



**etb**

Bord Oideachais agus  
Oiliúna Dhún na nGall  
*Donegal Education and  
Training Board*



Oideachais Aosaigh  
**Adult Education**

# Donegal Education and Training Board QQI Quality Assurance System

## Quality Assuring Assessment for Learners

**Edition 4: September 2014**

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## Introduction

The procedures outlined in this document are designed to assist Assessors to deliver programmes across Donegal ETB in a fair and consistent manner. It is an important tool in implementing our Quality Assurance System. Its aim is to inform and update learners on approaches to assessment and procedures required within our Quality Assurance System. This document will continue to evolve as further developments and changes are introduced by QQI.

Assessment for QQI awards is *criterion-referenced* i.e. learners are assessed and the assessment judgement 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.

**Validity** is a key principle which underpins assessment. A valid assessment means that the assessment should measure what it is supposed to measure i.e. only the standards of knowledge, skill or competence required for the award should be assessed.

**Reliability** refers to the accuracy with which an assessment measures the skill or attainment it is designed to measure. An assessment which is unreliable cannot be valid. A reliable assessment consistently gives the same result under similar conditions and produces reliable assessment decisions.

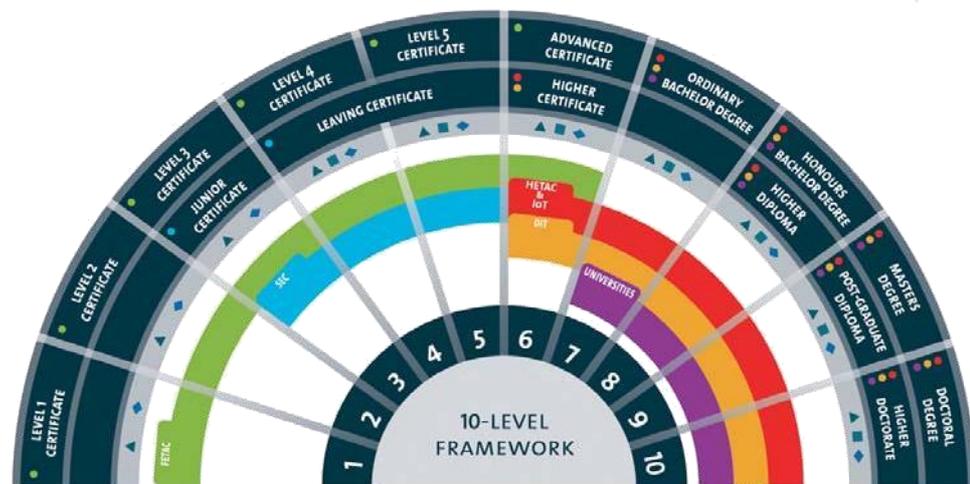
A **fair** assessment in addition to being valid and reliable provides equity of opportunity for learners. Unfairness in assessment is based on unequal opportunities, i.e. lack of resources/equipment, inappropriate techniques, inexperienced Assessors. For assessment procedures and practices to be fair and equitable for learners the influence of these factors must be taken into account in the design and implementation of assessment.

A **transparent** assessment policy and procedures will ensure clarity and understanding by all involved in the assessment process.

## 1. National Framework of Qualifications

The diagram below illustrates the National Framework of Qualifications which allows qualifications to be compared both nationally and internationally. The framework will, in time, include all awards available in the State from the most basic (Level 1) to the most advanced (Level 10). It will include awards gained in schools, the workplace, the community, training centres, colleges and universities.

The award-types are listed in the outer rings of the diagram and on the NQAI website [www.nqai.ie](http://www.nqai.ie). Awarding bodies whose awards are included in the framework are shown as coloured bands extending across the levels of the framework as appropriate. QQI awards are placed at levels 1-6 on the framework.



