



**Bord Oideachais  
agus Oiliúna Chiarraí**  
Kerry Education  
and Training Board

# Learner Handbook

2024-2025



[www.kerryetb.ie](http://www.kerryetb.ie)



# Contents

<b>Getting to Know Kerry ETB</b>	<b>3</b>	<b>Getting ready for assessment</b>	<b>26</b>
<b>About Kerry ETB</b>	<b>5</b>	Assessment	<b>27</b>
Starting your course	<b>7</b>	The assessment process	<b>28</b>
Learner Charter	<b>7</b>	Certification	<b>29</b>
Learner Contract	<b>8</b>	Grading of awards	<b>29</b>
Garda vetting	<b>8</b>	Assessment for learners at NFQ	<b>30</b>
Use of technology	<b>8</b>	Levels 1, 2, and 3	
Technology Enhanced Learning (TEL) Guidelines	<b>8</b>	Assessment for learners at NFQ	<b>32</b>
No smoking or vaping	<b>8</b>	Levels 4, 5, and 6	
Attendance policy	<b>9</b>	Grading Criteria for awards at Level 4, Level 5, and Level 6	<b>33</b>
<b>Getting ready for learning</b>	<b>10</b>	Kerry ETB assessment procedures	<b>34</b>
Universal Design for Learning (UDL) at Kerry ETB	<b>11</b>	Assessment plan	<b>36</b>
Recognition of Prior Learning (RPL)	<b>11</b>	Submission of assessment	<b>36</b>
Work experience, placement, and practice	<b>12</b>	Missed deadlines	<b>36</b>
Tips for success	<b>12</b>	Feedback	<b>36</b>
Study skills	<b>13</b>	Academic Integrity	<b>37</b>
Effective listening	<b>13</b>	Artificial Intelligence (AI) and assessment	<b>38</b>
Improve your note-taking	<b>13</b>	Assessment malpractice	<b>39</b>
How to study	<b>13</b>	<b>Getting to know the value of your qualification</b>	<b>40</b>
Improving your memory	<b>13</b>	National Framework of Qualifications	<b>41</b>
Developing a reading strategy	<b>14</b>	Awarding bodies	<b>43</b>
Mind Mapping	<b>15</b>	Quality and Qualifications Ireland (QQI)	<b>43</b>
Improving your Mind Maps	<b>15</b>	Other awarding bodies and industry certification	<b>44</b>
Mnemonics	<b>16</b>	Progression	<b>45</b>
Exam tips	<b>16</b>		
Academic writing	<b>17</b>		
Keeping a learning journal	<b>17</b>		
Learner and Academic Support (Drop in – Don't Drop Out)	<b>19</b>		
Supporting yourself as a Learner	<b>20</b>		
Health and safety	<b>21</b>		
Promoting equality, respect, and dignity	<b>23</b>		
Anti-bullying policy for learners	<b>24</b>		
Dealing with bullying allegations	<b>25</b>		
Informal procedure	<b>25</b>		
Formal procedure	<b>25</b>		
Disciplinary procedure	<b>25</b>		
Complaints procedure	<b>25</b>		



# 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 to learn for the joy of learning. We are here to support you in that journey and to ultimately help you 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 give yourself your best possible chance to learn and that you make the most of being part of a diverse and energetic Kerry ETB centre.

All the best as you start this very exciting journey!

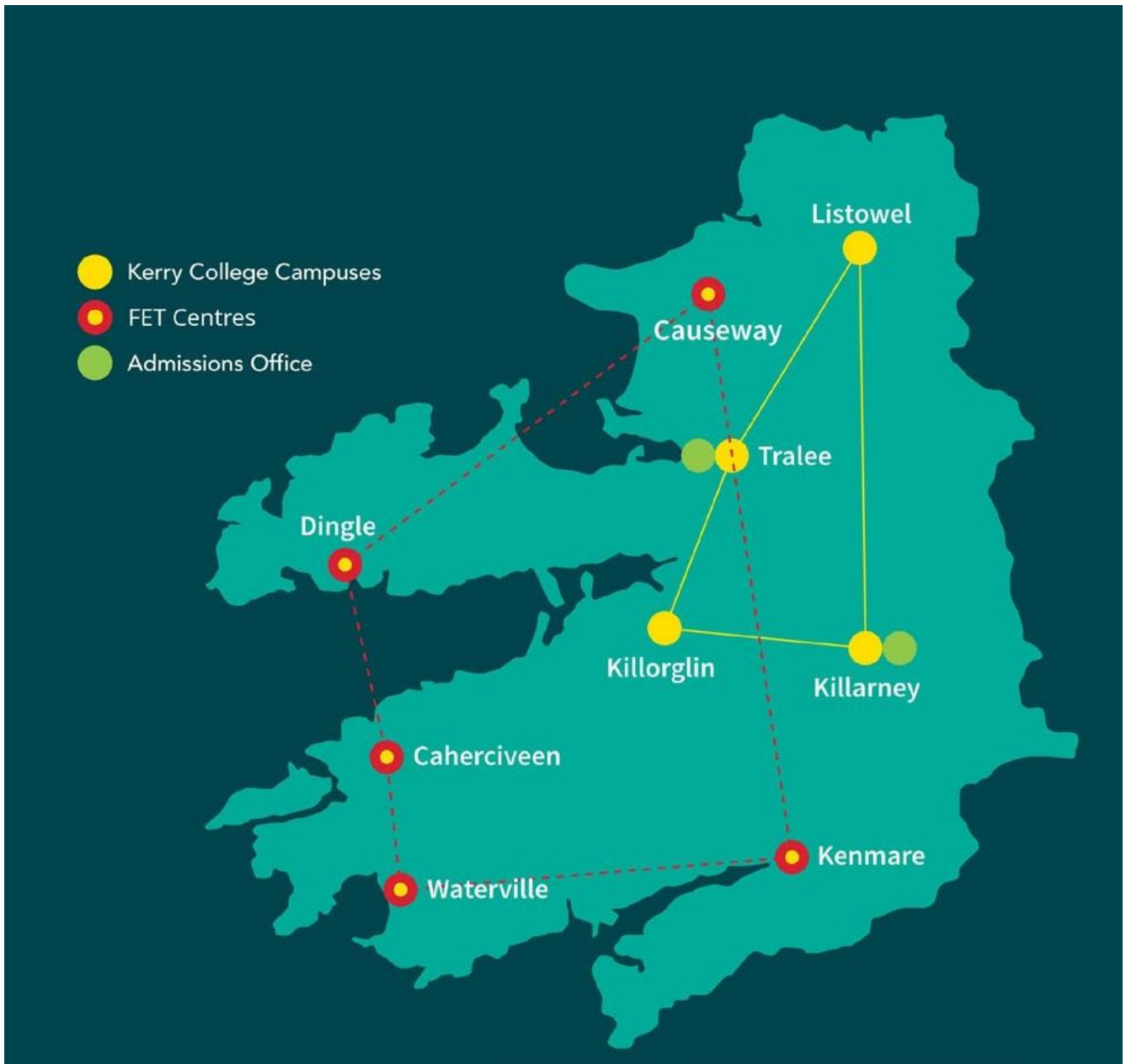
**Owen O'Donnell**

*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 to learners of all ages. These services are delivered at local level to meet local demand and are underpinned by the Kerry ETB core values of Inclusion, Respect, Equality, Quality, and Excellence in Learning.

Kerry ETB serves a population of over 156,000 people and provides primary, post-primary, and Further Education and Training (FET) opportunities. 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 of recognised schools, centres for education, and education or training facilities in its functional area. Kerry ETB also has a role in planning, coordinating, and reviewing education and training in County Kerry.

