



cetb

Bord Oideachais agus
Oiliúna Chorcaí

*Cork Education and
Training Board*

**QUALITY
ASSURANCE
HANDBOOK**



Cork ETB Quality Assurance Unit Version 1.0 September 2023

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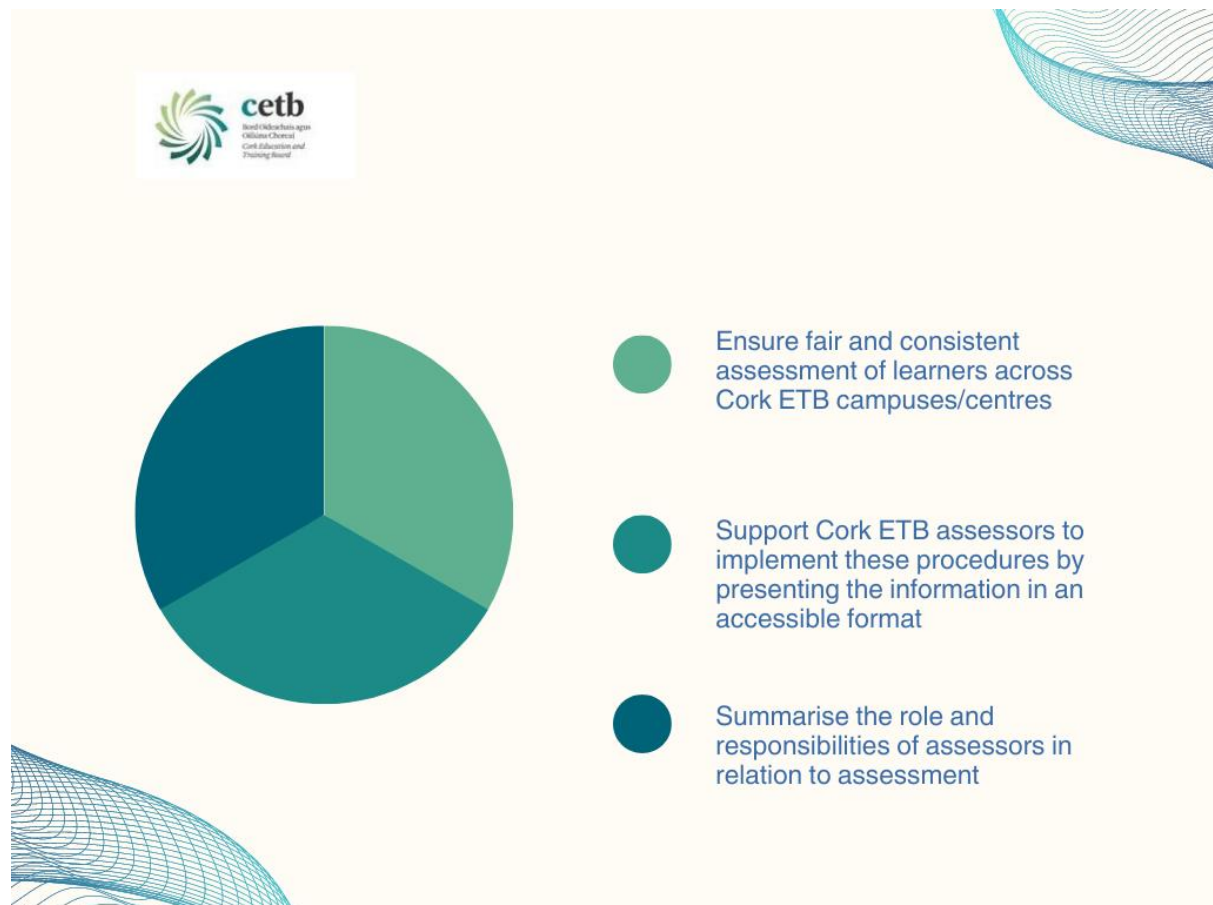
FOREWORD

Welcome to the Cork ETB Quality Assurance Assessors Handbook.

This handbook has been developed in line with the vision for Cork Education and Training Board (CETB):

- Cork Education and Training Board is a driving force of education and training in Cork, providing high quality services which are innovative, responsive, and inclusive. Through Cork ETB there is a pathway for every learner.

We strive to provide high quality services and are developing Quality Assurance policies and procedures as required by Qualifications and Quality Ireland (QQI) to ensure that these high standards are maintained across our service. The development of these assessment procedures is just the first step in developing the Cork ETB QA Procedures.



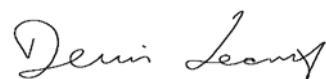
The procedures outlined in this handbook resulted from widespread consultation with our learners and staff to establish best practice and to ensure fairness and consistency in assessments across Cork ETB Further Education and Training Centres.

This handbook aims to summarise in one document the information that you need in your role as an assessor. Further details of the procedures and additional supports, resources, templates etc. are available on the Cork ETB QA SharePoint site: - corketb.sharepoint.com.

These procedures apply to all Cork ETB Further Education and Training provision whether accredited or unaccredited. Much of our provision is accredited by QQI but these procedures also apply to non-QQI Accredited provision. However, where there is a difference in procedures the procedures of the other awarding body take precedence.

We hope you find the information in this handbook and the QA SharePoint site useful and informative.

Beir bua agus beannacht,



GOVERNANCE STRUCTURE FOR CORK ETB QUALITY ASSURANCE



Cork ETB Executive

Cork ETB Executive provides governance and decision making on the implementation of the Cork ETB Strategic Plan and Annual Service Plan. The members of the Cork ETB Executive group are the Chief Executive and the Directors of FET, OSD and Schools. The terms of reference for this group is available [here](#).

FET Steering Group

The FET Steering Group provides oversight and governance on the implementation of Further Education and Training provision across the ETB, including approval and monitoring of Cork ETB's FET strategic plan and Annual Business Plan. The terms of reference for this group is available [here](#).

Quality Steering Group

The Quality Assurance Steering Group provides oversight and governance for CETB QA System. The terms of reference for this group is available [here](#).

Details of meetings including the agenda and notes taken are available to view on the Quality Assurance SharePoint site.

Programme Approval Group

The Programme Approval Group is responsible for programme approval, programme development and submitting programmes for evaluation and validation. Members of the Programme Approval Group are listed [here](#). The terms of reference for this group is available [here](#).

Details of meetings including the agenda and notes taken are available to view on the Quality Assurance SharePoint site.

Assessment Working Group

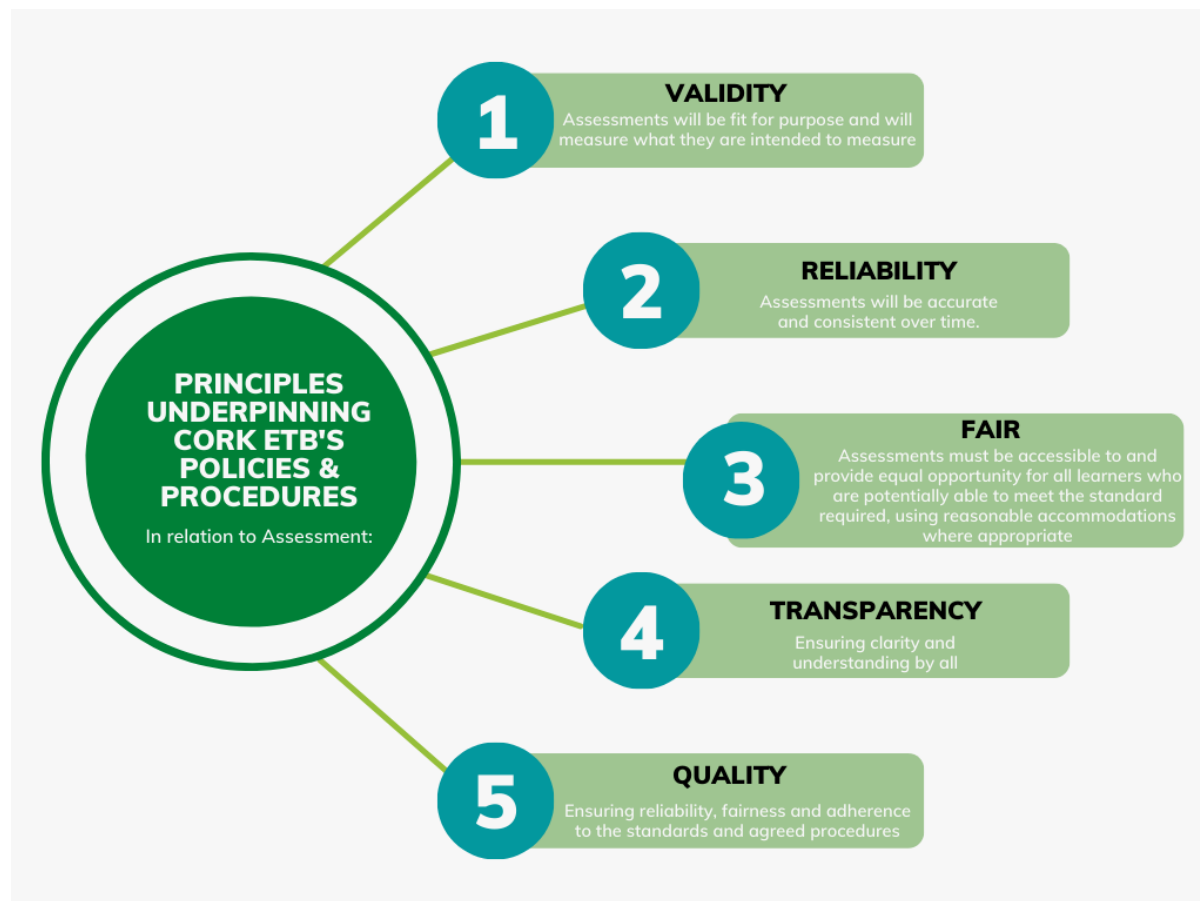
Cork ETB established an Assessment Working Group in May 2018 to support the QA Steering Group. The membership of this group are listed [here](#) and the draft terms of reference for this group are available [here](#).

Executive Self-Evaluation

Cork ETB completed an Executive Self-Evaluation of its quality assurance policies and procedures against QQI guidelines. This resulted in an [Executive Self-Evaluation Report](#) and a [Quality Improvement and Development Plan](#).

SECTION ONE – INTRODUCTION TO ASSESSMENT HANDBOOK FOR ASSESSORS

Cork ETB's Policy on the Assessment of Learners aims to ensure that there is fair and consistent assessment of learning in all Cork ETB colleges and centres and in all further education and training activities funded by Cork ETB.



Cork ETB Quality Assurance policies and procedures have been developed based on existing best practice, in consultation with our stakeholders and considering the following documents:

- [The 2012 Qualifications and Quality Assurance Act 2012](#) which sets out detailed responsibilities that apply to the ETBs for quality assuring their programmes of education and training and related services [published in 2012, updated in November 2014]
- [Quality and Qualifications Ireland \(QQI\) Core Statutory Quality Assurance \(QA\) Guidelines](#) [published in April 2016]
- [Quality and Qualifications Ireland \(QQI\) Sector Specific Quality Assurance Guidelines for the Education and Training Boards](#) [published in May 2017]

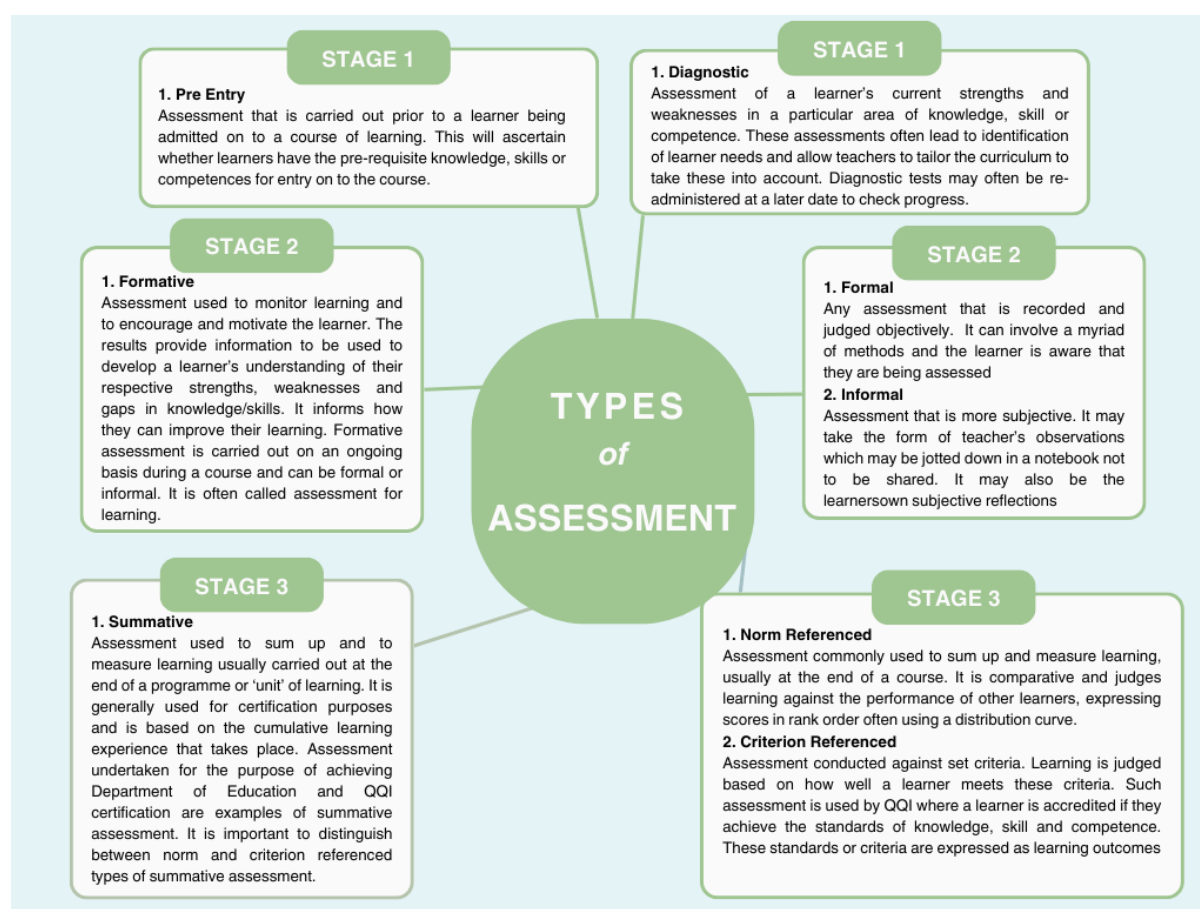
These assessment procedures were piloted during the 2017/2018 academic year and have been reviewed and updated on an ongoing basis. The most up to date procedures are available on the QA SharePoint site.

