

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

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

# **KERRY ETB**

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# **LEARNER**

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# **HANDBOOK**

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# **2023-2024**



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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.’**

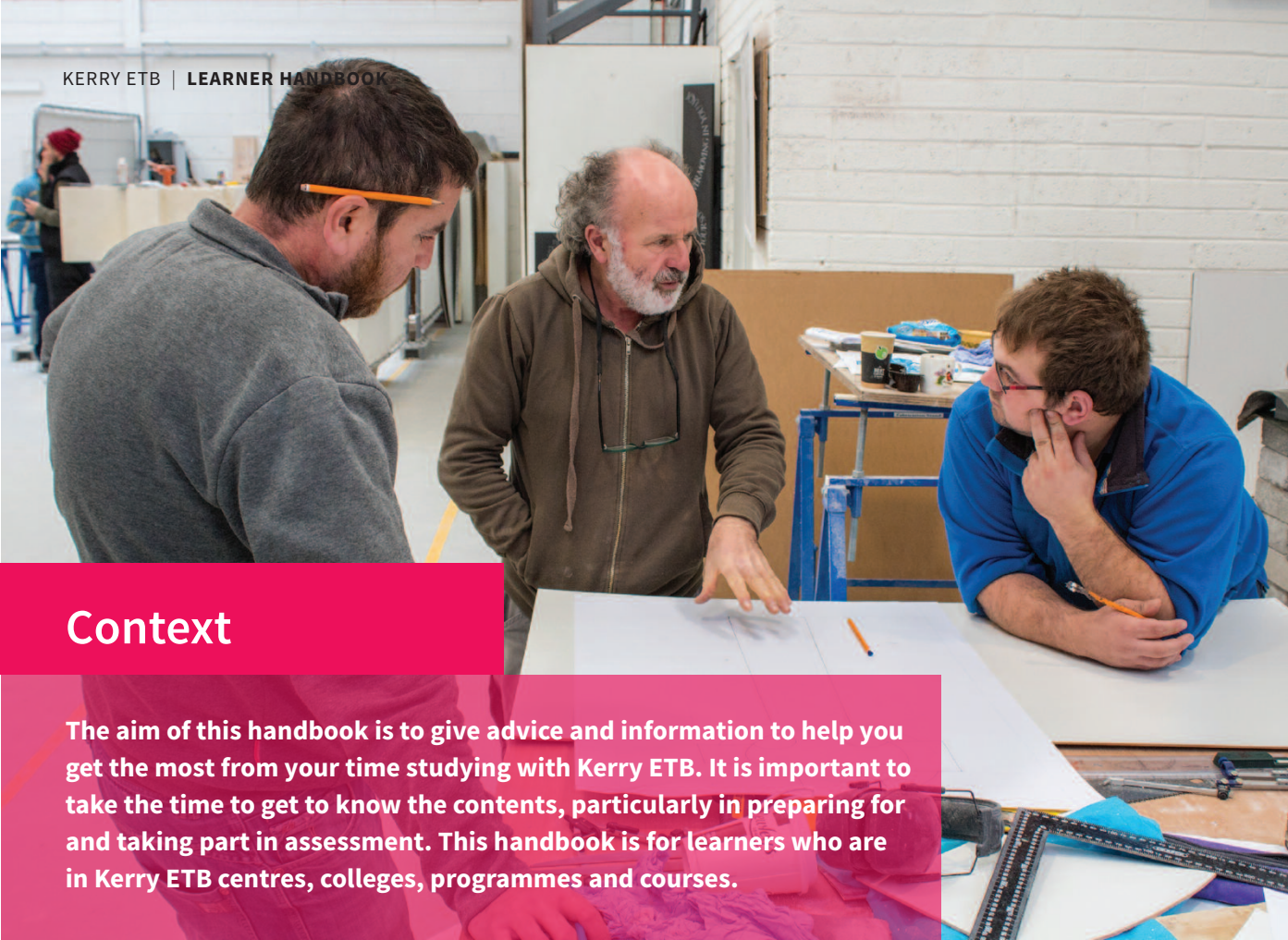
Kerry ETB has responsibility for the delivery of education and training services in Kerry to learners of all ages. These services are delivered at local level to meet local demand.

