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*Cork Education and
Training Board*

QUALITY ASSURANCE

QA 6.13 CONSISTENCY WITH QQI NATIONAL STANDARDS PROCEDURE

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PURPOSE

The purpose of this procedure is to outline the mechanisms that are in place to ensure consistency with the QQI National Standards in Assessment within Cork ETB.

The QQI National Standards identify the knowledge, skills and competence that must be evidenced by a learner in order to achieve a particular award. The standards are contained in the QQI Award specification and the Cork ETB component descriptors and are expressed as learning outcomes. The grading criteria for QQI is outlined in Quality Assuring Assessment – Guidelines for Providers, Version 2 Revised (QQI 2018).

SCOPE

This procedure applies to all QQI accredited further education and training provision provided by Cork ETB campuses and centres or by organisations funded by Cork ETB to provide QQI accredited further education and training.

RESPONSIBILITIES

Responsibilities of Cork ETB:

- will maintain a quality assured assessment process to ensure that learner achievement is assessed in a fair and consistent manner in line with National Standards for each award (Quality Assuring Assessment – Guidelines for Providers, Version 2 Revised, QQI 2018)
- will ensure that the Quality Assurance system is documented by means of a Quality Assurance Assessment Policy and Procedures

Responsibilities of the Cork ETB Quality Assurance Unit:

- will have oversight of the Quality Assured Assessment process as documented in the agreed Cork ETB Quality Assurance Assessment Policy and Procedures
- will produce data for each centre showing how the centre has performed in relation to the national data as captured by QQI against national statistics
- will engage with the national bodies including Education and Training Board Ireland (ETBI) and QQI to ensure that provision in Cork ETB remains consistent with national standards

Responsibilities of the principal/campus/centre manager:

- to ensure the centre complies with the requirements of the Cork ETB quality assurance policies and procedures in order to ensure that learner achievement is assessed in line with QQI National Standards
- to produce a plan for the centre on an annual basis
- to submit the campus/centre annual plan to the Cork ETB quality assurance unit via email qa@corketb.ie

PROCEDURE

Quality Assuring Assessment – Guidelines for Providers, Version 2 Revised (QQI 2018) outlines the grading criteria for QQI awards for levels 1-6.

6.13.1 Grading Criteria Level 1-3

Awards at level 1, level 2 and level 3 are classified Successful where the learner has achieved all the outcomes for the award and as outlined in Table 1.1

TABLE 1.1

	Successful		
	Levels1	Level 2	Level 3
Grading Criteria	The learner has demonstrated the learning outcomes for the award in a structured and supported learning setting. The outcomes have been achieved with significant support and direction from the assessor, but the learner has demonstrated substantive achievement on their own.	The learner has demonstrated the learning outcomes for the award in a structured and supported setting with clear direction from the assessor. The learning has demonstrated some autonomy of action and has taken limited responsibility for the activities and generating evidence.	The learner has achieved the learning outcomes for the award with some supervision and direction. The learner has demonstrated autonomy of action and has taken responsibility for generating appropriate evidence.

(QQI, 2018, p. 22)

6.13.2 Grading Criteria level 4-6

Awards at Levels 4-6 are classified as Pass, Merit or Distinction where a learner has achieved the standards for the award with the grading criteria as outlined in Table 1.2.

TABLE 1.2

Pass (50-64%)	Merit (65-79%)	Distinction (80-100%)
<p>indicates the learner has</p> <ul style="list-style-type: none"> • Achieved the learning outcomes as outlined in the minor award – a pass is the minimum acceptable standard • Used the language of the vocational/specialised area competently • Attempted to apply the theory and concepts appropriately • Provided sufficient evidence which has relevance and clarity 	<p>indicates the learner has</p> <ul style="list-style-type: none"> • Achieved the learning outcomes as outlined in the minor award -a merit implies a good standard has been achieved • Used the language of the vocational/specialised area with a degree of fluency • Expressed and developed ideas clearly • Demonstrated initiative, evaluation and analytical skills • Provided coherent and comprehensive evidence 	<p>indicates the learner has</p> <ul style="list-style-type: none"> • Achieved the learning outcomes as outlined in the minor award-a distinction implies that an excellent standard has been achieved • Used the language of the vocational/specialised area fluently and confidently • Demonstrated in-depth understanding of the subject matter • Demonstrated a high level of initiative and evaluation skills • Demonstrated analytical and reflective thinking • Expressed and developed ideas clearly and comprehensively • Provided coherent, detailed and focused evidence

(QQI, 2018. P. 23)

6.13.3 The Assessment Process

The assessment process as outlined by QQI (2018) has six stages as illustrated in [Figure 1.1.](#)

