BORD OIDEACHAIS AGUS OILIÚNA
CHILL DARA AGUS CHILL MHANTÁIN
KILDARE AND WICKLOW
EDUCATION AND TRAINING BOARD

Learner Handbook

September 2025

Rialtas na hÉireann
Government of Ireland

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Kildare and Wicklow Education and Training Board

FET Learner Handbook

A brighter future, learning with KWETB

Version:	**1.0**
Developed by:	**KWETB Quality Team**
Reviewed by:	**Quality Assurance Sub-Group**
Date approved by Quality Council:	**22nd May 2025**

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01

Welcome

Welcome from Director of FET

Dear Learner

Welcome to Kildare and Wicklow Education and Training Board (KWETB). Whether this is your first time learning with us or you're returning to study, we're delighted to have you with us.

At KWETB, we want to help you succeed. Learning should be open to everyone, and every learner deserves support and respect. This handbook provides you with helpful information about your course, assessments, and the support available to you.

We know that learning is about more than getting a certificate. It's about building your skills, confidence and future. Our tutors and support teams are here to help you every step of the way.

This handbook also outlines some essential rules and quality standards that we follow to ensure your course is fair, well-run, and meets national standards.
Please take time to read the handbook. If you have any questions, your tutor or centre staff will be happy to help.

We hope you enjoy your time with KWETB, and we wish you every success.

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Ken Seery
Director of FET

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02

Introduction

Kildare and Wicklow ETB

Congratulations on being offered a place in one of our FET courses!

As you start or continue your learning journey with us, this Learner Handbook will provide you with information and advice to support you throughout your time with us.

KWETB MISSION STATEMENT

To provide high quality and innovative education, training, youth and supports, which are accessible, responsive to the developing needs of learners, of the community and of society and which promote excellence, equality and social inclusion.

KWETB VISION STATEMENT

To deliver high quality, inclusive, innovative education, training, youth and support services. To promote excellence in all we do and to be a leader at both community and national level.

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Our Values

Value	Statement
Inclusion	We provide equitable opportunities for learners and staff; enabling people in our schools and centres to fully participate in all aspects of learning and working in our organisation, valuing diversity and supporting those who may face barriers.
Equality	We treat everyone with fairness, dignity, and respect, ensuring equal opportunities for all, learners, staff and stakeholders regardless of background, identity, status or circumstance.
Respect	We are respectful to all people; valuing their dignity, human rights, and individuality. We promote care and positive relationships in every school, centre, and workplace.
Community	We work together to build strong connections and foster a sense of belonging among our learners, staff, and stakeholders through collaboration and communication to meet the needs of our learning community and achieve organisational goals.
Integrity	We act with accountability, professionalism, honesty, and loyalty to ensure high standards of governance and ethical behaviour in all decisions, actions and interactions, and work.
Excellence	We promote continuous improvement and uphold the highest standards of work across the organisation, in our schools, centres and offices striving for excellence in everything we do.

Introduction

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This handbook offers advice and information on various topics, including getting acquainted with KWETB, preparing for learning, understanding assessment processes and recognising the value of qualifications. It has been designed to answer frequently asked questions and address concerns that you, as a Learner, may have. Whether you are enrolled in one of our centres, colleges, or participating in one of our Training courses, this handbook is a valuable resource and will provide information on relevant procedures in relation to assessment.

Please take the time to explore the contents of this Learner Handbook, especially in preparation for assessments.

If you have any questions or concerns about assessment that are not addressed in this handbook, please contact your Tutor directly.

Explanation of Terms Used

Assignment	An assignment is an exercise carried out in response to a brief with specific guidelines as to what should be included. An assignment is usually of short duration and may be carried out over a specified period of time.
Assessment	The Process by which evidence of performance is collected and compared with the standards of knowledge, skill or competence and a judgement made on learner achievement of the standards.
Assessment Criteria	Statements of the standards or broad criteria against which the evidence produced by the learner will be marked/graded.
Assessment Instrument	An assessment instrument is the specific activity/task or question(s) devised by the assessor based on the specified assessment technique.

Assessment Technique	An assessment technique is a valid and reliable way of assessing learner evidence for a particular range of learning outcomes.
Assessor	The assessor devises assessment instruments/marking schemes and assessment criteria, provides opportunity for learners to generate evidence, reviews learner evidence and makes an assessment decision.
Award	That which is conferred, granted or given by an awarding body and which records that a learner has acquired a standard of knowledge, skill or competence.
Award type	Refers to a class of named awards sharing common features and level. These include major, minor, special purpose and supplemental award types. Different award types reflect different purposes of award and allow for the recognition of all learning achievement.
Awarding Body	The body which makes an award e.g. QQI or City & Guilds.
Centre	The Centre refers to any KWETB College or KWETB Education/Training Centre/Campus.
Competence	One of the framework strands (outcomes of knowledge, skill and competence). It refers to the Process of governing the application of knowledge to a set of tasks that is typically acquired by practice and reflection. It is the effective and creative demonstration and deployment of knowledge and skill in human situations. Such situations could comprise general, social and civic ones as well as specific occupational ones.
Co-ordinator	Refers to all those with management responsibilities relating to the programme of education including but not limited to centre coordinator, contracted training officer, school principal or deputy principal, those delegated with coordination and management responsibilities.
Examination	An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.

Examination - Aural	An aural examination assesses listening and interpretation skills.
Examination – Interview Style	An interview style examination assesses learning through verbal questioning, one-to-one or in a group.
Examination - Oral	An oral examination assesses the ability to speak. effectively in the vernacular or other languages.
Examination - Practical	A practical examination assesses specified practical skills demonstrated in a set period of time under restricted conditions.
Examination - Theory	A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.
External Authentication	When a Subject Matter Expert from outside the centre checks that assessments are fair and that procedures are followed.
External authenticator	Appointed by providers to provide independent authentication of fair and consistent assessment in line with QQI requirements.
Formative assessment	Formative assessment helps learners to understand how they are doing in their learning and how they can improve. It usually takes place at the beginning or throughout the course. Feedback will be given to learners on their work which will help them to see areas where they are doing well and where there are areas for improvement.
Further Education and Training (FET)	Education and training other than primary or post primary or higher education and training.
Internal verification	The Process by which learners will be assured that the provider's assessment procedures are applied in a consistent manner across the provider's assessment activities.
Invigilator	Exam Supervisor/Tutor who supervises learners during an examination.

Knowledge	One of the framework strands (outcomes of knowledge, skill and competence). It is the form of outcome commonly identified with declarative knowledge i.e. the cognitive representation of ideas, events or happenings. It can comprise description, memory, understanding, thinking, analysis, synthesis, debate and research.
Learner	A person who is acquiring or who has acquired knowledge, skill or competence.
Learner Record	A learner record is the learner's self-reported and self-reflective record in which he/she describes specific learning experiences, activities, responses and skills acquired.
Major award	A major award is the principal class of award made at each level. It represents a significant volume of learning outcomes. A major award will prepare learners for employment, participation in society and community and access to higher levels of education and training e.g. Level 5 Healthcare Support.
Minor Award	A minor award is an award that is derived from, and must link to, at least one major award. Minor awards are smaller than their parent major award(s). Achievement of a minor award provides for recognition of learning that has relevance and value in its own right e.g. Word Processing, Safety and Health at Work. In the FET awarding system, they are referred to as components.
Micro-qualification	An assessment component that allows learners to demonstrate their competence in the skills being learned. They are industry focused and are short courses which provide stackable accredited qualifications.
MIMLO	Minimum intended module learning outcome which outlines what the learner can do when they successfully complete the course.
National Framework of Qualifications	The single nationally and internationally accepted entity through which all learning achievements may be measured and are related to each other in a coherent way, and which defines the relationship between all education and training awards. The Framework has 10 levels, reflecting all learning from introductory to doctorate levels.

Outcomes	Identify what the learner can do on successful completion of a learning experience.
Portfolio / Collection of Work	A portfolio or collection of work is a collection and/or selection of pieces of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. The collection may be self-generated or may be generated in response to a particular brief or tasks/activities devised by the assessor.
Programme	A programme is a learning experience designed and offered by a provider based on predetermined national standards and leading to a QQI award.
Project	A project is a response to a brief devised by the assessor. A project is usually carried out over an extended period of time. Projects may involve research, require investigation of a topic, issue or problem or may involve process such as a design task, a performance or practical activity or production of an artefact or event.
Provider	An organisation that provides, organises or procures a programme of education and training e.g. Kildare and Wicklow Education & Training Board.
Quality Assurance	The system(s) put in place by a provider to maintain and improve the quality of its programme(s).
Recognition of Prior Learning (RPL)	Recognition of Prior Learning i.e. recognition of learning that has taken place but not necessarily been assessed or measured prior to entering a programme. Such prior learning may have been acquired through formal, non-formal or informal routes. (KWETB procedure to be developed).
Skill	One of the framework strands (of knowledge, skill and competence outcomes). It reflects know-how and skill and involves demonstration by the learner of ability in terms of mastery of skill or application of knowledge. The level and degree of skill are reflected in the level indicators in the framework.

Skills Demonstration	A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner.
Special Purpose	A special-purpose award is made for specific relatively narrow purposes. It does not have to link to a major award e.g. Fork Lift Truck Driving.
Standards	Standards identify the knowledge, skill and/or competence that must be attained in order to achieve an award.
Summative assessment	Summative assessment is a way to check what learners have learned or what skills they have acquired at the end of their course or as part of their course, e.g. an assignment or written examination. This type of assessment happens · At the end of learning · Covers everything that has been learned · Will be used to decide grade It is needed if the learner is working towards a minor or major award. If results are being sent to QQI for certification, this is called summative assessment.
Supplemental Award	A supplemental award is an award to recognise learning which involves updating / up-skilling and/or continuing education and training with specific regard to occupations e.g. Gas Installation.
Tutor	Teacher/Tutor/Instructor/Learning Practitioner/Trainer/Educator who delivers education and training programmes across KWETB FET provision.

03

Induction for KWETB courses

Induction for KWETB courses

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As a new learner, your induction is a crucial step in your learning journey. Before you start your course, you will be invited to a Learner Induction, which usually occurs during the first day or week of your course. The Induction session provide essential information about the centre, information about your specific course, learner supports available and key policies and procedures.

Listed below is some information that will be included in the Induction.

Who are KWETB?

KWETB stands for Kildare and Wicklow Education and Training Board. KWETB will support you in your learning journey. All work within KWETB is underpinned and informed by the core values of **Inclusion, Equality, Respect, Community, Integrity and Excellence.**

Building a Learning Community

At Induction, you will meet other learners on your course. This will help form relationships that will support your success.

You will be introduced to teaching staff, auxiliary staff and guidance counsellors. They are here to support you throughout your learning journey.

Getting Around:

During induction, you will get to know the centre, you will learn where the main entrances and exits are. Plus, you will be shown areas such as classrooms, canteens and toilets. It is important that you are familiar and comfortable in your surroundings as this will help you focus on learning. At Induction, Health and Safety basics, First Aid and Fire Safety will be covered.

If you have specific needs for accessibility, please advise the **Course Coordinator.**

Standard Information about your course:

Everyone receives the same essential information at Induction. All learners will learn about course content, the award system, and the duration of the course. For courses that are accredited, you will find out where your course fits on the National Framework of Qualifications.

There is more information about assessment in **Section 4 - Introduction to Assessment.**

- **The Course Title and the Award:** You will be advised of the course title and award that the course leads to (if it is accredited). If your course leads to a major award, this is what you will achieve by completing your course. There will be mandatory and elective modules you have to complete to achieve a full major award.

