

While every effort is made to ensure the accuracy of the information in this publication the college shall not be bound by any errors or omissions and cannot accept liability in the respect thereof. The information in this diary is intended as a guide to students in the college and shall not be deemed to constitute contract between the college and any third party.

My Information

Name _____ Class Code _____

Class _____ FETAC Award _____

Tutor _____ Award Code _____

Module	Module Code	Teacher
<u>Mandatory</u>		
<u>Elective</u>		

Guidance Counsellor: _____

Course Coordinator: _____

Class Timetable

Time	MON	TUE	WED	THUR	FRI
9:00 – 10.00					
10.00 – 11.00					
11.00 – 12.00					
12.00 – 1.00					
1.00 – 2.00					
2.00 – 3.00					
3.00- 4.00					

Lunch for VTOS, BTEI & PLC 10.50 -11.10 classes

Lunch for Adult Leaving Certificate 1 and 2 12pm to 1pm



A very warm welcome to Cabra Community College. You have taken the first step in what I hope will be a rewarding experience. At Cabra Community College we believe that education should be available and accessible to every member of our community and we provide adults with exciting opportunities to return to learning. I hope that you'll enjoy your time with us and become one of our many student success stories, on track to get great results.

At Cabra Community College we value our students – the range of backgrounds, experiences, energy and enthusiasm that students of all ages bring to the College. We celebrate success, set challenging targets and provide excellent support. But most of all, we ensure that you will get the best opportunities to learn, with classes that are well organised and designed to be fun as well as demanding. We encourage and challenge you to succeed to be the best you can be. It is our aim that all of our graduates will leave with skills, knowledge and qualifications that will be useful and productive throughout life

We have a lot to offer to both full-time and part-time students and our dedicated staff will do their utmost to ensure that the coming year will be both enjoyable and successful for you.

It is a privilege to be Principal of Cabra Community College and it is an honour to work hand in hand with the Deputy Principal, Mrs Ancilla O'Reilly, who shares the same hopes and dreams as I do for your future. We are in the fortunate position of leading an extremely talented staff that is filled with highly qualified, enthusiastic and energetic teachers. In addition, I am proud of the students that make up our student body and fully believe in the potential you hold. With your support, we will strive to motivate and encourage you to achieve your full potential. I look forward to working with you this year.

Kathy Jones Principal

College Mission Statement

Mission Statement

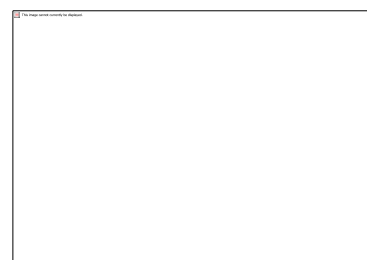
The mission of Cabra Community College is to enable the provision of quality education, anchored in a warm safe secure stimulating learning environment, inclusive of all and conducive to the purposeful use of time and successful learning.

MOTTO

Educating Inspiring Motivating

History

Cabra Community College, formally Coláiste Éanna was first opened in 1945 by the City of Dublin ETB as a vocational school for the boys and girls of Cabra. It was the first ever co-educational school of its kind in Ireland. The school has greatly expanded its range of courses in the intervening period. It now provides Education for Second Level Students and Adult Students.



School Calendar for Session 2014/2015

2014

Aug	26th Tues Teaching Staff report for duty and session commences 28th Thu 9.00-10.30 Adult Leaving Cert 2 Attend
Sept	01th Mon Normal T.T. Classes Adult Leaving Certificate 2 02nd Tue 10.00-11.30 Adult Leaving Cert 1 Commence VTOS Horticulture Course Commence 04th Thu Open Day Adult Courses 08th Mon VTOS Business & Health Care Commence 11th Thu PLC Commence 16th Tue BTEI Commence 18th Thu Open Day/Evening Mainstream School 22nd Mon Friendship Week
Oct	27th Mon Public Holiday (all classes closed) 28th Tue Mid-Term 29th Wed Mid-Term 30th Thu Mid-Term 31st Fri Mid -Term
Nov	03rd Mon Classes resume after Mid - Term
Dec	19th Fri Final day of term before Christmas

2015

- Jan 05th Mon Classes resume after Christmas
- Feb 02 Mon Mock Examinations
16th Mon Mid-Term
17th Tue Mid-Term
18th Wed Mid-Term
19th Thu Mid-Term
20th Fri Mid-Term
- Mar 17th Mon School Closed (St. Patricks Day Public Holiday)
Mar 27th Fri Final day of school term before Easter
- Apr 13th Mon Classes resume after Easter
- May 04th Mon Public Holiday
19th Tue Adult Open Day
21st Thu Adult Graduation

29th Fri Final day of term before State examinations
- June 01st Mon Public Holiday
03rd Wed Start of State Examinations
26th Fri School term ends except where otherwise stated

Dates are provisional: Students will be informed of changes as appropriate

General Information

Public Transport

Cabra Community College is located in Cabra in the North of Dublin City approximately two miles from the city centre. It is well served by public transport both train and buses as listed below:

Buses: **Carnlough Road. No. 120 Faussagh Ave. No122**

Train (Arrow) **Broombridge Station**

Car Park:

There are limited car parking facilities available to students. The college would request your cooperation in implementing the following regulations for the benefit of all.

Please note

- Students may park on the left hand side of the car park.
- College Staff park on the right.
- When the car park is full please do not double park.
- Do not block other people in.
- Keep fire exits clear (these are the yellow boxes)
- Please keep all passageways clear for entry and exit.
- Respect for our neighbours by parking responsibly if the car park is full

College Timetable

Classes commence each day at 9.00am and are for one hour duration. Classes run continuously during the day. Adult Leaving Certificate Classes have a Lunch break between 12pm and 1pm. VTOS, BTEI, and PLC students have an earlier break between 10.50 and 11.10.

