



**Templemore College**  
Educating with Respect

# CÉIM EILE

## *Learner Induction Handbook*

*A Youthreach Progression Programme under the  
Tipperary Education & Training Board.*

*Templemore College*

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**etb**

Bord Oideachais agus  
Oiliúna Thiobraid Árann  
*Tipperary Education and  
Training Board*

*Céim Eile aims to promote a learner centered learning environment which inspires and encourages young people towards each stepping stone in life.*

### **Message from Coordinator**

I would like to welcome you to Céim Eile and Templemore College.

We have a high standard of education here in Céim Eile and offer learners a Level 3 General Learning Award and a Leaving Certificate Applied.

We have a great history in providing high quality education catering for individual needs and preparing young people for the world of opportunities post secondary education. Our success rate for learners progressing to Further Education and/or employment is very high and is an area that we pride ourselves on.

Our staff work together in ensuring the education and learning experiences learners gain are of a very high quality. We are well known for our pastoral care approaches and learners are really taken care of here. We have a Counselor, Advocate and two fulltime resource persons as well as many external agencies that support, help and guide our learners in all areas of their educational, vocational, social & personal development.

The relationship between learners and class tutors is fostered throughout the year and learners feel they have someone they can go to who can directly help them in whatever way they need. Although we confidently focus on the traditional virtues of good behaviour, respect, self-discipline and hard work, we have a huge reputation for looking after our learners.

Our Advocate is available in person to all learners on Mondays and Fridays every week. They are available by phone at all times. They provide a safe and confidential environment for all Learner meetings/interviews while building a professional and trusting relationship, allowing them to explore their qualities, skills and self-awareness. They support and guide learner's with their work experience and progression path. They also carry out continual goal setting and review with Learners, addressing barriers which may arise or are causing difficulty for them and address as appropriate.

Our Counsellor is available to all learners on Tuesdays and Thursdays. He meets with each learner regularly throughout the year. He is available to all learners who may be experiencing challenges in their life or emotional upsets. He provides a personal confidential space for learners where they can talk, discuss or maybe even focus on developmental training, such as assertiveness, mindfulness, stress management, goal setting, etc.

Learners on the programme obtain work experience and over the course of the two years gain experience in varying work placements.

Our centre offers a good selection of activities and extra-curricular opportunities outside of the classroom some of which includes; Gym, Pool, Badminton, Tennis, Orienteering, Pitch & Putt, visiting speakers, specialised courses, graduation evening, parents evening and group activities. All Learners engage in the Gaisce Award and the WorldWide Global Schools (WWGS). We also have social, educational and cultural trips at various times throughout the year.

Education is about the whole person and here at Céim Eile we aim to nurture the academic and the non academic side ensuring young people get the opportunity to fully develop as they enter life as an adult. We believe that each person has the ability to achieve their full potential. As a learner in Céim Eile you are being given the opportunity to discover what your potential is and to work towards achieving it. This may mean that you have to make choices that will challenge you or that you may have to be challenged into new ways of thinking and doing. You will also be encouraged to be actively involved in accepting responsibility for your own learning.

We are proud of the success that our learners achieve, the support we give our learners, and the excellent facilities available in Céim Eile. It is important that you have a safe and enjoyable working day with us and it is with this in mind that we provide you with the following information and guidelines for the Centre and Templemore College.

As Coordinator, I am proud to be a part of this community. I am proud of the staff that brings it all together, I am proud of the learners that we work with everyday and I greatly value the role that parents have in the life of Céim Eile. If you feel that you would like more information then please make contact with me at any time.

David Young

Céim Eile Youthreach Coordinator

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## **The Centre and the College**

Céim Eile is housed in a building made up of 3 centres: a Post Leaving Cert or Further Education College, a Back to Education Initiative (BTEI) and a Youthreach centre (Céim Eile). Together we are called Templemore College of Further Education.

TCFE provides courses for learners with a wide variety of needs – from those who are early school leavers, to those leaving secondary school who want to prepare for third level, to those who are training for employment, to those who are returning to education after a long gap. Céim Eile offers two courses:

- ⇒ The Leaving Certificate Applied
- ⇒ QQI Level 3 General Learning

## **The Youthreach Programme**

Youthreach is an important part of the National Programme of second-chance education and training in Ireland. The programme is directed at unemployed young early school leavers aged 15-20. It offers participants the opportunity to identify and pursue viable options within adult life and provides them with opportunities to acquire certification. Youthreach is funded by the Exchequer under the National Development Plan (NDP). Céim Eile, Youthreach Progression Programme operates under the auspices of Tipperary Education & Training Board, and in accordance with the regulations of the Department of Education and Science.

*“Youthreach is co-funded by the Government of Ireland, the European Social Fund and the Youth Employment Initiative as part of the ESF Programme for Employability, Inclusion and Learning 2014-2020.”*

## **Mission Statement**

‘Céim Eile aims to promote a learner centre learning environment which inspires encourages young people towards each stepping stone in life.’

Céim Eile aspire to develop an open, inclusive, respectful and collaborative learning community which facilitates personal growth, inspires a love of learning and encourages each person to optimise their own potential in all aspects of their lives.

## **Aims**

Céim Eile aim to provide equal opportunities for all to explore, grow and develop their true potential through learning programmes appropriate to their needs in a safe, respectful and constructive environment.

We also provide learners the opportunity to develop knowledge, skills and confidence, which will enable them to progress towards further education and / or employment.

## **Programme**

The programme for a learner is, in general, a minimum of 2 and maximum of 3 years long. It operates 209 days in an academic year and 28 to 35 hours per week. The programme usually begins on the third week of August and finishes the third week of July each year. A calendar of events is handed out on the first day of programme during induction. There is also a summer programme which commences on the first Tuesday in June and runs for five weeks. This is preceded by two weeks work experience.

## **Courses on Offer**

As a learner in Céim Eile you will have the opportunity to participate in the following courses:

- ⇒ **QQI Level 3**
- ⇒ **Leaving Certificate Applied**

### QQI Level 3

What is QQI General Learning Level 3?

This is a course that enables learners to develop the relevant knowledge, skill and competence to use a range of skills and tools, under direction and with limited autonomy, in familiar situations. It enables the learner to participate in and contribute to modern society and allows for progression to further education or training.

What subjects/modules are offered?

All learners will take the majority of following subjects:

- ⇒ Communication
- ⇒ Personal & Interpersonal Skills
- ⇒ Mathematical Applications
- ⇒ Word Processing
- ⇒ Spreadsheet - Excel
- ⇒ Art and Craft
- ⇒ Woodwork
- ⇒ Basin Skills
- ⇒ Horticulture - Vegetable Growing
- ⇒ SPHE & Activities to include Gaisce, Sport, Games, Projects, etc.

How is the QQI Level 3 graded?

Successful or Referred

- ⇒ Successful indicates that the learner has achieved all the learning outcomes, within a narrow range of predictable and structured contexts
- ⇒ Referred indicates more learning is required to enable satisfactory achievement of one or more learning outcomes

In what way is the QQI Level 3 assessed?

The course is made up of different subjects/modules. In each module, learners have to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes. They are required to complete different assessment (s) as set out in each module. Assessments are made up of different instruments. These instruments consist of:

1. Assignments
2. Portfolio/Collection of Work
3. Projects
4. Skills Demonstrations
5. Learner Records
6. Examinations

## **Leaving Certificate Applied.**

What is Leaving Certificate Applied?

It is a two year Leaving Certificate available to learners who wish to follow a practical Leaving Certificate programme with a vocational focus.

The learning experiences are active and practical where learners apply their knowledge, skills and experience to real life situations in the school, in the workplace and in the wider community. It provides a wealth of opportunities which enhance the self esteem and confidence of learners.

What subjects are offered in Leaving Certificate Applied?

