

COMMUNICATION POLICY

Cavan Institute is committed to diverse and transparent communication with its learners, staff and stakeholders. Cavan Institute will endeavour to develop as many means as is practicable to have an effective communication system.

Learners

Cavan Institute will commit to provide accurate information about its programmes and services to learners and potential learners and to seek constructive feedback from the learner that will lead to improvement to the service provided.

Staff

Cavan Institute holds its staff in high esteem. Management is committed to utilising every available method of communication to keep staff informed at all times. Staff is encouraged to use these channels to communicate with management.

Stakeholders

Cavan Institute has a strong tradition of fostering links with industry and the wider community and acknowledges the role of that these stakeholders play in the development of the College.

Cavan Institute Equality Policy

EQUALITY STATEMENT

Cavan Institute is committed to providing an ethos of equality within the Institute. Its aim is to create an environment where students and staff are treated equally regardless of gender, sexual orientation, race, disability, membership of the Traveller community, religion, age, and marital or family status.

Cavan Institute is committed to provide support, reasonable accommodation and procedures to assist any student to successfully participate in any learning programme within the Institute.

Introduction to Equality Policy

Cavan Institute is fully committed to equality of opportunity in education for all learners. Cavan Institute is fully compliant with all equality legislation.

- The Employment Equality Acts 1998-2004
- The Equal Status Act 2000
- Safety, Health & Welfare at Work Act 2005
- Building Regulations 2000

The Institute's Equality Statement acknowledges its commitment to equality. Management within the Institute will promote equality and implement procedures that will promote equality of opportunity for all learners and employees.

Cavan Institute is under the management of Cavan VEC. The VEC as an employer must comply with all equality legislation. The VEC's as employers implement a policy of equality of opportunity for all staff. Thus the VEC as employer is fully compliant with all requirements for the employment of people with disabilities in the VEC sector.

Cavan Institute recognises equality as an essential part of its commitment to improving quality assurance procedures within the college.

General

- Selection for all programmes will comply with the admissions policy. Interviews (if part of the selection procedure) are conducted according to guidelines designed to avoid unfair discrimination to any applicant.
- Students with special requirements will be given every support, within financial and practical limitations to facilitate their participation in their studies.

- Students with special requirements will be given every additional support during examinations while maintaining the integrity of the examinations in the Institute.
- Equality training will be provided for staff to ensure a culture of equality prevails in the Institute and to assist staff to deal with specific equality issues.
- The Institutes anti-bullying and anti-harassment procedures are strictly enforced by management.

Implementation and handling discrimination complaints

The same procedure applies as does for the anti-bullying and harassment policy

Cavan Institute
Policy on Staff Recruitment, Development and Induction

Cavan Institute is governed by Cavan Vocational Education Committee.

Cavan VEC is responsible for staff recruitment and allocation of staff. Cavan VEC is compliant with all legislation applicable to recruitment of staff.

Cavan Institute will endeavour to

- Provide induction and support to all new staff
- Provide all staff with opportunity for professional development

**CAVAN INSTITUTE
ADMISSIONS POLICY**

Mission Statement

The development of an Institute of Further Education of excellence, in which staff and learners can achieve their potential in a collaborative, friendly progressive and responsive environment and to ensure that the Institute contributes to the social, economic and cultural development of Cavan and the wider community.

Policy statement

The Admissions policy in the Institute is consistent with the Institute's Mission Statement. The Admissions Process aims to provide information to all applicants to enable them to make informed choices regarding their choice of programme.

Cavan Institute adheres to all equality legislation in its admissions procedures.

Cancellation of a course

A minimum number of participants are required for a course to proceed; cancellation of a course will be notified to students as early as possible.

Appeals

An appeal procedure is available for applicants.

APPLICATION PROCEDURE

Cavan Institute is committed to ensuring that arrangements for selecting learners for their programmes are transparent and fair and that potential learners are made aware of the process involved.

A statement of the entry requirements for each programme is available to the learner through the website and the prospectus. Each programme has a specific selection process.

Applications for full-time courses can be made directly to Cavan Institute Admissions Office at any time during the year. A statement of entry requirements is available for each course in the prospectus. Late applications may be accepted where vacancies exist on courses. Application forms are available in this Prospectus, on our website (www.cavaninstitute.ie) or can be obtained by contacting the Admissions Office, Cavan Institute.

1. Select the course you want to attend.
2. Check for additional entry requirements. There may be specific entry requirements for some courses and these are clearly outlined in this prospectus. Leaving Certificate Applied (LCA) is acceptable as an entry requirement on the majority of Courses, except where otherwise stated.
3. All applicants must complete in full an Application Form and return it to Cavan Institute. Applications from students who have previously completed their Leaving Certificate or equivalent should attach a copy of their most recent examination results (non-returnable).
4. Return the completed Application Form to Cavan Institute. Incomplete application forms will be returned to applicants for completion.
5. All applications will be acknowledged within 10 working days.
6. Enrolment is on a first come first served basis.
7. Applicants will receive either a
 - Letter requesting further information

- Referral
 - Conditional offer
 - Unconditional offer
8. If you receive a conditional offer then your place is conditional on you meeting the entry requirements for your chosen course. This generally applies to students sitting their Leaving Certificate in the year of application.
 9. If you receive an unconditional offer you will be deemed to have met the entry requirements.
 10. Once you receive an offer it is important that you read all documentation carefully and comply with the requests. If you are successful you must secure your place by completing the documentation you receive from the Institute and by paying a student registration fee. Failure to accept the offer and pay the relevant fee may result in the lapse of your offer. Please note all fees paid are non refundable.
 11. After the closing date (30th April 2009) applications will be accepted for courses where vacancies exist.
 12. All applicants will be required to attend for registration in mid-August. Students sitting the Leaving Certificate will be required to submit a copy of their results.
 13. All students are required to attend Induction prior to the commencement of the academic year.
 14. An appeals mechanism for learners refused access to a programme is available in the Institute.

Hetac Courses (Linked with Athlone Institute of Technology)

Applicants for these courses must apply directly to Cavan Institute. Entry to these courses is competitive and a points system is used to rank applicants in order of merit. Places are offered in accordance with the ranked listing.

Mature applicants

Cavan Institute welcomes applicants who wish to return to full-time education. Mature applicants may not be required to have the minimum entry requirements. The Institute will look for satisfactory evidence of the applicant's ability to pursue and benefit from the course. Mature applicants should apply directly to the Institute. Applicants may be required to attend a consultation meeting as part of the selection process.

Applicants with special needs

Cavan Institute has a wealth of experience built up over a number of years in supporting students with disabilities. Students with disabilities are welcome at Cavan Institute and should contact the Institute as soon as possible to discuss their particular needs.

Applicants with Special Needs must provide specified documentation to the Institute. The phrase 'special needs' includes people with physical disabilities; people who are visually impaired; people who are deaf or hard of hearing; people with specific learning difficulties, such as dyslexia, people with mental health problems and people with significant health or medical problems. The definition extends to any person who requires extra support in order to participate equally at the Institute. Applicants may be required to attend a consultation meeting as part of the selection process.

International applicants

The Institute welcomes applications from International Students. It seeks to provide an atmosphere where the international student can benefit both academically and personally from their time here. International Students should contact the Admissions office for

further information. Applicants may be required to attend a consultation meeting as part of the selection process.

