2023 – 24

bife

LEARNER HANDBOOK

LEARNER HANDBOOK
2023 – 2024

Bray Institute of Further Education (BIFE)
Institiúid Bhreisoideachais Bhré

Novara Avenue,
Bray, Co. Wicklow

Phone: 01 2829668

Email: bifeenquiries@kwetb.ie
Web: www.bife.ie

Principal: Raymond Tedders
Deputy Principal: Gabriel Allen
Deputy Principal: Louise Fortune
Deputy Principal: Ross Lee

CONTENTS

FÁILTE GO DTÍ INSTITIÚID BHREISOIDEACHAIS BHRÉ
WELCOME TO BRAY INSTITUTE OF FURTHER EDUCATION

Bray Institute of Further Education congratulates you on returning to full-time education. Whether you are returning to education after a break or have just left school you are very welcome.

Your education is central to our purpose. The dedicated staff of this Institute has years of experience in Further Education. We recognise that your decision to enrol with us is a considerable investment by you in your future.

We hope that we can make that investment an enriching experience, which will stand you in good stead for many years to come.
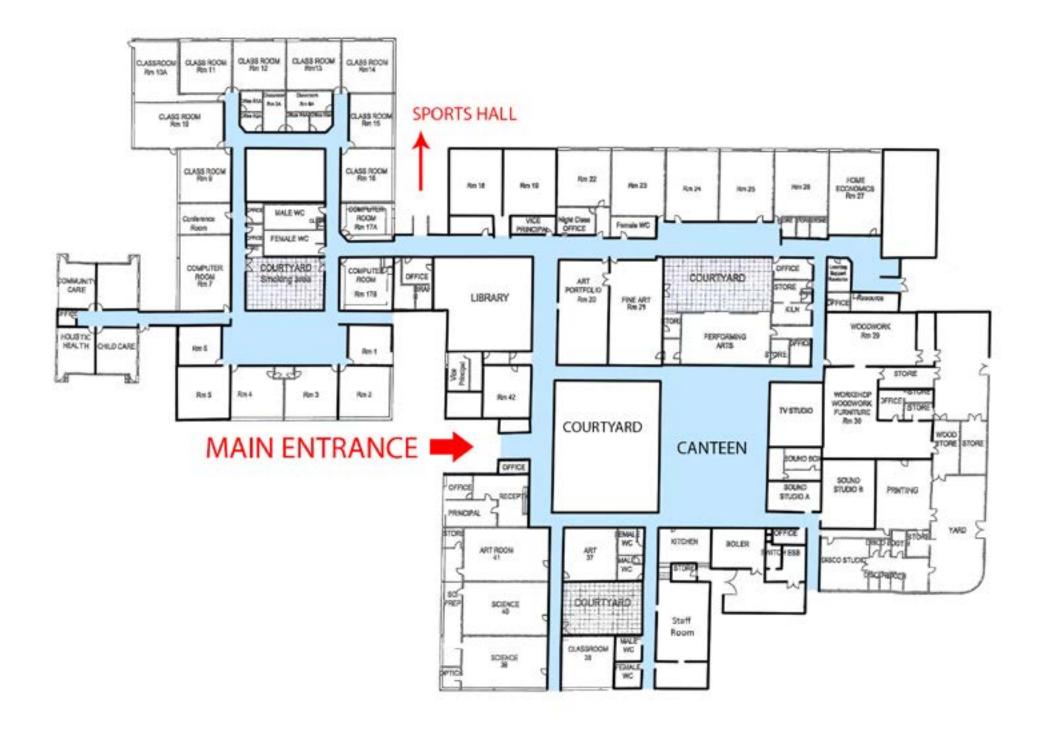
Let it be a record of achievements at this Institute of which you can be proud.

Ar aghaidh leis an obair.

Ray Tedders
Principal

Gabriel Allen
Deputy Principal

Louise Fortune
Deputy Principal

Ross Lee
Deputy Principal

ACADEMIC CALENDAR 2023-2024

Term 1 (2023)

Classes Commence	From Monday 11th September
Study Week	Monday 30st October to Friday 3rd November (Inclusive)
Classes Resume	Monday 6th November
Christmas	Monday 25th December to Friday 5th January 2024 (Inclusive)

Term 2 (2024)

Classes Resume	Monday 8th January
Bank Holiday	Monday 5th February
Study Week	Monday 12th February to Friday 16th February (Inclusive)*
Classes Resume	Monday 19th February
St. Patrick's Day Hol.	Monday 18th March

Term 3 (2024)

Easter Break	Monday 25th March to Friday 5th April (Inclusive)**
Classes Resume	Monday 8th April
Bank Holiday	Monday 6th May
Examinations start	**Tuesday 7th May*****
Classes End	**Friday 3rd May**
Institute Closes	Friday 31st May

Changes may be required as part of contingency arrangements to make up for time lost due to unforeseen Institute closures.
Where contingency arrangements are required a school authority may:
*reduce the length of the February mid-term break by remaining open up to and including Wednesday 14th February 2024.
**reduce the length of the Easter break by remaining open up to and including Wednesday 27th March 2024.
***Examinations start date may vary

OUR LOCATION

Bray Institute of Further Education (BIFE) is a short walk from Bray Dart Station and Bray Main Street.
Buses 45, 45A, 84, 85

bife

MISSION STATEMENT

BIFE's mission, in line with that of Kildare Wicklow ETB is to provide comprehensive and quality assured educational services, meeting local life-long learning needs. We do this through the provision of

- a wide range of quality assured programmes that lead to nationally and internationally recognised qualifications. These include programmes that are relevant to the national skills strategy, and to personal, social and community development.
- a supportive, friendly and professional service that allows for full and part-time participation. This enables adult learners to accumulate skills and qualifications at an appropriate time and pace.

We are dedicated to ensuring that adult learners discover, optimize and realize their full potential in their chosen field of study.

THE INSTITUTE'S ETHOS

The ethos of the Institute is one which is rich in opportunities for each person to explore his/her identity and to build his/her self-esteem, free from false expectations and from attitudes which would hinder personal, social and academic development.

The Institute encourages everyone to look outwards to the local community and to the wider world. There is an understanding that there is no "right" culture but many changing cultures to which everyone, regardless of ability, gender, race, colour or sexual orientation, has a contribution to make. This diversity is a source of richness to be greatly enjoyed. In order for persons to value others, they must first value themselves. Learners' sense of themselves is reinforced when the people around them:

- Acknowledge their existence and lifestyle.
- Listen to them seriously.
- Take account of what they say.
- Remember their names.

A Learner can expect:

- To feel cared for and respected by all members of the Institute's community.
- To feel respected and be treated fairly and equally by others.
- To feel free from ridicule, sarcasm and remarks likely to undermine their dignity.
- To be free from intimidation and bullying.
- To learn without interference in a pleasant working environment.
- To become an active partner with the Institute in their own education.

GENERAL LEARNER INFORMATION

Institute Structure

The Institute is divided into Departments. Course Co-ordinators administer the courses and report to the Department Head. The Department Heads, Deputy Principals & Principals make up the Senior Management Team and meet weekly to facilitate administration and communication across departments.

Principal/Deputy Principals

The Principal & Deputy Principals are responsible for all administrative aspects of the Institute. They are responsible for the development of new courses relevant to the needs and requirements of the community. They ensure that the Institute policies and procedures are being adhered to, oversee quality assurance and discipline in the Institute and ensure that an excellent, comprehensive and quality assured education service meets local lifelong learning needs as set out in BIFE Mission Statement.

Department Heads

Department Heads have overall responsibility for day-to-day management in their Departments. They have responsibility for the class groups and for each individual learner in their Department. Staff in their department report to them. They oversee Academic & Disciplinary Councils in their School, which are arranged throughout the year to deal with matters of learner discipline.

Course Co-ordinators

Each course has a Course Co-ordinator. Once the course commences the Co-ordinator will closely monitor the academic progress of the learners. Co-ordinators have a pastoral role for the care of the learners.

Subject Teacher

Subject Teachers are responsible for the delivery of their subject. They monitor the learner's progress and report it back to the Department Head and Course Co-ordinator. They give advice on matters relating to their subject and feedback both written and verbal to learners

Learner Induction

Learners will have an induction meeting at the beginning of the year at which they will receive details of the timetable, the particular requirements for each course and the policies and procedures of the Institute. Learners must sign a "Learner Contract" stating that they understand and agree with the policies & procedures of the Institute. Learners must also complete a GDPR statement and must be registered with FETCH.

Communication with Course Co-ordinators & Subject Teachers

Once the course commences the Co-ordinator will closely monitor the academic progress of the learners. This entails regular meetings with teachers on the course at which the Co-ordinator will receive reports on the learner's progress. Results from examinations and projects undertaken by learners will be presented to the Co-ordinator & Department Head.

Should learners have particular difficulties, they should feel free to approach members of the staff or the Co-ordinator about these issues. Information given in confidence will be treated as such and every effort will be made by the staff to help or put the learner in contact with people who can help.

Student Union Meetings

Learners of the Institute are invited to seek election to the Student's Union, which is the representative voice of the learner body. The Aim of the Student's Union is to meet with management and represent the views of learner's on general aspects of Institute life and to organise social, cultural and sporting events. Representatives from each class are elected onto the Union and a President and Vice-President are elected who will then represent the views of the learners on the Institute's Board of Management. Class Representatives will liaise with the Union and their class groups.

The Library

The library is situated in the centre of the Institute and is open from 9.00 am – 6.00 p.m. Monday to Thurdsday and 9.00 am – 5.00 p.m on Fridays. It provides a range of resources to support student learning and research. The range of library services includes OPAC, borrowing, a study space, PC's, wireless internet access and facilities for students to use their own laptops or iPads. Library users must adhere to the Library Usage Policy and Procedures (see page 21). Check out the library website at www.bife.ie: click on student area, then the dropdown menu and library login for more information.

Part-time Work

The Institute accepts that the need to earn money is, in some cases, imperative for learners. Furthermore, part-time work can enhance career development and a learner's self-esteem. However educational research has shown that learners who are involved in more than 12 hours part-time work per week are less successful then they might be.

Caretaker/Maintenance Staff

The Caretaker and Maintenance staff have responsibility for the security and maintenance of the building and will thus require the co-operation of learners at all times.

Administration Staff

The Institute's Reception is located at the front door and handles all administration and facilitates both staff and learners. If you have forms, letters etc. which you need to have signed or stamped, please call to reception with your document(s). Learners should understand it will not always be possible to have your documentation dealt with immediately as the office staff is under a lot of pressure with the large volume of learners in the Institute. The Institute cannot be responsible for correspondence going astray.

GENERAL LEARNER INFORMATION

Learner Identity Card

All registered learners will be issued with an ID card on the first day of the academic year – Induction Day. This ID card will also serve as a library card, a printing card and for reduced cost access to the car park. Learners may also use their ID card to purchase food and drink from the canteen at reduced prices. ID cards can be topped up with money at the kiosk outside room 4 or by credit card on the bife website. This card remains the property of the Institute and may be demanded by the Institute at any time. There is a charge of €10 to replace lost learner identity cards and it may take a week for them to be replaced.