- **Modules:** These are the building blocks of learning. Each module covers a specific topic. Each module will have a credit value.

- **MIMLOs:** These are the minimum intended learning outcomes that you will achieve by completing each module.

- **The structure of the course:** You will be advised if your course leads to a full award or it may lead to stand-alone module(s). You will be advised how your completed modules can be built on or stacked to achieve a major award in the future.

- **The name of the awarding body:** For example, QQI, City and Guilds, ITEC, Pearson.

- **Assessment Techniques and Grading:** You will be informed how Kildare and Wicklow ETB evaluate your progress.

- **Assessment Plan:** You will be given provisional dates outlining the assessments required and the assessment techniques that will be used (these will be issued once you are enrolled and during the first few weeks of the course).

- **Assessment submission:** – this may be through ePortfolio, which is a digital version of portfolios. Your Tutor will discuss this with you.

- **Work Placement:** You will be informed if your course includes practical experience.

Take a walk through one of our centres

What course information you will receive:

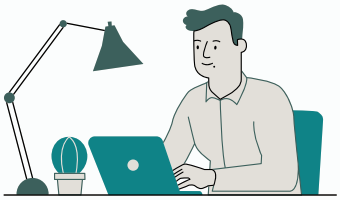
- **Timetable Details:** When and where classes happen.

- **Contact hours:** When you will be in class.

- **Self-directed hours:** The time allocated for independent study.

- **Attendance requirements:** How important it is to attend classes.

- **Fees: -** You usually will not have to pay for your course. If there is a fee, your Coordinator will tell you what it is for and how to pay it. Some PLC courses may have an additional fee to cover course materials. Your Coordinator will advise you if there are fees required.



Policies and Procedures:

At Induction, policies and procedures in relation to assessment will be explained. This information will be explained throughout your course. You will have opportunities to ask for clarifications throughout your course.

Technology:

Once you are on a KWETB FET course, you will become familiar with KWETB IT systems. You will receive KWETB email details and passwords.

Garda Vetting:

At KWETB, we prioritise the safety of children and vulnerable adults and are compliant with relevant Child and Vulnerable Adults Safeguarding legal requirements. As part of this commitment, the following applies:

Staff Vetting:

Relevant staff members undergo Garda Vetting.

This process ensures that individuals meet the necessary standards for working with vulnerable people.

Learner Requirement:

Learners enrolled in certain KWETB courses may be required to undergo Garda Vetting. If this applies to your course, you will be asked to complete a form with your personal details.

Full information about the Garda Vetting process, including whether it is required for your course, will be provided at the start of your course.

Learner Induction Statement and Learning Agreement

Following Induction, you will be required to sign the Learner Induction Statement stating that you have been given relevant information on procedures.

Link to the Learner Induction Statement: Learner Induction Statement.docx

Learners will be required to sign a Learner Agreement form stating that you will:

Participate in all of your classes.

Take responsibility for your own learning.

Advise the Co-ordinator/Programme Manger as soon as possible if you have a special education need, medical condition or disability in order that appropriate supports for access, teaching, learning and assessment can be considered.

Ask for help and guidance if required.

Complete assignments in the assigned timeframe. If circumstances arise that prevent the assignment being submitted, the learner will advise the Tutor as soon as possible.

Behave responsibly and respectfully towards others in the centre.

Behave responsibly and respectfully towards the centre location and learning environment, particularly in respect of health and safety.

Adhere to all KWETB policies.

Adhere to KWETB Assessment policies and procedures.

Adhere to KWETB Academic Integrity and Assessment Policies.

Link to the Learner Agreement Form: Learner Agreement.docx

Social Welfare Payments

If you are applying to do a part time course and if you are receiving a social welfare payment, you may need to get approval from your local INTREO/Social Welfare Office before starting your course. This often involves completing the DSP/INTREO Part-Time Education Option Application Form. Learners should contact the Programme Coordinator or INTREO for further information.

Data Protection

Everyone who registers for a course must complete the Learner Details Form and complete all sections that apply to them. By completing and signing the Form, you agree that KWETB and other organisations may use your personal information in the following sections to manage your application, contact you about your application, gather information and statistics about courses and to comply with monitoring and reporting requirements.

- **Section 1 - your personal details**
- **Section 2 - Social welfare payments**
- **Section 3 – Your levels of education and training**
- **Section 4 – Your economic status**
- **Section 5 - Further Details**

It is important to read and understand the Data Protection Statement carefully before signing.

Your signature is required to confirm that you have read and understood how we will use and share the personal information you provide in the Learner Enrolment Form.

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Programme Learner Support System (PLSS) Data Protection Statement

Purpose and Scope of this Statement

This **Data Protection Statement** ("Statement") sets out the basis on which **An tSeirbhís Oideachais Leanúnaigh agus Scileanna (the National Further Education and Training Authority) ("SOLAS")** of Block 1, Castleforbes House, Castleforbes Road, Dublin 1 and Kildare and Wicklow ETB will use the personal information ("Personal Data") you provide in connection with your application for, and subsequent programme of study on, a further education and training ("FET") programme funded through SOLAS.

This Statement details your **Personal Data** that will be collected and processed for the purposes of the **Programme Learner Support System ("PLSS")** in order to facilitate the operation, management and coordination of your FET programme or course and your needs as a FET learner or applicant.

It also outlines how Personal Data relating to your emergency contacts and parents or guardian details for under 18s will be processed by **SOLAS and Kildare and Wicklow ETB.**

You agree to make third parties whose Personal Data or information you disclose aware of the terms of this Data Protection Statement.

04

Introduction to Assessment

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What is the National Framework of Qualifications?

The National Framework of Qualifications (NFQ) is recognised both nationally and internationally as a single entity through which all learning achievements can be measured.

It is a ten-level system that assigns academic or vocational value to qualifications. The NFQ allows learners to compare qualifications and understand pathways for progression from one level to the next through education and training.

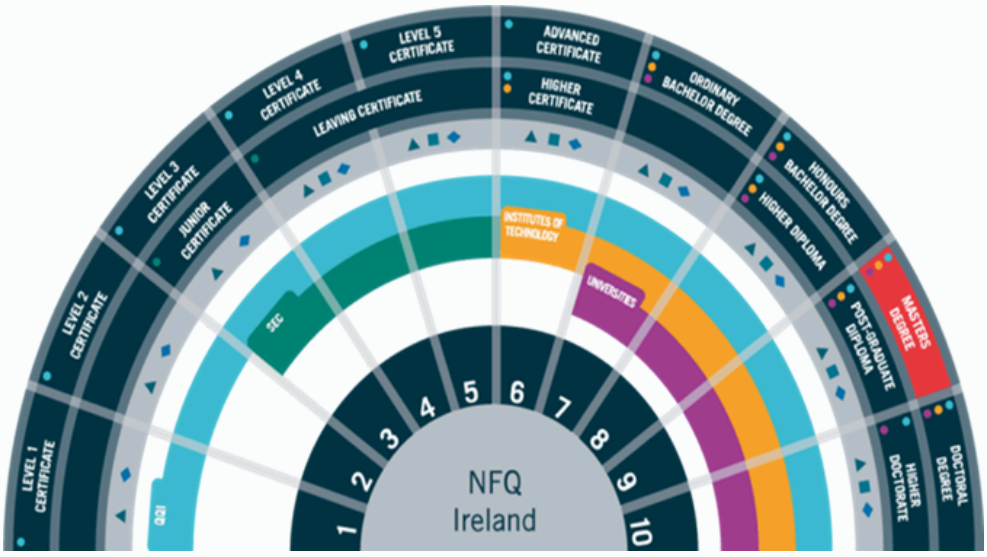
Kildare and Wicklow ETB FET offer level 1-6 programmes. It is expected that any learner seeking to access a KWETB FET programme has the knowledge, skill and competence required for participation.

This may be determined by the learner's current qualifications and where they are situated in the NFQ.

For all programmes, learners must possess sufficient English language and literacy skills to engage effectively with the course content.

Where a specific course requires a B2 level (or equivalent) on the Common European Framework of Reference for Languages (CEFRL), a formal assessment will be conducted.

The Course Coordinator will discuss this with you.



KWETB Principles for Assessment:

KWETB FET Policy on the Assessment of Learners aims to ensure that there is fair and consistent assessment of learning in all KWETB FET provision.

The following principles underpin KWETBs policies and procedures in relation to assessment:

Validity:

An assessment is valid when it measures exactly what it is supposed to, for example the knowledge, skill or competence that is required for the award.

Reliability:

Reliable assessments are accurate. They consistently measure the intended attainment or skill.

Fairness:

Fair assessments give everyone an equal chance.

Quality:

Quality assessments maintain the credibility and status of the award.

Transparency:

Clear definitions and requirements make assessments transparent.

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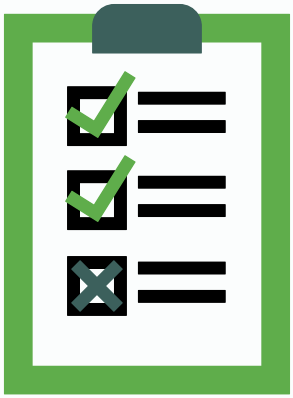
What Is Assessment?

Assessment is an important part of the learning process.

When you are enrolled on a KWETB course, you will have different tasks called assessments. These will demonstrate to you and your Tutor how well you are doing on the course. They will also be used to tell if you have reached the standard required to be awarded a certificate.

There are different ways to assess how well you are doing. Your Tutor will advise you how you will be assessed.

What is an Integrated Assessment?



An integrated assessment is a combined assessment that assesses the requirements from two or more MIMLOs or learning outcomes or several modules in one task.

What is *my* responsibility as a Learner in relation to assessment?

As a learner, your responsibilities in relation to assessment include:

Attendance and Participation:
Attend and actively participate in all classes as required.

Information Retrieval:
If you miss any information due to non-attendance, it is your responsibility to obtain it.

Timely Submission:
Submit assessments on time and in the requested format.

Support Needs:
Promptly communicate any support needs to the centre.

Preparation and Participation:
Prepare thoroughly for assessments and actively engage in them.

Understanding Assessment Procedures:
Familiarise yourself with and adhere to KWETB FET Assessment Procedures.

Punctuality for Examinations:
Arrive on time for examinations.

Original Work and Referencing:
Submit your own original work, properly referencing any quotations, to avoid plagiarism.

Feedback Sessions:
Attend feedback sessions from your Tutor and seek additional feedback if needed.

Record Keeping:
It is your responsibility to keep copies of your assessment materials.

When will I be assessed?

You may be assessed throughout your course or/and the end of your course. Your Tutor will give you more information regarding dates.

What will I be assessed on?

You will be assessed on the content of the course/programme that you are doing. The content of the course/programme will be based on an award standard that has been approved by QQI or other awarding bodies. All of the MIMLOs or learning outcomes in QQI awards will be assessed. Your Tutor will advise you more about the awarding body.

How will I know if my assessment is referenced correctly?

Your Tutor will guide you through referencing requirements for your course and you will be shown how to reference.

The purpose of referencing your work includes:

Demonstrates Wider Reading: Correct referencing shows that you have explored relevant literature beyond your primary sources, including books, articles and other credible sources.

Supports Your Ideas: When you cite other authors, you provide evidence and context for your arguments.

Enables Further Exploration: By providing accurate citations, readers can follow up on your references to delve deeper into related topics.