English language test

Applicants who do not have English as their first language may be asked to take an English Language test to ascertain whether they will benefit from participation on a particular course. This English Language Test will be in addition to the specific entry requirements for each course. Applicants may be required to attend a consultation meeting as part of the selection process.

CAVAN INSTITUTE
PROCEDURE FOR APPEALS – ADMISSIONS

Procedure for appeals mechanism

1. The applicant completes the 'appeal form for learners refused access to a programme'. This form is located in the administration office.
2. The form is returned to the Director.
3. The Director calls a meeting of the appeals committee.
4. The appeals committee is composed of the following:
 - The Director
 - The Deputy Director
 - The School Head
5. The Appeals Committee investigates the appeal. They may interview the applicant or any other party relevant to the application.
6. The Director informs the applicant of the decision of the committee.

APPENDIX 1

**CAVAN INSTITUTE
APPEAL FORM FOR A LEARNER REFUSED ACCESS TO A PROGRAMME**

SCHOOL OF

COURSE APPLIED FOR

This section to be completed by applicant

Name of applicant

Address

Date of birth PPS No

Date that you applied for the course

Amount of registration fee paid, if any

Date you were informed that you were not being offered a place on the course
.....

How and by whom were you informed that place is unavailable

Reason given to applicant as to why place is unavailable

Outline the grounds why you feel you should be offered a place

Were you offered an alternative course in the Institute Yes No?

If yes, what course?

Signature of applicant Date

PLEASE RETURN THE COMPLETED FORM TO THE DIRECTOR

Official Use

Staff investigating appeal

.....
.....

Date on which appeals committee met

Attendance at appeals committee meeting

.....
.....
.....

Decision of appeals committee

.....
.....

Date on which decision of appeals committee conveyed to applicant

.....

Signed

Date

STUDENT INDUCTION POLICY

Scope

This policy applies to all students attending Cavan Institute for the academic year 2008-09.

Relationship to the Institute's mission, vision and aim

The induction policy will ensure that students are informed about all aspects of Institute life and on how best to achieve their full potential, both academically and personally.

Rationale

To inform students about the ethos and work method of the Institute, and provide details on the various policies and procedures that exist at the Institute.

Objectives

- To ensure that new students settle into the Institute
- To allow for the smooth transition from another school/college or home life
- To introduce students to the various members of the Institute staff
- To make students aware of services/facilities available
- To ensure students familiarise themselves with Health and Safety procedures
- To make students aware of the Institute policies that exist in various areas i.e. student code of conduct, internet usage, attendance, work placement
- To highlight the academic guidelines in place in relation to examining bodies and assessment procedures
- To ensure that all new students get to know their fellow students
- To help foster a work ethic within the Institute

Policy Content

General Induction Process

- Each student will be informed about the commencement date of their course and the induction process by letter.
- The induction process will be carried out by department, to ensure a more co-ordinated approach. Each department will be assigned a particular day.
- A general induction will be given to all students by the relevant teaching staff within that department.
- During the induction all students will receive a folder and a copy of their official student handbook and diary.
- The induction will be presented in PowerPoint format and will address the following areas:
 1. The management structure at the Institute
 2. Why have you chosen Further Education?
 3. Adjusting to life at Cavan Institute
 4. Organising and prioritising your time – getting the balance right
 5. Student services and supports
 6. Clubs and societies
 7. Student code of conduct
 8. Student learning agreement
 9. Computer services and internet usage agreement
 10. Academic guidelines
 11. Attendance policy
 12. Work placement procedures
 13. Health and Safety procedures
 14. Tips for success
- Students will be requested to sign and confirm that they have read and agree to abide by all Institute agreements, policies and procedures.
- During the general induction process, the Director, Deputy Directors, School Heads, Guidance Counsellors, Institute Chaplain and the Games Development Officer will visit each group to introduce themselves and provide a brief outline of their role within the Institute.

Course Specific Induction Process

- The course specific induction process will be presented by course tutors on the first official teaching day at the Institute, from 9:00am to 11:00am.
- Individual course tutors will address each class separately and provide course specific information, i.e.

Modules

Assessment techniques—assignments, assessments, oral presentations, exams

Health and Safety procedures—detailed overview

Question and Answer session

Student ID Cards

- Each department will be allocated a specific time to allow for the process of taking photos for the student ID cards.
- Students will also be requested in their initial letter to provide confirmation of their PPS number in order to complete the process of gathering data for the student ID card.
- Student ID cards will be issued by course tutors to students when the process is complete.

Roles and Responsibilities

Board of Management

- To approve the policy
- To ensure that the policy is developed and evaluated from time to time
- To consider reports from the Director on the implementation of the policy

Director and Deputy Directors

- To establish structures and procedures for the implementation of the policy
- To monitor the implementation of the policy
- To provide guidance and support where possible to staff involved in the induction process
- To review the implementation of the policy

Policy Development Team

- To develop the induction policy in accordance with structures and procedures provided by management
- To assist with the implementation of the induction process
- To obtain feedback on the induction process from both staff and students
- To review the implementation of the policy

School Heads, Course Tutors and Subject Tutors

- To implement the policy by informing students about services available at the Institute, academic guidelines to be followed, work placement arrangements, code of conduct for students, computer services available, health and safety details and any other support information required by students
- To assist in the distribution of student folders and handbooks
- To provide course specific information on modules, assessment techniques and the examination process
- To assist with the student ID process which will be completed school by school

Guidance Counsellors

- To inform students about the role that career guidance and student counselling personnel play within the Institute, and also to provide contact details where relevant
- To liaise with school heads, course tutors and subject tutors, in relation to students with special educational needs

Institute Chaplin

- To inform students that the Institute Chaplin is responsible for the pastoral care and Religious welfare of all students
- To provide contact details to all students

Gaelic Games Development Officer

- To inform students that a Gaelic G.D.O is employed by the Institute and that she is responsible for promoting and developing Gaelic games
- To encourage students to get involved in sporting activities and to develop a healthy lifestyle
- To make students aware of the clubs that exist at the Institute and provide details about club registration day

Success Criteria

- The main objectives of the policy have been achieved
- Sufficient time has been allocated to the Induction process
- Institute staff were appropriately briefed on the information to be presented
- Adequate room space has been allocated to the various groups
- Students engaged with staff during the induction presentation and were interested in the information being presented
- All students received their student folders and handbooks

Monitoring Procedures

- Director, Deputy Directors and School Heads will monitor the induction on a daily basis to ensure that the main objectives are being achieved
- The Student Services Officer will also monitor the day-to-day induction process and liaise with all Institute personnel

Review Procedures

- The policy will be reviewed after _____. The review team will comprise of the Director, Deputy Directors, Assistant Principals and the Student Services Officer
- Institute staff and a selection of students will be surveyed in relation to the process
- Recommendations received from staff and students will be complied with and acted upon where appropriate

Timeframe

This policy will come into force on: _____

**CAVAN INSTITUTE
DRAFT POLICY ON SUBSTANCE USE**

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POLICY ON SUBSTANCE USE

Policy Statement

The substances referred to in this policy are alcohol, drugs, tobacco, solvents or any other substances open to misuse. It is recognised that alcohol and tobacco are legal substances, but both are subject to misuse. Other drugs referred to in this policy are banned, illegal substances, and misuse of prescribed/over the counter medicines. This policy refers to all centre users.