Learner Email

All registered learners will be issued with their own personal email on the first day of the academic year – Induction Day. The email will be of the form 23JBloggs@kwetb.ie. Email passwords will also be issued at Induction day.

Motor Vehicles & Bicycles

The Institute accepts no responsibility for damage to motor vehicles or bicycles while on the Institute's property. Car parking is available for those with parking permits provided the car park is not full. Car parking spaces are limited and therefore are available on a "first come" basis. When full, the barrier will remain closed. Parking permits are available to all registered learners and must be displayed at all times when using the Institute's parking facilities. Learners must park cars in the designated areas and not block emergency entrances or exits. Breach of this rule will result in the car being clamped with the possibility of this parking privilege being removed from the learner. All drivers must drive at 10km per hour or less when in the Institute's grounds, bearing in mind that pedestrians have right of way.

A fee of €1 is required on exiting the car park on production of your learner ID card. Otherwise you will be charged €2 on exit. There is limited space available for bicycle storage.

The Environment of the Institute

The Institute is fortunate to be situated in a picturesque setting. It is the responsibility of all to ensure that we maintain the environment. In particular litter should be placed in bins. The Institute endeavours to ensure good waste management. Litter and waste should be placed in the appropriate colour coded bins provided. Eating of food should be confined to the canteen. The Institute encourages all Staff and learners to follow environmentalyl friendly policies.

Canteen

An external caterer provides canteen facilities. Learners are requested to co-operate in keeping the canteen tidy. The Canteen is open daily from 8.30 am until 2.30 pm. Food must be consumed in the canteen. In the interest of health, hygiene and safety it is strictly prohibited to take food or drinks out of the canteen for consumption.

Mobile Phones & Electrical Devices

The use of mobile phones in classrooms, the library and other places where silence is required is strictly prohibited. We understand that people depend on them for lots of reasons, but they can be both a distraction and an annoyance, so please switch them off in classrooms, library and special purpose rooms.

Computer facilities

Computer facilities are made freely available to registered learners in the Institute. All registered learners will be given a computer access username and password. Computers are available in the Library and in classrooms throughout the Institute. Learners are required to comply with the Institute's IT policy. (See IT Policy). Be advised that once you have agreed to do this, you are contractually bound and any breach constitutes a civil and perhaps a criminal wrong, depending on the action. The Institute reserves the right to monitor all activities by learners using its ICT facilities. This is not an invasion of your privacy – it is a legal requirement. Breaches of acceptable practice in the use of the Institute's ICT facilities by a learner may warrant immediate exclusion from the Institute.

As part of standard Institute practice, access privileges are suspended at the end of May. Learners are advised to take their own back-up copies of work before this time.

This is the responsibility of the learners and not a responsibility for the Institute.

Wi-Fi

Wi-Fi Internet is available everywhere in the Institute. The password is B1f32020

Printing & Photocopying

Learners have access to printing on all photocopiers in the computer area. A print management system operates in the Institute. Learners are charged at cost per page printed or photocopied. Both black, white and colour printing and photocopying are available. Any problems with the photocopiers should be reported to bifemaintenance@kwetb.ie.

Web-Texting

The Institute may use a web texting service to inform individual learners or class groups about changes in timetables, events, etc. Learners

must ensure that they have provided an up-to-date mobile number to their course co-ordinator and to the Institute's Administration Office in order to avail of this service.

bifemaintenance@kwetb.ie
Learners are asked to email bifemaintenance@kwetb.ie to report faulty, damaged or broken equipment or to make comments on improving the services of the Institute. The Institute will endeavour to respond to emails as promptly as possible. Learners should include their name, course and email.

Personal Belongings
Everyone should be careful with their personal belongings. Money or items of value should not be left lying around. The Institute authorities cannot accept responsibility for any item lost, stolen or damaged.

Graduation Ceremony
The annual Graduation Ceremony usually takes place in October-November each year. Graduates are presented with their Certificates. Each course also presents a "Learner of the Year" award to the learner who has been outstanding throughout the year.

No Smoking & Vaping Policy
Smoking and vaping are prohibited in the Institute except in the designated smoking area.

Health & Safety
Safe work practices and a safe environment are a concern for everyone. Learners are expected to observe and promote a safe environment in which to work, learn and study. Any issue of concern relating to health and safety should be reported immediately to the staff at reception.

Learners should take time to observe fire and other emergency evacuation directions and emergency exits.

Learners should employ safe working practices at all times. In using any equipment and operating the studios, learners are expected to observe safety procedures as outlined by course teachers.

Consumption of food and drink in the studios, computer rooms or any class area is not permitted. As a health and safety issue and a matter of professional practice all learners are required to keep their designated workspaces clear of litter.

Fire & Emergency Evacuation
- Emergency fire evacuation procedures will be practiced throughout the year. It is your responsibility to familiarise yourself with the posted instructions and emergency exits.
- Each section of the Institute has a designated assembly point to which learners should proceed in the event of the Fire Alarm being sounded.
- Teachers conducting their class will lead the class to the assembly point.
- All learners not in class should proceed to the nearest assembly point.
- Evacuation should be in an orderly fashion with no overtaking or shouting or any actions that might lead to panic.
- At the assembly point the class register will be called and the class teacher will report any absences to a senior member of staff and/or to the fire officer, detailing if known when and where last seen.
- Nobody should leave the assembly point for any reason until the senior staff member/fire officer has given permission.
- Learners should familiarise themselves with the location of fire extinguishers, fire exits and assembly points.

General Data Protection Regulation (GDPR)
The General Data Protection Regulation (GDPR) is in place since the 25th May 2018, replacing the existing data protection framework under the EU Data Protection Directive.
In line with GDPR, BIFE has developed a Data Protection Policy, which includes both a Privacy Notice to students (and their parents/ guardians) and a Privacy Notice to Employees, Volunteers, Board Members, Committee members etc. This Policy is available for students to see on the BIFE website.
In addition to this, students (or their parents/guardians where the student is under 18) are asked to read and sign a Student Data Protection Statement at Induction.
See Policy on GDPR.

LEARNER SUPPORT SERVICES

Learner Complaints

When a learner wishes to make a complaint concerning any issue relating to their course, she/he should first discuss the matter with the course teacher concerned and try to resolve the issue. If the issue is not satisfactorily resolved the learner can discuss the matter with the Course Co-ordinator. If the matter is still not resolved the learner can see the Head of the Department. The matter may then be referred to the Principal or Deputy Principal by the Department Head.

Guidance & Counselling Services

The Institute has 3 Guidance Counsellors. Guidance Counsellors are available to see all learners and treat all information received as confidential. The Guidance Counsellors provides advice on career and education options. They are also available to help with other issues, which arise all too often in the stressful world of today. Learners may obtain CAO (www.cao.ie) and UCAS (www.ucas.ie) application material as well as "transfer forms" to other Institutes from the Guidance Counsellors.

Seeing the Counsellor is a positive way of addressing problems which can appear at first to be very daunting. It helps the learner to understand the problem and to realise that she/he is not alone and that the problem is not insurmountable. Guidance Counsellors can be contacted by emailing any one of mattway@kwetb.ie, or carolinehenry@kwetb.ie

Guidance support is also available from Catherine Greene (www.wags.ie) at the "Co. Wicklow Adult Guidance Service", 1 Brennan's Parade, Bray, County Wicklow. Phone 01-2764638.

Learners with Special Needs

Bray Institute of Further Education will attempt to facilitate learners with special needs as far as is practicable and having regard to the resources available to the Institute.

Special Learning Needs

The Institute endeavours to be as inclusive as possible by helping those with special needs to achieve their maximum learning potential.

The Institute is fully accessible to wheel-chair users.

We have dedicated parking spaces for learners with special needs, which make the Institute more accessible to the learners.

There are internal support services available for learners with literacy problems providing that they have the relevant documentation. The Institute can also provide scribes etc. in the case where learners are unable to transcribe their own work especially in the case of exams. (See Reasonable Accommodation Policy)

Facilities such as sound and video recording of learners are available where necessary in cases where the special needs of learners are such that they are considered the most suitable form of recording the learner's achievements.

Learners who have special learning needs should inform their particular Course Co-ordinator and the Special Needs Support Officer of their needs as early as possible as this will allow the Institute to seek the necessary support from the Higher Education Authority. The Institute will endeavour to ensure that procedures will be put in place to allow learners to perform to the best of their ability and will ensure that candidates are assessed fairly.

Learners who have special needs may be entitled to alternative examination/assessment arrangements. Arrangements are made on an individual basis in consultation with the Examining body, the Course Co-ordinator and learner.

Health – Local GPs and emergency

Bray Medical Centre
Herbert Road,
Bray (01-2862035)
Opening Times are as follows:
Monday – Friday 8:00am – 12:30pm and from 2:00pm – 5:30pm
Web: www.braymedicalcentre.com

Carlton Clinic Bray Primary Care Centre
Killarney Rd,
Bray (01-2860568)
Opening Times are as follows:
Monday – Friday 8:30am –5:00pm

Web: www.carlton-clinic.ie

LEARNER GRANTS

Maintenance Grants

The Department of Education and Skills provides a maintenance grant for individuals who attend full-time further education. The grant is means tested and is administered by the new awarding authority "Student Universal Support Ireland (SUSI)". The online application facility will be available through **www.susi.ie**. Remember, it will NOT be necessary to have received an offer of an Institute place or to be enrolled in an Institute in order to apply online.

As part of SUSI's support to learners, there is a SUSI Support desk available for both email, telephone facebook and twitter queries. You can email the SUSI Support Desk at **support@susi.ie** or telephone **0818 888 777** or +353 1 524 2257 (if calling from abroad). The Support Desk is available from 9.00am-5.30pm (Monday-Friday).

Eligibility for the maintenance grant depends on a number of criteria:

- Age: You must be at least 17 years of age by 1st January before starting the course. Post Leaving Cert learners should be at least 17 years of age on commencement of the course.

- Nationality: You must hold EU nationality or have official refugee status or have been granted leave to remain in the state for humanitarian or other specified reasons.
- Academic Requirements: Candidates must be attending a full-time course in an approved institution. Candidates must not have previously received a maintenance grant for the same or higher level of study.
- Income: To qualify for a grant you must satisfy a means test – your income must be below a certain level. (See 'how the means test works' at **www.studentfinance.ie**)

Back to Education Allowance/ VTOS:

If you are unemployed, getting a One-Parent Family Payment or have a disability, you may be able to pursue approved second level education courses through the Back to Education Allowance or VTOS schemes. If you are getting the Back to Education Allowance or VTOS, you will not get a student maintenance grant. To work out whether you may be eligible for the BTEA you need to be aware of the main conditions of the scheme at **www.studentfinance.ie.**

Contact your local social welfare office for further information on these schemes.
Grant information is available at www.studentfinance.ie
Grant information is also available from the Guidance Counsellors Mr Matt Way (mattway@kwetb.ie), and Ms Caroline Henry (carolinehenry@kwetb.ie)

Other sources of financial support include:

Bray Area Partnership   The Vincent de Paul Society
First Floor, The Boulevard   Tel: 01 2862480
Quinsboro Road
A98 R6D7
Bray, Co. Wicklow
Tel: 01 2868266
http://www.brayareapartnership.ie/

Jobs Placement Services

The Institute maintains good relationships with many employers. Local and national employers from time to time inform us of job vacancies and these details are passed on to the Department Heads and are posted on the Careers notice board.

