



County Dublin Vocational
Education Committee
Coiste Gairmoideachais Chontae Átha Cliath

Guidelines

for Tutors on Programmes
Leading to FETAC Awards



A N ROINN
OIDEACHAIS
AGUS EOLAÍOCHTA | DEPARTMENT OF
EDUCATION
AND SCIENCE





COUNTY DUBLIN VOCATIONAL EDUCATION COMMITTEE

GUIDELINES FOR TUTORS ON PROGRAMMES LEADING TO FETAC AWARDS

October 2006

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LEADING TO FETAC AWARDS



A MESSAGE FROM THE CEO

In a time of great change in adult and further education, County Dublin VEC is responding to the challenge. The requirement for providers to develop Quality Assurance systems is a significant development and the first step in this process of change. County Dublin VEC's Quality Assurance proposal was approved by FETAC – the Further Education and Training Awards Council – in Autumn 2006. The policies and procedures therein reflect our mission 'to be the leading provider of integrated education services which enable young people and adults to fulfil their potential in a positive learning environment and to promote equality, innovation and partnership in the delivery of our services.'

This 'Guide for Tutors' is an important part of the implementation of Quality Assurance procedures. The booklet aims to inform and update tutors on approaches to teaching and assessment and on procedures as required within our Quality Assurance system. It is particularly aimed at new tutors but should prove a useful resource for experienced tutors as well.

This booklet is complemented by a folder with more detailed guidelines on policies and procedures circulated to co-ordinators of programmes, and by a section of our County Dublin VEC website dedicated to Adult and Further Education containing support materials and information. A 'Guide for Learners' to assist students on FETAC-accredited programmes is also being produced.

Thanks to the working group which produced this booklet. The group, representing programmes across the VEC provision, consisted of Emer Reynolds, FETAC and BTEI Co-ordinator Grange Community College, Michelle Donovan, Adult Literacy Organiser and Community Education Facilitator, South and South West County Dublin Adult Education Services, Ciaran O'Mathuna, Director, Cara Park Senior Traveller Training Centre and Marie Rooney, County Co-ordinator. Thanks are also due to the co-ordinators and tutors who generously shared examples of good practice for inclusion. In line with our policy of self-evaluation and improvement, it is planned, in the light of further FETAC developments and of feedback from tutors, to update this booklet as needed.



A handwritten signature in black ink that reads "Pat O'Connor". The signature is written in a cursive, flowing style.

Pat O'Connor
Chief Executive

CONTENTS

	Page
National Qualifications Framework	2
Award levels and Higher Education Links Scheme	3
The Context	4
FETAC Modules and Awards	5
Role of Tutor	6
Course Action Plan/Scheme of Work	8
Course Action Plan Template	10
FETAC Assessment Guidelines	11
Internal Assessor Responsibilities	12
External Examiner	13
Portfolio Preparation	14
Sample Portfolio Checklist Communications Level 3	15
Assessment Briefs for Levels 4, 5 and 6	16
Sample Brief Communications Level 4	18
Sample Brief Caring for Children Level 4	19
Sample Brief Caring for Children Level 5	20
Sample Intergrated Work Experience Module	21
Record of Receipt of Assignments	23
Procedures regarding Appeals and Plagiarism	24
Useful Contacts and Websites	25