Kerry ETB serves a population of circa 156,258 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, co-ordinating and reviewing education and training in County Kerry.

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

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## 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, programmes and courses.

If you have a question at any time please speak to your teacher/tutor/instructor and they can advise on 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 an 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.

The time and effort you put into your studies will ensure that it is a successful, rewarding and enriching experience.

## 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.

## 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. See here for the Garda Vetting Policy and Procedure.

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, and you can meet with a Guidance Counsellor 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.

## Technology Enhanced Learning (TEL) Guidelines



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

## 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/Campus 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**

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



## 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 to having a diverse classroom as it provides a space for sharing and listening while supporting real life learning.

## 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 are encountering difficulties in completing their coursework.
- 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 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 cyber bullying
- 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
- Any other inappropriate behaviour, e.g. being under the influence of drink 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 and climate 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-bully 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 different 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 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 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/Campus 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/Campus 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/Campus 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 the Complaints Procedure. An investigation will be conducted by either a designated member(s) of management or where the Principal/Centre Manager/Campus 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

Kerry ETB is committed to helping you reach your potential and offers a range of supports to help you thrive during your study. If you are encountering difficulties, the important thing is to talk to someone. Your teachers/tutors/instructors, your Principal/Campus Manager/Centre Manager/Programme Co-ordinator, your local Guidance Counsellor and the Admissions team will be able to provide information on the supports that are available and will help you make an informed decision.

### ACADEMIC

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

You can drop into your Learning Support Centre to get advice or to receive learning support. You can talk to your teacher/tutor/instructor or the Principal/Centre Manager/Campus Manager/Programme Co-ordinator. They will be able to offer you guidance, 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/Campus Manager/Programme Co-ordinator, they may be able to guide you and provide advice and support. Alternatively talk to your Guidance counsellor.

### FINANCIAL

#### 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 Principal/Centre Manager/Campus 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. There may be family circumstances or mental health issues that are impacting your study. Talk to your teacher/tutor/instructor or the Principal/Centre Manager/Campus 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.





## Work Experience, Placement and Practice

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.



## 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 that you have clear and accurate expectations about both 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 all classes and be on-time. Don't miss out.
  - Participate in class activities, the more you get involved the more rewarding the experience.
  - 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 by writing and re-writing.
-

## 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 pages have some useful tips to help you.



Click here to learn about the type of learning style that would best suit you. Developing a better understanding of how you absorb and process information 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 a short 10 minute 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](http://www.vark-learn.com)

## Developing Summary and Comprehension Skills (SQ4R)

It can happen to 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.

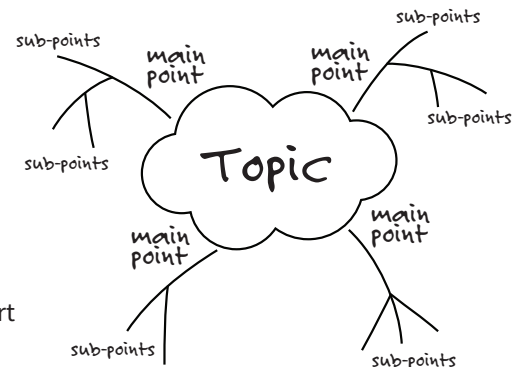
### Survey | Question | Read | Recite | Review | Reflect