Work experience forms part of most courses in the Institute and learners are given advice on preparing for work experience. In addition learners will receive help in CV preparation and interview techniques.

Garda Vetting

Garda Vetting is required for any learner intending to go on a work experience placement who will be working with young children and vulnerable adults. Learners are informed of this at time of interview.

Accommodation

The Institute maintains a list of individuals who are offering accommodation to learners locally. The Institute does not endorse any such accommodation listed but learners may find the list useful.

Student Union

Learners of the Institute are invited to seek election to the Student's Union, which is the representative voice of the learner body. The Aim of the Student's Union is to meet with management and represent the views of learners on general aspects of Institute life and to organise social, cultural and sporting events. Representatives from each class are elected onto the Union and a President and Vice-President are elected who will then represent the views of the learners on the Institute's Board of Management. Class Representatives will liaise between the Union and the class groups.

Bray Youth Information Centre

Bray Youth Information Centre offers a free and confidential information service to young people, youth leaders, parents and adults on a whole range of issues such as Grants, Accommodation, Employment Rights, Social Welfare rights etc. It also provides other services such as CV preparation and typing service.

Bray Youth Information Centre	County Wicklow Adult Guidance Service
Saint Bricín's, Herbert Road, Bray, Co Wicklow Tel: 01 2050502 Email: yicbray@iol.ie	1 Brennans Parade, Bray, Co Wicklow Tel: 01 2764638 Email: guidancebray@kwetb.ie Website: www.kwetb.ie
Local Literacy Service Bray Adult Learning Centre 1 Brennan's Parade, Bray, Co Wicklow Tel: 2761350 Email: abebray@kwetb.ie	

QUICK FIND – LOCAL SERVICES

Health & Safety	
Garda Station	6665300
Gardaí Confidential Line	1800 666 111
Loughlinstown Hospital	282 5800
Mental Health Service	281 9001
Narcotics Anonymous	6728000
Woman's Refuge	286 6163
Health Centre -HSE	274 4100

Counselling & Guidance	
Accord Relationship Counselling	286 7712
Bray Community Addiction Team	276 4692
Al Anon Helpline	878 3724
Al-Ateen	873 2699
Alcoholics Anonymous	8420700
Alcoholics Anonymous (after 5pm)	1890 412412
Bereavement Support Group, Bray	2828435
Bray Adult Guidance Service	276 4638
Bray Adult Learning Centre	276 1350
Bray Citizen Information Centre	286 0666
Bray Youth Information Centre	205 0502
Citizen Information	0818 076780
Cura	6778588
Narcotics Anonymous	6728000
Samaritans	116 123
Victim Support	286 6021
Living Life Counselling Services	116 006

Education & Training	
Kildare Wicklow ETB (KWETB)	0404 60500
Employment Service Office (FAS)	286 7912

Finance	
Society of St. Vincent DePaul	8550022
Department of Social & Family Affairs	211 7900
MABS Bray	0818 072250
SUSI	0818 888777
www.studentfinance.ie	

Transport	
Bray Cabs	2861111
Dublin Bus	873 4222
Dart & Suburban Rail	836 6222

Services	
INTREO Bray	0818 405060
Local Library	286 2600
Post Office	286 2554

LEARNER CODE OF CONDUCT

Bray Institute of Further Education (BIFE) seeks to encourage all learners to fulfil their potential. This is achieved in an environment where all learners and staff show respect for each other. Mutual respect is the principle that underpins the Code of Conduct.

Professional Conduct

Learners are expected to develop a professional approach and attitude to their colleagues, Institute staff and visitors. Courtesy is essential when dealing with people, including their classmates. Learning to deal with stressful situations is an important skill. Learners should adhere to the following professional code of conduct:

- Learners are expected to attend all classes and to be punctual. Continuous absences or late arrival will result in the activation of the Procedures on the Breach of Behaviour (See Breach of BehaviourPolicy).
- Projects and assignments must be produced for the relevant teacher on or before the specified completion date. Failure to do so without reasonable grounds will result in the imposition of a penalty. (See Assessment Evidence Submission Policies).
- Smoking, vaping, eating and drinking in areas other than those designated is forbidden. Food is not to be consumed in classrooms.
- Learners must at all times have respect for the property of the Institute. Others need it.
- Learners should report damage and accidents promptly to teacher or email *bifemaintenance@kwetb.ie*.
- Learners are fully responsible for property that they bring into the Institute and the Institute takes no responsibility for the care of such property.
- Learners MUST make copies of all work which they hand up to teachers, and are responsible for having such copies if needed.
- Learners may park their cars in the Institute car park at their own risk. Those who park a car must have a parking permit which must be displayed at all times, must not obstruct the entrances and exits from the Institute and must have regard for the safety of others.
- The library is for study and research purposes only. Learners must comply with Library policy. (See Library Policy).
- Learners must comply with IT Policy when using I.T. facilities. (See IT Policy).
- Mobile phones, tablets etc must be on silent or switched off in all classrooms and studios.
- Learners are expected to maintain high standards of personal hygiene.
- Learners must not bring alcohol or any illegal substances into the Institute.

POLICY ON CONDUCT & BEHAVIOUR

Quality Statement

All policy decisions in Bray Institute of Further Education (BIFE) are based on the philosophy that the Institute exists to serve the needs of the learners. The work that is carried out in the classroom and studios by the subject teachers is the priority of this Institute.

BIFE is committed, within the resources at its disposal, to:
- Ensuring that learners and staff feel valued, respected and successful.
- Ensuring the safety and security of all its learners and staff.
- Maintaining and enhancing high levels of expectation of study and teaching.
- Providing a caring environment for learners and staff.

You as a learner are accepted onto this course on an understanding that you want to raise your achievement levels. The Staff is dedicated to achieving the best for all learners. We will set targets for you and we expect your full co-operation.

BIFE's policies on conduct and behaviour strive for standards and practices complementary to the workplace, especially in the areas of attendance, punctuality, the submission of assignments/ projects and the overall quality of performance.

It is therefore in the interest of learners to read, understand and accept the policies and procedures of the Institute. This is done by signing the "Learner Contract" on Induction day at the beginning of the academic year.

Breaches of Behaviour

Learners are expected to attend all classes, be punctual and to conform to the directions of the staff member(s) responsible. Should any learner, during any timetabled activity, be responsible for a breach of behaviour or fail to obey an instruction from a staff member, such a staff member may require the learner to withdraw from that timetabled activity and bring the matter to the notice of the Course Co-ordinator for appropriate action to be taken. Disciplinary action may result in suspension for a fixed period or permanent expulsion from the Institute.

The following are examples of unacceptable behaviour that may result in disciplinary action:
- Unsatisfactory attendance and/or punctuality at timetabled activities
- Disruption of teaching, study or Institute activities
- Plagiarism of assessments, assignments, projects etc
- Possessing, selling, being under the influence of, or distributing controlled substances (i.e. "Drugs") on the grounds of the Institute
- Possessing alcohol or being under the influence of alcohol on the Institute grounds
- Any form of harassment, bullying or intimidation of any member of the Institute body
- Impersonation of another learner
- Fabrication of evidence
- Alteration of results
- Wrongly obtaining secure assessment material e.g. examinations
- Behaving in a way such as to undermine the integrity of the Assessment Process
- Littering, defacing or destroying Institute property
- Theft or attempted theft of personal or Institute property
- Breaches of Institute fire and other health and safety regulations
- Refusing to depart from the grounds of the Institute when instructed to do so by an authorised member of staff of the Institute
- Actions other than those listed above that may be adjudged to be unacceptable behaviour

Academic & Disciplinary Council

The Academic and Disciplinary Council of the Institute have responsibility for disciplinary matters which arise in the Institute. In the interests of the highest standards of academic achievement the Council will monitor learner performance and take any appropriate action that is required.

PROCEDURES ON THE BREACH OF BEHAVIOUR

Teachers will liaise with the Course Co-ordinator/Head of Department on matters regarding general learning behaviour and conduct. The Institute will show no discrimination against any learner in relation to the implementation of this process.

If a learner breaches the code of behaviour, the following procedure, warnings, and sanctions apply:

Stage 1:
A verbal warning will be given by the Course Co-ordinator/Head of Department notifying the learner of the behaviour which is unacceptable and the action required of him/her. The learner is reminded of the Institute's Policy on Conduct and Behaviour and is clearly advised of the Procedure on Breach of Behaviour. This verbal warning is clearly noted on the learners file.

In the event of verbal contact not being possible, there being insufficient improvement by the learner or the learner being in a subsequent breach of behaviour …

Stage 2:
(Letter 1) A <u>Warning Letter</u> will be sent out by Co-ordinator / Head of Department notifying the learner of the behaviour which is unacceptable and the action required by him/her. Once again, the implications of further disciplinary action are made clear to the learner. This written warning is noted on the learner's record. The learner should contact the Co-ordinator to explain him/her self.
If poor behaviour continues…

Stage 3:
(Letter 2) The learner will receive a Second Letter calling him/her in front of the Academic & Disciplinary Council. The Academic & Disciplinary Council will deal with each case appropriately on a certain date each month. At this stage, suspension is likely unless the situation can be rectified. Depending on the severity of the case, a learner may be asked to leave the course.

There may be exceptional circumstances where the Institute immediately invokes Stage 3 of the procedures on Breach of Behaviour. The kinds of behaviour that might invoke the implementation of stage 3 may include:

- A serious threat of violence against another learner or staff member
- Actual violence or physical assault
- Supplying illegal drugs to another learner in the Institute
- Actions other than those listed above that may be adjudged to be of a serious nature

POLICY ON PUNCTUALITY & ATTENDANCE

Learners are expected to attend all classes and to be punctual. All absences must be explained and documented. If learners are absent, teachers are compromised in their ability to help learners achieve their potential and it is for this reason that the Institute is compelled to enforce this policy.

- Late arrival to lectures will be recorded by teachers. As a matter of courtesy learners are expected to leave a message on their Co-ordinator's/Head of Department's email before 9:30 am on the morning of the absence explaining the reason for the absence and the expected number of days they will be absent. Learners should realise that missed classes, late mornings or afternoons and half days are all reckoned in calculating the number of days absent. (Missing one class is marked as a half day absent.)
- Continuous unexplained absence or late arrival of **5 days or more** will result in the activation of the Procedures on the Breach of Behaviour.

Procedures for eliminating Attendance Problems
There are a number of cases where absences are unavoidable as follows:

1. Medically-certified illness
2. Family Bereavements
3. Accidents
4. Emergency medical treatments or tests
5. Other extenuating circumstances

Course Co-ordinators will excuse learners who are absent for any of the 5 reasons above providing the learner can produce documentary evidence attesting to the reason for their absence. In the case of extenuating circumstances, these must be explained to the Co-ordinator/ Head of Department who will decide if the absence(s) is excusable.

Policy on Payment of Maintenance Grant
The payment of Maintenance Grants for learners attending Post Leaving Certificate courses operates within the DES & the "Student Universal Support Ireland (SUSI)" guidelines and requires satisfactory participation and attendance for payment to be made. SUSI shall pay the grant-holder's maintenance grant in monthly instalments in arrears during the academic year.