As a guide, the learning outcomes related to each of the 10 levels can be summarised as:

**Level 1:** Ability to learn basic facts and repetitive skills as well as to sequence learning tasks

**Level 2:** Ability to learn new skills and knowledge in a supervised environment and to carry out routine work under direction, with basic literacy and numeracy

**Level 3:** Ability to perform relatively simple work related tasks. Confirming a minimum level of employability, while incorporating practical capabilities and understanding of theory

**Level 4:** Independent learning associated with what may be required for first time entry to many occupational sectors

**Level 5:** A broad range of understanding and/or skills which may lead to specific occupations; working independently while subject to general direction

**Level 6:** A comprehensive range of understanding and/or skills which may be vocationally specific and/or of a general invigilator nature. Also includes detailed theoretical understanding

**Level 7:** Appropriate to the upper end of many technical occupations e.g. higher technicians as well as junior management

**Level 8:** Being at the forefront of a field of learning in terms of knowledge and understanding

**Level 9:** Demonstration of knowledge and understanding which is at the forefront of a field of learning

**Level 10:** Discovery and development of new knowledge and skills

## 2. QQI Awards Structure

Courses leading to QQI awards are made up of **programme modules**. The standards in a programme module are expressed principally in terms of learning outcomes (LOs), i.e. what the learner will be able to do on successful completion of the module. The programme module also includes details of purpose, general aims, assessment details and assessment criteria. For each module in which the required standard has been achieved, a learner gains a **credit** (equal to the value of the module).

## 3. Grading

### 3.1. 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 with the grading criteria.

A **Pass** is a grade awarded to a learner who has attained the minimum standard. To be awarded a pass grade a learner must have achieved a mark of between 50—64%

A **Merit** is a grade awarded to a learner who has exceeded the minimum requirements. To be awarded a merit grade a learner must have achieved a mark of between 65-79%

A **Distinction** is a grade awarded to a learner who has substantially exceeded the minimum requirements. For a learner to be awarded a distinction he/she must have achieved a mark of over 80%

When a learner has not achieved the minimum standards for an award the grade is recorded as **Referred**.

### 3.2. 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

	Successful		
	Level 1	Level 2	Level 3
<b>Grading Criteria</b>	The learner has achieved the learning outcomes for the award in a structured and supported learning setting. The outcomes have been achieved with <i>significant support</i> and <i>direction</i> from the Assessor, but the learner has demonstrated <i>substantive achievement</i> on their own.	The learner has achieved the learning outcomes for the award in a <i>structured</i> and <i>supported</i> setting with <i>clear direction</i> from the Assessor. The learner has demonstrated <i>some autonomy</i> of action and has taken <i>limited responsibility</i> for the activities and for generating evidence.	The learner has achieved the learning outcomes for the award with <i>some supervision</i> and <i>direction</i> . The learner has demonstrated <i>autonomy of action</i> and has taken <i>responsibility</i> for generating appropriate evidence.

## Criteria for Awards at Level 4 – Level 6

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

## 4. What are Assessment Techniques

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 e.g. by a skills demonstration. Valid and reliable assessment techniques for QQI awards are grouped into the following six broad categories:

- Assignment
- Project
- Portfolio
- Skills Demonstration
- Examination
- Learner Record

Awards at levels 1, 2 and 3 are designed to meet the needs of learners with a particular profile. Given the nature and profile of learner at levels 1, 2 and 3, specific assessment techniques have been identified as being valid and reliable for assessment of learners at these levels. The following techniques are deemed valid for the assessment of learners at levels 1 – 3.

- Portfolio
- Assignment
- Skills Demonstration

## **4.1. 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.

The Assessor should ensure that the assignment brief:

- Reflects a range of learning outcomes as outlined in the Programme Module Descriptor
- Is clear and unambiguous and contains all instructions required to complete the task
- Indicates the percentage weighting in the assignment
- Takes into account the availability of resources and/or materials required by the learner
- Contains clear assessment criteria and appropriate weighting
- Indicates the percentage weighting of the assessment technique
- Includes information regarding evidence and submission deadlines.

