
- What will be covered on the course and how it will be delivered.
- The length of the course and whether it leads to any award or certification.
- Assessments that are part of the course and the types of assessments i.e. exams, projects, assignments, etc.
- The location, the facilities and supports available.
- Health and Safety information.
- Allowances paid (if applicable).
- Your responsibility as a learner.
- Other specific information about your participation on the course.

It is important that you put time and effort into your studies. It is also important that you are happy and have fun. Kerry ETB hopes that your learning will be successful, enriching and rewarding.

The Start and Registration

You have now been offered a place on a Kerry ETB course. Initial orientation and induction will take place on the first day/week the course starts. This will help you find out more about the college/centre and the various supports available. You will get information on Kerry ETB policies and procedures, staff, study skills, course delivery and certification.

Most Kerry ETB courses are delivered free of charge. Some have fees and/or material costs. However you may be eligible for an allowance, grant or scholarship. If you need more information on possible sources of funding for education contact your Guidance Counsellor or the Kerry ETB Adult Guidance and Information Service. You may download an Information Sheet called Possible Sources of Funding from the Resources page on kerryetb.ie/guidance.

Learner Charter

Kerry ETB has a Learner Charter that sets out our values and outlines what you may expect from Kerry ETB and what is expected of you. This will be made available to you at the start of your course.

Learner Contract

When you start you will receive a Learner Contract that you will have to sign. This shows that you have a good understanding of your responsibilities as a learner.

Garda Vetting

Kerry ETB is committed to safeguarding children and vulnerable adults. All staff undergo Garda Vetting. It is also a requirement for learners enrolled on certain further education and training courses. This involves completing a form with personal information. On rare occasions information on convictions or pending convictions may exclude a learner from a course. If this happens Kerry ETB will make every effort to help you find another course, you can meet with a Guidance Counsellor or contact the Kerry College Information Hub to explore other options.

Computers, Technology and Internet Usage

Kerry ETB provides computers and other technology as well as access to the internet for education and training use only. This must not be abused in any way. Your use must be in line with Kerry ETB's Computer, Technology and Internet Usage policy which you will get on your first day. You must sign this immediately. You are expected to act ethically and responsibly in using social media/the Internet/email. Learners must not bully, hassle or harass other individuals using social media/email and must not send messages that are likely to be considered abusive, offensive or inflammatory. Misuse of Internet/email may result in disciplinary action. Kerry ETB also reserves the right to report any illegal activities to the appropriate authorities.

Mobile Phones and Mobile Technology

Mobile phones must be turned off/silent during class time unless otherwise directed by your teacher/tutor/instructor. In the event of an emergency you must ask your teacher/tutor/instructor for permission to leave the phone on.

Learners may not make or share recordings (photographs, video or sound), electronic or otherwise without the written permission of the Principal/Centre Manager/Programme Co-ordinator.

No Smoking

In line with current government legislation there is a policy of No Smoking, except in designated areas, on the grounds of all Kerry ETB centres. You may be fined if you break this rule.



Attendance Policy

By attending all your classes you give yourself your best chance to learn and your best chance on your course. Take full advantage of the opportunity and attend the course. Being on time is important for you to ensure that you don't miss out on anything and also shows respect to your fellow learners and teacher/tutor/instructor.

You must attend all your classes and any workshops or field trips that are part of your course. Absences can occur from time to time and in such cases you can discuss your particular circumstances with your teacher/tutor/instructor and they will guide you. Your teacher/tutor/instructor will tell you more about this when you start. Please note that teachers/tutors/instructors keep attendance records for every course.

Disciplinary Procedures

Unfortunately there are some times that Kerry ETB has to use disciplinary procedures to keep a safe and productive environment for all. When all other routes have been explored the disciplinary route has clear steps and are summarised below.

Stage 1 - Verbal warning

For minor acts, the teacher/tutor/instructor will give a verbal warning to the learner.

Stage 2 - First Written Warning

Stage 2 starts if issues continue, or in the case of a serious issue, a letter of warning will be sent to the learner and will include the issue and what changes are expected.

Stage 3 - Second Written Warning

For continuous issues, a second letter of warning will be sent to the learner and will include the details of the issue and what changes are expected.

Stage 4 - Final Stage

For ongoing issues and when a learner does not make any effort to make the changes outlined previously the case is referred by the Principal/ Centre Manager/Programme Co-ordinator to the Director of Further Education and Training who will determine what action to take. This may include the learner leaving the course.

Complaints Procedure

Kerry ETB has a complaints procedure for learners. It sets how to make a complaint. It focuses on solving the issue early on by finding a solution that works for you and the staff member. If this does not work Kerry ETB can set up a meeting in the centre or with Kerry ETB Senior Management. If the issue still cannot be solved a formal investigation may take place. The stages in the complaints procedure are outlined below:

1. Engagement with the ETB Staff Member

2. Facilitation meeting/s at Centre level

3. Facilitation meeting/s at ETB Senior Management level

4. Formal Investigation of the complaint by an independent investigation team

The complaints procedure also identifies exclusions. This means that certain things will not go through all the stages above for example if the complaint is considered to be malicious, anonymous or has been previously made and resolved. Complaints that can be resolved more appropriately using other procedures will be dealt with using those procedures.

| www.kerryetb.ie/complaints



Promoting Equality, Respect and Dignity

Kerry ETB centres are communities of learning with people from all walks of life. There is great energy and positivity from having an environment that is welcoming and respectful of people from different backgrounds, faiths, abilities and genders. Such diversity allows for sharing understanding, awareness, openness and very real life learning. Bring openness with you to the course.

Kerry ETB is committed to ensuring that all learners experience an atmosphere of respect, collaboration, openness, safety and equality.

Kerry ETB has high expectations of learners and aims to:

- Protect the rights of learners who are motivated to succeed
- Facilitate effective teaching and learning for all learners and staff in a productive and safe learning environment
- Support learners who find the course hard
- Encourage learners to take responsibility for their own behaviour
- Maintain morale and performance
- Prepare learners for the workplace or progression to further or higher education.

Kerry ETB expects learners to:

- Take an active and positive role in the learning process
- Follow policies and procedures
- Treat others with respect and be mindful of language, comments or actions towards others
- Use Kerry ETB equipment and property in a responsible way
- Use only designated areas for eating and smoking
- Present yourself well and behave well in a group
- Pay attention to your personal hygiene and grooming
- Wear uniforms and protective clothing if needed
- Replace or pay for the repair of equipment or property if damaged

Examples of behaviour that we will not tolerate are:

- personal remarks such as references to academic ability, sexual orientation, etc.
- Intimidation including aggressive body language
- Verbal or physical abuse
- Aggressive or obscene language
- Conduct which disrupts or is likely to disrupt teaching, research, study, examinations, field trips, guest speakers, work placements or any situation where Kerry ETB is being represented
- Bullying including cyber bullying
- Racist comments
- Exclusion and isolation
- Unwarranted interference with personal possessions
- Threats, including demands for money
- An attack by rumour, gossip, innuendo or ridicule on any individual or any family's reputation
- Any other inappropriate behaviour, e.g. being under the influence of drink or drugs.

Anti-bullying policy for Learners

Bullying is serious and can have a negative impact on the lives of learners. We have a positive culture and climate which:

- is welcoming of difference and diversity and is based on inclusively;
- encourages learners to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- promotes respectful relationships.

In Kerry ETB Bullying is defined as ‘repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, which could reasonably be regarded as undermining the individual’s right to dignity at work’.