Satisfactory attendance shall be deemed to be not less than 75% attendance at the prescribed classes and work experience placements. **Absences which are due to certified sick leave or compassionate consideration shall not count towards satisfactory attendance except in the case of the first two weeks of certified attendance in an academic year.** Medical Certificates should be stamped, dated and initialed.

Any Institute attendance/participation requirements are separate to the requirement above which is only for the purpose of payment of the PLC maintenance grant.

POLICIES ON I.T. & LIBRARY USAGE

I.T. Policy

BIFE is committed to providing the most up-to date and effective computing equipment to support our learners in their academic work while attending the Institute.

Learners will be issued with usernames and passwords in order to access computer facilities. These are for the exclusive use of the particular learner. Each learner is responsible for all activities that occur under their own username, and the password assigned to that username should never be revealed to another learner. No unauthorized access must be made on the network or computing resources assigned to another learner.

All learners can avail of network storage once assigned a username, however **copies of assignments and project work must be maintained by learners independent of this facility**. **As part of standard Institute practice, access privileges are suspended at the end of May 2023.** Learners are advised to take their own back-up copies of work before this time. Learners may use USB drives or external drives to backup any of the Institute work. No files should be stored on the hard drives of PCs as they will be deleted and the Institute cannot accept responsibility for the loss of any files stored locally.

WiFi access is currently available throughout the Institute.

- Learners must not attempt to interfere with the integrity or reliability of the computer system or any information stored on it. They must not interfere in any way with information belonging to another user or make unauthorized copies of information belonging to another user. It is not acceptable for any learner to send via the computer system any materials that are offensive, obscene or abusive. IT facilities should not be used for any commercial or significant personal use.

IT resources must not be used to undertake any action that brings the name of the Institute into disrepute. Any persons breaking this code of conduct will be subject to Bray Institute of Further Education's procedures on the breach of behavior (See Breach of Behaviour Policy).

BIFE Acceptable Usage for Blended Learning Policy

BIFE (through KWETB) provides each student with free access to Microsoft 365, an online suite of applications that includes, among other applications, Word, OneDrive and Teams. BIFE will provide each student with introductory training in the basics of Microsoft 365. Thereafter, each student is expected to use Microsoft 365 as and when required by a teacher of a module or unit.

- BIFE Student policies and procedures apply to remote learning and teaching.
- Students are expected to attend at timetabled times for remotely delivered classes.
- Students should communicate with staff using their "@kwetb.ie" account only.
- Students should communicate during normal college times
- Students and Parents of U18s are expected to behave in an appropriate, safe, respectful manner on line.
- Under no circumstances can pictures or recordings be taken of video calls.
- Students be aware that when they are participating in group video calls, you can be seen and heard unless you have muted your mic or disabled your camera.

Library Usage Policy

The library is a place of study and research. Silence must be maintained at all times to allow users concentrate on their studies.

The following rules are designed to ensure the smooth operation of the library for all users; therefore any breach of these rules could result in the withdrawal of all library facilities:

- The use of mobile phones is strictly forbidden and must be on silent mode at all times.
- Learners must enter and leave quietly without disrupting others.
- Food and drinks are strictly prohibited (apart from water).
- Only BIFE Learner ID card holders are only allowed use the library.
- Any place left unattended for longer than 15 minutes may be cleared by the Librarian for use by other Learners.
- Property left unattended is at the owner's risk.
- Items must be returned on due date, failure to do so will result in a fine.
- Theft or the defacing of Library property is an offence, and will be taken seriously.
- Internet access is strictly for research purposes. Games, Chat Rooms, texting, etc. are forbidden.

POLICIES ON ASSESSMENT EVIDENCE SUBMISSION

QQI & ITEC Assessment Deadlines Policies
(This policy relates only to QQI and ITEC learners but not to BTEC or C&G learners)

Learners at BIFE are assessed by the use of a number of assessment techniques. Assessment techniques are grouped into six broad categories – Assignment, Project, Portfolio, Skills Demonstration, Examination and Learner Record. All learners have an obligation to submit their assessment evidence by the due date.

- Learners will present assessment evidence within the deadlines identified by the assessor.
- The actual grades awarded are determined solely on the basis of the evidence submitted and will be assessed strictly in accordance with the module descriptor.
- The responsibility and the consequences for the failure to present learner evidence within the specified deadlines are made clear to learners.

   Where assessment evidence is not submitted by the deadline date, the Learner will receive a referral and warning from the assessor and a second deadline date will be issued. A record will be kept of all referrals. If the Learner fails to submit evidence by the second deadline date, the Learner will be referred to the Head of Dept. If the Learner consistently fails to submit evidence by the second deadline date across a number of units, the learner will be called in front of the Institute Academic and Disciplinary Council. (See Procedures on the Breach of Behaviour).

- There may be only one opportunity to complete specific assessment Techniques. **This will be stated on the assessment brief**.
- Due consideration may be given to a learner who provides evidence of extenuating circumstances or requests compassionate consideration.
- Where extenuating circumstances have been established, Learners will have an opportunity to resubmit at a deadline as determined by the assessor (See Compassionate Consideration Policy).
- Each application will be judged for compassionate consideration on its own merits.

BTEC and C&G Assessment Deadlines Policies
BTEC HND ASSESSMENT EVIDENCE SUBMISSION POLICY
(This policy relate only to BTEC and C&G learners but not to QQI or ITEC learners)

BTEC ASSESSMENT
Learners at BIFE are assessed by the use of a number of assessment techniques. Assessment techniques are grouped into three broad categories – Assignment, Project and Skills Demonstration. All learners have an obligation to submit their assessment evidence by the due date.

- Learners will present assessment evidence within the deadlines identified by the Assessor.
- The actual grades awarded are determined solely on the basis of the evidence submitted and will be assessed strictly in accordance with the unit descriptor.
- The responsibility and the consequences for the failure to present learner evidence within the specified deadlines are made clear to learners.
- There may be only one opportunity to complete specific assessment Techniques. This will be stated on the assessment brief.
- Due consideration may be given to a learner who provides evidence of extenuating circumstances or requests compassionate consideration.
- Where extenuating circumstances have been established, Learners will have an opportunity to submit at a later deadline as determined by the assessor. (See Compassionate Consideration Policy).
- Each application will be judged for compassionate consideration on its own merits.

BTEC SUBMISSIONS OF ASSESSMENTS
In accordance with BIFE/BTEC QA a formal Assessment Brief will be issued to learners using the **BTEC brief template**. Each learner must sign to acknowledge receipt of the assessment brief. Only learners who have signed for the brief will be permitted to submit an assessment.

Completed assessments must only be submitted to the relevant subject teacher during class time or any other arrangements must be identified in the assignment brief. In the event of the teacher being absent on the submission date then learners should hold their assessment until the next class contact period with the teacher. **Under no circumstances will learners be allowed to submit the assignments to Reception.**

Learners should always keep copies of their assignments and to present the work in the manner specified in the brief.

Storage of BTEC Assessment Evidence
After the appeals process and when the External Examiner has left, learners may by arrangement with teachers collect exam material (art projects, portfolio work). Any uncollected assessment material will be destroyed.

Sending Results to learners

After the visit of the external examiner and the end of the appeals process the final results are entered on line. A copy of these results is printed and posted to each learner. The Diplomas are stored securely in the Institute and are presented to the learner at the Graduation Ceremony.

Destruction of Evidence
BTEC assessment evidence and any uncollected assessment material should be shredded after the appeal deadline has passed. **Students should keep a copy of their work for 3 years.**
The destruction of collected assessment work only relates to physical objects. Digital evidence is always owned and maintained by the learner. The Teacher must have permission rights to access all digital evidence until such a time that the awarding body (BTEC) has signed off of the final results and all appeals have been exhausted.

BTEC RESUBMISSIONS
Not every student will achieve all learning outcomes on their first attempt at summative assessment. Therefore, in instances where a student has failed to achieve a pass grade for the unit, on the first attempt, they may be given the opportunity for reassessment. **An opportunity for reassessment will only be available if a student has failed to achieve a Pass.** In such instances, the student will be provided with clear feedback and guidance as to why they have been unsuccessful, so that they are able to identify what additional work they need to undertake for reassessment. Reassessment will only be offered following the completion of the unit. If the approach has been a 'single unit staged' assessment, and the student has failed to achieve a pass grade in one of the early assessments, they will be given the grade and feedback, but reassessment will not take place until the student has completed the other assessments.

When offering an opportunity for reassessment, the expectation is that the student would, normally, be continuing to work on the same assignment(s) and assessment evidence. However, where the reassessment is for a controlled assessment or examination, the student will need to be undertaking a new assignment/examination. The time allowed for reassessment is a centre-based decision.

Learners who have not achieved a pass standard throughout the year may be offered the chance to resubmit work. This is recorded on the Resubmission Form.

Learners will be contacted at the end of the academic year by the Institute to inform them of this. Learners must submit all resubmission work by **Monday 28th August 2023.**

RESUBMISSION FEE
There is a Resubmission Fee of €25 for each unit up to a maximum of €100. The Fee is payable to the Institute when work is resubmitted. Work is then assessed and if it has achieved all the required outcomes the learner will be deemed to have achieved a pass and the results are then adjusted accordingly.

It is the responsibility of the learner to ensure that all work that is required is re-submitted by Monday 28th August 2023.

Failure to meet this deadline will result in learners not meeting all the requirements of the course and thus not receiving their full award.

BTEC RESUBMISSION GRADES RULES
A student's grade, through reassessment, will be capped at Pass. A student may not improve a grade through reassessment (other than moving from unsuccessful to pass).
LEARNERS WHO RESUBMIT WORK CAN ONLY ACHIEVE A PASS GRADE FOR THE WORK. MERIT AND DISTINCTIVE GRADING DESCRIPTORS DO NOT APPLY.

POLICY ON NON RETURN OF ASSESSMENT

It is the practice of the Institute NOT to return assessment evidence post the assessment process. In this regard, learners are required to retain a hard/soft copy of all coursework prior to submission for assessment for their own personal use. In the case of Visual Arts Portfolios, ceramics, furniture, etc. learners may request to have such returned during last days of May each year, by arrangement with their Head of Department.

Learners collecting any such materials, before the opportunity to appeals date has expired MUST sign a 'Forfeit the Opportunity to Appeal Form'. Learners must note that ALL assessment evidence is immediately disposed of once the closing date for Assessment Appeal has passed.

POLICY & PROCEDURE ON LEARNER REVIEW

Policy

The purpose of the learner reviews is to evaluate the learners's overall work during the academic year and assess their progress in the completion of their award. These reviews:
- Give the learner an opportunity to reflect on their work and how they have contributed to achieving identified goals
- Provide a venue for the student to receive feedback and advice
- Serve as a means for the Course Co-ordinator to assess the performance and development of the student.

Procedure

Step 1: All learners are informed via email that a review of their performance so far this year will take place in the months of December and January and that they are asked to reflect on what they have achieved so far this year.