Gives Credit: By acknowledging other peoples' work demonstrates respect for their contributions.

Avoids Plagiarism: Passing off someone else's work as your own is considered malpractice. You must always give credit and acknowledge other people's ideas, quotes and cite your original source. Failure to do so may impact on your assessment result.

KWETB uses the Harvard Referencing System. Consistency in applying this style throughout your work is essential. If you need more detailed guidelines, refer to the KWETB Citing and Referencing Guide/Style Guide - **KWETB Citing and referencing Guide/Style Guide**

Will I get a certificate for every assessment I pass?

This will depend on the award you are working towards. Learners will need to pass eight modules in order to be awarded a QQI major award. Learners will be awarded a certificate for each module they pass. Your Tutor will give you more details.

What is a Major Award?

A major award is the main type of award you can achieve at each level of the NFQ. It includes Minimum Intended Programme Outcomes (MIPLOs) and usually consists of eight smaller awards or modules. The Common Award System (CAS) informs you of which compulsory modules you must complete and which elective modules must be completed to make up the total credits required to complete the full major award.

The default credit values for the major awards are

Level 1	**20 credit value to achieve full level 1 major award**
Level 2	**20 credit value to achieve full level 1 major award**
Level 3	**60 credit value to achieve full level 3 major award**
Level 4	**90 credit value to achieve full level 4 major award**
Level 5	**120 credit value to achieve full level 5 major award**
Level 6	**120 credit value to achieve full level 6 major award**

What is a Minor Award?

Minor awards, also known as component certificates are single modules that you can complete and get a certificate for individually. These minor awards are connected to major awards, giving you the opportunity to build on them and work towards a major award. It is important to remember that minor awards are valuable achievements on their own.

If you want to focus on a specific area or gain a particular skill, a minor award might be more suitable for you than a major award, which covers a broader range of topics.

The default credit values for component awards are

Level 1-2	**5 credits**
Level 3-5	**10 credits**
Level 5-6	**15 credits**

Newbridge FET Centre Healthcare Course

What is a Special Purpose Award?

A special purpose award is designed for specific areas of learning with a specific focus. These awards include one or more components. For example, the Special Purpose Award in Training and Development (6S3372) is a 30-credit award that focuses on training and development. It consists of two mandatory modules at level 6, each worth 15 credits.

What is a Micro-Qualification?

A micro-qualification is a small, focused award that can range from 5 credits to 20 credits that covers a specific skill or area of knowledge. They are shorter courses that allows the learner to gain expertise in a particular area.

Grading – How will my performance be marked and graded?

Levels 1-3 - Learners will be awarded either successful or referred.

- Successful means you have achieved all the MIMLOs or learning outcomes.
- Referred means you need to learn more to meet some of the MIMLOs or learning outcomes.

Levels 4-6 - Learners will be awarded either Distinction, Merit, or Pass grade or Referral

Distinction grade:	80% – 100%
Merit grade:	65% - 79%
Pass grade:	50% - 64%
Referral:	0 - 49%

The grades achieved for the minor awards will determine the grade achieved in the major award.

What if I do not submit an Assessment?

Assessments are an important part of learning. Your Tutor will support you in preparing for assessments. They understand if you are hesitant about assessments, but they will encourage and assist you. Remember, to receive a certificate, you must pass your assessments. If you choose not to complete an assessment, you will not be eligible for certification.

What are Assessment Briefs?

Your Tutor will issue you with an Assessment Brief for every assignment, collection of work, learner record, examination, project or skills demonstration you may be required to complete. This brief is the set of instructions given to you outlining the requirements and assessment/performance criteria of each piece of assessment.

The Assessment Brief will include the following information for you.

What: The task you need to complete.

How: The method that will be used to measure your work.

When: The deadline for submission.

It is important to understand that you are responsible for completing assessments and to show what you have learned.

You will be showing your

- **Knowledge,** which shows that you understand facts and ideas.
- **Skills,** where you may be asked to demonstrate what you can do.
- **Competence,** where you may be asked to apply knowledge and skills in real life situations.

What are Assessment Techniques?

Assessment refers to the process of testing and making judgments about someone's knowledge, abilities, and skills. There are different ways to assess what you have learned. Each assessment technique will have its own timelines. Your Tutor will advise you on what will be involved before you do the assessment.

Assessment involves testing your achievement based on established standards.

For QQI Awards, there are six common assessment techniques:

These are:

- Assignment
- Project
- Portfolio
- Skills Demonstration
- Examination
- Learner Record

Assignment

Purpose:

You may be asked to do an assignment in response to a specific brief. The assignment will show what you have learned. It reflects the knowledge and skills you have gained.

The Assignment Brief gives you clear instructions about what to include in your assignment.

Duration:

Assignments are usually short tasks. Sometimes, they might take longer and be spread out over a specific period of time.

Types:

A Practical Assignment will involve a hands-on activity.

A Written Assignment will require research and investigation. You will be asked to write about a particular topic based on what you have learned.

Project

Purpose

You may be asked to carry out a project in response to a specific brief. The Project will let you show various aspects of your learning. Through projects, you can demonstrate your understanding of concepts, how you apply acquired knowledge and how you can carry out research. The brief gives you clear instructions about what to include in your project.

Duration

Projects usually take time and can be carried out over the length of your course.

Types of Projects:

Research Projects: You may be required to investigate a topic, issue, or problem.

Design Tasks: You may be required to create something — a plan, a design, or an artwork.

Performance or Practical Activities: You may be required to carry out a hands-on project.

Producing an Artefact or Event: You may be required to make something or to organise an event.

Portfolio

Purpose

You may be asked to create a portfolio in response to a specific brief. A portfolio is a showcase of your work. The brief gives you clear instructions about what to include in your portfolio.

Collecting Evidence:

You may be asked to gather pieces of your own work for the portfolio. These could be reports, presentations, or any projects that you have completed. The aim of the portfolio is to demonstrate your achievements and skills.

Types of Portfolios

Portfolios can be self-generated where you will be asked to choose what to include. Other briefs may assign specific tasks or activities.

Skills Demonstration

Purpose

You may be asked to carry out a Skills Demonstration in response to a specific brief. A Skills Demonstration serves as an assessment method for practical learning outcomes. The brief gives you clear instructions about the Skills Demonstration.

Workplace Environment:

In some cases, you will be required to perform a Skill Demonstration in your workplace. This often aligns with on-the-job training. The person who is assessing you could be your work-place supervisor. You may also be required to carry out a Skill Demonstration in a real/live environment.

Simulated Environment:

Alternatively, you may be required to perform a Skill Demonstration in a simulated setting. This may include role play or scenarios which will allow you to showcase a wide range of skills.

PowerPoint Presentations as part of Assessment:

As part of your assessments, you may be required to create and deliver a PowerPoint presentation. This allows you to demonstrate your understanding of a topic, your ability to communicate clearly and your presentation skills. Your tutor will provide guidance on the topic of the presentation, the expected length and format, any specific content that needs to be included, and how the presentation will be assessed.

Examination

What Is an Examination?

The purpose of an examination is to check what you know and how you can use that knowledge. Examinations happen within a specific timeframe and under clear rules.

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Learners Guide to Examinations

Note important dates, deadlines, and exam locations in advance!

Be Prepared

The learner should: -

Understand your programme's level and stage.

Follow guidance from your Tutor.

If needed, apply for Reasonable Accommodation or Compassionate Consideration in required timeframe.

Exam Day

The learner should: -

Arrive early at the exam centre.
Bring all necessary personal equipment.
Show a valid ID to the invigilator.
You will not be allowed to enter the exam after a certain point. Your tutor will inform you of the specific timeframe during which entry will no longer be permitted.
Turning off all electronic devices before the examination starts and store these in the allocated place.
Sign and submit all assessment materials on completion of the examination.
Take responsibility for personal possessions, storing them in the allocated space as requested by the invigilator.
Stay until the allotted time has elapsed.

Types of Examinations

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Practical Examination

A practical examination will assess specific hands-on skills:

Purpose:

You will be given a specific amount of time to show what you know and can demonstrate it practically.
It will demonstrate your skills and competency.

Preparation:

Before the exam, you will receive instructions:

- Location and Duration: Where and how long the exam will be (the time will depend on the task).
- Learning Outcomes: What you will be assessed on or what tasks you need to perform.
- Materials and Equipment: What you will need (either bring it or it will be provided).
- Grading: How your performance will be marked.

Interview Style Examination

This involves verbal questioning. It could be one-on-one or in a group.

Aural Examination

An aural examination focuses on your listening skills.

Purpose:

Aural exams assess how well you can understand spoken information.
They are often used in language modules or components.

Preparation:

Learners will get written instructions:

Title, Location, and Duration: You will know the exam's title, where it happens, and how long it lasts.

- **Exam Process:** You might have time to read text before the exam starts. The tape (or audio) may play multiple times.
- **Reference Materials:** Any dictionaries or other tools you can use.
- **Scoring:** How your performance will be marked.

Theory-Based Examination

A theory-based examination checks how well you understand specific theories and knowledge. These assess your understanding of concepts and theories. You might answer different types of questions, for example, multiple-choice, short answers, or essays — either in writing or by speaking.

Types of Questions:

Short Answer Questions: These require brief responses. Sometimes, you will need to use specific words or phrases.

Structured Questions: These have different parts. They test your deeper understanding of a topic. You might discuss, compare, analyse, evaluate, translate, or solve problems.

Essay-Type Questions: Like structured questions, these delve deep into a specific area of knowledge. They also assess cognitive skills, such as discussing, comparing, analysing, evaluating, translating, or problem-solving.

Multiple Choice Questions: These test factual knowledge, comprehension, application, analysis, and problem-solving. But they do not assess communication skills, for example, writing fluently.

English is not my first language – can I use a bilingual dictionary during examinations?

If English is not your first language, you can request to use a bilingual dictionary during examinations through the Reasonable Accommodation Application process. You should apply in advance of the Examination to allow for the process to take place. If approved by the Centre Coordinator, bring the form along with your own bilingual dictionary to the examination.

Guidelines for the use of bilingual dictionaries in examinations

Learner Record

These methods help assess learners' progress and ensure they meet the required criteria for receiving an award.

What Is a Learner Record?

A learner record is like your personal learning diary.

Here is what it includes:

Self-Reported and Reflective:
You write about your learning experiences, activities, and skills.

Different Forms:
Your record can take various shapes such as:

Structured Logbook:
A well organised book where you jot down important details.

Diary:
Like a journal, where you share thoughts and experiences.

Learning Journal:
A place to reflect on what you have learned.

Lab Notebook:
For example, science/laboratory skills, this records tasks and results.

Sketchbook:
For artists, it holds original drawings and creative process evidence.

If you need further information about the assessment you will be taking, please ask your Tutor.

What is the Certification Process?