Bullying behaviour includes:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying
- identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person’s membership of the Traveller Community and bullying of those with disabilities or special educational needs.

If these incidents happen only once they are not considered bullying but are unacceptable behaviour and will not be tolerated. Please talk to your teacher/tutor/instructor so that this can be dealt with.

Harassment is closely associated with, but is not the same as bullying. Harassment is a legal term for a particular type of bullying or discrimination when someone is treated differently on the basis of any of the following nine grounds:

- Gender
- Civil Status
- Family Status
- Sexual Orientation
- Disability
- Age
- Race
- Religious Belief
- Membership of the Traveller Community

If the behaviour has the purpose or effect of creating an intimidating, hostile, degrading, humiliating or offensive environment for someone it is harassment. This can include acts, requests, spoken words, gestures or the production, display or circulation of written words, pictures or other material.

Sexual Harassment is any form of unwanted verbal or non-verbal or physical conduct of a sexual nature which has the purpose or effect of creating an intimidating, hostile, degrading, humiliating or offensive environment for someone. This can include unnecessary touching, unwelcome sexual advances, unwanted or offensive flirtations, suggestive remarks, innuendos or lewd comments or insults, display or circulation of written words, pictures or other material that are gender related.

Victimisation is when someone is treated differently because he/she has in good faith made a complaint in relation to harassment or bullying behaviour or has sought to exercise any of his/her rights.

Dealing with Bullying Allegations

Kerry ETB will deal with incidents of harassment, bullying or victimisation when they are reported.

Complaints must be brought to the attention of your teacher/tutor/instructor, in the first instance or if it involves your teacher/tutor/instructor it should be brought to management.

Learners have access to informal and formal procedures to deal with bullying and harassment or victimisation while on a course.

Informal Procedure

Seek support and assistance from a teacher/tutor/instructor or another member of staff if you find yourself in this situation. The Principal/Centre Manager/Programme Co-ordinator will establish the facts, the context and decide how best to proceed.

Follow Up: On-going support and/or review will be made available to both parties following the informal process. Regular checks will be made to ensure that the behaviour complained of has ceased. Where a complaint has been found to be malicious it may be dealt with under the Kerry ETB Learner Disciplinary Procedure.

Formal Procedure

If, following the informal route, there is no resolution OR the matter is too serious to be resolved in an informal way, a formal written complaint should be made as follows:

- If a learner is the alleged perpetrator, the complaint should be addressed to the Principal/Centre Manager/Programme Co-ordinator who will address the issue under the existing Kerry ETB Learner Disciplinary Procedure.
- If a staff member or other person associated with the FET Centre is the alleged perpetrator, the complaint should be addressed to the Principal/Centre Manager/Programme Co-ordinator who will deal with the complaint.
- If another person associated with the FET Centre is the alleged perpetrator, this will be dealt with under Complaints Procedure. An investigation will be conducted by either a designated member(s) of management or where the Principal/Centre Manager/Programme Co-ordinator deems appropriate, a third party.

The investigator(s) will have appropriate training and experience and be familiar with the procedures involved.

Learning and Academic Support

Further education and training can help you flourish and get on your path to success. However sometimes we all need a helping hand along the way. You might find that returning to learning is hard or that you are struggling with how to study, read information, write or prepare your assignments. There are learning supports available to help you. Call into your Learning Support Centre or talk to your teacher/tutor/instructor for more information.



Drop In - Don't Drop Out

We know that there are times when you start a course and you realise that it just isn't for you. There may also be times that you have financial or personal pressures that may make it seem impossible to continue on your course. Take some time to weigh up your decision and to access the supports in Kerry ETB.

Kerry ETB staff will help you to make informed decisions around transfer as we are committed to helping you reach your potential. We ask simply that you drop into us before you drop out. Give yourself a chance to look at other options and get guidance from skilled staff. Talk to your teacher/tutor/instructor, your local Guidance Counsellor or contact Kerry ETB Adult Guidance and Information Service at guidance@kerryetb.ie or by phone at 066 712 1300. They will provide you with further information. You can also contact the Kerry College Information Hub for information on other courses. Let our experience in this help you.

ACADEMIC

Are you struggling with your learning?

You can drop into your Learning Centre or get learning support. Talk to your teacher/tutor/instructor or the Principal/Centre Manager/ Programme Co-ordinator, they may be able to guide you and provide advice and support.

Are you on the wrong course?

So you have started and are excited to learn but think that this course is not for you? You might be wondering do you need to just give it more time or are there other options? Talk to your teacher/tutor/instructor or the Principal/Centre Manager/ Programme Co-ordinator, they may be able to guide you and provide advice and support. Alternatively talk to your Guidance counsellor or contact the Kerry College Information Hub.

FINANCIAL

Is your financial situation impacting on your learning?

There are times that money can be tight and it is a very real worry. If you find that this is impacting on your learning talk to your teacher/tutor/instructor or the Principal/Centre Manager/ Programme Co-ordinator. They may be able to guide you and provide advice and support on where to access services. Please also see page 28 for the contact number of organisations that can help you budget or help you when you are stretched. They can offer practical help and advice.

OTHER

Are you struggling for other reasons?

You may be struggling for a variety of reasons. That's ok. Your struggle might be with your mental health or there may be family reasons that are impacting on your study. Talk to your teacher/tutor/instructor or the Principal/Centre Manager/ Programme Co-ordinator, they may be able to guide you and provide advice and support. Please also see page 28 for the telephone numbers and email addresses of a number of organisations that can help you.

Kerry ETB Adult Guidance Counsellors

*Guidance helps people to plan their lives,
their learning and their work.*

*Adults often have a lot to think about before
making decisions and this takes time.*

We are here to work with you as you make those decisions.

Kerry ETB Adult Guidance Counsellors provides a free, learner centred, holistic and confidential service.

They are available to work with you and help you on your journey. The Guidance Counsellors help you to explore your options and make good decisions, and support you in taking your next steps. They will look at everything that might be important to you in making decisions e.g. family circumstances, transport, finance, etc. If you feel stuck or not sure what to do next, we recommend you see a Guidance Counsellor as soon as possible.

A guidance appointment usually lasts no more than an hour. Once you become a client of the service, we are always available to you for any follow-up needs. You can make your own appointment with the Guidance Counsellor, in person, or by phone or email.

In addition, the Kerry ETB Adult Guidance and Information Service Team is delighted to welcome you to start from wherever you are at. You can use the service for information and one to one guidance counselling support.

For information, or to make an appointment, please contact us at

Tel. 066 7121 300

Email: guidance@kerryetb.ie

or visit www.kerryetb.ie/guidance/



Kerry Adult Guidance
and Information Service



Work Experience and Work Placement

Some of you will have an opportunity to do work experience as part of your studies. This is helpful for future employment and to build links with employers. It is important that you give yourself every chance to gain maximum benefit from your work experience/placement.

To help you in this Kerry ETB has developed a policy to support you and to provide clarity on what is expected of you at this time. This will be made available to you during your course.

2. GETTING READY FOR LEARNING

Right now you have a wonderful chance to learn something new, make new friends and get a qualification at the end. This section is full of advice to help you succeed and get ready to learn.

It is important for you to be very clear from the very beginning about what you can expect from staff and what you are expected to do as part of your course. At the start of your course you will get a Learner Contract. You will be asked to sign this contract within the first week of your course.