Step 2: All teachers will input information relating to the performance of each learner onto e-portal prior to the review session detailing the following:
- Attendance
- Performance of student (both positive and negative)
- Missed deadlines

Step 3: After input from teachers, the course co-ordinator (or relevant teacher) meets with learners to provide feedback. In the course of the review the teacher may make recommendations along the following lines:
1) The student's work meets high standards of performance. The student is making satisfactory progress in preparing to meet the future challenges in the Award.
2) The student's work generates some concerns regarding performance. The student needs to improve his/her progress in specified areas to meet the future challenges of the program.
3) The student's work does not meet minimum standards of performance in numerous areas. The student's progress is unsatisfactory and is unlikely to succeed with the award unless a major change in attitude occurs.

Step 4: Students are given an opportunity to provide feedback at the end of the review session.

POLICY ON COMPASSIONATE CONSIDERATION

Learners may apply for an extension to the due date for the submission of assessment evidence in extenuating circumstances if there are circumstances for compassionate consideration as follows:

- Learners who have been prevented from undertaking a specific assessment activity or who feel their performance is seriously impaired because of exceptional circumstances will have the opportunity to apply to defer the assessment and/or to extend the deadline for the assessment/submission of assessment materials. Be aware that long periods of absence may impact on students' ability to achieve success.
- The Learner will be required to provide supporting evidence or documentation for their application; and
- The Institute will consider the severity of the circumstances, the nature of the assessment activity and the quality of past achievement of the Learner when making a decision to grant Compassionate Consideration.
- Compassionate consideration can only be granted if requested before the due date. Compassionate Consideration forms are given to all Learners at induction.
- The following are examples of circumstances under which the Institute may consider giving compassionate consideration to the learner:
  - A physical injury or trauma during a period of 4 to 6 weeks prior to assessment.
  - A physical disability, chronic or disabling condition.
  - Recent bereavement of close family member or friend.
  - Severe accident;
  - Terminal illness of a close family member; and/or
  - Other extenuating circumstances such as serious impairment of performance.
- The following are NOT considered as extenuating circumstances
  - Other coursework due on or about the due date
  - Disk/USB failure or printer/computer failure
  - Disk/USB/coursework mislaid or lost etc.

POLICY ON REASONABLE ACCOMMODATION

Equal Opportunity Statement

BIFE is an equal opportunities Institute and is committed to ensuring that no one is discriminated against on the grounds of gender, age, marital status, family status, sexual orientation, religion, disability, race or membership of the travelling community.

The Institute will endeavour to ensure that appropriate facilities are available to allow full access and participation for all learners. Learners, on joining the Institute, are also expected to observe and adhere to the Institute's Equal Opportunities Policy and Code of Practice.

Reasonable Accommodation Policy

The Institute will ensure:

That all learners are assessed equitably.
- That the requirements of the Equal Status Acts, 2000 to 2004 will be fulfilled, where resources allow, to provide reasonable accommodation to meet the needs of learners with disabilities and other learners affected by equality legislation.
- That reasonable accommodation in the context of assessment refers to the adaptation of assessment as necessary to cater for the needs of learners whose personal situation means that the assessment would otherwise be unfair.
- That any adaptation of the assessment made by the assessor should facilitate the learner to demonstrate their achievement of the standards without altering the standard.
- That these adaptations do not reduce the validity and reliability of the assessment or compromise the standard.
- That the adaptations seek to amend the aspect of the assessment technique or instrument that restricts the learner's participation in assessment.
- That such adaptations should be used where the particular technique or instrument disadvantages the learner in assessment.
- Adaptations of assessment may include the following and/or other reasonable adaptation:
  - Modified presentation of assignment/examination papers e.g. enlargements;
  - Scribes/Readers;
  - Use of sign language;
  - Personal assistants;
  - Rest periods;
  - Adaptive equipment/software;
  - Use of assistive technology; and Extra time.

POLICY & PROCEDURE ON ASSESSMENT IRREGULARITY

Assessment Irregularity

Examples of assessment irregularity include Plagiarism and Collusion.

Plagiarism involves the learner taking someone else's work or ideas and passing them off as one's own. Plagiarism is using the work of others without acknowledging the source of information; for example, copying from the internet or any form of printed material and not attributing it to its author.

Collusion involves secret or illegal cooperation or conspiring, especially in order to cheat or deceive others. Examples of collusion involve impersonating another learner in a test or examination, copying from another learner during a test or examination, allowing a learner to copy your work, buying or selling of essays or assignments from whatever source.
Plagiarism or collusion is treated very seriously by the assessor and this work will be disqualified.

How can a learner avoid Assessment Irregularity?
- When taking notes from sources, write in your own words.
- Acknowledge information which is gained from any source (See Citing & Referencing).
- Remember that examiners can recognise plagiarism very easy as there are software packages designed to detect plagiarised work

Assessment Irregularity Policy
- All formal allegations of assessment irregularity will be fully and impartially investigated by the Senior Management Team. (See page 15 – Procedure on the Breach of Behaviour)
- All parties will be given a fair and equal opportunity to respond to any allegation of assessment irregularity.
- The result of the investigation will be formally communicated to all parties within an appropriate time frame.
- Appropriate sanctions may be applied where assessment irregularity has been adjudged to have occurred. These sanctions may include the refusal of Bray Institute of Further Education to accept learner evidence where assessment irregularity has occurred.
- The following will be regarded as incidences of assessment irregularities:
  - Learner plagiarism.
  - Impersonation of another learner.
  - Fabrication of evidence.

- o Alteration of results.
- o Wrongly obtaining secure assessment material e.g. examinations.
- o Behaving in any way such as to undermine the integrity of the Assessment Process.
- o Actions other than those listed above may also be adjudged to constitute assessment irregularity.

Assessment Irregularity Procedure

Step 1
If a learner is accused of Assessment Irregularity the subject teacher and co-ordinator will invoke stage two of the "Procedures on the Breach of Behaviour". The learner will have the opportunity to explain themselves. The subject teacher and course co-ordinator will decide whether the incident is serious enough to invoke stage 3 of the procedure. The learner will be informed of the decision and it is noted on the learner's record.

Step 2
A second incidence of plagiarism will automatically invoke stage 3 of the "Procedures on the Breach of Behaviour" whereby the learner in question will be called in front of the Academic & Disciplinary Council. At this stage, suspension is likely unless the situation can be rectified. Depending on the severity of the case, a learner may be asked to leave the course.

POLICIES ON REPEATS & APPEALS & REFERRALS

QQI POLICIES ON REPEATS & APPEALS
The following policies relate only to QQI learners and not to BTEC, ITEC or C&G learners.

QQI Repeat Policy

BIFE is not in a position to facilitate repeat learners except in extenuating circumstances which will be adjudicated by the Principal and Senior Management.

QQI Appeals Policy

QQI learners are entitled to appeal their results. They must complete the "Learner Appeal Application Form" and return it within 5 days of the results being given to the candidate. A fee of €40 will apply per appeal and will be returned to the learner if the outcome of the appeal is successful.
Only evidence that has previously been presented by the learner, and has been retained in the Institute following the initial assessment can be considered as part of the appeal. No new evidence can be submitted. **Candidates wishing to remove their work from the Institute before the Appeals Deadline forfeit the right to make an appeal of the result as the integrity of the assessment would be compromised**.

BTEC AND CITY & GUILDS POLICIES ON REFERRALS/ REPEATS & APPEALS
The following policies relate only to BTEC and C&G learners but not to FETAC or ITEC learners

C&G Referral/Repeat Policy
Learners who submit work late throughout the year or who have not achieved a pass standard throughout the year may be referred. This is recorded on the Learner Feedback Form and learners are given a chance to resubmit.

Learners who have been referred at the end of the academic year are contacted by the Institute to inform them of this. Learners must submit all referred work by the last Friday in August.

There is a Referral Fee of €25 for each referred unit up to a maximum of €100. A learner can only be referred in no more than half of their units at the end of the academic year. A Learner who has been referred in more than half of the units may be given the opportunity to repeat the year. The Referral Fee is payable to the Institute when work is resubmitted. Work is then re-graded and if it has achieved all the required outcomes the learner will be deemed to have achieved a pass and the results are then adjusted accordingly.

It is the responsibility of the referred learner to ensure that all work that is required is resubmitted by the last Friday in August. Failure to meet this deadline may result in learners not meeting all the requirements of the course and thus not receiving their full award.

LEARNERS WHO ARE REFERRED CAN ONLY ACHIEVE A PASS GRADE FOR THE REFERRED WORK. MERIT AND DISTIINCTION GRADING DESCRIPTORS DO NOT APPLY TO REFERRED WORK.

City & Guilds Appeals Policy

All BTEC and C&G candidates have the right to appeal any end-of-year result.

To appeal a grade a learner should complete the "Learner Appeal Application Form". It must be submitted within <u>three working days</u> of the result being given to the candidate. The appeals form should be submitted to the Department Head and an official receipt should be given to the appellant.

- A fee of €25 must be paid for each appeal. This is fully refundable if the appeal is upheld.
- The appeal will be adjudicated on within fifteen working days.
- The appeal will be adjudicated by teachers who have not been involved in the initial assessment.
- The result of the appeal shall be final.
- Candidates wishing to remove their work from the Institute before the Appeals Deadline forfeit the right to make an appeal of the result as the integrity of the assessment would be compromised.
- If the appeal is unsuccessful candidates may appeal directly to City and Guilds following the City and Guilds policy and guidance document "Enquiries and Appeals Qualifications". Deadline for appeal applications is 40 working days after release of results.

BTEC APPEALS POLICY

All BTEC candidates have the right to appeal any end-of-year result

To appeal a grade a learner should complete the "Learner Appeal Application Form". It must be submitted within <u>three working days</u> of the result being given to the candidate. The appeals form should be submitted to the Department Head and an official receipt should be given to the appellant.

- A fee of €25 must be paid for each appeal. This is fully refundable if the appeal is upheld.
- The appeal will be adjudicated on within fifteen working days
- The appeal will be adjudicated by teachers who have not been involved in the initial assessment
- The result of the appeal shall be final
- Candidates wishing to remove their work from the Institute before the Appeals Deadline forfeit the right to make an appeal of the result as the integrity of the assessment would be compromised.
- The time frame for this is short and learners need to be aware of that.

EXTENUATING CIRCUMSTANCES

The Exam Board (or delegated panel) will consider the mitigating/extenuating circumstances in relation to reassessment. There may be instances where the mitigating circumstances are such that a student could not have been successful in the first assessment. In such cases, depending on the centre's policy, the decision to offer reassessment may 'lift the cap' and a student would be graded 'in full' for the reassessment. Again, any such decisions must be discussed and recorded so that they can be formally accepted at the next Exam Board.

REPEATING UNITS

Students **who do not achieve all of the required units in Year One will not be able to progress to Year two of any HND course**. In the case that a student has not passed a unit and does not qualify for Resubmission, the Exam Board may offer the student the opportunity to repeat a subject in the following academic year. This is at the discretion of the Exam Board.

COMPENSATION

Students who do not achieve all of the units on the completion of their HND may be allowed to compensate where grades in other areas are high. Compensation does not apply to all units and works for a maximum of the two allowed units. Compensation does not apply in the case of unachieved core units

ITEC POLICIES ON REPEATS & APPEALS

The following policies relate <u>only to ITEC learners but not to FETAC, BTEC or C&G learners.</u>

ITEC Repeat Policy

Candidates who are unsuccessful in their ITEC Examinations (Practical & Theory) are entitled to re-sit. Requests for re-sits must be submitted within <u>5 working days</u> of the result being given to the candidate. Where candidates are re-sitting examinations, these must be taken within 3 months of notification of results.

