




cetb

Bord Oideachais agus
Oiliúna Chorcaí

*Cork Education and
Training Board*



Assessment
Handbook
for
Learners
Levels 4-6



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FOREWARD

Welcome to the Cork ETB Assessment Handbook for Learners.

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

We strive to provide high quality services and have developed 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 purpose of this handbook is to:

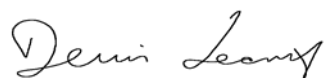
- Ensure fair and consistent assessment of learners across Cork ETB campuses and centres
- Provide the information about assessment that learners need to know in one document

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 campuses and centres.

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 useful and informative and wish you every success in your studies.

Beir bua agus beannacht,



Mr Denis Leamy, Chief Executive

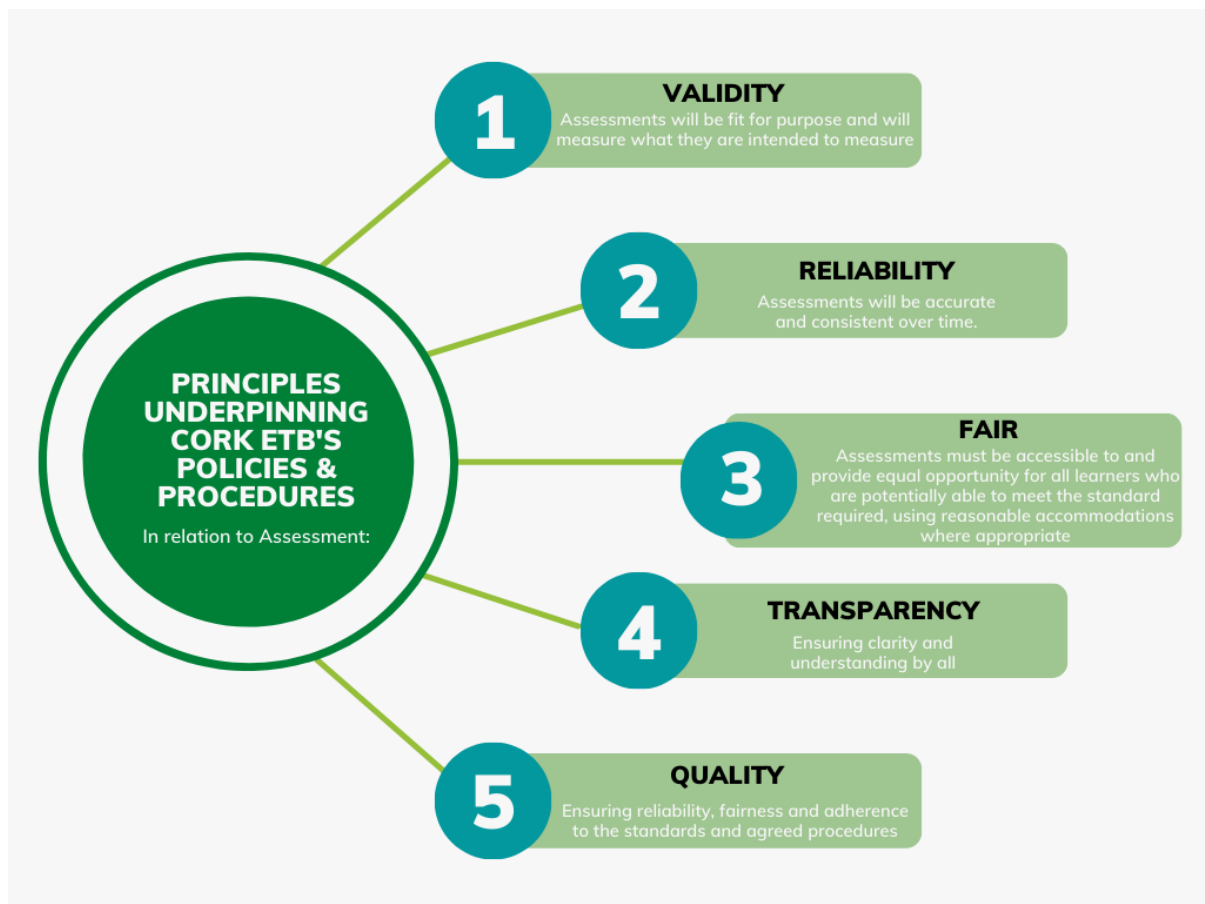
Cork ETB's Vision



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.