Canteen

The canteen is available for students during break times and lunchtimes for tea or coffee and to socialise with other classes. Please note that there may be younger students in the canteen. Adult students are requested not to engage with these students. If you have a problem please contact a member of staff.

Requests for Letters

Certain letters and forms will need to be obtained from the Admissions Office.

- Letter of Student Status.
- Letters for Grant Authorities.
- Forms to be completed and stamped.
- J1 Visas.

These letters are available when requested but only at the following times:

Please note there is 2 day turn around for signing/stamping forms. The service is available to students from 9am -1pm and 2pm -4pm student queries will be answered only within these designated times.

Finance

For information on student finance and new rules regarding eligibility for student grants, back to educational allowance for those of social welfare please see: www.studentfinance.ie

Student Support Services

Cabra Community College has strong student support. Our Support / Care Team includes our Guidance counsellor, Learning Support and Resource Teachers, and Psychologist, together with the College Principal. Please contact your Ms Patricia Mc Stay VTOS Coordinator, Ms Isabelle Mc Stay, BTEI Coordinator your class Caomhnóir or any other member of staff if you feel you need the support of any of the above.

Class Coordinators

In addition to subject teachers each class is assigned a course coordinator / Caomhnóir. If you have any questions or need any assistance, the class coordinator is the person to see.

Appointments with Principal

The first point of contact for students is with the Caomhnóir / VTOS / BTEI Course Coordinator. However if you need to speak to the Principal or Deputy Principal, appointments may be made through the main school office.

Career Information

The services available include the following:

- Educational Guidance
- Vocational Guidance

On a practical level, this includes job search skills; assisting in progression to Higher Education (Colleges and Universities) through FETAC links; CAO (Irish College applications) & UCAS (U.K. College applications) applications; CV & Interview preparation and Study Skills.

Access for All

Cabra Community College aims to provide a high quality accessible service to all our customers and staff. Cabra Community College is a centre of learning committed to providing education and training of the highest quality in an inclusive and supportive environment.

Access to the Built Environment

Cabra Community College is committed to ensuring the college building and approaches to the building are fully accessible to all user. As part of our maintenance plan, we consider access on a regular basis.

Social Welfare Act

Social Welfare (Consolidation) Act, 1993 and SI 155 of 1997. Under the above the

College is required to return enrolment data on all students to the Department of Social Protection. This information will be transferred during the first term.

Policies and Procedures

CUSTOMER SERVICE CHARTER

Every member of staff of the City of Dublin Education and Training Board (CDETb) is committed to the principles of quality customer service as outlined below.

Service for All

- We aim to provide a high quality accessible service to all our customers.
- We will ensure the rights to equal treatment established by legislation for all persons seeking our services.
- We will use modern technology to support our service delivery.
- We will foster a co-ordinated and integrated approach to the delivery of our services.

Courteous Service

- We will provide our service in a polite and courteous manner.
- We will ensure that privacy is respected at all times.

When Entering our Buildings

- We will endeavour to ensure that all our buildings are accessible.
- We will keep our public and service areas safe and clean.

Policies and Procedures

Public Information

- We aim to ensure that all information we produce is clear, timely and accurate.
- Published information will be provided in an accessible and easy to read format and will also be available on our websites.
- Our public information, as per the Official Languages Act 2003, will be produced in both Irish and English and we will inform you of your right as a customer to choose to be dealt with through the medium of either Irish or English.
- Any member of staff visiting your home will carry official identification.

Personal Information

- We will treat all personal information provided in a confidential manner and use such information only for the purposes for which it is supplied, in accordance with relevant legislation.

Students/Participants and Staff

- We aim to provide the best service possible to students/participants of our learning programmes and activities.
- We recognise staff as internal customers.

Consulting our Customers

- We will consult with you and evaluate the quality of our service on a regular basis.

Complaints and Appeals

- We welcome and invite comments on the service we provide and if you have any suggestions in this regard you can use our Comment and Suggestion form.
- If you are unhappy with any aspect of the service, Complaints and Appeals Procedures are in place.

Code of Student Behaviour

City of Dublin E.T.B Students are admitted to Cabra Community College under the Rules and Regulations of the CDETB. (Copy available from Principal upon request)

Cabra Community College

General

On application for enrolment students will be informed of the rules and regulations of the college and are obliged to make themselves aware of, and comply with, these rules and regulations. Students must provide themselves with such books, stationery, equipment, materials and dress as may be required by the College Authority. In addition, each student has a responsibility in a number of areas:

- (i) to fellow students to co-operate in the creation and maintenance of a suitable environment;
- (ii) to staff to fulfil all obligations to ensure the smooth running of the college/centre;
- (iii) to the college to respect the buildings and property and to ensure the school/ college/centre maintains a respected position in the community as a whole;
- (iv) to the community to behave responsibly and respectfully in the community while representing the college;
- (v) to health and safety to ensure that the health and safety procures and regulations are adhered to.

A student whose conduct is unsatisfactory may be subject to warnings or penalties as determined by the Principal including that of exclusion from the college in case of a serious breach of college discipline. Unsatisfactory conduct includes failure to comply with general rules and regulations, unacceptable behaviour or inappropriate behaviour towards students or staff, bringing illegal substances into the college, theft, and damage to property, bringing the school into disrepute or other misconduct.

Equality of Treatment: In Cabra Community College everyone is entitled to equal courtesy and respect irrespective of disability, gender, age, religion, nationality, race, sexual orientation, family background or membership of the travelling community. It is recognised that harassment and bullying can seriously damage working and social conditions and will not be tolerated at any time. Any student who feels unfairly treated should make this known to the Class Teacher, Course Coordinator, Deputy Principal or Principal as appropriate

Registration

Applicants are only deemed registered students when all course enrolment requirements have been completed.