AIMS OF THE INSTITUTE'S SUBSTANCE USE POLICY

The aims of the Institute's Substance Use Policy are to:

- 1) Promote the Institute as a supportive environment which enables learners and staff to make healthy choices that promote health and well being.
- 2) Ensure that the social and academic life in the Institute is conducive to the health and well being of centre users.
- 3) Ensure that the Institute environment is safe for all centre users and complies with health and safety regulations as laid out by the Health & Safety Authority, Co. Cavan VEC and Cavan Institute.

INSTITUTE ENVIRONMENT

The Institute is a place of learning and a place of work. The mission statement of the Institute promotes positive learning experiences and a caring and supportive community. The Institute is also obliged to provide a safe working environment for centre users. Any activity or practice that constitutes a hazard or risk must be minimised or eliminated.

PUBLIC HEALTH ALCOHOL POLICY

The National Lifestyle Survey (see web-link below) shows that the vast majority of young adults consume alcohol, and that half of young people engage in high-risk drinking when they typically drink about one-third more than the recommended sensible weekly limits.

(http://dohc.ie/publications/national_health_and_lifestyle_surveys_2003.html)

NATIONAL DRUGS STRATEGY

The Department of Community, Rural and Gaeltacht Affairs was established by Government in June 2002. One of its responsibilities is the co-ordination and implementation of the National Drugs Strategy. (See web-link below)

The broad aims of the National Drugs Strategy are the reduction in supply of illicit drugs; prevention of misuse of these substances; treatment for those misusing them and carrying out relevant research into the use/misuse of drugs.

The role that schools and colleges have to play in implementing the Strategy is clear, and with this in mind, the Department of Community, Rural and Gaeltacht Affairs has initiated a compulsory drugs policy for schools, with the National Drugs Strategy as the conduit for this action.

(http://dohc.ie/public/information/alcohol_drug_treatment_services/national)

IMPLEMENTATION POLICY

Centre users are expected to be responsible for their actions at all times and respect the rights of all members of the Institute's community.

- The Institute is a public area and therefore a No-Smoking Zone as per the Public Health (Tobacco) Act, 2002 and Statutory Instrument No. 481 of 2003 (Tobacco Smoking (Prohibition) Regulations, 2003, implemented by the Minister for Health and Children on 26 January 2004. Smoking outside the Institute building is not banned, but those who opt to smoke must maintain a distance of 3 metres (ten feet, approx.) from doors and windows or use the shelter, where provided.
 - It is not acceptable for centre users to consume alcohol in the Institute premises or on the grounds. (see exceptions)
 - It is accepted that centre users who are taking prescription medicines may bring these medicines into the Institute. It is not acceptable for centre users carrying prescription medicines/over the counter medicines, to give these medicines to other learners, for whatever reason.
 - Under no circumstances are illegal substances to be brought onto the Institute premises/grounds.
 - Centre users must not present at the Institute whilst under the influence of alcohol or any illegal substances
 - The Institute authorities would encourage a mature, responsible attitude to the consumption of alcohol. Centre users may not carry alcohol or any illegal substances with them on Institute-organised outings
 - The Institute will not permit posters or any other media advertising tobacco, alcohol or any illegal substances to be displayed anywhere in the Institute environs.
 - The Institute will support the Health Promotion initiatives in relation to the development, promotion and delivery of alcohol, tobacco or any illegal substances education as part of a health, wellness and life skills approach.
- (Exception 1)*
- Alcohol consumption in the Institute will be confined to designated areas during Institute-registered events e.g. the annual Fashion Show, Conferings, etc.

MANAGEMENT OF SUBSTANCE USE RELATED INCIDENTS

The possession, use, supply or finding of alcohol or illicit drugs constitutes a substance use related incident, as would attendance at the Institute under the influence of these substances.

Where an alcohol-related incident occurs in the Institute, Staff/Management will respond in a firm but fair manner, with due regard for the safety and welfare of the individual(s) involved and of other centre users in the Institute. In certain cases, it may be necessary to seek legal advice.

Two types of response by management are possible – (a) a disciplinary approach and (b) a pastoral response. Due care will be shown in deciding which of the foregoing is necessary. In certain situations, a balance between pastoral care and a disciplinary response may be indicated. An appropriate pastoral response to an incident involving alcohol or any illegal substances may include referral to a support agency. Disciplinary action may involve sanctions, as appropriate.

INTERNAL LINES OF REPORTING AND KEY INDIVIDUALS

Where an incident occurs, an appropriate reporting procedure should be followed:

1. All alcohol and illicit drug incidents will be reported to the Director/Deputy Directors will take the necessary action and may inform the course tutor and other staff, as appropriate.
2. Centre users are encouraged to inform a member the staff/management if an incident occurs.
3. On field trips and other excursions, the tutor(s) in charge will be responsible for the implementation of this policy and any incidents occurring should be reported to the Director/Deputy Directors as soon as is practicable.

RECORDING OF INCIDENTS

Substance use incidences will be recorded by the staff involved on an Incident Report Form and filed by the Principal. *(Here web-link to CIS drive with Incident Report Form)*

DRAFT

Cavan Institute Policy on Attendance (revised April '08)

Introduction

The objective of the attendance policy is to encourage and support students to attend and to ensure that student attendance is monitored.

Cavan Institute is committed to:

- Procedures that monitor attendance
- Providing support and assistance to students who have problems which affect their attendance
- Open transparent attendance procedures
- Complying with the Department of Education requirements in relation to recording student attendance
- Reviewing the attendance procedures regularly

All staff must ensure the effective and efficient implementation of the Institute's policy on attendance.

Student Responsibility

- Student attendance is expected and required for all classes – student obligations regarding attendance is part of the student code of conduct and is detailed in the student handbook.
- If a student knows in advance that they cannot attend a class they must contact their Class Tutor stating the reason, how long they expect to be out and how many classes they expect to miss.
- It is the responsibility of all students to report any absenteeism to their class tutor. In order for the leave to be classed as **certified**, a medical Certificate must be submitted to the class tutor. In all cases, a medical certificate must be submitted after 4 consecutive days absent.

Step 1 Attendance Monitoring Procedures

Hourly Attendance Records

Subject tutors must record the attendance of each student for every individual timetabled class.

The record will indicate whether the student was present or absent for each class period/hour. For absent students the record will indicate whether the leave is certified (C) or uncertified (U). This entry may be changed at a later stage (e.g. from U to C a student subsequently produces a certified explanation for the absenteeism)

Notes:

- i. *If a student arrives late for a particular class they will be marked as present for that class. Conversely, if a student leaves early they remain marked present for that class.*
- ii. Students who are not in class, but partaking in college activities (e.g. sport, drama etc) are marked as present for the duration required by the activity.
- iii. For classes lasting more than one hour, the attendance record is taken for each one hour period that the class spans. Thus, if a class lasts 3 consecutive hours the roll will be taken three times for that class.

Daily Attendance Records

The **daily attendance record** is automatically generated from the hourly attendance record as follows. For each day if a student is marked as present for any class period the system records them as being present for that day. Otherwise, they are recorded as being absent.

Step 2 Class Tutor Procedures for addressing unsatisfactory student attendance

- The class tutor should explain to the class the importance of attendance and punctuality.
- The class tutor should make every effort to identify students who demonstrate a pattern of poor attendance early in the year.
- Every support should be given to a student who has a problem which may affect their attendance.

