



## **Procedures Relating to Policy on Assessment**

Procedure for Learner Assessment Appeal

Procedure for Application to Repeat Assessment/Exam

Procedure for Consistency of Marking and Grading between Tutors/ Assessors

Procedure for Security of Assessment Processes and Materials

Procedure for Provision of Reasonable Accommodation

Procedure for Internal Verification

Procedure for External Authentication

Procedure for Results Approval

County Roscommon Disability Support Group CLG			
TRAINING DEPARTMENT– STANDARD OPERATING PROCEDURE			
<b>Title of Procedure:</b>	Application to Repeat Assessment/Exam	<b>Version No.:</b>	001
		<b>Owner/Resp:</b>	TQO
<b>Associated Policy:</b>	Assessment of Learners	<b>Adaption Date:</b>	March2021
		<b>Review Date:</b>	March2024



### Purpose

The purpose of this procedure is to outline the procedures governing repeats of QQI assessments for learners.

### Responsibility

- TQO is responsible for making repeat assessments available.

### Scope

- All learners requestion resits or resubmission of assignments.

### Supporting Documents

- Application to Repeat Assessment/Exam
- Learner Handbook

### Steps for Implementation

- Learners can repeat an assessment: if they do not pass the overall component  
**Learners cannot repeat:** To improve their grade if they have failed one of the assessments but passed the overall component. For example, if a learner fails an exam but because of the marks achieved in another assessment e.g., a portfolio, they achieve an overall pass grade for the component they cannot repeat the exam.

- When learners receive their results, they are reminded by the assessor of RSG's Training Department to repeat Assessment/Exam procedures, and the maximum marks for a Repeat Submission are capped at 50% of the Marks Available (per assessment).
- Learners must apply to the TQO within 14 days of the issue of results to request: Application to Repeat Assessment/Exam.
- TQO informs learners that exams/assessments re-sits depend on timetabling.
- TQO will communicate with the tutor and agree on a time schedule for exam repeats/skills demonstrations and assessment submission date.

County Roscommon Disability Support Group CLG			
TRAINING DEPARTMENT– STANDARD OPERATING PROCEDURE			
<b>Title of Procedure:</b>	Consistency of Marking and Grading between Tutors/ Assessors	<b>Version No.:</b>	001
		<b>Owner/Resp:</b>	TQO
<b>Associated Policy:</b>	Assessment of Learners	<b>Adaption Date:</b>	March2021
		<b>Review Date:</b>	March2024



## Purpose

We set out to ensure we have consistency in marking and grading assessments in line with our Assessment Policy.

## Responsibilities

- The TQO has overall responsibility for assessment processes and also acts as the internal verifier.
- The Programme Leader is responsible for the review of all assessments, marking schemes and guidelines ensuring all assessments are marked consistently and fairly between assessors.
- The TQO/Programme Lead are responsible for inducting tutors on the policies and procedures pertaining to assessment.
- Tutors are responsible for marking and grading assessments in line with the marking criteria. Presenting all marks awarded accurately on the results summary sheets.

## Supporting Documents

- Procedure for Internal Verification
- Procedure for External Authentication
- Procedure for Results approval panel

## Steps for Implementation


- Assessment instruments are designed at the programme development stage and are reviewed by the Programme Leader every two years with the TQO and other members of the programme team.
- We recruit applicants who we believe will provide the best quality training, learning opportunities and support services for our learners, tutors are key to the successful delivery of our programmes.
- All our tutors must be experienced assessors at QQI level 5 and be familiar with QQI's Assessment Guidelines and our quality assurance system, particularly those procedures relating to assessment.
- We place a strong emphasis on providing a high level of support for tutors and particularly recently recruited tutors. All new tutors are inducted by the Programme Leader and TQO. This induction includes detailed information on assessment procedures and guidance on marking and grading. This is supported by the tutor handbook, "best practice for tutors in *Online Teaching & Learning ppt.*", *Tutor Induction ppt.* which is given to each tutor when their contract is awarded.
- The TQO and/or the Programme Leader meets the tutor for a debriefing before the commencement of a programme and is guided through each of the module's assessment briefs, marking criteria and assessment guidelines which are set out in our Programme Descriptors/Validated programmes.
- All tutors use the same assessment instruments which results in a standardised approach to assessment and consistency in marking and grading.
- Skills Demonstration assessments are video recorded for review by the EA.
- After assessments have been corrected by the tutor/assessor the assessments are internally verified by the TQO.
- The TQO reviews all marks and discusses any concerns with the Programme Leader. The TQO records instances of inconsistent marking in the Internal Verification Report.
- The PL implements appropriate follow-up action, reviews the marking, and follows up with the tutor/s.