SECTION ONE – INTRODUCTION TO ASSESSMENT HANDBOOK FOR LEARNERS’ LEVELS 4-6

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 campuses and centres and in all further education and training activities funded by Cork ETB.



This document summarises the Cork ETB Assessment policies and procedures for learners. The full documents are available on the Cork ETB website: www.corketb.ie.


INFORMATION FOR LEARNERS

What assessment information should I receive as a learner?

Before starting a course, you should have the following information which is usually available on the Cork ETB or centre website or in brochures or flyers:

1. Course title and the award that the course is leading to, if any e.g. Community Services leading to QQI Level 5 Community Health Services 5M4468
 2. The name of the awarding body, e.g. QQI, City & Guilds etc.
 3. Whether the award is recognised in the National Framework of Qualifications
 4. The structure of the award
 - Whether it is a major, minor, supplemental or special purpose award
 - The components and their value
 5. Fees
- 

When you start the course, you should have the following information:

1. An assessment plan with provisional dates outlining the assessments required and the assessment techniques that will be used (within the first four weeks of the course). This plan may be in a paper or an electronic format. In centres with continuous enrolment, individual learning plans are prepared
 2. How assessments are graded
 3. The learning outcomes
 4. Where to find out about the specification for the award you are studying
- 

When you are given an assessment, you should be given the following information:

- a) **A brief or an examination paper outlining what you are required to do for the assessment**
- b) **How marks are allocated**
- c) **The duration or deadline for the assessment**

Where can I find out more information about QQI awards?

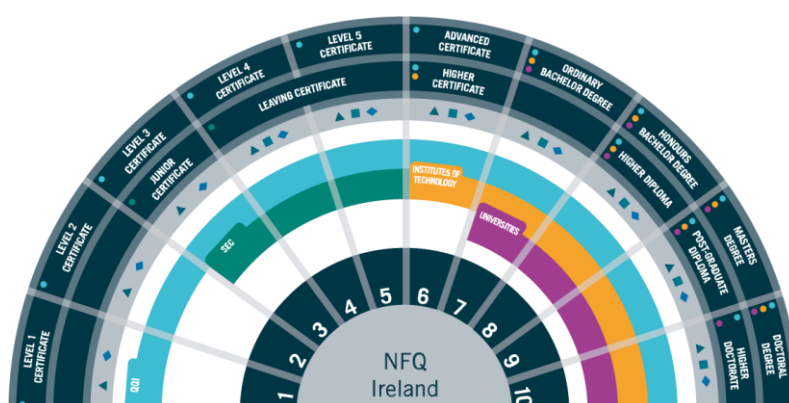
The specifications for all QQI awards are available on the QQI website: www.qqi.ie under Awards Information. You can search by the name of the award, the award code and the level of the award.

What is the National Framework of Qualifications?

The National Framework of Qualifications (NFQ) is a framework that describes the qualifications in the Irish education and training system and how they interlink.

The many different types and sizes of qualifications included in the NFQ, are organised based on their level of knowledge, skill and competence. The frameworks describe what learners should know, understand and be able to do on the basis of a given qualification. It also shows how learners can move from one qualification, or qualification level, to another within a system.

The NFQ can help you make informed choices about your education and training and identifying the progression routes and career options available. Qualifications in the NFQ are recognised nationally and internationally. For further information see www.nfq.ie.



What is my responsibility as a learner in relation to assessment?

