QUALITY ASSURANCE

QA 6.4 IMPLEMENTATION OF ASSESSMENT ACTIVITIES PROCEDURE

Contents

PURPOSE

The purpose of this procedure is to ensure fairness and consistency in the implementation of assessment activities across Cork ETB campuses and centres.

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, with the exception of programmes managed by Cork College of FET Bishopstown Campus where the Centralised Assessment Management System (CAMS) is currently in operation.

Where the procedures of an awarding body other than QQI differ from this procedure, the procedure of the other awarding body takes precedence.

RESPONSIBILITIES

Each Cork ETB campus/centre is responsible for ensuring that:

- assessments, including their supervision, are conducted in accordance with the Cork ETB assessment procedures
- appropriate conditions and facilities are in place, at local level, for conducting assessments
- security is maintained in all matters relating to assessment.
- ensuring that systems are in place to protect the supervision, security and integrity of assessment materials and records

Learners are responsible for following the Cork ETB assessment procedures and regulations as committed to in the learner contract.

PROCEDURE

6.4.1 Deadlines for Assessments

Cork ETB operates a strict deadline policy for the submission of assessment material, unless there are proven extenuating circumstances. However, in order to give a chance to learners who have missed a deadline and do not have proven extenuating circumstances, Cork ETB facilitates late submission up to two weeks after the due date. In order to be fair to learners who submit on time penalties are imposed for late submission of assessments at levels 4, 5 and 6 as follows:

Lateness	Penalty	Instruction for assessor
Up to 7 calendar days late	10%	Multiply total mark achieved by learner by 90%
8 – 14 calendar days late	20%	Multiply total mark achieved by learner by 80%

Assessments submitted more than 14 days after the deadline will not be accepted unless there are proven extenuating circumstances.

These penalties will be imposed unless the learner has applied and been approved for an extension under QA 6.7 – Cork ETB Extenuating Circumstances relating to Assessments and Examinations Procedure.

Assessors should record any penalties imposed on the marking sheet.

Learners need to be informed of Cork ETB's procedure regarding deadlines and applying for an extension, deferral or repeat of an assessment activity due to extenuating circumstances. This can be done digitally and should be done before the learner submits their first piece of assessment.

Where a learner is aware in advance of a reason for non-submission by the deadline, they should complete form 6.7a – Application for deferral of Assessment Activity due to Extenuating Circumstances and give it to their assessor, either digitally or in hard copy. Where the learner is not aware of a reason for non-submission in advance, the form must be submitted as soon as possible but no later than two weeks after an assessment activity deadline.

6.4.2 Submission of Assessment

When submitting assessments learners need to use the 6.3.2.a Template for Assessment Brief/Cover Sheet that has been given to them by their assessor, unless submitting on a virtual learning environment e.g. moodle. This is required for each assessment and must be attached to the front of each assessment submitted. The coversheet includes a declaration by the learner that the work is their own work and that they have been informed about Cork ETB assessment procedures. This form is to ensure consistency across all programmes. The same applies to submitting on a virtual learning environment, learners must confirm that it is their own original work and that they have been informed about Cork ETB's assessment procedures.

It acts as proof that learners are aware of Cork ETB's plagiarism policy and policy regarding submission dates.

An assessment should be submitted only to the assessor for whom the assessment has been completed or another named designated person where applicable. If it is handed to any other assessor than the assigned corrector, there is no guarantee that the work will be accepted or corrected.

For the Cork College of FET Bishopstown Campus programmes, Central Assessment Management System (CAMS) templates will continue to be used.

Learners must ensure that they sign a submission sheet 6.4.2.a Assessment Submission Sheet when handing in an assessment, unless submitting on a virtual learning environment where there is an electronic record of the submission date and time. If work is being submitted using a shared OneDrive, the assessor must make arrangements to download the file immediately from the shared OneDrive and store the file securely in a secure OneDrive that the learner does not have access to. 6.4.2.a Assessment Submission Sheet must be completed.