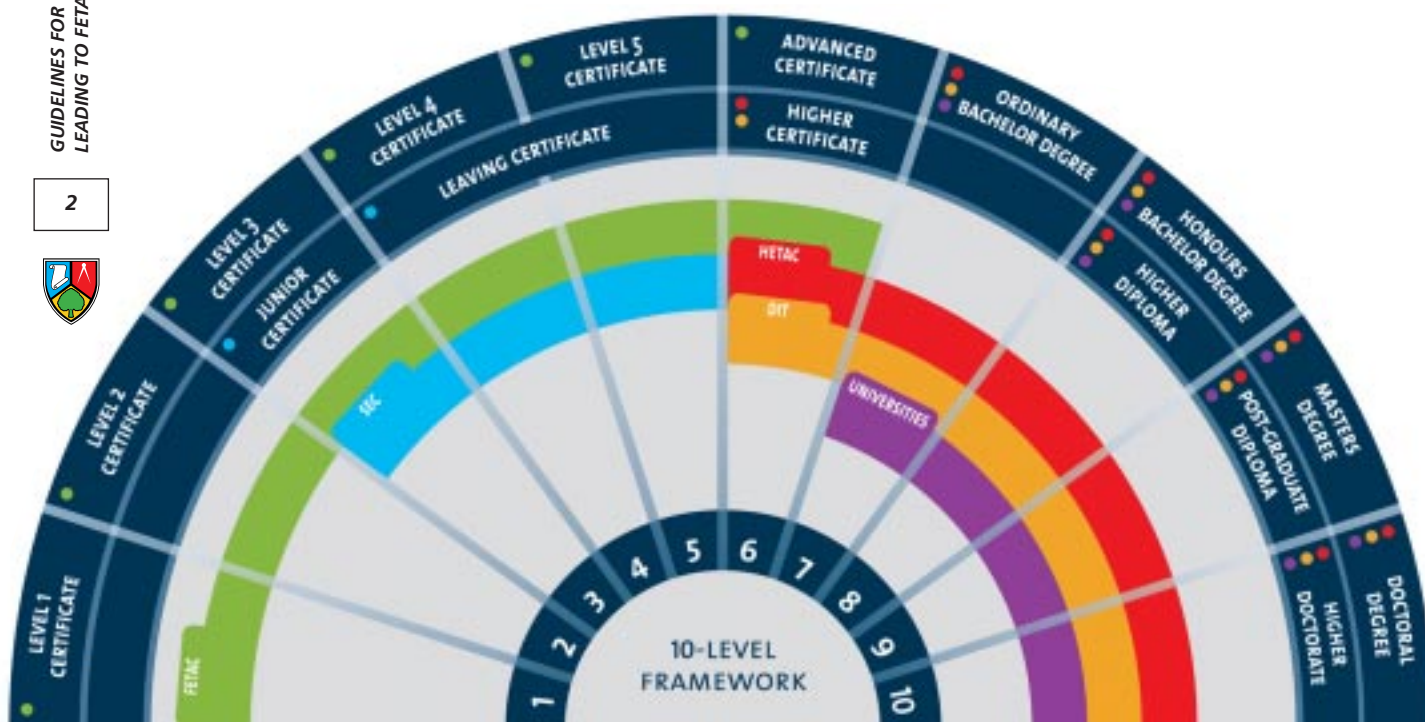
NATIONAL FRAMEWORK OF QUALIFICATIONS

This diagram illustrates the National Framework of Qualifications which allows qualifications to be compared both nationally and internationally.

The framework will, in time, include all awards available in the State from the most basic (Level 1) to the most advanced (Level 10) levels of learning. It will include awards gained in schools, the workplace, the community, training centres, colleges and universities.

The award-types are listed in the outer rings of the diagram and on the NQAI website www.nqai.ie. Awarding bodies whose awards are included in the framework are shown as coloured bands extending across the levels of the framework as appropriate.

FETAC Awards are placed at levels 1 – 6 on the National Framework of Qualifications.



AWARD LEVEL EQUIVALENTS

FETAC/HETAC Award Level	Equivalent	FETAC/HETAC Award Level	Equivalent
1	Introduction to Learning	6	One-year Advanced Cert, National Cert.
2	Pre-Junior Certificate	7	National Diploma
3	Junior Certificate	8	Bachelor's Degree (3-4 year honours) and Graduate Diploma
4	Pass Leaving Certificate/LCA	9	Graduate Diploma (1st stage of Masters) and Master's Degree
5	Honours Leaving Certificate	10	Doctor of Philosophy

HIGHER LINKS SCHEME

The Higher Education Links scheme enables learners who have achieved FETAC Level 5 or 6 certification to apply for a higher education place in designated courses in a range of higher education institutions.

- ▣ Applicants submit their third-level applications to the Central Applications Office in the normal way (closing date 1st February each year)
- ▣ In July FETAC Levels 5 and 6 results are issued to the CAO and participating institutions.
- ▣ Applicants through the scheme are assessed as follows:
 - Each module is credited with an allocation of
 - 3 points for a Distinction
 - 2 points for a Merit
 - 1 point for a Pass

Points are calculated on applicants' best eight modules .

- ▣ All of the points are totalled and applicants are ranked according to the 'total grade point' figure
- ▣ Places are offered in ranked order until the quota is complete for each course. In cases where the number of equally ranked candidates exceeds the quota a lottery system operates for offering places.
- ▣ A guide to the Higher Links Scheme, entitled 'Progression from FETAC to Higher Education Courses' is published each year by FETAC.



THE CONTEXT

FETAC, COUNTY DUBLIN VEC AND QUALITY ASSURANCE

FETAC, the Further Education and Training Awards Council, is the single national awarding body for the further education and training sector in Ireland. It is responsible for:

- registering providers whose quality assurance systems have been agreed by FETAC
- validating programmes submitted by providers (a process beginning 2006/2007)
- monitoring providers' quality assurance systems and programmes
- making awards

FETAC awards are designed to provide access to employment and to further and higher education and training.

QUALITY ASSURANCE is a system of policies and procedures which a provider undertakes to implement in order to maintain and improve the quality of its programmes. The system required by FETAC covers:

- Communications
- Equality
- Staff Recruitment and Development
- Access, Transfer and Progression
- Programme Development, Delivery and Review,
- Fair and Consistent Assessment of Learners,
- Protection for Learners
- Self-Evaluation of Programmes and Services.

All providers wishing to continue to offer programmes leading to FETAC awards must submit a quality assurance proposal by the end of 2006.