Step 3 Student Attendance Report 1

- The class tutor must complete the **Student Attendance Report 1** (Appendix 1) if a **student is absent for any 4 days without a satisfactory explanation in any one calendar month.**
- The report should be completed in consultation with the student. This should be done as soon as possible after the 4 days in question. The purpose of the consultation will be to inform the student of their lapse in attendance, remind them of the possible consequences and implications of poor attendance and the general policy of the Institute on attendance.
- The Report is to be signed and dated by both the Class Tutors and Student.
- The original copy of this report must be maintained by the Class Tutor.
- If a student is referred to the Guidance / Counseling services in the Institute complete the Class Tutor Referral Form (Appendix 8) and give a copy of it to the Guidance / Counseling service

Step 4 Student Attendance Report 2

- The class tutor must complete the **Student Attendance Report 2** (Appendix 2) if a **student is absent for any 4 days without a satisfactory explanation in any one calendar month having already been placed on the Student Attendance Report 1.**
- The report should be completed in consultation with the student. This should be done as soon as possible after the 4 days in question. The purpose of the consultation will be to inform the student of their lapse in attendance, remind them of the possible consequences and implications of poor attendance and the general policy of the Institute on attendance.
- The Report is to be signed and dated by both the Class Tutors and Student.
- The original copy of this report must be maintained by the class tutor.
- If a student is referred to the Guidance / Counseling services in the Institute complete the Class Tutor Referral Form (Appendix 8) and give a copy of it to the Guidance / Counseling service

Step 5 Student Attendance Report 3

- The class tutor must complete the **Student Attendance Report 3** (Appendix 3) if a **student is absent for any 4 days without a satisfactory explanation in any one calendar month having already been placed on the Student Attendance Report 2.**

- The report should be completed in consultation with the student. This should be done as soon as possible after the 4 days in question. The purpose of the consultation will be to inform the student of their lapse in attendance, remind them of the possible consequences and implications of poor attendance and the general policy of the Institute on attendance.
- The Report is to be signed and dated by both the Class Tutor and Student.
- The original copy of this report must be maintained by the Class Tutor.
- The Student is referred by the class tutor to the School Head. ***Copies of Student Attendance Reports 1, 2 and 3 are given to the School Head.***

Step 6 School Head Procedures for addressing unsatisfactory student attendance

- On receipt of the completed three Class Tutor Student Attendance Reports, the School Head will request the student, in writing, to meet with them regarding their attendance (**Appendix 4**).
- This School Head Student Attendance Report (**Appendix 6**) must be completed when a student has been referred to the School Head and copies of three Class Tutors Student Attendance Reports have been obtained from the Class Tutor.
- The Report is to be signed and dated by both the School Head and Student.
- The original copy of this report must be maintained by the School Head.
- The School Head must communicate the outcome of the meeting with the student to the Class Tutor. [Written Communication –Copy of School Head Report (**Appendix 6**)]
- If the student's attendance does not improve the class tutor must inform the School Head.
- If a student fails to meet with the School Head regarding their attendance, the student will be referred to the Deputy Director.
- **If a student is absent for *any 4 days* without a satisfactory explanation in any one calendar month having already been placed on the School Head Student Attendance Report the student is referred by the School Head to the Deputy Director.**
- If a student is referred to the Guidance / Counseling services in the Institute complete the School Head Referral Form (**Appendix 8**) and give a copy of it to the Guidance / Counseling service

Step 7 Deputy Director Procedures for addressing unsatisfactory student attendance

- The Referral from School Head is to include copies of Class Tutor Student Attendance Reports 1, 2 and 3 and the School Head Student Attendance Report. On receipt of copies of relevant Reports the Deputy Director will send out a letter to the student inviting them for a meeting about their attendance (**Appendix 5**). The Deputy Director Attendance report must be completed when a student has been referred to the Deputy Director (Appendix 7)
- Failure to respond to this letter will result in the student being deleted from the register with immediate effect.
- The Deputy Director will issue the student with a withdrawal form.
- The Deputy Director must communicate the outcome of the meeting with the student to the School Head. [Written Communication – Copy of Deputy Director Report (Appendix 7)]
- If a student is referred to one of the support services in the Institute complete the Deputy Director Referral Form (Appendix 10) and give a copy of it to the relevant support service

Students who are absent for more than 15 consecutive days.

- Students who are absent for fifteen consecutive days without a medical certificate or satisfactory explanation are to be referred directly to the School Head by the Class Tutor who will have made every effort to contact the student (**Appendix 1**).
- The School Head will request the student, in writing, to meet with them regarding their attendance (**Appendix 4**). The School Head is to communicate the outcome to the Class Tutor. [Written Communication –Copy of School Head Report (Appendix 6)]
- If a student fails to meet with the School Head regarding their attendance, the student will be referred to the Deputy Director. The Deputy Director will request the student, in writing, to meet with them regarding their attendance (Appendix 5).
- The Deputy Director Attendance Report must be completed when a student has been referred to the Deputy Director (Appendix 7)

- Failure to respond to this letter from the Deputy Director will result in the student being deleted from the Register with immediate effect.
- The Deputy Director will issue the student with a withdrawal form.

- The Deputy Director will communicate the outcome of the meeting/non attendance at the meeting to the School Head. [Written Communication – Copy of Deputy Director Report (Appendix 7)]

DRAFT (Mar 08)

Cavan Institute

Statement on Recognition of Prior Learning

Further Education and Training Awards Council (FETAC) is the largest examination body in the Institute therefore this policy largely compiles with FETAC requirements. However, Cavan Institute is committed to RPL across all examination bodies throughout the Institute as it offers learners more opportunity to access courses and acquire certification. Cavan Institute's policy on RPL will principally follow the FETAC model. Where examination bodies have specific requirements which do not correspond with FETAC then learners who are certified under these examination bodies will comply with the examination body that is certifying their course.

Definition

RPL is known by many names with varying definitions. The Institute will adopt FETAC's definition:

Prior learning that is given a value, by having it affirmed, acknowledged, assessed or certified.

Objective

The objective of FETAC's RPL policy is 'to facilitate access, transfer and progression of learners through the recognition of prior learning within the national framework of qualifications.' (FETAC RPL p6)

Implementation

Cavan Institute will state in the new prospectus for courses that a facility for RPL is operational within the Institute. The specific procedures for RPL will be built into the validation process for new awards.

Stages of RPL

RPL will have recognition at three stages within the Institute

Entry/access to a programme

Through the process of RPL a learner may gain access to a programme without meeting the specific entry requirements. The learner must be able to demonstrate that he/she has the capacity to successfully succeed on the programme.

Exemptions

FETAC already have a no of exemptions eg learners are awarded a distinction in Information Technology and Computer Applications if they have completed an ECDL programme. Learners may apply for exemptions from attendance or participation in a module or from the assessment or both. Each case will be dealt with on an individual basis. The learner must provide valid and reliable evidence to support their application for RPL

Credit towards an award

This allows a learner who has achieved the outcomes for the award to obtain the certification without attending any tuition or assessment for the modules. The Institute will await guidelines from FETAC on this area.

Training

The Institute is committed to send tutors to training provided by FETAC (or any other examination body) in order to successfully adopt an RPL process for learners.

Procedures

The Institute awaits further guidelines from FETAC regarding the adoption of the RPL process.

Special Educational Needs Support Service

Cavan Institute is committed to providing the best possible Learning Environment in relation to students with special educational needs. The institute welcomes applications from learners with special needs and makes provision wherever possible, to facilitate access and participation in the academic courses and student life of the college.