Please see the [Kerry ETB website](#) for the most up to date information.



## Starting your course

**This handbook is for all learners who are taking a course through Kerry ETB. It provides information and advice to help you get the most from your time studying. It is important to take the time to get to know the contents, particularly the sections focused on preparing for and taking part in assessment.**

Initial orientation and induction for your course will take place on the first day/week of the course. This will help you find out more about the college/centre and the various supports available. You will receive 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 for your education.

At the start of a course your teacher/tutor/instructor will provide information on the following:

- Your responsibility as a learner.
- The length of the course and whether it leads to an award or certification.
- The start and finish times of your course, including the times you are expected to attend.
- The content that will be covered in your course and how it will be delivered.

- The assessment process and the types of assessments that are part of your course. For example, exams, projects, assignments, collection of work, skills demonstration, and learner record.
- The location, facilities, and supports available.
- Health and Safety.
- Allowances paid (if applicable).
- Other specific information about your participation in the course.

If you have any questions about your course, please speak to your teacher/tutor/instructor.

## 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 your course you will receive a Learner Contract. You will be asked to sign this contract within the first week of your course to show 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 in certain Further Education and Training courses. See [here](#) for the Garda Vetting Policy and Procedure.

Garda vetting 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, and you can meet with a Guidance Counsellor to explore other options.

## Use of technology

Kerry ETB provides computers and other technology, as well as access to the internet, for the sole purpose of education and training. The use of technology must not be abused, and your use must be in line with Kerry ETB's Computer, Technology, and Internet Usage Policy which you will receive on your first day and must sign immediately.

Learners must not bully, hassle or harass other individuals through digital spaces such as social

media or email, and must not send messages that are likely to be considered abusive, offensive or inflammatory. You are expected to act ethically and responsibly when using social media/the Internet/email, and misuse may result in disciplinary action. Kerry ETB also reserves the right to report any illegal activities to the appropriate authorities.

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.

**Please note:** Learners may not make or share recordings (photographs, video or sound), electronic or otherwise without the written permission of the Campus/Centre manager\*.

**\*Please note:** The term "Campus/Centre manager" is used throughout this Handbook and is inclusive of Principal, Campus Manager, Centre Manager, and Programme Coordinator.

## Technology Enhanced Learning (TEL) Guidelines

Click [here](#) to read the TEL Guidelines.

## No smoking or vaping

There is a policy of no smoking or vaping on the grounds of all Kerry ETB centres/campuses, except in designated areas. This is in line with current government legislation. Please note that you may be fined if you break this rule.





## Attendance policy

Attendance records are kept for every course. Please note that you are required to attend all class meetings and any workshops or field trips that are part of your course. This gives you the best chance to learn and be successful in your course. We expect that you will be prepared for class and ready to participate in class activities. Being on time is also important; it shows respect for your fellow learners and your teacher/tutor/instructor. It also ensures that you do not miss out on anything. We recognise that absences can occur from time to time and in such cases, you can discuss your particular circumstances with your teacher/tutor/instructor who will be able to guide you. **Please note** that absences may impact learner payments.

You will receive more information on attendance from your teacher/tutor/instructor at the start of your course.



Getting ready for learning



**Right now, you have a wonderful chance to learn something new, make friends along the way, and get a qualification. The time and effort you put into your studies will ensure that it is a successful, rewarding, and enriching experience. This section is full of advice to help you succeed and get ready to learn.**

## Universal Design for Learning (UDL) at Kerry ETB

People learn in lots of different ways and there is no such thing as a “one size fits all” approach to learning. UDL is a way of thinking about teaching, learning, and assessment that is flexible and responsive to the needs of all learners. The principles of UDL are based on over 800 scientific studies about how people learn. At Kerry ETB, we aim to use UDL to provide an equal and inclusive learning experience for every learner. We understand that all learners have different ways of accessing and processing information. In a nutshell, UDL means that you are provided with a choice in how you learn and how you show what you have learned for assessment.

Technology is a great help when it comes to UDL. All technology is viewed as assistive technology and you are encouraged to use technology in a way that supports your needs. There are a variety of easy-to-use apps that provide flexibility to access information outside of the workshop or classroom (e.g. on a mobile phone or laptop), at a time that suits you to support your learning journey.

For example, Microsoft Office 365 has Immersive Reader built into a range of its products, including the Microsoft Edge Browser, MS Word, MS One Note, and MS Teams (including the MS Teams Mobile app). This means that you can engage with text-based information in different ways, including getting assistance with reading, spelling, and language translation.

## Recognition of Prior Learning (RPL)

Kerry ETB has a Recognition of Prior Learning (RPL) procedure that 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 exemptions or 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. **Please note** that it is the learner’s responsibility to apply for RPL as soon as possible and within fifteen (15) working days of starting the course.

Click [here](#) for further information.



## Work experience, placement, and practice

Some of you will have an opportunity to gain work experience/placement as part of your studies. It is important that you complete your work experience/placement so that you have the opportunity to achieve your full award. It is also helpful to build links with possible future employers.

**Please note** each learner is responsible for organising their own work experience/placement.

## Tips for success

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

- Your teacher/tutor/instructor will provide information about your course and assessment. Be sure that you have a clear understanding of this information.
- Use the feedback you received from your teacher/tutor/instructor to improve your work before the final submission.
- Ask questions and participate in class activities - the more you get involved the more rewarding the experience.
- Get organised and put aside time to study. Using a diary will help you schedule your studies and set goals and priorities.
- Take time to research and read widely. Be sure to take notes as you go and note down where you found important information.
- Practice your writing skills by writing and re-writing.
- Attend all classes and be on time. Don't miss out.

## Study skills

Each of us has our own personal approach to studying and remembering new information. It is important that you give yourself time to find the best way to study for you. A range of useful resources designed to support FET learners are available on the [ETBI Further Education and Training \(FET\) Digital Library](#), and the following pages have some useful tips.

### Effective listening

- Come to class prepared.
- Concentrate and pay attention by choosing to be interested and minimising distraction.
- Listen for meaning.
- Focus on main ideas, concepts, and issues.

### Improve your note-taking

- Make clear and accurate notes. Use abbreviations and symbols for common phrases or words.
- Organise and review your notes.
- Compare your notes with other learners.
- Write down questions.

### How to study

- Set study rules and follow them.
- Find a comfortable space.
- Create a routine free from distractions.
- Work with the time that you have available e.g. during work breaks or in the evenings.
- Study for a maximum of 40 minutes at a time.
- Take a short 10-minute break between study sessions.
- Reward yourself for studying effectively.

### Improving your memory

- Mind Mapping.
- Mnemonic devices.
- Review frequently.