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 tutor is doing.
 - Know what's involved in the assessment - get clear on what is required and when.
 - Use the teacher/tutor/instructor feedback to improve your work before the final submission.
 - Attend regularly and punctually. Don't miss out.
 - Participate, you enjoy it more when you get involved.
 - Ask questions.
 - Get organised and put time aside to study. It is better to schedule your study and set goals and priorities for that time. A diary will help with this.
 - Take time to research and read widely, taking notes especially of where you find the information.
 - Practice your writing skills and give yourself good time to look back again at your work and learning.
-

Study Skills

When you study you will be trying to learn something new and trying to find different ways to remember new information. Every one of us has our own personal approach to studying.

It is important that you give yourself time to find the best way to study for you. The following page has some useful tips to help you.



If you don't know your learning style take an online quiz such as www.vark-learn.com which will help you learn more effectively.

Improve your note taking

- Make clear and accurate notes
- Come to class prepared
- Compare your notes with other learners
- Organise your notes
- Use abbreviations and symbols for common phrases or words
- 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
- 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
- Reward yourself for studying effectively

Strategies for Reading

- SQ4R - see description overleaf
- Combine mind mapping techniques for active reading

Improving your memory

- Mind Mapping
- Mnemonic devices
- Review frequently

Take an online quiz and discover your learning style!
www.vark-learn.com

Developing Summary and Comprehension Skills (SQ4R)

It can happen us all that we read a page and then realise that we don't really know what it said. The SQ4R method can help with this. SQ4R stands for survey, question, read, recite, relate and review.

There are six steps that can help you read more effectively.

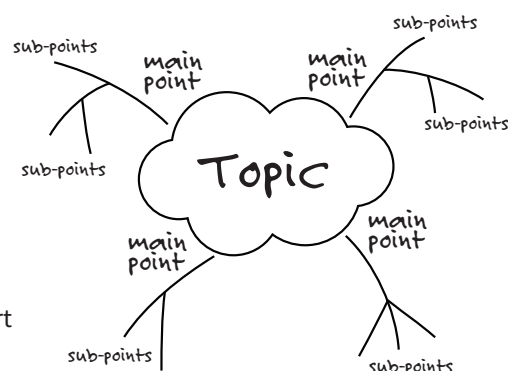
Survey | Question | Read | Recite | Review | Reflect

| | |
|---|--|
| Before you read, Survey the chapter | <ul style="list-style-type: none"> • Skim the title, headings, and subheadings. • Look at captions under pictures, charts, graphs or maps. • Skim the introductory, concluding paragraphs and summary. • Search for key words. • Try to get an overview of what lies ahead. |
| Question 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?' • Asking questions helps you read with a purpose. |
| When you begin to Read | <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. |
| Recite 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. |
| Review 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. |
| Reflect | <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 way of thinking on paper. It can help you greatly in:

- Memorising a lot of information
- 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

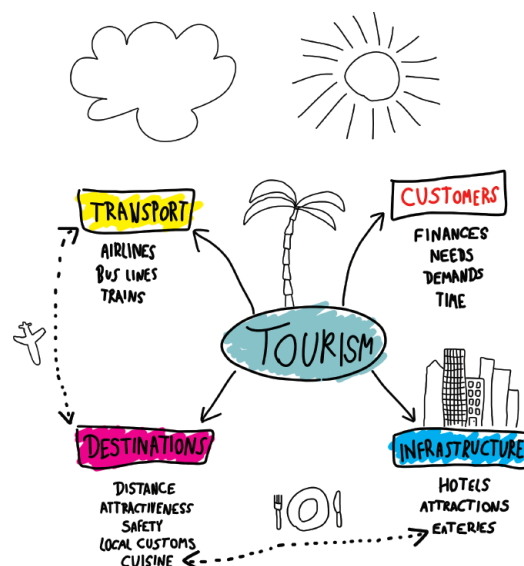


By using Mind Maps, you can quickly identify and understand the structure of a subject, and the way that pieces of information fit together, as well as recording the raw facts contained in normal notes. There are some useful apps that help you develop mind-maps such as www.coggle.it

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.



Discover some useful apps that help you develop mind-maps

www.coggle.it

Mnemonics

Mnemonics are memory tools that can be used to remember facts and large amounts of information. Some common mnemonics include acronyms (the most common), nonsense words, nonsense sentences, songs and rhymes. They often produce a visual image in the learner's mind.

Acronyms - 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**rivers.

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 the date, location and start time of the exam.
- 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 procedures. Reread the Kerry ETB procedures 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.
- Allocate 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 this 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. Each learning journal is an individual piece of work with your own thoughts, reflections, ideas and learning.

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 three 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 one (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?

Academic Writing

It is likely that you will have to produce written work as part of your course work. When writing for assessment you need to be sure that you are writing in a clear and concise way and that you are answering the question asked. Do research and think critically about what you find out. Pay attention to punctuation, spelling and grammar. Make sure that your writing has a structure, start with an introduction, write out your main arguments, write conclusions and recommendations. Make sure you do a draft and read it through. Correct any mistakes and make changes before you submit it to your tutor for feedback.

If you are in a QQI Level 5 or 6 (or equivalent) course there is a handbook available for you to help with academic writing. It is called 'Academic Writing Handbook for Learners in the Further Education and Training (FET) Sector'. It was written by ETBI and FESS and is available on www.kerryetb.ie

Recognition of Prior Learning (RPL)

Kerry ETB has a Recognition of Prior Learning (RPL) procedure. This procedure outlines the steps you can take, the timescales and the forms you must complete to apply for RPL. This may mean that your prior experience or learning can be evaluated to see if you can get credits towards your award. A fee applies to all applications. Help is available to you to make an application and you must provide valid and reliable evidence. For further information and more details www.kerryetb.ie/qa

| www.kerryetb.ie/assessment-procedures

Supporting yourself as a Learner

Looking after your wellbeing is also important. Sometimes life can be stressful and it is vital to take steps to support yourself at these times. Having a good night's rest, spending time with family or friends, taking exercise can all help you at stressful times. The HSE website www.yourmentalhealth.ie provides further tips and advice. There are also support services available in Co. Kerry and these are listed below.

Southdoc 1850 335 999

Monday-Friday 6.00pm-8.00am; Saturday (1.00pm-12.00am) and Sunday for 24 hours.

A&E Kerry General Hospital 066 718 4000

Open 24/7 (Assessment by on call Team Doctor)

1 Life 1800 247 100, Text HELP to 51444

Open 24/7 (National Suicide Prevention Helpline)

Pieta House 066 716 3660

Monday-Friday 10.00am-5.00pm (Suicide Crisis & Self Harm Centre). The 24/7 Suicide Helpline is available by calling 1800 247 247 or texting 'HELP' to 51444

Samaritans 1850 609 090 / 116 123 Open 24/7

Assistance to people going through a personal crisis

Teen Txt Text: Teen to 50101

Wednesday-Sunday 2.00pm-10.00pm;

Monday-Tuesday 6.00pm-10.00pm

Free live one to one Text support line for teenagers.

Kerry Lifeline 064 663 6100/ 663 6416

Monday- Friday 9.00am-8.00pm; Saturday 10.00am-1.30pm

Emergency counselling for people feeling suicidal or in a crisis pregnancy.

Kerry Rape Crisis Centre 1800 633 333

Monday-Friday 9.00pm-5.00pm. Counselling for survivors of Rape, Sexual Assault and Childhood Sexual Abuse.

Aware 01 661 7211 Counselling support and therapy for people with depression and their families. Meeting held every Tuesday at 8.00pm in St. John's Church, Castle Street, Tralee. Call Kate on 087 299 3142.

Living Links 087 900 6300

Monday-Friday 10.00am-12.00noon. Outreach support for people and families bereaved by suicide.