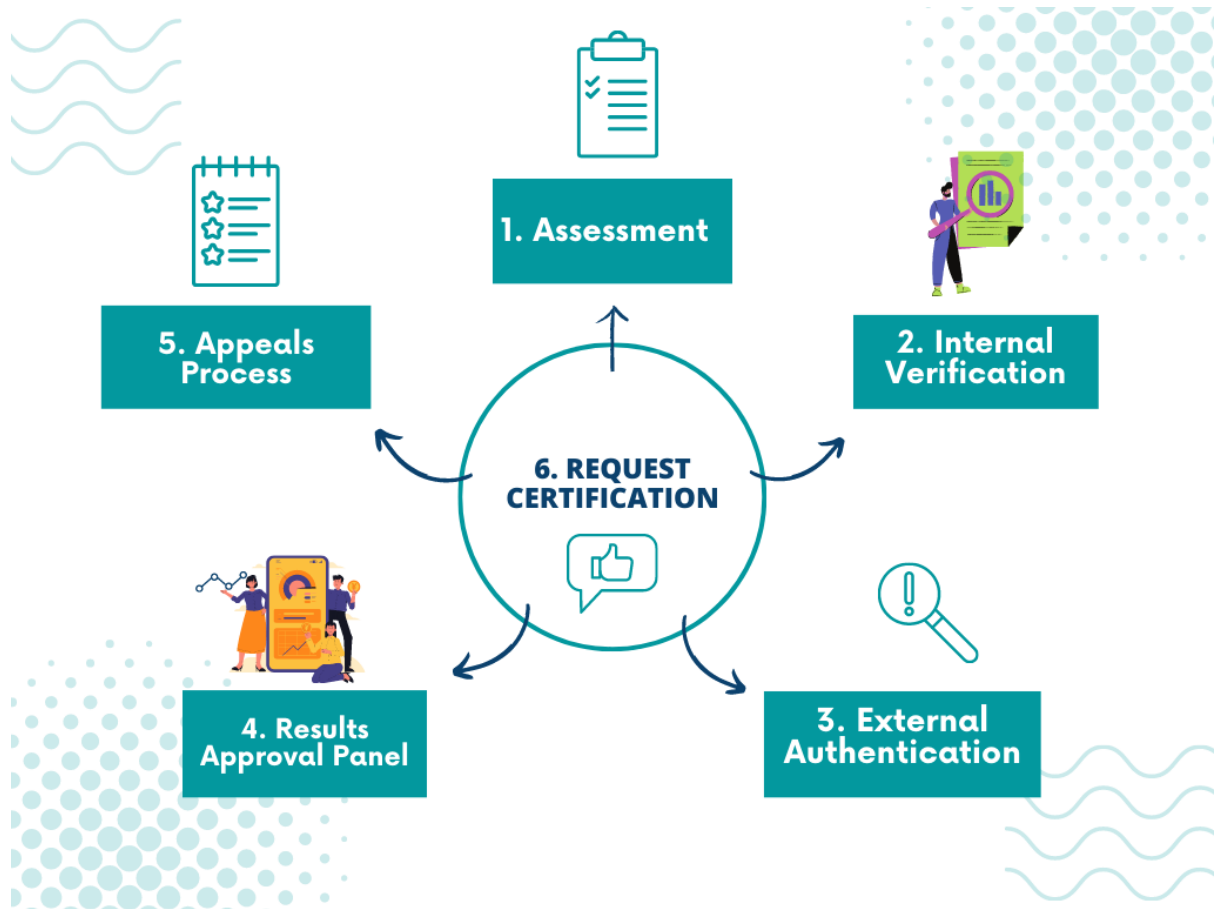
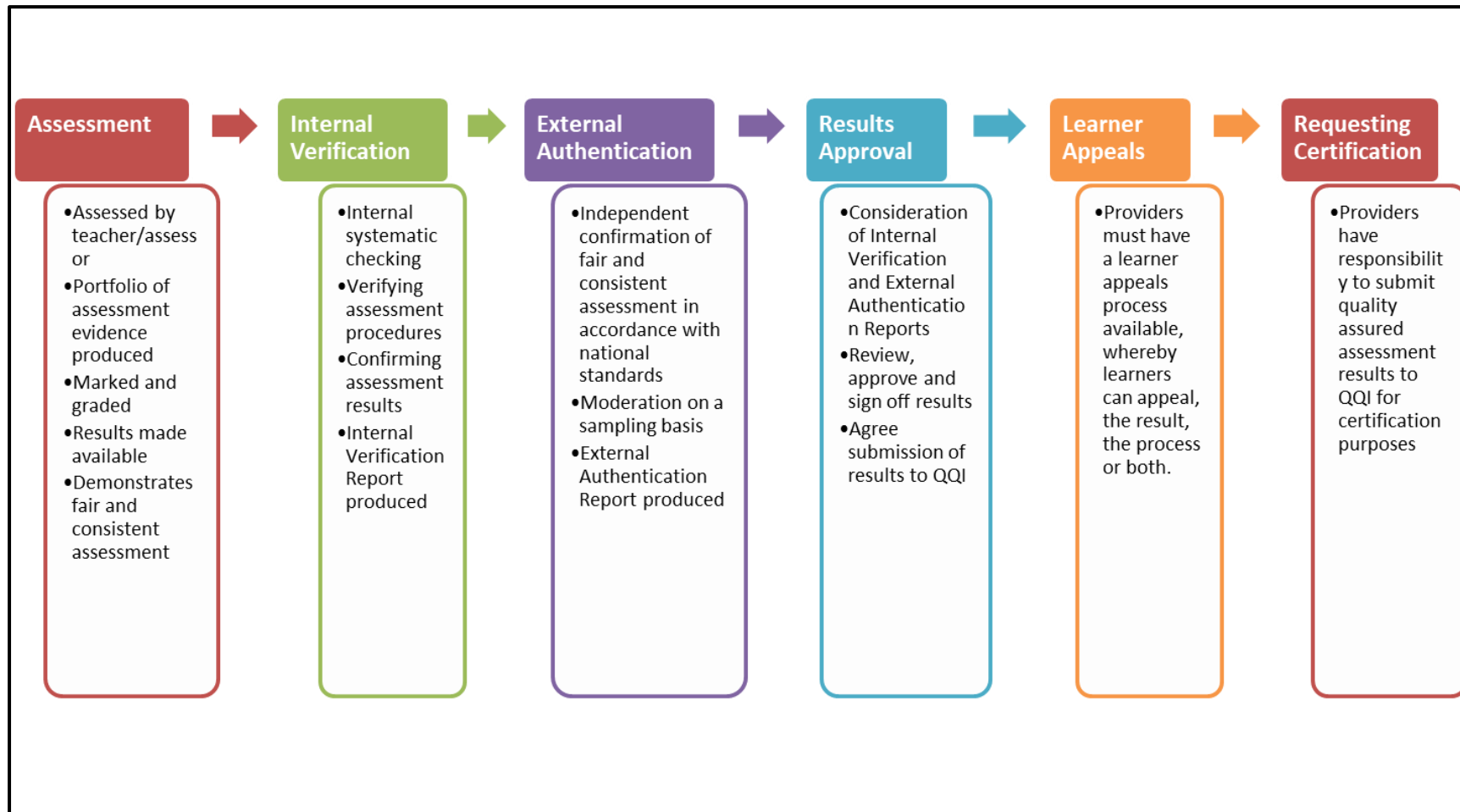