## Developing a reading strategy

It is important to take time to develop your summary and comprehension skills so that you can better understand and retain the information that you are reading. Taking a structured approach to your reading not only helps you read more effectively but can help you achieve your learning goals. One such method is called SQ4R and it gives you six steps that you can apply to your reading:

### Survey | Question | Read | Recite | Review | Reflect

---

#### Survey

Before you begin to read, **survey** the chapter to get an overview of what lies ahead:

- Skim the title, headings, and subheadings.
  - Look at captions under pictures, charts, graphs or maps.
  - Skim the introduction, conclusion, and summary.
  - Search for key words.
- 

#### Question

While you are surveying the chapter, ask yourself **questions** so that you read with purpose:

- Ask yourself, 'What do I already know about this subject?'
  - Turn the title, headings, and/or subheadings into questions.
  - Read the questions at the beginning or end of the chapter, or after each subheading.
- 

#### Read

When you **begin to read**:

- Look for answers to the questions you raised.
  - Answer any questions at the beginning or end of chapters, or after subheadings.
  - Study any graphics such as maps, diagrams, tables, etc.
  - Re-read captions under pictures, graphs, etc.
  - Note all the underlined, italicised, bold printed words or phrases. These are key ideas, concepts, and facts.
  - Reduce your reading speed for difficult or complex sections.
  - Stop and re-read parts that are not clear.
- 

#### Recite

Once you **finish reading** the chapter:

- Ask yourself questions about what you have just read.
  - Take notes or summarise the information in your own words.
  - Underline/highlight important points.
  - Test yourself to see if you can explain the key terms and concepts from the chapter.
- 

#### Review

Take time to **review** what you've read:

- When you're done reading, skim back over the chapter and read your notes.
  - Quiz yourself again on the key terms and concepts to make sure that you fully understand them.
  - Make frequent review a key part of your study habits.
- 

#### Reflect

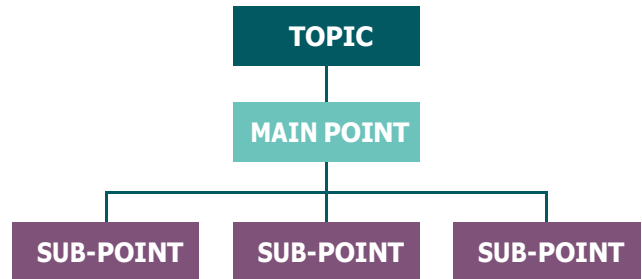
Take time to **think** about what you've read:

- Try to link new facts, terms, and concepts with information you already know.
- Think about how you can use this information.
- Think about what you need to know more about.

## Mind Mapping

Mind Mapping is a powerful way of thinking on paper and can help you achieve the following:

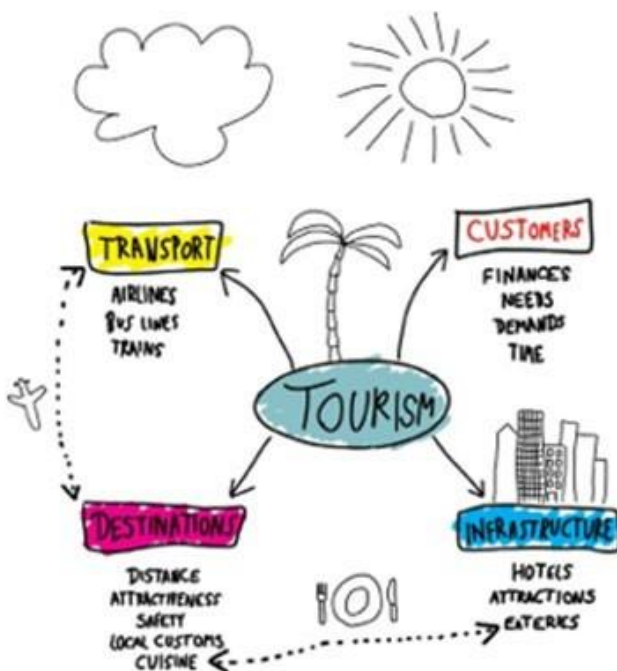
- Memorising a lot of information,
- Goal setting,
- Project planning,
- Organising information for decision making,
- Studying new subjects or preparing for an exam,
- Preparing an oral presentation or writing an article or report,
- Note taking,
- Brainstorming.



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. The [SmartArt](#) feature in Microsoft Word (365) is very useful to help you develop Mind Maps.

### Improving your Mind Maps

The following suggestions will help to increase the effectiveness of your Mind Maps:



- **Use single words or simple phrases for information:** In your Mind Map, single strong words and meaningful phrases can convey the same meaning more effectively. Excess words just clutter the Mind Map.
- **Print words:** Unclear writing can be more difficult to read.
- **Use colour to separate different ideas:** This will help you to organise your ideas and separate out ideas where useful. It will also make your Mind Map more memorable.
- **Use symbols and images:** Where a symbol or picture means something to you, use it. Pictures can help you 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 lines to show the cross-linkages. This will help you see how one part of the subject connects with another.



## 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 tool 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 or a nonsense word, such as:

**STEM** – stands for Science, Technology, Engineering, and Mathematics.

**SCUBA** – stands for Self-Contained Underwater Breathing Apparatus.

## 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 such as pens, a calculator, etc.
- Be familiar with the exam procedures. Re-read the Kerry ETB procedures in this handbook and the college/centre guidelines.

### During the exam:

- Complete your details on all answer sheets.
- Start with the questions you know best as you can probably do them quickly and accurately and this should give you confidence.
- 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, take deep breaths through your nose and out through your mouth.
- Write as neatly as possible.
- Keep your rough work with your answer sheets.

See [here](#) for more suggestions on ways to study effectively and be more successful when you take exams including reading, making notes, filing notes, managing your time, and coping with stress.





## 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. Make sure that you research the topic well 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, draw conclusions, and make recommendations. Make sure you write a draft and read it through. Correct any mistakes and make changes before you submit it to your teacher/tutor/instructor for feedback.

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

## Keeping a learning journal

Learning journals are often called reflective journals. Writing in a learning journal can 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. Writing down your thoughts helps to clarify them in your mind, and the reason it is marked is to encourage you to keep it up!

The idea is also to help you identify your strengths and weaknesses, and to help you reflect on your own skills so that you know where to direct your energies for personal development. 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 in the course. The journal provides a space for you to think about what you've learned, how you have learned it, and how you will use that knowledge or skill. It also helps you identify your strengths and weaknesses so that you can improve your learning approach.



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 class or from your study/reading)
2. What was new or surprising to me?
3. What 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? 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?

## Learner and Academic Support (Drop in – Don't Drop Out)

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 challenging or that you are struggling with how to study, read information, write or prepare your assessments. If you are encountering difficulties, the important thing is to talk to someone. Kerry ETB is committed to helping you reach your potential and provides a range of supports to help you thrive during your study including learning supports.

**What steps can you take if you are struggling with your learning?**

Please talk to your teacher/tutor/instructor or drop into your Learning Support Centre (where available) to get advice.

**Are you on the wrong course?**

If you think you have chosen the wrong course, it is important that you communicate this to someone who can help. Talk to your teacher/tutor/instructor or the Campus/Centre manager as soon as possible as they may be able to provide advice and guidance.

**Is your financial situation impacting your learning?**

There are times when money can be tight and this can be a source of worry and stress. If you find that this is impacting your learning, please talk to your teacher/tutor/instructor or the Campus/Centre manager. They may be able to guide you and provide advice and support on where to access services. Please also see below for the contact numbers of organisations that can help you budget or help you when you are stretched. They can offer practical help and advice.

**Are you struggling for other reasons?**

You may be struggling for a variety of reasons. There may be family circumstances or mental health issues that are impacting your study. Talk to your teacher/tutor/instructor or the Campus/Centre manager, they may be able to offer advice. Please see below for the telephone numbers and email addresses of a number of organisations that can help you.

## Supporting yourself as a Learner

Looking after your wellbeing is very important. Sometimes life can be stressful and it is vital to take steps to support yourself. Having a good night's rest, spending time with family or friends, and exercising can help during stressful times. The HSE website [www.yourmentalhealth.ie](http://www.yourmentalhealth.ie) provides further tips and advice. There are also support services available in Co. Kerry, as listed below.

### **Southdoc 0818 355 999**

Monday-Friday 6pm-8am; Saturday 24 hrs;  
Sunday 24 hrs; Public Holidays 24 hrs.