Kerry Adolescent Counselling Services 066 718 1333

Monday-Friday 9.00am-5.00pm.

Counselling for adolescents and teenagers.

HSE Child Psychology Services 066 719 9708

Monday-Friday 9.00am-5.00pm. For children 0-18 years. Psychology services for children, adolescents and their families.

LGBT Helpline 1890 929 539

7 days a week. A non-judgemental, confidential service providing listening, support and information for lesbian, gay, bisexual and transgender people.

Jigsaw Kerry 066 718 6785

(12-25 year olds) provides support for mild to moderate mental health concerns, including anxiety, low self-esteem, low mood, bullying, panic anger, shyness and psychosocial issues.

MABS 0761 072 190 or kerry@mabs.ie

The Money Advice and Budgeting Service helps guide people through dealing with problem debt and helps people get back on their feet. It is free, confidential and independent.

HSE South Addiction Services Kerry 076 108 3000

Brandon House, Upper Rock Street, Tralee, Co. Kerry.

St Vincent de Paul 021 427 0444

Email: info.SouthWest@svp.ie

South West Region: Ozanam House, 2 Tuckey Street, Cork.

Addiction Counselling Services Alcohol and Drug Abuse Treatment 066 718 4968

Counselling & Advisory Services, Block F, Ground Floor, Edward Court, Edward Street, Tralee, Co. Kerry

The Homeless Information Centre 066 711 7633

Denny Street Opening Hours:

Monday : Wednesday: Friday : 11.00am to 12.30pm.

Local Link Kerry 1890 528 528 or 066 714 7002

Local Link Kerry provides community led local transport.

Citizens Information Centre 0761 077 860

There are a number of Citizens Information Centres throughout Kerry.

Health, Safety and Well-Being

The Principal/Centre Manager/Programme Co-ordinator will provide you with information at your induction on how to look after your own health and safety, and that of others, while attending your Kerry ETB course. They will tell you where the first aid kits are, what to do in the event of a fire and give you any other information to keep safe.

In general you should:

- Make sure your actions don't put you or any other person in danger.
- Not use an unfamiliar machine without instruction from your tutor.
- Keep your work area tidy and put rubbish in the bins provided.
- Not attempt to repair any electrical equipment, report it instead.
- Not play practical jokes, as they can be dangerous.
- Not smoke anywhere in the building or on Kerry ETB premises.
- Not block any doors, corridors or stairways.
- Make sure that you know where the fire evacuation plans are on display, know the location of fire exits and designated meeting points.
- Follow the direction of your tutor in the event of a fire/fire drill.

If a situation arises where there is no teacher/tutor/instructor present at the time that the fire alarm sounds, please exit the building in an orderly fashion and go to the designated meeting point as quickly as possible with your class group.

Any person caught deliberately activating the fire alarm/burglar alarm will be liable to prosecution. Also any learners under the influence of drugs or alcohol will be asked to leave and further action may be taken.

The HSE website
www.yourmentalhealth.ie
provides further tips and advice.

3. GETTING READY

FOR ASSESSMENT

Assessment

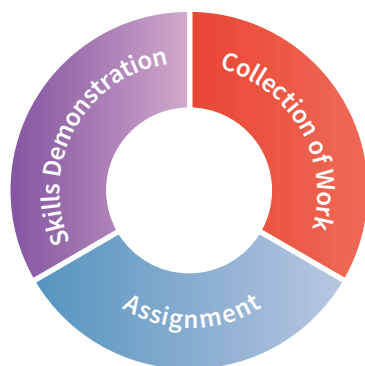
In Kerry ETB all assessments are planned and we aim to ensure that they take place in a fair manner and in the same way throughout the service.

Assessment is an important part of the learning process and gives you a chance to show your understanding of the course material. It also gives you feedback on your learning and progress.

Assessments can take place in a lot of different ways and can be informal and formal. Informal assessment does not lead to certification but helps you show that you have met a standard and can help you recognise the progress you have made in your own learning. Formal assessment leads to certification. For QQI certification there are specific assessment techniques or methods. These are used to assess learner evidence to ensure that you know, can show or understand what you have learned.

If you are studying courses accredited by professional bodies you may have to comply with additional regulations. Your teacher/tutor/instructor will tell you about these if this applies to your course.

The Assessment Process



NFQ Levels 1, 2, 3



NFQ Levels 4, 5, 6

FIGURE 1: *Assessment Techniques*

Your teacher/tutor/instructor will tell you how you will be assessed and what is involved. In this role they are known as the 'Assessor'. They will go through the learning outcomes. It may happen that more than one type of assessment takes place. All of this will be explained at the start of the course so you can plan your preparation.

You will receive an **Assessment Brief** for each assessment. This tells you what you need to do for your assessment, how to present it and how it will be marked. It will also give you a deadline for submitting your work. It is very important that you read this assessment brief and fully understand the information in it.

The role of the Assessor is to evaluate your work and judge whether you have achieved the required outcomes of knowledge, skill or competence. Your assessor will use Kerry ETB's assessment procedures at all times and will give you

opportunities to produce appropriate evidence. You will receive feedback throughout your course. The feedback focuses on the achievements and setting targets for progress. You are encouraged to seek continuous feedback by submitting a draft before your final deadline.

The Assessor will design the assessments and devise the marking schemes and grading. They will review your work and judge it to have reached or not reached the required standard. The Principal/Centre Manager/Programme Co-ordinator will work with the Assessor and make sure that once you submit your assessment materials they are securely stored. We have steps in place to ensure that assessment is fair and consistent. They are Internal Verification, External Authentication and a Results Approval Panel. All results are ratified by the Kerry ETB Quality Council.

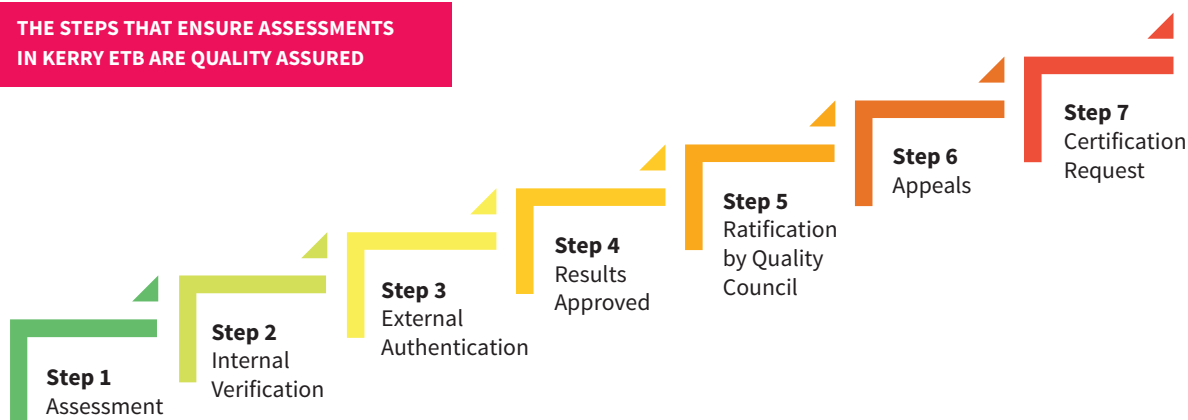
- Internal Verification takes place to check the accuracy of assessment results and to check that Kerry ETB's assessment procedures are used consistently.
- External Authentication is carried out by an independent subject matter expert who confirms that fair and consistent assessment of learners takes place in accordance with national standards.
- The Results Approval Panel is made up of senior staff members in Kerry ETB and they ensure that assessment decisions are made in a fair and consistent way before recommending the results to the Kerry ETB Quality Council.
- The Kerry ETB Quality Council ratifies results prior to submission to QQI and other awarding bodies for certification.