All learners the following subjects:

- ⇒ Vocational Preparation and Guidance
- ⇒ English and Communication
- ⇒ Mathematical Applications
- ⇒ Information and Communication Tech.
- ⇒ Arts Education
- ⇒ Social Education
- ⇒ Gaeilge Chumarsáideach
- ⇒ Modern Language—French
- ⇒ Leisure and Recreation
- ⇒ SPHE & Activities to include Gaisce, Sport, Games, Projects, etc.
- ⇒ Elective Modules - Childcare & Horticulture

Learners must also complete two specialist vocational subjects. These Vocational Specialisms develop specific skills and knowledge relevant to a range of careers.

Céim Eile offer Information and Communication Technology and a choice of either Graphics and Construction Studies or Hair and Beauty.

Subjects are designed on a modular basis and each module is thirty hours duration. Learners must take a total of 44 modules to complete the course.



In what way is the course assessed?

The two-year course consists of four half-year blocks called sessions. Each year is divided into two sessions (September to January and February to May).

Assessment is continuous throughout the course and takes place on the completion of modules and practical activities that allow the learner to integrate the learning from different courses. There is also a final examination.

Continuous assessment

- ⇒ Achievements are credited in each session through completion of Key Assignments.
- ⇒ Learners are required to complete seven Learner Tasks over the course of the two years on the programme

Examination

The final examination must be taken in the following areas:

- ⇒ English and Communication
- ⇒ Mathematical Applications
- ⇒ Social Education
- ⇒ Two vocational specialisms - Information and Communication Technology and a choice of either Graphics and Construction Studies or Hair and Beauty
- ⇒ Language - Irish and French

There are written and oral examinations in all languages.

There are practical examinations in the vocational specialisms.

The written examinations take place in June, at the same time as the examinations for the established Leaving Certificate.

What are Credits?

As learners complete and submit their coursework they are awarded what is called 'credits'. These credits total 200 which are awarded as follows:

62 credits	31%	Attendance and Key Assignments
70 credits	35%	7 Learner Tasks (project work)
68 credits	34%	7 Final Examinations
<hr/>	<hr/>	<hr/>
<b>200 Credits</b>	<b>100%</b>	<b>Total</b>

## Leaving Certificate Applied continued

How is the LCA graded?

Learners who successfully complete the programme are awarded a Leaving Certificate from the Department of Education and Science. The certificate is awarded at three levels:

<i>Level</i>	<i>Marks (Credits) Required</i>
Pass	60-69% (120-139 credits)
Merit	70-84% (140-169 credits)
Distinction	85-100% (170-200 credits)

Candidates who get less than 60% (120 credits) or who do not complete the course, are awarded a Record of Experience.

### Also on Offer

- ⇒ Learners complete an on-line Level 2 and 3 modules through NALA -Writeon (subject to NALA acceptance criteria)
- ⇒ Gaisce (President's Award)
- ⇒ Task classes are provided by our Resource Staff which offer extra support for learners in the areas they find difficult
- ⇒ Guidance, Counseling and individual learning support are included in the programme
- ⇒ External agencies are very much involved and available and support learners while on the programme. Some examples include; first aid, manual handling, sexual health training, mental health, alcohol and substance misuse, family support, anger management, personal and social development, interview prep and personal safety, among others

At the end of each academic year you will be asked to evaluate the contents of the programme and the course you are studying and how we could make it better. We appreciate any input or ideas you may have to help us deliver our programmes more successfully.

## **Childcare Support**

The Childcare Education and Training Support (CETS) programme operated by the Department of Children and Youth Affairs supports learners and trainees participating in certain SOLAS and ETB further education and training programmes, including Youthreach.

Under the CETS programme, qualifying learners and trainees can avail of childcare places at a manageable fee in day care services across the country, including those operated by ETBs, for the duration of their courses.

## **Crèche**

St Sheelan's Crèche is available on site. There is a minimum charge. Application to the crèche and queries about prices and times has to be made separately to the Crèche Manager. The Coordinator will create that link for you.

## **Transport**

Transport for learners to Céim Eile is available from a number of locations in the North Tipperary area. This is subject to availability and costs. Where private transport is provided, travel allowances are deducted from learners who avail of it and this is used to cover the cost of hiring the bus.

Learners must at all times comply with the instructions of the bus driver. Failure to comply with the instructions of the bus driver may result in a learner being refused permission by the bus operator to travel on the bus. Any damage caused to the bus may have to be paid for by the offending learner.



## Child Safeguarding Statement Templemore College and Céim Eile

**Templemore College and Céim Eile** provides Leaving Cert. Applied, PLC, and Back to Education Initiative. Some of the students participating on these programmes are under 18 years of age. As a result and in accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Child Protection Procedures for Primary and Post Primary Schools 2017 and Túsla Guidance on the preparation of Child Safeguarding Statements, the Board of Management of **Templemore College and Céim Eile** has agreed the Child Safeguarding Statement set out in this document.

The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post Primary Schools 2017 as part of this overall Child Safeguarding Statement

1. The Designated Liaison Person (DLP) is Michéal Lenihan.
2. The Deputy Designated Liaison Person (Deputy DLP) is David Young.

The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and activities. In its policies, procedures, practices and activities, the College will adhere to the following principles of good practice in child protection and welfare:

The school will:

- ⇒ recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations
- ⇒ fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children
- ⇒ fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters
- ⇒ adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect
- ⇒ develop a practice of openness with parents/guardians and encourage their involvement in the education of their children
- ⇒ update its Information and Communication Technology (ICT) Acceptable Usage Policy
- ⇒ fully respect confidentiality requirements in dealing with child protection matters

The school will also adhere to the above principles in relation to any adult student with a special vulnerability.

The following procedures/measures are in place:

In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission, or circumstance in respect of a child attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the Child Protection Procedures for Primary and Post-Primary Schools 2017 and to the relevant agreed disciplinary procedures for College staff which are published on the DES website.

In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016 and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the DES and available on the DES website.

In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school:

- ⇒ Has provided each member of staff with a copy of the school's Child Safeguarding Statement
- ⇒ Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
- ⇒ Encourages staff to avail of relevant training
- ⇒ Encourages Board of Management members to avail of relevant training
- ⇒ The Board of Management maintains records of all staff and Board member training.

In relation to reporting of child protection concerns to Túsla, all school personnel are required to adhere to the procedures set out in the Child Protection Procedures for Primary and Post-Primary Schools 2017, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.

In this College the Board has appointed the above named DLP as the "relevant person" (as defined in the Children First Act 2015) to be the first point of contact in respect of the child safeguarding statement.

All registered teachers employed by the school are mandated persons under the Children First Act 2015.

In accordance with the Children First Act 2015, the Board has carried out an assessment of any potential for harm to a child while attending the College or participating in school activities. A written assessment setting out the areas of risk identified and the school's procedures for managing those risks is attached as an appendix to these procedures.

The various procedures referred to in this Statement can be accessed via the school's website, the DES website or will be made available on request by the College.

This statement has been published on the College's website and has been provided to all members of school personnel, the Parents' Association (if any) and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Túsla and the Department if requested.

This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.

8 This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement was reviewed by the Board of Management on 26/10/23

Signed: Michael Breen

Chairperson of Board of Management

Date: 26/10/23

Signed: Michael Lenehan

Principal/Secretary to the Board of Management

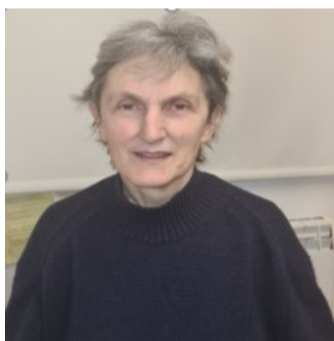
Date: 26/10/23



**Micheál Lenihan**  
**College Principal**  
**DLP - Child Protection**



**David Young**  
**Céim Eile Coordinator**  
**DDLP - Child Protection**



**Marian Ryan**  
**Resource Person**



**Donal Coonan**  
**Resource Person**



**Corina Mullally**  
**Resource Person**

## **Staff**

The Centre is staffed by a coordinator, one assistant coordinator, a fulltime resource person and a number of part-time resource persons and tutors. There is a SOLAS Advocate on-site to support learners with work experience and a counselor is available at designated times to meet with learners. A feature of the College is that there are specialist tutors with a wide range of experience that teach in PLC and we are fortunate enough to also have them teaching in Céim Eile.