Change of Registration Details

All correspondence including examination results will be posted to the address on the student registration card. **Students must immediately notify the Course Coordinator of any change in registration details (e.g. address or telephone number.)** The C.D.E.T.B. or Cabra Community College cannot be held responsible for any consequence due to any failure on the part of the student to make such notification.

Attendance

Every course / activity requires a commitment to attend all parts of the programme on offer. Selective attendance is not permissible. A student will automatically cease to be a registered student and will forfeit all claims on a place and any financial grant arising from them, being a registered student of the college, if one of the following circumstances arise:

- Where a student is absent from some or all classes for more than 5 days without the sanction of the Co-ordinator/Tutor or Principal in the period prior to the Christmas break.
- Thereafter, for more than a total of 15 days without acceptable explanation (medical cert, notice of bereavement).

As per the rules and regulations of the CDET B a minimum of 75% attendance is required to comply with college / FETAC assessment procedures.

Punctuality

Students are expected to attend classes on time. Frequent delays are not acceptable and will lead to a review by the Class Co-ordinator.

Withdrawals

If you are thinking of leaving your course (permanently or not) for any reason, you must remember that it is very important not to just "drop out". The first thing to do is to talk to your course Tutor or Head of Department. If you decide to leave you must do so by writing a brief letter to the Principal.

Behaviour

All students are expected to co-operate with the Tutors in creating a pleasant working environment in which each person has the opportunity work to their full potential. Abusive behaviour to staff / student is not acceptable. Students are expected to comply with all instructions given by any member of staff.

No Smoking Regulations

The No Smoking regulation came into force with effect from 29th March 2004. As a result no smoking is permitted in any of the college buildings. These are strict regulations and must be adhered to by all staff and students.

Chewing Gum

Chewing gum is very difficult to remove from furniture and the floor. It is not permitted in any of the college buildings.

Alcohol / Illegal substance

In the interest of health and safety of the college, students under the influence of alcohol or other illegal substance will be refused admission to class. Suspected possession or use of illegal substances within the college or grounds of the college will be viewed as a serious breach of acceptable conduct and will be reported to the appropriate authorities for investigation.

Mobile phones

The use of mobile phones or other communication devices are prohibited on the college premises. Students are requested to switch off all such devices on entering the college. In the event of an emergency a student may be contacted through the school phone.

Litter

Staff/Students are expected to keep the classroom, corridors and school grounds free from litter. Our school will actively recycle paper, cardboard, drinks bottles and cans in 2014-15. All Staff/students are encouraged to think carefully about the importance of recycling and the college management and student council will be monitoring the effectiveness in this area as well as considering further areas for development. The College hopes to apply for its first Green Flag during the academic year 2014-15.

Use of Toilets

Adults Students are asked to use toilets during break time, in order not to cause disruption in class. Adults may use the toilet facilities in the main yard only.

Plagiarism

This means to pass off the words or ideas/ work of another as your own. Plagiarism is a serious offence and will lead to work not being put forward for moderation. All work needs to be referenced in the correct manner.

Examinations

Cheating in examinations is not acceptable. Any student caught cheating in an examination will forfeit the paper.

Assignments:

Students are expected to submit all the required assignments on or before the stated deadline. No assignments will be accepted after the deadline has passed. Application for a deadline extension must be made in writing to the Course coordinator. Assignments may only be submitted to the relevant subject teacher during class time . Students should keep a copy of all assignments submitted.

All assignments can be collected during September and October up to the Awards Night.

Work Experience:

Work Experience is a mandatory component of many courses. It is the students responsibility to find work placements in their own vocational area.

Personal Belongings/Lost Property

Each student is responsible for their own belongings while in the college. Do not leave valuables unattended. You may check for lost property at the front office.

Campus Security

Personal items should not be left unattended, as there will always be someone willing to take them off your hands. Possible thefts are always a problem within any institution and whilst it is not a regular occurrence, intruders have been known to enter with this intention. It is always better to be safe than sorry – take care of your belongings! Please exercise caution when travelling to or from the college after dark.

Use of Computer Facilities: All students using the college's computer facilities are expected to do so in accordance with the City of Dublin ETB's "*Computer and Network Usage Policy*" and the Cabra Community College Computer Room Code of Practice.

Computer Room Code of Practice

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In order to ensure the continued operation of computer equipment, students are asked to observe the following code of practice while in the computer rooms. Students found to be in breach of this code will be subject to College sanction:

- All computer equipment must be treated with due care.
- No food or drink is allowed in the computer rooms.
- Students may only use their assigned computers.
- Students need prior permission from the teacher to print.
- Students are asked not to interfere with other student's computers.
- Any unauthorised files saved on the hard disk will be deleted without warning.
- Students must not interfere with any cables, change any settings on machines, delete or in any way alter software files.
- Computers may be used only during assigned class time.
- It is the policy of the CDET and Cabra Community College that no unauthorised or unlicensed software be installed or used on any computer system in the College. Anyone discovering such software is asked to contact a staff member so that it can be removed.
- Students must adhere to the rules, which are displayed in all computer rooms.

Computer and Network Usage Policy

Your attention is drawn to the CDET B Computer and Network Usage Policy included in this handbook. NB The attached computer and network user agreement must be signed for your computer teacher.

Student Computer and Network Usage Agreement

Any student who uses the College/Centre computer and network facilities does so on the understanding that he/she agrees to abide by the City of Dublin Vocational Education Committee's Computer and Network Usage Policy and by the Code of Practice outlined above. The primary purpose of this Code of Practice is to ensure that all users operate in a safe and secure environment and that the computer and network resources in the College/Centre are protected from loss, modification or destruction.