### **A&E University Hospital Kerry 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 Cork 1850 609 090/116 123**

Open 24/7 Assistance to people going through a personal crisis.

### **Teen Txt, Text "Teen" to 50101**

Wednesday-Sunday 2pm-10pm; Monday-Tuesday 6pm-10pm.

Free live one to one Text support line for teenagers.

### **Kerry Lifeline 064 663 6100/663 6416**

Monday- Friday 9am-8pm; Saturday 10am-1.30pm

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

### **Kerry Rape Crisis Centre 1800 633 333**

Monday-Friday 9pm-5pm.

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 7pm at the CDP Centre, Rock Business Centre, Upper Rock Street, Tralee, Co Kerry, V92 WR9P. To book a place, see [here](#).

### **Living Links 087 900 6300**

Monday-Friday 10am-12 noon.

Outreach support for people and families bereaved by suicide.

### **Kerry Adolescent Counselling Services 066 718 1333**

Monday-Friday 9am-5pm.

Counselling for adolescents and teenagers.

### **HSE Child Psychology Services 066 719 9708**

Monday-Friday 9am-5pm. For children 0-18 years. Psychology services for children, adolescents and their families.

### **LGBT Helpline 1890 929 539**

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

### **Jigsaw Kerry 066 718 6785**

For age 12 to 25. Provides support for mild to moderate mental health concerns, including anxiety, low self-esteem, low mood, bullying, panic anger, shyness, and psychosocial issues.

### **MABS 0818 07 2190 or [kerry@mabs.ie](mailto: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 066-9153370**

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

### **St. Vincent de Paul 021 427 0444**

Email: [info.SouthWest@svp.ie](mailto:info.SouthWest@svp.ie)

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

### **Addiction Counselling Services Alcohol and drug Abuse Treatment**

**066 7183675/066 7183792 or [homelessunitstaff@kerrycoco.ie](mailto:homelessunitstaff@kerrycoco.ie)**

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

### **The Homeless Information Centre 066 711 7633**

Denny Street, Tralee

Opening Hours: Monday, Wednesday, Friday from 11am to 12.30pm.

### **Local Link Kerry**

**1890 528 528 or 066 714 7002**

Local Link Kerry provides community led local transport.

### **Citizens Information Centre 0818 07 7860**

There are a number of Citizens Information Centres throughout Kerry.

### **Transgender Family Support Line 01 9073707**

Tuesday 10am-12pm, Sunday 6pm-9pm.



## Health and safety

**Under Irish Health and Safety legislation, Kerry ETB has a legal responsibility to ensure the safety and welfare of its staff and learners. All learners are required to comply with the health and safety requirements listed below. In general, you have a responsibility to:**

- take reasonable care for your own safety, health, and welfare and that of any other people who may be affected by your actions;
- use any safety equipment or personal protective equipment provided;
- report all accidents to your teacher/tutor/instructor;
- report to the relevant teacher/tutor/instructor any defects in equipment which might affect safety;
- not intentionally misuse or interfere with any appliance/equipment/guards or personal protective equipment;
- not use an unfamiliar machine without instruction from your teacher/tutor/instructor;
- 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 or vape anywhere in the building or on Kerry ETB premises except in designated areas;
- not block any doors, corridors or stairways;
- make sure that you know where the fire evacuation plans are on display, the location of fire exits, and designated meeting points;
- follow the direction of your teacher/tutor/instructor in the event of a fire/fire drill.



The Campus/Centre manager 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 located, what to do in the event of a fire, and any other information to keep safe.

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.

**Pregnant learners:** Pregnant learners should disclose their pregnancy so that any risks to the health of the mother or baby that may arise are assessed and managed appropriately. For more information, please contact student services (where available) or your Campus/Centre

manager. The choice to not disclose a pregnancy may result in a pregnant learner unknowingly putting herself and/or her child in danger. Kerry ETB may seek permission to consult the learner's own GP or obstetrician when completing a risk assessment.

**Medical conditions:** Learners with pre-existing medical conditions are advised to notify student services (where available) or your Campus/Centre manager so that any special considerations (e.g. first aid response) can be put in place. Information will be treated in strictest confidence.

**Administration of medicines in Further Education and Training (FET):** In Further Education and Training (FET), learners are expected to take responsibility for managing their own medication. Staff do not administer routine medication but are trained to respond in emergencies where first aid is required. If you have specific medical needs that may require additional support, please inform us during the admissions process so we can discuss appropriate accommodations where possible.



## Promoting equality, respect, and dignity

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

**Kerry ETB Centres and Campuses are communities of learning that bring together people from across society. There is great energy and positivity in having a diverse classroom as it provides a space for sharing and listening, while supporting real life learning.**

Kerry ETB 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 are encountering difficulties in completing their coursework;
- encourage learners to take responsibility for their own behaviour;
- maintain morale and performance; and
- 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 unacceptable behaviour that will not be tolerated include (but are not limited to) the following:

- 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 cyberbullying;
- racist comments;
- excluding and isolating somebody;
- 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; and
- any other inappropriate behaviour, e.g. being under the influence of alcohol or drugs.

If you experience unacceptable behaviour during your studies, please talk to your teacher/tutor/instructor as a first point of contact.

## Anti-bullying policy for learners

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

- is welcoming of difference and diversity and is based on inclusivity;
- 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.

Please see [here](#) for the anti-bullying policy for Youthreach.

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, 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, lewd comments or insults, and the display or circulation of written words, pictures or other materials that are gender related.



Victimisation is when someone is treated differently because they have in good faith made a complaint in relation to harassment or bullying behaviour or has sought to exercise any of their 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, 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 Campus/Centre manager will establish the facts and 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 Campus/Centre manager 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 Campus/Centre manager who will deal with the complaint.
- If another person associated with the FET Centre is the alleged perpetrator, this will be dealt with under the Complaints Procedure. An investigation will be conducted by either a designated member(s) of management or where the Campus/Centre manager deems appropriate, a third party.

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

### Disciplinary procedure

Unfortunately, there are times when Kerry ETB will need 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 as 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 Campus/Centre manager to the Director of Further Education and Training who will determine what actions to take. This may include the learner leaving the course.

## Complaints procedure

Kerry ETB has a complaints procedure. It sets out how to make a complaint and focuses on solving the issue early on by finding an appropriate and workable solution. 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. See [here](#) for more information.