<p>Before you read, <b>Survey</b> the chapter</p>	<ul style="list-style-type: none"> <li>• Skim the title, headings, and subheadings.</li> <li>• Look at captions under pictures, charts, graphs or maps.</li> <li>• Skim the introduction, conclusion and summary.</li> <li>• Search for key words.</li> <li>• Try to get an overview of what lies ahead.</li> </ul>
<p><b>Question</b> while you are surveying</p>	<ul style="list-style-type: none"> <li>• Turn the title, headings, and/or subheadings into questions.</li> <li>• Read questions at the end of the chapters or after each subheading.</li> <li>• Ask yourself, 'What do I already know about this subject?'</li> <li>• Asking questions helps you read with a purpose.</li> </ul>
<p>When you begin to <b>Read</b></p>	<ul style="list-style-type: none"> <li>• Look for answers to the questions you first raised.</li> <li>• Answer questions at the beginning or end of chapters or study guides.</li> <li>• Re-read captions under pictures, graphs, etc.</li> <li>• Note all the underlined, italicised, bold printed words or phrases.</li> <li>• Study graphic aids.</li> <li>• Reduce your speed for difficult passages.</li> <li>• Stop and re-read parts that are not clear.</li> </ul>
<p><b>Recite</b> after you've read a section:</p>	<ul style="list-style-type: none"> <li>• Ask yourself questions about what you have just read.</li> <li>• Take notes or summarise the information in your own words.</li> <li>• Underline/highlight important points you've just read.</li> <li>• Use the method of recitation that best suits your particular learning style.</li> <li>• Recite key terms and concepts.</li> </ul>
<p><b>Review</b> an ongoing process.</p>	<ul style="list-style-type: none"> <li>• When you're done reading, skim back over the chapter, or read your notes. Then check your memory by reciting and quizzing yourself again.</li> <li>• Make frequent review a key part of your study habits.</li> </ul>
<p><b>Reflect</b></p>	<ul style="list-style-type: none"> <li>• Try to link new facts, terms, and concepts with information you already know.</li> <li>• Think about how you can use this information.</li> <li>• Think about what else you need to know more about.</li> </ul>

## 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

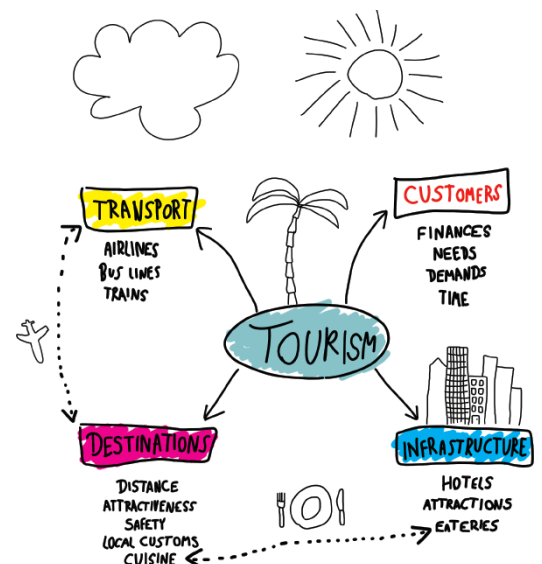


By using Mind Maps, you can quickly identify and understand the structure of a subject, and the way that pieces of information fit together, as well as recording the raw facts contained in normal notes. There are some useful apps that help you develop mind-maps such as [www.coggle.it](http://www.coggle.it)

### 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 own Mind Maps, single strong words and meaningful phrases can convey the same meaning more effectively. Excess words just clutter the Mind Map.
- **Print words:** Joined up or 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 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](http://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**river.

**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. Re-read 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 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 the class 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? 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?

## 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, 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 teacher/tutor/instructor 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 at <https://www.kerryetb.ie/wp-content/uploads/2020/01/AcademicWritingHandbookForLearnersInTheFETSector.pdf>

## 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 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 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.

| [www.kerryetb.ie/further-education-training/quality-assurance/programme-delivery-and-assessment/](https://www.kerryetb.ie/further-education-training/quality-assurance/programme-delivery-and-assessment/)

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## 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 during such times. Having a good night's rest, spending time with family or friends, and taking exercise 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 and these are listed below.