Stages and Types of Assessment

Teaching and learning involves assessment at different stages of the learning process. The following summarises some of the key types of assessment commonly used.



Types of Assessment

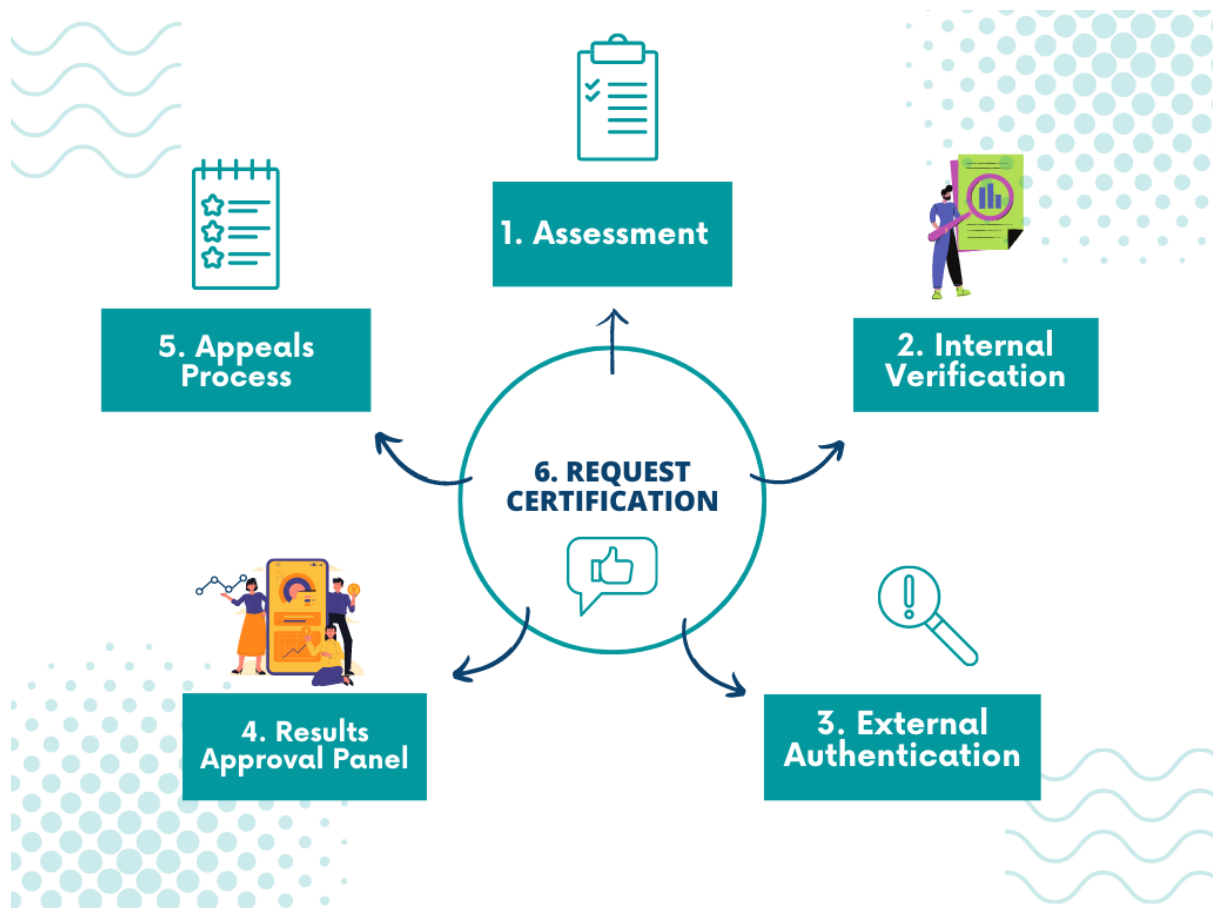


The information in this handbook deals mainly with summative, criterion referenced assessment.

The Assessment Process

Assessment takes place in Cork ETB campuses and centres and in other locations approved by Cork ETB. The assessor marks and grades the learners' assessments and then the assessments go through an internal verification process on a sample basis to ensure that assessment procedures were followed correctly, and that evidence is provided.

The Quality Assurance Unit will appoint an External Authenticator to moderate the results on a sampling basis. A Results Approval Panel approve results and certification is requested. Learners have an opportunity to appeal their results if they wish.



The Role of the Assessor

The role of the assessor is to evaluate learner evidence and make the assessment decision/judgment on whether the outcomes of knowledge, skill or competence, as

outlined in the Award Specification, are achieved. The assessor **must** determine that the evidence is valid, reliable and sufficient to make the assessment decision.

The assessor is a qualified practitioner who has responsibility for the assessment of learners.



To ensure that learners are informed about how and why they are assessed, Cork ETB has prepared two documents outlining the assessment information and procedures that learners need to be aware of:

[Cork ETB Assessment Handbook for Learners Levels 1-3](#)

[Cork ETB Assessment Handbook for Learners Levels 4-6](#)

Assessors need to be familiar with these procedures and are responsible for helping learners to understand this information through the induction process and in preparing them for assessments.

In addition, assessors need to provide learners with an assessment plan so that they can plan their assessment. Clear written instructions or briefs should be provided to

learners for any assessment task, apart from examinations, where an examination paper is used.

As part of the induction process learners are asked to sign a Learner Assessment Contract to ensure that they are clear of their responsibilities in the assessment process as well as what they can expect from Cork ETB. There are two versions of the learner assessment contract:

[Learner Assessment Contract \(L1-3\)](#)

[Learner Assessment Contract \(L4-6\)](#)

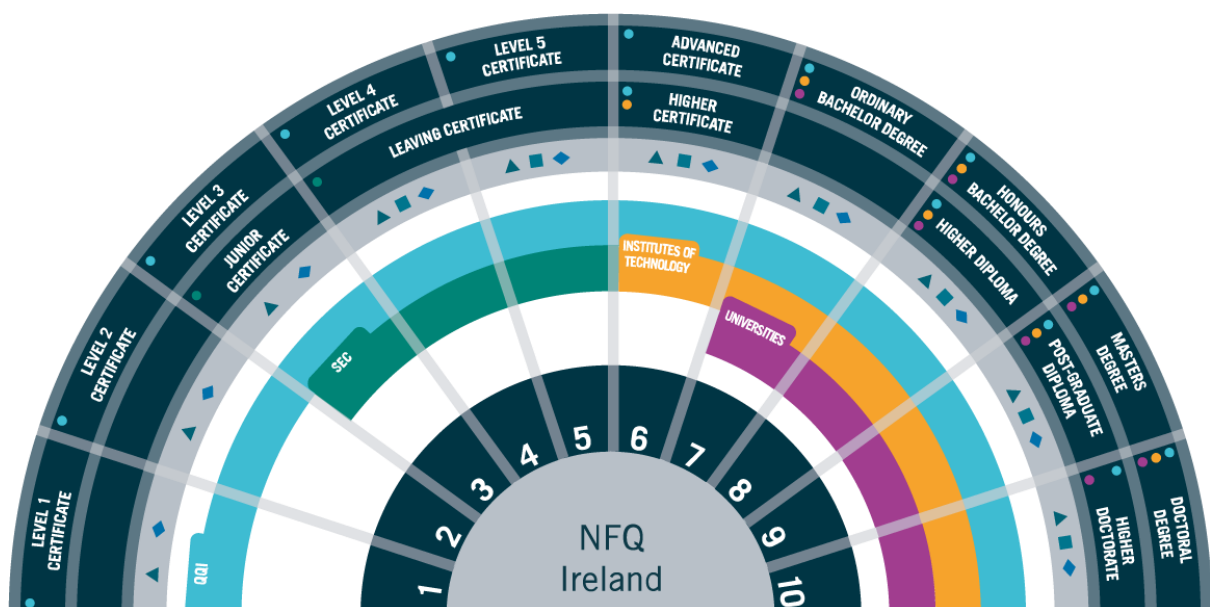
Where learners are under 18 it is necessary that their parent or guardian co-signs this contract.

Quality and Qualifications Ireland

QQI (Quality and Qualifications Ireland) is an independent State agency responsible for promoting quality and accountability in education and training services in Ireland. Further information is available [here](#).

QQI's role is to:

- promote, maintain and develop the Irish National Framework of Qualifications (NFIQ), a 10-level framework for the development, recognition and awarding of qualifications in Ireland;



- approve programmes offered at a variety of schools, colleges and further and higher education and training institutions. These programmes lead to

qualifications (QQI awards) listed in the NFQ, which are recognised internationally;

- regulate and promote the quality of programmes offered by schools and colleges leading to qualifications in the NFQ for the benefit of learners, employers and other interested parties;
- ensure that providers offering national qualifications provide a positive, high-quality experience to international learners coming to study in Ireland. We will do this by authorising the International Education Mark (IEM);
- provide academic advice on the recognition of foreign qualifications in Ireland through a service called [NARIC Ireland](#) – the National Academic Recognition Information Centre. We also provide advice on the recognition of Irish qualifications abroad;
- inform the public about quality assured education and training programmes and qualifications through a database of programmes and a register of providers;
- manage a national scheme for the quality assurance of English language services (Accreditation and Coordination of English Language Services - [ACELS](#));
- advise the Minister for Education and Skills about national policy on quality assurance and improvement in education and training;

Overview of QQI Services



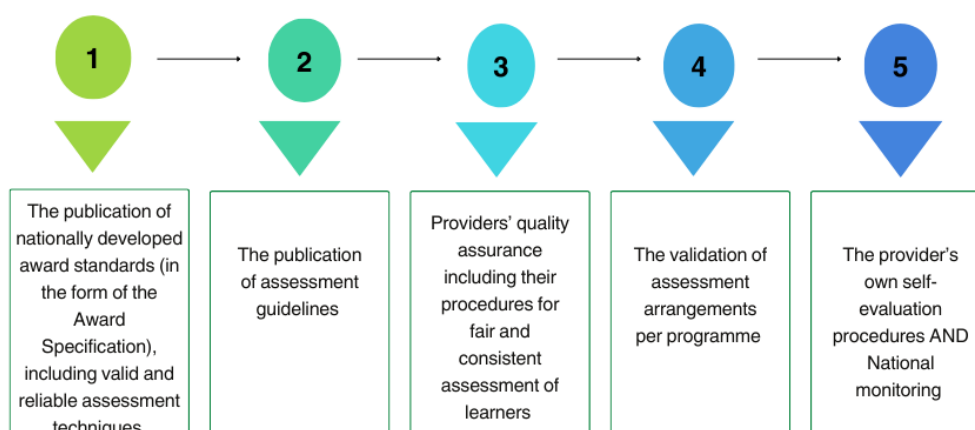
SECTION TWO - QUALITY ASSURING ASSESSMENT

QQI's Role in Quality Assuring Assessment

Quality and Qualifications Ireland ensures that learner achievement is assessed in a fair and consistent way in line with the national standards for the award.

Quality will be assured through establishing an *assessment framework* for providers which includes:

**Quality will be assured through
establishing an assessment framework
for providers which includes:**



Cork ETB's Role in Quality Assuring Assessment

Based on QQI requirements Cork ETB has developed [QA 6 Cork ETB Policy on the Assessment of Learners](#) which outlines the philosophy and approach of Cork ETB in relation to the fair and consistent assessment of learners.

The corresponding [Cork ETB Assessment Framework](#) outlines the procedures involved and links to all developed procedures are below and available on the Cork ETB QA SharePoint site.