You will get your provisional results (you may be asked to sign the sheet they are printed on). If you feel that your results don't match what you reasonably expect you can appeal your result or appeal the assessment process. Appeals are made in writing.

When an application for an appeal is received, the Quality Assurance (QA) Unit of Kerry ETB appoints an independent Appeals Reviewer who reviews the evidence that has already been presented for assessment. Nothing new can be added. Results of the review are forwarded to you and to QQI, if there is a change of mark.

All of these steps ensure that assessments in Kerry ETB are quality assured. The steps are outlined in the diagram below.

THE STEPS THAT ENSURE ASSESSMENTS IN KERRY ETB ARE QUALITY ASSURED





Certification

We automatically enter successful learners for certification. QQI and other awarding bodies issue certificates to Kerry ETB. The certificates are distributed by the Centre at their annual ceremony or in some cases can be collected.

Your work can then be collected from the college/centre. It is evidence of the quality of your work and can be a useful tool when applying for employment or further education. You will be informed of when you can collect it but this material will only be held until after the appeals process concludes which happens immediately after assessment. This work will be disposed of securely.

Grading of Awards

When a learner achieves all the outcomes for an award at level 1, level 2 and level 3 they are deemed to be **Successful**.

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**.

Assessments for Learners at NFQ Levels 1, 2 and 3

You will be assessed on the content of the course that you are doing.
This will be based on the approved award standard at NFQ Levels 1, 2 and 3.

There are lots of different ways to assess what you have learned. Your teacher/tutor/instructor will let you know what will be involved beforehand and will also let you know when it is due to be submitted or to take place. Your teacher/tutor/instructor will be the assessor.

In order to do well in your assessment, you should make sure to attend all of your classes and complete all of your course work. Listen to the advice of your teacher/tutor/instructor. Participate as well as you can in everything such as class discussion and group activities. Don't be afraid to ask questions. By attending you will be helped to prepare for your assessment. This will help you reach the required standard and qualify with a certificate.

At NFQ Levels 1, 2 and 3 there are three different methods (called assessment techniques) used to show that you have reached the standards and they are:

1. **Assignments**
2. **Collection of Work**
3. **Skills Demonstrations**

The **Assignment** is usually a written essay or an investigation into a particular topic.

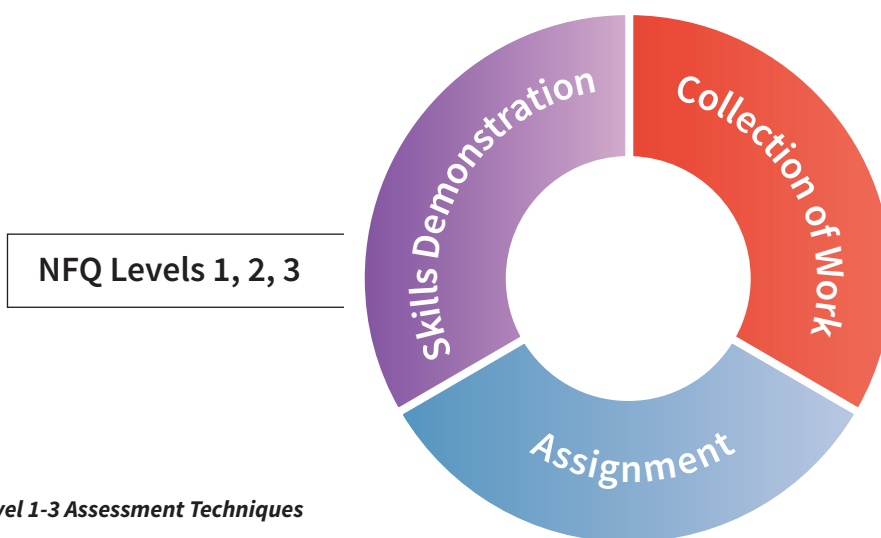


FIGURE 2: *Level 1-3 Assessment Techniques*



The **Collection of Work** is a folder of work that you produce during your course. You choose your best work to submit so you can show that you have reached the standard needed.

The **Skills Demonstration** gives you a chance to show your practical learning skills and knowledge in the workplace or in a simulated setting in the classroom. This allows you to show that you have reached the standard needed. At the point of marking a skills demonstration the teacher/tutor/instructor has become an assessor.

Your teacher/tutor/instructor will provide the guidelines and instructions about the tasks you need to undertake, the way it is to be presented and the deadline in the **Assessment Brief**. This tells you what you need to do for your assessment, how to present it and how it will be marked. It will also give you a deadline for submitting your work. It is very important that you read this assessment brief and fully understand the information in it.

At all times you will get feedback from your teacher/tutor/instructor who will discuss areas that you need to focus on and will give you tips on how to show that you have met the required standard.

Your teacher/tutor/instructor will mark your assessment and will be known as the Assessor. If you can show that you reached the standards you will be deemed successful. Below is a table outlining the grading criteria at NFQ Levels 1, 2 and 3.

At Level 1 you will receive support and direction from your teacher/tutor/instructor on how to produce and gather evidence for assessment. You will be expected to show that you **remember** what you learned.

At Level 2 your teacher/tutor/instructor will support you and give you clear direction on how to produce and gather evidence for assessment. You will work with your teacher/tutor/instructor to decide what evidence to submit and you will be expected to show that you **understand** what you have learned.

At Level 3 your teacher/tutor/instructor will support you to work independently. They will support you to gather evidence for assessment. You will be expected to **apply** your learning at this level.

Assessment for Learners at NFQ Levels 4, 5 and 6

At NFQ Levels 4, 5 and 6 there are six ways of conducting assessment. These assessment techniques are Assignment, Collection of Work, Skills Demonstration, Examination, Learner Record or Project.

The **Assignment** is usually a written essay or an investigation into a particular topic.

The **Collection of Work** is a folder of work that you produce during your course. You choose your best work to submit to show that you have reached the standard needed.

The **Skills Demonstration** gives you a chance to show your practical learning, skills and knowledge in the workplace or in a simulated setting in the classroom or in the workplace. This allows you to show that you have achieved the standard of the learning outcome. This will be recorded by your assessor to show that you completed this assessment.

An **Examination** will have a specific timeframe and can be practical, theory based (written), oral or aural. Your examination will give you a chance to show your understanding of the theory or that you can practically use your skills to the required standard.

Producing a **Learner Record** gives you a chance to show how you have used, reflected on and recorded your learning experiences and activities.

Doing a **Project** gives you a chance to research and investigate a topic relevant to your course. It helps you to show your understanding of the concepts at the required standard, along with showing your skills in researching, designing, evaluating and producing.