The assessor will keep a record of all assessments submitted for each learner on the 6.4.2.a Assessment Submission Sheet and this will be included in the internal assessors folder for internal verification and external authentication. This record acts as the receipt system for learner work and should be maintained carefully. Learners are requested to keep copies of all assessments submitted.

The assessor will update the template available and complete the learners' names on the assessors' assessment submission sheet at the start of each programme.

6.4.3 Examination Procedures

In order to ensure mechanisms are in place for the security, supervision, and integrity of assessment materials[1], learner assessment documentation/project work submissions, and the maintenance and security of assessment records[2] Cork ETB campuses and centres will ensure that assessment instruments are prepared and distributed in a secure manner to relevant assessment personnel.

In the case of repeat and deferred examinations, a different examination paper must be used. In the case of a repeat and deferred skills demonstration a different brief may be used.

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[1] Assessment Material is any material relating to the carrying out of an assessment, e.g. assessment instruments, test papers, drawings, supports and equipment, specifications and assessment plans.
[2] Assessment Records include summary assessment sheets, assessment attendance sheets etc.

Instructions to person coordinating the examinations:

1. current versions of all assessment materials (learner instructions, assessment question papers, and marking schemes) are received in good time for assessments and are distributed at the appropriate time

2. all assessment materials are maintained securely until the commencement of the assessment

3. the assessment area is prepared in accordance with the appropriate requirements prior to the learners' arrival

4. only authorised individuals have access to the assessment area while it is being prepared, and during the assessment

5. assessments are supervised in accordance with Cork ETB assessment procedures

6. completed assessments are held under secure, confidential conditions for the period specified and suitably disposed of thereafter

7. assessment records are stored securely with appropriate backup procedures

8. assessment answer books and other assessment materials are made available for review during internal and external verification if required

Instructions to Assessors:

All examination papers should be prepared according to the assessment design procedures for examinations outlined in 6.6.3

1. all examination papers should be completed using 6.3.4a Template for Examination Paper where possible

2. assessors should be contactable on the day of an examination in case of queries

Use of Dictionaries in Examinations:

1. if a learner's level of English is such that they need to use a bilingual dictionary during examinations, they must bring a [6.4.3b Use of Dictionary in Examinations Form](#) signed by their principal/campus/centre manager or their nominee agreeing to the use of the dictionary during Cork ETB examinations. The learner must present the 'use of dictionary form' to the invigilator at the examination. This form can be presented electronically if it is accompanied by the digital signature of the principal/campus/centre manager
2. the learner is responsible for bringing their own dictionary to the examination
3. the use of an electronic dictionary, single language dictionary or thesaurus is not permitted
4. dictionaries should be word-to-word dictionaries so that a learner is not given an unfair advantage by using a dictionary with explanations
5. invigilators will check the dictionary beforehand to ensure that it is free of any notes or other unauthorised material

Instructions for Invigilators:

1. where possible assessors should not supervise their own group for an examination
2. invigilators should be in the examination centre 15 minutes before the examination is due to commence
3. invigilators should receive the examination papers in a sealed envelope from the person designated to coordinate the examination and ensure that there are sufficient examination papers and blank answer books available
4. the invigilator should check that the details on the envelope match the examination papers enclosed. If a discrepancy occurs, the papers should not be distributed and the person coordinating the examination should be contacted immediately
5. invigilators should ensure that any smart watches/smart devices are not in the learners possession

6. if everything is in order examination papers should be distributed and left faced down until the invigilator instructs learners to turn them over when the examination commences

7. if a problem arises with an examination paper, it should be referred to the person responsible for coordinating the exam

8. invigilators must remain vigilant for the duration of the examination and should not read or use headphones while supervising

9. invigilators should get each learner to sign 6.4.3.a Examination Attendance Sheet and check the name against the learner photo identification if the learner is not known to them

10. a note will be made on the examination attendance sheet where a learner's identity cannot be verified and the person coordinating the examinations should be notified

11. invigilators should check the completed answer books against the 6.4.3.a Examination Attendance Sheet

12. return the papers with the examination attendance sheet in the envelope, sealed with sellotape, to the person responsible for coordinating the exam. Any unused examination papers and answer books should be included also