### **Southdoc 0818 355 999**

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 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 076 108 3000**

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 & 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.

### **Transgender Family Support Line 07 907 3707**

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

## 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 teacher/tutor/instructor 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.

# 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

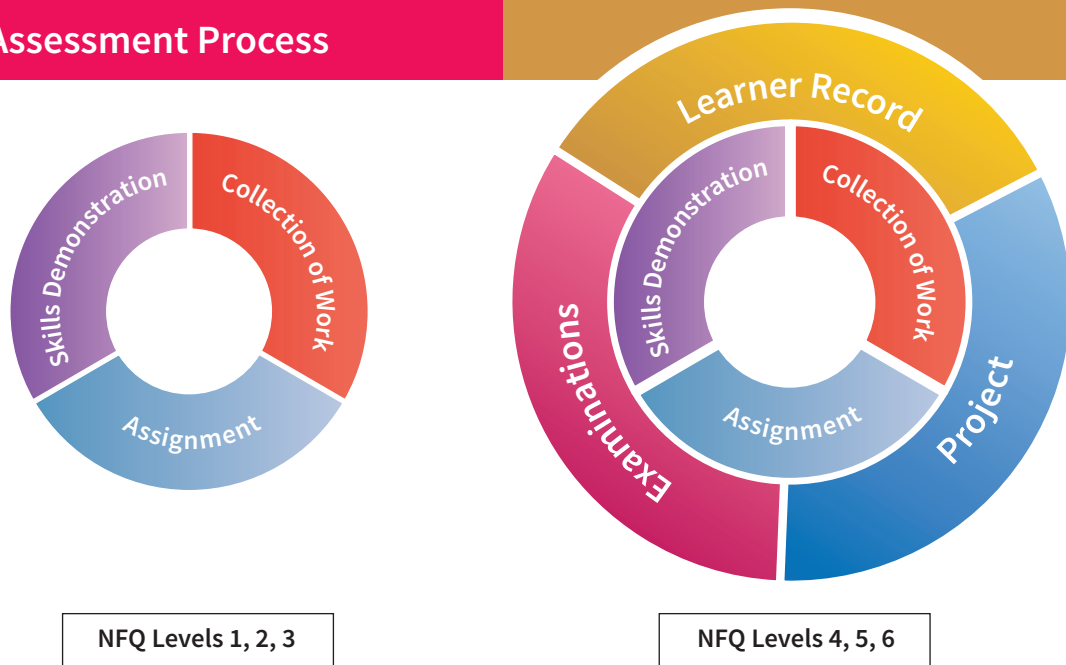


FIGURE 1: **Assessment Techniques**

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 Level 1 to 6. All of this will be explained at the start of your course so that you can plan and prepare well in advance.

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/Campus 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.

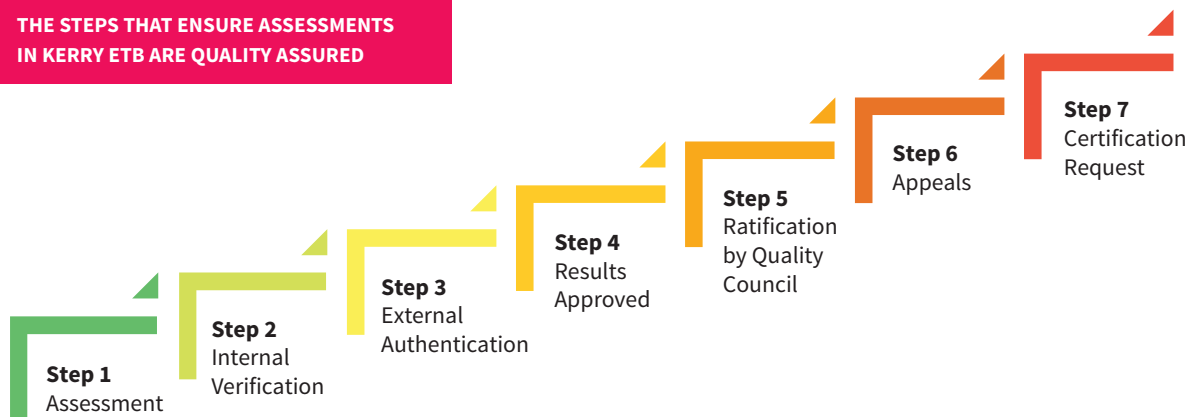
- Internal Verification takes place to check the accuracy of assessment results and to check that Kerry ETB's assessment procedures are used consistently.
- External Authentication is carried out by an independent subject matter expert who confirms that fair and consistent assessment of learners takes place in accordance with national standards.
- The Results Approval Panel is made up of senior staff members 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.