## **4.2. 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. The Assessor should ensure that the project brief:

- Reflects a range of learning outcomes as outlined in the Programme Module Descriptor
- Is clear and unambiguous
- Indicates the percentage weighting of the project
- Takes into account availability of resources and/or materials that will be required by learners such as access to research sources
- Includes notice of agreed deadline for submission of evidence
- Includes relevant information such as: requirements for presentation of the project, guidelines on group or collaborative work.

## **4.3. 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 – 3. 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**
- The weighting of the portfolio/collection of work in the context of the total assessment of the award
- Relevant information on resources and/or materials required.

#### **4.4. 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 for learners. Sufficient learner evidence must be made available from the skills demonstration for assessment. In the case of a practical task based demonstration this may include a range of the following:

- Product/outcome of the tasks where applicable, i.e. computer print outs, photographic or video evidence of learner completing the task
- Learner account of the task

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 Programme Module. 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. 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.

##### **Skills demonstration – workplace/live environment**

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.

#### **4.5. Examinations**

An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly

specified conditions. Examinations are a form of assessment which normally require a fixed timeframe and a sight unseen question paper and range of questions. The assessment instrument for examinations is the examination paper i.e. questions or tasks devised for the learner. Examinations may be:

**Practical**; assessing specified practical skills demonstrated in a set period of time under restricted conditions

**Interview style**; assessing learning through verbal questioning, one-to-one or in a group

**Aural testing**; assessing listening and interpretation skills

**Theory-based** examination; assessing the learner's ability to recall, apply, recognise and understand concepts and theory. This may require responses to a range of question types, e.g. objective, short answer, structured essay. These questions may be answered in different media e.g. in writing or orally.

When devising an examination the Assessor should ensure that:

Questions or tasks reflect the learning outcomes as outlined in the Programme Module Descriptor

Instructions are clear and unambiguous

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

Answer books for learners to complete their answers should be provided

Confidentiality is maintained during preparation and handling of examination documents

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

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

The allocation and weighting of marks is clear to the learner

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

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

## **4.6. Theory based Examinations**

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:

Short answer questions require a response of limited length and may take a number of forms. Some short answer questions may seek specific words or phrases from a response.

Structured questions are divided into a number of related parts and generally require the learner to demonstrate more in-depth knowledge and understanding of a topic. Structured questions may also seek evidence of cognitive skills such as ability to discuss, compare, analyse, evaluate, translate or solve an issue, problem or topic

Essay type questions, like structured questions require the learner to demonstrate an in-depth knowledge and understanding of a topic. Essay type questions usually focus on one particular area of knowledge and seek evidence of cognitive skills such as ability to discuss, compare, analyse, evaluate, translate or solve an issue, problem or topic.

Multiple choice tests/questions may be used to test factual knowledge, comprehension, application, analysis, problem solving and evaluation. As multiple choice questions are not open-ended, they are *not* useful in assessing communication skills such as the ability to organise and express information and to write fluently and quickly.

## **4.7. Practical Examinations**

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

- The location and duration of the exam
- Details of the learning outcomes that will be assessed and instructions to carry out the assessment
- Materials and/or equipment that the learner is required to have or that will be provided
- Allocation of marks

## **4.8. 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. audiotape. When preparing this type of material the Assessor should ensure that:

- Adequate instructions and information is provided for learners
- An introduction is included with each task with clear instructions regarding the requirement of the separate elements/tasks
- Individual tasks are clearly identified by number.
- A slight pause is left between each task and clear unambiguous diction, tone and pace is used.