13. where a suspected incident of assessment malpractice occurs the invigilator will complete 6.10.2a Invigilators/Assessors Report on Assessment Malpractice or Irregularities and submit it to the person responsible for organising the examination. This form can be completed digitally or in hard copy

14. the learner should be informed that a suspected incident of malpractice is being reported and they should be allowed to complete the examination

Instructions for Learners:

1. learners are responsible for noting carefully the date, time and location for each exam

2. learners are required to be in the examination centre 10 minutes prior to the commencement of the examination

3. learners will not be admitted to the examination centre later than 30 minutes after the commencement of the exam

4. learners will not be allowed to leave the examination centre until after 30 minutes from the commencement of the exam

5. each learner must sign the appropriate sign in sheet for their group for each examination

6. where the learners are not known to the invigilator, identification is required when signing

7. books, notes, written materials, smart watches/smart devices are not allowed to be taken in to the examination centre

8. coats and bags must be left in a designated area of the examination centre and all mobile phones should be switched off, not on silent

9. silence must be observed at all times and learners shall not communicate with or aid another learner

10. learners should raise their hand to attract the attention of the invigilator

11. a learner will not be allowed leave and return to the examination centre unless there is a genuine need and they are supervised

12. a learner must raise their hand when they want to leave the examination centre and their answer books must be collected at their desk. If a learner leaves an examination early, the time is noted on the sign in sheet

13. learners must ensure that their name is on every piece of evidence handed up. Where more than one answer book is used the learner must indicate this on both books

14. at the end of the examination learners must stop writing immediately

15. learners cannot remove examination papers or answer books from the examination centre

16. learners must remain seated until all the examination papers have been collected

17. where there is a suspicion of assessment malpractice the invigilator will inform the learner that the incident will be reported and the learner will be allowed to continue with the examination. All instances of suspected reported assessment malpractice will be investigated in accordance with QA 6.10 Assessment Malpractice

Guidelines for the Use of Readers, Scribes and Computers[3]
A reader:

1. must read accurately

2. must only read the instructions of the question papers and questions but not explain or clarify

3. must repeat instructions given on the question paper only when specifically requested to do so by the learner

4. must abide by the regulations since failure to do so could lead to the disqualification of the learner

5. must not advise the learner regarding which questions to do, when to move on to the next question, nor the order in which questions should be answered

6. may enable a visually impaired learner to identify diagrams, graphs and tables but must not give factual information nor offer any suggestions, other than that information which would be available on the paper for sighted learners

7. may read numbers printed in figures as words (e.g. 252 would be read as two hundred and fifty two but at the point of reading the number it should also be pointed to on the paper). An exception would be when the question is asking for a number to be written in words (e.g. write the number 3675 in words.)

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[3] 1 Adapted from *Examination Arrangements for Students with Disabilities: A Guide for Institutions of Higher Education* (AHEAD Education Press, Dublin 2) 05/13

8. must not decode symbols and unit abbreviations (e.g. 2^2 should not be read as two squared but the function simply pointed to by the reader since part of the assessment is recognising what the superscript 2 means. Similarly, if the symbol > is printed, it should not be read as 'greater than' but simply pointed to by the reader, or describe the symbol for someone who is visually impaired.)

9. may read back, when requested, what has been written in the answer

10. may, if requested, give the spelling of a word which appears on the paper but otherwise spellings must not be given

<u>A scribe:</u>

1. must write down or word process accurately what the learner has said, except in an examination requiring word processing, in which case, a scribe will not be permitted

2. must draw or add to maps, diagrams and graphs strictly in accordance with the learner's instructions, unless the learner is taking a design paper, in which case a scribe will only be permitted to assist with written parts of the paper

3. must abide by the regulations since failure to do so could lead to the disqualification of the learner

4. must write or word-process a correction on a typescript or braille sheet if requested to do so by the learner

5. must immediately refer any problems in communication during the examination to the invigilator

6. must not give factual help to the learner or indicate when the answer is complete

7. must not advise the learner on which questions to do, when to move on to the next question, or on the order in which questions should be answered

8. must not expect to write throughout the examination if supervised rest breaks have been permitted