## **Céim Eile Policies & Procedures**

The following policies are implemented in Céim Eile:

- ⇒ Alcohol, Tobacco and Drug Use—Substance Use
- ⇒ Acceptable Use of Computers
- ⇒ Access, Transfer & Progression
- ⇒ Admissions
- ⇒ Assessment of Learners
- ⇒ Attendance
- ⇒ Anti-Bullying (Cínealta) and Sexual Harassment
- ⇒ Centre Trips
- ⇒ Code of Behaviour
- ⇒ Computer Usage Policy
- ⇒ Child Protection & Safeguarding
- ⇒ Communications
- ⇒ Critical Incident Plan
- ⇒ Equality
- ⇒ Literacy
- ⇒ Health & Safety
- ⇒ Initial Induction Assessment
- ⇒ Mental Health & Wellbeing
- ⇒ Mobile Phones
- ⇒ Signing-In and Signing-Out
- ⇒ Special Education Needs
- ⇒ SPHE & RSE
- ⇒ Transport

This list is not exhaustive and policies (including new ones) are always created, reviewed, updated and on-going.

These policies are available from the coordinator upon request.

## **Child Protection**

In December 2017, the Department of Education and Skills informed school management authorities that the 'Child Protection Procedures for Primary and Post-Primary Schools 2017' has been developed and the purpose of these procedures is to give clear direction and guidance to school authorities and to school personnel in relation to meeting the statutory obligations under the Children First Act, 2015 and in the continued implementation within the school setting of the best practice guidance set out in the updated Children First: National Guidance for the Protection and Welfare of Children 2017.

These procedures apply to all recognised primary and post-primary schools and to all members of school personnel.

Céim Eile Child protection policy has been jointly developed with Templemore College in accordance with the Department of Education and Skills Child protection procedures for Primary and Post Primary Schools. As part of the policy this service will endeavour to follow the children first Guidance 2017 and Children's First Act 2015 and DES procedures schools.

In line with these procedures Céim Eile have;

1. carried out staff continuing professional development (CPD) to support the implementation.
  - ⇒ outlined the statutory obligations that apply to all registered teachers as mandated persons under the Children First Act, 2015.
  - ⇒ outlined the reporting procedures to be followed by all school personnel
2. carried out a Child Safeguarding Risk Assessment
3. developed a Child Safeguarding Statement
4. appointed the Designated Liaison Person (DLP) and the Deputy Designated Liaison Person (DDLp)

**The following is some important information with regards to Child protection and safeguarding:**

The role of the DLP:

- ⇒ Provide information and advice on a child protection or welfare concern.

*DLP and their role:*

Designated Liaison Person (DLP) – **Micheál Lenihan, College Principal**

The role of the DLP:

- ⇒ Provide information and advice on a child protection or welfare concern.
- ⇒ Receive and consider child protection concerns
- ⇒ Make formal referral and reporting
- ⇒ Liaise with Community services or An Garda Síochána and other agencies as appropriate.
- ⇒ Manage confidential records
- ⇒ Inform parents/carers about any child protection and welfare concern particularly if a call or report has been made
- ⇒ Advise the college on child protection training needs

*DDLp and their role:*

Deputy Designated Liaison Person (DDLp) – **David Young, Céim Eile Coordinator**. He is responsible for performing the DLP's responsibilities if he is unavailable or in his absence.

*Child*

A child can be considered a person under the age of 18 or those over 18 that would be considered vulnerable.

*Mandated Person*

Under the children First guidance 2017 (revised 2023) a mandated person means a person who is specified in schedule 2 of the children's first Act 2015 and includes all teachers.

- ⇒ Mandated Persons are required by law to report in writing to Tusla, serious concerns in relation to child abuse or neglect.

*Tusla*

Tusla is the Child and Family Agency that has primary responsibility to promote the safety and well-being of children.

*An Garda Síochána*

An Garda Síochána also have statutory responsibilities for the safety and welfare of children.

## **Attendance**

Learners should attend the centre regularly, unless prevented from doing so by illness. The college is open from 8:30am and closes at 5pm from Monday to Friday. The centre hours for learners are 9:00 to 4.10pm every day except Friday where you will finish at 1.30pm. Breakfast Club is timetabled from 9.00am to 9.10am for learners to have breakfast, tea and / or coffee before classes begin at 9.20am. Morning break is from 11.10am to 11.30am. Learners are allowed to go to the shop at morning break but must return to canteen. Lunch begins at 1.30pm and finishes at 2.10pm. Learners (Over 18 and Under 18 with parent/guardian permission) can leave the centre during this time but must return to the canteen before 2:05pm. Learners not departing the centre at 4:10pm when classes finish, must inform either the Coordinator or Assistant Coordinator.

An attendance record of 90% is expected and required from all learners. This attendance is mandatory for the Leaving Certificate Applied and is subject to inspection from the Department of Education. Learners should attend all classes on time and they will not be paid for time spent in the Centre that is out of actual class and is without permission.

Please sign-in when you arrive (on the attendance sheet supplied), do not sign-in for anybody else and remember if you do not sign-in, you will not receive your allowance for that day. Each class tutor will also take a class roll. If you are not in class, this will be noted and the necessary deductions will be made from your allowance.

The Coordinator or Assistant Coordinator must be notified if a learner decides to leave the centre early, regardless of their age. Learners should not leave the centre without permission or absent themselves from any activity during centre hours. A learner who leaves the Centre without permission will automatically be suspended without pay.

See Attendance Policy for more info.

### **Illness/Absence**

We do not expect you to attend the centre if you are ill. However, if you do feel unwell you must contact or have your parent/guardian contact the centre before 10.00am.

### **Sick leave**

Learners are required to submit a certificate from their doctor in respect of all illness-related absences of 3 or more days, unless the Coordinator is satisfied that there are exceptional circumstances, details of which he will record.

### **Certified Sick Leave**

Learners are entitled to claim up to 7 full days certified sick leave during each academic year (only 2 days in any one week). This may be claimed in respect of full or half days. For any certified absences in excess of this a deduction of training allowance will be made.

### **Uncertified Sick leave.**

Learners are entitled to claim up to 3 full day's uncertified sick leave during each academic year. This may be claimed in respect of full or half days. Explanatory letters from learners must be given and a form must be filled (For any illness related absence in excess of this, a deduction of training allowance should be made.

### **Procedure for Illness/Absence**

In the event that a learner is absent, the following procedure should take place:

- ⇒ A phone call, text, email or WhatsApp from Learner, Parent or Guardian to the Coordinator before 10.00am
- ⇒ Where a learner is absent for five or more days without explanation, a phone call or text will be made from coordinator
- ⇒ If after 10 days, unauthorised absence continues, a letter will be sent out and after 15 days, a meeting with learners and parents/guardians will be organised to address the situation
- ⇒ Where a learner is absent for 20 days, without satisfactory explanation, s/he will be deemed to have opted out of the course and can be terminated from the programme
- ⇒ Further details of this procedure is available from our attendance policy on the college website or from the coordinator.

Staff will review the continuing education of a learner who is persistently absent due to illness or injury.