## **4.9. Aural Examinations**

Aural examinations may be used where listening skills and competencies are being assessed, e.g. in language awards. To ensure that learners are adequately prepared for an aural examination, they should be provided with a set of instructions in writing outlining:

- The title, location and duration of the examination
- Details of the learning outcomes being assessed
- How the exam will proceed, e.g. 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

## **4.10. Interview-style Examinations**

When using interview-style examinations the Assessor should ensure that:

- The full range of potential questions devised are clear and unambiguous and are based on the 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

#### **4.11. 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. Refer to the Programme Module Descriptor for specific requirements. When using a learner record the Assessor must ensure that:

The learner has a clear brief 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 record, e.g. format

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

### **5. Reasonable Accommodation**

The Equal Status Acts, 2000 to 2004, require education and training establishments to provide reasonable accommodation to meet the needs of a learner who has a disability.

In the context of assessment, reasonable accommodation is the term for the adaptation of assessment as necessary to cater for the needs of learners whose personal situation means that the assessment would otherwise be unfair e.g. learners with a disability, and/or other learners covered by equality legislation.

Any adaptation of the assessment by the Assessor should facilitate the learner to demonstrate their achievement of the standards without significantly altering the standard. Special assessment arrangements/adaptations are not intended to and should not reduce the validity and reliability of the assessment or compromise the standard.

The adaptation should seek to amend the aspects of the assessment technique or instrument which prevent a learner's participation in the assessment. It should be used where the particular assessment technique(s) or instruments disadvantages the learner in assessment.

Adaptations of assessment for the learner may be implemented by the provider without having to request permission from QQI. These adaptations may include the following and/or other reasonable adaptation:

- Modified presentation of assignments/examination papers e.g. enlargements scribes/readers
- Use of sign language
- Practical assistance
- Rest periods
- Adaptive equipment/software
- Use of assistive technology
- Extra time

The implementation of these adaptations will ensure that all learners are assessed on an equitable basis.

## 6. What is a Programme Module?

Programme modules are developed and standards are set in partnership with providers and with industry. The content of the module is written down in a programme module descriptor. A programme module descriptor is the statement of the national standard for a particular vocational area. Each module descriptor has common elements:

- statements of purpose and aim
- statements of learning outcomes

Section 11 on assessment contains information on the techniques which will be used to assess the candidates, for example, a project, assignments, practical examinations, written examination etc. This section also includes performance criteria. These are statements of how the candidates will demonstrate that they have reached the required standard.

## 7. What Is A Brief?

The provision of a **written** brief is a **mandatory** requirement of our Assessment Procedures and **must** be provided to adult learners on all assessment techniques and issued in advance of assessment. **Briefs are only issued after the learning outcomes have been taught.**

The brief provides learners with all of the information they need to demonstrate achievement of a range of learning outcomes. Briefs contain guidelines on the production and presentation of evidence, for example information on size, length, scale, number of words, duration, media, or whether a text document should be word processed/handwritten. General guidelines for briefs are provided in the programme module descriptor. The brief should be clear and unambiguous, allowing learners to identify exactly what they are required to demonstrate

The instructions to the learner consist of:

**WHAT** the learner is required to do for the assessment of the module:

- Assignment
- Collection of Work
- Learning Journal
- Project
- Skills Demonstration(s)

**HOW** this assessment should be carried out:

- written report
- case study
- production of an artefact
- compilation of a daily diary
- demonstration of a skill
- Investigation of a topic

**MARKED:** How the assessment will be marked

- all assessment or performance criteria should be listed

**WHEN** it should be submitted:

- the draft date and final date for submission as set by the Assessor

## 8. Guidelines on Work Experience Module

Work Experience is a mandatory requirement for a full award at Levels 4, 5 and 6. Learners undertake work placement for a period of time. Assessor will inform learners when the work experience placement has been scheduled, number of days/hours and give guidance and recommendations to the learner on previous experience from past learners. However, it is the learner's responsibility to find their own work placement. (See **Appendix 1 Work Experience Letter** ).

