

January

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February

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April

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September

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November

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December

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27	28	29	30	31		

Personal Details

Name:

Address:

.....

Telephone Number:

Mobile Number:

Contact for Emergency:

.....

“ We are delighted to welcome you to the Further Education and Training Centre, Arklow. Our staff team are looking forward to working with you over the coming year and we hope that your educational experience is enjoyable and fulfilling. We hope that this booklet will provide the answers to many of the questions you may have as you begin your course. ”

The Centre Management Committee



Who's who in the Centre

VTOS

VTOS Coordinator Lynn Armstrong
Telephone: 0402 234 55
Email: lynnarmstrong@kwetb.ie

Youthreach

Youthreach Co-ordinator Sharon Hughes
Telephone: 0402 234 56
Email: sharonhughes@kwetb.ie

BTEI

BTEI Development Officer Margaret Stokes
Telephone: 0402 396 80
Email: margaretstokes@kwetb.ie

Kildare and Wicklow Youthreach Advocacy Service

Youthreach Advocate Angela Glynn
Mobile: 087 204 9031
Email: angelaglynn@kwetb.ie

Adult Guidance

Adult Guidance Counsellor Seona Hyland
Mobile: 087 707 4669
Email: seonahyland@kwetb.ie

Classes Commence: Monday 27th August 2018

October Bank Holiday:

Classes finish: Friday 26th October 2018

Classes resume: Monday 5th November 2018

Christmas Holidays:

Classes finish: Friday 21st December 2018

Classes resume: Monday 7th January 2019

St Patrick's Day:

Sunday 17th March 2019

Monday 18th March 2019 (Centre Closed)

Easter Holidays:

Classes finish: Thursday 18th April 2019

Classes resume: Monday 29th April 2019

May Bank Holiday:

Monday 6th May 2019

June Bank Holiday:

Monday 3rd June 2019

Summer Holidays:

Classes finish: Wednesday 17th July 2019

Classes resume: Monday 26th August 2019

FIRST TERM

Centre Re-opens: Tuesday, 28th August 2018

Mid-term Break: Monday, 29th October – Friday, 2nd November 2018
(inclusive, 1 week)

Christmas Holidays: Monday, 24th December 2018 – Friday, 4th January 2019
(inclusive, 2 weeks)

SECOND TERM

Centre Re-opens: Monday, 7th January 2019

Mid-term Break: Monday, 18th February – Friday, 22nd February 2019
(inclusive, 1 week)

St Patricks Day: Monday, 18th March 2019
(in lieu of Sunday, 17th March)

Easter Holidays: Monday, 15th April – Friday, 26th April 2019
(inclusive, 2 weeks)

THIRD TERM

Centre Re-opens: Monday, 29th April 2019

Bank Holiday: Monday, 6th May 2019

Centre Closes: Friday, 31st May 2019

* Please note that these dates may be subject to change but we will notify you in advance.

* During the year there may be further closures due to staff meetings, training etc. We will notify you in advance of these closures.



* The February mid-term and Easter holiday dates are provisional and may be changed if arrangements are needed to make up time lost due to unforeseen school closures.



Arklow Further Education and Training Centre Student Code of Conduct

Arklow FETC expect that students who enrol in the respective programmes give a commitment to behave in an appropriate manner. This includes a commitment to:

- Treat every staff member with dignity and respect
- Treat every student with dignity and respect
- Acknowledge the authority of the staff of the centre, both academic and support staff, in the performance of their duties
- Approach your academic endeavours with honesty and integrity
- Comply with the academic programme requirements such as class attendance and assessment requirements
- Comply with Arklow FETC requirements such as a payment of fees, use of Moodle VLE, computer networks and systems and examination regulations
- Avoid providing false or misleading information to or withholding relevant information from any party regarding academic achievements
- Behave in a manner that enables and encourages participation in the educational activities of the centre and its programmes and does not disrupt the functioning of said centre or programmes.
- Maintain the good name of Arklow FETC and KWETB by representing it in a way that does not discredit it

Guidelines for using the centre

Health & Safety:

- **Smoking is not permitted anywhere in the building.** A smoking area is provided at the rear of the building adjacent to the rear gate. **Smoking is not permitted at the front of the building.**
- In the event of a **fire alarm** sounding, we ask you to **stay with your teacher** who will bring you to the fire assembly point outside the building and take a roll call. Please see the Evacuation Maps on the doors of each room.
- CCTV is in operation in the centre. AFETC policy is available on request from the Centre Management Team..
- Recording of video and the taking of pictures on mobile phones or any other device is not permitted without the coordinators and the teachers permission.
- The canteen is available for use throughout the day. Students are responsible for the upkeep of these areas. We encourage students to make every effort

to keep the canteen and classroom areas **clean and tidy. Please put your dishes in the dish washer and your rubbish in the bins provided.**

- Bottled drinks are permitted in classrooms but all other **food and drink are not permitted in classrooms.**
- **NO food or drinks are permitted in the computer rooms throughout the building.**
- Cups of Tea and Coffee are **not to be removed from the Canteen.**
- As a matter of professional courtesy during regular classes students are requested to keep their phones on silent and only take urgent phone calls outside of the classroom.
- Youthreach learners will be advised of the programme mobile phone policy.
- Mobile phones must be switched off during exams and left at the top of the room.