### **Maternity Leave**

The Department of Education and Science who funds the Céim Eile Youthreach Programme make no provision for paid maternity leave. However, Tipperary ETB Committee may approve unpaid maternity leave of the statutory duration to learners. This entitlement is subject to the learner:

- ⇒ Notifying Centre Coordinator in writing of their intention to take maternity leave as soon as it is reasonably practicable but not later than 4 weeks before the maternity leave
- ⇒ Producing a medical certificate confirming the pregnancy and giving the expected date of when you will be absent

A learner must take her maternity leave at least 2 weeks before the due date and the leave must end not earlier than 4 weeks after the due date. Learners are entitled to paid leave for antenatal and postnatal care. The learner must provide evidence of each appointment in the form of an appointment card.

### **Payment of Weekly Allowance**

Once a learner commences on the programme, s/he will receive an age appropriate training allowance and are not allowed to receive unemployment assistance or unemployment benefit payments from their social welfare office. Payments will not be made to any learner who has not lodged the appropriate documentation to the Coordinator.

The training week for allowance purposes is Monday to Friday, being paid one week in arrears. If you attend the centre after 10.00am on Fridays you will only receive allowances for the time you are present in the centre. All payments will be directly deposited into the learner's bank account.

A travel allowance is payable to learners. Learners availing of transport will have this allowance deducted from them. This is used to cover the cost of hiring the bus.

A meal allowance is also payable to learners but this is deducted at source and is used to provide food for the learners while they are present in the centre.

Travel and meal allowances are not paid during holiday periods.

## **Work Experience**

Work experience is an integral part of the programme and gives the learner a chance to experience real life, as well as gaining valuable experience which will help them with their progression opportunities and decisions once they complete the programme Attendance at work experience is mandatory and any such absences will result in a deduction from your allowance.

Specific guidelines are in place for learners on work experience approved by Céim Eile. While on work experience, learners are deemed to be representing Céim Eile and Templemore College and are expected to behave in such a manner that will not bring their good names into disrepute. All learners are expected to familiarise themselves with and sign, the Work Experience and Code of Behaviour policy. Our advocate will discuss this with you.

Learners are also expected to present themselves neatly and on time for their work experience placements. Learners are expected to follow the guidelines on appearance as stated above.

Please note that those obtaining work experience maybe subject to Garda Vetting.

## **Assessment Regulations for Learners**

### **Fees**

Learners who hold a medical card or are dependent on a parent or guardian who is the holder of a current medical card, are not liable for certification fees.

### **Assignment and Portfolio Work/LCA Task**

Learners are expected to sign and submit all required assignments and portfolio work on or before the stated date. Work will be accepted only by the appropriate teacher/tutor.

Learners must attest to the fact that all projects, assignments, tasks, collections of work and portfolio work presented for assessment is their own original work. Where group projects/ assignments have been undertaken, all learners must indicate which part of the work is their own. The portfolio of each group member should record or contain supporting evidence of the individual's contribution to the group task.

Where plagiarism (copying) is suspected, a learner may receive a reduced grade on an assignment, fail the assignment, or fail the course. When an instance of plagiarism is suspected it will be the tutor's responsibility to use reasonable discretion in assessing the extent and severity of the situation and in designating an appropriate consequence.

In cases of repeated plagiarism or complete plagiarism (where the whole or most of an assignment is not the original work of a learner), the tutor will inform the coordinator in order to initiate disciplinary action. In all cases, learners may appeal any disciplinary decision.

Learners must not interfere with or damage in any way the work of other learners.



## **Assessment of Learner Needs**

At induction you will be asked to carry out what is called an initial induction assessment. The results from this assessment will determine what course is most suitable for you. We will also review prior learning and note any areas of concern.

Once you have a place on the programme, you will meet with the Coordinator, Advocate and / or one of the Resource Persons to discuss the following:

- ⇒ What career area you are most interested
- ⇒ What subjects you enjoy and don't enjoy, any exemptions and your subject choice for the specialisms in LCA
- ⇒ Any special or specific needs you would need or want
- ⇒ Any concerns, worries or problems you are facing or afraid you might face while on the programme

From this information we will develop a programme/timetable to support you.

During each term you will meet with the coordinator to discuss your progress and any areas of difficulty will be addressed. This is also provide a space for you to voice your concerns or opinions.

Please do not worry about trying to keep up, you will receive all the help you need. If you are struggling or finding things difficult, please don't be afraid to ask. All our staff are here to support, help and guide you to achieve and be the best that you can be.

Remember: It is ok not to be ok!

Please see our Initial Assessment and Induction Policy for more info.

## **Special Educational Needs**

Parents/Guardians are advised to contact the coordinator if they feel that their child may need special arrangements due to physical or learning difficulties. Learners may be referred at any time, following consultation with parents, to outside agencies such as an educational psychologist to identify learners who may have a learning difficulty. Parents are asked to supply the centre coordinator with copies of assessments carried out in previous schools or other. Applications will then be made for resources deemed necessary. Every effort will be made to have the required supports in place for learners who have been identified as having special needs requirements.

Céim Eile may, with the permission of the Department of Education & Science, implement any of the following assessment procedures for a learner with a disability:

- Oral or audio support
- Scribes/readers
- Sign language interpreters
- Rest periods
- Adaptive equipment / software
- The use of assistive technology
- Additional time
- Exemptions from subjects

The appropriate implementation of these procedures will ensure that all learners will be assessed on an equal basis.

Please see our Special Education Needs Policy for more info.

## **Health and Safety**

Our objective is to provide a safe and healthy learning and working environment for all staff and learners in Céim Eile, and for anyone else who may be involved, engaged or affected by our activities. The Safety, Health and Welfare at Work Act, 2005, requires that we do all that is reasonably practicable to ensure the safety, health and welfare of everyone affected by our work.

It is your duty as a learner to cooperate fully with the Céim Eile safety system in each of the following ways:

1. Cooperate fully with the Safety Policy and all safety controls and procedures
2. Take reasonable care to protect his/her own safety and that of any other person
3. Ensure that's/he is not under the influence of an intoxicant to the extent the s/he is in such a state so as to endanger his/her own safety, health or welfare or that of any other person
4. Not engage in improper conduct or other behaviour that is likely to endanger his/her own safety, health or welfare or that of any other person
5. Use proper safety clothing and equipment
6. Report any defect noticed in equipment or fittings
7. Make suggestions to improve safety
8. Report all accidents, incidents and near misses to any staff member
9. Use only the correct tools and equipment for the job, with all appropriate safety devices and guards in place
10. Abide by the centres policies and procedures such as health and safety, code of behaviour, signing in and out, bullying and anti-bullying, etc.

Learners should not undertake a task if they feel it is unsafe. They should seek advice or assistance from a staff member.

First Aid is available throughout the college and there are designated staff trained in First Aid.

## **Fire Safety**

### **Procedure to be followed in the case of a Fire or Fire Drill**

The Principal, Coordinator or their deputy will –

1. Operate the Alarm System.
2. Call the Fire Brigade (in the case of a real fire).

### **When the fire alarm sounds the following procedure is to be put into operation:**

When in a classroom, the orders will be given by the tutor or person in charge. Follow them strictly.

1. If a tutor is not present, form a single file and go by the most direct route to the place of assembly – **Rear Car Park behind Room 22**. Stay there until the all clear has been given by the person deemed to be in charge.
2. The tutor in charge of the classroom will take their group in an orderly manner to the assembly point, which is the **Rear Car Park behind Room 22** by an exit route away from the fire.
3. Do not panic or rush about the building shouting “FIRE”. There must be no rushing or overtaking on the way to the Assembly Point.
4. Close all doors as the area is evacuated.
5. As soon as groups are assembled each tutor will take a roll-call or head count and report to the coordinator. If any person is missing the staff must inform the person deemed to be in charge.
6. No other person must leave the Assembly Point to recover books, clothing etc., until permission has been given by the person deemed to be in charge.