Learners participating in accredited courses are expected to sign a [Learner Assessment Contract](#) agreeing to the following:

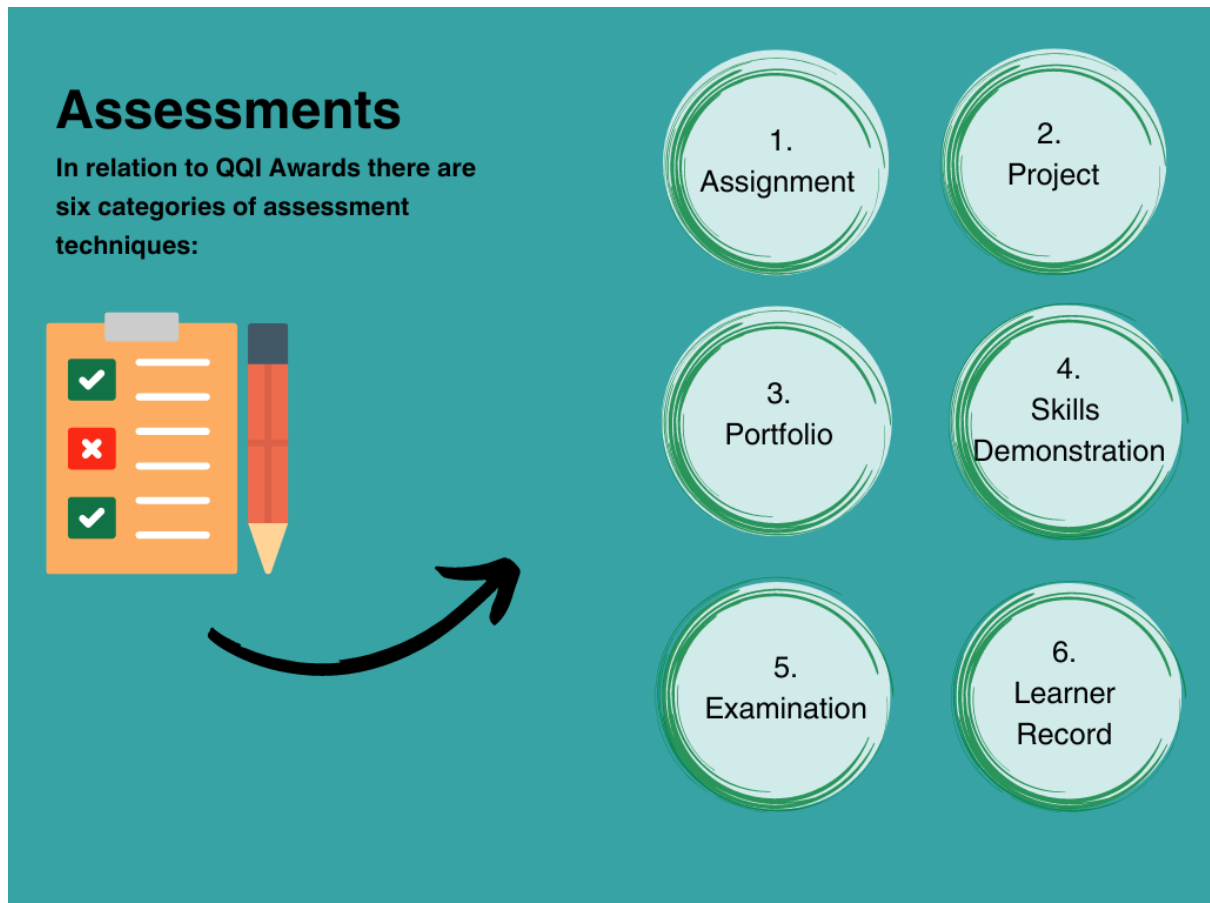
✓ I will attend and participate in all classes as required	✓ I will familiarise myself with and adhere to Cork ETB Assessment Procedures and regulations
✓ It is my responsibility to get any information that I have missed through non-attendance	✓ I will arrive on time for examinations
✓ I will submit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

If you are under 18 years of age on commencement of the course, your parent will be asked to sign this contract also. This contract will be retained in your file in accordance with Cork ETB Records Retention Schedule.