You will get your 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 (see p.51) issue certificates to Kerry ETB. The certificates are distributed by the Centre at their annual ceremony or in some cases can be collected.

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 your work. 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 of.

### 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**.

## 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.

Attending class and completing all your coursework 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 discussion and group activities. Don't be afraid to ask questions. 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, see Figure 2) 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.

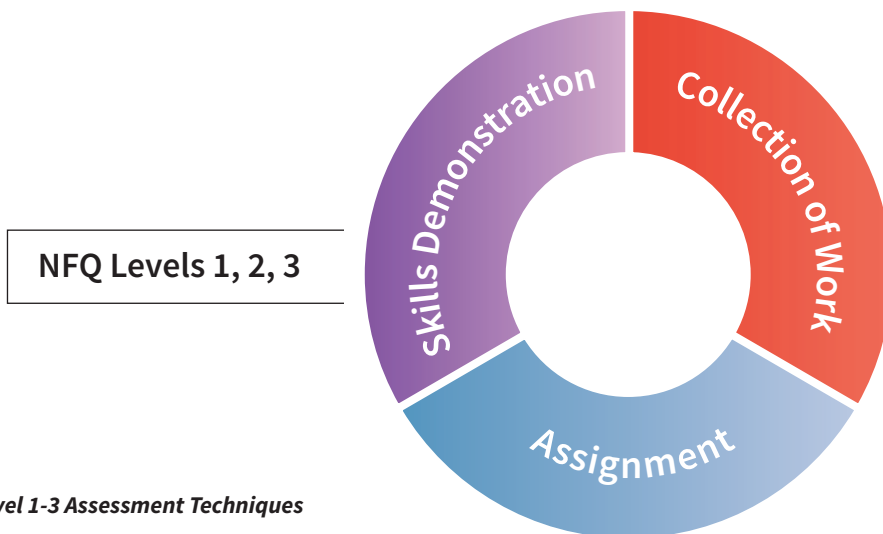


FIGURE 2: *Level 1-3 Assessment Techniques*



The **Collection of Work** is a portfolio or 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 an assessment brief for each assessment. 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 the deadline for submitting your work. It is very important that you read the Assessment Briefs and fully understand the information in them.

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 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 standards. 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.

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 (see Figure 3).

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 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, and evaluating, leading to the production of works such as written materials and/or physical artefacts.