We provide services to all students with a disability, which may include, but is not limited to:

- Visual disabilities
- Hearing disabilities
- Mental Health difficulties
- Physical or mobility disabilities
- Specific Learning Difficulties, eg Dyslexia, Dyspraxia
- Aspergers Syndrome

It is the responsibility of the student to disclose their Special Educational needs at an early stage in order to process the application speedily and avail of the support needed from the Higher Educational Authority Fund for Students with Special Needs.

What type of documentation do I need?

You will need current documentation of your disability (within the last 5 years); this is needed to demonstrate eligibility for supports. This documentation would include a Medical Consultant or an Educational Psychological Report. These reports should contain information on the nature of your disability. Please note that reports can take time to organise so you are advised to apply early and have appropriate documentation ready. Applications can take up to 2 months to process which may cause delays in providing the necessary supports to you.

How can you contact us and apply for the necessary supports?

Discuss your support needs with your class tutor who will refer you to the Special Educational Needs Team. The college will then complete an application to the Higher Educational Authority for funding on your behalf.

The Special Educational Needs Team Telephone: 049 4332633

Special Educational Needs Co-ordinator - Maureen Lynch, maureenlynch@cavaninstitute.ie

Career Guidance Counsellor - Sonia Hoey, soniahoey@cavaninstitute.ie

Career Guidance Counsellor - Aoife Ward, aoifeward@cavaninstitute.ie

Draft Policy May 2008

Work Experience

Introduction

The majority of students attending full time courses at Cavan Institute are required to undertake a Work Placement that should in general be related to their programme of study, and must meet the requirements of the relevant examination bodies.

The work programme at Cavan Institute offers the student an excellent opportunity to experience placement working in an environment that directly relates to their chosen course of study. The student will gain a better understanding of the link between the theory and practice of work.

The Work Placement Programme also develops competencies that will enable the student to partake in the workplace.

The success of the work placement programme depends on the student's commitment to the programme and the development of a strong partnership between the employer, the student and Cavan Institute.

This partnership is essential in developing good relationships with employers and Cavan Institute and will ensure the success of the programme for all parties.

Students are expected to co-operate with the Work Placement procedure of Cavan Institute as outlined in this policy. Failure to do so may delay completion of this element of the programme and/or result in disciplinary action.

Depending on the course a student is pursuing, the Work Placement may fall into one of the following categories:

Category A:

Block placement. This is usually of two weeks duration.

Category B

One day per week placement.

Category C

Two / three day per week placement.

Category D

A combination of one / two / three days per week and a block placement.

Further information regarding specific guidelines on the duration of Work Placements is set out in course documentation.

Aims of Work Placement

- While not exhaustive, the general aims of the Work Placement programme are as follows:
- To fulfil the requirements of external examination bodies
- To enhance and broaden skills acquired during a course of study
- To gain an understanding of the nature and requirements of the working environment
- To develop a greater awareness of employer expectations
- To develop job seeking skills

Preparation for work experience

The preparation for Work Placement is in the main, the responsibility of the individual students with the assistance of their Work Placement tutor.

Student Responsibilities:

It is the responsibility of each individual student to secure a suitable work placement for themselves.

Before entering onto a Work Placement Programme, a student must have a satisfactory class attendance record, generally above 80%. Where this has not been met, medical certificates must be submitted to the Work Placement Tutor and permission must be granted from the Deputy Director(s) in order for the student to partake in the Work Placement Programme. Where a student does not meet the attendance requirement, all attendance reports together with the Application to Proceed with Work Placement Form must be submitted to the Deputy Director(s).

All students must attend a briefing session before commencing their placement.

Planning and preparation for Work Placement must be completed before the commencement of any Block Work Placement.

All students must sign the contract the Cavan Institute Work Placement contract prior to commencement of their placement. (Appendix A)

Prior to Work Placement, the student should bring the following documents to the employer:

Employer Acceptance of Placement Form (Appendix B)

Letter of Introduction (Appendix C)

It is the student's responsibility to develop and produce a CV for use in the work placement process. This CV must be approved by the Work Placement Tutor prior to it being presented to any potential employer

Students must inform the Work Placement Tutor of details of placement no later than one week prior to the commencement of placement. Failure to do so will result in the application to commence Work Placement being referred to the Deputy Director(s) for their consideration. Where a student does not meet the notification requirement, an Application to Proceed with Work Placement Form must be submitted to the Deputy Director(s).

Conduct of Student whilst on Placement

Students must observe the same dress, conduct, attendance and punctuality practices, courtesies and formalities expected of other staff members in the placement organisation.

Students are expected to demonstrate a high standard of personal and employee conduct at all times.

Students are expected to ensure that their behaviour does not bring Cavan Institute into disrepute or damage the Institute's future relations with the employer.

Students are expected to be present at work in accordance with the arrangements made prior to commencing the work placement.

Should the student be unavoidably absent at any time it is their duty to notify their Work Placement Supervisor and their Work Placement Tutor immediately. Failure to do so will lead to formal disciplinary procedures being implemented.

Absence due to illness should be supported by a Doctor's certificate and time lost through illness must be made up, where possible in accordance with the employers and Cavan Institute's policies and procedures.

Student Dissatisfaction with their Work Placement

If the student is experiencing any concerns with his/her placement which cannot be resolved by the student's Work Supervisor or other personnel at work, the student should contact their Work Placement Tutor immediately. A visit by the Work Placement Tutor will be arranged as quickly as possible to discuss the situation and assist in seeking a solution. Where the matter cannot be resolved due to no fault of the student, the Institute will seek to assist the student in finding alternative ways of meeting the placement requirement.

Failure to Complete a Placement

It is the student's responsibility to advise his/her Work Placement Tutor of any change of circumstances during work placement. Students who do not fulfil the conditions of the Work Placement Programme to the satisfaction of the relevant examination body and /or Cavan Institute may fail the relevant Work Placement Module of the specific course of study.

Work Experience Tutors Responsibilities

To guide and assist students in the preparation for Work Placement

To arrange for the Confirmation letter and Insurance Documentation (with an Addressed envelope enclosed) to be sent to each employer (**Appendix X**)

To ensure that a Supervisors Report has been completed for every student.

To communicate the policies and procedures of Cavan Institute in relation to work placement prior to commencement of any Work Placement

Organising Work Placement

It is the responsibility of the student to organise their own work placement. All placements must be approved as being suitable by the Work Placement Tutor.

Students should **not** contact any organisation without first advising their Work Placement tutor of their intention to do so.

Students should deal with such organisations in a courteous and responsible manner when approaching them seeking a placement.

International Placements

Prior approval must be sought from the students Work Placement tutor for any International Placement, including all placements outside of the Republic of Ireland

Since Cavan VEC's Public Liability insurance **does not** cover students on work placement in Overseas Companies, it is important that the overseas Companies employing students extend their Public Liability Insurance to cover these students. A copy of this proof must be given to the students Work Placement Tutor.

Exemptions from Work Placement

Students who have had previous relevant work experience or who are presently in employment can sometimes be permitted to use that experience to partly satisfy the work placement requirement.

In such cases, students may apply for an exemption under the Recognition of Prior Learning (RPL) facility.

Should a student wish to apply for such an exemption, he/she must contact their Work Placement Tutor on commencement of their course so that their case can be considered. Failure to do so will result in the student being required to complete the Work Placement Programme.