QA 6.1 Cork ETB Information to Learners Procedure
QA 6.2 Cork ETB Coordinated Planning of Assessment Procedure
QA 6.3 Cork ETB Assessment Design Procedure
QA 6.4 Cork ETB Implementation of Assessment Activities Procedure
QA 6.5 Cork ETB Recognition of Prior Learning Procedure
QA 6.6 Cork ETB Reasonable Accommodation in assessment of learners with specific needs Procedure
QA 6.7 Cork ETB Extenuating Circumstances in Assessment Procedure

QA 6.8 Cork ETB Repeats of QQI Assessments Procedure
QA 6.8 Repeats of QQI Assessments Procedure on Early Learning and Care
QA 6.9 Cork ETB Security of Assessment Material Procedure
QA 6.10 Cork ETB Learner Assessment Malpractice Procedure
QA 6.11 Cork ETB Consistency between Assessors Procedure
QA 6.12 Cork ETB Assessment performed by third parties Procedure
QA 6.13 Cork ETB Consistency with national standards Procedure
QA 6.14 Cork ETB Internal Verification Procedure
QA 6.15 Cork ETB External Authentication Procedure
QA 6.16 Cork ETB Feedback to Learners Procedure
QA 6.17 Cork ETB Return of certification Data to QQI Procedure
QA 6.18 Cork ETB QQI External Appeals Process Procedure
QA 6.19 Cork ETB Results Approval Procedure
QA 6.20 Cork ETB Issuing of QQI Results and Certification to Learners Procedure
QA 6.21 Cork ETB Non- Conformance/Corrective Action in Assessment Procedure

This document summarises the Cork ETB assessment policies and procedures for assessors. The full documents and up to date information is available in the [QA section of the Cork ETB SharePoint Site](#).

SECTION THREE - QQI ASSESSMENT¹

Assessment for QQI awards is *criterion-referenced* i.e. learners are assessed and the assessment judgment is made based on whether the learner has reached the required national standards of knowledge, skill and competence for the award. National standards identify the knowledge, skill and/or competence that **must** be attained by a learner in order to achieve a specific award. These standards are expressed as learning outcomes and are outlined in the Award Specification (or Module Descriptors) for each named award. The Award Specification will also identify valid and reliable techniques for the assessment of learner achievement.

¹ This information is taken from QQI Quality Assuring Assessment Guidelines for Providers, Revised 2013

Assessment Techniques



Valid and reliable assessment techniques for QQI awards are grouped into the following six broad categories:



*Only the first three assessment techniques are used at levels 1, 2, and 3. The assessment technique and the weighting will be specified in the relevant QQI component descriptor.

Portfolio/collection of work

A portfolio or collection of work is a collection and/or selection of pieces of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes.

The assessor devises guidelines and instructions for the learner. Using these guidelines provided by the assessor the learner compiles a collection of their own work. The collection may be self-generated or may be generated in response to a particular brief or tasks/activities devised by the assessor.

Portfolio/collection of work is particularly suitable for the assessment of learners at levels 1, 2 and 3.

Portfolio/Collection of work

The assessor should ensure that the learner is provided with:



A clear and unambiguous brief and instructions that reflect the range of learning outcomes being assessed



Guidelines on the extent and range of evidence a learner is expected to compile



Guidelines on the format and presentation of the evidence in the collection



The assessment criteria **and** relevant information on resources and/or materials required



The % weighting of the portfolio/collection of work in the context of the total assessment of the award

* A clear marking scheme including assessment criteria should also be devised that indicates how the evidence is to be graded.

Assignment

An assignment is an exercise carried out in response to a brief with specific guidelines as to what should be included. An assignment is usually of short duration and/or may be carried out over a specified period of time. Assignments may take the form of a practical activity e.g. a practical assignment or a research activity/evaluation following investigation of a particular topic e.g. a written assignment. An assignment should reflect a range of learning outcomes. A brief should be devised for each assignment. The brief should be accompanied by guidelines and or instructions. The assignment brief and guidelines should be clear and unambiguous.

Assignment

The assessor should ensure that the assignment brief:



Reflects a range of learning outcomes as outlined in the Award Specification



Is clear and unambiguous and contains all instructions required to complete the task **and** Includes information regarding evidence and submission deadlines



Indicates the percentage weighting of the assignment **and** the assessment technique



Takes into account the availability of resources and/or materials required by the learner



Contains clear assessment criteria and appropriate % weighting

* A clear marking scheme including assessment criteria should also be devised that highlights how the evidence is to be graded.

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.

An assessor **must** devise a brief or set of instructions and/or tasks for learners.

Sufficient learner evidence **must** be made available from the skills demonstration for internal verification and external authentication.

Skills Demonstration



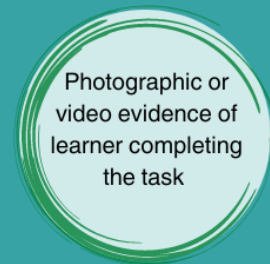
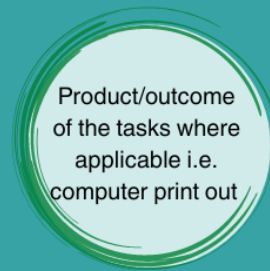
In the case of a practical task-based demonstration this may include a range of the following:



A skills demonstration may take place in the workplace i.e. in a live environment or in a simulated environment, as appropriate to the requirement of the Award Specification



In some specific cases, the demonstration must take place in a real / live environment



Skills demonstration - simulated environment

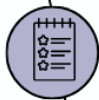
A skills demonstration may be carried out in a simulated environment using for example, role play or simulated scenarios. The environment should enable the learner to demonstrate a broad range of learning outcomes.

Skills Demonstration: Simulated Environment

When using simulated environment observation, the assessor should ensure that:



The learner receives clear instructions and guidelines on how the assessment will proceed and what will be assessed e.g. duration, inclusion of oral questions as appropriate



The environment is carefully prepared and the necessary equipment and/or materials are available to the learner



The tasks and conditions should be as realistic and close to the 'actual' environment as possible



Learner evidence to be generated is identified.

* A clear marking scheme including assessment criteria should also be devised that highlights how learner evidence is to be graded.

Skills demonstration - workplace/live environment

A skills demonstration may be carried out in the workplace/live environment as part of the learner's normal work routine. In this environment, the assessor may be the trainer or workplace supervisor, mentor or job coach.

Skills demonstrations in the workplace may be part of on-the-job training. The learner is observed performing tasks within the workplace to the required standard and within a specified time.

When carrying out a skills demonstration in the workplace the best practice guidelines outlined above should be adhered to and sufficient learner evidence **must** be generated. In addition, all issues related to workplace health and safety should be applied.

Project

A project is a response to a brief devised by the assessor. 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.

The assessment instrument for a project is the project brief. This is the specific 'brief' or instruction to the learner. The brief for the project should reflect a range of learning outcomes.

Where projects are undertaken by a group or as a collaborative piece of work the individual contribution of each learner should be clearly identified and procedures should be implemented to ensure the reliability of learner evidence.

Projects enable learners to demonstrate achievement of a range of learning outcomes which includes: understanding and application of concepts, use of research and information, the ability to design and evaluate, the ability to produce or construct.

Project

The assessor should ensure that the project brief:



Reflects a range of learning outcomes as outlined in the Award Specification



Is clear and unambiguous



Indicates the percentage weighting of the project **and** Includes notice of agreed deadline for submission of evidence



Takes into account availability of resources and/or materials that will be required by learners such as access to research sources



Includes relevant information such as; requirements for presentation of the project, guidelines on group or collaborative work

* A clear marking scheme including assessment criteria should also be devised that highlights how the evidence is to be graded.

Examination

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. The assessment instrument for examinations is the examination paper i.e. questions or tasks devised for the learner.

Examinations may be:

01

Practical

Assessing specified practical skills demonstrated in a set period of time under restricted conditions

02

Interview Style

Assessing learning through verbal questioning, one-to-one or in a group

03

Aural Testing

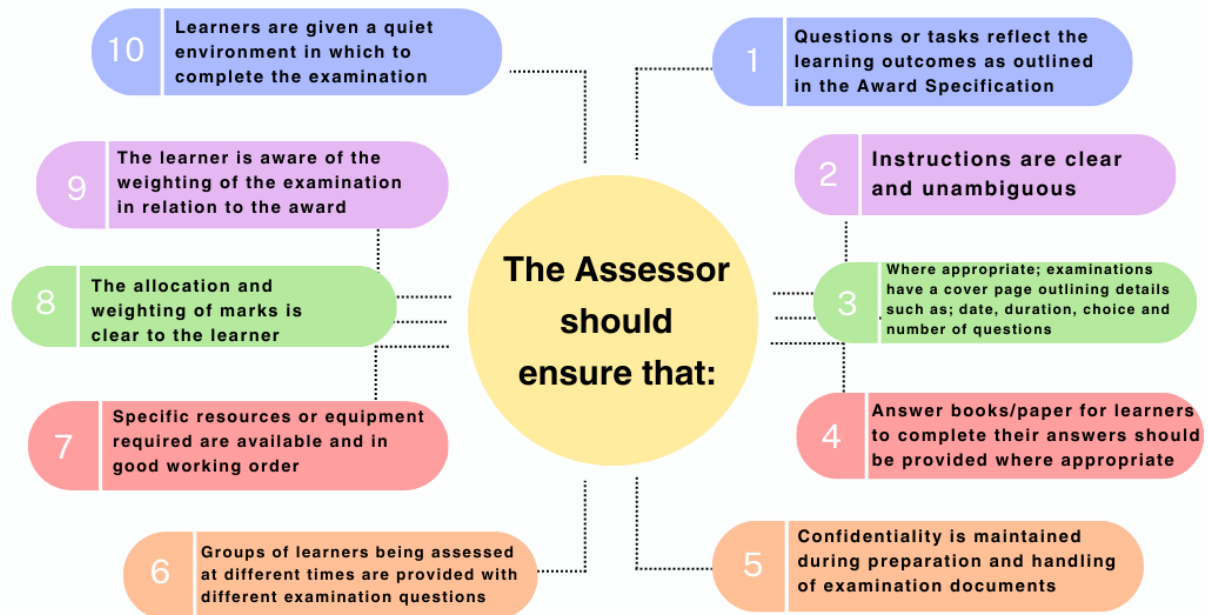
Assessing listening and interpretation skills

04

Theory-Based

Assessing the learner's ability to recall, apply, recognise and understand concepts and theory. This may require responses to a range of question types, for example, objective, short answer, structured essay. These questions may be answered in different media for example in writing or orally.

Devising an Examination



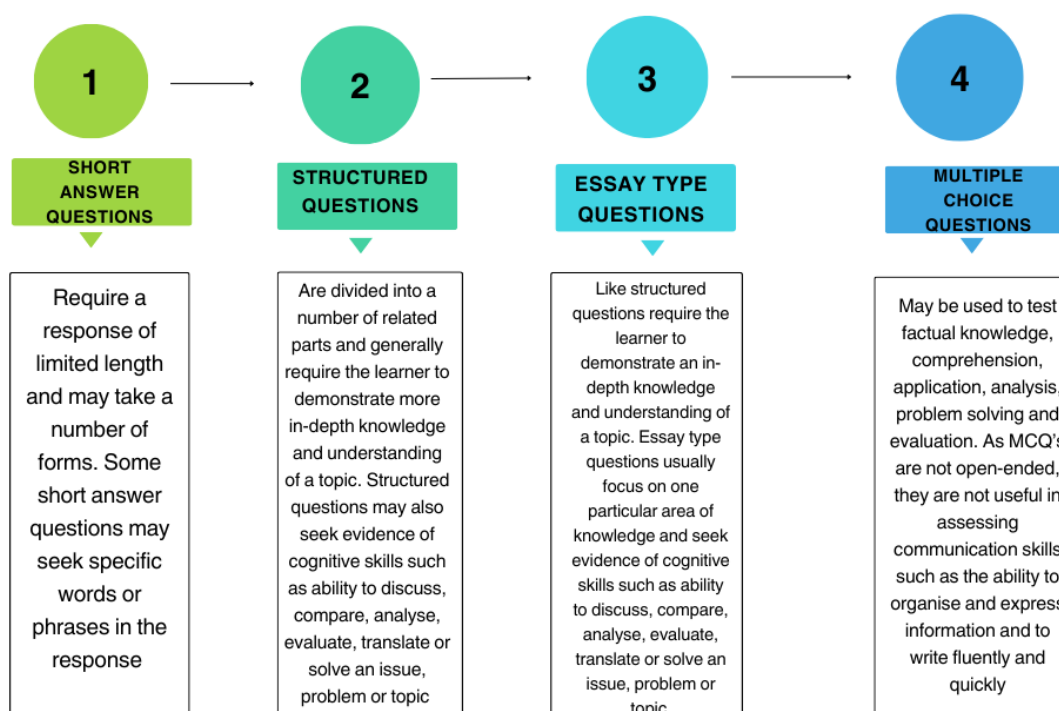
* A clear marking scheme should also be devised that highlights how specific marks are to be allocated.

Theory based examination

Theory based examinations may be used to assess the ability of the learner to recall, apply and understand specific theory and knowledge.

Theory based examinations may comprise a range of question types such as:

Range of Question Types for theory based examinations



To ensure national consistency and to avoid excessive demands on the learner the duration and format of the theory-based examination should generally fit within the appropriate range in the table below. It is recommended that written examinations should not exceed 3 hours in duration.