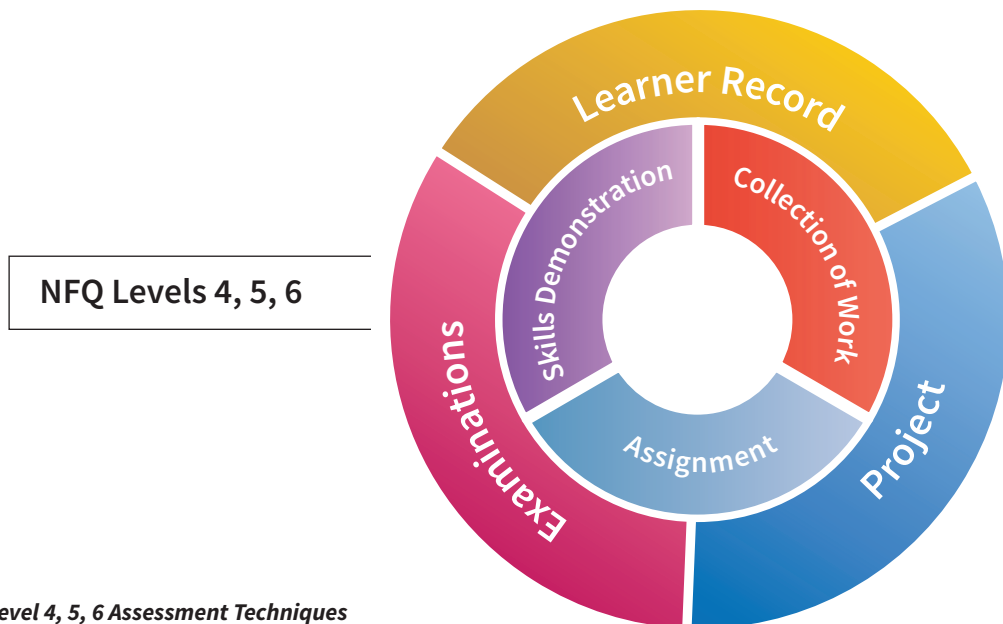


FIGURE 3: Level 4, 5, 6 Assessment Techniques

Your teacher/tutor/instructor will guide you through the assessment process well ahead of any 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 in some cases photographic evidence or video evidence may be required. 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 also receive an Assessment Brief from your teacher/tutor/instructor for all assessments (with the exception of examinations). The Assessment Brief provides instructions on the tasks you need to complete for the assessment. It also explains how to present your work, and outlines how it will be marked. The deadline for submitting your work is also presented in the Brief. It is very important that you read it carefully to ensure that you fully understand the assessment.

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.</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.</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, evaluation skills.</li> <li>• demonstrated analytical and reflective thinking in a clear, systematic and comprehensive manner.</li> <li>• presented coherent, detailed and focused evidence.</li> </ul>
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





## Before Assessment

Before the start of each course Kerry ETB staff plan how and when assessment takes 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.

## Reasonable Accommodation in Assessment

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.

## Submission of Assessment

All assignments 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). As the time/date that

you submitted your assignment is automatically recorded, you do not need to sign a form confirming that you have submitted your work.

In other courses, your assessments will be submitted by handing it over to your teacher/tutor/instructor. In this case, 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 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.

## 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.



## 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 by following 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 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 at continuous improvement.

[www.kerryetb.ie/further-education-training/quality-assurance/programme-delivery-and-assessment/](http://www.kerryetb.ie/further-education-training/quality-assurance/programme-delivery-and-assessment/)

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## 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.

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 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.

## 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):

- a. Submitting work completed by or written by another person as your own.
- b. Procuring work from a company or external source.
- c. Copying work from any source or medium (i.e. website, book, journal article) without referencing using the Harvard Referencing Style.
- d. Taking a passage of text, or an idea, and summarising it without acknowledging the original source and author using the Harvard Referencing Style.
- e. Passing off collaborative work as one's own.
- f. Piecing together sections of others' work into a new whole.
- g. Submitting another learner's work with or without their knowledge.

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

Please turn to page 46 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 researching 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.

- They can be used to cheat. 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 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 cheating as it undermines 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 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 4 for an overview of the Suspected Malpractice procedure, and Figure 5 for the Investigation of Malpractice process.