Getting ready for  
assessment



## Assessment

**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.**

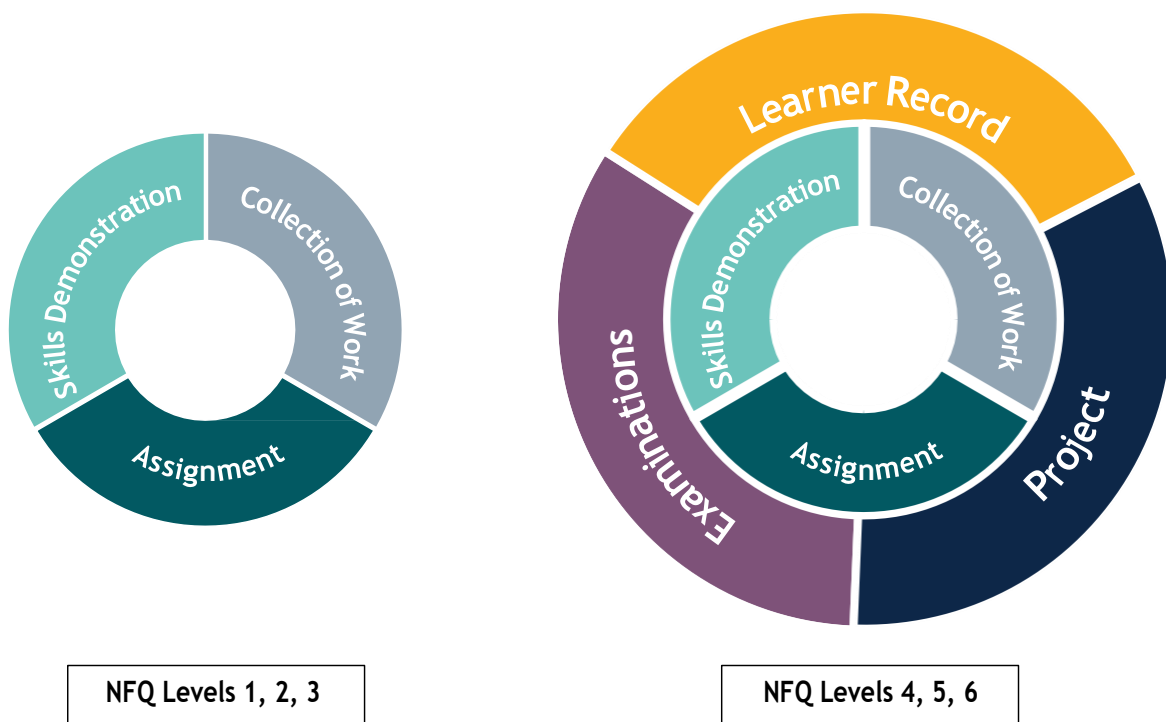
In Kerry ETB all assessments are carefully planned and we aim to ensure that they take place in a fair manner and in the same way across the service.

Assessments can take place in many different ways and can be informal or 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 can show or understand what you have learned.

Your teacher/tutor/instructor will explain how you will be assessed, what is involved, and how the assessment relates to the learning outcomes of the course. There may be more than one type of assessment that takes place in your course. See Figure 1 for an overview of the assessment techniques across Levels 1 to 6. All of this will be explained at the start of your course, so you can plan and prepare well in advance.

If you are studying courses accredited by professional bodies, you may have to comply with additional regulations and your teacher/tutor/instructor will inform you about these.



**FIGURE 1:** Assessment techniques

## The assessment process

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.

Your teacher/tutor/instructor will be the Assessor. The role of the Assessor is to evaluate your work and judge whether you have achieved the required outcomes of knowledge, skill or competence. The Assessor will design the assessments and devise the marking schemes. They will review your work and judge it to have reached or not reached the required standard.

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 your achievements and sets targets for progress. You are encouraged to seek continuous feedback by submitting a draft before your final deadline. Please note that a draft deadline will be set by your teacher/tutor/instructor.

The Campus/Centre manager will work with the Assessor to make sure that assessment materials are securely stored.

We have steps in place to ensure that assessment is fair and consistent. These 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 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 of Kerry ETB. They ensure that assessment decisions are made in a fair and consistent manner before recommending the results to the Kerry ETB Quality Council.
- The Kerry ETB Quality Council ratifies the assessment results. These results are then submitted to QQI and other awarding bodies for certification.

Your results will be issued to you (please note that you may be asked to sign the sheet they are printed on). If you feel that your results do not match what you reasonably expect you can



**FIGURE 2:** The steps above ensure that assessments in Kerry ETB are quality assured.

appeal your result or the assessment process. Appeals are made in writing within 10 days of the issuing of approved results.

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. The results of the review are forwarded to you, and to QQI if there is a change of mark.

All of the steps outlined above ensure that assessments in Kerry ETB are quality assured. The steps are outlined in Figure 2 above.

## Certification

We automatically enter successful learners for certification. QQI and other awarding bodies issue certificates to Kerry ETB (see the section “Getting to know the value of your qualification” for more information). The certificates are distributed by the centre/campus at their annual ceremony or can be collected in person at the centre/campus.

During your course, you will produce work which can be useful when applying for employment or further education. Your campus/centre will notify you about when you can collect work you have produced during your course such as an art portfolio. Please note that learner work is stored

until the appeals process is concluded (which takes place following assessment). Following this, your work will be securely disposed.

## 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 Distinction, Merit, and Pass where a learner has achieved the standards for the award within the grading criteria.

**Distinction 80% or over.**

**Merit 65-79%.**

**Pass 50-64%.**

**Unsuccessful 0-49%.**

When a learner has not achieved the minimum standards for an award the grade is recorded as Referred/Unsuccessful.

## Assessment for learners at NFQ levels 1, 2, and 3

**You will be assessed on the content of the course that you are taking. 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.

Attending class and completing all your course work will help you prepare for and succeed in assessment. Listen to the advice of your teacher/tutor/instructor. Participate as well as you can in everything, such as class discussions and group activities. Don't be afraid to ask questions. This will help you reach the required standard and achieve a certificate.

At NFQ Levels 1, 2, and 3, there are three different methods (called assessment techniques, see Figure 3) used to show that you have reached the necessary standard. These are:

1. **Assignments**
2. **Collection of work**
3. **Skills demonstrations**

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

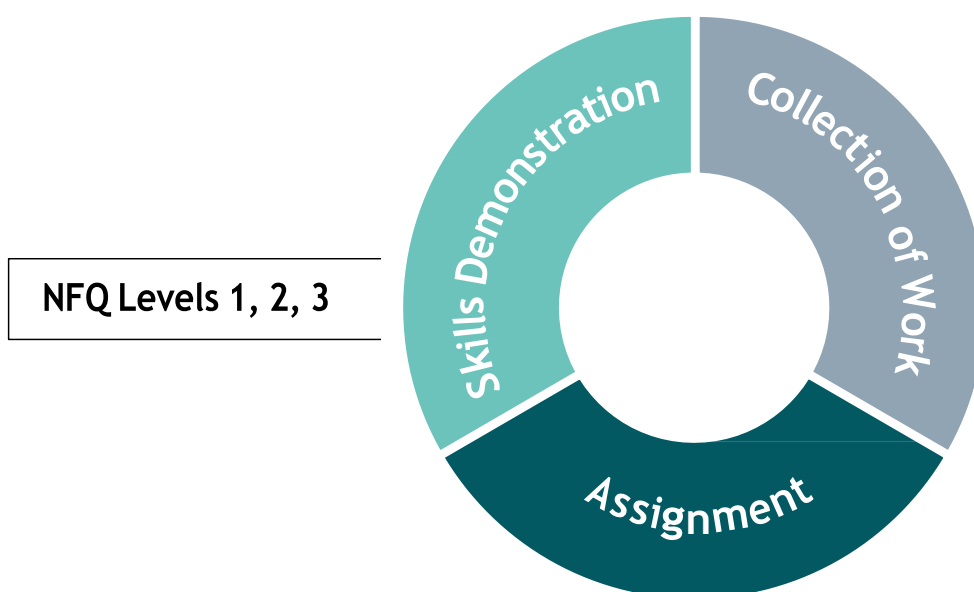
The **Collection of work** is a portfolio or folder of work that you produce and submit during your course to show that you have reached the standard needed.

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. This allows you to show that you have reached the standard needed. At the point of marking a skills demonstration, the teacher/tutor/instructor becomes an Assessor.

You will receive an Assessment Brief from your teacher/tutor/instructor for all assessments. This brief will provide guidelines and instructions on what you need to do for your assessment, how to present it, and how it will be marked. It will also provide a deadline for submitting your work. It is very important that you read each Assessment Brief carefully to make sure you fully understand the assessment and what is required.

You will get feedback from your teacher/tutor/instructor on areas you need to focus on to show that you have met the required standard.