ASSESSMENT

What is Assessment?

Assessment is the process by which learner achievement is measured in relation to standards of knowledge, skills and competence. This process enables successful learners to receive an award.



How is my learning assessed?

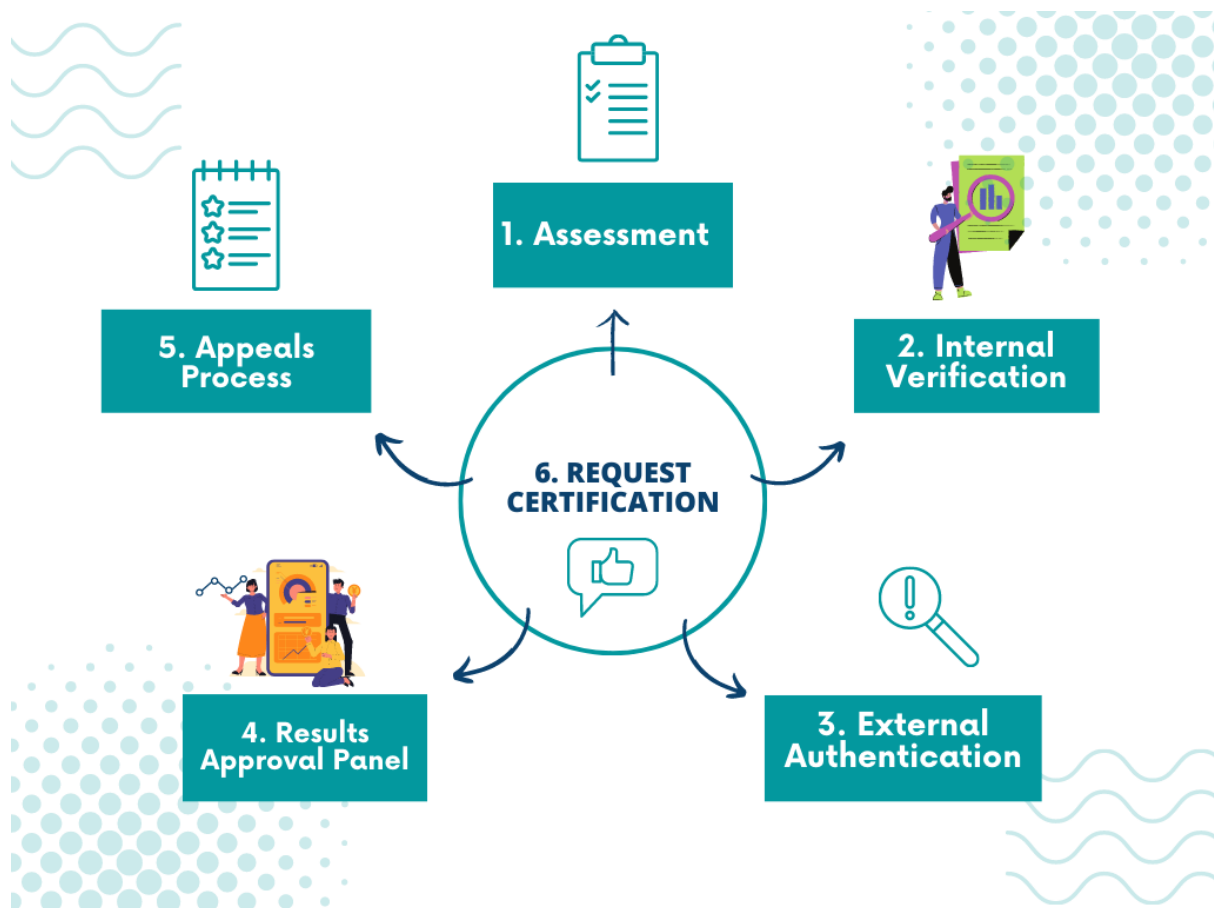
Further Education and Training awards are assessed by criterion reference, which means that learning is assessed against a set of criteria to be achieved.