- The Programme Leader organises a blind second marking of a sample of assessments if there is a concern about the standard of marking.
- We ask our external authenticator to comment on the standard of marking in the External Authentication report. If the external authenticator has any concerns, they are discussed at the Results Approval Panel meeting and a decision is made regarding corrective action.
- The TQO highlights any changes made to a tutor's marking by the external authenticator for examination by the RAP.
- The quality and standard of marking and grading is a topic for tutor CPD workshops and programme reviews.

**References:**

- Guidelines for Providers Revised 2013 (Version 2 - revised 2018)

County Roscommon Disability Support Group CLG			
TRAINING DEPARTMENT– STANDARD OPERATING PROCEDURE			
<b>Title of Procedure:</b>	Security of Assessment Processes and Materials	<b>Version No.:</b>	001
		<b>Owner/Resp:</b>	TQO
<b>Associated Policy:</b>	Assessment of Learners	<b>Adaption Date:</b>	March2021
		<b>Review Date:</b>	March2024



### Purpose

This procedure sets out to ensure that we have systems in place to protect the integrity of assessment documentation and materials, learner work, assessment results and records, and assessment events (examinations and skills demonstrations). Records include paper documentation, electronic records/ files, databases, photographs, and/or digital recordings.

### Responsibilities

The TQO is responsible for ensuring the security and integrity of assessment processes, materials, instruments, and records maintained.

### Supporting Documents

- Confirmation of Receiving Assessment Briefs
- Assessment Submission form
- Invigilators Report Template
- Exam attendance sheet

### Steps for Implementation

- All assessment briefs, module descriptors, assessment briefs, marking schemes, examinations, materials, and learner record database (LRS) are stored electronically on a secured password-protected computer drive. Access is limited to the TQO and Training Administrator.
- All hard copy materials are stored securely and locked away in a secure filing cabinet in the Training office. This office has coded access with admittance only to the TQO

and Training Administrator. Access to the training room is on a need basis only and with the permission of the TQO.


- Tutors are given read-only access to view relevant documents (copies of our QA manual and QA documents, resources, and references) via our LMS (GiraffePad)
- Learners are required to confirm that they have received Assessments Briefs via LMS (GiraffePad), (in class) by signing Confirmation of *Receiving Assessment Briefs*.
- Learners confirm that the assessment work presented is their own work by signing a declaration when submitting assessments.
- Learners are encouraged to upload their completed assignments to our LMS (GiraffePad).
- Learners who deliver completed assessments personally are required to confirm submission by signing the *Assessment Submission form*.
- We advise learners to retain a copy of all assessments submitted for reference (we do not return learner evidence). This is documented in the Learner Handbook, Learner Induction, and Learner Assessment cover sheet.
- All completed assessments are stored securely in the Training Office until Tutors collect them for correction.
- We provide our tutors with a secure box to store learner assessments while it is in their possession. Tutors are always informed at induction of the need for safe and secure storage as is also documented in the Tutor Handbook and Service Contract.
- We use randomly selected questions from an examination questions database resulting in a different exam paper for each sitting.
- All examinations are printed by the TQO or Training Administrator prior to the examination date and placed in a sealed envelope.
- The sealed envelope is stored in a locked cabinet in the training office until collected by the invigilator and transported to the examination room. The seal is signed by the TQO or Training Administrator.
- Two learner's signs on the Examination Attendance to confirm that the envelope was sealed when it arrived in the examination room prior to the examination.
- Completed and submitted assessments are stored securely in the Quality and Training Office.



- We retain signed records of the seating and invigilation arrangement for each examination.
- The invigilator (usually the tutor) for each exam is required to submit a signed invigilator report after each examination sitting.
- We have a signed attendance sheet for all exams, and we match this against the number of scripts handed up by candidates.
- After the exam, all exam papers are returned to the office immediately and stored in a locked unit awaiting collection for marking by the programme tutor.
- All skills demonstrations are videos recorded and transferred to Google Drive for storage. They are made available for Internal Verification and External Authentication through shared links.
- We store assessments in a secure location until the final date for appealing a result has elapsed. All learner evidence is securely destroyed 3 months following the closing date for receipt of learner appeals in line with our data protection procedures. The TQO retains a record of shredded assessment evidence.