Once the learner has been accepted for work placement, they must complete and return details to the Programme Co-ordinator or Assessor (see **Appendix 2 Learner Details on Work Placement**). On completion of this form by the learner, the Centre Director/Programme Co-ordinator or Assessor sends out a confirmation letter to the employer confirming details (see **Appendix 3 Work Placement Confirmation Letter to Employer** ).

The Assessor will arrange a visit to each learner in their work place to talk to the learner about their experience and make sure that they are keeping their work experience diary up to date and to assist the supervisor in completing their report if required.

***Under no circumstances should the supervisor report be shown to anyone other than the centre director/programme co-ordinator and Assessor.***

## 9. Feedback from Assessor to Adult Learner

It is a **mandatory** requirement of our QQI Quality Assurance System to provide feedback to Adult Learners. The type of feedback given will vary according to the QQI level the Learner is working at and the requirements of individual learners. To ensure all learners have equitable feedback the Assessor should complete **Assessor Assessment Feedback Schedule Form** to ensure fair timely & consistent feedback to each learner and file this in their QQI Assessor's Module Folder. Formative and summative feedback should form part of the teaching and learning as appropriate to the level of the Learner and the programme. *(NB Lack of adequate, inconsistent or, constructive feedback can form part of a QQI National Appeal Policy).*

As part of formative assessment, Learners at Levels 4 and 5 will be offered an opportunity to complete a draft copy of assignments; this is not mandatory and the draft does not form part of the assessment process. If a Learner chooses to submit a draft, timely and constructive feedback must be given. The brief will indicate when the draft should be handed up to the assessor for feedback. Where a Learner fails to submit a draft copy on the agreed date, the Assessor is not obliged to provide feedback.

Drafting of learner evidence does not take place at Level 6.

### 9.1. 1:1 Feedback

1:1 feedback to the Learner should be recorded by the Assessor in **Assessor Assessment Feedback Schedule Form Template**.

### 9.2. Progress Reports

Assessors will complete a Learner Progress report form once per term/ per module and a copy will be given to the Learner.

## 10. Assessment Procedures

### 10.1. Reliability of Learner Evidence

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 they were responsible for producing the evidence and will also give the learner the opportunity to apply the knowledge and skills required.

**Authorship statement** from the learner testifying the evidence as being his/her original work. The learner is required to sign the brief to this effect.

**Adult Learner Journal:** the learner should record how they planned and developed the evidence and should identify problems and how they were overcome by the learner.

### 10.2. Assessment Malpractice

Assessment malpractice impacts on the validity of assessment. If an Assessor suspects assessment malpractice, he/she should report it immediately to their Centre Director/Programme Co-ordinator for investigation. Examples of assessment malpractice activities include:

Learner plagiarism i.e. passing off someone else's work as the learner's own with or without permission. This may involve direct plagiarism of another learner's work or getting another individual to complete the assessment activity.

Any source, published or unpublished, should not be copied without proper acknowledgement.

Copying a written source with only minor changes should be acknowledged.

Any information taken from a website must be acknowledged.

Impersonation of another learner  
Fabrication of evidence

Alteration of results

Wrongly obtaining secure assessment material e.g. examinations

Behaving in any way such as to undermine the integrity of the Assessment Process

If an Assessor suspects assessment malpractice at the draft stage of assessment, he/she should indicate such to the learner and give them an opportunity to amend/alter the work.

If a learner fails to amend the assessment material submitted for the final deadline, the Assessor must inform the Centre Director/Programme Co-ordinator of their concern. If, after investigation, assessment malpractice is confirmed, then the learner's work will be withdrawn and the learner will be informed.

### 10.3. Assessment Deadlines

Assessment must be fair and consistent across all activities for all learners. To ensure fairness and consistency learners are expected to present assessment evidence within the deadline identified by the Assessor unless there are extenuating circumstances. The AES Assessment Policies and Procedures for Adult Learners will make it clear to the learner their responsibility to present evidence for the assessment activity within the deadline specified and the resulting consequences should they fail to do so.