## **Appearance**

Learners should present themselves neatly and cleanly but appropriate to the safety regulations in the classrooms i.e. where requested safety footwear and clothing must be worn to comply with the Health and Safety regulations of the Centre. Clothing should at all times be modest, decent and suitable for the education activity in which they are expected to engage in.

Learners are asked to keep jewellery to a minimum. Hairstyles should be neat, clean and well groomed at all times. Learners with long hair are expected to keep it tied up when using food and/or equipment in practical classes.

- ⇒ Baseball caps and other types of hats are not to be worn in any class. There are no exceptions to this rule. They may be worn outside of class time
- ⇒ Those wearing hoodies are to keep the hoods down while inside the centre
- ⇒ Jewellery should be minimal especially in practical classes
- ⇒ This is to comply with the Health and Safety policy

## **Centre Property**

All property must be treated with respect at all times. Personal property including cars are brought to the centre at the learner's own risk. The centre cannot compensate learners for property lost, damaged or stolen. Compensation for any damage to property will be the responsibility of the offender. If a person damages or steals Céim Eile or Templemore College property, s/he will be required to repair or replace it at their own expense.

### **Use of the Internet**

All learners are to acquaint themselves with Céim Eile policy on the use of the Internet. Inappropriate use of the Internet will be immediately referred to the Coordinator. Access to Internet social sites is only permitted on a limited basis. These sites may be accessed in Room 22 alone and only during break times. Learners are not permitted to use such sites during class time. If this privilege is abused by any Learner, access will be terminated. For more information please read our Computer Usage Policy.

### **Mobile Phones**

The use of mobile phones is not permitted during class. Mobile phones will be collected in the morning and will be handed out at lunch time. They must be handed up again after lunch. In the case of an emergency learners can be contacted through the coordinator or at the college on 0504-32166.

It is illegal to take a picture/video of another person without their permission. In the event that a learner refuses to hand up their Mobile or is caught in possession, the learner will be immediately suspended. For more information please read our mobile phone and device use policy.

### **Substance Misuse**

Smoking of any kind is prohibited in college with the exception of the designated smoking area. Those caught will be sanctioned accordingly. No learner under the age of 18 is allowed to smoke on the grounds of the college without parental consent.

The presence or use of illegal/addictive substances is prohibited on centre property and all activities outside of the centre. Learners should not use illegal/addictive substances while attending Céim Eile. For more information please read 'smoking' and 'substance misuse' Policy.

## **Code of Behaviour**

### **Positive Behaviour**

Céim Eile seeks to recognise and support acceptable and positive behaviour, as well as providing sanctions for unacceptable behaviour. Supporting good behaviour among learners is a core element of the programme. It is important firstly, because centres need to be a safe place for all learners and secondly, because helping learners to deal with emotional and behaviour problems is a key starting point in meeting the holistic needs of learners and improving their successful participation in the subject based aspects of the programme.

Positive Behaviour in the centre is promoted and encouraged in the following way:

- ⇒ A Positive points system is used to encourage and reinforce positive learner behaviour. It is utilised to guide, reinforce and reward positive learner behaviour
- ⇒ Learner points are recorded in the behaviour point's book
- ⇒ Learners who do not get any negative points during a particular week, receive 5 positive points for that week
- ⇒ Positive points can also be earned through acts of kindness
- ⇒ Benefits/Rewards for gaining positive points: voucher/permission for going on the next lunch outing. Privileges, examples include: Class trips, outings, parties, treats, group activities. Celebratory events and awards may be organised

### **Positive Behaviour Management**

Learner engagement with classwork promotes a positive atmosphere and work ethic. Classwork, assignments, projects and tests are monitored on an ongoing basis by the class teacher/tutor. All learners academic performance is formally monitored twice a year through analysis of grades/credits achieved, attendance and performance in the classroom. The performance in the classroom is reviewed through a learner individual class report, which is filled in by each teacher/tutor. The coordinator schedules a meeting with the learner and uses this information to acknowledge the good work of learners and to motivate those who may need further application. Following this meeting, learners may meet with the Guidance Counsellor to devise a study plan and to determine targets. Follow up interviews are carried out to support and monitor progress as well as identifying any difficulties.

## **Code of Behaviour**

In Céim Eile, learners are expected to follow the code of behaviour. Please read the following general rules:

### **General Rules:**

- ⇒ Learners are expected to treat each other and all college personnel and local community with respect and cooperation at all times
- ⇒ Abusive behaviour or language towards staff or other learners will not be tolerated
- ⇒ Learners must not bring the good name of Céim Eile into disrepute
- ⇒ Learners are expected to cooperate with instructions given
- ⇒ Learners must sign-in and sign-out on a daily basis in order to comply with training allowance procedures and health and safety regulations
- ⇒ Mobile phones must be handed into the office every morning on sign-in and collected on sign-out every evening
- ⇒ Smoking is only permitted in the smoking area
- ⇒ Learners must attend all classes once they sign-in to the centre. In all cases, a pass must be in a learners possession if she/he is out of class/activities

There is a Positive and Negative Points system implemented in the centre to support behaviour. For more information please read our 'Code of Behaviour' policy.

### **Behaviour on Céim Eile Outings / Trips**

On centre outings or trips, learners are expected to represent Céim Eile and Templemore College in an exemplary manner. Directions from the person (s) in charge must be complied with at all times. All centre rules remain in force and all learners should obey with the existing rules of Céim Eile and any, as set out by the visiting organisations, venue or country. Learners sign an agreement form on every out of centre activity or trip away. This form has to be signed by learner and parent/guardian.

Any other external premises used by Céim Eile including transport are covered under the centres code of behaviour.



## **Disciplinary Procedures/Steps**

1. Classroom teacher/tutor management. The 'quiet' room may be used as an intervention or a time out. Meetings may be set up with the Advocate or Counsellor if and where possible. In all cases, a pass must be administered to the learner.
2. Negative Points imposed, please see Appendix 1 in the 'Code of behaviour' policy.
3. Preventative measure – coordinator intervention, learner placed on report, warning letter sent, staff mentor support, formal interview with staff member and/or coordinator, may include parental involvement.
4. Suspension – Suspensions can vary from one day to indefinitely, depending on rule breached, number of incident reports on file and/or accumulation of negative points received.
5. Preventative measure – meeting with the 'College Discipline Committee'. Agree a plan for re-entry. Parents/guardian requested to attend. A written or formal apology may be required, learner may be asked to enter into a contract of good behaviour or other conditions that may be specified by the coordinator before returning.
6. Preventative measure - annual review: meet with college management to renew formally, the learner's commitment to the center's code of behaviour. Recognition/reward/contract of behaviour. Parents/guardians requested to attend.
7. Expulsion.

This Code of Behaviour is subject to regular review and updating as necessary. In the interest of fairness to all, a graded system of sanctions will operate and a distinction will be made between minor and more serious misbehaviour.

A learner will be terminated from Céim Eile for gross misbehaviour, or repeated incidences of minor and / or serious misbehaviour. Termination will be resorted to only in the most extreme cases of indiscipline and after every effort to resolve the situation has failed.

Templemore College and Céim Eile highlight that we are a centre that is based on mutual respect and each member of the college should be aware of this, hence, our college slogan '*Templemore College Educating With Respect*'.

## **Sanctions**

The following sanctions may be used to show disapproval of unacceptable behaviour:

- ⇒ Centre staff will reprimand the learner whilst offering advice to the young person on how to improve their behaviour. Where possible, the learner will be afforded the opportunity to state what he/she feels is an appropriate means of correction.
- ⇒ Meetings with parents/guardians.
- ⇒ Learners will be suspended for incidences of serious misbehaviour or repeated incidents of minor misbehaviour.