Your teacher/tutor/instructor will assess or mark the work that you produce during your course. You will be deemed successful if you have shown through your submitted work that you have reached the required standard. See below for a description of the types of assessment support you can expect at NFQ Levels 1, 2, and 3, as well as the grading criteria.



**FIGURE 3:** Level 1-3 assessment techniques

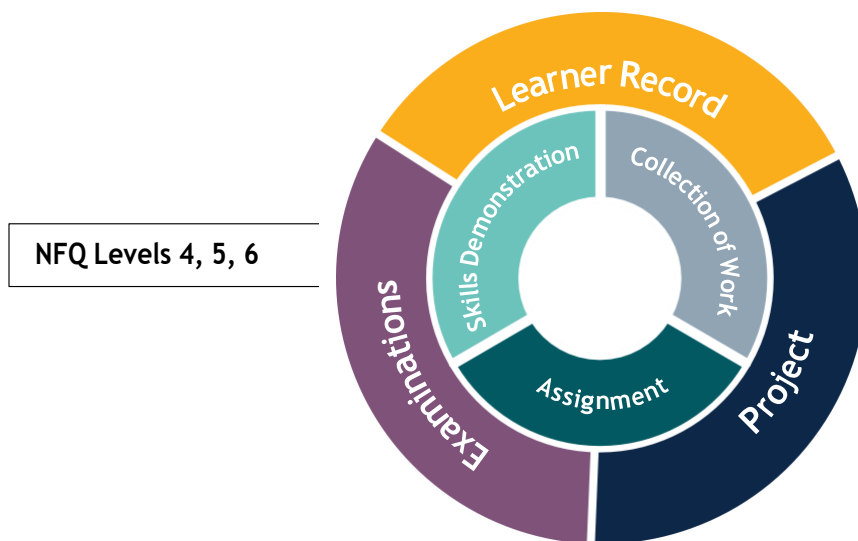
At **Level 1**, you will receive support and direction from your teacher/tutor/instructor on how to produce and gather evidence for assessment. You will be expected to show that you **remember** what you learned.

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



**FIGURE 4:** Level 4, 5, 6, assessment techniques

### At NFQ Levels 4, 5, and 6 there are six ways of conducting assessment.

These assessment techniques are (see Figure 4):

- Assignment
- Collection of work
- Skills demonstration
- Examination
- Learner record
- Project

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

The **Collection of work** is a portfolio or folder of work that you produce and submit during your course 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 workplace. It allows you to show that you have achieved the standard of the learning outcome and will be recorded by your Assessor to show that you completed the assessment.

An **Examination** can be practical, theory based (written), oral or aural, and will have a specific timeframe. Your examination will give you a chance to show your understanding of the theory or that you can practically apply 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 and evaluating, leading to the production of works such as written materials and/or physical artefacts.

Your teacher/tutor/instructor will guide you through the assessment process well in advance of assessment deadlines or events. You will be briefed on the following:

- The learning outcomes that will be tested and the range of evidence you are expected to produce to demonstrate your knowledge, skill, and competence.
- The resources and/or materials required for the assessment.
- The assessment criteria including the available marks, and how the marks are allocated.

Please note that photographic or video evidence may be required in some cases. You may also be asked to give your own account of the task (i.e. a reflection). If this applies to your course, your teacher/tutor/instructor will let you know.

You will receive an Assessment Brief from your teacher/tutor/instructor for all assessments (with the exception of examinations). This brief will



provide guidelines and instructions on what you need to do for your assessment, how to present it, and how it will be marked. It will also provide a deadline for submitting your work. It is very important that you read each Assessment Brief carefully to make sure you fully understand the assessment and what is required.

Depending on your award, you will be deemed successful or receive a Pass/Merit/Distinction upon reaching the standard of the award.



## Grading criteria for awards at level 4, level 5, and level 6

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

# Kerry ETB assessment procedures

Kerry ETB assessment procedures can help you if:

## You need assessment adapted

See the [Reasonable Accommodation in Assessment](#) procedure.

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

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 be provided to learners who apply and can provide evidence that they cannot compete on equal terms under standard assessment conditions with their peers.

For learners with specific needs, they must make an application in writing prior to the commencement of the course and within six (6) weeks prior to the assessment event or deadline. For learners with a temporary injury, they must make a written application as soon as possible and this may allow reasonable accommodation in assessment to be facilitated.

## You have a personal crisis and require an extension

See the [Assessment Deadline Extensions in Extenuating Circumstances](#) procedure.

Extenuating circumstances are things that happen outside of your control that stop you meeting your deadline or attending an 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.

## You need information on exams

See the [Examinations: Preparing, Conducting, and Concluding](#) procedure.

Exams may be theory based, oral, aural, online or practical.

You will be notified of the date/time, duration, and location of the exam by your teacher/tutor/instructor well in advance.

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 notes, books or any electronic equipment, e.g. iWatch or equivalent into the exam with you.
- 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, an urgent need to visit the bathroom, 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
- Math formulae and log tables
- Non-programmable calculators

Talk to your teacher/tutor/instructor about this, and see [here](#) for more information.

### **You wish to appeal a decision made about the assessment conditions, assessment process or your result**

If you feel your results don't match what you reasonably expect or you are unhappy with decisions made about the assessment conditions and/or process you have a right of appeal. Appeals should be made within 10 days of the issuing of approved results.

This information is available from your teacher/tutor/instructor and by clicking [here](#).



## Assessment plan

Before the start of each course, Kerry ETB staff plan how and when assessment will take place by preparing an Assessment Plan which includes details on the award specification, course outline, assessment criteria, techniques, marking scheme, and schedule of assessment.

The Assessment Plan is distributed to the learners by each teacher/tutor/instructor. Deadlines and timetables are advertised on notice boards or online. Examination timetables are also published for exams. You will need to familiarise yourself with both the timetables and exam regulations. You can meet your teacher/tutor/instructor to discuss progress at designated times throughout the year.

## Submission of assessment

All assessments must be submitted on or before the submission date (i.e. the deadline). You must attend assessment events (e.g. skills demonstration, examination) on the specified date and time.

In many of your courses, your work will be submitted online (e.g. through MS Teams). In other courses, your assessments will be submitted by handing them over to your teacher/tutor/instructor. You will sign a form confirming that you have provided your Assessor with all your work.

Please note that some courses may have a mix of in-person and online submission.

Finally, please ensure that you keep a backup copy of your work.

## Missed deadlines

If you are unable to meet a deadline, you need to communicate this to 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 where you are aware in advance that you will miss an 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 may be able to do this at the next assessment period. The teacher/tutor/instructor will let you know when the next assessment period will take place.

## Feedback

You will get feedback throughout your course of study. This will help build your confidence and will also provide you with guidance on areas you need to work on. It is important to be open to the feedback you receive from your teacher/tutor/instructor. It is also important that you seek feedback on how to approach a task or assignment in the future so that you have the best chance of continuous improvement.

## Academic Integrity

**For learners, Academic Integrity is about being honest, fair, original, trustworthy, and accountable when you are preparing for, and doing, assessments such as examinations, skills demonstrations, and written assignments.**

When you approach your assessments with academic integrity, you are able to prepare and produce your best work while avoiding what is known as assessment malpractice. Assessment malpractice occurs where the actions taken by a learner bring into question the validity or integrity of the assessment process. Malpractice falls into two broad categories:

**1. Plagiarism** (including using Artificial Intelligence [AI] writing tools). Plagiarism includes (but is not limited to):

- Submitting work completed by or written by another person as your own.
- Procuring work from a company or external source.
- Copying work from any source or medium (i.e. website, book, journal article) without referencing using the Harvard Referencing Style.