COUNTY DUBLIN VEC provides a wide range of courses leading to FETAC awards in Adult and Community Education Centres, in Youthreach and Senior Traveller Training Centres and in schools and Colleges of Further Education. Our Quality Assurance proposal was agreed by FETAC in Autumn 2006. We are now in the process of implementing the system and this 'Guide for Tutors' is an important step in the process.



FETAC MODULES AND AWARDS

Courses leading to FETAC awards are made up of **modules**. The standards in a module are expressed principally in terms of specific learning outcomes (SLO's), i.e. what the learner will be able to do on successful completion of the module. The module also includes details of purpose, general aims, assessment details and assessment criteria.

For each module in which the required standard has been achieved, a candidate gains a **credit** (equal to the value of the module).

Levels 1, 2 and 3 modules are assessed by means of portfolio/collection of work and are not graded but are judged either 'successful' or 'refer'.

Levels 4, 5 and 6 modules are graded as follows: Pass: 50% - 64% Merit: 65% - 79% Distinction: 80% - 100%

To obtain a full FETAC **award**, certain numbers and combinations of modules must be successfully completed:

The **level 3** certificate is awarded to learners who meet the required standard in a total of eight modules, comprising **three core modules** (Communications, Mathematics and Personal Effectiveness or Personal and Interpersonal Skills) and **any five elective** modules

The **level 4** certificate is awarded to learners who achieve the required standards in **eight modules** comprising **four core modules** (Communications, Mathematics, Information Technology Skills and Personal Effectiveness or Interpersonal and Interpersonal Skills) and **four elective modules** which may be drawn from the list of approved modules.

The **level 5** certificate is awarded to learners who reach the required standard in **five vocational** modules (including mandatory and elective modules), **two General Studies** modules (one of which must be Communications) and **1 Work Experience** module.

The **level 6** award includes advanced vocational/occupational skills, which may be vocationally specific and/or of a general supervisory nature, and require detailed theoretical understanding.

Credits may be accumulated over a period of time. In general, each module carries a value of 1 at its own level and 0.5 at a higher level and 2 at a lower level. For example, a module completed at level 4 (worth one credit at level 4) will have a credit value of 2 in a level 3 award and a credit value of 0.5 at level 5 award. A maximum of two credits can be carried forward from one level to the next.



ROLE OF THE TUTOR

The role of the tutor is essential to the work of County Dublin VEC. Each service strand has particular requirements in relation to the role and responsibilities of their tutors. Here we are looking specifically at the tutor's responsibilities in relation to delivery and assessment of FETAC modules.

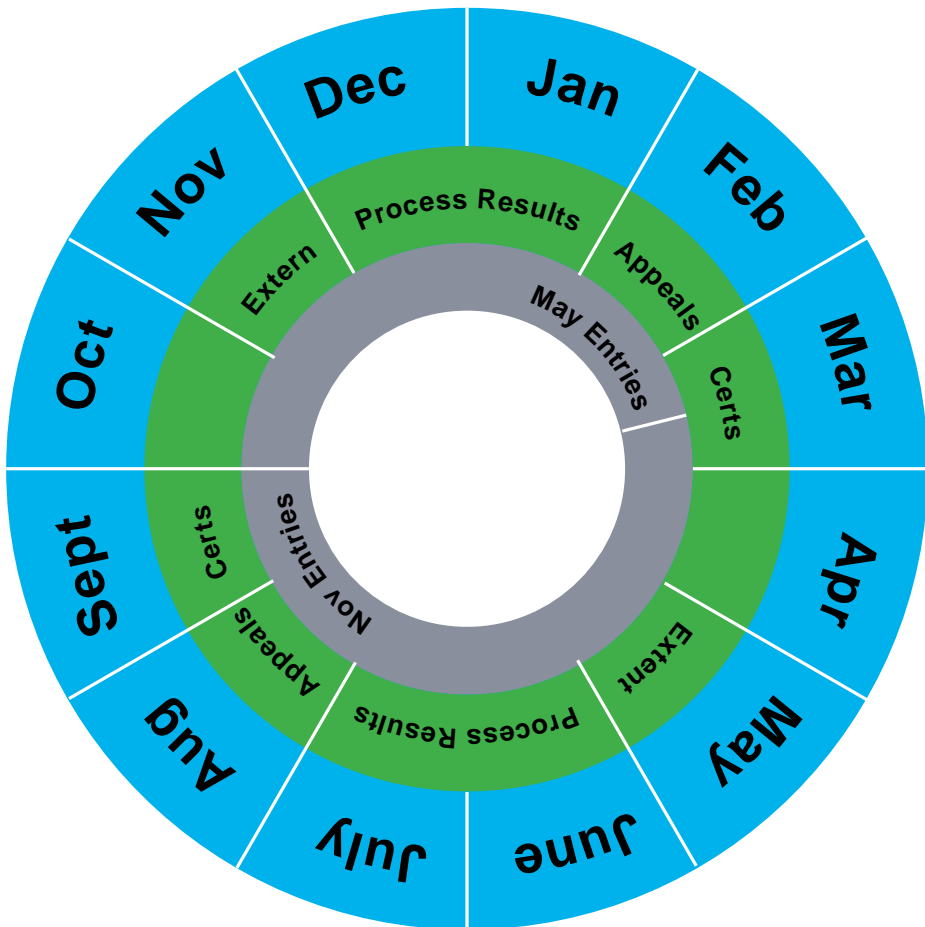
1. Avail of FETAC induction and support opportunities
2. Be familiar with the criteria for delivery and assessment of the relevant modules
3. Devise Course Action Plan (Scheme of Work) for the module being delivered
4. Inform students of course outline
5. Inform students at start of programme of appeals and plagiarism procedures (see page 24)
6. Maintain a register of student attendance
7. Prepare a portfolio building checklist and provide copies to your students (Levels 1, 2 and 3)
8. Prepare assignment briefs and marking schemes and provide copies to your students (Level 4, 5 and 6)
9. Follow centre guidelines for the setting of examinations
10. Provide your students with feedback on their completed assignments and projects
11. Ensure you keep a signed record of the acceptance of a student's assignment (i.e final draft) See page 23 for suggested form recording receipt of Assignments
12. Ensure that students are informed as to schedule of assessment and relevant deadlines, etc.
13. Ensure that assessment methodologies are adapted as necessary and reasonable so as to cater for the needs of learners with specific needs.
14. Ensure your students sign Verification of Authorship Statement (See assignment briefs below)
15. Ensure that all FETAC folders are prepared for external assessment in a satisfactory manner. Folders are (usually) available from the Co-ordinator. Please note that while polypockets are useful for keeping work neat and tidy for the duration of a course, they are not acceptable to FETAC externs. Therefore when you are preparing folders for external assessment, please do not use these polypockets.
16. Pay particular attention to the procedures that must be implemented by the internal assessor in the assessment section of this booklet.
17. Check with your co-ordinator who may have additional expectations of the tutor in relation to gathering certain data, for example Student's PPS Number, date of birth, student feedback etc.