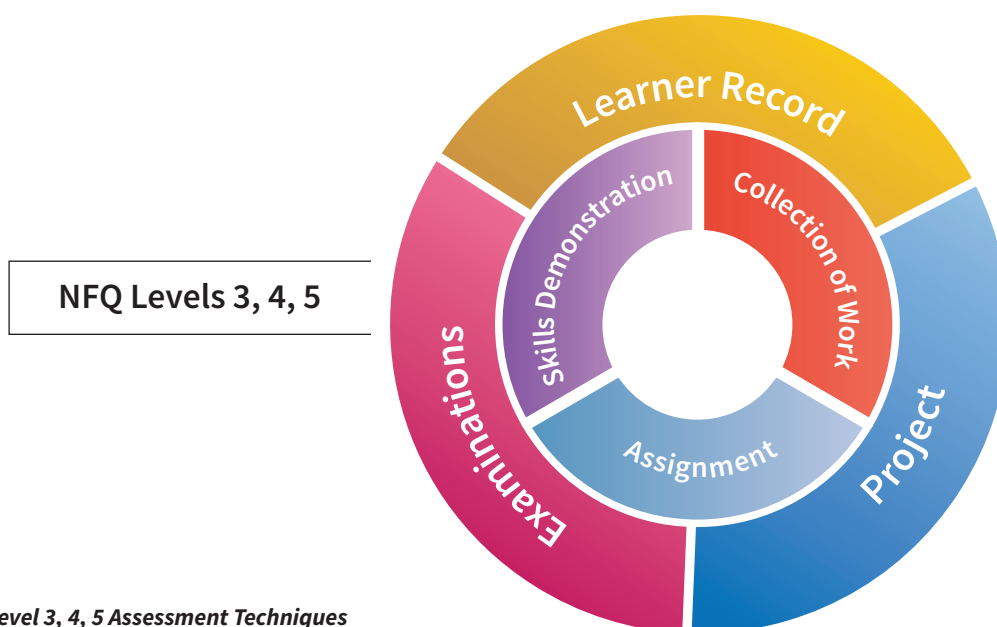


FIGURE 3: Level 3, 4, 5 Assessment Techniques

Your teacher/tutor/instructor will give you an **Assessment Brief**. This tells you what you need to do for your assessment, how to present it and how it will be marked. It will also give you a deadline for submitting your work. It is very important that you read this assessment brief and fully understand the information in it.

In all cases your teacher/tutor/instructor will let you know what will be involved before you do any assessment. This will include the following information:

- You will be told what the required standard is before you do any test - that is the learning outcomes to be tested and the range of evidence you are expected to produce
- You will be given relevant information on resources and/or materials required for the assessment
- You will be told the assessment criteria- including the available marks, how they are being allocated and the context in relation to the overall course assessment
- In some cases, photographic evidence or video evidence may be required
- In some cases, you may be asked to give your own account of the task (reflection)

Your teacher/tutor/instructor will mark and grade your assessment and will be known as the Assessor. If you have reached the standard of the award you will receive a pass, merit or distinction.





Grading Criteria for awards at Level 4, Level 5 and 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 • demonstrated a depth of understanding of the subject matter • demonstrated a high level of initiative, evaluation skills • demonstrated analytical and reflective thinking clearly, systematically and comprehensively • presented coherent, detailed and focused evidence |
| Analyse | Evaluate | Create |

Kerry ETB Assessment procedures can help you if:

YOU HAVE A DIFFICULTY AND NEED ASSESSMENT ADAPTED:

Reasonable Accommodation

YOU HAVE A PERSONAL CRISIS AND REQUIRE AN EXTENSION:

Short-term Extension/Extenuating Circumstances

YOU NEED INFORMATION ON EXAMS:

Examinations: Preparing, Conducting, Concluding

YOU WISH TO APPEAL A DECISION MADE OR YOUR RESULT:

Appeals

At all times you need to be aware that you must not cheat in your assessment. Kerry ETB takes this very seriously and has developed a procedure called Assessment Malpractice to deal with this.



Before Assessment

Kerry ETB staff plan how and when assessment takes place in the Assessment Plan. This provides details on the award specification, course outline, assessment criteria, techniques, marking scheme and schedule of assessment.

The Assessment Plan is distributed by each teacher/tutor/instructor. A designated notice board is available or is on-line is used to advertise deadlines and timetables. Examination timetables are published for exams. You will need to familiarize yourself with the timetables and with exam regulations. You can also meet your teacher/tutor/instructor to discuss progress at designated times throughout the year.

Reasonable Accommodation

There are some times when assessment methods may need to be adjusted to ensure that some learners are treated fairly and equitably. This adjustment is known as 'Reasonable Accommodation'.

You can apply also if you are worried that the assessment will not allow you to complete on an equal footing to others on your course. Typically this is open to learners with a disability such as a learning difficulty; deafness or a hearing impairment; blindness or visual impairment; physical difficulty; mental health and/or behavioural difficulties and any grounds covered by current legislation.

Reasonable Accommodation in an assessment will only be provided to learners who apply and who can provide evidence that s/he cannot compete on equal terms under standard assessment conditions with his/her peers.

Submission of Assessment

All assignments/projects must be submitted on or before the deadline date. You must keep a backup copy of your work. When you hand in your work you will have to sign a form confirming that you have provided your Assessor with all your work. It is critical that you submit on time. It is also critical that you attend examinations and skills demonstrations on the dates identified.

Missed Deadlines

If you are unable to meet a deadline you need to flag this with your teacher/tutor/instructor. A missed deadline is when you fail to submit an assignment by an agreed assessment deadline, or if you fail to attend an exam or skills demonstration. In Kerry ETB we recognise that some deadlines are missed because of events known to you in advance or unexpected events that can also take place.

In the case of an expected missed assessment deadline, e.g. an appointment that cannot be changed, you must submit your assessment (Project, Learner Record, Assignment or Collection of Work) before the assessment deadline. In the case of an examination or skills demonstration you can apply to do this at the next assessment period. The teacher/tutor/instructor will let you know when the next assessment period will take place. You will need to flag this with your teacher/tutor/instructor well in advance.

Extenuating Circumstances

Extenuating circumstances are things that happen, outside of your control, that stop you meeting your deadline or attending assessment. We take these into account for learners. You can apply for an extension for these exceptional times. Talk to your teacher/tutor/instructor about the steps to take.



Examinations

Exams may be theory based, oral, aural, online or practical. You will be informed of the specific date and length of your exam by your teacher/tutor/instructor.

Prior to the exams you must note the date/time, duration and examination location.

On the day of the exam you must be at the exam centre fifteen (15) minutes before the start of the exam. If you are more than thirty (30) minutes late from the start time of the exam you will not be allowed to enter and sit the exam.

Rules apply to the sitting of exams, for example:

- You may have to bring photo ID.
- You will need to take responsibility for your own personal property.
- Bags should be placed away from you and will not be accessible during the examination.
- Phones must be switched off.
- You cannot bring any notes or books into the exam with you or bring any electronic equipment e.g. iWatch or equivalent.
- While exams are taking place you must observe strict silence.
- Once the exam has started you will be unable to leave until 30 (thirty) minutes have passed. If you need to leave you will need to raise your hand to get the attention of the invigilator (exam supervisor).

You will need to check that you have the correct examination instructions (e.g. examination paper, task list) and if you need to attract the attention of the Invigilator you should raise your hand. It is important that you do not:

- Use, or attempt to use, any book, notes or paper (except for the examination paper and such answer books, etc., as shall have been supplied to you by the Invigilator).

- Help, or attempt to help, another learner;
- Obtain, or attempt to obtain, aid from another learner, or Invigilator.
- Communicate, or attempt to communicate, in any way with another learner within the centre or by electronic means with a person outside the centre.
- Take out, or attempt to take out, of the examination any answer books, whether used or unused or examination paper (if applicable).

You can leave the exam with the permission of the invigilator, e.g. because of illness, urgent need to visit the toilet, etc. The invigilator will arrange for you to be accompanied and will explain to you what needs to happen, e.g. if you need to shut down your computer. No learner is allowed to leave the exam in the final ten (10) minutes of the exam. You will be reminded of this by the exam invigilator.