The Centre Director/Programme Co-ordinator will facilitate and give due consideration to the learner who provides evidence of extenuating circumstances.

Any consequences for late submission of evidence should not however interfere with the marks awarded. Once learner evidence is accepted it should be marked and graded in accordance with the standards for the award. The actual marks and grade awarded are determined solely on the basis of the evidence submitted in accordance with the standards of the award.

***Where the Assessor extends the assessment deadline an application to do so must be submitted in writing to the Centre Director/Programme Co-ordinator outlining the reasoning behind such extensions.***

The Assessor must inform Centre Director/Programme Co-ordinator if a learner has failed to hand up work on the submission date, so action can be taken. Donegal ETB can refuse to accept the evidence from learners after the deadline has passed, subject to compassionate consideration and extenuating circumstances. Each application for compassionate consideration or extenuating circumstances must be judged on its own merit.

The Programme Co-ordinator/Centre Director will liaise directly with the Assessor and the learner in relation to any decisions made regarding the learner's assessment.

#### ***10.4. Compassionate Consideration***

Learners who have been prevented from undertaking a specific assessment activity or who feel their performance is seriously impaired because of exceptional circumstances may apply to defer the assessment, i.e. to be allowed to complete the assessment activity on another occasion.

The following are examples of circumstances under which compassionate consideration may be given to the learner:

- A physical injury or emotional trauma during a period in the previous four to six weeks
- A physical disability or chronic or disabling condition such as epilepsy, glandular fever, or other incapacitating illness of the learner
- Recent bereavement of close family member or friend
- Severe accident
- Domestic crisis
- Terminal illness of a close family member
- Other extenuating circumstances

Compassionate consideration requires the learner to provide appropriate evidence/documentation e.g. statement from a medical practitioner.

#### ***10.5. Receipting of Assignments***

When setting assignments the Assessor should consult with other Assessors to try to ensure there is minimum possible overlap in the timing of assignment work for different modules. The deadline date should be such that learners have sufficient time to complete the assignments.

When handing in assignment work the learner is required to sign Assessor's Record of Receipt of Learner's Assignments (**See Appendix 4**) which is signed by both the Assessor and the learner, together with the QQI Brief as proof the work is receipted.

**Under no circumstances will any element of assessment be returned to the learner after the submission date.**

#### ***10.6. Examination Regulations for Learners***

Learners are required to be in attendance at the examination centre prior to the commencement of the examination.

Learners may not be allowed to leave the examination period unless the supervising internal Assessor is satisfied that the learner's need to leave is genuine.

A learner who leaves the examination centre shall not be re-admitted during that period unless the learner has been in the care of a representative of the centre authority, or failing that in the care of the attendant during the entire period of absence.

The learner must hand in the answer book and/or question paper to the invigilator on leaving the examination centre; the invigilator will record the time(s) of absence and the reason for absence. The time lost by the learner will not be compensated for at the close of the examination.

Learners who leave the examination centre must surrender the answer book and/or question paper to the invigilator.

Learners must occupy the place first assigned by the Invigilator during the examination.

A learner should raise a hand to attract the attention of the invigilator during the examinations.

The learner should enter details of name, PPSN Number on the question paper, answer book and all stationary used in the examination.

A learner shall not:

- Write on the question paper, mathematical tables or any mathematical instruments allowed to be brought in unless instructed to do so
- Write in the answer book anything that is not directly connected with the subject matter of the questions to be answered
- Remove from the answer books any leaf or part of a leaf
- Take out, or attempt to take out of the examination centre any answer books, whether used or unused or question papers

Learners shall not bring into the examination centre or have in their possession or under their control, or within reach within the examination centre:

- Any book or paper (except those supplied by the Supervising Assessor)
- Any memorandum or notes

A learner shall not, while in the examination centre

- Use or attempt to use, any book, memorandum, notes or paper (except the examination paper and such answer books etc that have been supplied by the invigilator.
- Aid, or attempt to obtain, aid from another learner
- Communicate, or attempt to communicate, in any way, with another learner.