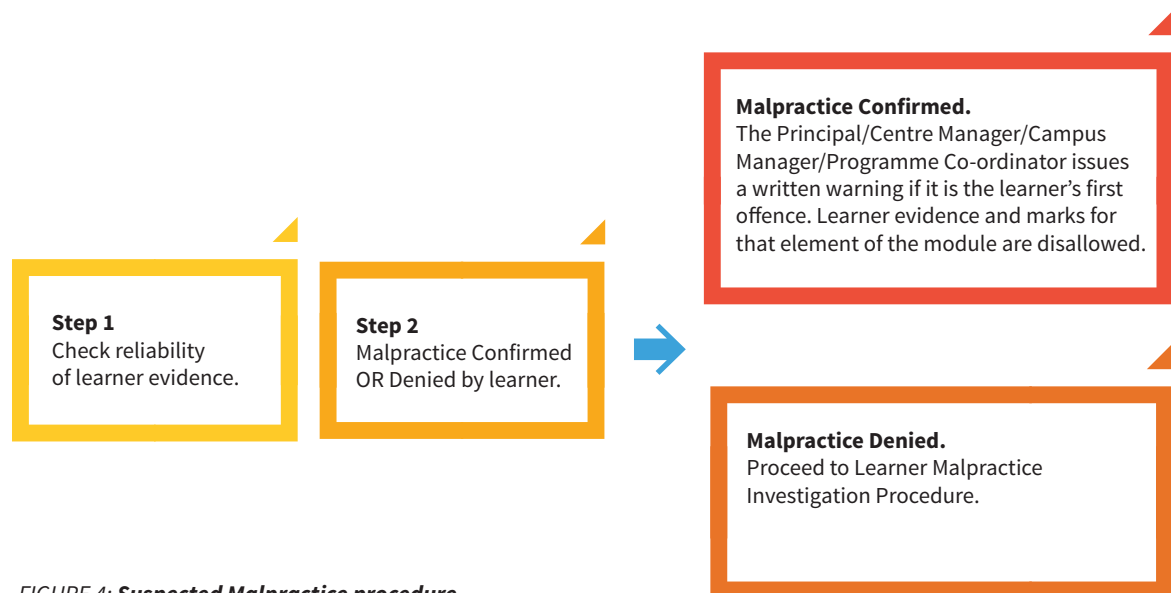


FIGURE 4: *Suspected Malpractice procedure*



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/Campus Manager/Programme Co-ordinator can proceed to an investigation.

If you are found to have committed assessment malpractice, 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.

# 4. GETTING TO KNOW

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# THE VALUE OF YOUR

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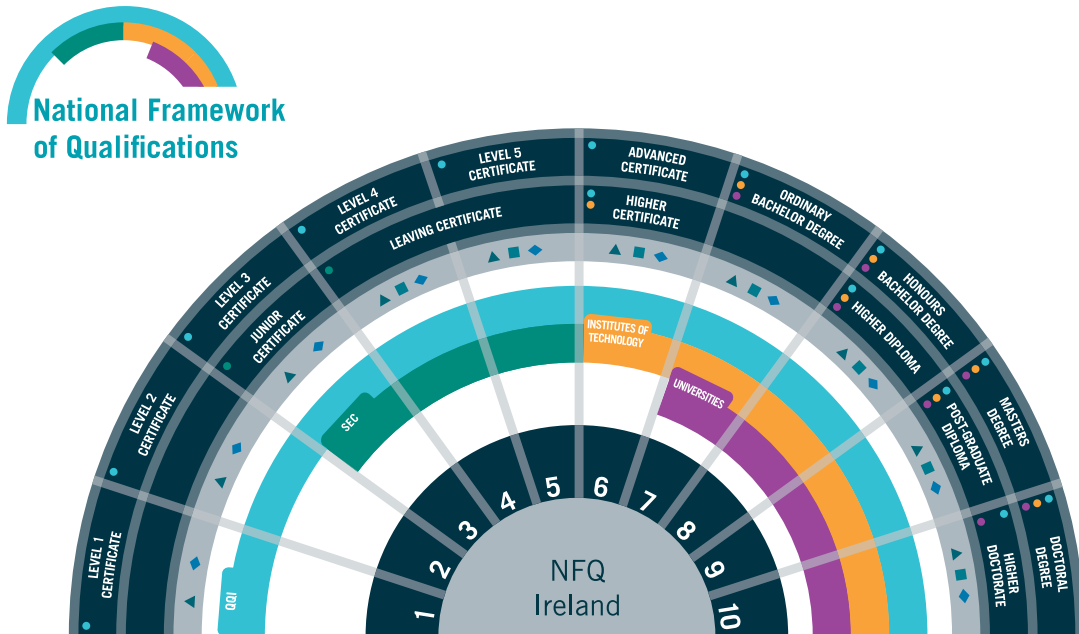
# QUALIFICATION