- Taking a passage of text, or an idea, and summarising it without acknowledging the original source and author using the Harvard Referencing Style.
- Passing off collaborative work as one's own.
- Piecing together sections of others' work into a new whole.
- Submitting another learner's work with or without their knowledge.

**2. Unacceptable behaviour** such as interfering with assessment materials or another learner's work.

Please see below to read more about Assessment Malpractice and click [here](#) to read Kerry ETBs Assessment Malpractice procedure, which is used to deal with breaches of academic integrity. To read more about Academic Integrity, please click [here](#) to access Kerry ETBs Academic Integrity policy.

## Artificial Intelligence (AI) and assessment

**There is currently a lot of interest and talk about the use of Artificial Intelligence (AI) writing tools in education.**

These tools can generate answers to complex questions by drawing from an enormous dataset of texts, including from the internet. Generally, AI writing tools can be used in two broad ways:

- They can be used responsibly and with integrity as part of the research and writing process for assessments. On this point, it is important to remember that AI writing tools are just that, a tool. They are not always factually correct, they are not always referenced properly (and can produce fake citations and references), they are not always strong in terms of content (e.g. content can be outdated), and they do not incorporate the learners own opinion or analysis.

- If you use AI writing tools to produce a completed written assignment and present it for assessment as your own work, you are violating academic integrity which can have a serious impact on your studies.

This is not to say that AI writing tools do not serve a purpose. They can be beneficial in a similar manner to spell checkers and Wikipedia, but they cannot be used to replace your own original work.

## Assessment malpractice

**When cheating takes place at assessment, we call it 'assessment malpractice'.**

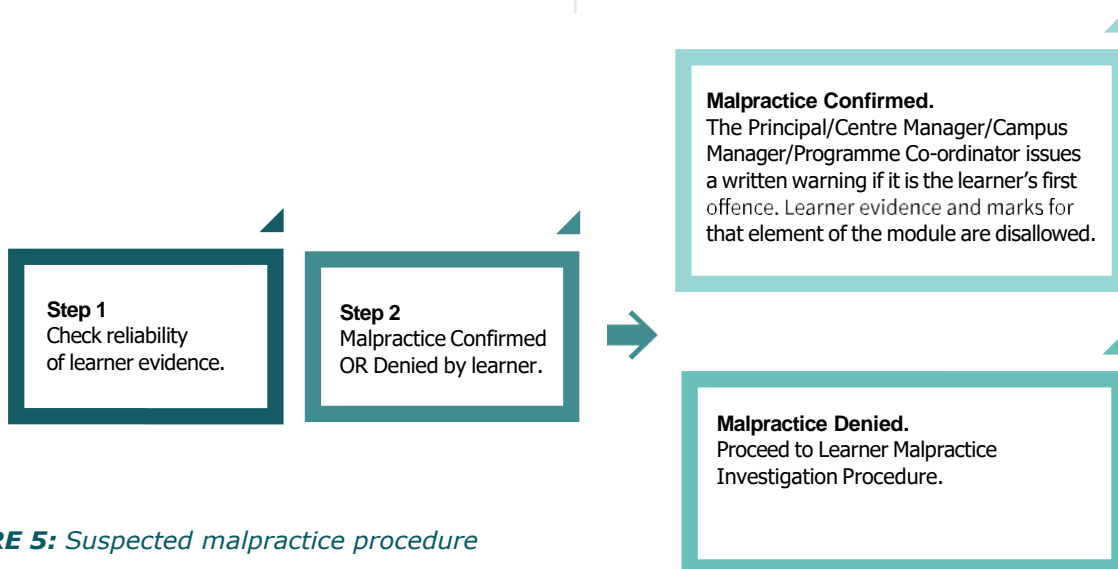
Assessment is your opportunity to showcase what you have learned and how you can apply it. Success at assessment shows that you have reached the required standard. Assessments can help build your confidence and your own picture of what you have learned and how far you have come.

Cheating in assessment undermines the integrity and validity of assessment and does not provide any gain to you as a learner or in your future. At Kerry ETB we take this very seriously and will take steps to address cheating or "assessment malpractice". Examples of "assessment malpractice" include (but are not limited to) 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. By reference, we mean quoting, summarising, paraphrasing, citing, etc. and it is important to pay close attention to referencing when quoting somebody else's words, work or ideas. Your teacher/tutor/instructor will show you how to do this.

See Figure 5 for an overview of the suspected malpractice procedure, and Figure 6 for the investigation of malpractice process. For more information, see [here](#).



**FIGURE 5:** Suspected malpractice procedure



**FIGURE 6:** 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 for a first offence (where it is a second offence, more serious sanctions will be applied), the marks will be disallowed, and you will not be allowed to resubmit the assessment evidence. If you deny that malpractice has taken place the Campus/Centre manager can proceed to an investigation. If you are found to have committed assessment malpractice, you will be notified by the Campus/Centre manager of the sanctions/consequences. You will have a chance to appeal the outcome of any investigation. For more information, please see [here](#).



Getting to know the value  
of your qualification



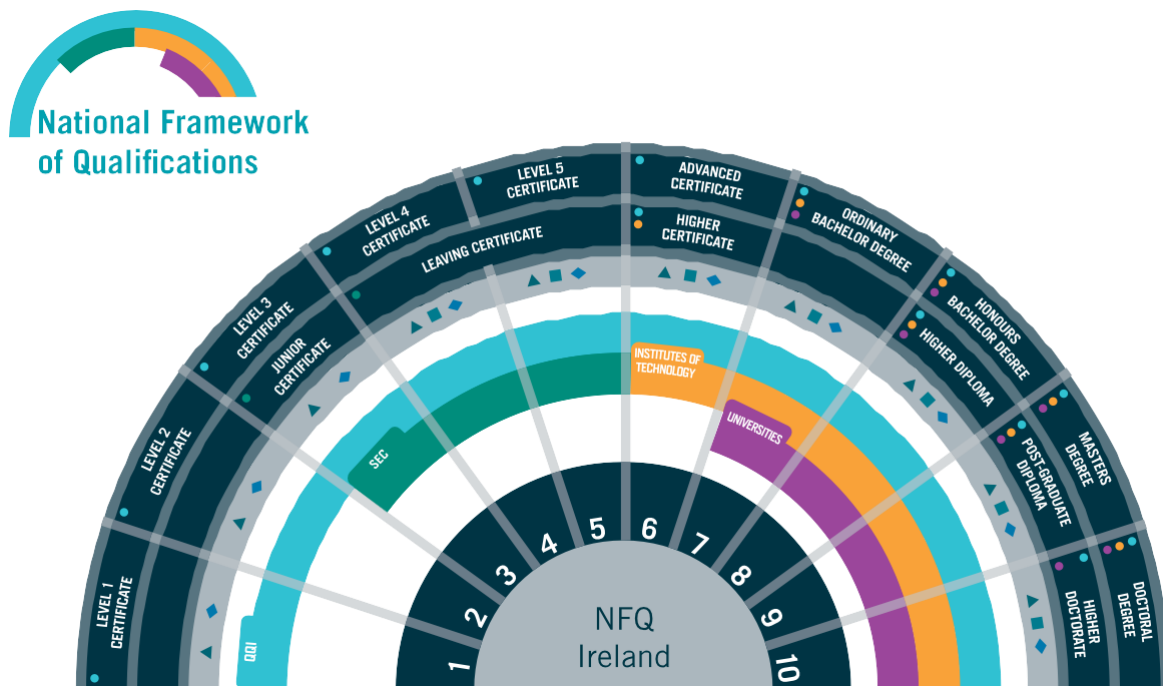
# National Framework of Qualifications

**Kerry ETB programmes lead to qualifications at the levels outlined in the National Framework of Qualifications (NFQ).**

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

All qualifications in the NFQ are recognised at home and abroad. See below for an overview of the NFQ and click [here](#) to access the [Irish Register of Qualifications](#).