Candidates who are unsuccessful in their theory papers will have the opportunity to re-sit them in September of the following academic year. A minimum fee of €35 applies to a theory re-sit. This fee will increase depending on the number of theory papers being taken.

Candidates who are unsuccessful in their practical examinations are entitled to re-sit these examinations but are subject to another centre agreeing to accommodate them. The fee for practical re-sits can vary depending on the number of candidates taking the exam.

ITEC Appeals Policy

ITEC students are entitled to appeal their results. Appeals must be submitted within 5 working days of the result being given to the candidate. A fee of €60 will apply per appeal and will be returned to the student if the outcome of the appeal is successful. Appeals usually take approximately 20 days to process. **Candidates wishing to remove their work from the institute before the Appeals Deadline forfeit the right to make an appeal of the result as the integrity of the assessment would be compromised**.

ANTI-BULLYING POLICY & PROCEDURE

Anti-Bullying Policy

The Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of students and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

- A positive Institute culture and climate which-
    - is welcoming of difference and diversity and is based on inclusivity;
    - encourages students to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
    - promotes respectful relationships across the Institute community;
- Effective leadership;
- An Institute-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that-
    - build empathy, respect and resilience in students; and
    - explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic, transphobic and disablist bullying including surdophobic bullying (Surdophobia is the hostility, intolerance or fear against Deaf people, Deaf culture and the Deaf Community).
- Effective supervision and monitoring of students;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

Definition of Terms

Bullying is unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying
- Identity-based bullying such as homophobic bullying, racist bullying, bullying based on gender, civil status, family, status, age, a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

    Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the Institute's Code of Behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour. This would also include the unauthorised capture/playing/posting of images/video footage or audio recording.

Procedure for Implementing this Policy

Responsibility for the implementation of this policy is vested in the Principal of the Institute or, in his absence, the Deputy Principals. This includes responsibility for the investigation of and the dealing with incidents of bullying. The Principal may delegate responsibility for investigating or dealing with a particular incident to a senior member of staff, taking into account the particular circumstances of the incident in question. The staff member to whom the investigation has been delegated would normally be the Deputy Principal / teacher who does not teach either the alleged victim or the alleged perpetrator.The Institute's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the Institute for dealing with cases of bullying behaviour are as follows:

- In the event of a student feeling bullied they may approach any member of staff: teaching; maintenance or administrative staff. Should any member of staff be so approached they must bring it to the immediate attention of the Principal or, in his absence, the Deputy Principal. At this point the Principal will immediately commence an investigation.
- If a student is experiencing bullying but does not feel able to approach a member of staff directly he/she could ask a friend or relative to contact the Institute on their behalf. He/she might prefer to ask their family doctor to make the initial contact. In some cases a student may wish to make the Institute aware of their situation through an advocacy agency, for example:
      The Samaritans, tel. 116 123
      BeLong To tel. 01-6706223
      GLEN tel., 01-6728650
- A student experiencing bullying may not wish to make a complaint but would like to talk to someone in confidence. The Guidance Counsellor, Mr. Matt Way is available for such conversations.

Informal Process

- The first step in any informal resolution of a complaint should be to establish the facts of the complaint, the specific issues complained of, when they occurred and to consider whether or not they fall within the definition of bullying.
- If bullying is established, the aim would be to eliminate it informally (if appropriate) with the consent of parties involved. This could include a non-judgemental (mediation) approach. This would include clarification of what constitutes bullying, agreement by the person complained of, that they accept that their behaviour was inappropriate and that the conduct will not be repeated, or an explanation to the complainant about what occurred from the point of view of the person complained about which disposes of the complaint.
- Extensive efforts should be made at the informal process before proceeding to the formal process.

Formal process

- This involves a formal complaint and a formal investigation. The purpose of the investigation is to determine the facts and to establish whether the complaint of bullying is well founded.

Key steps:

(1) The complainant should make a formal complaint in writing, signed and dated, and give it to the Principal.
(2) The complaint should provide precise details of alleged incidents of   bullying, including dates and names of witnesses where possible.
(3) Where this is not possible, a written account should be taken of the complaint and signed by the complainant. The Principal may assign a senior member of staff to conduct the investigation of the complaint.
(4) The complainant should be assured of support and given a copy of the anti-bullying policy.
(5) The person/persons against whom the complaint is made should be notified in writing that a formal allegation of bullying has been made. He/she should be advised of the aims/objectives of the formal process. He/she should be assured of the organisation's commitment to investigating the matter in an objective and unbiased manner, with due regard to confidentiality, and the rights of all concerned. He/she should be given the opportunity to respond to the complaint in writing.
(6) The investigation should be completed as quickly as possible. The investigator should investigate the complaint and the response to the complaint and present his/her findings to the Principal who will then issue preliminary findings to the complainant and the person(s) complained of for comment. Following receipt of such comments, the Principal will then make a decision as to whether or not the complaint of bullying has been established and will decide on appropriate action. The Principal's decision should be communicated in writing to both parties.
(7) Every effort will be made to complete the process within a 20 day period.
(8) If the complaint is upheld, then it is a disciplinary matter and will be considered a serious breach of the Institute's Code of Behaviour and dealt with at Stage 3 of the Disciplinary procedure by the Deputy Principal.
(9) If a complaint is not upheld, no further action will be taken.
(10) If a complaint is found to have been maliciously made, disciplinary procedures will be applied. This is also considered to be a serious breach of the College's Code of Behaviour and dealt with at Stage 3 of the Disciplinary procedure by the Deputy Principal.

POLICY ON ENROLMENT & ADMISSIONS

(See the Full Admissions Policy on www.bife.ie (About us/College Policies)

Introduction
Bray Institute of Further Education (BIFE) is a co-educational college in Kildare and Wicklow E.T.B. providing further education at PLC level. The Institute is committed to the successful implementation of the Education legislation in particular the Education Act (1998), the Education Welfare Act (2000) and the Equal Status Act (2000). The college fully subscribes to the principles of partnership, accountability, transparency, inclusion and respect for diversity and equality.

Programmes
The Institute supports the principles of inclusiveness, equality of access and participation in the College, including respect for diversity of traditions, values, beliefs and ways in life in society.
PLC students follow courses according to the regulations of QQI, BTEC, Dept of Education & Skills, ATI, ITEC, IAOT and City and Guilds. Modules on these courses can change at the discretion of the college.

Entry Requirements
Students who have successfully completed the Leaving Certificate or Leaving Cert Applied or equivalent certification are eligible. Students presenting QQI Level 4 or equivalent certification may also apply. Students without educational qualifications but with relevant experience/interest in an area will be considered. A copy of results will be required on enrolment. Mature students (over the age of 21) and students presenting alternative qualifications are welcome.

Applications from individuals who do not hold the Leaving Certificate or equivalent qualification, will only be considered if they have reached 18 years of age by the 31st December following their entry onto their chosen course at BIFE.

Places on all courses are limited. Applicants will be interviewed. In some cases, it may be necessary to bring a portfolio of work to the interview.

The Code of Behaviour must be read and accepted by all students wishing to enrol. Acceptance will be based on interview to determine suitability for the course.

In order to progress from Level 5 to a Level 6 programme all applicants must provide evidence of their Level 5 qualifications. Applicants who wish to have exemptions considered must provide original copies of certificates at interview.

Decisions made in relation to admission are made by Management in accordance with the college's Admission Policy.

The final date for students to enrol on a course is **1st October of each academic year.**

Enrolment Procedures

Step 1: Bray Institute of Further Education is an Equal Opportunities College. PLC students wishing to enrol on a BIFE course must complete an online Application Form at www.bife.ie.

Step 2: Attend for Interview (If Applicable)
Applicants will be invited for interview at the Institute. Applicants will be selected on suitability and a first come/first served basis. Applicants should bring the following to the interview:

- A copy of Leaving Certificate results/or Equivalent (if applicable)
- A brief Curriculum Vitae
- A Portfolio of Work (where necessary)
- References (where necessary)
- Applicants with additional Learning needs should notify the Institute at time of application and the candidate should bring relevant supporting documentation to the interview. All Documentation provided to BIFE by the candidate is accepted on the basis that it is true and accurate. Any irregularities may result in the cancellation of a place on the course.

 Step 3: Successful applicants will be offered a place by email and/or post subject to them achieving the basic entry requirements laid out in the prospectus and must secure their place by paying an acceptance fee of 50 euros. This acceptance fee is non-refundable. All other fees will be refunded if the applicant subsequently decides not to take their place before September 22nd 2023. Failure to pay the relevant fee may result in a lapse of their offered place.

In certain circumstances, candidates may be requested to complete an English Language Test in order to demonstrate their proficiency in the English language.

Step 4: All learners must register at the Institute on the designated registration date.

REGISTRATION:

All key registration information regarding your course such as timetables, start-up times and dates, student ID card, computer login details, uniform fitting details & Garda Vetting (if relevant to your course), etc will be forwarded to you during the first week of September.

Prior to this please **register** as follows over the summer:
1. All **outstanding course fees** must be paid on-line at www.bife.ie prior to August 25th 2023.
2. You must upload a **recent photo (similar to passport photo)** for your student card on-line (See below for further details).
3. You must upload **recent photo ID verification documentation** to your account on www.bife.ie with your username and password (See bottom of Offer letter) using one of the following; Driving Licence, Passport, Garda Age Card, GNIB Stamp 4 card. (See below for further details).
4. All Students are required to **Register/Login** on **www.fetchcourses.ie** and Complete/Update their profile.

5. You must upload a copy of your **medical card** details **(if applicable)** to your account on www.bife.ie with your username and password (See bottom of letter). (See below for further details).
6. If you have **Additional Needs** -Please upload a digital copy of any relevant report to your account on www.bife.ie with your username and password (See bottom of letter). (See below for further details).

Upload Photo
Please ensure that you upload a photograph of yourself as soon as possible onto our admissions system so that we can process a student card for you. To do this, follow the instructions below:
Step 1: Login to your account on www.bife.ie with you username and password (See bottom of Offer letter)
Step 2: Click on "Change Photograph" under the image box on the right hand side. A "choose file" option will appear. Click on this and choose your photo from your computer and open.
Step 3: Click on the "Upload" button. Please use an appropriate photograph taken on a light background (Similar to passport photo).

Upload Photo ID Verification Documentation, Medical Card, Disability Reports;
Please ensure that you upload a copy of recent photo ID/Medical Card/Disability Report onto your account on www.bife.ie.
To do this, follow the instructions below:
Step 1: Login to your account on www.bife.ie with you username and password (See bottom of letter)
Step 2: Click on "choose file to upload". Choose option and browse to document.
Step 3: Click on the "Upload File" button.

FETCH Registration Guidelines
- Register an account on **www.fetchcourses.ie** using your primary email address. If you have an existing account log in with your account details.
- Go to the My Details page and complete/update the form on the General, Social Welfare, Education and My Status tabs. The information on the Further Details tab is not required.
- Please ensure that you use the correct PPSN and personal details.
- See www.bife.ie/students/Fetch-Registration for further details.