Alternative Ways of fulfilling Work Placement Requirements

Project /Work simulation

Sometimes there may be more students seeking work placement than the number of work placements available. Where every avenue has been explored by the Institute and the student to secure a work placement and this has not been possible, the relevant academic department will provide a work placement project/ work simulation which is agreed to be of an equal academic standing to a work placement.

The project/ work simulation is assessed on the same basis as Work Placement. Whilst there may be a greater personal benefit to the student in spending some time in an authentic working environment, the student will have the same opportunity of gaining marks/credits or progress in his/her programme through this mechanism. ***It should be noted, however, that this is a last resort and not an alternative approach.***

Placement Assessment

Procedures regarding the completion of the various elements of the Assessment Process vary in form and structure in accordance with the programme of study.

Working Conditions

Students on Work Placement should consider themselves as being temporary employees of the organisation. The student should note that this includes being punctual and completing the full term of the placement. Conditions of work may vary from employer to employer.

If there are problems of a serious nature the student should contact their Work Placement Tutor immediately.

Payment for Work Placement

Generally speaking work placement is expected to constitute non-paid employment, that the main purpose of Work Placement is to provide relevant work experience and personal development and thus complement the students' programme of study.

Work Placement period

All students to fill in Time Sheet and is signed by employer.

Failure to notify employer and tutor of absence during work placement or any other breach of the work experience contract will result in immediate referral to Director / Deputy Directors and may result in suspension for the remainder of the work experience placement.

Documents drawn up and agreed by committee

Document 1 – *Employer Work Experience Return Form.*

This is a document given by the student to the employer. It is only to be completed by the employer if the student is being offered work placement in that organisation.

Document 2 – *Introductory letter*

This is posted to the employer. Some schools post this prior to student starting work experience other schools post it during the placement

Document 3 – *Insurance*

Standardised form for insurance

This form is sent by the Work Placement Tutor to the employer with the Supervisors Report and Confirmation Letter. A list of students names and the address of their employers is sent to the Admin office, Cavan Institute.

Document 4 *Confirmation Letter and Supervisors Report*

This is posted from the Institute to each employer and should include an envelope addressed to work experience tutor. New Cavan Institute Supervisors Report to be devised for students on Work Placement that is not being assessed by an outside examination body

Document 5

Confidentiality forms (if relevant) + contract to be signed by student

Document 6 – Time Sheets/Log Sheets

This is a document that the supervisor signs indicating that the student attended on specific dates and between certain hours

Other recommendations

All letters should be signed by the work experience tutor and the relevant school head. ??

All students on work experience whether certified by an examination body or not should have a work experience tutor.

For non certified work experience a Cavan Institute report will be devised by the committee drawing from the FETAC Report

<p style="text-align: center;">CAVAN INSTITUTE Programme Development, Delivery and Review</p>

Introduction

This policy covers all examination bodies in Cavan Institute. The objective of the policy is to provide a systematic procedure to enable new programmes be developed throughout Cavan Institute. This policy encompasses the best practices in quality assurance developed in the Institute since its inception in 1985.

The general aims of the Institutes programme planning, delivery and review is to ensure that:

- that the needs of the learner are paramount
- the programme is consistent with the Institutes mission statement
- the programme is consistent with the Institutes policy on access, transfer and progression
- the programme is consistent with the Institutes assessment policy
- the programme is consistent with the schools development plan
- the programme satisfies the requirements of the awarding body of the programme
- the academic standards of the programme are met
- there are sufficient resources and facilities to deliver the programme
- that the programme facilitates opportunities for learners, where appropriate to practice skills in a real work environment

This policy applies to:

New subject/module

New course

New award

Cavan Institutes Academic QA Committee

It is responsible for the implementation of the Institutes procedures for the validation and review of programmes.

Schools within the Institute

A new programme may be initiated by any staff member within the Institute. This proposal should be discussed at a school meeting. A preliminary proposal form should be completed. This merely informs the QA committee that research is being undertaken to develop a new programme.

Each new programme must meet the specific validation requirements of the awarding body. Awarding bodies may have validation documents which need to be adhered to.

CAVAN INSTITUTE
ASSESSMENT POLICY AND PROCEDURES
FETAC

The integrity of Cavan Institute relies on the validity and reliability of the assessment procedure. Assessment is the method of measuring the performance of the learner in achieving the learning outcomes of courses within the Institute. It must be open to scrutiny by all stakeholders in the Institute.

Cavan Institute is committed to providing a rigorous and thorough process for the fair and consistent assessment of learners.

Cavan Institute is committed to carry out all assessment so as to be:

- consistent with the mission statement
- consistent with FETAC assessment guidelines
- valid for the purpose of FETAC awards
- clear and transparent for staff and learners
- communicated to staff and learners
- consistent across internal assessors within the Institute
- consistent with national standards
- monitored, reviewed and amended if necessary
- internally verified as consistent with national standards

This policy does not replace Examination Regulations or any other regulations that may be issued by particular examination bodies. Tutors should be familiar with the regulations issued by the Examining bodies with whom their courses are linked.

Most assessment in the Institute is set internally. Some examination bodies set centrally devised examinations.

Assessment process – key stages

Stage 1 assessment procedures

Information to learners

An information for learners document is given to each student

an assessment schedule is given to each student

an assessment schedule is placed on the common drive and amended throughout the year

learners are informed on the following policies related to assessment

- plagiarism
- appeals policy
- incident reporting

Information to the learner

Students receive information about assessment in the following manner:

- Student handbook
- Course management document
- Assessment schedule – (For verification purposes each student signs on receipt of each of the above three)
- Module descriptor

- The subject tutor informs the class about assignments and examinations
 - The class tutor reads out the examination regulations to their class and gives full details on the examination process
 - The class tutor directs students to the examination notice board
 - Appeals procedure is documented in student handbook and on the result slip.
- The subject tutor also explains the appeals procedure to students.

Assessment Planning

There are different types of assessment contributing to the learners overall result. See the glossary at the back of module descriptors for explanation.

Assessment planning is ongoing throughout the year. The following team meetings take place

- Subject tutor meetings
- School meetings
- Department meetings

Planning for the year's assessment for each group involves:

- Discussion of the range of specific outcomes to be assessed
- Assessment techniques and instruments
- Fixing dates for handing out and submission of assignments
- Integration of assignments throughout each class group
- Preparing a schedule of assessment for each class group
- Discussion of any adaptations necessary to assignments to facilitate learners requiring special accommodation **(B6.4)**
- Dates for planning days

- Dates set for submission of examination papers
- Dates set for terminal examinations
- Dates for examination board meetings
- Setting dates for work experience
- Design of assessment briefs

Procedure for distributing assessment briefs

- All learners should receive an assessment brief in writing
- Standard assessment briefs are given for the same subject groupings
- Assignment briefs must adhere to the assessment guidelines in the module descriptor.
- A sample brief cover is given as appendix 1
- The late submission policy applies to all work

Procedure for collection of assessment work

- One tutor should not collect work from a student on behalf of any other tutor
- Each student must submit their own work. Work from a student on behalf of another student should not be accepted.
- Where deadlines are concerned learners should be informed in writing about the deadline and sanctions if the deadlines are not met
- Each tutor has an individual receipt book .The administrator keeps the numbers of each tutor's receipt book

- The tutor should give the learner a receipt from the tutors official receipt book on receipt of any element of assessment work.
- The tutor should check thoroughly before issuing the receipt that all parts of the assessment are being handed up
- The receipt book is in triplicate and copies are to be handled as follows:
 - The top copy (white) is to be given to the learner
 - The second copy (yellow) is for the tutor's file
 - The third copy (pink) is for the college file
- The learner should be advised to retain a copy of all work submitted for assessment
- Assessment work should not be returned to a student once a receipt has been issued.
- All records of learner assessment should be recorded and stored safely

Procedure for storing assessment work

- It is the responsibility of the subject tutor to store all assessment work in a safe place.
- It is strongly advised not to bring work home for correction.
- Where possible assessment work should be kept in a locked filing cabinet.
- Feedback on assessment is necessary to encourage the learner and to ensure that the learner knows what is required from them in the final examination.