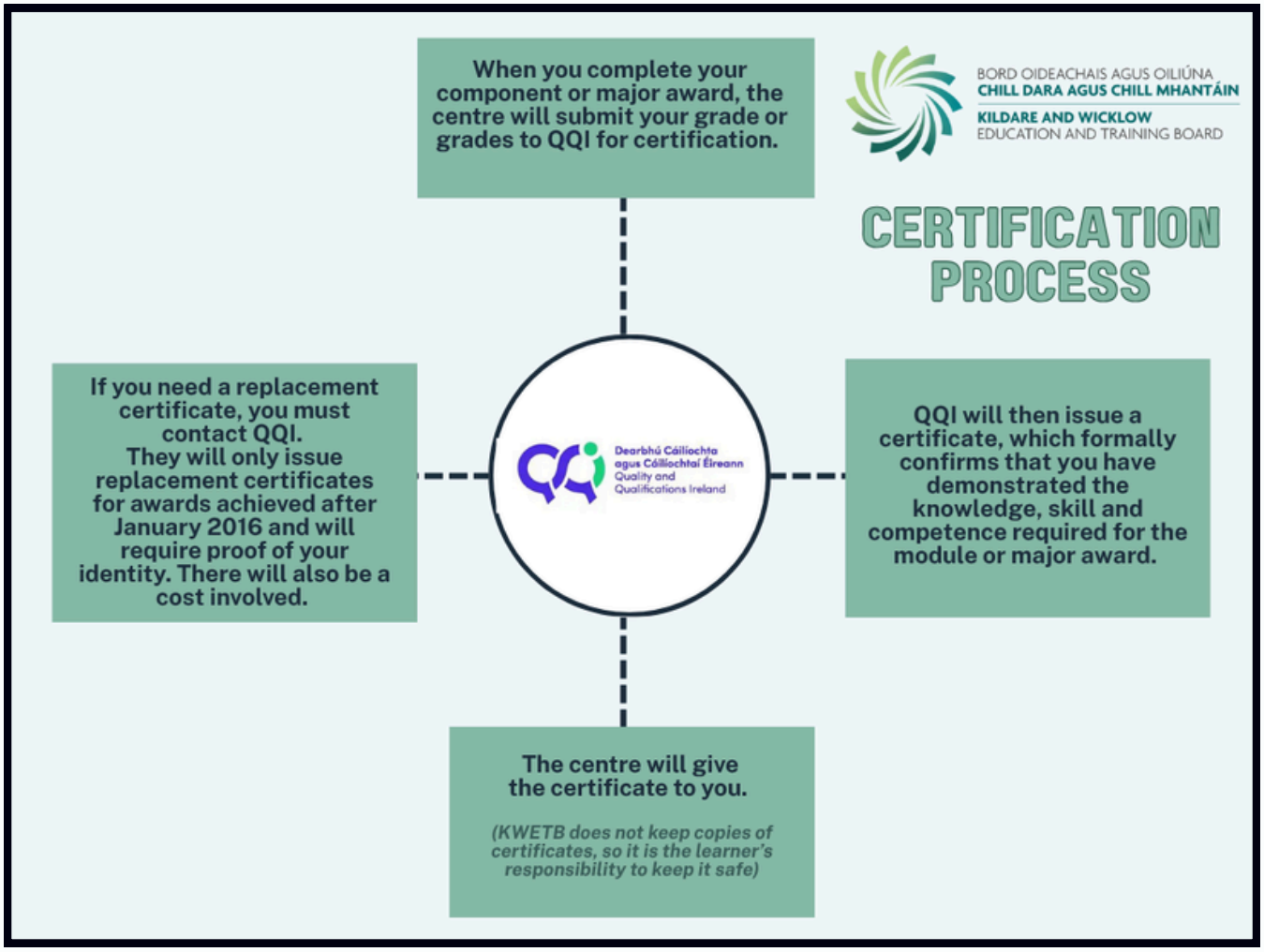
When you complete your component or major award, the centre will submit your grade or grades to QQI for certification.

QQI will then issue a certificate, which formally confirms that you have demonstrated the knowledge, skill and competence required for the module or major award.

The centre will give the certificate to you.

KWETB does not keep copies of certificates, so it is the learner's responsibility to keep it safe.

If you need a replacement certificate, you must contact QQI. They will only issue replacement certificates for awards achieved after January 2016 and will require proof of your identity. There will also be a cost involved.



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Learner Supports

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Learner Supports Available

This learner handbook and Centre induction sessions provide information about learner supports available to you throughout your time on the course.

A range of supports are available to help you stay engaged and succeed in your learning. Speak to your Tutor or Programme Coordinator to learn more about what is available in your centre.

At KWETB, comprehensive supports cover various areas, such as:

- Career/Education Guidance and Counselling
- Student Councils and Peer Support
- Reasonable Accommodations
- Compassionate Considerations
- Digital, Literacy, and Numeracy Support
- Complaints Procedure
- Appeals Procedures
- Deferrals and Exemptions

KWETB Adult Career/Education Guidance Counsellors

Learners in KWETB courses can avail of the free Adult Guidance Service before accessing their course, during their course, after completing their course. You can access a guidance counsellor in every FET Centre and programme. Your Tutor or centre coordinator will provide you with information on accessing the service, including days and times when the guidance counsellor is in your centre, and how to make an appointment.

The KWETB **Adult Guidance Service** and Information Service is available to all adults and those over 16 years of age who are no longer in mainstream school education in Co Kildare and Co Wicklow. The service assists clients in exploring further education and training options and assists in developing personal and career progression plan.

Within KWETB the Adult Guidance Service provides a free service to the learner to support and assist in making informed choices around courses and guidance on progression opportunities.

The service is both impartial and confidential and offers advice and guidance to support learners through the process of;

- Identifying learner's current skill set, strengths, and experiences
- Assisting learners to make informed decisions about your future
- CV Preparation and Interview Skills
- Assisting learners in application procedures for colleges
- Giving learners information and advice on education grants, rights and entitlements

Student Councils and Peer Support

Some centres have a Student Council in place. These councils are made up of learners who represent the student body and work to support a positive learning environment.

The Student Council can:

- Act as a voice for learners, sharing feedback and suggestions with staff
- Organise events and activities to promote learner engagement
- Provide peer support and guidance to learners
- Help build a sense of community within the centre

If your centre has a Student Council, you will be given information on how to get involved or how to access support through them. Participation is encouraged and can be a valuable part of the learning experience.

Reasonable Accommodation

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What is Reasonable Accommodation?

Kildare and Wicklow ETB aim to provide equality of access and opportunity by, where possible, reducing barriers to access and providing reasonable accommodations during assessments.

Reasonable accommodations are adjustments made during assessments to support individual learners. When you applied for your course, you may have discussed a specific need you have with the Course Co-ordinator. Example of specific needs may include, but is not limited to, not being able to read or write well, a disability or medical condition, not being able to hear or see, or needing to use a wheelchair.

However, once you start your course, you must ensure your Tutor is aware of your specific need. They will discuss with you whether or not you need any additional supports during assessment and how to apply for Reasonable Accommodation.

These accommodations ensure that learners can demonstrate their knowledge, skills, and competence without being disadvantaged. Importantly, reasonable accommodations do not make assessments easier or give an advantage. The required standard must still be achieved.

The term 'Reasonable Accommodation' refers to adapting assessment tasks to cater to learners' needs — for example, those with physical disabilities or specific learning needs. These accommodations aim to facilitate learners in demonstrating their accomplishments while maintaining assessment validity and reliability. They should never compromise the award's standard or unfairly advantage anyone. Adaptations by Tutors will allow learners to demonstrate their achievements without altering the award's standards.

Am I entitled to reasonable accommodations in assessment due to a disability or specific learning need?

Yes, KWETB FET centres do all that is reasonable to provide accommodation in examinations and skill demonstrations to enable learners with specific learning needs to demonstrate their level of actual attainment, in as far as is possible, without undermining the validity and reliability of the assessment.

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What types of reasonable accommodations are available?

The accommodations available depend on the specific disability or learning need.

They may include the following:

Modified Presentation of Assignments/Examination papers: For example, larger print assignments or examination papers.

Scribes/Readers: Someone to assist you during the assessment.

Sign Language Interpreter: If you use sign language.

Practical Assistants: Support during practical assessments.

Rest Periods/Supervised Breaks: To manage fatigue.

Adaptive Equipment/Software: Tools tailored to your needs.

Assistive Technology: Devices that help you access the material.

Bilingual Dictionary: For learners whose first language is not English.

Additional Time: For learners who require additional time to complete examinations or other assessed tasks.

How do I apply for Reasonable Accommodation in Assessment?

To apply for Reasonable Accommodation in assessment a learner needs to complete the form Reasonable Accommodation in Assessment Application and Approval Form.

Reasonable Accommodation in Assessment Application and Approval Form

Form A

Kildare and Wicklow Education and Training Board

Application for Reasonable Accommodation

(PRIVATE AND CONFIDENTIAL)

Name of Learner: _____

Contact Telephone Number: _____

Email: _____

Relevant Programme Details

Award Title: Award Code:

Component Title: Component Code:

Reasonable Accommodation required:

List of supporting documentation supplied and included:

Referred to Coordinator/Principal by: _____

Date of referral: _____

Outcomes/Accommodations put in place:

Learner Signature: _____ Date:

Co-ordinator/Programme Manager Signature: _____

Date: _____

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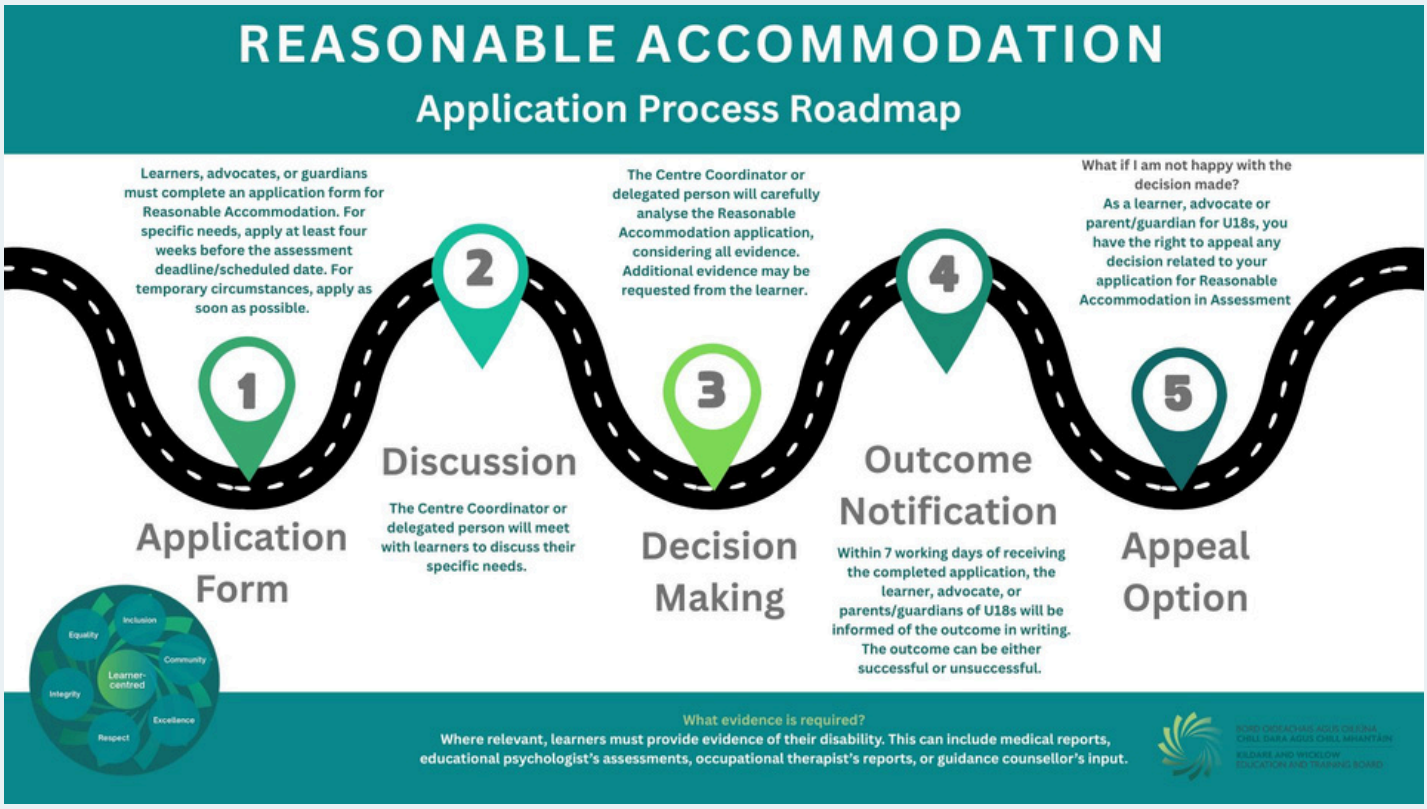
What is the process when I have applied for Reasonable Accommodation?