## 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 overleaf for an overview of the NFQ.





**Bloom's Taxonomy**

<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.*

## 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.



### QQI AWARD 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 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'.  It is the main class of award made at each level.	Level 2
			Level 3
			Level 4
			Level 5
			Level 6
			Level 7
			Level 8
			Level 9
			Level 10

## 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 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 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 (& preceding offers) of the CAO.

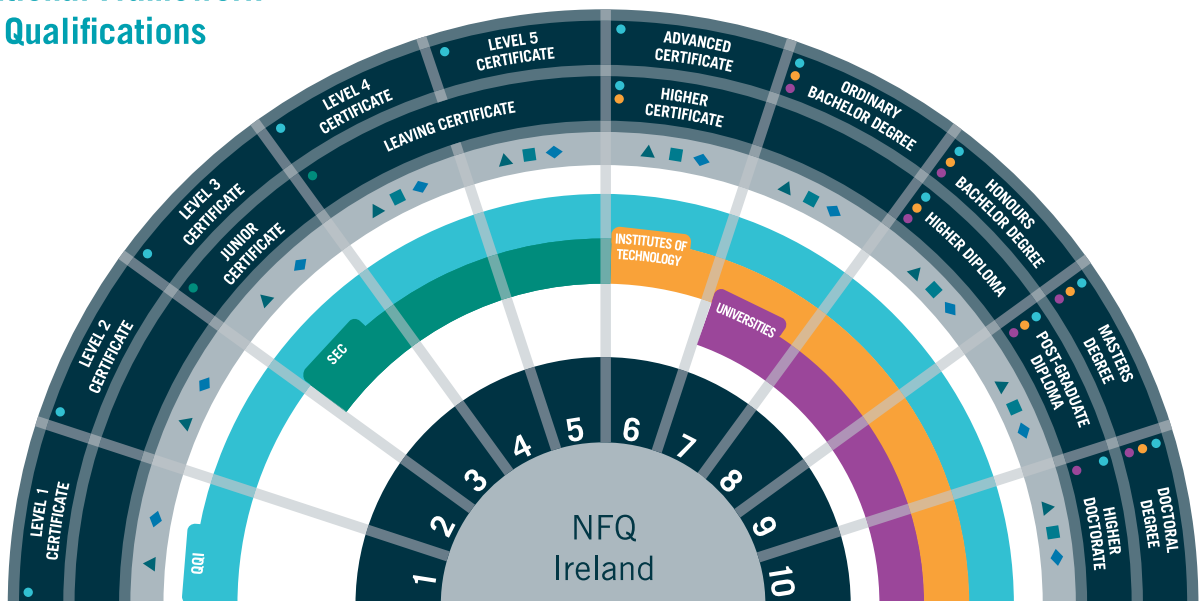
The Kerry College Admissions Office can give you details of specific linked major awards and/or additional or specific minor award requirements, or you can ask the Higher Educational Institute you are interested in applying to. You can also find information on the CAO website [www.cao.ie](http://www.cao.ie)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

For further information  
[www.cao.ie](http://www.cao.ie)  
[www.qqi.ie](http://www.qqi.ie)

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**National Framework of Qualifications**



**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.

# Notes







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

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



**Rialtas na hÉireann**  
Government of Ireland



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

**SOLAS**  
learning works



QQI AWARD