9. may, at the learner's request, read back what has been recorded

A computer:

1. must only be used by a learner who, as a result of an impairment, presents handwritten communication that is illegible, incomprehensible or produced at below average speed as evidenced by a diagnostic or medical report

2. must have been cleared of any previously stored data, as must any portable storage medium used. Storage media such as memory sticks or discs must not be used by a learner, but can be used by an examinations officer to take the completed work to a printer

3. must reflect the learner's normal method of producing written work except in cases where temporary injury gives rise to the need for a word processor

4. must be in good working order at the time of the examination

5. must either be connected to a printer so that a answer paper can be printed off or have the facility to print from a portable storage medium. This may be done after the examination is over, not in the extra time. The learner should be present to verify that the work printed is his or her own. Word processed answer paper must be attached to any answer book which contains some of the answers

6. must be connected to mains electricity

7. must be used to produce answer papers under secure conditions, otherwise they may be refused

8. must not give the learner access to other applications such as calculators, spread sheets etc.

9. must not include graphic packages or computer aided design software unless permission has been given to use these

10. must not include voice-activated software unless the learner has permission to use a scribe or relevant software

11. must not be used to perform skills which are not being assessed

12. must not be connected to an intranet or any other means of communication

6.4.4 Assessors QA Checklist

In order to ensure that the assessor completes all the necessary steps in the assessment process in accordance with Cork ETB QA policies and procedures it is necessary that they complete QA 6.4.4.a Cork ETB Internal Assessor QA Checklist.

The purpose of this checklist is to ensure that the correct assessment techniques have been applied, that the evidence is marked, and that results are transferred to QBS correctly where appropriate.

The checklist also covers what needs to be included and the layout for each portfolio of evidence and how these portfolios are to be boxed and labelled for internal verification and external authentication.

The internal assessor needs to prepare a folder with the required documentation for the internal verification and external authentication processes. The folder can be presented either digitally or in hard copy. All required documentation is listed on the checklist.

DOCUMENT DETAILS

Title:	QA 6.4 – Cork ETB Implementation of Assessment Activities Procedure
Authors:	Cork ETB Assessment Working Group
This Version Number:	3.0
Approval	Cork ETB FET Strategy Group
Status:	Active
Effective Date:	September 2023
Review Date:	April 2025 or as required
Templates/Resources:	QA 6.4.3b Use of Dictionary in Examinations Form QA 6.4.2a Assessment Submission Sheet QA 6.4.3a Examination Attendance Sheet QA 6.4.4a Internal Assessor QA Checklist

6.4.3b – Use of Dictionary in Examinations Form

This learner (as detailed below) is entitled to the use of a bilingual dictionary during their Cork ETB examinations.

- A thesaurus, electronic or single language dictionary is not permitted
- Extra time is not allowed for learners using a dictionary
- It is the learner's responsibility to make sure that they show this form to the examination invigilator at each examination
- The dictionary will be checked by the examination invigilator before each exam
- A learner is not allowed to bring any dictionary which has been written on or which contains notes of any kind into an exam.

Learner Name:		_____

Programme:		_____

Year:			_____

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This section must be filled out by the **principal/centre/campus manager/nominee:**

I confirm that the above-named learner is entitled to use a bi-language dictionary during Cork ETB examinations.

Signed by principal/centre/campus manager or nominee	_____

Campus/Centre:					_____

Date:						_____

6.4.2a – Assessment Submission Sheet

Programme:	
Component Name & Code:	
Assessment Title:	
Assessor's Name:	

	Learner's Name	Date Submitted	Time	Learner's Signature	Notes
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					

6.4.3a – Assessment Attendance Sheet

Component Name & Code:	
Assessment:	
Location:	
Date:	
Start time:	
Finish time:	

	Learner Name Printed	Learner Signature	ID checked. To be ticked by invigilator	Time completed
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Total number of learners in attendance	
Total number of answer books collected	
Assessment malpractice/irregularities reported? Mark X where applicable	Yes No
Examination Invigilator Name:	
Examination Invigilator Signature:	