## **Grievances**

You have the right to voice your opinion if you have a difficulty or problem within the centre. Please talk to a staff member as soon as the issue arises as most problems can be solved very quickly if the relevant persons are informed on time. However, if you feel that you are not being listened to, you should use the following channels in the order given:

- ⇒ Coordinator
- ⇒ College Board of Management
- ⇒ Tipperary ETB

Complaints will receive an immediate acknowledgment of the issue, which will be followed by a prompt investigation. Complainants may be required to submit their complaint in writing.

See our grievance procedures in the 'Code of behaviour' policy.

Note\* in all cases, the final responsibility rests with the CE of the ETB.

## **Anti Bullying Policy**

In line with TCFE's core value of educating with respect, Céim Eile takes allegations of bullying very seriously. Grievance procedures are set out in the Cínealta Anti Bullying Policy and this is available from the coordinator upon request.

### Local and Online Supports and Agencies

The following pages are College, local community and online support contacts available to all learners and their families.

#### College Staff and Contacts

Name	Subject	Responsibilities in the centre	Contact
David Young	Mathematics Activities Task support	Coordinator	dyoung@tipperaryetb.ie david.young@tcfe.ie 0876535207
Corina Mullally	LCA—Social Education, Practical Achievement Task Task Support - General Ed, Contemporary Issues Task,	Resource Person Assistant Coordinator LCA Coordinator	087-7616985 corina.kennedy@tcfe.ie
Marian Ryan	LCA - VPG, English & Comm., ICT, Gaeilge, French QOI - Communications, ICT	Resource Person QOI Coordinator Gaisce PAL	marion.ryan@tcfe.ie
Donal Coonan	QOI & LCA—Woodwork LCA—Horticulture	Part-time Resource & Tutor Exam Aide	donal.coonan@tcfe.ie
Ann Collins	QOI & LCA—SPHE QOI — Basin Skills LCA — Hair & Beauty	Part-time Tutor	ann.collins@tcfe.ie
John Butler	LCA—Leisure & Recreation QOI & LCA—Activities/Sports QOI & LCA—Maths	Part-time Teacher	john.butler@tcfe.ie
Rachelle Guiry	QOI LCA—Art, Craft & De- sign	Part-time Teacher Gaisce PAL	rachel.guiry@tcfe.ie
Vanessa Dwan	QOI & LCA — Art, Craft & Design QOI — Digital	Part-time Teacher	vanessa.dwan@tcfe.ie
Darragh Greene	LCA—Social Education & VPG	Part-time Teacher	darragh.greene@tcfe.ie
Bridget Lahart	QOI—Personal & Interpersonal Skills	Part-time Teacher	bridget.lahart@tcfe.ie
Patrick O'Connor		Counsellor	patjunfa@gmail.com
Darragh Greene		Acting Advocate	darragh.greene@tcfe.ie
Therese Purcell		College Deputy Principal	micheal.lenihan@tcfe.ie
Micheál Lenihan		College Principal	therese.purcell@tcfe.ie

## Local Supports/Agencies in the Local Community

<b>Emergency Services</b> 999 or 112	<b>Priest on Duty</b> Rev. Graham Sawyer, Kilcooley (056) 8834147 Rev. G. Hennessy PP B'Leigh (0504) 51935 Templemore 086 2420611 Church of Ireland Diocesan Office (056)7786633
<b>An Garda Siochana</b> 050524230/ 050431011	
<b>Garda Confidential</b> 1800 666111	
<b>HSE Helpline</b> 1850 241850	
<b>Tipp County Council Helpline</b> 076 106 5000	
<b>St Vincent de Paul</b> 087 4441835	<b>St. Mary's Health Centre</b> (0504) 23211
<b>Lions Club</b> 086 8578606	<b>Citizens Information</b> 076 107 6510
<b>Ascend Domestic Abuse Service</b> 0505 23999 / 0505 22550	<b>St Vincent de Paul</b> Co. Tipperary (061) 317327
<b>Roscrea Youth Counselling Service</b> 0505 24462, 087 9529041	<b>St. Vincent de Paul</b> Templemore Local Contact 083 8000335
<b>Youth Project Roscrea</b> Kickback Youth Caf�. Contact Deirdre Carr 0505 24462	<b>Templemore Community Services</b> 0504 31244
<b>An Post</b> Roscrea 0505 20507	<b>Templemore Credit Union</b> (0504) 31603
<b>An Post</b> , Borrisoleigh (0504) 51101	<b>The Blue Door</b> 085 2246371
<b>An Post</b> , Templemore (0504) 31098	<b>Thurles Credit Union</b> (0504) 91700
<b>DEASP (Social Welfare)</b> 0505 22840/ 0504 67100	<b>Thurles MABS Money Advice</b> 076 1072740
<b>Shannon Doc</b> 1850 212999	<b>Thurles Order of Malta</b> (087) 2390111
<b>AIB Thurles</b> (0504) 22055	<b>Hospital of the Assumption</b> (0504)27700
<b>AIB Roscrea</b> (0505) 21015	<b>Local Link Tipperary</b> 076 1066140
<b>Bank of Ireland, Thurles</b> (0504) 21511	<b>Mid West Shine</b> (supporting People affected by Mental Illness) 087 7878222
<b>Bank of Ireland, Roscrea</b> (0505) 21877	
<b>Educational Welfare Officer</b> The Education Welfare Officer offers advice and guidance to parents who need support in ensuring that their child attends schools regularly. Contact Pat Carroll	<b>Family doctor (GP)</b> Your GP can make referrals to specialist services and also give you information about the supports available in your area. Website: <a href="http://www.icpgp.ie">www.icpgp.ie</a>
<b>Juvenile Liaison Officer</b> Bernie Fowley Thurles 0504 - 25100 Deirdre Darcy Nenagh 067 - 50450 Robert Fahy Portlaoise 057 - 8621105 Kieran Scanlon Kilkenny 056 - 7775000 Youth Project Roscrea – 0505 24462	<b>Novas</b> The service provides outreach support for those living in their own homes who were formally homeless or at risk of becoming homelessness.– Contact Ciara McCormac, 4 Croke Street, Thurles, 0504 58475.
<b>Empowerment plus</b> EMPOWERMENT Plus is a non-profit organisation which works with children, young people and families who are at risk within their home or community. Valerie Hogan – Deputy manager Clare, Limerick & North Tipp 085-2202623 & 086-7710099	<b>Youthwork Ireland</b> YWI supports young people and communities through the delivery of quality youth services Thurles 0504 23426 Templemore Mairead 086 0832534, Mary-Kate 087 6210666, Calvin 087 7727111.

## Phone, email and text supports

### Samaritans

- ⇒ Emotional support to anyone in distress or struggling to cope
- ⇒ Freephone **116 123** (any time, day or night Email [jo@samaritans.ie](mailto:jo@samaritans.ie))

### Pieta House

Pieta House provides telephone and text-based support counselling for people who are suicidal or engaging in self-harm

- ⇒ Freephone **1800 247 247** (any time, day or night)
- ⇒ Text **HELP** to **51444** (standard message rates apply)

### Aware

Information and support to anyone over 18 about issues relating to their own mood or the mood of a friend or family member, or who experiences depression or bipolar.