FEES:

Courses at Bray Institute of Further Education are funded largely by the European Social Fund. There are no tuition costs for Irish or EU citizens undertaking PLC courses. However, all learners are required to pay the following:

1. An acceptance fee of €50, to be paid when offered a place on a course
2. A registration fee of €150 for learner services* paid annually.
3. Some courses may have additional costs (e.g. Uniform)
4. There is also a cost of registration with professional bodies for a small number of our courses such as Accounting Technicians Ireland (ATI).

*Registration fees are used as a general fund to provide learner resources for PLC courses including library services

Payment Arrangements
All fees **must** be paid within a month of the offer and prior to 25th August 2023. All outstanding fees can be paid in instalments on-line during the summer holidays. **All fees must be paid in full before the 25thAugust 2023.**

To view your transaction and pay your fees follow the instructions below:

Step 1: **Login to your account on www.bife.ie with you username and password (See bottom of letter)**
Step 2: Choose "Part Payment" and key in the amount that you wish to pay
                                        Or
Step 2: Choose "Total Payment or Balance of Payments" to pay all fees at once
Step 3: Click "Pay Now". You will be brought to secure payment site

International Applicants: The Institute welcomes applications from qualified international applicants. International (non-EU) students must comply with Irish immigration requirements and must present an *Immigration Certificate of Registration / GNIB* Card in order to register. As the Institute is not listed on the Internationalisation Register, applications can only be considered from applicants who are holders of a Stamp 4. (*Please note the only exceptions to this are those students covered by DES Circular 0048/2015).* For further details, please contact the Institute office.

Garda Vetting
Garda Vetting is mandatory for the majority of Health and Leisure programmes in the school of Health & Leisure.

Maintenance Grant
Learners on Full-Time approved courses at the Institute are entitled to apply for Maintenance Grants from the Department of Education. The Grant is means tested. Learners should apply to SUSI, the online grant application system, through www.studentfinance.ie. Learners in receipt of the maintenance grant must pay all the usual costs of the course.

Guidance Counselling
The Institute provides professional Adult Career Guidance and a confidential Counselling service to all learners. The Guidance Counsellors provide advice on career and education options. The Guidance Counsellors are also available to help with other issues which arise all too often in the stressful world of today.
Students under the age of 18 require parental consent to access guidance counselling services at BIFE.

WELLBEING POLICY

SCOPE OF THIS POLICY

ETB Ireland states that: "Boards of management, school leaders and teachers play a central role providing leadership and direction in implementing a comprehensive and integrated approach to mental health promotion. Responsibility for mental health and well-being also rests with the wider school community."- ETBI, (2015)

In accordance with this, BIFE takes a whole-institute approach to well-being. The management team will work with all departments to facilitate promotion of wellbeing throughout the institute.

Wellbeing programme

The wellbeing of the whole community is enshrined in the BIFE mission statement and management take responsibility for promoting wellbeing. The BIFE wellbeing programme builds on substantial work previously taking place in the institute in support of students' wellbeing. This area of learning will make use of the institute's culture and ethos and commitment to wellbeing visible to students. It aims to work towards learning opportunities to enhance the physical, mental, emotional and social wellbeing of students. It will enable students to build life skills and develop a strong sense of connectedness to their college community.

CULTURE AND ENVIRONMENT

- Mission and Ethos

  - Each class group has a student class representative who provides a voice on the student's union. Institute senior management attend student union meetings and listen to student concerns with a view to improving institute culture and ethos.
  - Each student has a class tutor who is available to discuss concerns and listen to the student. Parents of students under 18 can arrange appointments with class tutors to discuss concerns and make suggestions.

- Institute classroom climate & culture

  - All class subject teachers share a role in BIFE for supporting learning for wellbeing in their subject area.

  - the relationship between academic success and wellbeing will be emphasised in classrooms by subject teachers.

  - There is a positive approach to discipline where issues are resolved with care, respect and consistency.

- Quality & use of college buildings & grounds

  -The college buildings, grounds, classrooms and work spaces are well maintained and appropriately furnished creating a welcoming, safe and warm environment. Horticulture/garden design courses design and develop outside areas of institute grounds. This allows students to have a stake in the college environment.

  -The building is accessible to all students and external doors/bathrooms have been modified to accommodate wheelchair users and other additional needs.

  -Students will have a say through the student's union in changes in building use. Past innovations include creation of a 'chill out area' on campus and flexible library opening times. Through these innovations indoor and outdoor space is provided to facilitate social interaction, physical activity and quiet time.

  -The indoor space displays the work, talents and accomplishments of the students. In addition to permanent displays of art work on the corridors and photographic displays of past students of the year, the college conducts an annual art, design and fashion show and theatrical/dance performances at the mermaid arts centre to showcase student work. Work is showcased in areas such as DJ techniques/sound engineering, music performance, dance, acting, art, fashion, media makeup, 3D game design, Film and TV production, garden design, furniture design, event management and culinary arts. Work is also showcased at major open day events throughout the year.

- Student 'Voice'
  -Systems are in place through the student's union, staff meetings and representatives on the Board of Management so that the voice of the student are heard and lead to improvements in institute culture and ethos. Students are actively encouraged to provide feedback for school improvement, through regular meetings between the student's union and management.

  -Systems are in place to ensure that the staff voice is heard through staff meetings at departmental level which allow heads of department to feedback to management, through the teacher's union and through staff representatives on the Board of Management.

CURRICULUM (TEACHING AND LEARNING)

- Students have a key role in planning and organising extracurricular program of clubs and societies. Students take the lead in planning, running and implementing clubs and societies in BIFE. The college offers a support structure to facilitate setting up and running a club or society including societies' fair, use of the college facilities and financial support. A student social committee, set up and run by students is active in the college.

• Cross curricular learning is encouraged throughout the college programmes. Teaching staff are given time as part of annual planning meetings to work together on joint projects. In many areas curricula are linked. Examples at the time of writing include:

• Planning supports

- Teachers in BIFE use varied teaching and assessment methods with a focus on developing active learning to promote full participation and achievement for all.
- The Special Needs Coordinator deploys resources based on individual additional needs.
- Teacher continuing professional development (CPD), sharing of learning and reflective practice is encouraged and facilitated through communities of practice. Staff are actively encouraged to align and share best practice in QQI modules taught by multiple teachers and time is allocated for staff to align briefs and marking schemes and internally verify each other's work in order to share best practice models.
- Many BIFE courses, including Social Care, Pre-Nursing, Psychology, Business Management, Healthcare Assistant, Tourism, Bar Management and Security Studies explicitly teach people skills and managing interpersonal relations as part of the curriculum.

POLICY AND PLANNING

The wellbeing of the whole school community is at the heart of all policies and plans. The principal ensures that consultation with staff and students is undertaken when developing, reviewing and updating institute policies and that policies are made available to staff and students through the staff/student handbook.

Policies relating to wellbeing include:

- Conduct and Behaviour policy
- Critical Incident policy
- Punctuality and attendance policy
- Payment of Maintenance grant policy
- Learner review policy
- Compassionate consideration policy
- Reasonable accommodation policy
- Cross moderation policy
- Teaching and learning policy
- Anti-Bullying policy
- Self-evaluation policy

The institute has an established system for gathering information on students at the point of entry to the college. On application and during admissions relevant information is gathered in line with GDPR. Student confidentiality is respected and staff follow college guidelines in sharing confidential information. Records about individual students are stored securely. CPD is offered to ensure that all teachers have the necessary training to promote wellbeing on a whole class basis. Staff are encouraged to share expertise and learning gathered from CPD.

Reports from external professionals are used as part of provision of small group supports. In the event of a critical incident staff are assigned tasks of identifying vulnerable students and bringing them to the attention of management.

Courses in BIFE are subject to an internal verification process to ensure standards and quality of curriculum delivery.

Students experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all.

All BIFE courses are externally moderated and staff receive feedback on quality of assessment processes.

BIFE incorporates wellbeing promotion into whole school policies and practices.

RELATIONSHIPS AND PARTNERSHIPS

• Relationships between teachers and students are characterised by openness, respect and listening.

•Community links are active through fundraising activities for local organisations, cake sales and sales of work. Recent activity at the time of writing included work with Five Loaves homelessness charity and seal, donkey and hedgehog sanctuaries.

• Relationships and partnerships are supported through a range of formal and informal structures- the student council, staff mentoring for newly appointed staff, working groups for subject areas, staff social events and the college website and newsletters.

• The views of students are sought, listened to and respected.

• Progress meetings are held with students during the year to give and receive feedback on how the student is doing.

• Staff receive recognition and support from management.

• Staff members are aware of the employee assistance service.

• The institute promotes professional networks for principals and subject teachers.

• The institute has links with external support services such as the State Examinations Commission, the National Council for Special Education and the Further Education Support Service.

• Partnerships are established for direct entry pathways for progression to Institutes of Technology with Waterford I.T., IADT, Tallaght IT, TU Dublin and Carlow I.T.

• Students have access to qualified Guidance Counsellors to support their personal, social, educational and career development, and at moments of personal crisis.

• BIFE attaches a high value to support networks for Guidance Counsellors and Special Educational Needs teachers.

WELLBEING CURRICULUM

•The BIFE wellbeing curriculum aims to make the institute's culture and ethos and commitment to wellbeing visible to students.

• It aims to enable students to build life skills and develop a strong sense of connectedness to BIFE and to their community.

'Formal' wellbeing relates to the timetabled weekly curriculum delivered through classes. 'informal' wellbeing relates to extracurricular and cross-college activities undertaken by the institute community. These are subject to change but below are detailed activities at the time of writing

FORMAL

• Formal wellbeing work is embedded in individual class curriculum plans

• Personal tutors are available for one class period per week to address student concerns and offer personal support.

INFORMAL

• Student led clubs and societies form a core part of the BIFE wellbeing program. At the time of writing these included: Basket Ball club, Couch to 3K, DJ Society, Film Club, Healthy Heart society, Kick Fit, Pool Club, Performing Arts society, Rock Climbing club, Skiing club, Strength and Conditioning (Introduction) society, Surfing club, Table Top Games club.

• Fresher's week in October: promotion of community ethos through fun activities across the college, including dance and acting performances, bouncy castles, table tennis, free head and shoulder massage, DJ sets etc.

• Mental health day in December with stands promoting different aspects of mental health and 'phone free tea'- a free tea/coffee morning where students turn off mobile devices and talk to each other.

• Wellbeing talk run by events management group in November in conjunction with community groups (for example, the topic for 2019 was 'brain health' with 'Age Action Bray')

• Information presentations run by the BIFE guidance service in the autumn term.

• Mindfulness practical workshops run by the guidance service in spring term.

• Buffet and waiter service lunches throughout the year where staff and students are offered free food as part of a culinary arts

skills demonstration and invited to sit and eat with staff or students they wouldn't usually interact with socially.

AREAS FOR DEVELOPMENT

BIFE is working towards development in the following areas:

-Increasing access to the gym and sports facilities for all students and staff.

-Developing the Guidance and Counselling team to further meet student need.

-Developing Learning Support tutor training to further meet student need.

POLICY ON GDPR

General Data Protection Regulations 2018:
Under the GDPR Legislation, BIFE acts as a constituent College of KWETB.
Students are required to authorise KWETB to process their personal data relating to their course place at the College.