I agree:

1. to accept that any behaviour considered inappropriate in the ordinary world is also considered inappropriate in the virtual world and that inappropriate behaviour in using the Internet is prohibited.
2. to make no attempt to try to gain access to confidential information concerning individuals which is held on the system, "hack" into systems or interfere with the intended operation of the College/Centre computer and network resources and to accept that "hacking" is a serious offence under criminal law.
3. not to access, download, save, create or transmit unauthorised software, "plug-ins", games or other entertainment software (including screen savers) or save inappropriate or offensive material.
4. not knowingly to perform any act which will interfere with the normal operation of computers, peripherals or networks or knowingly destroy the integrity of computer-based information.
5. not to give another individual unauthorised access to my computer account and to make no attempt to access another individual's computer files.
6. not to use the computer and network facilities for unauthorised profit or commercial purposes.
7. not to create or transmit any abusive, obscene, threatening, defamatory, offensive or harassing images or material or cause offence to another individual or discriminate on the grounds of gender, marital status, sexual orientation, religious or political belief, age, disability, race, colour or membership of the traveller community.

8. not to send or store anonymous e-mail or partake in or promote chain e-mail messages or send unnecessary files that would adversely affect computer and network resources.

9. not to open e-mail attachments from unsolicited or unknown sources.

10. that by its very nature, the Internet is an insecure network with no guarantee of either privacy or confidentiality for its users and that information posted on the Internet is available to a global audience. I also agree not to post on the Internet any personal information such as home address, telephone numbers, contact details, or other personal information about myself or any other person without the express permission of the principal/head of Centre.

11. not to register or sign "visitors books" on Websites without prior permission.

12. that the College/Centre may check my computer files and monitor my e-mail and Internet activities.

13. to report to the College/Centre any suspected abuse of computer and network resources, or any inappropriate material or e-mail that may come to my attention as well as any suspected damage or problems with files.

14. to access the Internet during the period(s) allocated to me for this purpose only.

15. that should I fail to comply with any of the preceding conditions, all access privileges may be denied to me and I may be subject to other disciplinary procedures.

I have read and understood the foregoing and agree to its terms.

Signed: _____ Class: _____

Name: (print) _____ Date: _____

CDETB Sports and Cultural Council

The City of Dublin ETB' Sports and Cultural Council (SCC) is a unique body in the Irish Vocational Schools Sector. It was founded in 1935. It promotes and coordinates sporting and cultural events for the students 22 CDETB schools and colleges as well as the prison service. Membership of the council is open to all students including adults enrolled in whole time day courses. Students are provided with an extensive programme of activities that range from boxing to public speaking, with various competitions, festivals and exhibitions organised by 27 sub-committees.

The aims of SCC are to educate, organise, promote and encourage students to develop their abilities through participating in a wide range of sporting and cultural events. In its own unique way, the SCC meets the needs of SCC students, young / old, male / female, Irish / Non Irish, by encouraging participation for all. It is a model that works well having adapted and changed throughout its long history, to meet the ever changing and diverse needs of its students.

The SCC has a Central Executive Committee of four officers who have overall responsibility for the running of the council. Each event and activity has a subcommittee staffed by volunteer teachers. School management too, plays its part in releasing teachers to organise events or to prepare and look after school teams. However at the heart of SCC are a cohort of volunteer teachers who have always given freely of their time to organise events.

As part of the SCC philosophy of SCC programmes of activity are not only complimenting the Curriculum but enhancing what is going on in the classroom. By helping develop a sense of commitment, discipline and team spirit among the students SCC believe that it will have a positive effect on their lives, their school and society as a whole.

Ms Alicia Halpin: Sporting Events / Activities

Ms Kathy Jones: Cultural Events / Activities

Cabra Community College Adult Student Council

The student council is selected annually from nominees elected by each class. The council meets regularly under the guidance of the teaching staff. They look at issues of concern to the students and represent class views.

What To Do If You Have A Problem

COMPLAINTS PROCEDURES

The City of Dublin Education and Training Board and Cabra Community College are committed to providing a service of the highest quality. Staff will do everything possible to ensure that this level of service is provided. However, when things go wrong or you disagree with something we do, you have a right to discuss your problem or make a complaint.

Should you decide to make a complaint, we will take it seriously and deal with it as quickly as possible. We will investigate your complaint thoroughly and impartially. We will treat you sympathetically and courteously, and your future dealings with Cabra Community College will not be affected in any way.

We welcome and invite comments on the service we provide and if you have any suggestions please put them in writing and submit it to the main office, please include your contact details.

If you are unhappy with any aspect of the service there is a Complaints and Appeals Procedure in place details can be found in the main office.

Introduction to FETAC

FETAC Certification

Our courses in Cabra Community College are certified by FETAC.

FETAC

The Further Education and Training Awards Council, was set up in 2001 by the Minister for Education and Science under the Qualifications (Education and Training) Act 1999. It is the single national awarding body for the further education and training sector in Ireland. FETAC awards are designed to provide access to employment and to further and higher education and training