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 either reach the standard or fail to do so.

How can Cork ETB ensure that my work is being assessed fairly?

Cork ETB has quality assurance policies and procedures in place to ensure that learners are assessed fairly and consistently.

Following assessment in your campus/centre, 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 approves the result(s) and certification is requested. Learners have an opportunity to appeal their results if they wish.



What is Integrated Assessment?

An integrated assessment is a combined assessment that assesses the requirements from two or more outcomes or components in one task.

What is a brief?

A brief is a set of written instructions outlining what the learner is required to do for the assessment. It should outline the evidence expected, how the assessment will be marked and the deadline for completion. You should receive a brief for every assignment, project, portfolio, skills demonstration or learner record you are asked to complete.

SUBMITTING ASSESSMENTS

How do I submit an assessment?

A brief also doubles up as a cover sheet for handing up the assessment to your assessor. Learners must sign to confirm that you have been provided with this assessment information and confirming that the work is your own original work. When you hand up your assessment to your assessor you also need to sign an Assessment Submissions Sheet . This is very important as it is proof that you have submitted your assignment.

If you are submitting online through a virtual learning environment e.g. Moodle, there is no need for this paperwork as there will be a record of when you submitted the assessment and clicking agree on the submission statement confirms that it is your own original work.

Learners are advised to keep copies of all assessments submitted.

How can I ensure that my assessment is referenced correctly?

It is very important that learners acknowledge and give credit for any information that they are using in an assessment, whether it is from a book, journal, website etc. Cork ETB campuses/centres use the Harvard Referencing System. Guidelines for learners are outlined in the Referencing Handbook for the Further Education and Training (FET) sector (FESS & ETBI, 2019).

Passing the work of another person off as your own, whether intentional or accidental, is plagiarism and is considered assessment malpractice and penalties are imposed. See the section in this document on assessment malpractice.

What happens if I am late submitting my 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.

EXTENUATING CIRCUMSTANCES

What happens if I have a valid reason for submitting an assessment late?

If there is a valid reason for submitting an assessment late, learners can apply to defer an assessment or get an extension to a deadline due to extenuating circumstances.

What are extenuating circumstances?

Extenuating circumstances are exceptional circumstances that temporarily prevent a learner from completing or seriously impair their performance in an assessment activity.

The extenuating circumstances **must** be:



- 1. Unexpected
- 2. Beyond the learner's control
- 3. Have a significant impact on an assessment performance

A serious illness or a family bereavement could be considered as extenuating circumstances, but a minor illness or examination nerves would not be considered extenuating circumstances in relation to assessment.

How do I apply to defer an assessment due to extenuating circumstances?

If you wish to apply for an extension to a deadline for an assignment, project, portfolio or learner record or to defer an examination or skills demonstration you need to complete the application form in [QA 6.7a Application to defer an Assessment Activity due to Extenuating Circumstances](#). This form should be submitted to your Course Coordinator no later than 2 weeks after the date of the assessment activity.

You should provide enough information on your application to allow the coordinator to make a fair decision and should be supported with written evidence e.g. a medical certificate.

Will the information I give be shared with anyone else?

The information on this form will be dealt with in the strictest confidence and Cork ETB Staff will not disclose information in any way beyond what is required to deal with this application.

When will I get a response to my application?

Learners will be informed in writing within seven working days of the Course Coordinator receiving the completed application.

What if I am unhappy with the decision?

Coordinators decide on granting deferrals based on the information provided to make a balanced decision so that learners are not unfairly disadvantaged or given an unfair advantage.

If you are unhappy with their decision, you can appeal the decision by writing or emailing the Principal or Centre Manager within one week of being notified about the decision.

EXAMINATIONS

What are the rules for examinations?

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 QA 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	

English is not my first language; Can I use a dictionary in the examination?