Facilities:

- Students must read and abide by the Centre Computer Usage Policy.
- During study times please study quietly and respect your fellow student's right to a quiet space, a study room is available at all times for you.

Co-Operative Learning:

- Adult education emphasises the voluntary nature of the learning taking place. Learning occurs in an equal and democratic environment where each person has something to share and something to gain from participation and class discussion with others.

Certain standards of conduct are expected.

- Bring paper, pen/pencil books and any other materials you will need for class.
- Cooperate with class activities
- Be on time for class
- Respect others
- Listen
- Everyone's opinion is valid
- Stick to the topic being discussed in class
- Shouting or bad language are not acceptable
- Bullying is not acceptable

Attendance and Punctuality VTOS & BTEI:

In order to receive the full educational, social and personal benefits of your programme- full attendance is required and good punctuality is necessary. If you are less than 15 minutes late, please ask your teachers permission to enter the class as your arrival may be disruptive to the running of the class. If you are more than 15 minutes late, please wait in the study room (Room 204) until your next class period.

If you will be absent or if you are running late - a phone call or a text should be sent with your name and class to the centre 0402 39680.

Students will be required to attend a meeting with the Co-ordinator if:

Attendance:

- They miss 1 day a week for 3 weeks in a row, without communicating a valid reason to the Co-ordinator.
- They consistently miss the same class each week without communicating a valid reason to the Co-ordinator.
- A minimum of attendance of 80% is required from students in order to enter for assessment. Attendance will be recorded in each class.

Punctuality:

- They consistently attend their class late or if they consistently leave their class early without communicating a valid reason to the Co-ordinator.

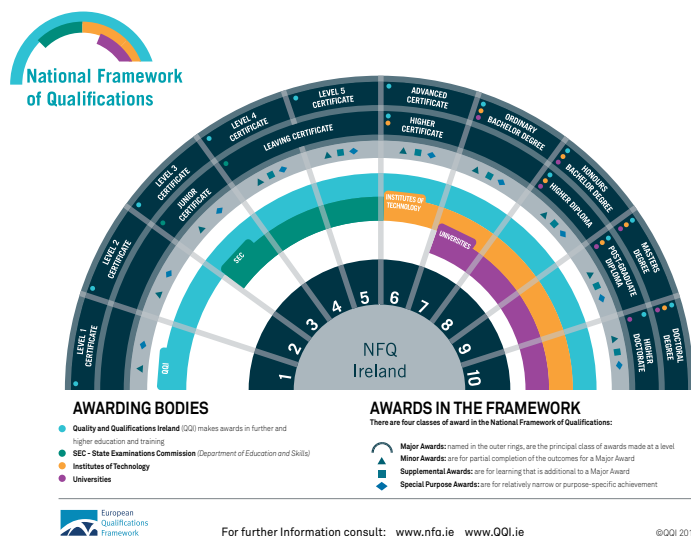
This meeting will act as a verbal warning. Should the pattern of non-attendance or poor punctuality continue- a written warning will be issued. Finally, a student will be terminated if they do not improve their attendance/punctuality following a time-frame set out in the initial meeting.

Should a VTOS or BTEI student not attend the centre for 2 weeks in a row without a valid reason they will be immediately terminated from the course.

Attendance and Punctuality Youthreach:

Attendance and punctuality will be discussed during the induction phase of the programme. All students are expected to attend on time each day. If a student is not in attendance, students over the age of 18 must contact the centre at 0402 39680 before 10am. For students under 18, a parent, guardian or significant other must contact the centre before 10am. If students are medically unfit to attend they must have a medical certificate in order to receive payment. Students will be advised at induction of the sick leave arrangements.

Should you require any support in your attendance or punctuality on your course, please speak to a member of staff or the Co-ordinator and efforts will be made in this regard.



The National Framework of Qualifications- NFQ

- The NFQ is a system of 10 levels used to describe the Irish qualifications system and to recognise people's learning. Each level is based on nationally agreed standards of what a student is expected to know and be able to do after receiving an award.
- The NFQ includes learning from entry level (NFQ Level 1) to the most advanced NFQ (Level 10).
- NFQ levels help indicate how an award can be used for training, education and employment opportunities.
- NFQ ensures awards obtained in Ireland are quality-assured and recognised internationally as it is part of a system for comparing Irish and international awards.
- To achieve a full Award at any level learners must complete a number of components.
- QQI courses are delivered nationally in many different learning environments, such as schools, the workplace, the community, further education and training centres, colleges and universities.