KWETB FET follow a systematic process to identify and address learner needs for reasonable accommodations during assessments:

Application Form - Learners, advocates, or guardians must complete an application form for Reasonable Accommodation. For specific needs, apply at least four weeks before the assessment deadline/scheduled date. For temporary circumstances, apply as soon as possible.

Discussion - The Centre Coordinator or delegated person will meet with learners to discuss their specific needs.

Decision Making - The Centre Coordinator or delegated person will carefully analyse the Reasonable Accommodation application, considering all evidence. Additional evidence may be requested from the learner.

Outcome Notification - Within 7 working days of receiving the completed application, the learner, advocate, or parents/guardians of U18s will be informed of the outcome in writing. The outcome can be either successful or unsuccessful.

What evidence is required?
Where relevant, learners must provide evidence of their disability. This can include medical reports, educational psychologist's assessments, occupational therapist's reports, or guidance counsellor's input.

What if I am not happy with the decision made?

As a learner, advocate or parent/guardian for U18s, you have the right to appeal any decision related to your application for Reasonable Accommodation in Assessment. The process is as follows:

Use the Reasonable Accommodation Assessment Appeal form to submit your appeal in writing.

Reasonable Accommodation in Assessment Appeal Form

Submit the appeal to the Co-ordinator or delegated person within 5 working days from the date of notification.

The appeal decision is based solely on the original information used to assess eligibility.

If new **supporting information** becomes available, it is treated as a new application.

The Co-ordinator or delegated person will inform you, your advocate, or your parent/guardian for U18s of the appeal decision within **5 working days** of receiving the completed Reasonable Accommodation in Assessment Appeal Form.

Compassionate Considerations

What is Compassionate Consideration

The Compassionate Consideration procedure ensures that learners are not unfairly disadvantaged if they cannot participate in assessments due to personal events or circumstances beyond their control.

Am I entitled to Compassionate Consideration

Yes, if a learner feels that their assessment performance or preparation will be affected by such an event, they can apply to defer an assessment activity. This allows them to sit the assessment or submit the assignment at an alternative date.

Examples of circumstances where a learner may apply for Compassionate Consideration include:

A physical injury during a period of four to six weeks before the assessment deadline or scheduled assessment event.

Emotional trauma during a period of four to six weeks before the assessment deadline or scheduled assessment event.

A physical disability or chronic disabling conditions such as epilepsy, glandular fever or other incapacitating illness which prevented participation in the scheduled assessment.

The recent bereavement of a close family member or friend.

Severe accident.

Domestic crisis.

Terminal illness of a close family member.

Other extenuating circumstances.

In these circumstances, the learner may apply to defer the assessment: i.e. to complete the assessment activity on another occasion or submit assessment materials on an alternative date.

Compassionate Considerations

Examples of circumstances which are unlikely to be considered under Compassionate Consideration

Typical symptoms associated with examination stress.

Minor illnesses such as common cold.

Holidays.

I.T. or computer failure (excluding during an exam).

Where English is not the first language of the assessment learner *(This issue would be dealt with separately and appropriate supports provided to enable learners to contribute and participate in learning delivered through English.)*

How do I apply for Compassionate Consideration?

To apply for Compassionate Consideration a learner needs to complete the form:

Application for Compassionate Consideration.

COMPASSIONATE CONSIDERATION APPLICATION FORM

Part A: To be completed by a learner applying for compassionate consideration in respect of extenuating circumstances.

Centre/School/College Name:

Learner Name:

Course/Programme (including Award Code e.g 5M2009):

Module name (including Award Codes e.g. 5N2135):

Name(s) of associated Teacher(s)/Trainer(s)/Tutor(s)/Instructor(s):

Type of Assessment (tick where applicable):	**Examination**	**Project**
	Skills Demonstration	**Learner Record**
	Assignment	**Collection of Work**

Assessment due dates:

Reason(s) for requiring compassionate consideration:

Supporting evidence/ documentation provided: Yes ☐ No ☐

Learner Declaration:

I request compassionate consideration in relation to the above named assessment on the grounds described above. I confirm I have read and understood KWETB's policy on compassionate consideration:

Signature of Learner: **Date:**

Part B: [for Official Use]: To be completed by the Programme Co-ordinator/Programme Manager

Co-ordinator/Programme Manager Name:

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What is the process when I apply for Compassionate Consideration?

Application Form - If appropriate, the learner should complete an application for Compassionate Consideration before the assessment date. The application should be submitted to the Co-ordinator or a delegated person.

Information Gathering - The Co-ordinator or delegated person may gather additional information from the learner if necessary. This could include requesting medical certificates or other evidence related to the personal event or circumstance.

Decision-Making - The Programme Co-ordinator will review the information received. A decision will be made regarding compassionate consideration. The decision should be promptly recorded and signed off on the Compassionate Consideration Application Form, ideally within 3 working days from receiving the application.

Communication - The Programme Co-ordinator communicates the decision to the learner.

Alternative Assessment Opportunity - The Tutor will arrange an alternative opportunity for the learner to complete the assessment. This may involve providing an alternative examination paper or assessment brief to ensure the validity and reliability of the assessment.

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What if I am not happy with the decision made.

As a learner, advocate or parent/guardian for U18s, you have the right to appeal any decision related to your application for Compassionate Consideration.

The process is as follows:

Use the Compassionate Consideration Appeal Application Form.

Compassionate Consideration Appeal Application form

Submit the appeal to the Co-ordinator or delegated person **within 5 working** days from the date of notification.

The appeal decision is based solely on the original information.

The Co-ordinator or delegated person will inform you (or your parent/guardian for U18s) of the appeal decision within 5 working days of receiving the completed Compassionate Consideration Appeal Application Form.

Compassionate Consideration

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Appeal Process

Application Form
Use the Compassionate Consideration Appeal Application Form

Submit
Submit the appeal to the Co-ordinator or delegated person within 5 working days from the date of notification.

Decision Making
The appeal decision is based solely on the original information.

Communication
The Co-ordinator or delegated person will inform you (or your parent/guardian for U18s) of the appeal decision within 5 working days of receiving the completed Compassionate Consideration Appeal Application Form.

Alternative Assessment Opportunity
If the appeal is successful, the Tutor will arrange an alternative opportunity for the learner to complete the assessment. This may involve providing an alternative examination paper or assessment brief to ensure the validity and reliability of the assessment.

Digital, Literacy and Numeracy Support

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Learner well-being and accessibility is at the forefront and centre of all KWETB activity. In FET Learner supports include digital, literacy and numeracy supports. Learners can seek supports when accessing or enrolling on their course, during the course, or for instances of assessment.

Prior to commencing the course, the Programme Co-ordinator or Course Recruitment will ensure that potential learners are assessed prior to enrolment to ensure that you meet the required knowledge, skills and competencies to undertake the course. This is to support your successful completion of your course.

For entry to courses there may be minimum education requirements of and NFQ level award at the previous level of your prospective course or its equivalent prior to entry to the programme, or you may be required to have achieved the relevant skills, knowledge, and competencies to allow full participation in the course.

For all courses, the Programme Co-ordinator or Course Recruitment should ensure that learners have a minimum English language and literacy competency to allow them to appropriately and successfully participate in the course.

Co-ordinators may access the ALISS service to support this work, to conduct an initial assessment to ensure that the correct supports are being allocated to support you and to ensure that you are commencing at the correct course level. Decisions on programme admittance in this regard rest with the Co-ordinator.

What is the ALISS programme?

All potential learners will be provided with information in relation to learning supports, and how they can be availed of, if required.
Learners can access KWETB Student Study Hub which includes videos, activities, study tips and resources to assist the learner in getting the most from their course. **The Study Hub (ALISS - Accessible Learning Integrated Support Service) can be found here.**

Complaints Procedure

KWETB has a **complaints procedure** for learners. It sets out how to make a complaint and helps learners with any complaints related to programme delivery. This could include things like facilities, course provision, and associated processes. KWETB learners or prospective learners can use this procedure. It focuses on resolving the issue early on by finding a solution. If the issue cannot be resolved internally, a formal investigation may take place.

The stages in the Complaints Procedure are outlined below:

Informal Stage:

Talk to the Tutor: If you have any issues with assessment, facilities, course provision, or related processes, you should discuss this with your Tutor.
Still Not Resolved? If the issue is not resolved, the learner should communicate with the Programme Co-ordinator directly.

Informal Discussion: The Programme Co-ordinator will meet with you informally to discuss the problem and try to find a solution.

Escalate if Needed: If your complaint is about the Programme Co-ordinator, it should be escalated to their Line Manager.

Formal Stage:

If the informal stage does not work, the Programme Co-ordinator will explain that the next step of the Complaint procedure is the formal stage.

Fill Out the Learner Complaints Form: You will have to complete a Learner Complaints Form, sharing details like contact info, the complaint nature, actions you have taken, and what outcome you want**.**