ADDITIONAL RECOMMENDATIONS:

- Carry out regular checks of students' portfolios. This is to ensure students are keeping materials and assignments in the correct fashion. The use of subject dividers can facilitate this. This will alleviate a great deal of pressure when it comes to putting the portfolios together for external accreditation. Students returning to education after a period of absence can experience some difficulties in managing their learning.
- Advise students to have a separate folder for each module right from the beginning.
- Ensure that students are aware of the necessity of keeping drafts of their work.

ASSESSMENT TIMELINE



COURSE ACTION PLAN

Teachers and tutors are required to draw up Course Action Plans (also known as Schemes of Work). These plans give the proposed outline of the sequence in which a module will be taught, with a timescale for delivery. The Course Action Plan is an important planning tool, giving the tutor an overview of the course and of the time constraints within which s/he and the learners will be working. It also gives the co-ordinator/ principal/director an insight into how the programme will be delivered.

There is a sample Course Action Plan on the next page, followed by a blank Course Action Plan template for tutor use on page 10.

The Course Action Plan complements individual Lesson Plans. These are more detailed plans for individual sessions/lessons, going into detail as to teaching strategies, learning activities and materials. Lesson Plans are not a required procedure but are recommended as good practice.

Course Action Plan and Lesson Plan templates can be downloaded from the Adult and Further Education section of the County Dublin VEC website www.codubvec.ie.

SAMPLE COURSE ACTION PLAN

TITLE OF MODULE: DATABASE METHODS, LEVEL 5

MONTH / TERM	TOPICS TO BE COVERED	ASSIGNMENTS	DEADLINES FOR ASSIGNMENTS	SLO's TO BE COVERED
Term 1 Sept - Dec	Unit 1 Basic Concepts	Revision test	December	1.1 – 1.18
Term 2 Jan - March	Unit 2 Database Design, Implementation and Organisation	Group presentations Individual Assignments (50% weighting)	Group presentations early March Individual assignments late April	2.1 – 2.20 3.1 – 3. 10
	Unit 3 Additional Database Operations			
Term 3 April – May	Revision, practice tests	Final exam (50% weighting)	May	



SAMPLE COURSE ACTION PLAN

TITLE OF MODULE: COMMUNICATIONS, LEVEL: 4

MONTH/TERM	TOPICS TO BE COVERED	COLLECTION OF WORK	DEADLINES	S.L.O.'S TO BE COVERED
Sept – Dec	Unit 1 Learning to learn	Learning Journal	Sept	1.1 1.2 1.3
	Unit 2 Non Verbal and Visual Communication	Poster/Cards/Images/photos	Mid November	2.1 2.2 2.3 2.4
	Unit 3 Personal Interaction	Oral Presentation	Late December	3.1 3.2 3.3 3.4 3.5 3.6 3.7
Jan - March	Unit 4 Reading	4 Comprehension Book Review Newspaper Article (Fact and opinion)	March	4.2 4.3 4.4 4.5
	Unit 5 Writing	2 letters Short report Essay CV 2 of the following: minutes, agenda, memo, forms instructions, directions		5.1 5.2 5.3 5.4
April – May	Unit 6 Media Awareness	Compare and contrast newspaper articles	April	6.1 6.2 6.3 6.4
	Unit 7 Communications Technology	Essay Practical use of technology	May	7.1 7.2