Quality and Qualifications Ireland was established on 6 November 2012. The new Authority was created by an amalgamation of four bodies that have both awarding and quality assurance responsibilities: the Further Education and Training Awards Council (FETAC), the Higher Education and Training Awards Council (HETAC), the National Qualifications Authority of Ireland (NQA) and the Irish Universities Quality Board (IUQB).

QQI Grading System

The grading system for QQI is as follows:
(Each component is graded)

D	Distinction	80—100%
M	Merit	65—79%
P	Pass	50—64%

The overall certificate is graded:

D	Distinction
M	Merit
P	Pass

QQI Terminology:

Programme Module Descriptor is a full description of the subject you are studying including the topics to be studied and understood, as well as the type of assessment required.

Brief is a specific set of guidelines that you will receive from the Teacher in order to complete each element of the assessment.

Assignment is an exercise that you will carry out following the brief from the Teacher. It is usually a small piece of work carried out over a short period of time.

Collection of work is a selection of your work during the year which is gathered in a folder and used as part of the assessment for that module to show the progressions of your learning over the year.

Project Is a large piece of work that you will carry out following the brief from the Teacher. It requires you to research a topic over a period of time and produce a substantial body of work for assessment.

Skills Demonstration is a practical test of your skill in a particular area, which you will have practised in class.

Examination is an assessment of your knowledge and understanding of the subject you are studying, carried out within a set period of time under clearly defined conditions.

Learner or Student Record is a way for you to think about your learning over the year in a particular module. The teacher will give you guidelines to help you complete this.

Arklow Further Education and Training Centre Assessment and Examination Policy

- Each candidate will be presented with an assessment schedule for each component at the beginning of the component
- Candidates are responsible for noting assessment deadlines and examination dates
- Assessment methods include: projects, assignments, skills demonstrations, collection of work and examinations
- All work submitted must be students own and must be accompanied by the assessment brief signed by the candidate. Plagiarism is a very serious offence and may result in a zero mark in the assessment of that piece of work. Please ensure you understand what constitutes plagiarism by consulting with you teachers
- Deadlines must be adhered to. An extension of the deadline may be permitted in exceptional circumstances. Applications for reasonable accommodations and compassionate considerations are to be made to the Coordinator in advance of the assessment deadline and in line with B6.7 and B6.8 of the KWETB B6 Fair and Consistent Assessment of learners.
- Assessment material will be receipted by the teacher on submission
- Examination dates must be adhered to. In exceptional circumstances a second sitting of an examination will be available to candidates. Applications for reasonable accommodations and compassionate considerations are to be made to the Coordinator in advance of the assessment deadline and in line with B6.7 and B6.8 of the KWETB B6 Fair and Consistent Assessment of learners.
- All examination candidates must sign the attendance register
- All phones must be handed to the supervisor at the start of the examination and will be returned at the end
- Candidates may only enter the examination room up to 15 minutes after the examination has started
- No communication between candidates is permitted in an examination. Candidates that engage in communication or are seen to be trying to engage with other candidates will be directed to leave the exam and a zero grade will be awarded
- Examinations will be completed using AFETC exam booklets no additional paper is permitted to be used by the candidates
- Once the candidate hands up the examination they must leave the room quietly and are not permitted to re-enter until the examination is finished and all other candidates have handed up their script
- Candidates are not permitted to leave the room during the last 10minutes of the examination they must remain seated with their examination paper
- It is the responsibility of the candidate to hand up their examination script
- NOTE: Candidates wishing to resubmit a component may only do so in the following assessment period.

Arklow Further Education and Training Centre Assessment Submission and Feedback Policy

- At the commencement of each component a clear assessment schedule will be presented to each learner. This will also be available on Moodle for each component. Any changes to the schedule should be directed first to the coordinator and then noted on the assessment schedule and communicated to learners
- All learners will be issued with a brief for each assessment piece, clearly citing issue date and a deadline for submission along with clear marking criteria to enable learners to establish what is expected
- An interim date for draft submission should be included on the brief. Formative feedback is presented to the learners at this point, in a way that contributes to learner development. Assessors are responsible for giving timely feedback which is constructive and formative to all learners. Failure to submit a draft by this date will result in no formative feedback being given to the learner. Learners are encouraged to submit a draft assessment
- Draft work and feedback on draft work to be displayed in the rear of the learners QQI folders
- The submission date is for the final assessment piece, amended to include the feedback given on the draft, should the learner choose to do so. Failure to implement feedback will be reflected in the result for the assessment piece
- All assessment material will be submitted through Moodle with Urkund, on or before the assessment deadline as indicated in the brief. A printed copy of the assessment will be added to the learner's portfolio on the assessment deadline date and the appropriate paperwork completed
- The feedback date noted on the assessment schedule is the expected date that the assessment will be corrected and a final mark for the submission available to the learner as per the marking criteria outlined in the brief
- Feedback will be scheduled with each learner on a one-to-one basis, outside of class time Feedback sheets will be completed by the tutor, signed by both the tutor and the learner and a provisional mark given to the learner for their work e.g. 7/10. This mark will be recorded on the feedback sheet. The feedback sheet is then added to the learner's assessment folder with the corrected assessment piece and securely stored in Arklow FETC
- Applications for reasonable accommodations and compassionate considerations are to be made to the Coordinator in advance of the assessment deadline and in line with B6.7 and B6.8 of the KWETB B6 Fair and Consistent Assessment of learners.