Figure 1.1 The Assessment Process (QQI, 2018)



6.13.4 Continuous Improvement Planning

- The principal/campus/centre manager will ensure continuous improvement occurs in their campus/centre
- In consultation with relevant staff the principal/campus/centre manager will identify areas for improvement and corrective actions necessary
- Identification of areas for improvement will be informed by that internal verification, external authentication and results approval process
- This will be documented and submitted to the Cork ETB quality assurance unit, qa@corketb.ie
- Complete QA 6.21 Corrective Action Procedure if appropriate

6.13.5 Referencing Against National Statistics

The Cork ETB Quality Assurance Unit will issue statistics to campuses/centres each year showing how the centre has performed in relation to the national data as captured by QQI.

APPENDIX A

CORK ETB QA POLICIES AND PROCEDURES ON ASSESSMENT

Policy

QA 6 Cork ETB Policy on the Assessment of Learners

Procedures

QA 6.1 Assessment Information for Learners Procedure

QA 6.2 Coordinated Planning of Assessment Procedure

QA 6.3 Assessment Design

QA 6.4 Implementation of Assessment Activities

QA 6.5 Recognition of Prior Learning

QA 6.6 Reasonable Accommodation in Assessment of Learners with specific needs

QA 6.7 Extenuating Circumstances in Assessment Procedure

QA 6.8 Repeats and Resubmission of Assignments Procedure

QA 6.9 Security of Assessment Material Procedure

QA 6.10 Assessment Malpractice Procedure

QA 6.12 Assessment performed by third parties Procedure

QA 6.13 Consistency with National Standards Procedure

QA 6.14 Internal Verification Procedure

QA 6.15 External Authentication

QA 6.16 Feedback on assessment to Learners Procedure

QA 6.17 Issuing of results and certification to learners

QA 6.18 Learner Appeals

QA 6.19 Results Approval Procedure

QA 6.20 Return of Certification Data to QQI

QA 6.21 Corrective Action Procedure

DOCUMENT DETAILS

Title:	QA 6.13 – Cork ETB Consistency with QQI National Standards Procedure
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