You can apply to bring additional resources with you to examinations such as:

- Dictionaries
- Maths formulae and log tables
- Non programmable calculators.

Talk to your teacher/tutor/instructor about this.

Assessment Malpractice

When cheating takes place at assessment, we call it 'Assessment Malpractice'.

Assessment is your opportunity to showcase what you have learned and how you can apply it. Success at assessment shows that you have reached the required standard. Assessments can help build your confidence and your own picture of what you have learned and how far you have come. Cheating at assessment does not provide any gain to you as a learner or in your future. In Kerry ETB we take cheating in an assessment very seriously. For this reason Kerry ETB will take steps to address any cheating as they undermine the integrity and validity of assessment. Any such act is known as 'Malpractice'. Examples are passing someone else's work off as your own or getting a friend or family member to do your work (plagiarism), copying from another learner, engaging in unsafe practice during assessment or fabrication of evidence.

As part of your course you are expected to read what experts have to say. You must not copy this work. However, when you reference these experts in your assessment work it shows that you have read and understand your study area well. By reference we mean quoting, summarising, paraphrasing, citing, etc.

It is important to pay real attention to referencing when quoting somebody else's words, work or ideas. Your teacher/tutor/instructor will show you how to do this.

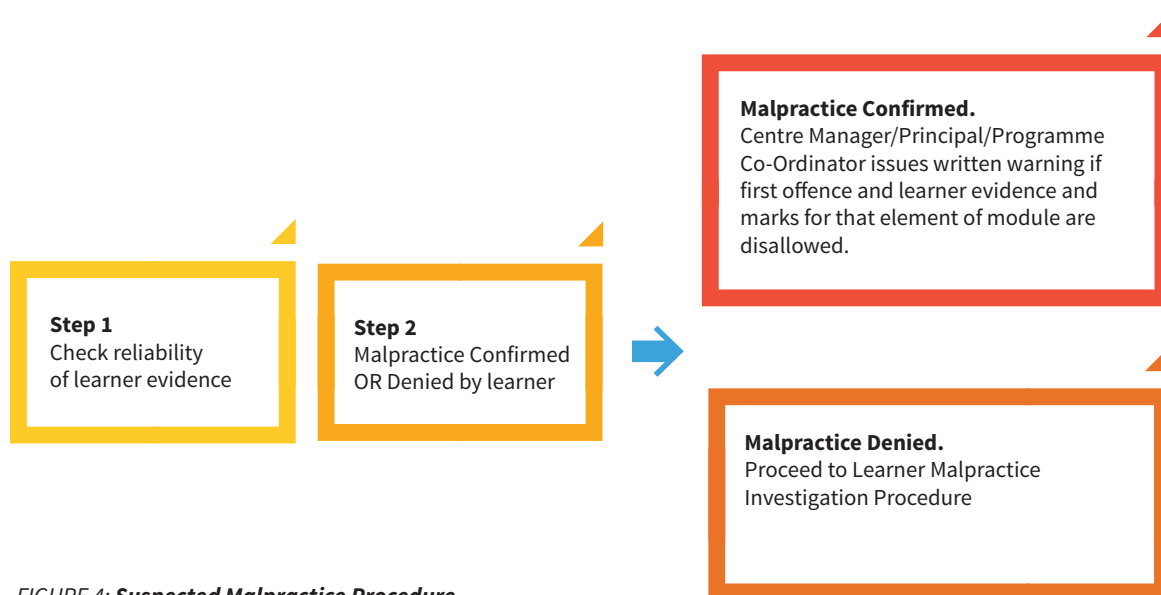


FIGURE 4: *Suspected Malpractice Procedure*



FIGURE 5: *Investigation of Malpractice*

All allegations of malpractice will be checked and investigated. Those involved can confirm or deny the allegation. Confirming that malpractice took place will lead to a written warning and the marks will be disallowed. If you deny that malpractice has taken place the Principal/Centre Manager/Programme Co-ordinator can proceed to an investigation.

If you are found to have cheated, your marks will not be allowed and you will not have an opportunity to resubmit. If you find yourself in this situation you will have a chance to appeal the outcomes of any investigation.

Appeals

If you feel your results don't match what you reasonably expect or you are unhappy with decisions made about any of the assessment procedures you have a right of appeal.

This information is available from your teacher/tutor/instructor and on the link below.

Feedback

You will get feedback throughout your course of study. This will help build your confidence and will also provide you with tips on areas you need to work on. Be open to the feedback you receive from your tutor. Seek feedback on how you can approach a task or assignment in the future.

4. GETTING TO KNOW

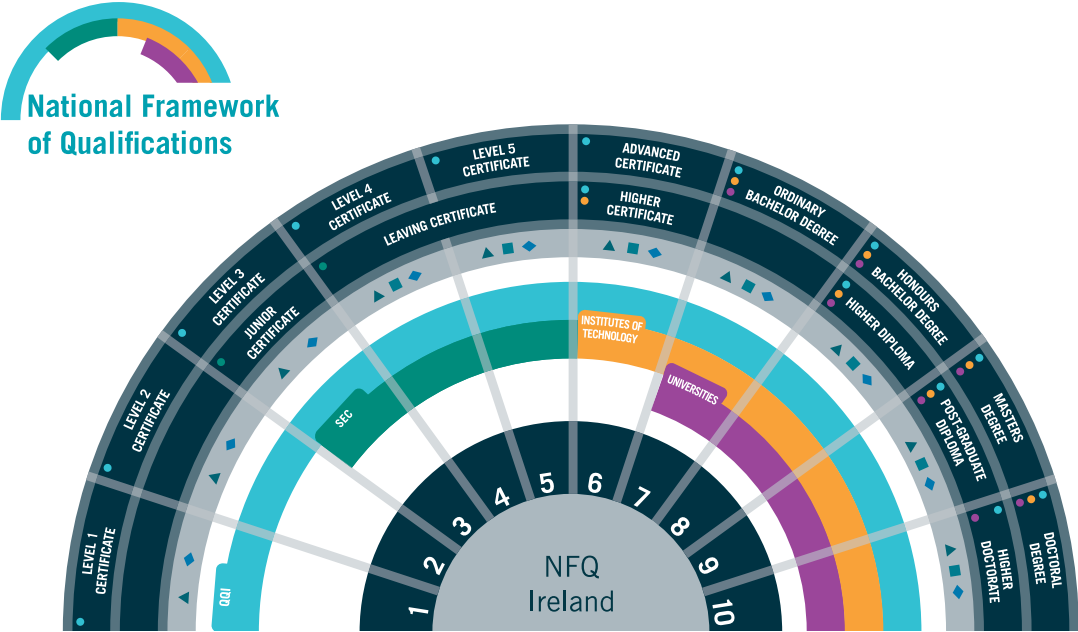
THE VALUE OF YOUR

QUALIFICATION

National Framework of Qualifications

Kerry ETB programmes lead to qualifications at the levels outlined in the National Framework of Qualifications (NFQ). This is shown in the following diagram. This allows qualifications to be compared both nationally and internationally and it is a valuable tool for Irish citizens travelling abroad and for international learners who are now studying in Ireland. All qualifications in the NFQ are recognised at home and abroad.

The NFQ is a system of 10 levels each based on nationally agreed standards of knowledge, skill and competence. In Kerry ETB we deliver up to and including NFQ Level 6.



| | | | |
|------------------|---------|---|------------|
| Bloom's Taxonomy | Level 1 | Ability to learn basic facts and repetitive skills as well as to sequence learning tasks. | Remember |
| | 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. | Apply |
| | 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. | Analyse |

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.