Learner Complaints Form

Complaints Procedure

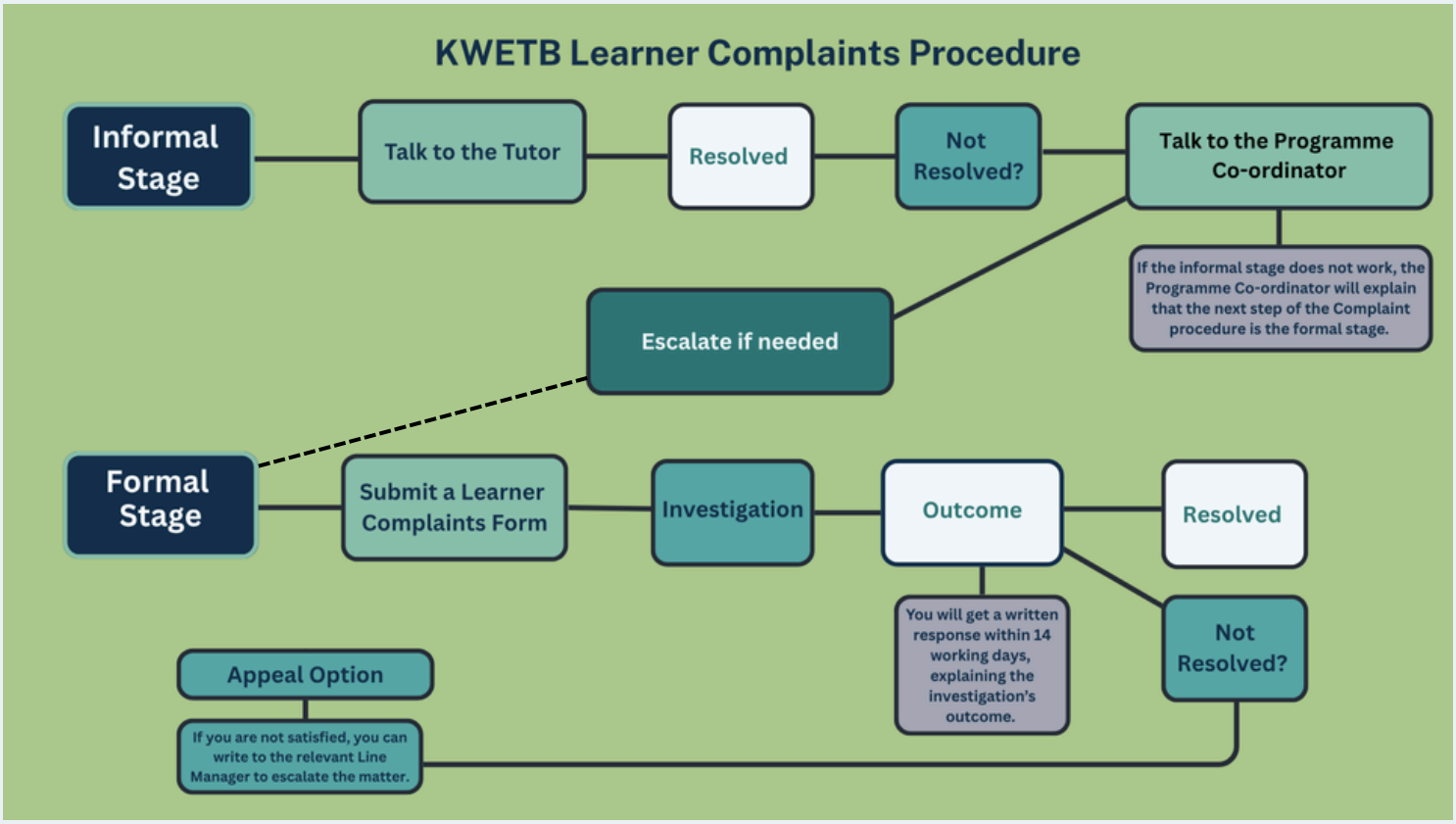
Submit the Form: Send the form to the Programme Co-ordinator.

Timelines and Investigation: Within five working days, the Programme Co-ordinator will respond and outline the investigation steps. They will also tell you how long it will take (usually no more than 14 working days).

Thorough Investigation: The Programme Co-ordinator will investigate the matter following the procedure.

Outcome: You will get a written response within 14 working days, explaining the investigation's outcome.

Appeal Option: If you are not satisfied, you can write to the relevant Line Manager to escalate the matter.



Repeating an Assessment

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Learners can apply to repeat an assessment under the following conditions:

Failure to meeting Minimum Intended Programme Learning Outcomes (MIPLOs) or Minimum Intended Module Learning Outcomes (MIMLOs)

If a learner does not pass a module or assessment, resulting in not meeting the MIPLOs or MIMLOs, they should be offered the opportunity to repeat and resubmit an equivalent assessment.

Learners can apply to repeat an assessment only if they have not successfully completed a module or assessment and would otherwise be referred, which means being unsuccessful and not reaching a pass grade. Repeating an assessment is not permitted for the purposes of improving a grade, under any circumstances.

Eligibility

Learners may only apply to repeat an assessment for a module in which they have not achieved success. The option to apply to repeat an assessment is available only if you have previously submitted the assessment and have not achieved at least 50% of the marks available for that assessment task.

One-time request - Learners can repeat an assessment only once.

Opportunities to repeat an assessment activity will depend on the nature of the activity. Some centres may have specific constraints that would prevent them from offering repeat opportunities for all assessments.

How to apply to repeat an assessment

To apply for a repeat assessment, complete the Repeat of Assessment Application form link here:

Repeat Application Form

APPLICATION TO REPEAT AN ASSESSMENT

Part A: To be completed by a learner applying to repeat an assessment. A learner cannot repeat an assessment in order to improve their grade.

Centre/School/College Name:

Learner Name:

Course/Programme (Award title including Award Code):

Module (Module title including Module Code):

Name(s) of associated Teacher(s)/Trainer(s)/Tutor(s)/Instructor(s):

Type of Assessment (tick where applicable):	Examination		Project	
	Skills Demonstration		Learner Record	
	Assignment		Collection of Work	

Date assessment was first completed:

Mark achieved in assessment:

Learner Declaration:

This should be submitted no later than ten days after results are issued.

Certain programmes, including Early Learning and Care (ELC), Apprenticeship programmes and other programmes delivered by other awarding bodies, have specific requirements that take precedence over the requirements in KWETB Repeat Policy. Learners will be informed of the relevant repeat procedure during their course induction.

Appeals

You have a right to view your assessment answer papers. Your Tutor will advise you on how you can access your answer papers. Learners are entitled to appeal the results of assessments. This involves a more detailed investigation into your assessment performance.

Appealing Results

Can I appeal my results if I am unhappy with them?

Yes, KWETB has an External Appeals Process in place and Learners are entitled to appeal their results awarded for individual awards or components.

How do I appeal my results?

A learner who wishes to make an appeal must complete and submit a Learner Appeals Application Form **KWETB Learner Appeal Application Form**. Your centre will notify you of the deadline for appeals. Appeals received after the date given by your centre will not be processed.

Will my appeal be processed before CAO offers are made?

If you have submitted a CAO Application please submit your appeal as early as possible, to ensure the process is completed in time for the CAO Application and offers process. The CAO operate to extremely strict timelines, and results that are not communicated to them in time will not be included in the point's calculations, and subsequent candidate place offers may be affected.

How much does it cost to appeal my results?

A fee of **€40.00** is payable in respect of each module/component being appealed. This fee is refundable in the case of successful appeals. This fee of €40.00 per appeal must be paid by the learner directly to the centre. Appeals cannot be processed without the payment of fees.

Who do I contact if I have a query about my appeal?

Learners must communicate directly with the centre and under no circumstances should contact the External Appeals Office. An Extern Examiner will review the appeal documentation. Only evidence previously presented can be considered as part of an appeal. No new evidence can be presented.

How will I find out the result of the Appeal?

The Programme Coordinator will communicate the outcome of the appeal to you when they have received the outcome from the External Appeals Office.

Academic Integrity and Assessment Malpractice

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In Kildare and Wicklow ETB, academic integrity is a fundamental principle underpinning all FET activity.

When you submit work for assessments — whether it is written text, pictures, tables, or any other form of assessment – it is your responsibility to ensure that you give credit to the original sources. If you are using data or ideas that are not your own, you must acknowledge where they came from.

Where assessment malpractice is suspected with due cause, this is reported and processed according to KWETB procedures in a way which is consistent, transparent and fair to all learners.

What is assessment malpractice?

Assessment malpractice is any action or practice that undermines the fairness of an assessment. This action might be deliberate or accidental.

Listed below are some examples of assessment malpractice; -

Impersonation:
Assuming the identity of another learner.

Failure to Provide Correct Identification:
Neglecting to show proper identification during assessment activities.

Altering Results:
Manipulating assessment scores.

Unauthorised Access to Secure Assessment Materials:
Obtaining confidential assessment materials (e.g., exam papers) without authorisation.

Removing Assessment Material Unlawfully:
Taking assessment materials from the assessment location without permission.

What is plagiarism?

Plagiarism is the act of presenting someone else's work as your own in your assessment. This could be any piece of work that has not been referenced and has been copied or purchased from the internet, any published work and/or other learners' work and/or other sources that has not been referenced.

Listed below are some examples of Plagiarism.

Plagiarism:
Presenting someone else's work as your own, whether with or without permission.

Direct Plagiarism:
Copying another learner's work or enlisting someone else to complete your assessment (both parties are subject to investigation).

Purchasing or Acquiring Work from Third Parties:
Obtaining assessment materials from external sources and claiming them as your own.

Artificial Intelligence (AI):
Submitting AI generated content as your own original work constitutes plagiarism. This includes copying text, ideas, or solutions produced by AI.

Using Artificial Intelligence (AI) in Your Learning

Artificial Intelligence (AI) refers to tools such as **ChatGPT, Copilot, and other online software that can help generate ideas, explain topics, correct grammar, or create text.** These are sometimes called **'generative AI'** tools. You may find these helpful while studying, but it is essential to understand when and how they may be used.

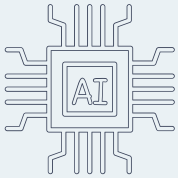
In KWETB, the use of AI tools is not automatically allowed in assessments or assignments. Your tutor will let you know if you are allowed to use AI for a specific task. If they do not mention it, you must assume it is not permitted. Using AI in the wrong way may be considered assessment malpractice and could affect your results.

If AI is permitted, it may only be used to support your learning, such as to help you brainstorm ideas, check your spelling or grammar, or help you understand a topic.

However, using AI to write your full assignment or exam answers is not acceptable. Copying text directly from AI tools and presenting it as your own work is a form of plagiarism.

If you do use AI for any part of your work, you must clearly say so. This includes naming the tool, stating the prompt or question you asked, and including the answer or content the AI gave you. This is important to show how the tool was used and to make sure your work is still your own.

Always check with your tutor before using AI. If you are not sure whether it is allowed, ask first. It is better to get advice than risk making a mistake. KWETB expects all learners to complete their work honestly and fairly, and that includes the responsible use of new technologies.



What happens if I am suspected of assessment malpractice or plagiarism?

Using Computer Applications for Assessment Evidence:
Your Tutor may use computer applications/plagiarism detection software, example Turnitin (where applicable) to verify the reliability of the evidence you submit for assessments. If there are any doubts or questions, your Tutor will seek clarification from you before escalating the matter to the Programme Co-ordinator.

Reporting Suspected Academic Integrity Issues:
If your Tutor suspects assessment malpractice or academic integrity issues, they will report it to the Programme Co-ordinator. The Tutor will complete an Assessment Malpractice Incident report.

Meeting with the Programme Co-ordinator:

- The Programme Co-ordinator will schedule a meeting involving you and your Tutor.
- You can bring someone with you to the meeting.
- During this meeting, you will have the chance to respond to the allegations.
- You will be informed of the specific allegation and the evidence supporting it, as well as the potential consequences if the allegation is upheld.

Handling Documentation and Investigation:
Only relevant parties involved in the investigation will have access to the documentation. The Programme Co-ordinator will hold a second meeting with you within five working days to allow you to respond further. The Tutor may also attend this meeting.

Decision and Communication:

- Based on the evidence gathered, the Programme Co-ordinator (with input from the Tutor will decide the outcome of the investigation.
- The Programme Co-ordinator will communicate the decision to you.

What are the penalties for assessment malpractice

Minor Offence: These may involve errors in judgment without clear intent to engage in Assessment Malpractice. Sanctions will be put in place, i.e. Learners may be asked to resubmit their assessment.

Major Offence: Premeditated engagement in assessment malpractice. If a major offence (e.g., plagiarism) is proven, you will receive a zero mark for that piece of work.

What if I am not happy with the decision made

You have the right to appeal the process through KWETB appeals procedures. Appeals must be submitted within five working days from the date of receiving the investigation findings, using the Appeals Assessment Malpractice Application form.