COURSE ACTION PLAN TEMPLATE

COURSE ACTION PLAN TEMPLATE

TUTOR

TITLE OF MODULE

CLASS GROUP

NUMBER OF SESSIONS

TOTAL CONTACT HOURS

MONTH/TERM	TOPICS	ASSIGNMENTS	DEADLINES	S.L.O.'S COVERED



FETAC ASSESSMENT GUIDELINES

All assessment should be completed and marked before the period scheduled for the visit of the external examiner – late May and/or late November each year.

For candidates submitting coursework, assignments, projects, etc. for assessment, the following is required:

- Adequate written notice be given by the centre authorities to candidates of the deadline and location for submitting such assessment evidence
- Candidates must attest to the fact that all projects, assignments, learner records and collections of work presented for assessment are their own original work
- An appropriate receipt (date stamped) is used to the candidate on submission of coursework for assessment
- Candidates' evidence is securely stored until completion of the assessment process.

Where examinations are required as part of the assessment portfolio of the learner, such examinations should be carried out under examination conditions. A tutor other than the internal assessor should generally supervise these examinations.

Centres are required to keep examination papers and/or confidential assessment material in safe custody at all times.

Centres should devise an attendance roll, which should be signed by each candidate the supervisor. Rolls should be used to confirm submission of portfolios of coursework and attendance at examinations. Centres should retain these rolls in case of an appeal of a result by a candidate.

Stationery appropriate for examinations should be used.

In general, an examination centre should accommodate no more than 40 candidates, supervised by one person.



INTERNAL ASSESSOR RESPONSIBILITIES

The following procedures must be implemented by the internal assessor (i.e. tutor) for each module:

- Complete the assessment and apply the assessment/performance criteria as specified in each module descriptor

Mode of assessment	Internal Assessor Requirements
Assignment	Brief + marking scheme
Collection of Work	Brief(s) + marking scheme(s)
Examination	Examination papers + marking schemes + outline solutions
Learner Record	Brief + marking scheme
Project	Brief + marking scheme
Skills Demonstration	Brief/Task List + marking scheme

- All evidence should be marked according to the Individual Candidate Marking Sheet and marking scheme as appropriate (individual Candidate Marking Sheets for the various assessment techniques of a module are available in the relevant module descriptor)
- The internal assessor should mark all evidence clearly:
 - where it is written evidence, in a colour different to that used by the candidate
 - where it is oral/aural/visual etc. the marking sheet should include a clear breakdown showing how marks were awarded.
- In examinations, the internal assessor should mark all evidence present, and then include the 'best' answer for the final mark (in keeping, of course, with the choices offered, if any)
- Internal assessors must tick in red or green ink on each page of all evidence submitted to show that they have taken the data involved into account in their final mark
- Complete the Individual Candidate Marking Sheets and attach them to the relevant evidence.



THE EXTERNAL EXAMINER

WHAT THE INTERNAL ASSESSOR (TUTOR) SHOULD HAVE READY FOR THE EXTERN

- ▣ Portfolios:
 - displayed per module
 - in alphabetical order per candidate
 - completed Individual Candidate Mark-sheet attached to front of each portfolio
- ▣ All evidence clearly marked with candidate name and number

GOOD PRACTICE – INTERNAL ASSESSOR FOLDER

- ▣ Module Descriptor
- ▣ Assessment Grid/Checklist
- ▣ Assessment Brief(s)
- ▣ Examination paper(s)
- ▣ Marking Schemes
- ▣ Outline solutions
- ▣ Candidate Receipts/Logbook
- ▣ Examination Attendance Roll
- ▣ Module Results Summary Sheet
- ▣ Approval Forms (for locally developed modules)



PORTFOLIO ASSESSMENT

Levels 1, 2 and 3 modules are assessed by means of **portfolio/collection of work** and are not graded but are judged either 'successful' or 'refer'.

GUIDELINES FOR PORTFOLIO PREPARATION FOR FETAC LEVEL 3

In order to fulfil the assessment criteria for FETAC, the Tutor must ensure that all the Specific Learning Outcomes (SLO's) have been sufficiently covered along with the assessment criteria as laid out in section 11 of the module descriptor. It is important to be aware that completing the SLO's alone does not meet the assessment criteria.

Section 11 can be found in the module descriptor (usually placed before the detailed breakdown of each unit and the SLO list).