Awarding Bodies

Kerry ETB offers courses that are certified by a number of awarding bodies. The majority of awards in Kerry ETB are certified by QQI and the remaining by a number of other awarding bodies.

Quality and Qualifications Ireland (QQI)

QQI is the national awarding body for further education and training. QQI ensures that Kerry ETB has high standards across our service and its functions include making awards, determining standards, agreeing Kerry ETB's quality assurance, validating Kerry ETB's programmes, and monitoring and evaluating the quality of those programmes. Kerry ETB has over 120 programmes validated by QQI.

There are a variety of awards provided by QQI. Learners receive these awards when they have shown that they have achieved the standard of the award at assessment.

A Major award is made up of core 'components' and 'electives'. It is the main class of award made at each level. For example, a QQI Level 3 Certificate in General Learning or the Leaving Certificate.

A Minor award is a unit of learning or 'component'. You are awarded a Minor award when you reach the standard needed in that particular subject area. You can build up units of learning at your own pace to combine to achieve a Major award.

Special-purpose awards are made for very specific purposes and are awarded for the achievement of a group of prescribed blocks of learning, generally for specific, relatively narrow purposes.

A good example of a Special Purpose award is QQI Level 6 Regional and Local Guiding. They are generally stand-alone but can build towards the achievement of a major award.

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.



| Named Awards | Minor Awards | Major Awards | Level 1 |
|--|--|--|----------|
| Named awards are made for specific purposes and are awarded for the achievement of a group of prescribed blocks of learning, generally for specific, relatively narrow purposes. | A Minor award is a unit of learning or 'component'. You can build up units of learning at your own pace to combine to achieve a Major award. | A Major award is made up of core 'components' and 'electives'. | Level 2 |
| | | | Level 3 |
| | | | Level 4 |
| | | | Level 5 |
| | | | Level 6 |
| | | | Level 7 |
| | | | Level 8 |
| | | | Level 9 |
| | | | Level 10 |



QQI AWARD



City & Guilds



Accounting Technicians Ireland



ITEC



CISCO



CompTIA



digital marketing institute

Other Awarding Bodies and Industry Certification

There are organisations that provide certification for Kerry ETB learners and these are listed below. Your teacher/tutor/instructor will give you specific information about these if it is not in this handbook.

City and Guilds

City & Guilds develop programmes of learning, certification, assessment and flexible learning to help people to unlock their potential and progress in their careers. They provide 1000s of qualifications that have been developed in conjunction with key organisations in 28 industries. They are recognised by employers worldwide.

Accounting Technicians Ireland

Accounting Technicians Ireland is the leading body for accounting technicians in Ireland. It was established in 1983. Members of this body are entitled to put the letters MIATI after their name.

METLAB

METLAB was set up in 1982 to service the engineering inspection and testing needs of industry and utility providers. It has a high profile as the largest Engineering Inspection and NDT provider in Ireland.

CIDESCO (Comite International d'Esthetique et de Coesmetologie)

The CIDESCO Diploma is a prestigious qualification for Aesthetics and Beauty Therapy which is a mark of high achievement, fully opening up a world of career opportunities to graduates.

Confederation of International Beauty Therapy and Cosmetology (CIBTAC)

The Confederation of International Beauty Therapy and Cosmetology (CIBTAC) has been producing beauty, complementary & spa therapy graduates of the highest calibre since 1977. Established in 1977, CIBTAC was created from an identified need to provide relevant, high-quality training within the beauty, complementary and spa industry. CIBTAC qualifications are recognised in over 24 different countries.

International Therapy Examination Council (ITEC)

ITEC provides leading international qualifications, specialising in Beauty & Spa Therapy, Hairdressing, Complementary Therapies, Sports & Fitness Training and Customer Service. ITEC qualifications are recognised in 39 different countries.

CISCO

The Cisco Learning Network focuses on the IT industry. It provides learning tools, training resources, and industry guidance to anyone interested in building an IT career through Cisco certifications. With more than 1,000,000 members registered globally, the Cisco Learning Network is a truly international learning experience intended to help support lifelong learning and sustainable education for its members.

Irish Computer Society

The Irish Computer Society works to advance and promote computer literacy throughout the Irish population and to represent the interests of ICT professionals in Ireland. The Equal Skills Programme is for those with no experience of computers and the Internet.

CompTia

CompTia is the world leading tech association whose programmes set industry standards and foster skills development for technology's future.

Digital Marketing Institute

The Digital Marketing Institute was founded in 2009 to transform the skills and knowledge of digital professionals.

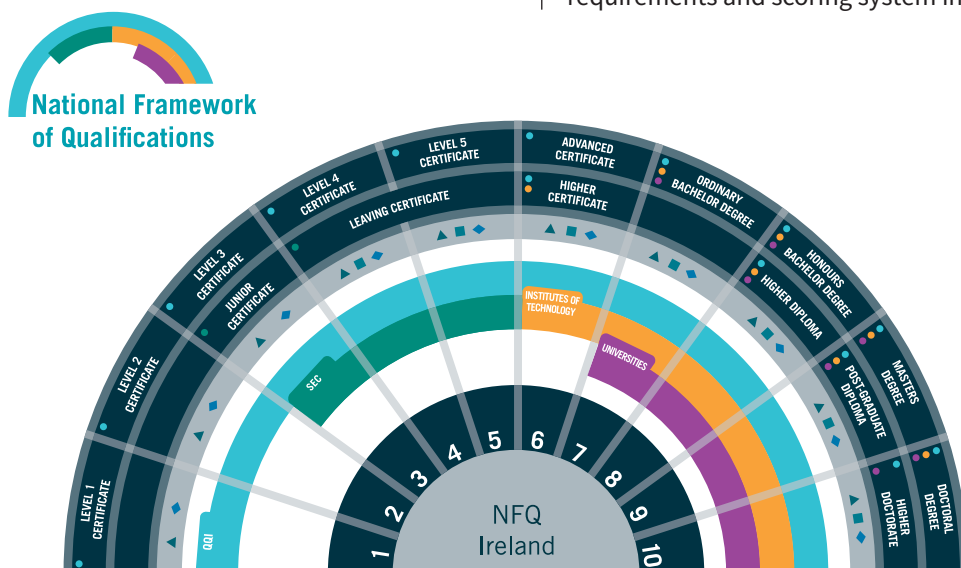
Progression

Kerry ETB has many courses that may be suitable for you to move to (transfer) or progress onto when you are finished on your current course. Kerry ETB delivers courses from Levels 1 to Level 6 on the NFQ.

If you have achieved certification at QQI Levels 5 and 6 there are options in universities, institutes of technology and private third level colleges. There is a programme called the Higher Education Links Scheme which links specific Kerry ETB courses to third level courses. Under this scheme a number of places are reserved by higher education institutions, for QQI applicants for entry to a range of 3rd level courses. When quotas apply, QQI applicants compete with other QQI applicants for places. Please see the National Framework of Qualifications.

The Admissions Office can give you details of specific linked certificates and/or additional or specific component requirements, or you can ask the specific college you are interested in. You can also find information on the CAO website **www.cao.ie** or the QQI website **www.qqi.ie**

Some Institutes of Technology and Universities have agreed progression routes for selected programmes. Please also discuss this with your Guidance Counsellor or the Principal/Centre Manager/ Programme Co-ordinator who will direct you to information on the process, minimum entry requirements and scoring system in place.



For further information
www.cao.ie
www.qqi.ie

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 provider to which you wish to progress.



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KERRY EDUCATION
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