Examinations/class assessments occurring throughout the year

- In addition to the assessment schedule students should be given one week's notice of any assessment or examination that is part of their overall mark for the subject.
- This notification should be given in writing and the learner should sign on receiving it
- A copy of the class list with space for signature is available for each class group
- It is preferable that this assessment takes place during the scheduled class time
- If it is necessary to infringe on another tutors class time then the Assistant Principal responsible for timetabling should be informed
- In general, it is the subject tutor that supervises these examinations
- It is imperative that the same rules and regulations apply in these examinations/assessments as do during the final examinations.
- Special accommodation may be necessary for some students to complete their assessment **(B6.4)**

Pre-examination Meeting

A pre-examination meeting takes place to brief staff on all aspects of the terminal examinations. It is attended by teaching staff, administration staff and caretaking staff. The Principal, examination co-ordinator, FETAC co-ordinator and IT technician address the meeting. All aspects of the final examinations are dealt with and the following briefs are given to staff:

- Duties of each subject tutor during the examination period
- Guidelines for preparation for external examiner

- Duties of the supervisor
- Computer policy about security of examination material
- Dealing with an emergency ie a fire alarm during the examination
- Preparation of documentation in the event of a learner appeal
-

Arrangements among subject tutors for a sample of work to be cross moderated is discussed.

Any special accommodation for students is identified **(B6.4)**

Guidelines for the internal assessor for terminal examination

- A date for submission of examination papers is given to tutors at the beginning of the academic year
- Tutors must set the examination paper in accordance with the module descriptor
- The tutor may submit the examination paper to the administrator in manuscript or typed format
- Solutions and a marking scheme must accompany each examination
- Where a subject is taught by a number of different tutors a common paper should be set. Tutors must meet to compile a common paper.
- The examinations secretary is given
- A hard copy of the examination
- Solutions
- Marking sheet
- An electronic copy of the examination

- The subject tutor copies collates the examination paper
- Examination papers are placed in the examinations envelope completed with the examination details
- The examination is given to the administrator with a cover sheet (appendix 2)
- An attendance roll of each class group is prepared by the tutor
- This contains the name and examination number of each student taking the examination. There is a corresponding space for each student to sign the attendance roll before taking the examination.
- The administrator keeps a copy of the examination paper, solutions and marking scheme
- The envelopes containing the examination papers are placed in date order of the examinations taking place and locked in a filing cabinet. Any special requirements eg log books, readers extra time is recorded on the front of the envelope.

Setting the examination timetable

Staff must co-operate with the examination co-ordinator

- An assistant principal is responsible for the examination timetable.
- A form is distributed to all subject tutors through the school heads or possibly at the pre-examination staff meeting to ascertain all the subjects to be included in the timetable, duration of examination and any special requirements.
- Each subject tutor completes the form
- A provisional timetable is prepared by the assistant principal and given to each school head.

- At a school meeting this is checked by each tutor to ensure that their examination is included, time allocation etc is correct.
- The school head counter checks through their list of subjects that all examinations have been prepared.
- The final examination timetable is displayed in all campuses
- Students must check the timetable daily for changes. This is prominently displayed on the timetable and notification of this is given in the student handbook.
- Staff or students are not permitted to make changes to the timetable
- Staff or students are not permitted to make changes to the room allocation

Role of the FETAC Co-ordinator

- Liaises with FETAC on all matters relating to assessment
- Liaises with examination co-ordinator and administration in examination entries
- Ensures that the centre meets all FETAC deadlines
- Prepares written brief for staff on
 - The examination process
 - Completion of all documentation relating to examinations eg N3's etc
 - Preparation for external examiners
 - Completing the claims form
- Briefs caretakers on their role during the examinations
- Conducts a meeting of examination supervisors. Explains their duties to them and gives them written instructions (Appendix 5)
- Communicates with external examiners

- Assigns rooms for external examiners
- Posts timetable for external examiners
- Collates any documentation requested by external examiner eg module descriptors etc
- Examines the external examiners reports and takes appropriate action
- Checks all data submitted to FETAC for certification purposes – this procedure is assisted by the school heads and administration staff **(B6.10)**
- Stores all FETAC documentation relating to examination entries, certificates
- Compiles a report on any aspect of the examination process which may compromise the integrity of the examination process. Reports this to the Principal and to FETAC and takes appropriate corrective action.
- Informs subject tutor of an appeal. Collates all assessment material in relation to an appeal and sends to FETAC.
- Informs tutor of results of the appeal

Administration of terminal examinations

Supervisors

- The FETAC co-ordinator organises a panel of supervisors
- The FETAC co-ordinator gives a briefing to all examination supervisors and distributes their instructions (Appendix 3-6)
- The supervisor is given an individual timetable for the examinations that they are supervising
- It is the responsibility of the supervisor to collect and sign for the examination envelope (containing the papers etc) from the administrator.

- On conclusion of the examination the supervisor must return completed scripts (and where applicable the examination paper) to the administrator. The papers are signed in.
- Examination scripts are not returned to the subject tutor by the invigilator
- The subject tutor must sign out for the scripts. These are the responsibility of the subject tutor until placed in the locked rooms for the external examination process.

Tutors responsibility prior to and during examinations

- The learner should be aware of the 'Assessment Regulations for Candidates'. These regulations will be posted on the official examination notice board.
- The learners should be informed of any specific regulations pertaining to their examination.
- The learner should be made aware of the examinations notice board and informed that it should be checked for any changes on a daily basis.
- A copy of the Rules and Regulation and the Penalties for violation of assessment regulations should be posted up in each examination room.
- Learners should be instructed to carry their Student Identity Cards with them
- No learners other than those completing the examination are allowed in the examination room
- Subject tutors must be available throughout the examinations. For practical examinations a contact number must be given to the supervisor.

- Subject tutors should be present in the examination room at the beginning of the examination to deal with any issues that may arise.
- No assistance may be given to the learner. If a question is asked by a learner, which is pertinent to the rest of the class then the answer should be audible enough for the whole group to hear.

Practical Examinations

- Subject tutors are responsible for ensuring that all equipment and other materials needed for examination purposes are available for use.
- The subject tutor must be on call throughout the examination.
- The subject tutor may be admitted to the examination room in the event of equipment malfunction, for printing or if the supervisor requests it.
- No assistance may be given to the learner. If a question is asked by a learner, which is pertinent to the rest of the class then the answer should be audible enough for the whole group to hear.
- The following are the only authorised personnel in the practical examination room
- The supervisor, the specialist tutor (at the beginning, the conclusion and if called in by the supervisor), and the computer technician (if called in by the supervisor or the tutor)

Role of the caretaker

The caretaker is given an examination timetable

The following are the caretaker's additional responsibilities during the examinations

- To ensure that the room is organised appropriately
- To place clocks in all rooms
- To check the toilets periodically to ensure that there is no course material available
- To ensure that there are enough signs requesting silence while in the corridors
- To put examination notices on the outside of the doors stating the starting and finishing time of examinations. These need to be changed twice per day.