STUDENT DATA PROTECTION STATEMENT:

Personal Data on this Form:
Bray Institute of Further Education/KWETB is a data controller under the Data Protection Acts, 1988, 2003 and 2018. The personal data supplied on this Data Protection Statement is required for the purposes of:
- student enrolment
- student registration
- allocation of teachers and resources to the Institute
- determining a student's eligibility for additional learning supports and transportation
- examinations
- Institute administration
- child welfare (including medical welfare)
- to fulfil our other legal obligations

Data Protection Policy:
A copy of the full Data Protection Policy can be obtained from the Institute or on the KWETB Website, and you and your child should read it carefully. When you apply for enrolment, you will be asked to sign that you consent to your data/your child's data being collected, processed and used in accordance with this Data Protection Policy during the course of their time as a student in the Institute. Where the student is over 18 years old, they will be asked to sign their own consent to this.
We rely on parents/guardians and students to provide us with accurate and complete information and to update us in relation to any change in the information provided. Should you wish to update or access your/your child's personal data, you should write to the Institute principal requesting an Access Request Form.

School Contacting You
We would like permission to contact you by SMS/text message or to call you on the telephone numbers provided and to send you email/ regular post for all the purposes of:

➢   Meetings

➢   Institute Events

➢   Open days/Sports days

➢   To notify you of Institute closure (e.g. where there are adverse weather conditions)

➢   To notify you/your child of non-attendance/late attendance or other conduct related issues.

➢   To communicate with you in relation to your/your child's educational progress

➢   *To contact you in the case of an emergency.

➢   Other Institute administration related matters

Tick box if "yes" you agree with these uses
I agree for the Institute/centre to contact me in the form of phone/landline call, SMS texts and/or email messages/regular post regarding the purposes as listed above.

*Please note: *Bray Institute of Further Educationl/KWETB* reserves the right to contact you in case of an emergency relating to your child, regardless of whether you have given your consent.

While the information provided will generally be treated as private to *Bray Institute of Further Educationl/KWETB* and will be collected and used in compliance with the Data Protection Acts 1988, 2003 and 2018, from time to time it may be necessary for us to transfer your personal data on a private basis to other bodies for the purposes of:

- student enrolment

- student registration

- allocation of teachers and resources to the Institute

- determining a student's eligibility for additional learning supports and transportation

- examinations

- Institute administration

- Student welfare (including medical welfare)

- to fulfil our other legal obligations.

- Other ………………………….(specify if any and remove)

STUDENT DATA PROTECTION STATEMENT:

Shared with:
Department of Education & Skills, Department of Social Protection,

An Garda Síochána, Health Service Executive, Tusla (CFA), Social workers
Medical practitioners, National Educational Welfare Board,
National Council for Special Education, Special Education Needs Organisers

National Educational Psychological Service, or (where the student is transferring) to another school/Institute). City & Guilds, QQI, Pearson Education (BTEC), Accounting Technicians Ireland (ATI), SOLAS
International Academy of Travel (IAOT), International therapy Examining Council (ITEC), Institute of Technology Tallaght (ITT) and other related IOT's

Photographs of Students: The Institute maintains a database of photographs of Institute events held over years. It has become customary to take photos of students engaged in activities and events in the interest of creating a pictorial as well as historical record of life at the Institute. Photographs may be published on our Institute website or in brochures, yearbooks, newsletters, local and national newspapers and similar Institute related productions. In the case of website photographs, student names will not appear on the website as a caption to the picture. If you or your child wish to have his/her photograph removed from the Institute website, brochure, yearbooks, newsletters etc. at any time, you should write to the Institute principal.

Consent
Your/ your child's photograph or video image may be taken and included/used for items such as
Institute Website, Institute Social Media Pages (e.g. Facebook page)
Year Books, Institute Brochures, Institute Newsletters, Institute Prospectus
Institute Diaries, Match Programmes and Reports, KWETB Publications,
KWETB Website, Print Media, Institute Events

I consent to the use of my/ my child's photograph or video image as listed above
I do not consent to the uses of my /my child's photograph or video image listed above

I understand that I can withdraw my consent at any time by writing to Bray Institute of Further Education

I understand my rights under Data Protection Legislation, as outlined in our Data Protection Policy.

Name of Student: _____
(BLOCK LETTERS)

Course-Title:_____Course-Code:_____

Signed: _____
            Student (or Parent/Guardian/where student is under 18)

FETCH GUIDE FOR LEARNERS AND APPLICANTS -

Applying Online for a Course Using
www.fetchcourses.ie

35

Before you begin, you will need your PPSN, your type of Social Welfare Payment and your Medical Card number (if relevant).

1. Create a new email address or open your existing personal email in browser.

2. Keep your email open and open a new tab in the browser and type in www.fetchcourses.ie

3. If you are already registered on www.fetchcourses.ie, sign in with your email address and password then proceed to step 7.
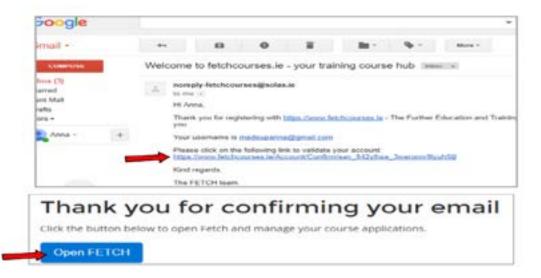
4. If you are not yet registered on www.fetchcourses.ie, click 'Register'.
Fill in all required details, choose a password you will remember and keep it safe, read and accept Terms and Conditions and follow the instructions on the captcha. Click 'Register'

5. You will then need to go to your email and click the link sent from 'noreply-fetchcourses@solas.ie' to confirm your email. If you cannot find the email, check in your 'Clutter' or 'Other' folder.

6. This will bring you to your own Fetch dashboard/screen

7. Select My Details tab and click the Edit button, fill in all required information.

8. It is important to fill in your details in each tab - by clicking on 'Social Welfare', 'Education' and 'My Status'. The Edit button should be clicked to enter your details, it is important to click 'Save' in each section before moving to the next. The 'Further Details' will not be required until you start on the course, and it is optional to complete. If you have already started the course, you can fill in these details now if you choose to.

9. When completed sign out of Fetch account (top right-hand corner) and sign out of your email.

10. Once the College/Centre has accepted and verified your application, you can check the status of your application online by logging into your Fetch account and clicking 'View All My Applications'.

11. You can log into www.fetchcourses.ie anytime in the future to update your details, apply for other courses or check the status of course applications.

CITING AND REFERENCING

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

The acknowledging of other people's work is known as citing. The source of all documents that are quoted from, paraphrased, summarised or referred to in any way must be acknowledged regardless of the format (print, non printed, electronic, internet, powerpoint presentations)

Plagiarism

Plagiarism is one of the most serious problems in third level education today . Learners who produce academic work **in any format** must acknowledge the sources of the information that have used or knowledge that they have gained in order to produce the work.

Plaigiarism includes:

Submitting another persons work as your own

Copying and pasting words or phrases from the internet

Replacing selected words from a passage or sentence

Piecing together sentences and phrases from many sources

Buying assignments on the internet.

Referencing

References should be cited twice in any piece of work.

1. At the point in the document where another source of knowledge is relied upon. This is an in text citation.

2. In a bibliography or reference list at the end of your work.

The two most well known techniques of referencing correctly are the Harvard system and the APA system. The Harvard system is probably the most widely recognised.

The Harvard System

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

1. In the body of the text of your essay/document. This is called in-text citation.

2. In the Reference List or Bibliography at the end of the document.

In-Text Citation

Direct Quotation:

This is where you take the words directly from a source, without changing anything, and where **you must use quotation marks**. When quoting directly from another author you must give the author, year and page and ensure that the full reference is given in the reference list. Normally quotations should be enclosed in **single** inverted commas in the text.

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

When learners use quotes from texts or websites it is important that they comment on the quotes directly underneath. For example; What Kotler seems to be saying is...

Paraphrase:

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

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

OR

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

In-Text Citation: Work Written by More Than One Author. If there are two or three authors, all are included in the citation.

For example: Ferguson and Clark (1990)

If there are four or more authors, the usual practice is to use et al. (the Latin abbreviation for "and others").
For example: Murphy et al. (2000)

In-Text Citation: No Author Given
If the work is a newspaper article, the name of the newspaper replaces the author:

It was reported (Irish Times 8th June 2003, p.14)...

In-text Citation: Websites
DIT states that referencing lists should be in alphabetical order. (Dublin Institute of Technology 2012).

OR (when quoting from an online article or pdf file)
Cao states that 'readers must have access to the most up to date information' (Cao 2001, p14)

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

Your reference list should be in alphabetical order by surname of the author, followed by the first name or initials as given in the work cited. The rules are outlined below along with a number of examples.
1. No punctuation after initials or date
2. Multiple authors are joined by and as opposed to &
3. Book and Journal names are in title case (i.e. Capitals are used for the first letters of the Key words of the title)
4. Book and Journal names are given in italics
5. Commas separate publishing elements
6. Edition is given without brackets or punctuation
7. Publisher is followed by place of publication

Referencing a Book: Kotler, P (1994) Marketing Planning Management: Analysis Planning and Control, 8th ed, Prentice Hall, New York.
Where first edition, or none specified: Tiernan, S (1996) Modern Management: Theory and Practice for Irish Learners, Gill and Macmillan, Dublin.
Referencing a Book with Multiple Authors: Blattberg, R C, Glazer, R and Little, J D C (1994) The Marketing Information Revolution, Harvard Business Press, Boston.
Referencing an Article - Referencing an Article from a Print Journal: An article reference should include the volume number, issue number and page numbers of the article. For example: Marcus, A and Gould, E W (2000) Crosscurrents: Cultural Dimensions and Global Web User-Interface Design. ACM Interactions, 7(4), 33-46
Referencing an Article Retrieved Electronically: Schoenberger, C H (2006) Trading Places. Forbes, 178(12), 174-76. Available from Business Source Premier [Accessed 7 December 2007].
Referencing a Newspaper Article: Newspaper or magazine articles are treated similarly to periodicals except that it is normal to precede the page numbers with the abbreviation p. or pp. as appropriate. For example: Myers, K (2000) The Youth of Today. Irish Times, 11th March, p.14.
Referencing Lecture Notes: Many lecturers believe that you should not cite references from your lecture notes – you should instead consult sources such as text-books, etc. However, if you are citing something from your lecture notes: Duggan, R (2011) Motivational Theorists, Business Management, BIFE, Bray, on 4 December 2011.
Referencing Electronic Works - Referencing a Page on a Website: Cao, L (2001) Designing for Overseas Chinese Readers: Some Guidelines [Online]. Available: http://eserver.org/courses/s01/tc510/adaptivity/cao/cao1.html [Accessed 29 November 2007]
Referencing an Email: Jagielka, P (phil.jagielka@bife.ie), 8 December 2011. Re: Referencing and Citing. Email to Duggan, R (ron.dugg@bife.ie).

Reference:
Dublin Institute of Technology (2012) Mature Learners citing and Referencing (online), Available: http://www.dit.ie/study/mature/ support/academic/citing/ (Accessed 21 August 2012)