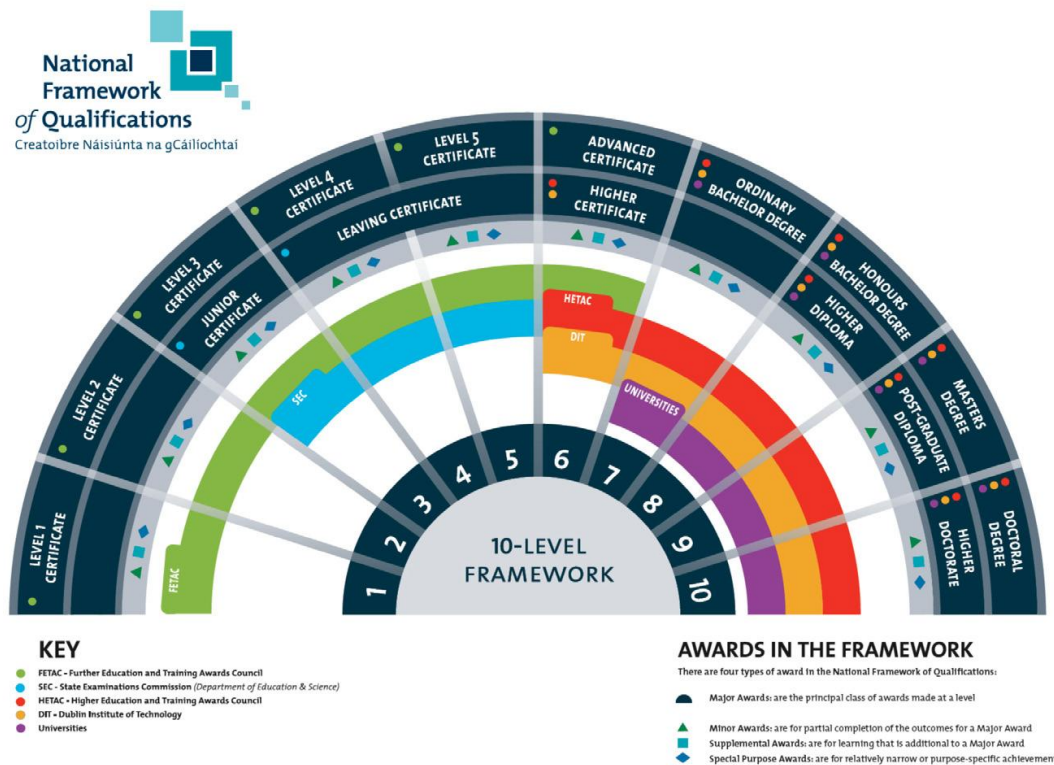
National Framework of Qualifications (NFQ)

The National Framework of Qualifications (NFQ) allows qualifications to be compared both nationally and internationally. The framework includes all awards available in the State from the most basic (Level 1) to the most advanced (Level 10). It includes awards gained in schools, the workplace, the community, training centres, colleges and universities.

The award-types are listed in the outer rings of the diagram. Awarding bodies whose awards are included in the framework are shown as coloured bands extending across the levels of the framework as appropriate.

FETAC Awards are included at levels 1 – 6 (coloured green in the diagram) on the National Framework of Qualifications.

Further information is available on the National Framework of Qualifications website www.nfq.ie.



Award Types

FETAC makes the following awards:

Award Type
Major Award
Minor Award
Special Purpose Award
Supplemental Award

Courses leading to FETAC awards are made up of **components**. For each component in which the required standard has been achieved, a candidate gains a **Minor Award**. Each **Minor Award** is assigned a **credit value**. To obtain a FETAC Major Award, certain numbers and combinations of components or credits must be successfully completed.

For example at present to achieve a full Level 5 Award a student must pass at least eight modules. For each award there are mandatory modules. Communications and Work Experience are mandatory modules for most courses. Therefore, if you are unsuccessful in a mandatory module you will not get your full FETAC Award. At present, there is no provision for autumn repeat examinations.

Students who pass one or more modules without meeting the criteria for a Major award may accumulate credits towards a major award over time.

Modules are graded as:

Pass 50% - 64%

Merit 65% - 79%

Distinction 80% - 100%

Obtaining credits for other certification

Learners may gain a credit towards a Major Award using previous certification which is recognized by FETAC. Previous qualifications that may be counted as credits towards a Major Award include the ECDL and some Junior and Leaving Certificate subjects.

Higher Education Links

The Higher Education Links Scheme and the Pilot Progression Scheme allow students with full FETAC Level 5 or 6 Major Awards the chance to progress to a wide range of third level courses in universities, Institutes of Technology and some private third level colleges.

To take part in the scheme/s you must have (or be completing) a full FETAC Major Award at either Level 5 or Level 6. Applications for third level places are made through the Central Applications Office (CAO). The closing date for CAO applications is 1st February each year (late applications 1st May). Places on some courses are limited. All places are offered on the basis of points, which are calculated on the applicant's best eight components.

There are further details about the third level institutions and courses that are involved in these schemes and the FETAC awards which link to them available at www.fetac.ie (click 'Higher Education Links Scheme (HELIS)') and from the CAO website at www.cao.ie (click 'Applicant Scoring')

Assessments and Examinations

Work must be submitted to your Tutor for assessment by stated deadlines. Your assignments, portfolio, examination, etc., (as required for each component) are assessed by your teacher/Tutor. Following completion of your course, an external authenticator will visit the centre to examine portfolios and confirm results.

For each piece of assessment you will be provided with an assessment brief. This is a set of instructions given to you by your teacher/Tutor telling you:

- What you are required to do for the assessment task/activity
- How the assessment will be marked
- When it must be submitted

Students should sign a form on receipt of assessment brief. Students also sign a form on submission of the assignment. Assessment can take different forms, depending on the programme. There are six possible assessment techniques (see glossary of assessments techniques) A calendar of examination dates and assignment deadlines will be issued for each module. (Please note the calendar may be subject to change throughout the year) All students should note that no assignments will be taken after the relevant deadline. Assignments may only be submitted to the relevant subject teacher during class time. Once submitted, an assignment must be held by the college for inspection by the FETAC External Authenticator. You are, therefore, advised to make a copy of all assignments before submission.

Assessment Deadlines

Students are expected to submit required assignments on or before the stated deadline. In exceptional circumstances extensions to deadlines may be considered. Applications for a deadline extension must be made in writing to the Course Co-ordinator.

Feedback Procedure

Each Learner must complete the assessment task/activity on the date specified in order to receive feedback from their teacher/Tutor. This feedback will be given to the learner by the teacher in a format appropriate to each individual module assessed.