Role of security

Security personnel block off access to corridors during examinations

Security personnel patrol the buildings to ensure that there is no disruption for students during the examinations

An attendant sits at each end of the corridors to assist the supervisor if any matter arises.

Correction of work

The subject tutor signs out the examination papers scripts from the administrator

The scripts are then the sole responsibility of the subject tutor

The subject tutor corrects the work

The tutor then enters the result on the excel file meeting the deadline for the examination board meeting

Examination Board Meetings

An examination board meeting takes place for each school after the scripts are marked and prior to the external examination commences. This date has been set from the beginning of the academic year.

A timetable for each of the schools is prepared

The Principal, Deputy Principal, School head and all subject teachers in that school attends the meeting.

The result for each student is presented.

The result for each student in all class groups is examined

Each tutor double checks that the results are entered correctly

Consistency in marking across assessors is addressed **(B6.5)**

All marks for each learner in each class group are collated and the database is presented.

The results of each student are discussed and if there are any issues they are addressed at this stage.

6.18 Preparation for the external examiners

The FETAC co-ordinator briefs staff at the pre-examinations meeting about the external examination process.

The FETAC co-ordinator distributes written instructions to all subject tutors outlining their duties for the external examiner

The FETAC co-ordinator assigns rooms for the external examiners

Where feasible each external examiner is given a separate room

A timetable for the external examination process is posted up

Work for each external examiner is placed in the appropriate room

Each room is locked

When the process has been completed all material is removed from the rooms by the caretaker and stored securely for the learner appeal process.

The FETAC co-ordinator informs the subject tutor if there is an appeal. The subject tutor compiles all assessment material and returns it to the FETAC co-ordinator.

6

6.20 Student Appeals

Students may appeal the result of continuous assessment and the final result.

Appeal of continuous assessment is dealt with as follows:

- The internal assessor checks the result and informs the student.
- If dissatisfied a student may appeal to the School Head who may pass the assessment to another tutor, who is competent in the subject area, to be checked.
- After this process the result is given to the student.

Appeal of a final result is dealt with using the FETAC appeals process.

6.21 External Examiners Reports

FETAC examiner reports are read by the Principal and the FETAC co-ordinator. The Principal makes a general statement to the staff about the report addressing the positive along with any general negative comments. If it is necessary to speak to tutor about any issue then this is done privately. The Principal or FETAC co-ordinator instigates any corrective action necessary. External examiners reports are stored by the FETAC co-ordinator.

6.22 Receipt of examination results

Results are copied and stored according to class. Result slips are sent to students
In September the results are checked by the class and subject tutor. If any corrective action is needed this information is given to the FETAC co-ordinator.

The FETAC co-ordinator collates the certificates. Subject and class tutors check all details on the certificates. The certificates are presented at an awards ceremony.

6.23 Assessment performed by third parties

The employer assesses part of the FETAC work experience module. (20%)

Guidelines are included in the marking sheet to the employer regarding the allocation of marks.

Each student on work placement is visited by a member of staff. Where possible they meet the employer or immediate supervisor of the student. This gives the employer the opportunity to ask any questions about the completion of the grading of the student.

Each employer is encouraged (this is included in the letter) to contact the Work Experience co-ordinator for that group if there are any queries about the grading of the student.

In exceptional circumstances where it is felt that the grade is unfair to the learner the tutor may revise the grade (this facility is built into the module descriptor)

6.24 Reasonable Accommodation

Cavan Institute makes every accommodation where practical to assist students with a disability or other persons covered by the nine grounds of Equality legislation to successfully complete the assessment process. The accommodation necessary is led

by the learners input from discussion with the class tutor, guidance counsellor or others involved in their learning.

6.25 Corrective Action

The FETAC co-ordinator and examinations co-ordinator inform the staff at the pre-examinations meeting that any irregularity must be notified to them immediately.

Invigilators are given an irregularities form to be completed if necessary (Appendix 4)

Learners are informed about examination rules and regulations in the student handbook and the information posted on the examinations notice board.

If any irregularity takes places in any aspect of the assessment process the Principal, FETAC co-ordinator and Examinations co-ordinator must be informed immediately.

A report is written on the incident and appropriate action taken. FETAC is notified of the incident and may assist in the corrective action.

Monitoring and review

<i>Monitor (job title)</i>	<i>Frequency</i>	<i>Monitoring Methods</i>
Each of the five school heads	At the end of the academic year -May When the awards ceremony has taken place - December	Assessment is placed on the agenda of the school meetings. A written review of the assessment procedures is carried out. All staff is involved. Recommendations are brought back through the school heads to the Principal and FETAC co-ordinator
Assignment review is carried out at subject meetings and planning	2 or 3 times per year depending on scheduling of planning days	Subject tutors review their delivery and assessment procedures

days		
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APPENDIX 1

SAMPLE ASSIGNMENT BRIEF COVER SHEET



MODULE:

CODE:

WEIGHTING:

CLASS:

HANDOUT DATE:

SUBMISSION DATE:

TUTOR:

ASSESSMENT CRITERIA:

This assignment brief must be handed up with the assignment.

I confirm that this work is entirely my own work and where work other than my own has been used this has been acknowledged.

Student signature Date

APPENDIX 2

COVER SHEET FOR EXAMINATION

TUTOR

CLASS

NO IN CLASS

MODULE

DATE OF EXAMINATION

ROOM

ANY SPECIAL INSTRUCTIONS

APPENDIX 3

**CAVAN INSTITUTE
EXAMINATIONS 2006**

DECLARATION OF INTEREST

Are you a relative of a Candidate taking examinations at this Centre

Yes

No

If yes, please supply the following details:

Name of Candidate: _____

Class Code: _____

Course of Study: _____

Relationship, please tick:

Son

Daughter

Brother

Sister

Nephew

Niece

Other, please specify:

Signed _____ Date _____

APPENDIX 4

CAVAN INSTITUTE

IRREGULARITIES

REPORT FORM FOR INVIGILATORS

CENTRE NAME: _____ **CENTRE ROLL NO:** **76087R**

NAME OF SUPERINTENDENT: _____

SUBJECT: _____

DATE OF EXAMINATION: _____

- Before completing this form, the Invigilator must be satisfied beyond a reasonable doubt that an irregularity has occurred. There must be clear irrefutable evidence that it has occurred.
- The matter must be brought to the attention of the Centre.
- Candidates may be penalised for violation of regulations (See 'PENALTY FOR VIOLATION OF ASSESSMENT REGULATIONS')

Please give details of the alleged irregularities:

CANDIDATE NAME(S)	CANDIDATE NUMBERS(S)	DESCRIPTION OF THE CIRCUMSTANCES

STEPS TAKEN BY INVIGILATOR:

SIGNED BY INVIGILATOR: _____ **DATE:** _____

THIS FORM MUST BE ATTACHED TO THE WORKED SCRIPT OF THE CANDIDATE(S) IN BREACH OF THE REGULATIONS AND RETURNED DIRECTLY TO THE PRINCIPAL