QUALITY ASSURANCE

QA 6.2 COORDINATED PLANNING OF ASSESSMENT PROCEDURE

Contents

PURPOSE

The purpose of this procedure is to ensure that the assessment of learners is planned, coordinated and delivered in such a way as to be fair and transparent while satisfying the requirements of the awarding bodies.

SCOPE

This procedure applies to all further education and training provision provided by Cork ETB campuses and centres or by organisation funded by Cork ETB to provide further education and training, whether accredited or unaccredited.

RESPONSIBILITIES

Assessors[1] are responsible for:

- planning assessment in advance of commencing delivery to cover the learning outcomes and use appropriate assessment techniques
- devising an assessment plan in cooperation with the coordinator and other assessors
- providing the assessment plan to learners within the first four weeks of the course

Coordinators[2] are responsible for:

- coordinating assessment planning
- ensuring learners are provided with a combined assessment plan if applicable

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[1] The term Assessor is an umbrella term to include teachers, tutors, trainers and instructors.

[2] The term Coordinator is used as a general term to indicate the person responsible for coordinating this course. This may be a designated course coordinator in some campuses/centres, Bishopstown Campus Assistant Manager, Principal or Deputy Principal, Adult Literacy Organiser, Community Education Facilitator, BTEI Coordinator, Resource Worker, Director of Adult Education, a community partner organisation.

PROCEDURE

The assessment for each programme must be planned in advance of commencing learning and assessment activities, bearing in mind that the plan may need to be later tailored to the specific needs of learners or business and operational needs. A holistic approach, which considers the assessment load and the needs of learners, should be taken and assessment plans documented. The tendency to over assess should be avoided and opportunities to integrate assessment across a number of minor awards should be explored.

Learners must have sufficient opportunities to generate evidence to demonstrate achievement of the standards of knowledge, skill or competence.[3]

6.2.1 Planning Assessment

When planning assessment, assessors need to:

- address the learning outcomes of the award
- meet the criteria specified in the relevant programme and component descriptors
- select the appropriate assessment technique (e.g. assignment) and the assessment instrument (e.g. case study)
- consider the weighting and duration of assessments
- consider the timing, deadlines and due dates for assessments
- consider how marks are to be allocated and assessment criteria applied to clarify the expected standards of attainment for particular grades
- follow Cork ETB assessment procedures to ensure fair and consistent assessment of learning
- follow QQI Quality Assuring Assessment - Guidelines for Providers (Revised 2013), including the grading and marking of assessments

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[3] QQI Quality Assuring Assessment- Guidelines for Providers, Revised 2013

- the campus/centre will make arrangements to post certificates and transcripts to learners or present them at a graduation ceremony
- the campus/centre will ensure to keep a record of the issuance of final results, and certificates

6.2.2 Integrating Assessment

When planning, assessment opportunities to integrate assessment across a number of minor awards should be explored in order to avoid the over assessment of learners.

Integration is the process of combining delivery for several outcomes, across a programme, into a single coherent activity.

and/or

The process of combining several assessment guidelines and criteria, across a programme, into a single coherent assessment activity/task.[4]

See section 6.2.2 of the Cork ETB Assessors Handbook for more information on integrating assessment.

6.2.3 Assessment Plan

An assessment plan must be devised for each programme and provided to the learners at an appropriate time. Assessment plans may vary depending on the learners and levels involved but all assessment plans must include the following information:

- when assessments will take place
- the assessment technique
- the weighting for the assessment
- deadlines for submission

This plan is a dynamic document, which may be subject to change. If it is revised, changes will be communicated to the learner. An assessment plan may be in a paper or an electronic format on a virtual learning environment.

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[4] http://www.fess.ie/assessment/integrating-assessment

See 6.2.3a Assessment Planning Template as template for an assessment plan for a programme. This plan may be used as a combined plan for the overall programme or for a single component.

This assessment planning template is a sample template that can be adapted by campuses and centres, if necessary, as long as all of the criteria outlined above are included.

In campuses and centres with a continuous enrolment policy the assessment plan must be reflected in the individual learning plan.

DOCUMENT DETAILS

Title:	QA 6.2 Cork ETB Coordinated Planning of Assessment Procedure
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Templates/Resources	6.2.3a Assessment Planning Template

6.2.3a Assessment Plan Template[5]

Major Award Name and Code			Assessment Period			
Software Development 5M0529						
Month	**Component Name**	**Component Code**	**Assessment Technique**	**%**[6]	**Deadline**	**Notes**
October	*Mobile Technologies*	*5N0580*	*Assignment*	*100*	*12/12/2020*	*LO 4*
November	*Team working*	*5N1367*	*Skills Demo 1*	*70*	*16/12/2020*	*LO 7*
December	*Web Authoring*	*5N1910*	*Assignment*	*30*	*12/12/2020*	*LO 8*
December	*Software Architecture*	*5N2772*	*Project*	*60*	*12/12/2020*	*LO 8*
February	*Team working*	*5N1367*	*Skills Demo 1*	*15*	*16/03/2021*	
February	*Web Authoring*	*5N1910*	*Skills Demo 6*	*70*	*18/11/2020*	*LO 10*
March	*Software Architecture*	*5N2772*	*Skills Demo 6*	*20*	*18/04/2021*	*LO 6*
May	*Team working*	*5N1367*	*Skills Demo 1*	*15*	*16/05/2021*	
May	*Software Architecture*	*5N2772*	*Skills Demo 7*	*20*	*25/11/2020*	*LO 11*

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[5] In centres with a continuous enrolment policy the assessment plan must be reflected in the individual learning plan.

[6] This column is not relevant at levels 1-3

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