If English is not your first language you can apply to use a bilingual dictionary in examinations by completing the form in [QA 6.4.3b Use of Dictionary in Examination Form](#). The form needs to be approved by the Principal or Centre Manager or their nominee. This can be signed either digitally or in hard copy.

If approved, you need to bring the signed form with your own bilingual dictionary to the examination and show it to the Examination Supervisor. He or she will check the dictionary before the examination to ensure that it is free from notes.

The use of electronic dictionaries, single language dictionaries or a thesaurus is not permitted.

ASSESSMENT MALPRACTICE

What is assessment malpractice?

Assessment Malpractice is any action or practice that undermines the fairness of an assessment. This action might be deliberate or accidental.

Examples of Learner Assessment Malpractice include (1) plagiarism or (2) inappropriate behaviour.

What is 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

What is considered inappropriate behaviour in assessments?

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

What happens if I am suspected of learner assessment malpractice?

If an assessor suspects that the work submitted may not be yours, he or she can ask you for more information regarding the assessment. If he or she is not convinced that the work is yours he or she must report the suspected malpractice to the Principal or Centre Manager.

If an examinations supervisor suspects malpractice, they will inform you that they will report the incident and remove any documentation. You will be allowed to continue with the examination and the alleged malpractice will be investigated.

How will suspected learner assessment malpractice be managed?

The Principal or Centre Manager is responsible for managing the investigation. Learners will be informed if any suspected malpractice is being reported and can give a response or provide further information.

The investigation will be carried out in a discreet and confidential manner except in exceptional circumstances e.g. in a situation where the ETB is obliged by law to report the incident.

At least two Cork ETB staff members, who were not involved with the assessment, will investigate the incident. The investigation should be completed within 20 working days.

The Principal or Centre Manager makes a decision based on the investigation report and notifies the learners of the decision by letter or email and lets them know about any penalties being imposed.

Full details of [QA 6.10 Cork ETB Assessment Malpractice Procedures](#) are available on the Cork ETB website.

What are the penalties for learner assessment malpractice?

Depending on how serious the malpractice is, the following are examples of the penalties that may be applied:

1. A mark of zero is recorded for the assessment item (or part of the assessment item) affected
2. Learner is required to resubmit/repeat the assessment for a pass mark only (50%)
3. Automatic failure of that component
4. Temporary or permanent suspension of studies

What if I am not happy with the decision that has been made?

You can appeal the outcome of the assessment malpractice investigation if:

1) You don't think the correct procedures were followed

2) The procedures did not cover the circumstances

3) New information has become available

You would need to complete the form in [QA 6.10.7a Application Form for Appeal of Assessment Malpractice Finding.](#)

REASONABLE ACCOMMODATION

Am I entitled to accommodations in assessment due to a disability or specific learning need?

Yes, Cork ETB centres 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

Further details on the needs and disabilities recognised under these five grounds and the relevant reports required as evidence are listed in QA 6.6.a Specific Details of Needs Recognised and the Appropriate Evidence Required.

What types of accommodations are available?

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

How do I apply for Reasonable Accommodations in assessments?

To apply for reasonable accommodations in assessment a learner needs to complete the form [QA 6.6b Application Form for Reasonable Accommodation in Assessment](#) and attach the appropriate evidence.

All requests for assessment accommodations should be made through the designated staff member in the centre as early as possible in the course but no later than 3 months before the exam dates¹ to ensure that the appropriate resources can be put in place.

¹ In the case of applications for reasonable accommodations in examinations based on a temporary specific need e.g. an injury, applications should be made as early as possible. Depending on the accommodations recommended it may not be possible to make arrangements in a short timeframe.

What evidence is required?