KWETB Appeals Policy

- Learners in KWETB are entitled to appeal the results of assessments leading to QQI Awards. Appeals will be conducted in an open and transparent fashion
- Appeals will be administered by KWETB management, through their External Appeals Office and will be processed by individuals who are not associated directly with the centre where the learner studied and was assessed
- A learner who wishes to make an appeal, must complete and submit a Learner Appeal/s Application Form which is available from their centre by the date notified on the results letter
- 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
- Learners should be informed that Appeals cannot be processed without the payment of fees
- Learner will be notified of the outcome of the appeal in writing by the centre
- If a learner does not accept the outcome of the Appeal carried out by the External Appeals Office, they may contact QQI about the QQI National Appeals Process.

KWETB Policy for Reasonable Accommodations

Under the Equal Status Acts, 2000 and 2004, education and training establishments are required to provide Reasonable Accommodations to meet the needs of a Student who has a disability. Kildare and Wicklow Education and Training Board (KWETB) is committed to implementing the terms of these Acts, in the context of assessment and will provide Reasonable Accommodations for Students where they are necessary. The term 'Reasonable Accommodations' refers to the adjustment or adaptation of assessment standards as necessary to cater for the needs of Students whose personal situation means that the assessment would otherwise be unfair e.g. Students with a physical disability; specific learning disability and/or other Students covered by equality legislation.

Reasonable Accommodations are intended to facilitate Students to demonstrate their level of accomplishment in relation to the assessment standards.

They are not intended to compensate for lack of accomplishment and should not:

- Give an unfair advantage over other Students
- Reduce the validity and reliability of the assessment
- Compromise the standard of the award
- Any adaptation of the assessment by the Assessor should facilitate the Student to demonstrate their achievement without significantly altering the standard for the award.

Examples of types of Reasonable Accommodations which can be applied include the following:

- Modified presentation of assignments/examination papers e.g. enlargements

- Scribes/readers
- Use of sign language
- Practical assistants
- Rest periods/supervised breaks
- Adaptive equipment/software
- Use of assistive technology
- Transcription without correction
- Linguistic support
- Assistance in aural assessments
- The use of bilingual dictionary for candidates whose first language is not English
- Extra time

Decisions about whether or not to grant the Reasonable Accommodations will be based on evidence provided by the learner to the School Principal/Centre Coordinator to support an application. Application forms can be found on Moodle.

KWETB Policy on Compassionate Consideration

Sometimes Learners experience personal events which may have an impact on their ability to participate in assessment. When this type of event occurs, a learner can apply for compassionate consideration if they feel that an event like this has affected their assessment performance or preparation.

These are examples of circumstances where a learner may apply for compassionate consideration:

- A physical injury during a period of four to six weeks prior to the assessment
- Emotional trauma during a period of four to six weeks prior to the assessment
- A physical disability or chronic disabling conditions such as epilepsy, glandular fever or other incapacitating illness which prevented participation in the scheduled assessment
- 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, a learner may apply to defer the assessment: i.e. to complete the assessment activity on another occasion/submit assessment materials on an alternative date. Decisions about whether or not to grant the compassionate consideration will be based on evidence provided by the learner of extenuating circumstances to the School Principal/Centre Coordinator. Application forms can be found on Moodle.