Short answer questions are abbreviated to s/a in the following table, Structured questions are abbreviated to str in the following table: -

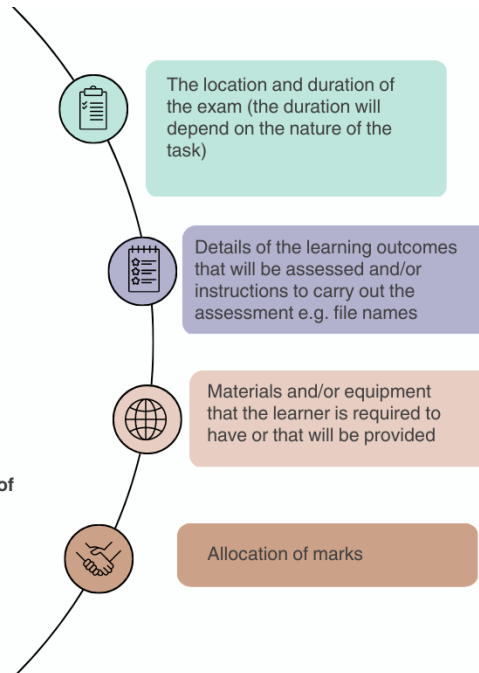
Time Allocated	Number of questions/range of options*
45 mins - 1.5 hours	10/12 short answer questions (s/a) 15/18 s/a 5/6 s/a and 1/2 structured questions (str) 7/8 s/a and 1/2 str
1.5 - 2 hours	18/22 s/a 10/12 s/a and 1/2 str 10/12 s/a and 2/3 str 5/6 s/a and 3/4 str 3/5 str
2 - 3 hours	10/12 s/a and 3/4 str 15/18 s/a and 2/3 str 3/4 str 4/6 str

When deciding on the duration and format of the examination, the percentage weighting of the examination needs to be considered.

Practical examinations

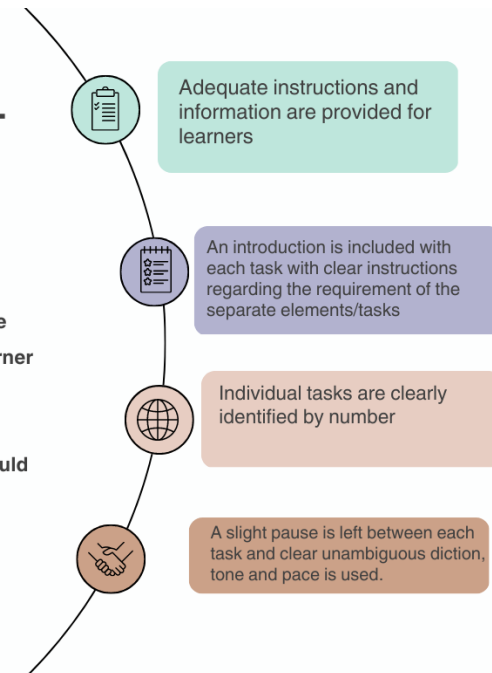
Practical Examinations

Practical examinations are generally used where a set period of time is allocated to the learner to demonstrate he/she practical knowledge, skills or competency. To ensure that the learner is adequately prepared for a practical examination they should be provided with a set of instructions outlining:



Practical Examinations - Preparing an Audiotape

When devising a practical examination, the assessor may be required to prepare material for use by the learner e.g. an audiotape. When preparing this type of material, the assessor should ensure that:



Aural Examinations

Aural examinations may be used where listening skills and competencies are being assessed; for example, in language awards.

Aural Examinations

To ensure that learners are adequately prepared for an aural examination, they should be provided with a set of instructions, generally in writing outlining:



The title, location and duration of the examination



Details of the learning outcomes being assessed



How the examination will proceed, for example learners may have a set period of time to read text prior to commencement and the tape may be played a set number of times



Details on dictionaries or other reference materials learners may use



Allocation of marks

* A clear marking scheme including assessment criteria should also be devised that highlights how the evidence is to be graded.

Interview-style Examinations

Interview-style examinations

The Assessor should ensure that:



The full range of potential questions devised are clear and unambiguous and are based on the specific learning outcomes



The learner is aware of the outcomes being assessed and how marks are allocated



Open questions that require a detailed answer and provide an opportunity for the learner to demonstrate their knowledge of the topic(s) are used



The interview adheres to a similar format and length for each learner



The answer to a question is not prompted by the question or sequenced in a way that one question provides the answer to the following one. This is known as leading. Leading questions either assume or suggest a particular answer



Supplementary questioning is used to understand why a learner has done a task in a specific way. This may also be used to ensure reliability of learner evidence.



Evidence should be provided for interview style examinations e.g. audio or video recordings. Refer to the relevant Cork ETB component descriptor.

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 a sketchbook.

For example, a lab notebook could record specific tasks or activities carried out and the analytical results obtained by the learner. Sketchbooks may contain learner's original drawings, paintings or sketches and can provide evidence of the process of reaching a finished art, craft or design piece.

Learner Record

When using a learner record the assessor should ensure that:



The learner has a clear brief or set of instructions on the format of the record and is aware of what details should be included



The brief is based on a range of learning outcomes



The learner is aware of any requirements on the presentation of the learner record e.g. format



A process for maintaining and updating the record is agreed with the learner



The allocation and % weighting of marks is clear to the learner

* A clear marking scheme including assessment criteria should also be devised that indicates how the evidence is to be graded.

Assessment Instruments

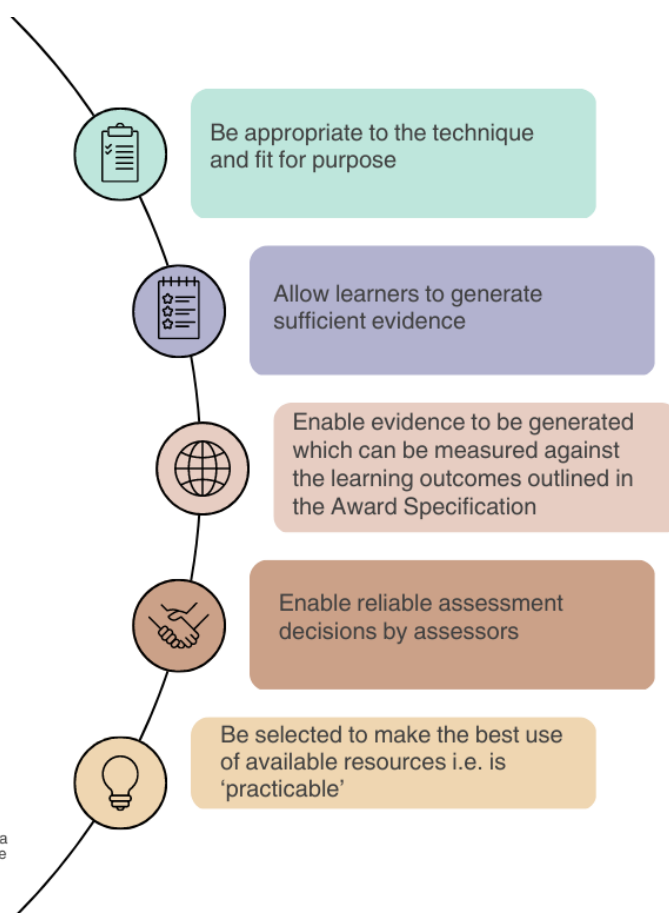
An assessment instrument is the specific activity/task or question(s) devised by the assessor based on the specified assessment technique as specified in the component descriptor.

All instruments devised by assessors **must** relate to one or more of these techniques e.g. a case study may be used as a part of an assignment, project.

For example, if the assessment technique specified in the Award Specification is an examination, the assessment instrument is the/an examination paper/questions/case study.

Assessment Instruments

The design of assessment instrument(s) must:



* A clear marking scheme including assessment criteria should also be devised that indicates how the evidence is to be graded.

The following details and guidelines are designed to assist the assessor in using each of the assessment techniques outlined above and in devising appropriate assessment instruments.

The table below summarises the Assessment Instruments required for each assessment technique.

Assessment Instruments - Table Summary	
Assessment Technique	Assessment Instruments
Assignment	Brief & Detailed Marking Scheme
Examination	Examination Paper & Detailed Marking Scheme & Outline Solutions
Learner Record	Brief & Detailed Marking Scheme
Portfolio/Collection of Work	Brief & Detailed Marking Scheme
Project	Brief & Detailed Marking Scheme
Skills Demonstration	Brief(s)/Task List(s) & Detailed Marking Scheme

SECTION FOUR – PLANNING ASSESSMENT

Assessment Plan

Assessors need to prepare an assessment plan in advance for every programme or component that they are delivering. This plan needs to be given to learner in within the first four weeks of the course so that they can plan their studies. In centres with a continuous enrolment policy the assessment plan must be reflected in individual learning plans.

In order to avoid the over-assessment of learners, assessors should look for opportunities to integrate assessment with other assessors or across components where possible.

The QA 6.2.3a Assessment Plan template is available [here](#). This template can be adapted to suit a particular learner cohort, as long as all of the criteria outlined in the section below are followed.



Planning Assessment

When planning assessment,
Assessors need to:



01

Address the
learning outcomes
of the award



02

Meet the criteria
specified in the
relevant programme
and component
descriptors



03

Select the
appropriate
assessment
technique (e.g.
Assignment) and
the assessment
instrument (e.g.
Case Study)



04

Consider the
weighting and
duration of
assessments



Planning Assessment

When planning assessment,
Assessors need to:



05

Consider the timing,
deadlines and due
dates for
assessments



06

Consider how
marks are to be
allocated and
assessment criteria
applied to clarify the
expected standards
of attainment for
particular grades



07

Follow Cork ETB
assessment
procedures to
ensure fair and
consistent
assessment of
learning



08

Follow QQI Quality
Assuring
Assessment -
Guidelines for
Providers (Revised
2013), including the
grading and
marking of
assessments



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.²

See [FESS Guidelines on the Integration of delivery and assessment](#) for more information on integrating assessment.

Ensuring Learning is being assessed at the Correct Level

In order to ensure that learning is being assessed at the correct level and that assessments are fair, consistent, valid and reliable it is necessary that assessors utilises the following:

1. **The Award Specification** – QQI Award specifications are available from [Awards Information](#) section of the QQI website
2. **The validated Cork ETB Programme Descriptor** – Descriptors for the QQI programmes validated for Cork ETB are available from the [Cork ETB QA SharePoint site](#)
3. **National Framework of Qualifications Grid of Level Indicators** which outlines the Knowledge, Skills and Competencies required at every level. This is available here: www.qqi.ie/Downloads/NFQLevelindicators.pdf

² <http://www.fess.ie/assessment/integrating-assessment>

The table below gives a brief summary of the knowledge, skills and competencies expected at each level.

Knowledge, Skills & Competence		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Elementary knowledge • Highly supported and directed • Repetitive and predictable tasks • Some awareness of independent role for self 	<ul style="list-style-type: none"> • Narrow range of knowledge • Supported and directed • Routine tasks • Awareness of independent role for self 	<ul style="list-style-type: none"> • Moderately broad • Limited autonomy • Apply known solutions to limited range of problems • Assume limited responsibility for consistency of self-understanding and behaviour
Level 4	Level 5	Level 6
<ul style="list-style-type: none"> • Independence • Growing sense of responsibility for participating in public life and shaping one's own life • First-time entry to many occupational sectors 	<ul style="list-style-type: none"> • Broad range of skills that require some theoretical understanding • Relate to engaging in a specific activity, that is vocationally specific • Working independently, subject to general direction 	<ul style="list-style-type: none"> • Comprehensive range of skills which may be vocational and/or of a general supervisory nature • Detailed theoretical understanding • Learning skills • Working in a generally autonomous way

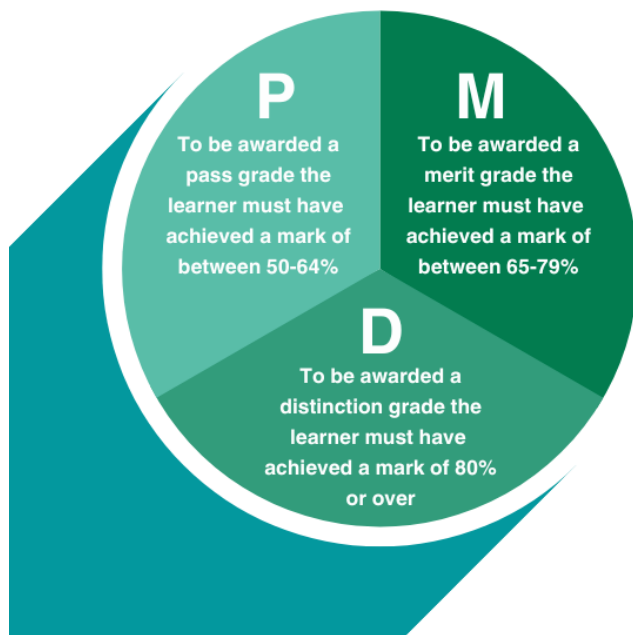
QQI Grading Classifications

QQI awards are graded and classified as follows:

Awards at level 1, level 2 and level 3 are classified as **Successful** where a learner has achieved all the outcomes for the award.

Awards at level 4, level 5 and level 6 are classified as **Pass, Merit or Distinction** where a learner has achieved the standards for the award within the grading criteria.