A) a copy of a report from an appropriate medical consultant or specialist diagnosing the specific need. See QA 6.6.a Specific Details of Needs Recognised and the Appropriate Evidence Required for the specific details of the reports accepted

OR

B) evidence of reasonable accommodations previously been granted in State Examinations i.e. in Junior Certificate or Leaving Certificate examinations

OR

C) If the learner does not have the relevant report or evidence of previous accommodations, then they can get QA 6.6b Application Form for Reasonable Accommodation in Assessment completed by the required medical consultant. Reports will only be accepted from appropriately qualified professionals as outlined in QA 6.6.a Specific Details of Needs Recognised and the Appropriate Evidence Required

OR

D) If a learner has difficulty accessing the appropriate professional then their GP may be able to complete the form, if they have documentation from the appropriate specialist/consultant on file confirming the diagnosis. The centre may request a copy of this documentation. Diagnosis made by GPs alone will not be accepted

What happens next?

Following detailed examination of the application the designated staff member will let you know if accommodations can be provided. They will work with you to identify the most appropriate assessment accommodations that can be reasonably provided.

The recommendations are passed on to the person coordinating the assessments and they will put the arrangements in place.

What if I am not happy with the decisions made?

If you are not happy with decisions regarding reasonable accommodations in assessment you should write to the Principal or Centre Manager.

RECOGNITION OF PREVIOUS LEARNING

Can I get credit or exemptions for previous certification?

Learners on QQI programmes may be exempt from completing a component because of prior certification achieved. This only applies when you are due to achieve a major or special purpose award.

Components achieved through exemption will be graded as 'Exempt' on a QQI transcript and will be neutral in the calculation of the grade of the compound award. This means that they won't be considered in determining whether a learner achieves a pass, merit or distinction in the overall award.

Where can I get further information on QQI exemptions?

QQI recognises awards previously awarded by FETAC. Some of these awards are mapped to CAS (Common Award System) components and can be used to claim exemptions. QQI has published lists of these mappings. See [QHHelp, Providers, Certification Queries, Common Award System \(CAS\) Exemptions](#) Where a FETAC component is not mapped to a CAS component, then direct exemption using that FETAC component is not possible.

The QQI website has information on possible exemptions for non-QQI awards here: <https://www.qqi.ie/sites/default/files/2021-12/exemptions.pdf>

How do I apply for an exemption?

A learner cannot apply directly to QQI for an exemption. You should let your assessor know and they will check if you are entitled to an exemption. You will need to provide a copy of your certificate to prove that you have achieved the award. The Cork ETB campus/centre will process the exemption when submitting the final results to QQI.

Can I get credit for exemptions for prior learning?

Cork ETB have developed a procedure for recognising prior learning that may have taken place in the workplace. Cork ETB's **QA 6.5 Recognition of Prior Learning Procedure** and associated application forms are available on the Cork ETB website.

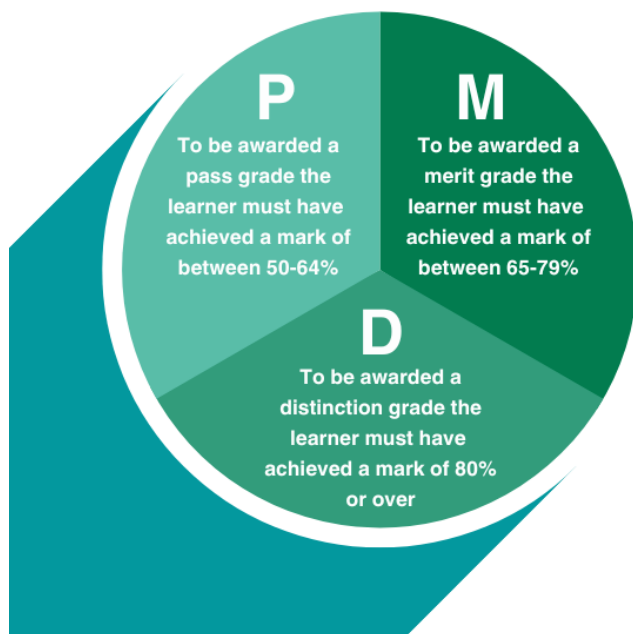
GRADING

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.

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

FEEDBACK ON ASSESSMENTS

Will I get feedback on my assessments?