Appeals Assessment Malpractice Application

FORM C: (PRIVATE AND CONFIDENTIAL)
Appeals Assessment Malpractice Application Form

Please complete this form and return to centre for forwarding to AEO **no later than 5 working days from the date of communication of the findings of the investigation.**

1. Your Contact Details	
Name	
Address	
Email address	
Telephone	
2. Reason for your appeal	
Please give explanation as to the reason for this appeal application	
3. Signature	
Print Name:	here
Signature	Here
Date	Here

Information you will receive on Quality Assurance on Assessment

KWETB have quality assurance policies and procedures in place to ensure that learners are assessed fairly and consistently across all centres. This is achieved through the following KWETB Quality Assurance processes.

Quality Assurance ensures that assessments are accurate, fair and reliable. At Induction, learners will be given information on the following which will be reinforced throughout the course.

Internal Verification:

After learners submit their assessment, the assessments undergo internal verification. This process checks whether correct assessment procedures were followed and whether sufficient evidence was provided. This quality control step ensures consistency and fairness.

External Authentication:

An External Authenticator is appointed by the Quality Assurance Office. They are independent experts in their field. Their task is to verify KWETB assessment procedures and to check assessment results on a sampling basis. This external review ensures objectivity and accuracy and maintains transparency and standards.

Results Approval:

KWETB will meticulously review your grades to ensure accuracy. KWETB commitment is to provide fair and precise assessments. A Results Approval Panel reviews and approves the assessment results. Once approved, certification is requested for the learners.

Appeals (Internal and External):

If you disagree with a decision (such as a grade), you have the right to appeal. Learners have the opportunity to appeal their results if they wish to challenge any aspect of the assessment outcome. Procedures are in place to assist you with appealing your grade.

Quality Assurance in Assessment

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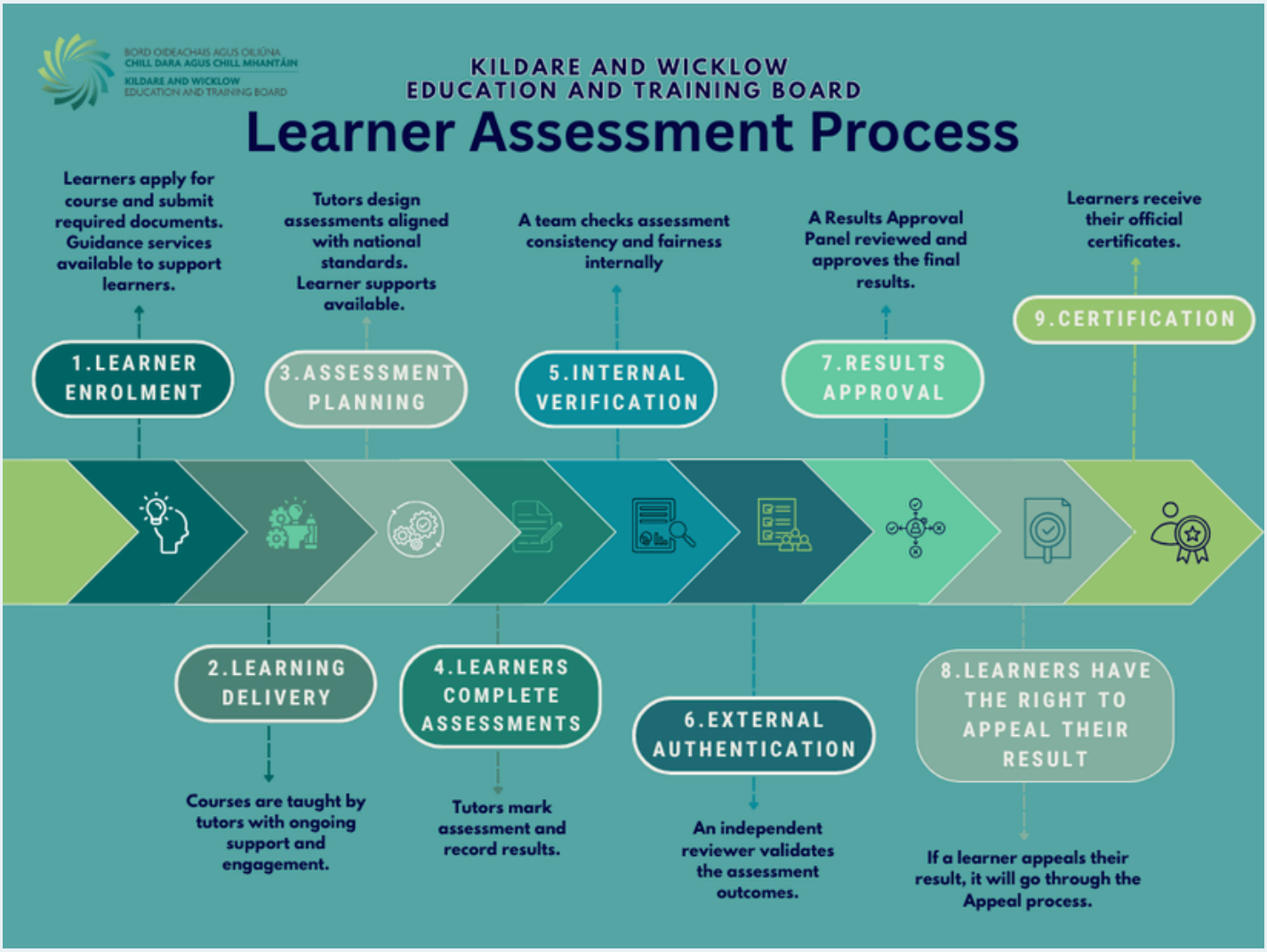

06

Frequently Asked Questions

KWETB Learner Help Guide

Your Questions Answered

KWETB Learner Help Guide Your Questions Answered

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Getting Started

Q1: What can I expect from my course?
You will work towards learning outcomes that describe what you'll know or be able to do by the end. Your tutor will explain the content and structure.

Q2: What are "learning outcomes" and why do they matter?
They help you understand the purpose of each part of your course and how you'll be assessed.

Assessment Made Simple

Q3: How do I know what assessments I have to do?
Each task comes with an assessment brief. This tells you what to do, how it will be marked, and when it's due.

Q4: What if I miss an assessment?
Let your tutor know straight away. You may be able to apply for compassionate consideration.

Q5: Can I get help with assessments?
Yes. If you need support, you can apply for reasonable accommodation (e.g., extra time or different formats).

Q6: What is "plagiarism"?
It's copying someone else's work and claiming it as your own. This is not allowed and can lead to penalties.

Results and Appeals

Q7: When will I get my results?
After internal and external checks are complete, your results will be shared with you, usually before certification.

Q8: What if I think my result is wrong?
You can submit an appeal. The handbook and your tutor can explain how and when to do this.

Q9: Can I repeat an assessment?
Yes. One repeat is usually allowed if needed.

Certification and Progress

Q10: Will I get a certificate?
If you pass all required parts, your results are sent to QQI and you'll receive a QQI certificate.

Q11: What is QQI?
Quality and Qualifications Ireland – they set national standards and issue certificates for courses like yours.

Support Along the Way

Q12: Who can I talk to if I need help?
Your tutor, centre staff, or learner support services are here to help.

Q13: What supports are available if I have additional needs?
Support includes assistive technology, learning support, and tailored assessment arrangements.

Q14: What if I don't have a laptop or internet access?
Talk to staff. You may be able to borrow equipment or access learning at your centre.

Contact Points

Teacher/Tutor– First point of contact for course or assessment questions.
Centre Coordinator–Help with enrolment, supports, and policies.

Learner Support Services–For extra learning or wellbeing supports.

07
Resources

Links to Forms & Useful Resources

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KWETB Citing and referencing Guide/Style Guide

Referencing Handbook

Guidelines for use of Bilingual Dictionaries

Reasonable Accommodation in Assessment Application and Approval Form

Reasonable Accommodation in Assessment Appeal Form

Application for Compassionate Consideration

Compassionate Consideration Appeal Application Form

Learner Complaints Form

KWETB Learner Appeal Application Form

Application to Repeat an Assessment

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GUIDELINES FOR USE OF DICTIONARIES IN EXAMINATIONS

Purpose:

KWETB follow the State Examination Commission Guidelines for use of dictionaries in examinations. The following guidelines describes the use of bilingual translation dictionary in QQI examinations. For assessments in non-QQI awarding bodies, the regulations of the awarding body must be adhered to (GIVE LINKS – IBEC, C&G, PEARSON ETC).

Dictionary Specification

Bilingual translation dictionaries between the learner's first language and English (i.e. without explanation of terms (definition) are permitted.
Electronic bilingual dictionaries, translators, wordlists or glossaries are not permitted. Mobile phones or other electronic devices are not permitted.

Provision of Bilingual Dictionaries

Where the use of a bilingual dictionary has been certified by the centre/school, these learners, may use their own dictionaries provided these are free from additional personal notes/notation during the examinations. The bilingual dictionaries must be made available for inspection by the invigilator/exam supervisor before the commencement of the examination. There are no circumstances in which KWETB will provide bilingual dictionaries to learners.

Information for Centres/Schools

Centres/Schools are empowered to certify the use of bilingual translation dictionaries in the case of candidates who meet the requirements set out above and who wish to avail of this facility. It is the centre's responsibility, prior to the examination, to check that the bilingual dictionaries do not contain any personal notes/notation/revision notes included. Extra time is not allowed for learners who are using bilingual dictionaries.

The learner must apply through the Reasonable Accommodation process to use a bilingual dictionary. Details should be included in the Internal Verification Report

Citing and Referencing Guide

The following section outlines positive practices to be applied by learners when presenting for assessment. Co-ordinators, Principals, Teachers, Tutors and Assessors should ensure that learners are aware of their responsibilities in this area and will disseminate this guide.

Citing and referencing

Whenever a learner is preparing a piece of academic work, particularly an essay, assignment or project, they should acknowledge information gained from any source.

The acknowledging of another person's work is known as 'citing'. The sources of all documents, regardless of the format (print, non-printed, electronic, internet, PowerPoint presentations), which are quoted from, paraphrased, summarised or referred to in any way must be acknowledged by the learner writing the piece.

Plagiarism

Plagiarism is one of the most serious problems in education setting s today. All institutions within Kildare and Wicklow ETB will have a clear policy on the repercussions for students who plagiarise. Students who produce academic work in any format must acknowledge the sources of the information that they have used or knowledge that they have gained from another source in order to produce the work.

Plagiarism includes:

- Submitting another person's work as your own
- Copying and pasting words or phrases from the Internet
- Replacing selected words from a passage or sentence
- Piecing together sentences and phrases from many sources
- Buying assignments on the Internet

The two most well-known referencing systems are the Harvard system and the APA system. The Harvard system is probably the most widely recognised.

The Harvard System

The Harvard referencing System, also known as the name/date system, stipulates that, for every source used, you must cite it in two places:

1. In the body of the text of your essay/document. This is called 'in-text citation'.
2. In the reference List or bibliography at the end of the document.

In-text Citation

Direct Quotation

This is where you take the words directly from a source, without changing anything, and where **you must use quotation marks**. When quoting directly from another author you

must give the author, year and page and ensure that the full reference is given in the reference list. Normally quotations should be enclosed in **single** inverted commas in the text. For example:

Kotler argues that 'reflective marketing is the essential key to lasting success' (1994, p.67).

When students use quotes from texts or websites it is important that they comment on the quotes directly underneath. For example:

What Kotler seems to be saying is…

Paraphrasing

Paraphrasing is used when you want to restate the author's ideas in your own words. The ideas are not enclosed in quotation marks but **must still be acknowledged**. It is not essential to give page numbers when you paraphrase. However, where a paraphrase contains controversial viewpoints or a starting point for a detailed analysis, a page reference may be included following the author and date. For example:

Mass marketing is an approach which aims to attract a wide spectrum of buyers through the mass production and distribution of one product (Kotler 1994, p. 290).