Standards for the Award



- **Pass**

A Pass is a grade awarded to a learner who has attained the minimum standard.

- **Merit**

A Merit is a grade awarded to a learner who has exceeded the minimum requirements.

- **Distinction**

A Distinction is a grade awarded to a learner who has substantially exceeded the minimum requirements.



QQI Grading Criteria

Grading criteria describe what a learner **must** attain to achieve a particular grade for an award at a particular level. The following tables outline the grading criteria for QQI awards at levels 1 - 6.

Grading Criteria for Awards at Level 1 - Level 3

Level 1	Level 2	Level 3
The learner has achieved 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 sustentative achievement on their own.	The learner has achieved the learning outcomes for the award in a structured and supported setting with clear direction from the assessor. The learner has demonstrated some autonomy of action and has taken limited responsibility for the activities and for 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.

Grading Criteria for Awards at Level 4 - Level 6

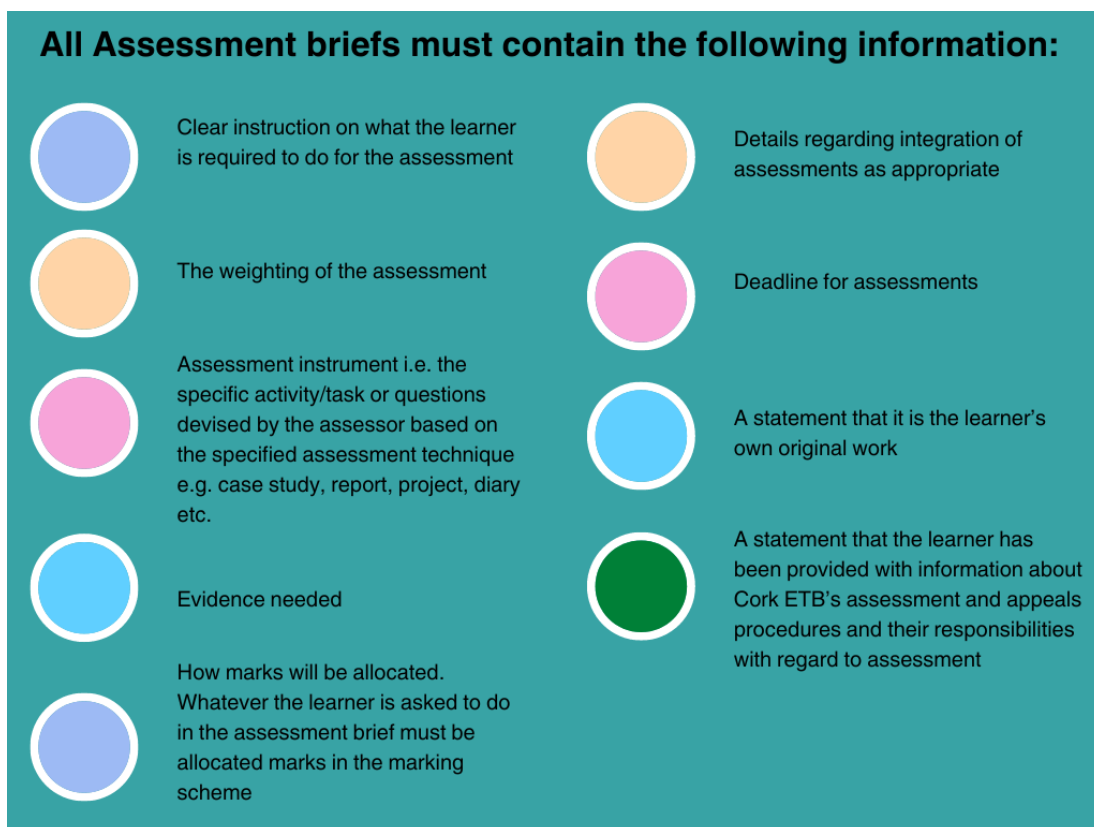
Pass	Merit	Distinction
<p>A Pass indicates that the learner has:</p> <ul style="list-style-type: none"> • achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard • used the language of the vocational/ specialised area competently • attempted to apply the theory and concepts appropriately • provided sufficient evidence which has relevance and clarity 	<p>A Merit indicates that 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 • presented coherent and comprehensive evidence 	<p>A Distinction indicates that 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 • demonstration-depth understanding of the subject matter • demonstrated a high level of initiative, evaluation skills • demonstrated analytical and reflective thinking • expressed and developed ideas clearly, systematically and comprehensively • presented coherent, detailed and focused evidence

SECTION FIVE – DEVISING ASSESSMENT INSTRUMENTS

Writing Briefs

In order to ensure fair and consistent assessment of learners it is essential that learners receive clear and accurate instruction in the form of an assessment brief. An assessment brief is a set of written instructions given by the assessor to the learner outlining the requirements and assessment criteria of each piece of an assessment. Briefs are required for every assignment, project, portfolio/collection of work, learner record, skills demonstration (i.e. every assessment technique apart from examinations where an exam paper is used).

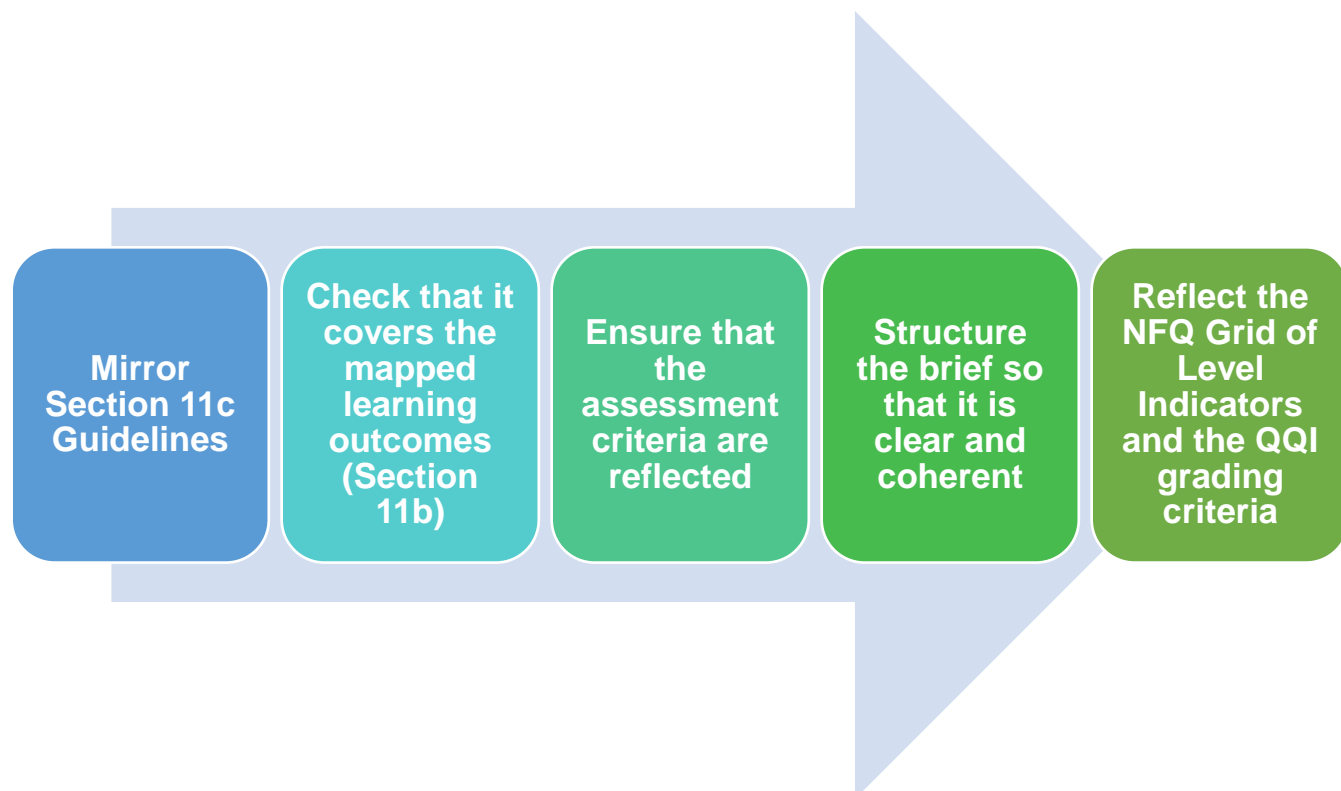
The assessor should prepare a brief based on the [QA 6.3.2a Template for Assessment Brief/Cover Sheet](#) for each assessment, unless creating an online brief on a virtual learning environment for existing CAMS assessments.



In preparing a brief for assessors should study the Cork ETB component descriptor in detail³, especially:

- section 9 learning outcomes – **focus on the verb** and any reference to “to include” vs. “for example”
- section 10 indicative content – **only assess the learner in what has been taught and what is required in the learning outcomes**
- section 11 assessment – techniques to be used to assess the learner, **mapped to particular learning outcomes; guidelines** to indicate what form the assessment evidence should take
- assessment criteria in the learner marking sheet(s) – broad criteria for marking learner’s work - this **will form the basis for detailed marking scheme(s)**

Developing an assessment brief



³ This information comes from FESS training on Devising Assessment delivered 9/4/2016

In writing a brief, it is important to use language and terminology that will be understood by the learners and that is appropriate to the level of the award standard. At levels 1 and 2 the brief will need to be presented in a very simple format using pictures or symbols if appropriate and the information will also need to be given orally and explained to the learners to ensure they fully understand the information. While assessment should always be planned and managed, it may happen informally at levels 1 and 2.

Briefs should be integrated where possible see [FESS Guidelines on the Integration of delivery and assessment](#) for further information.

All briefs **must** be in written form and **must** be available for Internal Verification and External Authentication.

Examination Papers

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.

An examination paper is an assessment instrument, which is designed in accordance with the instructions given in the assessment section of the provider's validated programme module. Examination papers are only used at levels 4, 5 or 6. Unless otherwise specified by the centre, the assessor is required to prepare examination papers in advance of the examination period.

Examinations may be practical, interview style, aural testing and/or theory based. For theory-based examinations, questions may be objective, structured, short answer and so on. Specific information about the types of examination questions that should be used to assess a learner in a theory-based examination can be found in the section on guidelines for assessment in the validated programme module.

When devising an examination, the assessor should ensure that:



Questions or tasks reflect the learning outcomes as outlined in the Award Specification



Groups of learners being assessed at different times are provided with different written examination questions



Instructions are clear and unambiguous



Specific resources or equipment required are available and in good working order



Examinations have a cover page outlining details such as; date, duration and number of questions



The marks per section and marks per question are clear to the learner



Answer books for learners to complete their answers should be provided where appropriate



The learner is aware of the weighting of the examination in relation to the award



Confidentiality is maintained during preparation and handling of examination documents



Learners are given a quiet environment in which to complete the examination

(QQI QA Assessment Guidelines for Providers, p. 17)

QA [6.3.4a Template for Exam Paper](#) is a cover sheet to be used in all examination papers to ensure consistent formatting and appearance. For consistency Calibri font size 14 is recommended.

Additional information such as the assessors name, course location etc may be included if required. The examination paper **must** be available for Internal Verification and External Authentication.

Marking Schemes

To ensure fair and consistent marking, assessors **must** show in detail how marks are allocated for assessments. There must be a transparent and reliable marking system with detailed breakdown of how the marks will be allocated to the assessment criteria or parts/elements of each question. The summary marking sheet from the descriptor is not sufficient.

[QA 6.3.5a Marks Allocation Template](#) is available for use. Marks may also be broken down in detail on the assessment brief, outline solutions or in a rubric.

All marking schemes must identify per technique:

- marks allocated to each assessment criterion
- sub totals
- total mark

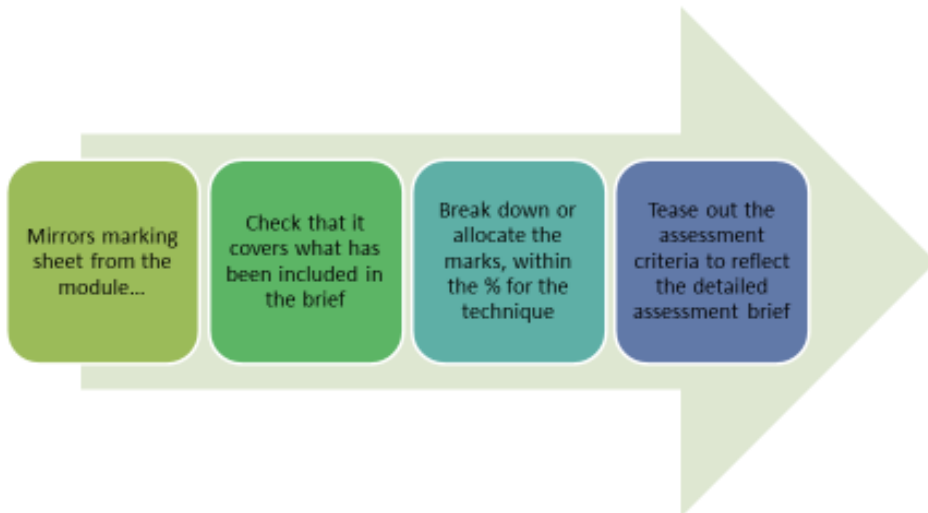
Where possible the total assessment marks should be out of 100 or multiples of 100.