A learner shall not damage the examination centre or its furniture, documentation, instruments or equipment where these are provided.

Learners are not permitted to leave the examination centre within the last ten minutes of the conclusion of the examination.

Learners should not access files on a computer or computer network which are not part of the examination, nor shall they access any other learner's files.

Learners shall, in all matters relating to the examination, submit to and obey the direction of the invigilator.

At the conclusion of the examination, learners should immediately cease writing and close their answer books. They should remain in their seats until the invigilator has collected all the answer books and question papers.

Learners may be expelled from the examination centre if their behaviour, in the opinion of the invigilator is such as to jeopardise the successful conduct of the examination.

Learners should note that the centre will keep on file records of any disturbance.

### **10.7. Examination Resit**

Any learner who fails to attend for examination is required to send a written explanation to the Centre Director/Programme Co-ordinator immediately explaining their absence. A medical certificate must be supplied in addition to the explanation if the absence was due to illness. It is at the discretion of the Centre Director/Programme Co-ordinator to grant permission to resit the examination.

If permission is granted the learner will be informed of the date, time and venue of the resit, the Centre Director/Programme Co-ordinator will liaise with the Assessor about the exam paper, date and time for the resit.

### **10.8. Examination Repeat**

Where a learner is unsuccessful in an examination and it impacts on the successful pass of the full module, on a first attempt in an assessment activity, learners will be provided with an opportunity to repeat the examination activity to achieve a pass grade. Learners will be informed of a repeat date for the examination by the Centre Director/Programme Co-ordinator.

### **10.9. Presenting QQI Assignments**

As assessment work is submitted over a period of time, it is the Assessor's responsibility to collate all assessment material into the completed portfolio of work. It is the learner's responsibility to prepare the work for the Assessor to insert into the relevant section in their portfolio.

Each learner needs an individual ring binder or lever arch or clip binder in which to present their work.

**No plastic pockets should be used.**

Each portfolio should have a title/cover page detailing the Programme Module Name, Programme Module Code, the Learner's Name and PPS number.

Learners work (including marked exam scripts) should be presented in the order it appears in the Programme Module Descriptor.

The Learner must **submit their draft copy** with the feedback comments along with the final copy of the assignment on the submission date

## **11. Returning of Learner's Work**

It is important that learners are aware that it is our policy in Donegal ETB that all written work put forward for assessment **WILL NOT BE RETURNED** for Levels 4, 5 and 6. Therefore, learners should take a copy of any work they wish to keep prior to it being handed over for assessment. Practical work will be returned, e.g. the making of an object.

## 12. Certification

### 12.1. Results

Results can only be issued to learners after they are approved by the QQI Council. It is imperative that Assessors do not issue learners with results before they have been approved by QQI. Learners will receive a copy of their results from the Centre once they have been issued by QQI.

### 12.2. Learner Appeals Procedure

Where there is agreement between the results received and those recorded in the Centre the Provisional Statement of Results will be communicated to learners. Once the Statement of Results has been communicated to learners they may invoke the appeals procedures. Results should be appealed internally before an external appeal is made.

#### Internal Appeal

- A learner who wishes to appeal their results should write to the Centre Director/Programme Co-ordinator within a specific time frame of receiving the results advising that they are appealing their results.
- Upon receipt of an appeal the Centre Director/Programme Co-ordinator will contact the learner and the Assessor to discuss the grounds for the appeal and to explain the learner's mark.

#### External Appeal

If the learner is still unhappy with the result of this meeting, he/she may request that their mark is appealed directly to QQI. In this instance, the Appeals Application Form will be completed and submitted by NEXT DAY DELIVERY. Appeals pertaining to the any assessment period should be posted back to the Centre NO LATER THAN 3 DAYS after the Internal Appeal procedure.