Qualifications that are included within the Irish NFQ also have a European Qualifications Framework (EQF) reference level (see below).

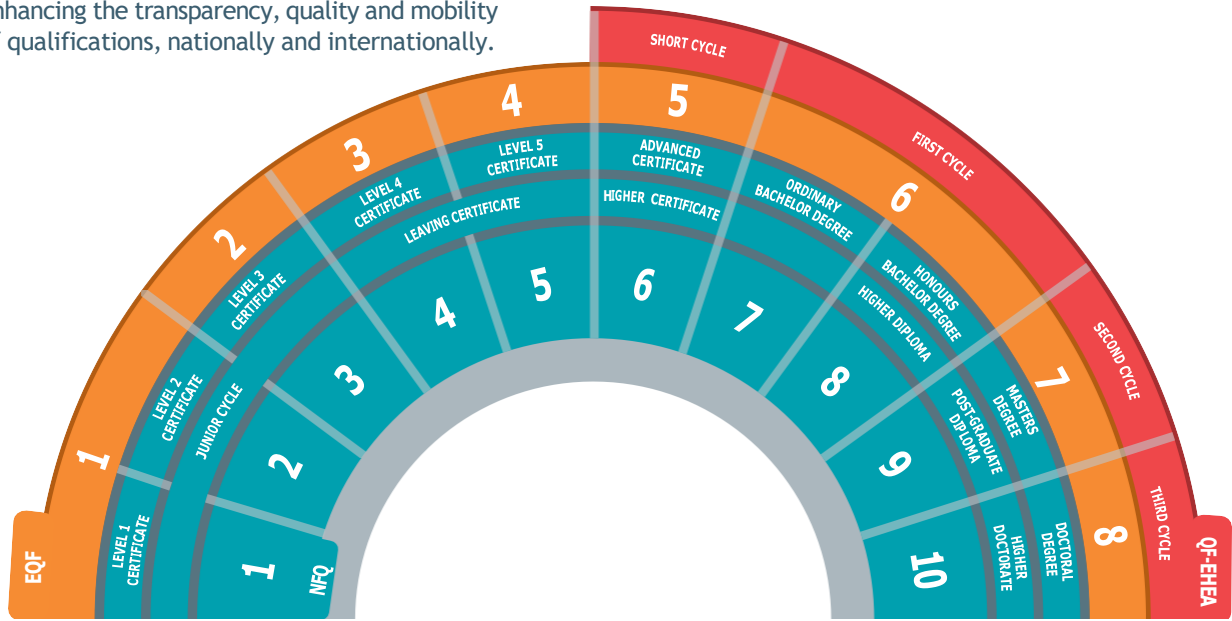


<b>Bloom's Taxonomy</b>	<b>Level 1</b>	Ability to learn basic facts and repetitive skills as well as to sequence learning tasks.	Remember
	<b>Level 2</b>	Ability to learn new skills and knowledge in a supervised environment and to carry out routine work under direction, with basic literacy and numeracy.	Understand
	<b>Level 3</b>	Ability to perform relatively simple work related tasks. Confirming a minimum level of employability, while incorporating practical capabilities and understanding of theory.	Apply
	<b>Level 4</b>	Independent learning associated with what may be required for first time entry to many occupational sectors.	Apply
	<b>Level 5</b>	A broad range of understanding and/or skills which may lead to specific occupations; working independently while subject to general direction.	Analyse
	<b>Level 6</b>	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.*

## Qualifications Frameworks - Going Global

Enhancing the transparency, quality and mobility of qualifications, nationally and internationally.



- NFQ Irish National Framework of Qualifications
- EQF European Qualifications Framework
- QF-EHEA Qualifications Framework for the European Higher Education Area



## 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 Quality and Qualifications Ireland (QQI), and the remaining by other awarding bodies.

<p><b>Named Awards</b></p> <p>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.</p>	<p><b>Minor Awards</b></p> <p>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.</p>	<p><b>Major Awards</b></p> <p>A Major award is made up of core 'components' and 'electives'.</p> <p>It is the main class of award made at each level.</p>	<p>Level 1</p> <p>Level 2</p> <p>Level 3</p> <p>Level 4</p> <p>Level 5</p> <p>Level 6</p> <p>Level 7</p> <p>Level 8</p> <p>Level 9</p> <p>Level 10</p>
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## 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 115 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 Tour 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.

## Other awarding bodies and industry certification

The organisations listed below provide certification for Kerry ETB learners. Your teacher/tutor/instructor will be able to provide you with more information.

- [Accounting Technician Ireland \(ATI\)](#)
- [Adobe](#)
- [Canoeing Ireland](#)
- [CIDESCO](#)
- [CISCO](#)
- [City and Guilds](#)
- [Code Institute](#)
- [CompTIA](#)
- [Cycling Ireland](#)
- [Department of Education & Skills](#)
- [Digital Marketing Institute \(DMI\)](#)
- [EC Council](#)
- [EN Certifying Body](#)
- [Environmental Health Association Ireland \(EHAI\)](#)
- [ILM](#)
- [ISTQB](#)
- [ITEC](#)
- [ICS Skills](#)
- [Irish Surfing Association](#)
- [Microsoft](#)
- [MTU](#)
- [Mountaineering Ireland](#)
- [Orienteering Ireland](#)
- [PADI](#)
- [Pearson](#)
- [PHECC](#)
- [Road Safety Authority \(RSA\)](#)
- [RTITB](#)
- [Surf Accounts](#)
- [Tableau Desktop Specialist](#)
- [VTCT – Vocational Training Charitable Trust](#)



## Progression

**Kerry ETB has many courses that may be suitable for you to progress onto when you are finished with your current course. Kerry ETB delivers courses from Level 1 to Level 6 on the NFQ.**

**To help you continue within further education and training, progression is encouraged (e.g. progressing from Level 4 to Level 5 within Kerry ETB). There are many courses that can help you on your pathway to further education or employment. Please talk to your teacher/tutor/instructor for more information.**

If you have achieved certification at QQI Levels 5 and 6, there are options to progress to Universities, Technological Universities, 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 third-level courses. When quotas apply, these QQI applicants compete with other QQI applicants for places. In addition, those that have completed a QQI Level 5/6 major award can convert their grades

to earn up to 390 CAO points. This enables QQI applicants to compete with other CAO applicants in round one (and preceding offers) of the CAO. For more information, see [here](#).

The Kerry College [Admissions Office](#) can give you more information on specific linked major awards and/or additional or specific minor award requirements, or you can ask the Higher Educational Institute you are interested in applying to. You can also find information on the [CAO website](#) or the [QQI website](#).



**Bord Oideachais  
agus Oiliúna Chiarraí**  
Kerry Education  
and Training Board

**Kerry ETB Head Office**  
**Centrepoint, John Joe Sheehy Road**  
**Tralee, Co Kerry V932 P2FE**  
**Tel: 066-7193900**  
**Email: [info@kerryetb.ie](mailto:info@kerryetb.ie)**  
**[www.kerryetb.ie](http://www.kerryetb.ie)**



QOI AWARD



**Rialtas na hÉireann**  
Government of Ireland



Có-mhaoinithe ag an  
Aontas Eorpach  
Co-funded by the  
European Union

**SOLAS**  
learning works