**References:**

- Guidelines for Providers Revised 2013 (Version 2 - revised 2018)
- Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes, March 2018

County Roscommon Disability Support Group CLG				
TRAINING DEPARTMENT– STANDARD OPERATING PROCEDURE				
<b>Title of Procedure:</b>	Reasonable/Special Accommodation	<b>Version No.:</b>		001
		<b>Owner/Resp:</b>		TQO
<b>Associated Policy:</b>	Assessment of Learners	<b>Adaption Date:</b>		Feb2021
		<b>Review Date:</b>	Feb2024	

## Purpose

Reasonable Accommodation in the assessment will only be accommodated when a learner can demonstrate with appropriate evidence/documentation that because of a specific need, he/she cannot compete on equal terms, under standard assessment conditions, with his/her peers.

## Scope

- All Learners

## Definition

In the context of assessment, reasonable accommodation is the adaptation of assessment as necessary to cater to 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.

## Supporting Documents

- Reasonable /Special Accommodation Form
- Reasonable/Special Accommodation Appeals Form

## Key Steps for Implementation


- TQO deals with requests for reasonable/special accommodation on a case-by-case basis.
- We ask learners when they apply to let us know if they need any assistance, e.g., reading, writing, computer literacy, and any other special needs on our application form, and are also prompted on the learner Registration form. This will allow time for reasonable accommodation to be facilitated if possible.

- The TQO contacts the applicant/ learner by phone to discuss the nature of the supports needed and may meet the applicant on a one-to-one basis to discuss their specific needs.
- Examples of relevant evidence/ documentation necessary for application for reasonable accommodation in assessment include but are not limited to:
  - . Medical Report
  - . Occupational Therapist Report
  - . Guidance Counsellor Report
- Examples of relevant evidence/documentation which do not qualify for application for reasonable accommodation in assessment application include:
  - . English is not the first language of the learner.
  - . Literacy ability that is not a result of a specific learning difficulty.
- Injuries/disabilities that have an impact on the learner's ability to demonstrate the required standard of knowledge, skill, and competence.
- Learners seeking reasonable accommodation with specific needs must complete the Reasonable/Special Accommodation form within four (4) weeks prior to the assessment event.
- The completed application MUST be supported with all relevant evidence/documentation that verifies and confirms their need e.g., medical report.
- The TQO discusses requests for additional support with the tutor.
- The appropriate accommodation is agreed upon (i.e., there is sufficient evidence to proceed with the application) with the tutor and the learner and is confirmed in writing in advance. Details are recorded on the learner record.
- If the applicant is unsuccessful and reasonable accommodation is not granted (i.e., there is sufficient evidence to proceed with the application or is deemed unreasonable), the TQO will inform the learner.
- The learner has the right to appeal to the Head of the Centre. Appeals must be made within three (3) working days of the decision.
- Appeals must be made in writing using the Reasonable/Special Accommodation Appeals Application

#### References:

- *Quality Assuring Assessment, Guidelines for Providers, Revised 2013 (Version 2 - revised 2018\*)*

County Roscommon Disability Support Group CLG			
TRAINING DEPARTMENT– STANDARD OPERATING PROCEDURE			
Title of Procedure:	Internal Verification	Version No.:	001
		Owner/Resp:	TQO
Associated Policy:	Assessment of Learners	Adaption Date:	Feb2021
		Review Date:	Feb2024



### Purpose

We verify that our quality assurance procedures have been applied consistently across all assessment activities.

### Scope

- All learner assessment evidence is internally verified.

### Definition

- Internal verification is the process by which we monitor assessment policies and procedures relating to planning, managing, and operationalizing assessment practices.

### Supporting Documents

- Return of Certification of Data Checklist
- Internal Verification Report Template
- Individual Candidate marking sheet template.
- Results Summary Sheet Template
- Assessment Portfolio Checklist

### Steps for Implementation

The Internal Verifier, using the documented sampling strategy, checks for:

- Missing or inappropriate evidence

- . Missing or inappropriate assessment briefs
  - . Data omission, transcription/calculation errors
  - . Inaccurate data entry – award codes, name spelling, results, etc.
  - . Provisional outcomes for learners
- Confirm assessment results by checking learner evidence exist and that marks and grades are recorded accurately.
  - The Internal Verifier reviews all marking and grading for consistency paying particular attention to the work of new trainers in this regard.
  - Sampled Portfolio Marking Sheets initialled and dated (**using green ink**)
  - Errors on marking sheets are clearly identified with dates and amendments.
  - If the Internal Verifier highlights any irregularities or deviations from the normal distribution of marks or has any concern about the standards of marking and grading, she brings it to the attention of the Programme Leader.
  - The Programme Leader reviews the marking where there is a concern and organizes a blind marking of a sample of assessments by a second assessor if required.
  - Any instances of inconsistent marking, irregularities, or deviations from the norm are detailed in the Internal Verification report and discussed by the Results Approval Panel (RAP) which makes recommendations for corrective action.
  - Checks for evidence of feedback provided by the tutor in the assessment portfolios and comments on this in the Internal Verification report.
  - Confirm results are recorded for all learners being entered on the report.
  - Confirm evidence is available for all learner results recorded.
  - Check marks are totalled, and percentage marks are calculated correctly on the Individual Candidate marking sheet.
  - Check marks are transferred correctly from learner evidence to learner marking sheet.
  - Candidate grade entered in the “Grade” column.
  - Transfer marks and grades from the Results Summary Sheets to the QBS.
  - Print off the Provisional Learners by Award reports for the learner groups from the QBS.
  - Complete and sign the Authentication Report by Learner Group by Minor Award Results

- Act as a member of the Results Approval Panel ex-officio and attend RAP meetings to present the IV report and discuss issues highlighted in the Report, particularly issues that may need to be addressed with corrective action.
- Records minutes of meetings of the Results Approval Panel and prepares a draft of the RAP report, submits it to the Chair for review and sign-off.
- Ensure that the Internal Verification report is signed and dated by the Internal Verifier and the External Authenticator, stored securely in hard copy and electronically, maintained indefinitely, and made available for monitoring purposes as needed.
- Amend results on the QBS if directed to do so by the RAP.
- Tick the Declaration of Results before the cut-off date.
- Issue results to learners

### **Security around Internal Verification and External Authentication**

- The Internal Verifier stores the assessment portfolios securely in a locked press and tracks the assessment evidence using a tracking procedure.
- The Internal Verifier moves learner assessment evidence into the allocated room with authorised access to facilitate external authentication when the IV process is complete.

### **Preparation for External Authentication**

#### **The Internal Verifier**

- Issues External Authenticator Contract and Guidelines to the External Authenticator in advance.
- Confirms date, time, and location and arrangements with the EA.
- Informs tutors in advance and asks them to make themselves available if the External Authenticator needs to contact them.
- Makes the *Record of Assisted Learners* available to the External Authenticator.

- Sets out the learner evidence and documentation in a secure room which allows for ease of access and workflow.
- Ensures electronic equipment is in place and ready for use e.g., use of a PC to show video evidence.

### **Assessment Portfolio Checklist**

- Photographic, audio, and/or video evidence.
- Programme descriptor, assessment briefs, examination papers, marking schemes, and solutions.
- Assessment portfolios displayed per module and per class, arranged alphabetically by learner surname.
- Each candidate portfolio should contain all the appropriate evidence for that module.
- All candidate evidence has been marked and marking should be visible.
- Individual Candidate Marking Sheets. Marks have been entered correctly and totalled accurately, Internal Assessor signature.
- Individual Candidate Marking Sheet(s) attached to the front of each candidate portfolio.

### **Reference Documents**

- [QQI Quality Assuring Assessment Guidelines for Providers Revised 2013 \(Version 2 - revised 2018\\*\)](#)
- *FETAC Guidelines for Internal Verification*
- [QBS Quick Guide for Certification V1](#)
- [Key Dates and Information - Awards and Certification \(published annually\)](#)

## County Roscommon Disability Support Group CLG

### TRAINING DEPARTMENT– STANDARD OPERATING PROCEDURE



<b>Title of Procedure:</b>	External Authentication	<b>Version No.:</b>	001
		<b>Owner/Resp:</b>	TQO
<b>Associated Policy:</b>	Assessment of Learners	<b>Adaption Date:</b>	Feb2021
		<b>Review Date:</b>	Feb2024

### Purpose

We ensure that learner assessment is externally authenticated as part of our assessment process to

- Provide independent confirmation of fair and consistent assessment of learners.
- Ensure that the assessment has been marked in a valid and reliable way, is compliant with the requirements for the award, and meets the national standard for the award.

### Responsibilities

- External Authenticator
- Internal Verifier
- TQO

### Definition

- The process of External authentication provides independent authoritative confirmation of fair and consistent assessment of learners in accordance with national standards.