- ⇒ Freephone Support Line **1800 80 48 48** (from 10am - 10pm daily)
- ⇒ Email [supportmail@aware.ie](mailto:supportmail@aware.ie) anytime, response within 24 hrs

A new Phone-in Support & Self Care Peer Group is now available. This is for people experiencing anxiety, mild to moderate depression, bipolar disorder and mood-related conditions, in order to give and receive support. More information at [www.aware.ie](http://www.aware.ie)

### Crisis Text Line Ireland

- ⇒ A confidential messaging support service. Text **TALK** to **086 1800 280** (any time day or night, standard SMS rates may apply)

### LGBT Ireland

Online support & through the helpline for LGBT+ people

LGBT Helpline **1890 929 539** (every day)

Gender Identity Family Support Line **01 907 3707**

Email [info@lgbt.ie](mailto:info@lgbt.ie) for support or information

An instant messaging service is available 7 days a week, from 6:30pm to 10pm Mon – Thur, from 4pm to 10pm Fridays, and from 4pm to 6pm on Sat & Sun

## **Phone, email and text supports continued**

### **Mental Health Ireland**

⇒ Information and support for people who experience mental health difficulties

⇒ Information line **(01) 284 1166** from 9am-5pm Monday-Friday

Visit [www.mentalhealthireland.ie](http://www.mentalhealthireland.ie) or email [info@mentalhealthireland.ie](mailto:info@mentalhealthireland.ie) for more information

### **HSE Mental Health Recovery Colleges**

⇒ Recovery education colleges and services across the country are using various platforms to provide mental health recovery education. Timetables have been developed to support people through recovery education.

Visit [Recovery Education](#) for more information

### **GROW Mental Health Recovery**

⇒ Information line **1890 474 474**

Grow are providing a new six-week guide on coping with COVID19, consisting of podcasts, practical resources & information

Visit [www.grow.ie](http://www.grow.ie) or email [info@grow.ie](mailto:info@grow.ie) for more information, or while peer support groups are postponed

### **ADHD Ireland**

⇒ ADHD Ireland provided support, information and resources for young people and adults with ADHD, and their carers and families

⇒ Telephone **01 874 8349** (from 9am to 5:30pm Monday to Friday)

Visit [www.adhdireland.ie](http://www.adhdireland.ie) or email [info@adhdireland.ie](mailto:info@adhdireland.ie) for more information

### **Inclusion Ireland**

⇒ The National Association for People with an Intellectual Disability has produced a wide range of easy-read guides on coronavirus. These include one on how to keep good mental health for people with intellectual disabilities.

Visit [www.inclusionireland.ie](http://www.inclusionireland.ie) to download these guides, or for more information

## **Phone, email and text supports continued**

### **Exchange House Ireland National Traveller Mental Health Service**

⇒ Telephone and online services and supports are available while face to face and group services have stopped

⇒ Call **01 8721094** (then press 1) for support, help or advice (from 9am to 5pm daily)

Visit [www.exchangehouse.ie](http://www.exchangehouse.ie) for more information

### **Bodywhys**

⇒ [BodywhysConnect](http://BodywhysConnect) online support groups for adults (19+) with eating disorders are operating as normal

⇒ [YouthConnect](http://YouthConnect) online support groups for young people aged 13-18 are operating as normal

⇒ [Helpline](http://Helpline) **01 2107906** (Monday, Wednesday and Sunday from 7.30pm to 9.30pm and Saturday from 10.30am to 12.30pm)

⇒ Visit [www.bodywhys.ie](http://www.bodywhys.ie) or email [alex@bodywhys.ie](mailto:alex@bodywhys.ie) for more information

### **Union of Students in Ireland**

Visit [www.usi.ie](http://www.usi.ie) for more information

### **Practitioner Health**

⇒ Confidential support and help for doctors, dentists and pharmacists

Call 01 2970396 or email [confidential@practitionerhealth.ie](mailto:confidential@practitionerhealth.ie)

Visit [www.practitionerhealth.ie](http://www.practitionerhealth.ie) for more information

### **Crisis Intervention Service**

This is an out of hours service available 7 days per week including bank holidays. This service is hospital based and can provide face-to-face assessment and telephone support running from 8.00am – 3.00am in Limerick and from 4.30pm – 3.00am in Clare and North Tipperary. Limerick 061-301111 Clare 065-6863208/087-7999857

## Supports for younger people, their parents or guardians

### Childline (ISPCC)

⇒ Ireland's 24-hour national listening service for young people up to the age of 18

⇒ Freephone **1800 666 666** (any time, day or night)

⇒ Text **50101** (from 10am to 4pm every day)

Chat online at [www.childline.ie](http://www.childline.ie) (from 10am to 4pm every day)

### BeLonG To Youth Services

⇒ BeLonG To provide support for lesbian, gay, bisexual, transgender, and intersex (LGBTI+) young people in Ireland

⇒ Text LGBTI+ to **086 1800 280** to chat in confidence with a trained crisis volunteer (anytime day or night, standard SMS rates may apply)

⇒ While face to face services are closed, information, referral and advice will be provided digitally, by email, SMS, phone call or video conference

Visit [www.belongto.org](http://www.belongto.org) for more information

### Jigsaw

⇒ The Jigsaw Support Line is available for free mental health support and advice to young people aged 12 to 25 years old, and parents or concerned adults in Ireland

⇒ Freephone **1800 544729**, from 1pm to 5pm Mon - Fri.

⇒ Text CALL ME to **086 180 3880**, giving your preferred day and time for a call (from 9am to 5pm Mon - Fri.

Email [help@jigsaw.ie](mailto:help@jigsaw.ie) (for responses from 9am to 5pm Monday to Friday)

Visit [www.jigsaw.ie](http://www.jigsaw.ie) or [www.jigsawonline.ie](http://www.jigsawonline.ie) for more information

### Barnardos

⇒ Barnardos provide a national [telephone support service for parents](#), in response to the challenges they are facing during the Covid-19 pandemic. Freephone **1800 910 123**, from 10am to 2pm, Mon - Fri. Barnardos also provide a [children's bereavement helpline service](#), for members of the public seeking information and support in relation to bereavement. Telephone **01 473 2110**, from 10am to 12pm, Mon - Thurs.



## **Supports for younger people, their parents or guardians continued**

### **NALA**

⇒ Free courses in reading, writing and technology. Writeon and online support 1800202065

### **TUSLA**

Phone: **01 7718500** Email: [info@tusla.ie](mailto:info@tusla.ie)

### **TENI**

⇒ The transgender equality network Ireland TENI has parent support groups across the island of Ireland and are extremely helpful for parents of trans children [www.teni.ie](http://www.teni.ie)

### **Cara-Friend**

Cara-Friend operates in Northern Ireland only and runs a number of regional youth groups for young people aged 12-25 who identify as lesbian, gay, bisexual, transgender and those who are questioning their sexual orientation and/or gender identity. It also offers parents and guardians advice on how best to support their LGBTQIA+ children, as well as giving support and guidance on a one-to-one basis to young people themselves. [www.cara-friend.org.uk](http://www.cara-friend.org.uk)

### **GenderJam**

⇒ GenderJam is another Northern Irish group which supports those specifically identifying as transgender, non-binary and gender fluid. They run regular meet ups in Belfast and Newry to support young people and allow them to meet other trans\* people who are in the same situation as them, so that they don't feel isolated or alone. [www.genderjam.org.uk](http://www.genderjam.org.uk)

### **Sail NI**

⇒ Sail NI offers parents, guardians and families of those who come out as transgender the often necessary support to come to terms with their child's gender identity. It also provides regular meet ups across Northern Ireland, and advice to families on how best to support their trans children on issues such as education, health care, and legal gender recognition. Phone : 028 953 200 23 Email : [info@sailni.com](mailto:info@sailni.com) North Tipperary 086-8306663

## Online Counselling and Supports

### Positive Mental Health

⇒ Visit <https://www.facebook.com/PositiveMentalHeath/>

### SpunOut.ie

⇒ SpunOut.ie provides a wide range of articles and information for young people, on many different topics, including mental health

⇒ Text SPUNOUT to 086 1800 280 to chat to a trained volunteer (standard message rates may apply) Visit [www.spunout.ie](http://www.spunout.ie) for more information [timmy@spunout.ie](mailto:timmy@spunout.ie)

### Turn2Me

⇒ Free online counselling and online support groups for people over 18. [Visit www.turn2me.org](http://www.turn2me.org)

### MyMind

⇒ Online counselling service. Visit [www.mymind.org](http://www.mymind.org) or email [hq@mymind.org](mailto:hq@mymind.org)

⇒ Mindfulness <https://www.calm.com/blog/take-a-deep-breath>

### Shine

⇒ Shine are currently providing remote support and an outreach service to people experiencing mental health problems and their families and supporters by phone and email. Visit [www.shine.ie/covid-19](http://www.shine.ie/covid-19) or email [phil@shine.ie](mailto:phil@shine.ie)

### Suicide or Survive (SOS)

⇒ A series of free online wellness workshops and programmes are available from SOS. Visit [www.suicideorsurvive.ie](http://www.suicideorsurvive.ie) for more info.