OR

Kotler (1994) argues that mass marketing is an approach which aims to attract a wide spectrum through the mass production and distribution of one product.

If there are two or three authors, **all** are included in the citation. For example:

Ferguson and Clark (1990)

If there are four or more authors, the usual practice is to use **et al** (the Latin abbreviation for "and others"). For example:

Murphy et al. (2000)

In-text Citation (No author given)

If the work is a newspaper article, the name of the newspaper replaces the author:

It was reported (The Irish Times, 8th June, 2020, p. 14) …

In-text Citation: Websites

DIT states that referencing lists should be in alphabetical order (Dublin Institute of Technology, 2012).

OR (when quoting from an online article or pdf file)

Cao states that 'readers must have access to the most up to date information' (Cao 2001, p.14).

Compiling a Reference List or Bibliography

The in-text citations are simply abbreviated references and do not provide your reader with sufficient information to find the sources to which you are referring. For this reason, the Harvard System also requires that, for every source with an in-text citation, you must also provide a complete citation in the Reference List. (If you have simply read something as background but have not used it in the body of your text then it should not appear in your reference list).

Your reference list should be in alphabetical order by surname of the author, followed by the first name or initials as given in the work cited. The rules are outlined below along with a number of examples:

1. No punctuation after dates.
2. Multiple authors are joined by 'and' rather than '&'
3. Book and Journal names are in title case (i.e. Capital letters are used for the first letters of the key words of the title)
4. Book titles are in italics; Journal article titles in regular/normal
5. Book names are given in italics
6. Journal names are in italics
7. Commas separate publishing elements.
8. Edition is given without brackets or punctuation
9. Publisher is followed by place of publication

Referencing a book:

Kotler, P. (1994) Marketing Planning Management: Analysis Planning and Control, 8th Edition, Prentice Hall, New York.

Where first edition, or none specified:

Tiernan, S. (1996) Modern Management: Theory and Practice for Irish Students. Gill and Macmillan, Dublin.

Referencing a book with multiple authors:

Blattberg, R.C., Glazer, R., and Little, J.D.C. (1994) The Marketing Information Revolution, Harvard Business Press, Boston.

Referencing an article – referencing an article from a print journal:

An article reference should include the volume number, issue number and page numbers for the article. For example:

Marcus, A., and Gould, E.W., (2000) Crosscurrents: Cultural Dimensions and Global Web-user interface Design. ACM Interactions, 7(4), 33-46

Referencing an article retrieved electronically:

Schoenberger, C.H. (2006) Trading Places. Forbes, 178 (12), 174-76. Available from Business Source Premier [Accessed 7 December 2007]

Referencing a Newspaper Article:

Newspaper or magazine articles are treated similarly to periodicals except that it is normal to precede the page numbers with the abbreviation p. or pp. as appropriate. For example: Myers, K. (2000) The Youth of Today. The Irish Times, 11th March, p.14.

Referencing Lecture Notes

Many lecturers believe you should not cite references from your lecture notes – you should instead consult sources such as textbooks, etc. however, if you are citing something from your lecture notes:

Duggan, R. (2011) Motivational Theorists, Business Management, BIFE, Bray on 4 December 2011.

Referencing Electronic Notes – Referencing a Page on a Website:

Cao, L. (2001) Designing for Overseas Chinese Readers: Some Guidelines [Online]. Available: http://eserver.org/courses/s01/tc510/adaptiveity/cao/cao1.html [Accessed 29 November 2007]

Referencing an E-mail:

Jagielka, P., (phil.jagielka@bife.ie), 8 December 2020. Re: Referencing and Citing. Email to Duggan, R. (ron.dugg@bife.ie)

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Form A

Kildare and Wicklow Education and Training Board Application for Reasonable Accommodation

(PRIVATE AND CONFIDENTIAL)

Name of Learner:_____

Contact Telephone Number: _____

Email:_____

Relevant Programme Details

Award Title:	Award Code:
ComponentTitle:	Component Code:

Reasonable Accommodation required:

List of supporting documentation supplied and included:

Referred to Coordinator/Principal by: _____

Date of referral:_____

Outcomes/Accommodations put in place:

Learner Signature: _ __ ___ __ __ __ __ __ __ __ ___ **Date:** _

Co-ordinator/Programme Manager Signature: ___ __ __ __ __ __ __ __ ___ __

Date: _____

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Form B:

Reasonable Accommodation Assessment Appeal Form Please complete this form and return to centre for forwarding to AEO **no later than 5 working days from the date of communication of the findings of the investigation.**

1.	
Your Contact Details	
Name Address	
Email address	
Telephone	
2.	
Reason for your appeal Please give explanation as to the reason for this appeal application	
3. Signature	
Print Name:	Here
Signature	Here
Date	Here

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COMPASSIONATE CONSIDERATION APPLICATION FORM

Part A: To be completed by a learner applying for compassionate consideration in respect of extenuating circumstances.

Centre/School/College Name:

Learner Name:

Course/Programme (including Award Code e.g 5M2009):

Module name (including Award Codes e.g. 5N2135):

Name(s) of associated Teacher(s)/Trainer(s)/Tutor(s)/Instructor(s):

Type of Assessment (tick where applicable):	**Examination**		**Project**	
	Skills Demonstration		**Learner Record**	
	Assignment		**Collection of Work**	

Assessment due dates:

Reason(s) for requiring compassionate consideration:

Supporting evidence/ documentation provided: Yes **No**

Learner Declaration:

I request compassionate consideration in relation to the above named assessmentonthe grounds described above. I confirm I have read and understood KWETB's policy on compassionate consideration:

Signature of Learner: **Date:**

Part B: (for Official Use): To be completed by the Programme Co-ordinator/Programme Manager

Co-ordinator/Programme Manager Name:

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Receipt date of application:		
Tutor Name(s):		
Application prior to or after the assessment activity/deadline:	**Prior to:** ☐ **After:** ☐	
Criteria	**Details**	
Application from Learner Details of extenuating circumstance and severity of circumstance		
Relevant supporting evidence/documentation provided		
Date of Decision:		
Outcome	**Granted:** ☐	**Declined:** ☐

If granted, details of extended deadline/new schedule:

Is there a requirement to defer the assessment to the next assessment period?

Yes ☐ **No** ☐

If yes, assessment period deferred to: _____

If application is denied, and reason for decline:

DECLARATION

I confirm that:

- A meeting with staff concerned to discuss the application for Compassionate Consideration has taken place
- There is sound evidence to grant or decline the application for Compassionate Consideration based on the criteria above
- If granted, the Compassionate Consideration will not give the Learner in question an unfair advantage over other candidates for assessment

I will inform the Learner in writing of the decision regarding their application for Compassionate Consideration.

Signed (Co-ordinator/Programme Manager):
Date:

All data processed by KWETBishandledinfullcompliance withcurrentdataprotectionlegislation,including, but not limited to, E.U. regulation 2016/679 General Data Protection Regulation (GDPR).

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EDUCATION AND TRAINING BOARD

Form B:

Compassionate Consideration Appeal Form

Please complete this form and return to centre for forwarding to AEO **no later than 5 working days from the date of communication of the findings of the investigation.**

1. Your Contact Details	
Name	
Address	
Email address	
Telephone	
2. Reason for your appeal	
Please give explanation as to the reason for this appeal application	
3. Signature	
Print Name:	Here
Signature	Here
Date	Here

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Learner Complaint Form

You may attach copies of any documents or correspondence that are relevant to the complaint.

Learner Contact Details

First Name: _____

Last Name: _____

Contact telephone number: _____

Email address: _____

Learner centre and course details

Name of Centre: _____

Centre Address: _____

Course you registered on: _____

Nature of Complaint - ***Please be specific and include dates, locations and witnesses if appropriate***

What action, if any, has already been taken by the complainant to resolve the complaint:

State what the complainant believes an appropriate outcome of the complaint should be:

Signature: Print name

_____ Date Signature _____

_____

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Learner Appeal(s) Application Form

Learners wishing to appeal their received final result or any aspect of the assessment process must complete this form and return it and a fee of €40.00 per appeal to their College/Centre before:

Learners must pay fee directly to their Center/College within the designated timeframe.

All learner appeals application forms and fees andmustbe made by **(DATE SET BY QA/TSO OFFICE)**

Insert college/centerdeadline date here

APPLICATIONS RECEIVED AFTER THISDATE WILL NOT BE PROCESSED.

A fee of **€40**.00 (if applicable) is payable in respectofeach result/grade being appealed. This fee is refundable in the caseofsuccessful appeals.

APPEALS WILL NOT BE PROCESSEDWITHOUT PAYMENT (if applicable) Centre/College

to lodge Appeal Fees to KWETBbankaccount and forward remittance to QA/TSO office

Sort code: 90-12-39 Bank of Ireland A/c: 10034984 A/c Name: Kildare and Wicklow Education and Training Board BIC: BOFIIE2D IBAN: IE87BOFI90123910034984

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CHILL DARA AGUS CHILL MHANTÁIN
KILDARE AND WICKLOW
EDUCATION AND TRAINING BOARD

APPEAL APPLICATION FORM

College/Centre Name: _____

Learner's Name: _____

Learner's PPSN: _____

COMPONENT/MODULE BEING APPEALED

COMPONENT/MODULE CODE	COMPONENT/MODULE TITLE	ORIGINAL RESULT & GRADE	FEE PAID (Please tick)
			☐
			☐
			☐ ☐
			☐ ☐
			☐
	TOTAL FEE DUE (Number of Appeals x €40)		

Fee has been lodged to KWETB bank account in respect of this Appeal/s (please tick)

Learner's Signature: _____ Date: _____

College Principal/Centre Director _____ Date: _____

APPLICATION TO REPEAT AN ASSESSMENT

Part A: To be completed bya learnerapplyingto repeat anassessment. A learner cannot repeat an assessment in order to improve their grade.

Centre/School/College Name:

Learner Name:

Course/Programme (Award title including Award Code):

Module (Module title including Module Code):

Name(s) of associated Teacher(s)/Trainer(s)/Tutor(s)/Instructor(s):

Type of Assessment (tick where applicable):	Examination		Project	
	Skills Demonstration		Learner Record	
	Assignment		Collection of Work	

Date assessment was first completed:	
Mark achieved in assessment:	

Learner Declaration:
Irequest to apply torepeattheaboveassessment.

Signature of Learner: **Date:**

Part B: (for Official Use): To be completed by the Programme Co-ordinator/Programme Manager

Co-ordinator/Programme Manager Name:

Receipt date of application:

Tutor Name(s):

Date of Decision:

Outcome:	Granted: ☐	Declined: ☐

Ifgranted, details of extended deadline for assessment repeat: _____ Isthere a requirement to defer the assessment to the next assessment period? Yes ☐ No ☐ Ifyes, assessment period deferred to: _____
Ifapplication is denied, and reason for decline:
Signed (Co-ordinator/Programme Manager): Date:

All data processed by KWETBishandledinfullcompliance with current data protection legislation, including, but not limited to, E.U. regulation 2016/679 General Data Protection Regulation (GDPR).

FURTHER EDUCATION SUPPORT SERVICE
Seirbhís Tacaíochta don Bhreisoideachas

etbi
Education and Training Boards Ireland
Boird Oideachais agus Oiliúna Éireann

08
Notes

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date ..... / .....

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Rialtas na hÉireann
Government of Ireland

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