Assessors continually give feedback to learners in class and through formative assessments. You will receive verbal and written feedback from your assessor. This feedback should be constructive and help learners identify areas for improvement.

If at any stage, you would like additional feedback please talk to your assessor.

REPEATING ASSESSMENTS

Can I repeat an assessment?

Yes, learners can apply to repeat an examination in on a level 5 & 6 programme and all assessments in other centre only under the following conditions:

<p>1) When a learner has failed the overall module (subject) and not just one element of the assessments for that module. For example, if a learner fails an examination but passes the overall module, they are not eligible to apply to repeat the examination. Cork ETB cannot accommodate learners who wish to repeat to improve their grade</p>	<p>2) Learners can repeat only once</p>
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Opportunities to repeat an assessment activity are dependent on the nature of the activity, the mode of assessment and the practical and/or operational issues involved. There are specific constraints on some campuses/centres which prevent them from offering repeat opportunities for all assessments.

Is there a cost to repeat an assessment?

In centres where exam fees are payable to QQI there is a fee of €40 for each module.

How do I apply to repeat an assessment?

You need to apply to repeat an examination or assessment by completing the form in [QA 6.8a Application to Repeat an Examination on a Level 5 & 6 programme in campuses](#). In all other centres form [QA 6.8b Application to Repeat an Assessment](#) should be used.

Please note you can only apply to repeat an assessment if you have failed the overall module. You cannot repeat to improve your grade or if you only fail part of a module.

APPEALING RESULTS

Can I appeal my results if I am unhappy with them?

Yes, Cork ETB has an External Appeals Process in place and Learners are entitled to appeal their results awarded for individual awards or modules.

How do I appeal my results?

If you have applied through the CAO, please submit your appeal as early as possible and tick that you have applied through the CAO on the application form.

The CAO operate to extremely strict timelines, and results that are not communicated to them in time **will not** be included in the point's calculations, and subsequent candidate place offers. In order to ensure benefit from any upgraded results awarded through the External Appeals Process, applications for appeals in these cases must be received from your campus/centre by the Cork ETB Appeals Office **not later than 12:00 midday on the third Monday in June.**

How much does it cost to appeal my results?

A fee of **€40.00** is payable in respect of each module/component being appealed. This fee is refundable in the case of successful appeals. This fee of €40.00 per appeal **must be paid by the learner directly to the centre**. Appeals cannot be processed without the payment of fees.

Who do I contact if I have a query about my appeal?

Learners must communicate directly with the campus/centre and under no circumstances should contact the External Appeals Office.



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.
Provider	An organisation that provides, organises or procures a programme of education and training e.g. Cork Education & Training Board
Provider	A person who, or body which, provides, organises or procures a programme of education and training. E.g. Cork ETB

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

6.1b 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: _____



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:			



6.4.3b – Use of Dictionary in Examinations Form

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

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

Learner Name: _____

Programme: _____

Year: _____

This section must be filled out by the **Principal/Centre/Campus Manager/Nominee:**
I confirm that the above-named learner is entitled to use a bi-language dictionary during Cork ETB examinations.

Signed by Principal/Centre/Campus Manager or nominee

Campus/Centre: _____

Date: _____

6.10.7a Template for Application Form for Appeal of Assessment Malpractice Finding

Please complete this form in BLOCK letters and send to the [Insert name of the FET Director or relevant line manager for appeals] no later than 10 working days from the date of you were notified of the assessment malpractice findings.

Appellant Name:		
Address:		
Contact number:		
Email address:		
Reason for your appeal (please insert x in one box only)		
Malpractice was not dealt with in accordance with procedures.		
Regulations did not adequately cover the circumstances relating to the malpractice.		
New information is now available that was not available to the investigation.		
Explain the reason for this appeal application		
Print Name:		
Signature:		Date:
FOR OFFICIAL USE ONLY		
Report (Section 4) Completed (please insert x)	Yes	No
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:



cetb

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Oiliúna Chorcaí

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