Plagiarism policy of KWETB - Arklow Further Education and Training Centre

Plagiarism takes many different forms. The following are examples:

- Paraphrasing or copying work that you have already submitted without acknowledgment (self-plagiarism)
- Failure to cite yourself when drawing ideas or text from previous work of your own (auto-plagiarism)
- Getting someone else to write your assignment
- Copying material written by someone else, putting your own name to it, and handing it in as your own work
- Putting your own name to an assignment written by someone else, and submitting it as your own work
- Copying bits and pieces out of the work of another student and including them in your own assignment
- Downloading content from the Internet, perhaps even a complete assignment on your topic, and implying that you wrote it yourself
- Taking text, ideas, theories, direct quotations, diagrams, statistics, tables, photographs, or graphs from a published source or the Internet, and including them in your assignment without stating a source
- Copying bits and pieces out of the work of another person and including them in your own assignment without referencing them
- Putting an author's ideas into your own words without giving appropriate credit by citing the source of the ideas
- Quoting paragraphs word for word without acknowledging the source
- Copying passages of text, but making changes (such as to words or phrases) and not acknowledging the source of the text
- Over-relying on sources without sufficient evidence of your own work
- Paraphrasing or summarising others' ideas without crediting the source

Plagiarism is a very serious offence. Allegations of plagiarism will be automatically be referred to the Co-ordinator.

Suspected plagiarism will be treated as either a major or minor offence

- A. Copying multiple paragraphs without acknowledgment of source or copying all or much of the work of another student constitutes a major offence.
- B. Where there are valid grounds for concern that another person has written a piece of work which has been submitted under a student's name constitutes a major offence.
- C. A small amount of the work submitted which is considered to be copied from another source or not properly referenced constitutes a minor offence.

Suspected plagiarism will be treated as either a major or minor offence

- A. The Disciplinary action for a major offence will be the award of a mark of 0 for that piece of work.
Additionally the Student must:
 - I. Attend a workshop on plagiarism and referencing.
 - II. Be offered ongoing support by the staff team.
 - III. Submit draft work with all subsequent assignments.

The Procedure:

1. Learners will be informed about the consequences of assessment malpractice.
2. Assessors may use computer software to check the reliability of assessment evidence submitted.
3. The suspected case of Assessment Malpractice is reported to the Centre Coordinator/Principal. This report should be noted in writing and dated by the Co-ordinator/Principal.
4. A meeting is convened between the Co-ordinator/Principals; Teacher/Tutor and Student.
5. The Student's response to the alleged offence is recorded.
6. A decision based on the evidence is made by the Co-ordinator/Principal and Teacher/Tutor.
7. The decision is communicated to the Student.

8. If plagiarism is proved, a mark of “0” is applied to the assessment of that piece of student’s work.
9. If plagiarism is not proved, the student’s work is marked in the normal way.
10. A report of the incident and its outcome will be sent to the Adult Education Officer of Kildare and Wicklow Education and Training Board.
11. Report to be attached to IV Report and EA Report
12. Learners will be given an opportunity to make an appeal to the Adult Education Officer(AEO) in the event that they are unhappy with the process that has been followed

The process of investigation will be completed within ten working days of the allegation.

The Harvard Style of Referencing and Bibliography

- Plagiarism is to use a piece of written work or an idea that somebody else has written and claiming it as your own.
- When writing an assignment or essay or project you will need to use references and quotes to avoid plagiarism. A quote or reference is in the body of the assignment.
- At the very end of the assignment or essay or project you will need to create a Bibliography.

To avoid plagiarism, you must acknowledge sources in two ways:

- By in-text citation: an in-text citation gives brief details in a specific format of the source of the information you are citing.
- By an entry in a reference list or bibliography: a reference list is a list of the full details of the sources of information that you have cited within the text. A bibliography is a list of all the sources that you have consulted during the preparation of your work; some of the sources listed in a bibliography may not have been cited within the text.

You must reference correctly to avoid plagiarism

- To **quote** is to use another person words and to give credit to where you got the information from whether that is in a book, website, Journal, TV programme, blog, twitter or newspaper etc. This is called a **direct quote**.
- Quotes are used to back up your argument in the assignment- not to make your argument, you need to explain them.
- Quotes form part of your paragraph of your essay, they are not separate to it.
- When you quote you can use just a few words or up to three to four lines of text and you use quotation marks at the beginning and the end of the quote **“Quotation Marks”**. followed by brackets and the authors surname(s), year of publishing, and the page(s) number (Kilgannon,2012,pg.1)
- You can also use the authors surname as part of the sentence and follow it by quotation marks at the beginning and the end of the quote followed by brackets and the year of publishing, and the page(s) number. Kilgannon said “use quotation marks” to avoid plagiarism (2012,pg.1)
- If you quote from a number of pages from the same author it will appear similarly each time just the page number would be different. For Example: (Kilgannon,2016,pg.25) (Kilgannon,2016, pg.235)
- If you have a book written by a few authors it will appear with each of the surnames of the authors: (Kilgannon, Bloggs & Jones,2016,pg.4)

You must give credit to someone else ideas correctly to avoid plagiarism:

- When you take someone else’s ideas and put it in to own words and don’t take a direct quote you still need to give credit to where that idea came from, this is called an **indirect quote**.
- The main difference is that you do not need to use quotation marks and you do not need to give a page number.
- The format for an indirect quote is: Author’s surname, followed by the year of publishing with bracket at the beginning and at the end. For example: (Kilgannon, 2016)