### Jigsaw

⇒ Coping - information for learner who may be feeling stressed or worried <https://jigsawonline.ie/young-people/coping-with-the-impact-of-coronavirus/>

### Loving Our Out Kids (LOOK)

⇒ LOOK has support groups, a phone line, and many ways in which they can help. [Lovingouroutkids.org](http://Lovingouroutkids.org)

## Glossary of Terms for Courses Offered

### QQI

**Assignment:** An Assignment is an exercise carried out in response to a brief with specific guidelines and usually of short duration. Assignments may be specified as an oral presentation, case studies observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

**Portfolio/Collection of Work:** A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

**Project: Project:** A project is a response to a brief devised by the tutor. The project is usually carried out over a period of time specified as part of the brief. Projects may involve research, require investigation of a topic, issue or problem or may involve process such as a design task, a performance or practical activity or production of an artefact or event. This is the specific 'brief' or instruction to the learner. The brief for the project should reflect a range of learning outcomes.

**Skills Demonstration:** A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge, such as laboratory skills, interpersonal skills or oral language skills.

**Learner Record:** A learner record is the learner's self-reported and self-reflective record in which he/she describes specific learning experiences, activities, responses and skills acquired. The record may take a number of forms: it can be a structured logbook, a diary, a selective record of events or experiences over a period of time, a learning journal, a lab notebook or sketchbook

**Learning Outcome:** Learning Outcomes are sets of competences, expressing what the learner will know, understand or be able to do after completion of a process of learning, long or short

**Examinations:** An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions. Examinations are a form of assessment which normally require a fixed timeframe and a sight unseen question paper and range of questions.

**Module Descriptor:** A module descriptor documents the frame for a programme as well as the contents of each programme module, including programme module outcomes and assessment. The descriptor is a concise description of the intended outcomes of a programme and the means by which these outcomes are achieved, demonstrated and assessed

### LCA

**Course:** A course is an area of study made up of a number of modules.

**Module:** A module is a topic within a subject and will be taught in 3-4 class periods per week over one session.

**Key Assignments:** Key Assignments are important areas from each module. To gain credits for each module you must complete usually 4 Key Assignments and attend the course for at least 90% of the time.

**Task:** A task is a practical activity. It can be the development of a product, the investigation of an issue or the provision of a service. To gain credit for your tasks you must: conduct the task, write a report on the task and then engage in an interview with an external examiner

**Exam:** An exam or examination is an official test that shows your knowledge or ability in a particular subject. Exam is the word most commonly used.

**Credits:** Credits is the term used for the marks awarded to learners who do the LCA so therefor, the assessment of the LCA is based on a Credit system. There are 200 credits available in total.

## ETHNIC MINORITIES



Text "Pavee" to 50808  
[www.youngpavees.ie](http://www.youngpavees.ie)  
Mental Health Advice for young Travellers

## Cairde

Roma Info line 087 1264606  
[info@cairde.ie](mailto:info@cairde.ie)  
Health information advocacy & support for ethnic minorities



EXCHANGE HOUSE IRELAND  
National Traveller Service

01 8721094  
[www.exchangehouse.ie](http://www.exchangehouse.ie)  
[info@exchangehouse.ie](mailto:info@exchangehouse.ie)  
National Traveller Mental Health Service for young Travellers and their families.

## DRUGS & ALCOHOL SUPPORTS

## HSE our health service

For support, information or advice on treatment options, contact the drugs and alcohol helpline:  
Freephone: 1800 459 459 - Monday to Friday, 9.30am to 5.30pm  
Email: [helpline@hse.ie](mailto:helpline@hse.ie)

## GENERAL



Online Chat Service  
The chat service is available between 4pm and 8pm, Monday to Friday (excluding bank holidays). The service is here to support 16 to 25 year olds, parents/guardians, and people who work with young people.  
<https://www.youthworkireland.ie/what-we-do/online-chat-service/>

Youth information Service- we support and empower young people with reliable and understandable information on their rights and options to address their needs, interests and well-being.  
Contact: [info@youthworktipperary.ie](mailto:info@youthworktipperary.ie)

## SEXUAL WELLBEING



[sexualwellbeing.ie](http://sexualwellbeing.ie)  
HSE Sexual Health and Crisis Pregnancy Programme website

## TUSLA

Child and Family Agency  
Ages 0-18 & families 9am to 5pm  
[www.tusla.ie](http://www.tusla.ie)  
South Tipperary 052 6177302  
North Tipperary 061 588688



Belong To - LGBTQ+ Youth Ireland is the national organisation supporting LGBTQ+ young people in Ireland.  
01 670 6223 (Monday-Friday from 9am-1pm & 2pm-5pm)  
[www.belongto.org](http://www.belongto.org)

## LGBTQ+





### SAMARITANS 24/7

Helpline: 116 123  
[www.samaritans.org](http://www.samaritans.org)  
[jo@samaritans.ie](mailto:jo@samaritans.ie)

### BODYWHYS

01 210 7906  
[www.bodywhys.ie](http://www.bodywhys.ie)  
[alex@bodywhys.ie](mailto:alex@bodywhys.ie) Support for young people & families impacted by eating disorders

### pieta 24/7

Crisis helpline: 1800 247 247  
Appointment: 0818 111 126  
Text "help" to 51444 / [www.pieta.ie](http://www.pieta.ie)

### your mental health 24/7

1800 111 888 Information and advice about your mental health and wellbeing

### Childline 24/7

1800 666 666 [www.childline.ie](http://www.childline.ie)  
Reach out for any reason, at anytime. Ukrainian services available.

### spunout 24/7

Text 'SPUNOUT' to 50808 [www.spunout.ie](http://www.spunout.ie)  
Free youth information website created by young people for young people  
Ages: up to 25 years

### JIGSAW

Talk online on: one to one chats or group chats  
Ask Jigsaw (0504) 60023  
[tipperary@jigsaw.ie](mailto:tipperary@jigsaw.ie)

### TeenLine 24/7

1800 833 634  
Text "Talk" or "Teen" to 50101 [www.ispcc.ie/teenline](http://www.ispcc.ie/teenline)  
Free confidential, non-directive, non-judgemental support line.  
Ages: Up to 18 years

### text about it 50808

Text "Hello" to 50808 to start a conversation [www.text50808.ie](http://www.text50808.ie)  
50808 is free, anonymous mental health support.



Sometimes, second chances  
work out even better than the first  
because you learn  
from your mistakes.

# CÉIM EILE

## Learner Handbook

*A Youthreach Progression Programme under the  
Tipperary Education & Training Board.  
Templemore College*

*Education is the passport to the future, for tomorrow  
belongs to those who prepare for it today. . .*

Through learning we  
re-create ourselves. Through  
learning we become able to  
do something we were never  
able to do.

Peter Senge

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**Templemore College**  
Educating with Respect



*“Youthreach is co-funded by the Government of Ireland, the European Social Fund and the Youth Employment Initiative as part of the European Social Fund Plus (ESF+) 2021-2027.”*

**YOUTHREACH**