In devising a marking scheme, assessors should refer to:

- The assessment guidelines in Cork ETB's validated programme module descriptor for the weighting of the assessment, the format of the assessment and the allocation of marks per question where appropriate
- The Learner Marking Sheet at the back of Cork ETB's validated programme module descriptor for a breakdown of the marks allocated for each question

Assessors are required to devise a marking scheme per technique and use a summary marking sheet from the component descriptor, so it is clear and obvious that the learner has achieved all learning outcomes (QQI QA Assessment Guidelines for Providers, p. 20)

Developing a Marking Scheme



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Outline Solutions

Outline Solutions

Outline solutions are required for all examinations. They should reflect the answers you expect the learner to produce. Depending on the questions, outline solutions may have:



One correct answer

A range of acceptable answers

A list of minimum acceptable key points

In devising outline solutions Assessors should refer to:

- The assessment guidelines in the provider's validated programme module for the weighting of the examination, the format of the examination and the allocation of marks per question
- The Learner Marking Sheet at the back of the programme module for a breakdown of the marks allocated for each question

The table below outlines what is required for each Assessment Technique.

Assessment Instruments - Table Summary	
Assessment Technique	Assessment Instruments
Assignment	Brief & Detailed Marking Scheme
Examination	Examination Paper & Detailed Marking Scheme & Outline Solutions
Learner Record	Brief & Detailed Marking Scheme
Portfolio/Collection of Work	Brief & Detailed Marking Scheme
Project	Brief & Detailed Marking Scheme
Skills Demonstration	Brief(s)/Task List(s) & Detailed Marking Scheme

SECTION SIX – CONDUCTING ASSESSMENT

Deadlines for Assessment

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.

Late submission

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 by 90%
8 – 14 calendar days late	20%	Multiply total mark 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.

Extenuating Circumstances

In relation to assessment, Extenuating Circumstances are exceptional conditions that temporarily prevent a learner from completing an assessment activity or that would seriously impair a learner's performance in an assessment.

Extenuating circumstances **must**:

1. Be unexpected
2. Be beyond the learners' control
3. Have a significant impact on an assessment performance

These are some possible examples of extenuating circumstances



A physical injury or emotional trauma during a period four to six weeks previously



Serious medical problems (either physical or mental)



A physical disability or chronic or disabling condition such as epilepsy or other incapacitating illness of the learner



If you are a victim of serious crime



Recent bereavement of close family member or friend



Transport difficulties such as an accident



Severe accident



Legal proceedings requiring your attendance



Terminal illness of a close family member



Other extenuating circumstances

The following are examples of what are NOT extenuating circumstances



Where a learner has a disability or a specific learning requirement this should be catered for under QA 6.6 Reasonable Accommodation in assessment of learners with specific needs unless there is a change in circumstances during the year, which could be classified as extenuating circumstances.



Minor illnesses e.g. coughs, colds or being under the influence of substances



Poor time management



Examination nerves or self-diagnosed stress

When a learner wants to apply to defer an assessment activity due to extenuating circumstances, they should:

- notify their Assessor
- complete [QA 6.7a – Application to defer Assessment\(s\) due to Extenuating Circumstances](#) and
- submit their application to the Course Coordinator

If a learner is aware in advance of a reason for non-submission by the deadline, they should submit the form as soon as possible. Where the learner is not aware of a reason for non-submission in advance, the form **must** be submitted within two weeks of an assessment activity deadline. In certain programmes a learner may require support to complete this application. An application should be submitted no later than

two weeks after the date of the assessment activity.⁴ A learner can use one application to apply for deferrals in a number of assessments if the same circumstances applies to a number of assessments.

The Course Coordinator will liaise with the assessor and inform them of the decision. When approval is granted the revised schedule for the assessment activity is agreed between the assessor and the learner. Every attempt to facilitate this in the current assessment period will be made. However, due to time constraints, and/or resources, this revised schedule may roll into a subsequent certification period. In the case of deferred examinations and skills demonstrations, a different examination paper and brief **must** be used.

Opportunities to defer an assessment activity are dependent on the nature of the activity and the practical and/or operational issues involved. It is acknowledged that there may be specific constraints on centres that prevent them from offering rescheduled assessment opportunities to learners.

The assessor should mark the assessment according to the normal criteria without making allowances for the extenuating circumstances of the learner. The assessor should complete [QA 6.7b – Cover note for deferral of Assessment Activity due to Extenuating Circumstances](#) and attach it to the assessment so that the Internal Verifier and External Authenticator are aware that marks should not be deducted for late submission.

⁴ In exceptional cases, the coordinator may extend this date due to the specific circumstances that may prevent the learner from obtaining the relevant evidence/documentation within the allowed timeframe.

Reasonable Accommodation

Cork ETB aims to do all that is reasonable to provide accommodation in examinations and skills demonstrations to enable learners with specific learning needs to demonstrate their level of actual attainment, in as far as is possible, without undermining the validity of the assessment.

Reasonable Accommodations

Applications for reasonable accommodations can be made on the following five grounds

1.
Learning
Difficulty

2.
Hearing
Difficulty

3.
Visual
Difficulty

4.
Physical
Difficulty

5.
Mental Health
or Behavioural
Difficulty

The accommodations available depend on the specific disability or learning need. They may include the following:



Using a word processor or a recording device



A waiver from spelling, grammar and punctuation in language subjects



Assistive technology



Additional time



A scribe in exceptional cases



Enlarged papers



A reader



A personal loop system or Irish sign language interpreter



A colour identifier



A separate examination centre

Further details on reasonable accommodation in assessment is available in [QA 6.6 Reasonable Accommodation in Assessment of Learners with Specific Needs Procedure.](#)

Submission of Assessment

When submitting assessments learners need to use the [Template for Assessment Brief/Cover Sheet](#) that has been given to them by their assessor unless assessments are submitted online through a virtual learning environment. 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. This requirement also applies to assessments submitted online through a virtual learning environment.

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 Training Centre programmes, Central Assessment Management System (CAMS) templates will continue to be used.

Learners **must** ensure that they sign a submission sheet: [QA 6.4.2a Assessment Submission Sheet](#) when handing in an assessment, unless there is a submission record on a virtual learning environment. The assessor will keep a record of all assessments submitted for each learner on the 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 as work may not be returned after the assessment process

has concluded. The assessor will update the template available and complete the learners' names on the assessors' Assessment Submission Sheet at the start of each programme.

Cork ETB Referencing Guidelines

Learners are required to cite where they have obtained information that is not their own original work. It is standard practice in academic writing to include references or citations in assignments and projects and it is important to acknowledge sources. The Cork ETB Referencing guidelines are outlined in [Referencing Handbook for the Further Education and Training \(FET\) Sector](#).

Examination Procedures

In order to ensure mechanisms are in place for the security, supervision, and integrity of assessment materials⁵, learner assessment documentation/project work submissions, and the maintenance and security of assessment records⁶. Cork ETB campuses/centres will ensure that assessment instruments are prepared and distributed in a secure manner to relevant assessment personnel.

⁵ 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.

⁶ Assessment Records include summary assessment sheets, assessment attendance sheets etc.



Instructions to person coordinating the examinations



01

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



02

All assessment materials are maintained securely until the commencement of the assessment



03

The assessment area is prepared in accordance with the appropriate requirements prior to the Learners' arrival



04

Only authorised individuals have access to the assessment area while it is being prepared and during the assessment



Instructions to person coordinating the examinations



05

Assessments are supervised in accordance with Cork ETB Assessment Procedures



06

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



07

Assessment records are stored securely with appropriate backup procedures



08

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



Instructions to Assessors

01

All examination papers should be prepared according to the assessment design procedures for examinations outlined in **QA 6.3 Assessment Design Procedure for QQI Awards**

02

All examination papers should be completed using **6.3.4a Template for Examination Paper** where possible

03

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 he/she needs to use a bilingual dictionary during examinations, he/she must bring a **6.4.3b Use of Dictionary in Examinations Form** signed by his/her Principal/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 examination supervisor at the examination

2.

The Student is responsible for bringing his/her 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.

Examination Supervisors will check the dictionary beforehand to ensure that it is free of any notes or other unauthorised material

Instructions for Examinations Supervisors

1. Where possible assessors should not supervise their own group for an examination	8. Supervisors should get each learner to sign QA 6.4.3.a Assessment Attendance Sheet and check the name against the learner photo identification if the learner is not known to them
2. Supervisors should be in the examination centre 15 minutes before the examination is due to commence	9. Supervisors should get each learner to sign QA 6.4.3.a Assessment Attendance Sheet and check the name against the learner photo identification if the learner is not known to them
3. Supervisors 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	10. Supervisors should check the completed answer books against the QA 6.4.3.a Assessment Attendance Sheet
4. The supervisor 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	11. 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
5. If everything is in order examination papers should be distributed and left faced down until the supervisor instructs learners to turn them over when the examination commences	12. Where a suspected incident of assessment malpractice occurs, the supervisor will complete QA 6.10.2a Alleged Assessment Malpractice Report Template and submit it to the person responsible for organising the examination
6. If a problem arises with an examination paper, it should be referred to the person responsible for coordinating the exam	13. The learner should be informed that a suspected incident of malpractice is being reported and they should be allowed to complete the examination
7. Supervisors must remain vigilant for the duration of the examination and should not read or use headphones while supervising	

Instructions for Learners		
1. Learners are responsible for noting carefully the date, time and location for each exam	7. No books, notes, or written materials are allowed to be taken into the examination centre	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
2. Learners are required to be in the examination centre 10 minutes prior to the commencement of the examination	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	14. At the end of the examination learners must stop writing immediately
3. Learners will not be admitted to the examination centre later than 30 minutes after the commencement of the exam	9. Silence must be observed at all times and learners shall not communicate with or aid another learner	15. Learners cannot remove examination papers or answer books from the Examination centre
4. Learner will not be allowed to leave the examination centre until after 30 minutes from the commencement of the exam	10. Learners should raise their hand to attract the attention of the supervisor	16. Learners must remain seated until all the examination papers have been collected
5. Each learner must sign the appropriate sign in sheet for his/her group for each examination	11. A learner will not be allowed leave and return to the examination centre unless there is a genuine need, and they are supervised	17. Where there is a suspicion of assessment malpractice the supervisor 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 6.10 Assessment Malpractice
6. Where the learners are not known to the supervisor, identification is required when signing	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	

Guidelines for Use of Readers. A reader:

1. Must read accurately	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
2. Must only read the instructions of the question papers and questions but not explain or clarify	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.)
3. Must repeat instructions given on the question paper only when specifically requested to do so by the learner	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
4. Must abide by the regulations since failure to do so could lead to the disqualification of the learner	9. May read back, when requested, what has been written in the answer
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	10. May, if requested, give the spelling of a word which appears on the paper but otherwise spellings must not be given

Guidelines for the use of Scribes. A scribe:

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	6. Must not give factual help to the learner or indicate when the answer is complete
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	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
3. Must abide by the regulations since failure to do so could lead to the disqualification of the learner	8. Must not expect to write throughout the examination if supervised rest breaks have been permitted
4. Must write or word-process a correction on a typescript or Braille sheet if requested to do so by the learner	9. May, at the learner's request, read back what has been recorded
5. Must immediately refer any problems in communication during the examination to the examination supervisor	

Guidelines for the use of Computers. 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	7. Must be used to produce answer papers under secure conditions, otherwise they may be refused
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	8. Must not give the learner access to other applications such as calculators, spread sheets etc. unless required as part of the examination
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	9. Must not include graphic packages or computer aided design software unless permission has been given to use these
4. Must be in good working order at the time of the examination	10. Must not include voice-activated software unless the learner has permission to use a scribe or relevant software
5. Must either be connected to a printer so that an 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	11. Must not be used to perform skills which are not being assessed
6. Must be connected to mains electricity	12. Must not be connected to an Intranet or any other means of communication

Repeating Assessments

Cork ETB aims to facilitate repeat assessment as fairly as possible within the constraints of the programme and the resources and time available. Opportunities to repeat an assessment activity are dependent on the nature of the activity and the practical and/or operational issues involved. There are specific constraints on some centres which prevent them from offering repeat opportunities for all assessments.

Assessors are responsible for making assessment available for repeat assessments as appropriate.

Grounds for Repeating QCI Assessments⁷

Learners can repeat an assessment:		Learners cannot repeat:
1) If they do not pass the overall component ⁸		1) To improve their grade.
2) On one occasion only ⁹ . For learner that require additional support e.g. in Youthreach, practice examinations and practice skills demonstrations should be arranged, and feedback provided in advance of the assessment.		2) If they have failed one of the assessments but passed the overall component. For example, if a learner fails an exam but because of the marks achieved in another assessment e.g. portfolio they achieve an overall pass grade for the component they cannot repeat the exam.

⁷ Other awarding bodies may have different repeat procedures. Please refer to their QA documentation for further information.

⁸ Some awards specify a minimum mark for each technique to achieve a pass. In such cases the overall result is still computed on the basis of the aggregated result of all the assessments.

⁹ The only exception to this rule is where a learner needs to pass a component to meet the requirements of the Veterinary Council of Ireland.