When quoting from a webpage:

- Where there is no specific author of the web page or article **that you are using you use the Corporate name or the name of the Organisation** of the website that you are taking the information from.
- At the bottom of the webpage usually is where you find the date of when the website or webpage was created or last updated.
- Where there is no date for the creation or last update for the website, then it will appear as (KWETB, n.d.).
- There are no page numbers usually when you are quoting from a website except where you are taking from a document or article on the website. If it is available you use the same format as for a book.
- **Example:** A quote from the KWETB website: (KWETB, 2015, p.12) or if there is no page number (KWETB, 2015) or if there is no date available or page number (KWETB, n.d.)
- When you quote from a number of different web pages from the same Corporate Organisation's website where there are no page numbers then when you are creating your references for them you need to identify each of them separately by including 1, 2, 3 etc. after the name of organisation.
Example: (KWETB 1, 2015), (KWETB 2, 2015), (KWETB 3, 2015) etc., You only need to do this if you are using different webpages from the same website, if you are using the same webpage for your quotes you do not need to do this.

You must create a bibliography for all the sources you used to avoid plagiarism:

- **Bibliography** goes at the end of the assignment on a separate page with the heading Bibliography at the top.
- Bibliography is a list of all the sources and has the full details of the author(s), year of publication, full name of the book / website / newspaper, etc., where it was published and who published it.
- A bibliography goes in **alphabetical** order according to the author's surname.
- You give the full bibliography details of all sources (references and quotes) of material used in your assignment taken from websites, books, newspapers, journals, TV programmes, blogs etc.

Information you need to create a bibliography for books:

- The information needed for the bibliography for a book is usually found on the front cover, the spine of the book and inside the first page. You will have to practice getting the information needed as every book is presented differently.
- You will need: First name, Second name (if available), Surname, Year of Publishing, Full Title of Book, the Edition (only used if it is not the first), Place of Publication, the Publisher.
- **Author(s) Name:** if the author has a first name and a second name, for example: Nuala Mary, then use both as well as the surname. If the book has a number of authors you put in all their names.
- **Year:** Date that this version or edition of the book was published or the last date on the list.
- **Full title of the Book:** use the full title as it appears on the front cover of the book.
- **Edition:** you only need to use this if the book is not the first edition and it will say this usually on the front of the book use 2nd or 3rd etc.
- **Place of publication:** this is always the name of a town or city never a country, it is not where it was printed but published. Always use the place closest to Ireland if there are a few named places from around the world.
Example:
- Author Surname, Initials. (Year) Title. Edition (if not the First edition). Place of publication: Publisher.
- Kilgannon, N.M. (2016). Harvard Style of Referencing and Bibliography. 12th Edition. Wicklow Town: Co. Wicklow Adult Guidance Service.

Information you need to create a bibliography for websites:

- The information that you need to create the bibliographic details is available on the website you are using and every website is different, some will have a date when it was created or when it was last updated some will not.
- You will need the full URL address of the website which is in the address bar at the top and changes every time you change web pages on a website and you will need to take note of the date that you retrieved/accessed the page.
- You will need to practice using websites to get the bibliographic details needed.
- Webpage Author(s) Surname, Initials. (Year) Page title. Available at: Full URL address (Accessed Day Month Year)

Note: Where there is no author of the web page or article that you are using, use the name of the **Organisation**. Where there is no date for the creation or last update for the website use - no date

Example: Website Author/ Organisation. (Year published/Last updated or No Date) Title of Internet/Page Title. Available at: the full internet address or URL (Accessed Day Month Year)

KWETB. (2016). Further Education and Training (FET) Available at: <http://kildarewicklow.etb.ie/further-education> (Accessed: 11th July 2016)

- When you used a number of webpages from the same organisation then in the body of the assignment when you referenced/quoted them you used: (KWETB1,2016), (KWETB2, 2016), (KWETB3,2016) etc. In the Bibliography it would appear as

KWETB1. 2016. Further Education and Training (FET). Available at: <http://kildarewicklow.etb.ie/further-education>. Accessed: 11th July 2016)

KWETB2. 2016. KWETB Membership. [Online] Available at: <http://kildarewicklow.etb.ie/youth/youth-work-services/> (Accessed: 11th July 2016)

You will receive further training and support on using quotations/referencing and creating a bibliography during the year and if you need any help and assistance please talk to your tutor or a member of the AFETC team.

Getting Organised

First thing is to organise a space, secondly organise your time and thirdly how do you learn?

Environment:

- Have a **permanent** place to study. This should be free from distraction, with adequate lighting, heating, ventilation and furnishings.
- Organise your files and notes so that you can easily look back at work you have completed.
- Find a safe place to keep your books, files and equipment.