REASONABLE ACCOMMODATION

For **assessment purposes** Learners with a proven disability (proof of same provided by a professional and in date — *within 5 years of original written document*) may be offered any of the following, subject to available resources:

- Oral or audio evidence
- Modified presentation of assignments e.g. enlargements
- Scribe/readers
- Sign language interpreters
- Rest periods
- Adaptive equipment / software
- Use of assistive technology
- Extra time

Evidence (original documentation) of this disability must be submitted to the programme coordinator at the commencement of the programme

FETAC Glossary of Assessment Techniques

Assignment

An exercise carried out in response to a brief with specific guidelines and usually of short duration.

Each assignment is based on a brief provided by the teacher. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor. Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work

A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role-play exercise, or in real-life/ work situations. This body of work may be self-generated rather than carried out in response to a specific assignment e.g. artwork, engineering work etc

Examination

A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record

A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book. The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.

Project

A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – e.g. design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time. Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified. The project will enable the candidate to demonstrate: (some of these – about 2-4)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

Skills Demonstration

Assessment of mastery of specified practical, organisational and/or interpersonal skills.

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks. The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in real-life/work situations. The candidate may submit a written report/supporting documentation as part of the assessment. Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

Leaving Certificate Assessment and Examinations

Leaving Certificate Assessment and Examinations

The established Leaving Certificate is assessed through a written examination at the end of the 2-year programme. There are practical examinations and project work in certain subjects, such as Art, Construction Studies and Engineering. There are oral examinations in Irish and continental languages. The practical and oral tests take place during the final year of the programme. The written examination is held in June each year.

A student who hopes to get a place on a course at one of the universities that make up the National University of Ireland must meet a minimum entry requirement of 6 subjects, including English, Irish and a third language, 2 of which must be at Grade C on a Higher Level paper.

Information on Leaving Certificate Points Scheme For Entry to Third Level

The points assigned to each grade achieved in the Leaving Certificate are shown in the table below. Points for individual applicants are calculated as the total of the points from your six highest grades. ie. The maximum number of points available to any one candidate is 600, which you would achieve if you got A1s on six (or more) Higher papers.

Grade	Higher Paper	Ordinary Paper
A1	100	60
A2	90	50
B1	85	45
B2	80	40
B3	75	35
C1	70	30
C2	65	25
C3	60	20
D1	55	15
D2	50	10
D3	45	05

The Leaving Certificate Applied

Assessment is continuous throughout the course and there is a final examination. Students who successfully complete the programme are awarded a Leaving Certificate from the Department of Education and Skills. The certificate is awarded at three levels:

Level Marks and Credits Required

Pass 60-69% (120-139 credits)

Merit 70-84% (140-169 credits)

Distinction 85-100% (170-200 credits)

Candidates who get less than 60% (120 credits) or who do not complete the course, are awarded a record of experience. A pass in the Leaving Certificate Applied is the equivalent of 6 Grade Ds at Ordinary Level in the established Leaving Certificate.

Health and Safety

The primary health and Safety objective of Cabra Community College is to try to provide a safe and healthy learning environment for all our students. We would ask all students to act at all times with regard to their own and others safety.

First Aid

A First Aid kit is located in the porter's office/staff room.

We have teachers on site who update their First Aid skills on an on-going basis

Fire Evacuation

ON THE SOUNDING OF THE FIRE ALARM

- 1. On the Teacher's instructions, leave the room in an orderly manner in single file to the nearest emergency exit.**
- 2. WALK. DO NOT RUN.**
- 3. Proceed to the Assembly Area – The Basketball Court as directed by Fire Marshals**
- 4. Upon reaching the Assembly Area stay with your teacher.**
- 5. The attendance register is checked to ensure all students are accounted for.**
- 6. Check that your friends are present note if anyone had left classroom (eg to go to toilet).
Inform Teacher**
- 7. Remain with your teacher and class group until the ALL CLEAR is given.**

DO NOT RE-ENTER THE BUILDING FOR ANY REASON

CDETБ Adult Education Service

The Cabra CDETБ Adult Education Service (AES) is based in Cabra Community College.

The AES provides a range of part time accredited and non-accredited courses and programmes for adults who are returning to education. Courses are provided in Cabra Community College and in a range of schools and community organisations in the local area.

The CDETБ Adult Education Service is committed to:

- Providing a programme of quality assured adult education courses that meets the needs of adults in their local area.
- Providing education programmes on a modular basis in a welcoming and adult appropriate environment, in a location and at a time that best suits the needs of the learners.
- Providing adult learners with initial information to assist them determine their own learning needs and appropriate education programmes
- Ensuring that all learners will have access to Adult Education Guidance to assist them identify their learning pathways.

Courses include the following:

- Read and Write Programme
- Family Literacy Programme
- Spelling Programme
- Intensive Literacy Programme
- Numeracy and Maths
- English for Speakers of Other Languages
- Introduction to Computers
- Spelling with Computers
- Internet and Email
- Communications
- Junior Cert English
- Junior Cert History
- Childcare
- Study Skills

In addition to the above the AES provides a range of Community Education Programmes including:

- Art
- Music
- Craft
- Personal Development
- Introduction to Psychology

Study Support

The AES also plays a role in supporting students of full time adult programmes in Cabra Community College by providing extra tuition in literacy, study skills, English language and maths. Referrals for study support can be made by Course Co-ordinator's to Máirín Kenny, Adult Literacy Organiser.

Tuition

Tuition is part time and flexible with courses running in the mornings, afternoons and two evening a week. Tuition is provided in small groups and on a one on one basis.

Enrolment for classes takes place in September and January. However, for literacy students there is continuous in-take throughout the academic year.

Referral

Referrals to the AES can be made to Máirín Kenny: Adult Literacy Organiser in Cabra Community College.