Section 11 will clearly dictate how a completed portfolio should be laid out, item/assignment by item, explaining what each section requires. Many new Tutors mistakenly present a portfolio which follows the SLO listing. This would not be sufficient to assess as successful.

EXAMPLE

Module:	Personal and interpersonal skills
SLO's	1.1 – 3.6 cover a range of material which includes: creating a personal profile, developing a plan of action, decision making, aggressive, assertive and passive behaviour, listening skills.
Section 11	Tells us that the portfolio must contain the following: Assignment, Log Book and other evidence It then details what each of the above is.
Portfolio	The finished portfolio should be laid out as follows: Section 1 Assignment Section 2 Log Book Section 3 Other evidence (this being most of the SLO class work)

In this example, if the Tutor had fully completed the SLO's, but had not taken section 11 into account, the work would not be ready for assessment, as there would have been no assignment or student log books.



SAMPLE PORTFOLIO CHECKLIST

COMMUNICATION LEVEL 3

Assessment Candidates present a portfolio of coursework which shows that they have achieved all of the Specific Learning Outcomes.

Portfolio

The portfolio must contain the following:

- ❑ **Reading material** (3 copies of text)
- ❑ **Written material** (10 pieces of writing)
- ❑ **Visual material** (3 images and 1 personally-constructed visual aid)

Reading Material a selection of three texts, each piece approximately one A4 sheet in length, which they have used to practise the range of reading techniques specified.

Written Material a selection of ten handwritten pieces:

- ❑ three pieces of correspondence, to include one personal letter and one formal letter each at least two paragraphs in length
- ❑ three pieces of expressive writing, two at least 100 words in length and one short piece of less than 100 words
- ❑ two sets of written instructions or directions, each containing at least four steps
- ❑ two other pieces, each approximately 100 words in length selected from the following:
 - summary of learning goals; entry for one week;
 - personal study plan for one week; 'opinion' column
 - discussing a topic of choice.
- ❑ Evidence of planning and redrafting should be attached to each finished piece i.e. rough notes/early drafts
Final drafts should contain no more than three errors of spelling or Punctuation and should observe all appropriate conventions of format, sentence structure and paragraphing

Visual Material three sample images and one personally-constructed visual aid.
Candidates with specified disabilities may submit typewritten or word-Processed work and, where necessary, material produced using assistive technology.



ASSESSMENT BRIEFS

At levels 4, 5 and 6, the tutor gives learners a set of instructions (known as a **brief**) outlining requirements and assessment criteria of each assessment. The assessment brief must be available to the External Examiner, in *WRITTEN FORM*.

The **instructions** to the candidate consist of:

WHAT	the candidate is required to do for the assessment of the module: <ul style="list-style-type: none"><input type="checkbox"/> Assignment<input type="checkbox"/> Collection of Work<input type="checkbox"/> Learning Journal<input type="checkbox"/> Project<input type="checkbox"/> Skills Demonstration(s)
HOW	this assessment should be carried out: <ul style="list-style-type: none"><input type="checkbox"/> written report<input type="checkbox"/> case study<input type="checkbox"/> production of an artefact<input type="checkbox"/> compilation of a daily diary<input type="checkbox"/> demonstration of a skill<input type="checkbox"/> investigation of a topic
MARKING	how the assessment will be marked: <ul style="list-style-type: none"><input type="checkbox"/> all assessment or performance criteria should be listed
WHEN	it should be submitted: <ul style="list-style-type: none"><input type="checkbox"/> the final date for submission of assessment as set by the Centre/ Provider

HOW TO WRITE A BRIEF

STEP 1

Consult Section 11 of the module descriptor, the Portfolio of Assessment. This section determines:

- which assessment technique to use
- the percentage weighting for the assessment (not Level 3 (NCVA Foundation Level))
- on which units of the module it is to be based (if required)
- guidelines/ examples/ specific requirements as to topic
- how the assessment might be presented

STEP 2

Consult Section 10 of the module descriptor, Specific Learning Outcomes – ie, what you taught in your programme.

It may be useful to complete a Learning/ Assessment Grid for your module, to identify the Specific Learning Outcomes most likely to lend themselves to the assessment in question



ASSESSMENT BRIEFS

STEP 3

Level 4, Level 5 and Level 6 (NCVA Level 1, Level 2 and Level 3) : Consult the Individual Candidate Marking Sheet at the back of the module descriptor. The Assessment or Performance Criteria are listed here.

Level 3 (NCVA Foundation Level): go to Section 12 of the module descriptor. The Performance Criteria for each Specific Learning Outcome are listed here.

STEP 4

Write the Brief according to the Assesment Brief Template. See Blank Brief page 18.

GOOD PRACTICE

At this stage it is good practice to present a draft brief to the learners for clarification, so that

- ▣ learners understand exactly what is required
- ▣ methodology can be explored
- ▣ sources/ research opportunities can be identified
- ▣ learners understand that plagiarism is unacceptable
- ▣ learners understand how their assessments will be marked
- ▣ mode(s) of presentation can be agreed

On completion of this stage, it may be necessary to modify the brief before formally presenting it again to the learners.