### Supporting Documents

- External Authentication process
- External Authentication Selection Criteria
- External Authentication Report Template



- External Authenticator contract and guidelines
- Sampling strategy
- External Authenticator Role Description

### Key Steps in Implementation

- The TQO is responsible for sourcing and recommending a suitably qualified external authenticator who meets our selection criteria. The Academic Board appoints the authenticator based on their suitability for the role.
- We contract an External Authentication based on their suitability for the role as outlined in the *QQI Policy 'Quality Assuring Assessment, Guideline for Providers'*, section 4.3.2, and based on the **selection criteria** we have in place.
- We have a Contract and Guidelines which we issue to our External Authenticator prior to the appointment setting out in detail what is involved and what our expectations are.
- The Internal Verifier makes the Internal Verification Report available to the External Authenticator prior to the authentication visit.
- The External Authenticator completes the External Authenticator Report using the template provided by us. This report is made available to the Results Approval Panel.
- We maintain a panel of External Authenticators and we do not contract the services of the same External Authenticator for more than three successive certification periods.
- We quality assure the External Authenticators we use and retain evidence of this for monitoring.
- We inform relevant staff/tutors that the External Authenticator may need to contact them while they are authenticating.
- We invite our Authenticator to attend our Results Approval Panel meetings (to present a verbal report if the final report is not available) to comment on the outcomes of the results and moderation against national standards. This helps us to identify strengths, gaps, and areas for improvement.
- Authentication is carried out in line with our **sampling strategy** i.e., 25% of the total population of learners.


## **Moderation of results**

- The external Authenticator will moderate assessment results within an award or across a number of awards in a specific field or sub-field of learning.
- Judge the marked evidence presented according to the standards outlined in the Award Specification.

## **References:**

- *QQI Quality Assuring Assessment Guidelines for External Authenticators Revised February 2015*
- *QQI Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018\*)*

County Roscommon Disability Support Group CLG			
TRAINING DEPARTMENT– STANDARD OPERATING PROCEDURE			
<b>Title of Procedure:</b>	Results Approval	<b>Version No.:</b>	001
		<b>Owner/Resp:</b>	RAP
<b>Associated Policy:</b>	Assessment of Learners	<b>Adaption Date:</b>	Jan2021
		<b>Review Date:</b>	Jan2024



## Purpose

This procedure sets out to ensure that results are fully quality-assured, approved, and signed off prior to submission to QQI in line with our *Assessment Policy*. To ensure that appropriate decisions are taken regarding the outcome of the assessment and authentication processes.

” QQI Quality Assuring Assessment, Guidelines for Providers, Revised 2013, p. 28.

## Responsibilities

- The Results Approval Panel approves results and makes recommendations for corrective action where appropriate.
- The TQO or administrator is responsible for uploading or amending and submitting results via the QBS system, issuing statements of results to learners, and providing information on how to appeal.

## Scope

- All Learner Results

## Definition

**RAP:** Results Approval Panel

## Supporting Documents

- RAP Terms of Reference
- Internal Verification Report
- External Authentication Report
- Learner Provisional Results
- RAP Meeting Agenda
- Minutes of previous RAP meetings
- Guidelines for Results Approval Process

## Steps for Implementation

- The TQO convenes the Results Approval Panel meeting as required and meetings are arranged in line with RSGs Training Department annual certification plan.
- Tutors and the External Authenticator may be invited to attend.  
The TQO (Internal Verifier) presents the external authentication report, the internal verification report, and the learner provisional results to the RAP for review.
- The Panel discusses each set of results including any concerns and suggests appropriate corrective or improvement actions if required.
- The Panel considers the reports and approves the results. Panel decisions are recorded, and the Chair arranges for relevant parties to be notified.
- The Chair arranges for the relevant personnel and learners to be informed of the approved results, ensuring that, where there has been a change to provisional results that the learner is informed of the changed result and is made aware of the appeals process.
- The results are approved and signed off by the Chair on behalf of the fixed panel members who approved the results. This sign-off is the authorisation to submit the approved results to request certification.
- The Results Approval Panel Report is prepared by the TQO and kept on file.
- The Chair ensures that any non-conformances identified are notified and recorded on our Results Approval Panel Report.

- The TQO or administrator generates and downloads a statement of results and emails to each learner accompanied by a letter giving information on,
  - Grade awarded.
  - Method and timeline for appeal

County Roscommon Disability Support Group CLG