Repeating Assessments on Level 5 and 6 Programmes

Due to time and resource constraints repeat of theory examinations only can be facilitated on Level 5 and 6 programmes. Campuses/centres are obliged to charge a fee of €40 per repeat examination, unless the learner is exempt from paying examination fees.

It may be possible for learners to repeat certain elements of a programme during the next academic year if this can be facilitated by the campus/centre.

Repeating Assessments in all Other Centres

On all other programmes, opportunities to repeat assessment activities are dependent on the nature of the activity and the practical and/or operational issues involved. Campuses/centres will facilitate repeat assessments, as far as possible, within their limited resources.

Where repeat Portfolio, Project, Assignment and Learner Record can be facilitated the maximum mark available is capped at 50% for that assessment. Repeat Examinations and Skills Demonstrations are not capped.

Application Process for Repeating Assessment

When learners receive their results, they are reminded of the Cork ETB Assessment Appeals and Repeat of Assessment procedures.

Learners must apply within 14 days of the issue of results on one of the following forms, as appropriate:

- [QA 6.8a Application to Repeat an Examination on a PLC Programme](#)
- [QA 6.8b Application to Repeat an Assessment](#)
- [QA 6.8c Application to Repeat an Assessment Task on the Advanced Certificate in Early Learning and Care](#)

A fee of €40 is payable for Level 5 & 6 Programmes, unless the learner is exempt from paying examination fees.

Each campus/centre will:

1.

Process requests for repeats

2.

Make all necessary arrangements for repeat assessments

3.

In the case of repeat examinations and skills demonstrations, a different examination paper and brief must be used

4.

Ensure that the repeat assessment process is conducted in accordance with Cork ETB Assessment procedures

5.

Record and communicate results arising from repeat assessments to the learner and process the certification on QBS

SECTION SEVEN – ASSESSMENT MALPRACTICE

Everyone involved in assessment, from design to implementation, has a responsibility for ensuring the integrity and validity of Cork ETB Assessment Procedures.

An assessment malpractice is any act or practice, which brings into question the validity, or integrity of the assessment process and which normally arises due to one or more non-accidental factors.

It is the assessor's responsibility to check the reliability of learner evidence where there is a suspicion of learner malpractice. The assessor or examinations supervisor is responsible for ensuring that any instances of assessment malpractice are reported in accordance with these procedures.

Additionally, all staff involved in the assessment process **must** ensure that the assessment process is conducted in line with quality assurance policies and procedures and that any variances in assessment practices are investigated appropriately as outlined in this procedure.

What is Learner Malpractice?

Learner Malpractice is defined as malpractice committed by a learner during the course of the assessment process. Examples of learner malpractice include but are not limited to: (1) Plagiarism and (2) Inappropriate Behaviour.

Plagiarism

Learner plagiarism is defined as the practice of learners submitting any work for assessment that is not their own original work. This could be any percentage of work that has not been referenced and has been copied from published work, the internet, other learners' work and/or other sources.

Plagiarism in assessment may include but is not limited to:



Representing work completed by and/or authored by another person (including other learners, family, work colleagues and friends) as their own



Passing off collaborative work as one's own



Procuring work from a company or external source including the internet



Piecing together sections of others' work into a new whole



Copying work from any source or medium without reference (i.e. website book, journal article)



Submitting another learner's work with or without their knowledge



Taking a passage of text, or an idea, and summarising it without acknowledging the original source

The submission of such plagiarised materials for assessment purposes is fraudulent and all suspected cases will be investigated and dealt with appropriately using the procedures outlined in this document.

Suspected cases of plagiarism will only be investigated when there is a declaration of authenticity, which has been signed by the learner. Any electronic assessment submitted is deemed as having been declared as authentic by the learner.

Inappropriate Behaviour

Inappropriate behaviour in assessment includes but is not limited to the following:



Unauthorised removal of assessment material from the assessment location



Deliberate damage to or destroying of assessment related materials



Use of electronic communication device/technology or other unauthorised materials during the assessment



Assisting other learners during the assessment



In an assessment event (e.g. examination), any form of communication with other learners (written, verbal, gestures, expressions, pointing, etc.)



Collusion by working collaboratively with other learners, beyond what is allowed



Copying from another learner



Fabrication of results and/or evidence

Inappropriate behaviour in assessment includes but is not limited to the following:



Falsification (faulty data collection methods)



Behaving in such a way as to undermine the integrity of the assessment event or process



Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment



Engaging in unsafe practices



Disruptive, violent and offensive behaviour



Tampering or interfering with assessment materials or another learner's work



Submission for assessment of a piece of work that has been purchased/procured from another source where the work is not the learner's own work

Suspected Malpractice – The Assessor’s Role

An assessor should first check the reliability of the learner evidence and if there is still a suspicion of learner malpractice, they should report it to their Principal/Centre Manager.

Check Reliability of Learner Evidence

In the event of suspected learner malpractice, the Assessor **must** check the learner assessment evidence for reliability using the technique outlined in the table below and meet with the learner to discuss the assessment evidence.

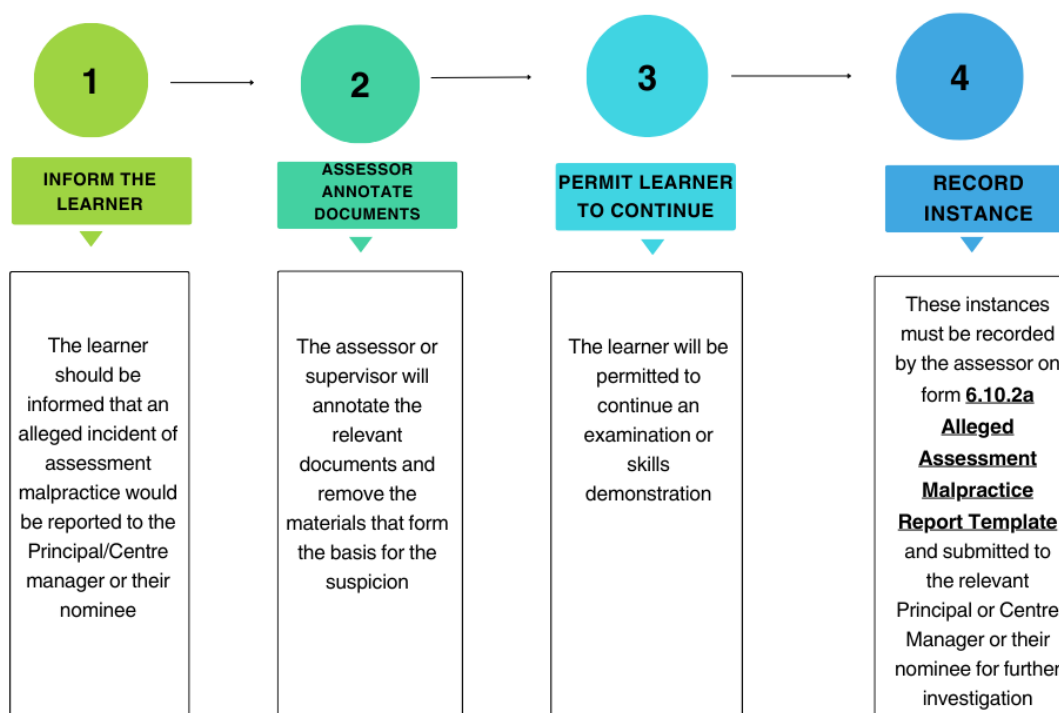
Where the Assessor is not in a direct position to observe the learner carrying out the assessment activity or collecting the evidence first hand, e.g., when a portfolio or project is used, he/she must be confident that the learner actually produced the evidence, i.e. it is reliable learner evidence. This is particularly important when group assessment is used. The following are ways in which the Assessor may ascertain that the learner evidence produced is reliable and genuine. The Assessor should, where appropriate, implement a range of these.	
Questioning:	This involves asking the learner to explain and describe part of the evidence. It is important to concentrate on how the evidence was produced. This will enable the learner to show that he or she was responsible for producing the evidence and will also give the learner the opportunity to apply the knowledge and skills required.
Authorship Statement:	An authorship statement from the learner testifying the evidence as being his/her original work. An authorship statement could be provided with regard to all evidence submitted.
Personal Log:	This is a record of how the learner planned and developed the evidence. A personal log should identify problems and how the learner overcame them.
Personal Statements:	A personal statement may be used to explain the actions of the learner in carrying out activities or producing the evidence. Personal statements should be clear and explain the learner’s role and the

	context in which the evidence was produced. Personal statements can provide evidence of knowledge and understanding.
Peer Reports	Peer reports are especially suitable for group work. Peer reports are reports drafted by group members, which can help, explain individual involvement in a task or project.
Independent Testimony:	This is a statement produced by an individual other than the assessor, which confirms that the learner has carried out a series of tasks or produced a product. It should record what the learner has demonstrated and corroborate the learner evidence submitted. The identity and role of the individual to provide the testimony for the learner should be agreed in advance between the Assessor and the learner. The use of independent testimony is not intended as a mechanism for assessing learner evidence but as a tool to corroborate the reliability of that evidence.

Reporting of Alleged Assessment Malpractice

If an assessor suspects and has been unable to verify the reliability of learner evidence, then the assessor **must** report the alleged malpractice to their Principal/Centre Manager or their nominee on the [form QA 6.10.2a Alleged Assessment Malpractice Report Template](#).

The assessor or examination supervisor should deal with instances of suspected malpractice that arise during an examination or skills demonstration promptly as follows.



Where an assessor suspects that an incident of assessment malpractice has occurred, the assessment material **must** be marked on its own merits, as if the alleged malpractice had not occurred and the appropriate mark awarded. The decision whether the alleged malpractice is unsubstantiated or substantiated and any penalties to be imposed will be taken by the Principal/Centre Manager. Further information is available in [QA 6.10 Cork ETB Learner Assessment Malpractice Procedure](#).

SECTION EIGHT – PREPARING FOR AUTHENTICATION AND CERTIFICATION

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. All required documentation is listed on the checklist.

GLOSSARY

Assignment	An assignment is an exercise carried out in response to a brief with specific guidelines as to what should be included. An assignment is usually of short duration and may be carried out over a specified period of time.
Assessment	The Process by which evidence of performance is collected and compared with the standards of knowledge skill or competence and a judgement made on learner achievement of the standards.
Assessment Criteria	Statements of the standards or broad criteria against which the evidence produced by the learner will be marked/graded.
Assessment Instrument	An assessment instrument is the specific activity/task or question(s) devised by the assessor based on the specified assessment technique.
Assessment Technique	An assessment technique is a valid and reliable way of assessing learner evidence for a particular range of learning outcomes. For QQI assessments the following techniques are used:
Assessment Technique	An assessment technique is a valid and reliable way of assessing learner evidence for a particular range of learning outcomes, e.g. practical skills should be assessment in a practical manner ego by a skills demonstration.
Assessor	The assessor devises assessment instruments/marking schemes and assessment criteria, provides opportunity for learners to generate evidence, judges learner evidence and makes an assessment decision.
Award	That which is conferred, granted or given by an awarding body and which records that a learner has acquired a standard of knowledge, skill or competence.

Award type	Refers to a class of named awards sharing common features and level. These include major, minor, special purpose and supplemental award types. Different award types reflect different purposes of award and allow for the recognition of all learning achievement.
Awarding Body	means a body which makes an award e.g. QQI or City & Guilds
Competence	One of the framework strands (outcomes of knowledge, skill and competence). It refers to the Process of governing the application of knowledge to a set of tasks that is typically acquired by practice and reflection. It is the effective and creative demonstration and deployment of knowledge and skill in human situations. Such situations could comprise general, social and civic ones as well as specific occupational ones.
Criterion referenced assessment	Criterion-referenced assessment has set criteria to be achieved; meeting/not meeting these criteria, is the most important aspect. The driving test is a good example of a criterion-referenced assessment. The standards of knowledge, skill and competence are specified in the Award Specification and learners reach them or fail to do so. FET awards are criterion referenced.
Examination	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.
Examination - Aural	An aural examination assesses listening and interpretation skills.
Examination – Interview Style	An interview style examination assesses assessing learning through verbal questioning, one-to-one or in a group.
Examination - Oral	An oral examination assesses the ability to speak effectively in the vernacular or other languages.

Examination - Practical	A practical examination assesses specified practical skills demonstrated in a set period of time under restricted conditions.
Examination - Theory	A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.
External authentication	The means by which learners, providers, assessors and QQI will be independently assured that the application of the provider's assessment procedures is carried out effectively.
External authenticator	Appointed by providers to provide independent authentication of fair and consistent assessment in line with QQI requirements.
Formative assessment	Formative assessment informs a learner how to improve their learning and is generally carried out in the early stages of, or during, a programme. Formative assessment provides feedback on a learner's work and is not necessarily used for certification purposes. The emphasis in formative assessment is on encouraging more understanding by learners of their respective strengths, weaknesses and gaps in knowledge
Further Education and Training	Education and training other than primary or post primary or higher education and training.
Internal verification	The Process by which learners will be assured that the provider's assessment procedures are applied in a consistent manner across the provider's assessment activities.
Knowledge	One of the framework strands (outcomes of knowledge, skill and competence). It is the form of outcome commonly identified with declarative knowledge i.e. the cognitive representation of ideas, events or happenings...It can comprise description, memory, understanding, thinking, analysis, synthesis, debate and research.
Learner	A person who is acquiring or who has acquired knowledge, skill or competence.