Adult Education Service Staff

Name	Contact	Details
Kevin Smullen	Adult Education Organiser	01 834 2333 Kevin Smullen (ksmullen@colaisteide.ie)
Mairin Kenny	Adult Literacy Organiser	01 868 8342 Mairin_kenny@eircom.net
Mary Comerford	Administrator	01 868 8342 comerford.mer@gmail.com
Therese Yeates	Childcare Programme Coordinator	01 868 8342
Karen Granville	Educational Guidance Counsellor	01 844 3243 aegs@ide.CDETB.ie
Roisin Brassil	Information Officer	01 844 3243 aegs@ide.CDETB.ie

Making The Most Of Your Learning Experience

As you commence your programme of study consider the following:

WHAT CAN YOU DO?

- Treat others with respect and consideration
- Attend classes regularly
- Take a positive and active part in the learning process
- Arrive at class on time and stay for the full duration of the class
- Complete assignments by the agreed deadlines
- Let the Tutor know if you expect to be late, absent, or unable to attend
- Comply with health and safety requirements
- Abide by the rules and regulations of Cabra Community College
- Inform the centre of any relevant changes in your circumstances (e.g. change of address)
- Complete forms and pay fees as appropriate
- Let your Tutor or Class Co-ordinator know if you need help or further support for your studies

WHAT CAN WE DO?

- Treat you with respect and consideration
- Provide a safe and welcoming environment
- Offer high quality and enjoyable learning opportunities
- Provide you with the information you need about your programme
- Operate fair and consistent entry procedures to programmes
- Ensure that classes start and end on time, and where possible, notify you of any unavoidable changes
- Advise you on learning resources to support your studies
- Inform you of other services and supports
- Explain the assessment process
- Give you regular feedback on your progress
- Give you opportunities to feed back to us
- Deal with complaints fairly and in confidence
- Advise you on progression routes available to you

MANAGING YOUR LEARNING

The Leaving Certificate and FETAC programmes require a considerable amount of focused work.

This section aims to give you some practical advice and to point you in the right direction. To be successful, you need to be able to see 'the big picture'. You need to understand at a glance what each module entails not just in terms of the course requirements, but you need to be able to appreciate what skills, attitudes, understanding and knowledge is needed to meet those requirements.

While there are some written examinations, they do not form the only method of assessment and practical skills tests, assignments, research projects and portfolios of work are equally important. As course work (assignments, reflective logs) replaces examinations their importance needs to be stressed as it is their successful completion that will determine how you do in a module.

To fulfil the requirements of all modules demands a considerable amount of planning, organisation and management of your learning.

Become an Active Learner

- Learn to manage your own learning
- Becoming an active learner
- Evaluating your approach to study
- Studying, reading with a purpose
- The importance of questioning

Managing Your Own Learning

The first step in managing your learning is for you to appreciate exactly what it is the module entails. The Module Descriptor sets this out clearly for you. So knowing what you have to do and planning how to do it are the common sense keys to starting down the road of taking responsibility for your learning and your ultimate success. This requires an active approach towards your work rather than a passive approach. The onus is on you to perform.

Becoming an Active Learner

Learning can be defined 'as a relatively permanent change in our knowledge and our behaviour as a result of some past experience' (Moran, 1997). The experience can be conversation, watching a film, a lecture, a workshop, an assignment or a project. We may have learnt from the experience by accident or we may have learnt actively (we went to the workshop with a particular question we wanted answered). The difference is that when we actively seek out the answer to a question the learning that comes from the experience is deeper and more usable. Accidental learning of things that we find out by accident does not have the same impact. Modern educational research suggests that when the learner is active then the learning is much more effective. (Koldover, 1997)

S = Specific

The clearer and more specific your goal the more likely you are to achieve it.

M = Measurable

If you are unable to measure your progress you will quickly lose interest (e.g. meeting assessment deadlines or building a collection of work).

A = Action related

Identify a number of action steps, tasks that bring you nearer to your goal.

R = Realistic

Your study goals need to be realistic and achievable using the resources you have available.

T = Time

Always set out a time-frame. People need deadlines. Work backwards from the completion date and set target dates to complete each stage of the piece of work in question.

In general, goal setting works because you have a specific objective. You can measure progress, identify targets that are related to set actions, they are realistic and must be achieved within a time-frame.

Managing Your Time

Time management is critically important for any learner yet there are so many reasons for postponing the dreaded moment when you must start your study.

Why We Waste Study Time

Potential time wasters do not know where to start, hopping from task to task and procrastinating. Not knowing where to start can often lead to reading without a clear focus. Set yourself 2-3 specific study questions before you begin to read. If you have recurring problems concerning how to study, talk this matter through with your Tutor or Class Co-ordinator.

Organise an Environment and Establish a Routine

Find a quiet location for your own personal work environment. You need a space for yourself that becomes associated with study. Consider the following requirements: clear work-top, comfortable chair, good lighting, storage space for books and notes etc., notice-board for calendar and planners.

The Routine

Establish a routine as it helps the habit form. It helps to have a specific purpose in mind before you start. It is best to write down 2-3 things that you hope to achieve. Start with a simple lead-in task, such as glancing over a summary of your notes. Finish by revising what you have covered, tidy up so you are prepared to start afresh the next day.

Developing Concentration

- What is concentration?
- Dealing with distractions
- Practical concentration techniques

What is Concentration?

Concentration is the ability to focus on what is important in any situation and ignore distractions. Morgan (1997) likens concentration to a mental spotlight that we shine on things that interest us. When we are studying, the mental spotlight must shine between the question and the possible answer we are seeking from a textbook.

There are 3 skills involved in effective concentration:

- Have a clear objective
- Break that objective into action-steps that bring you closer to your goal
- Re-focus to prevent your mind wandering

Dealing with Distractions

We never actually lose concentration, we just re-direct it. If writing an assignment becomes too difficult we just re-direct our concentration towards something easier, like making a cup of tea. We can only think of one thing at a time. The best way to deal with distractions is to prevent them from arising to begin with.