NB : learners must be informed of their responsibility to attest in writing that their assessments are their own original work



ASSESSMENT BRIEF TEMPLATE

Module Title:

Module Code:

Level:

Assessment Technique:

Weighting:

Title:

Guidelines:

Assessment Criteria:

Date Brief issued:

Submission Date:

Student Name:

I confirm that this is my own original work

Signed: _____ **Date:** _____



SAMPLE BRIEF FOR LEARNING JOURNAL

COMMUNICATIONS LEVEL 4

Assessment Technique: Portfolio of Coursework
Weighting: 10% of total marks for module
Title: Developing a Learning Journal

GUIDELINES

During the course you will find it useful to keep a record of the subjects and topics that you cover in class. This record is known as a learning journal.

In it you should record the hopes and concerns you have at the start of the course. Once a month you should enter how you consider your learning is progressing, items you have found particularly interesting and/or challenging. You may also use it to make a note of pieces of useful information that you have gathered from whatever source, newspapers, books, magazines, T.V. and radio, internet etc.

Your finished journal should contain **two** different pieces of work:

- Details of activities, tasks, or work you undertake
- Your thoughts about what you have learned during the course

You may use the following headings as a guide to record your thoughts and insights:

- What I learned
- How I learned it
- How this learning challenged me
- What differences this learning has made to me

ASSESSMENT CRITERIA

ASSESSMENT CRITERIA	MAX MARK	CANDIDATE MARK
Marks will be awarded as follows:		
Charting learning experiences	15	
Identification of significant learning	20	
Identification of learning styles	10	
Identification of challenges	15	
Awareness of progress	15	
Reflection on impact of learning	25	

Issue Date: _____ **Deadline:** _____

Student Name: _____

I confirm that this is my own original work

Signed: _____ **Date:** _____



SAMPLE PROJECT BRIEF

CARING FOR CHILDREN – LEVEL 4

Module: Caring for Children Level 4
Technique: 2 Assignments
Title: Diet and Nutrition for a child 0-6 years 30%
Health & Safety in a Childcare Setting 30%
Weighting: Assignments: 60% (30% each assignment) (Exam: 40%)

GUIDELINES

Assignment 1

- ▣ Students must demonstrate their understanding of the advantages of a balanced diet.
- ▣ Students must design a menu for seven days that is suitable for children 0-6 years.
- ▣ Students should give reasons why mealtimes are an important part of family life.

Assignment 2

- ▣ Students should identify health and safety issues in a childcare setting and in a home environment.
- ▣ Students should list a good hygienic routine for a childcare setting to include personal hygiene and cleaning routines that should be in place.
- ▣ Students should demonstrate their knowledge of how to evacuate in the event of a fire and how to report an accident. It is essential that students fill out an accident report card to support their understanding of how it should be done.

ASSESSMENT CRITERIA AND MARKING SCHEME

ASSESSMENT CRITERIA	MAX MARK	CANDIDATE MARK
Evidence of planning	10	
Aim/introduction	5	
Content – development of subject/theme	20	
Initiative/originality	5	
Evaluation/conclusion	10	
References/ bibliography	5	
Presentation	5	
Total:	60	

Student Name: _____

I confirm that this is my own original work

Signed: _____ **Date:** _____



SAMPLE PROJECT BRIEF

CARING FOR CHILDREN - LEVEL 5

Module:	Caring for Children Level 5.		
Technique:	Project.		
Weighting	Project:		40%
	First Aid:		10%
	Skills demonstration:		30%
	Exam:		20%

GUIDELINES

PROJECT BRIEF

Students will present a project on an issue relevant to the childcare environment. They will identify issues on one of the following:

- ▣ Health, Safety & Hygiene in a Childcare Setting.
- ▣ The Importance of Teamwork in Childcare.
- ▣ The Importance of Play in a Child's Development.

This project has a weighting of 40%. Students must present evidence of relevant research.

ASSESSMENT CRITERIA

Project

ASSESSMENT CRITERIA	MAX MARK	CANDIDATE MARK
Effective planning and research.	10	
Comprehensive exploration of health & safety issues in childcare.	10	
Thorough understanding of concepts in caring for children.	10	
Considered evaluation, conclusions and recommendations.	10	

Student Name: _____

I confirm that this is my own original work

Signed: _____ **Date:** _____



SAMPLE INTEGRATED BRIEF

Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.

WORK EXPERIENCE REPORT LEVEL 4

Module Titles: Communications Level 4 and Work Experience Level 4
Module Code: G10001 and W10008
Assessment Technique: Learner Record
Weighting: Communications 10% Work Experience 20%
Title: Workplace Experience Report

GUIDELINES:

Submitting a report is a requirement of the Communications and Work Experience modules. To fulfil this requirement compile a report about your recent work experience placement. You may use illustrations and/or photographs. You should divide your report into different sections. Each section should be clearly identified.