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.
Major award	A major award is the principal class of award made at each level. It represents a significant volume of learning outcomes. A major award will prepare learners for employment, participation in society and community and access to higher levels of education and training e.g. Level 5 Certificate in Childcare
Minor award	A minor award is an award that is derived from, and must link to, at least one major award. Minor awards are smaller than their parent major award(s). Achievement of a minor award provides for recognition of learning that has relevance and value in its own right e.g. Word Processing, Safety and Health at Work. In the FET awarding system, they are referred to as components.
National Framework of Qualifications	The single nationally and internationally accepted entity through which all learning achievements may be measured and related to each other in a coherent way, and which defines the relationship between all education and training awards. The Framework has 10 levels, reflecting all learning from introductory to doctorate levels.
Outcomes	Identify what the learner is able to do on successful completion of a learning experience.
Portfolio / Collection of Work	A portfolio or collection of work is a collection and/or selection of pieces of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. The collection may be self-generated or may be generated in response to a particular brief or tasks/activities devised by the assessor.

Programme	A programme is a learning experience designed and offered by a provider based on predetermined national standards and leading to a QQI award.
Project	A project is a response to a brief devised by the assessor. A project is usually carried out over an extended period of time. 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. A project may be group/individual endeavour.
Provider	An organisation that provides, organises or procures a programme of education and training e.g. Cork Education & Training Board
Quality Assurance	The system(s) put in place by a provider to maintain and improve the quality of its programme(s).
Recognition of Prior Learning (RPL)	Recognition of Prior Learning i.e. recognition of learning that has taken place but not necessarily been assessed or measured prior to entering a programme. Such prior learning may have been acquired through formal, non-formal or informal routes.
Skill	One of the framework strands (of knowledge, skill and competence outcomes). It reflects know-how and skill and involves demonstration by the learner of ability in terms of mastery of skill or application of knowledge. The level and degree of skill are reflected in the level indicators in the framework.
Skills Demonstration	A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.

Special Purpose	A special-purpose award is made for specific relatively narrow purposes. It does not have to link to a major award e.g. Forklift Truck Driving.
Standards	Standards identify the knowledge, skill and/or competence that must be attained in order to achieve an award.
Summative assessment	Summative assessment is generally carried out at the end of a programme or 'unit' of learning, e.g. written examination. It is comprehensive in nature and is generally used for certification purposes. It is based on the cumulative learning experience that takes place in a programme or 'unit'. Assessment undertaken for the purpose of submitting authenticated results to QQI for the purpose of requesting an award is summative assessment.
Supplemental Award	A supplemental award is an award to recognise learning which involves updating/ up-skilling and/or continuing education and training with specific regard to occupations e.g. Gas Installation

6.1a Learner Assessment Contract (Levels 1-3)

As a learner with Cork ETB, I can expect the following in relation to assessment:

- Fairness
- Suitable assessments
- Clear information about what I need to do
- Procedures to ensure that assessments are fair
- Extra help if necessary
- Feedback from my tutor
- More information if I need it
- Keeping my assessments secure
- A chance to do the assessment again if I am not successful

Signed on behalf of CETB:



Mr Denis Leamy, Chief Executive

As a learner with Cork ETB:

- I will attend class and join in
- If I miss a class, I will try to catch up
- I will complete the assessments on time
- I will ask for more information if I need it
- I will let the tutor know if I need help
- I will follow the procedures that have been explained to me
- I will ask for more feedback from my tutor if I need it
- I will present my work on time

Learner Name: _____

Signature: _____

Parent/Guardian Signature (if learner is under 18):

Date: _____

6.1b Learner Assessment Contract (Levels 4-6)

As a learner with Cork ETB, I can expect the following in relation to assessment:

- Fair and consistent assessments that are transparent and accessible.
- A valid, reliable, quality assured assessment process
- Accurate, accessible information about course requirements, learning outcomes and assessment dates
- Clear instructions in relation to assessments that provide opportunities to demonstrate achievement of the standards of knowledge, skills and competencies required
- Information regarding assessment procedures in a learner handbook
- An assessment process that is internally verified as fair and consistent
- Externally authenticated assessments consistent with national standards
- Reasonable and appropriate accommodations in assessments
- Constructive feedback from my assessor
- Security of all assessment materials submitted
- A right to appeal results and to repeat assessments under certain conditions.

Signed on behalf of Cork ETB:



Mr Denis Leamy, Chief Executive

As a learner with Cork ETB:

- I will attend and participate in all classes as required
- It is my responsibility to get any information that I have missed through non-attendance
- I will submit assessments on time and in the format requested
- I will bring my support needs to the attention of the campus/centre in a timely manner
- I will prepare for and participate fully in assessments
- I will take responsibility for ensuring that I have received all assessment information
- I will familiarise myself with and adhere to Cork ETB Assessment Procedures and regulations
- I will arrive on time for examinations
- I will submit my own original work, correctly reference any quotations and not plagiarise anyone's work
- I will attend feedback sessions and request additional feedback if required
- I will keep copies of all my assessment materials where possible
- I will review my progress to get the most from my class

Learner Name: _____

Signature: _____

Class/Group: _____

Parent/Guardian Signature (if learner is under 18): _____

Date: _____

QA 6.2.3a Assessment Plan Template Version 3.0 September 2023

6.2.3a Assessment Plan Template ¹⁰						
Major Award Name and Code <i>Software Development 5M0529</i>				Assessment Period		
Month	Component Name	Component Code	Assessment Technique	% ¹¹	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

¹⁰ In centres with a continuous enrolment policy the assessment plan must be reflected in the individual learning plan

¹¹ This column is not relevant at levels 1-3



6.3.2a Assessment Brief/Cover Sheet



Learner Name:			
Class Group:			
Assessor:	<i>i.e. name of teacher/tutor/instructor/trainer</i>		
Component Title and Code:	<i>e.g. Communications 5N0690</i>		
Assessment Technique:	<i>e.g. Project</i>	Weighting ¹² :	<i>40%</i>
Title:	<i>e.g. Modifying a Letter of Complaint</i>		
Issue Date:	<i>3/11/16</i>	Submission Date:	<i>25/11/16</i>
Learning Outcomes Assessed:	<i>e.g. LO 3, 6 & 7</i>		
<p>Guidelines:</p> <p><i>What the learner is required to do, as per the guidelines in the assessment section of the validated programme module. These should be detailed guidelines on how to complete this piece of assessment.</i></p> <p><i>The guidelines MUST be linked to the learning outcomes being assessed (as per validated programme map) as it is the learning outcomes that will guide you about the level and the kind of knowledge, skill and competence the learner should be demonstrating in the piece of assessment.</i></p> <p><i>The guidelines may allow for the assessment of one learning outcome, a range of learning outcomes from one component specification or in the case of integrated assessments, a range of learning outcomes across a number of component specifications.</i></p>			

¹² Not applicable at levels 1-3



Assessment Criteria/Marking Scheme:

These are statements of the standards against which the evidence produced by the learner will be marked/graded. This information MUST be taken from Cork ETBs validated descriptors.

Learner Name:

I confirm that:

I have been provided with information about Cork ETB's assessment and appeals procedures and my responsibilities with regard to assessment

The assessment work produced by me is all my own original work

Learner Signature:

Date:

Note to Learners:

Assessments will not be accepted without this coversheet.

Plagiarism is the presentation of someone else's ideas, arguments, concepts or work as your own by failing to reference or acknowledge it properly. All such work must be acknowledged. Any learner, who presents another's work as their own, will be investigated in line with Cork ETB Assessment Malpractice procedures and may be awarded a zero grade.

Learners should keep copies of all assessment submitted, where applicable.

6.3.4a Template for Exam Paper

Component:

Month:

Course(s):

Learner Name:

Class/Group:

Weighting:

Time Allowed:

Digitally Completed exams can be uploaded outside of allocated exam time

Instructions to Candidates:

QA 6.3.5a Marks Allocation Template Version 3.0 September 2023

6.3.5a Marks allocation template

Component & Code			
Assessment Technique	Assignment / Exam / Project / Skills Demonstration	Weighting	
Assessment Criteria	Task	Marks Allocated	Total



6.7a – Application to defer assessment(s) due to Extenuating Circumstances

Please complete this form, if you wish to apply for a deferral of assessment(s) due to extenuating circumstances.

Please see your learner handbook for further information on this procedure.

Learner Name:			
Centre/College/Campus:			
Course/Class Group:			
Components and codes:			
Assessment Type(s): (mark X where appropriate)	Examination Skills Demonstration Assignment	Project Learner Record Collection of Work	
Assessment Title(s):		Due Date:	
Details of extenuating circumstance preventing assessment completion			
Please state the type of supporting evidence you are providing			
Learner Signature:			
Date:			



6.7b – Outcome of application for deferral of assessment(s) due to Extenuating Circumstances

The following outcome was decided for this application based on successful/unsuccessful extenuating circumstances in line with section 6.7 of Cork ETB Quality Assurance Policy.

Learner Name:			
Class/Code:			
Component(s) and codes			
Assessment Type(s): (mark X where appropriate)	Examination Skills Demonstration Assignment	Project Learner Record Collection of Work	
Assessment Title(s):		Due Date:	
Assessment details:			
Applied for:	Extension Deferral		
Details of extension or deferral of assessment activity:			
Decision	Successful	Unsuccessful	
Details of unsuccessful decision			
Appeal contact person			
Approved by Principal/Centre Manager/Course Co- ordinator	Name:	Role:	
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	Signature	ID Checked. To be ticked by supervisor	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?		Yes/No		
Examination Supervisor Name:				
Examination Supervisor Signature:				



6.10.2a Alleged Assessment Malpractice Report Template

SECTION 1		
Course Name:		
Course Code:		
Module/Component:		
Assessment Date:		
Assessment Technique: (Please insert X)	Assignment	Skills Demonstration
	Project	Examination
	Portfolio	Learner Record
Location:		
Assessors Name:		
Assessors Email Address:		
Assessors Phone Number:		
SECTION 2		
Please record details of any issues, unforeseen events, breach of assessment regulations, infringement of assessment procedures that occurred during the assessment:		

Signature: _____ Date: _____

6.8a - Application to Repeat an Examination on a Level 5 & 6 Programme

Please complete this form, if you wish to apply to repeat an examination when the overall component has not been passed. A learner cannot repeat to improve their grade or if they do not pass only one element of the assessment for that component. Unless exempt from paying exam fees a fee of €40 should be paid.

Please read your learner handbook for further information on repeating assessments.

Learner Name:		
Course:		
Component and codes:		
Title of the Assessment:		
Date examination was first completed:		
Result in overall component:		
Learner Signature:		
Date:		
Exam Fees Payable Mark X where applicable	Yes	No
Approved by:		Date:

6.8b – Application to Repeat an Assessment

Please complete this form, if you wish to apply to repeat an assessment when the overall component has not been passed. A learner cannot repeat to improve their grade or if they do not pass only one element of the assessment for that component.

Please read your learner handbook for further information on repeating assessments.

Learner Name:		
Course:		
Component and codes:		
Assessment Type: Mark X where applicable	Examination Project Skills Demonstration	Learner Record Collection of Work Assignment
Title of Assessment:		
Date assessment was first completed:		
Result in overall component:		
Learner Signature:		Date:
Approved by:		Date:



6.8c - Application to Repeat an Assessment Task on the Advanced Certificate in Early Learning and Care

Please complete this form, if you wish to apply to repeat an assessment when the assessment task has not been passed.

Please read your learner handbook for further information on repeating assessments.

Learner Name:		
Course:		
Component and code:		
Assessment Type: Mark X where applicable	Project Skills Demonstration Examination	Continuous Assessment Work Based Assessment
Title of Assessment:		
Date assessment was first completed:		
Result in assessment task:		
Mark X where applicable	This is the first repeat of the assessment task This is the second repeat of the assesment task	
Learner Signature:		Date:
Approved by:		Date:

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 <i>Learner Group, Learner Name, Assessment Technique, Year</i> , and presented alphabetically as per order on QBS/RCCRS?	Choose an item.	Choose an item.

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 (<i>QA 6.3.2a Brief/Cover Sheet</i>)? 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 (<i>QA 6.16 Feedback on Assessment to Learners procedure</i>)?	Choose an item.	Choose an item.
9. Is a <i>Cover note for deferral of Assessment Activity due to Extenuating Circumstances QA 6.7b</i> 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: <i>Authentication Report by Learner Group by Minor Award</i> 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 <i>Assessment Planning Template</i>)?	Choose an item.	Choose an item.
13. Are there Assessment briefs with deadline dates (QA 6.3.2.a <i>Brief/Cover Sheet</i>) included?	Choose an item.	Choose an item.
14. Is there a completed QA 6.4.2a <i>Assessment Submission Sheet</i> (where Moodle is not used)?	Choose an item.	Choose an item.
15. Are Examination papers (QA 6.3.4a <i>Exam Paper Template</i>) and attendance sheets (QA 6.4.3a <i>Assessment Attendance Sheet</i>) included?	Choose an item.	Choose an item.
16. Are Marking schemes (QA 6.3.5a <i>Marks Allocation Template</i> 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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