Practical Concentration Techniques

Establish a routine. Tennis players and golfers often follow a set routine before they perform a skill. Routines such as these are designed to help athletes focus on actions that are under their control and avoid distractions.

Visualise what you want to achieve. Visualisation is a technique that is popular with sports people. It is a form of mental rehearsal, whereby people see and feel themselves performing a desired action in their imagination before they actually do it.

Planning Assignments

- The Purpose of Assignments
- Clarifying
- Planning

The Purpose of Assignments

While on the course you will be asked to produce a number of pieces of work for your portfolio. These will be important tools in the learning process, as the value of learning through 'doing' by being actively involved in real situations provides opportunities for real deep learning.

Clarifying

Thinking out clearly what is required from your assignment is the essential starting point for success. The module brief needs to be examined carefully, as it will focus your efforts.

Planning

Starting with the submission date you should start backwards and give yourself a series of deadlines. By breaking the piece of work up into a series of steps, it helps make the task more manageable and it also allows you create achievable targets which in turn help motivation.

Research Assignments

- Research to what end?
- Sources of information
- Evaluating relevant literature
- Getting your ideas down on paper

Research to what end?

The first step in any research is to clarify exactly what is required of you in the project. Once you are clear on the topic and the research question then you can start the research process. The amount of research that you will need to do will depend on the type of project you are working on.

Sources of Information

While the local library provides a good starting point, remember that we live in an 'information age' where society is devoted to recording, creating and storing information. Consider the following information sources:

- Internet, databases and CD-ROMs
- Reading relevant literature
- Conversation with people and organisations
- Observation of work in progress
- Hands-on experience
- Group discussions

Evaluating Relevant Literature

When you read any source it is important that you stop and think and ask yourself the following questions:

- What point is the author making?
- Do I agree/Is that my experience?
- Is it relevant to my research question or any of the themes that I am exploring?

Getting Your Ideas Down on Paper

Having evaluated the relevant sources, it is now time to begin writing the first draft of your project. Try to be clear and coherent. Introduce what you are trying to achieve and then explain how you are going to set about doing it. Use a simple structure such as:

- Introduction
- Main body of the assignment
- Conclusions

Putting it all Together

Become an active learner – think and question before each learning experience – “What do I need to gain from this?”

- Study with attitude – be determined to achieve your own personal goal. Smarter not harder!
- Manage your time – develop a study routine and set achievable targets for each session.
- Critical, independent thinking – indicates that you are starting to get it together.
- Concentration is all about shining that ‘mental spotlight’ on what you are studying.
- Don’t forget to re-focus.
- Producing a worthy assignment is what it’s all about – think your question through.
- Thorough research that is well referenced helps make for a substantial piece of work.

So You Want To Know More!!

The ideas in the ‘Managing Your Own Learning’ section are taken from the books listed below. They are to be found in most libraries. These books explore in far greater detail, the ideas referred to above and provide useful information on study techniques and managing your time when you return to learning.

References:

- Crene, R and Lea, M. (1997) *Writing at University: A Guide for Students*. OUP: Buckingham.
- Kolodner, J. (1997) Educational Implications of Analogy: A view from case-based reasoning. *American Psychologist*, 52, 57-66.
- Moran, A. (1997) *Managing Your Own Learning at University*, UCD Press.
- Moran, A. (1994) *Learn to Concentrate (Audiotape)* Aldergrove, Co. Antrim: Tutorial Services.
- Underwood, L. (1997) *Study Time Management*. Foulsham: Berkshire.

Useful Numbers

Aware Helping to defeat Depression LoCall 1890 303 302

BodyWhys.ie Eating Disorders Association of Ireland 1890 200 444

Useful Websites For Adult Learners

www.aaa.math.com The World of Maths

www.aontas.com National Association of Adult Education

www.cao.ie Central Applications Office

www.Coillte.ie

www.Daycourses.ie

www.dsfa.ie Department of Social and Family Affairs

www.education.ie Department of Education and Skills

www.equality.ie Equality Authority of Ireland

www.fas

www.fetac.ie

www.gotocollege.ie

www.gradireland.ie

www.grantsonline.ie SUSI

www.learningireland.ie

www.literacytools.ie

www.losingyourjob.ie

www.nala.ie The National Adult Literacy Agency

www.ncge.ie National Council for Guidance in Education

www.nfq.ie National Framework of Qualifications

www.nightcourses.com

www.nqai.ie National Qualifications Authority of Ireland

www.nursingcareers.ie

www.oasis.gov.ie Citizen Information Bureau

www.omc.gov.ie

www.onefamily.ie

www.postgradireland.ie

www.qualificationsrecognition.ie Irish Centre for Recognition of International Qualifications

www.readwritethink.org International Reading Association

www.ris.ie Refugee Information Service

www.StudentFinance.ie

www.welfare.ie Department of Social Protection

National Database For Courses

Careers Portal – www.careersportal.ie

CareersPortal.ie is an Irish resource dedicated to those who want to plan their career. Whether you are a school student, college graduate or seeking employment, this Career Guidance resource will collect and present the most useful information available to help you along the way.

Career Directions – www.careerdirections.ie

Select 'Career Directions Database' to view all careers A-Z in the careers database.

'Career Directions/Matching' if you wish to Career Directions to match you to suitable careers based on your interests and qualifications.

Educational Directory – www.courses.ie

QualifaX: Ireland's National Learner's Database – www.qualifax.ie

QualifaX is Ireland's National Learner's Database. It is the "one stop shop" for learners. They provide comprehensive information on further and higher education and training courses. QualifaX is developing services to ensure that you have all the information you need to make informed choices about your education, training and career paths.

Supporting Careers – www.supportingcareers.ie

Online educational exhibition which showcases some of Ireland's leading educational facilities. It provides access to a searchable database of over 19,000.

Although every effort is made to ensure that the information contained in this section is accurate, it is essential that readers should check with the appropriate organisations for the latest information.

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