Organise your Time:

- Make a timetable for the week.
- Fit short tasks into spare moments in the day.
- Don't leave the difficult subjects till last.
- Don't be over-ambitious. Set realistic goals.
- Prioritise important and urgent tasks.
- Have a goal for each session. Know what you want to cover and measure your success in work done, not time spent.
- Try to keep to 25–30 minute sessions.

Reward yourself... Snack, TV programme, a walk, phone call to a friend. Remember, time for unwinding is time well spent but time wasting is stressful.

What is Learning / Study?

There are three stages or elements of Learning: **M.U.D.**

- **Memorising** - Putting things into long-term memory in order to review and retrieving it when needed.
- **Understanding** - making sense of ideas, concepts and principles. Without understanding a particular topic it is very unlikely that you will remember it.
- **Doing** - Using knowledge for a purpose e.g. an exam or an essay.

Listening Skills:

We hear thousands of words every day. But how many do we even notice, let alone remember? Hearing is not the same thing as listening, to listen effectively you should:

- Be active in class
- Ask questions
- Join in class discussion
- Ensure that you have an overview of the class topic

Making Notes:

- Notes are your own personal record of each class or reading. There is no rule as to what they should look like as methods and styles vary enormously. If in doubt, show your teacher a sample of your notes.
- You are not a tape recorder. Don't write down everything your teacher says. It is more important to listen and understand what is being discussed.
- **Key words / Points:** Learn to listen for key words, leave space and you can flesh out the points later.
- **Layout:** The Quality of your notes is important. Notes should be legible and organised under headings. Get into the habit of putting the date on each page and number the pages (1 of 3, 2 of 3, etc.).
- If this is difficult to do in class, spend time at the end of class or in the evenings to organise and rewrite them. Learn to number points, use diagrams, flow charts and spider diagrams. Keep highlighter pens and red biros handy.

Teacher's Style:

- Study your Teacher's presentation. They will often repeat points in different ways to emphasise a point. You do not need to write it down 3 times!
- Watch the white-board. Teachers often write key words, statements, definitions, formulas and examples of the board.

Storing notes:

- If possible, use a ring binder folder for notes. Keep separate sections with dividers for each subject's notes.
- After class, recall and review your notes. As much as 80% is likely to be forgotten within a day unless reinforced in some way.

Extra Reading:

- Follow up the Teacher's references to different books.
- When you are reading, read with a purpose. Having reading aims and goals will sharpen your reading.
- Make brief concise notes. Write summaries of what you have read. Add your own comments and evaluations.
- Keep references ie: Name of book, author, year published, publishers, city published and page numbers.

Golden Rules

- Your Teacher will present you with an **Assignment Brief** and explain what you need to do in order to complete the assignment. Listen to what your Teacher says at this point as they will give you very important tips on what they want you to do. They are the ones marking it.
- Read through the question or questions thoroughly. Identify what exactly you are being asked to do. Look at the command words ie: "compare", "contrast", "define", "describe" or "evaluate" in the question as these tell you how to answer the question. Most importantly, answer the question that is being asked!
- Work out briefly how you would go about answering the question. Look back over your class notes to see how your Teacher covered the topic and does this give you any hints on how to answer the question. Look at what you know and what you need to find out. Talk to your Teacher about your plan.
- Work out the main points, ideas and topics you would like to make. Start explaining each one of these in more detail, referring back to the question frequently.
- Write the answer in your own words. Keep your sentences short. This is your first draft. Leave it, return later and re-read and make any changes.

Final Structure of the Assignment should have:

A Beginning, A Middle & An End.

Introduction:

This will seem strange but you write the introduction when you finish the essay. You tell the person where you are going to go when you have already gone there and know the way. It should demonstrate a clear understanding of what is required in answering the question. Signpost clearly how you will structure your answer ie: 'The first part of the essay focuses on x. In subsequent sections I will deal with y and z.' Introduction is normally 5–10% of total essay length.

Main Body of the Essay

Each paragraph should contain a topic and a series of statements that explain what you think is special or relevant about the topic. A 1,500 word essay would likely have five or six main points. Each paragraph explains an aspect of the main point.

Conclusion

Recap the key points of your essay very briefly. This provides a condensed version of the essay.

Study Methods

SQ3R is a flexible strategy that can be applied in different ways to different materials, to suit your own purpose. **SURVEY, QUESTION, READ, RECALL and REVIEW.**

These are the basic stages:

- Try to get the general drift of the material you are looking at by carrying out a quick preview or **survey** of the text.
- While you are doing your survey, start asking yourself **questions** that you might expect to find answers to, if you think the text is worth reading more carefully.
- Now **read** the text carefully.
- When you have finished reading, try to **recall** the main points by trying to answer 5 W's + H, the questions WHO, WHAT, WHEN, WHERE, WHICH and HOW did you just learn?
- Check how well you have recalled by writing them down and going back to **review** the text. We forget 50% of what we read in a few hours and 80% within 24 hours.