An appeal is subject to the payment of a €20 fee for each module appealed. The fee will be reimbursed in the event of the result being favourably adjusted. Cheques are payable to QQI.

#### The following procedures are applied in all appeals cases:

- The external authenticator's report is checked for comments on the specific case.
- The Centre will be required to forward the relevant assessed evidence, i.e. the complete candidate's portfolio of evidence.
- The evidence is re-assessed independently by another external examiner.
- The final result is returned to QQI, and to the Centre.
- The learner will be notified thereafter.

**THE APPEALS PROCEDURE IS SUBJECT TO CHANGE IN 2011, IN ACCORDANCE WITH GUIDELINES FROM QQI & COUNTY DONEGAL ADULT EDUCATION SERVICES**

### 12.3. Issuing of Certificates

Certificates are issued to Centres once the appeals period has elapsed.

Certificates will be kept in a secure place until they are distributed to the learner either in person or by post.

Any discrepancies should be notified to Centre Director/Programme Co-ordinator immediately, in writing, accompanied by the relevant certificate.

## Appendix 1 Work Experience Letter

Dear Sir or Madam

### **Re: Work Experience Placement**

(Your College/School), offer full and part-time education programmes to adults returning to education and training. Learners are accredited with QQI certification and part of the certification requires learners to take part in work placement for a period of 10-20 working days depending on the certification being sought.

We would very much appreciate if you could consider this learner for work placement at your place of employment. If you have any further queries, please do not hesitate to contact us at the above number.

Yours faithfully

---

Programme Co-Ordinator  
Or  
Assessor

## Appendix 2 Learner Details on Work Placement

RE: Work Experience

Dear

I have arranged my work placement as part of my QQI Work Experience module. Listed below are the details you require for processing the work placement.

<b>Supervisor's Name:</b>	
<b>Organisation/Company Name:</b>	
<b>Organisation/Company Address:</b>	
<b>Telephone Number:</b>	
<b>Start Time:</b>	
<b>Finish Time:</b>	
<b>Start Date:</b>	
<b>Finish Date:</b>	

Yours sincerely

\_\_\_\_\_  
Adult Learner

## Appendix 3: Work Placement Confirmation Letter to Employer

Dear

Thank you for accepting \_\_\_\_\_ on Work Experience Placement for our Post Leaving Certificate Programme.

\_\_\_\_\_ will commence work placement on \_\_\_\_\_ to \_\_\_\_\_.

Learners are instructed that if for any reason they cannot attend they will let you know by phone.

Insurance is covered by Donegal ETB while completing their work experience in your premises (see enclosed copy). The employer is expected to take the same due and reasonable care to prevent any accidents or risk to the learner as he/she does in relation to whole-time employees.

Please find enclosed the Supervisor's Report which you are required to complete and return to this office in the envelope provided at the end of work placement.

We would encourage you to give a true and honest account of our learner's performance whilst in your workplace as this will greatly assist the learning process.

Yours faithfully

\_\_\_\_\_  
Programme Co-ordinator  
Or  
Assessor

Encs

## Appendix 4 Assessor's Record of Receipt of Learner's Assessments Template



The assessor should retain a copy of the receipt in their Assessor Module Folder and you must forward a copy to the Programme Co-ordinator if a learner(s) fails to submit their work for assessment.

<b>Class Name:</b>	
<b>Programme Module Name:</b>	
<b>Programme Module Code:</b>	
<b>Assessment Technique:</b>	
<b>Title:</b>	
<b>Weighting:</b>	
<b>Level:</b>	
<b>Assessor Name:</b>	

No.	Learner Name (Print)	Learner Signature	Assessor Signature
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
<p><b>Please list names of learners who did not submit their work on the deadline date and forward a copy of this form to the Programme Co-ordinator:</b></p>			
<p>Signed: _____ Date: _____</p>			