Section 1 Job Description: Describe the work you did during your placement. Indicate what you were asked to do (arrival and departure times; tasks during the day; reporting to supervisor etc.) Identify the people with whom you work and the nature of your relationships with each person.

Section 2 Review of your placement experience: Using what you entered in your Journal while you were on placement, this section of the report gives you an opportunity to look back and identify what you learned. You should consider what you learned about the job, what you learned about working life and what new learning you gained about yourself both as a worker and as a person. Consider what progress you made during the placement.

Section 3 Identify what you would do differently if you got another placement. In this section you can highlight what went well and what could be done, either by you, the course organizer/tutor or the employer, in order to make the experience even more useful.

Section 4 Your personal action plan. In this section you should indicate the ideas/hopes for the future that you have following your placement. You should also explain what you intend to do to put them into action. You could indicate some skills that need further development and/or you might talk about plans to investigate places of potential employment. You may have also discovered that this kind of work is not really what you want to do. If so, this is very valuable learning. Indicate what next steps you are considering.

ASSESSMENT CRITERIA

COMMUNICATIONS CRITERION	MAX MARK	WORK EXPERIENCE CRITERION	MAX MARK
Structure	20	Structure	15
Subject matter	40	Description	20
Grammar	10	Review	30
Spelling	10	Reflection on learning	15
Writing style	5	Layout and presentation	5
Proof reading	5	Identification of next steps	15
Overall presentation	10		

Date Brief issued: _____

Submission Date: _____

Student Name: _____

I confirm that this is my own original work

Signed: _____ Date: _____



PROCEDURES REGARDING LEARNER APPEALS AND PLAGIARISM

It is important that tutors are aware of these procedures and that students are informed about them at the start of the programme.

APPEALS

Learners are entitled to appeal their results to FETAC. The appeal must be in writing and must be within three weeks of the issue of the statement of results. All appeals must be made through the Centre.

Each appeal is subject to fee of €19. This fee will be re-imbursed if the result is favourably adjusted.

Only evidence that has previously been presented by the learner can be part of an appeal. There can be no new evidence submitted.

It is the responsibility of each centre to ensure that all appropriate assessment evidence as required by the module descriptor is available for the appeal. Any evidence not available will be assumed not to have been completed.

PLAGIARISM

Plagiarism happens when a learner presents other people's writing, words or ideas as their own. To avoid plagiarism learners must reference the source of their work.

Keep in mind the following points

1. Any source, published or unpublished, should not be copied without a proper acknowledgment.
2. Copying a written source with only minor changes should be acknowledged
3. Students can not submit somebody else's work as their own. This includes books, articles, research papers, published or unpublished
4. Any information taken from a website must be acknowledged.

When submitting work, learners will be asked to sign an authentication statement, confirming that the work is entirely their own.

PROCEDURE FOR DEALING WITH PLAGIARISM

If a Tutor suspects that plagiarism has occurred, they should inform the learner of their concern. The co-ordinator should also be informed. The work should be returned to the learner

The learner, if they so wish, can have their work reviewed by another member of staff.

If plagiarism is confirmed, it will be recorded on the student's file.

The student will be asked to re-submit their work.



USEFUL CONTACTS AND WEBSITES

County Dublin VEC, 1 Tuansgate, Belgard Square East, Tallaght, Dublin 24. Telephone: 4529600

Website: www.codubvec.ie includes a section on Adult and Further Education with information on and resources for implementation of FETAC Quality Assurance policies and procedures. To access this, log on to www.codubvec.ie and click on Members' Area. Enter username: vecuser and password: web2005. Then log in and go to Adult and Further Education.

FETAC www.fetac.ie includes the Directory of FETAC Awards, Assessment Regulations and Guidelines, NCVA Module Descriptors and a range of policy documents.

NCVA Support Service www.sfe.ie – examples of best practice, resource materials for modules at levels 3 – 6, guidelines for the external examining process and for internal verification, on-line tutorials. On-line video resources and stand-alone presentations are being developed and will be available through the website on an ongoing basis.

Irish Vocational Education Association www.ivea.ie. Support for VEC's in implementing FETAC policies.

National Qualifications Authority of Ireland www.nfq.ie. Information on the National Qualifications Framework and on international recognition of awards.

National Adult Literacy Agency www.nala.ie. Links to many literacy-related websites

Basic Skills Agency (UK) www.basic-skills.co.uk

Irish National Association of Adult Education - www.aontas.ie

CDVEC Curriculum Development Unit www.curriculum.ie

Higher Education and Training Awards Council www.hetac.ie







**County Dublin Vocational
Education Committee**

Coiste Gairmoideachais Chontae Átha Cliath

Administrative Offices,

1 Tuansgate, Belgard Square East,
Tallaght, Dublin 24.

Telephone: (01) **452 9600** Fax: (01) **451 5196**

Email: info@codubvec.ie

Web: www.codubvec.ie