Revision: Flash Cards

Use Flash Cards (small cards) to record the key points and information on different subjects and topics that can be looked over very quickly. Key points will stay in your memory as opposed to large pieces of information. From the key points you can develop your answers in the exam.

**Memory is like a muscle;
the More you use it,
the Stronger it gets.**

Chunking and Repetition

Chunking is a good way of remembering numbers (e.g. telephone numbers). This means grouping information into chunks and holding it in your short-term memory. Repetition means going back over again and again the material you have studied to keep it fresh in your mind. This can be done at the end of every study session and at the end of every study week.

Mind Maps

One of the best methods for organising information and creating links is designing a Mind Map, (see map on study skills overleaf). Pick any topic, e.g: an English novel, and from the core title, map out on paper the themes, characters, and relevant information linked to it. By looking at something visually, you can bring it back into your mind and down on paper much quicker than trying to write about it from scratch!

Addiction

Alcoholics Anonymous	(01) 8527 000 / 8420 700
Narcotics Anonymous	(01) 672 8000
Gamblers Anonymous	(01) 872 1133
HSE Drugs/HIV Helpline	1800 459 459
Alateen	(01) 873 2699
AI Anon	(01) 873 2699

Accommodation

Dublin Simon (for people sleeping rough)	(01) 872 0185
Emergency Accommodation Support Service	1800 724 724
WH Five Loaves Drop-in Centre (Bray)	(01) 204 0960
Focus Ireland	(01) 881 5900 / 671 2555
Home Liaison Officer	(0404) 20120
Wicklow County Council	(0404) 20100
Wexford County Council	053 9196000

Counselling & Support Groups

Bethany Bereavement Support Group Wicklow	0404 61726
1 Life Suicide Freephone Helpline	1800 247 100
Accord Marriage and Relationship Counselling (Bray)	01 286 77 12
Aware	1890 303 302
Cura (Crisis Pregnancy Counselling)	1850 622 626
Samaritans	1850 609 090
Suicide Support Group (Bray)	01 286 8413
Women Aid Freephone Helpline	1800 341 900
Rape Crisis Centre Freephone Helpline	1800 77 8888
AMEN (Male Domestic Violence)	046 9023 718 / 086 7941 880
Bray Women Refugee (Outreach Wicklow/Arklow)	086 803 6595 / 01 286 6163
ISPCC Freephone Number	1800 66 6666
HSE Drugs/HIV Helpline	1800 459 459
Living Life Counselling Service Arklow/ Bray	01 286 6729 / 086 733 3358
National Cancer Helpline	1800 200 700
Arklow Cancer Support Group	085 110 0066
Grow Depression	1890 474 474
Mental Health Ireland	01 284 1166

Community Health & Welfare Services

Arklow Health Centre	0402 39 624
Aughrim Health Centre	0402 36 316
Avoca Health Centre	0402 35 170
Rathdrum Health Centre	0404 46 231
Carnew Health Centre	053 942 6196
GP Out of Hours Service Care DOC	1850 334 999
Lucena Clinic, Wicklow	0404 25 591

Social Welfare, Finance & Employment

Citizen Information Centre Arklow/Gorey	0761 07 6750
Intreo Centre Arklow/Department of Social Protection	0402 20420
Gorey Social Welfare Office	053 9430040
County Wicklow Partnership	0402 20955
County Wexford Partnership Local Employment Services Gorey	053 942 2477
County Wexford Partnership	054 37033 / 053 23994
Arklow Jobs Club	0402 23936
St. Vincent's de Paul Arklow/Gorey	0402 31028 / 053 948 1912
Money Advice and Budgeting Service (MABS) Arklow and Gorey	0761 07 2390

Kildare and Wicklow Education and Training Board Support Services

KWETB Wicklow Town Office	0404 60500
KWETB Naas Office	045 988000

Other Services

Gorey Garda Station	053 943 0690
Arklow Garda Station	0402 32304 / 0402 26320
Arklow Library Services	0402 39977

Monday

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27th

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28th

Wednesday

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29th

Thursday

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30th

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31st

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3rd

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4th

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5th

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7th

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| **10th**

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Mardi / Dienstag / Martes / Martedi / De Mairt

| **11th**

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Mercredi / Mittwoch / Miercoles / Mercoledi / De Ceadaión

| **12th**

Thursday

Jeudi / Donnerstag / Jeuves / Giovedì / Deardaoin

| **13th**

Friday

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| **14th**

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17th

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18th

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19th

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21st

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16th

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19th

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| **22nd**

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| **23rd**

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| **24th**

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| **25th**

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| **26th**

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16th

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