6.4.4a – Internal Assessor QA Checklist

Name of Assessor:	
Component Name and Code:	
Learner Group Name:	
Number of learners entered for assessment:	
Location of physical documentation/ evidence:	
Location of digital documentation/ evidence e.g. moodle, shared drive:	

Please ensure the following are in place for the internal verification and external authentication processes: When completing enter **P** (physical), **D** (digital) or **H** (hybrid) in the format column to indicate the format of the evidence and documentation presented:	**Select yes or N/A**	**Select the format of the evidence from** P (physical), D (digital), H (hybrid).
Checklist for learner portfolios		
1. Is the location of all evidence, including integrated assessment, clearly signposted?	Choose an item.	Choose an item.
2. Is evidence available for all learners who have results entered into QBS/RCCRS?	Choose an item.	Choose an item.
3. Is learner evidence (hard and/or soft copy) clearly labelled in the format *learner group, learner name, assessment technique, year*, and presented alphabetically as per order on QBS/RCCRS?	Choose an item.	Choose an item.

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4. Is all practical/craft or soft copy evidence, including oral or skills demonstration evidence, clearly and systematically labelled?	Choose an item.	Choose an item.
5. Was learner evidence generated in accordance with the appropriate assessment techniques in the Cork ETB module descriptor?	Choose an item.	Choose an item.
6. Are completed Individual learner marking sheets signed digitally or physically by the assessor included? Learner marking sheets are signed by learners at levels 1 to 3.	Choose an item.	Choose an item.
7. Are cover sheets for each assessment with signed learner declarations and confirmations that that they have received assessment information included *(QA 6.3.2a Brief/Cover Sheet)*? For evidence submitted through moodle, has the learner ticked to confirm that the Cork ETB's procedures and plagiarism were adhered to?	Choose an item.	Choose an item.
8. Is there evidence of feedback to learners *(QA 6.16 Feedback on Assessment to Learners procedure)*?	Choose an item.	Choose an item.
9. Is a c*over note for deferral of assessment activity due to extenuating circumstances QA 6.7b* included (*if applicable)?	Choose an item.	Choose an item.

Checklist for Assessor Folder for IV and EA		
10. Are provisional results sheets downloaded from QBS: *Authentication Report by Learner Group by Minor Award* results sheet (where RCCRS is not used)?	Choose an item.	Choose an item.
11. Have you used the most up to date version of the validated Cork ETB descriptor?	Choose an item.	Choose an item.
12. Is there a completed assessment plan *(QA 6.2.3a Assessment Planning Template)?*	Choose an item.	Choose an item.
13. Are there assessment briefs with deadline dates *(QA 6.3.2.a Brief/Cover Sheet)* included?	Choose an item.	Choose an item.
14. Is there a completed *QA 6.4.2a Assessment Submission Sheet* (where moodle is not used)?	Choose an item.	Choose an item.
15. Are examination papers *(QA 6.3.4a Exam Paper Template)* and attendance sheets *(QA 6.4.3a Assessment Attendance Sheet)* included?	Choose an item.	Choose an item.
16. Are marking schemes *(QA 6.3.5a Marks Allocation Template* or a detailed marking scheme) and outline solutions included?	Choose an item.	Choose an item.
Checklist for Marking		
17. Is evidence available for every assessment technique that has been assigned a mark?	Choose an item.	Choose an item.

18. Is there evidence of marking (with a different colour pen for hard copy)?	Choose an item.	Choose an item.
19. Was calculation of marks carried out correctly on individual learner marking sheets?	Choose an item.	Choose an item.
20. If penalties have been applied for malpractice/late submission, was this clearly noted on the learner marking sheet?	Choose an item.	Choose an item.
21. If the internal assessor is entering learner marks on QBS, were results entered accurately into QBS (no rounding) or RCCRS (in the case of Cork College of FET – Bishopstown Campus), and grades awarded correctly?	Choose an item.	Choose an item.
22. Were the results entry procedures for exemptions (credits for other certification) or RPL applied correctly where appropriate?	Choose an item.	Choose an item.
Assessor's Signature:		
Date:		

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*Cork Education and
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A pathway for every learner