

QA 6.2 COORDINATED PLANNING OF ASSESSMENT PROCEDURE



Purpose of Procedure

The purpose of this procedure is to ensure that the assessment of learners is planned, coordinated and delivered in such a way as to be fair and transparent while satisfying the requirements of the awarding bodies.

Scope of Procedure

This procedure applies to all further education and training provision provided by Cork ETB colleges and centres or by organisation funded by Cork ETB to provide further education and training, whether accredited or unaccredited.

Responsibilities

Assessors¹ are responsible for:

- Planning assessment in advance of commencing delivery to cover the learning outcomes and use appropriate assessment techniques
- Devising an assessment plan in cooperation with the Coordinator and other Assessors
- Provide the assessment plan to learners within the first four weeks of the course.

Coordinators² are responsible for:

- Coordinating assessment planning
- Ensuring learners are provided with a combined assessment plan if applicable

Procedure Details

The assessment for each programme must be planned in advance of commencing learning and assessment activities, bearing in mind that the plan may need to be later tailored to the specific needs of learners or business and operational needs.

¹ The term Assessor is an umbrella term to include teachers, tutors, trainers and instructors.

² The term Coordinator is used as a general term to indicate the person responsible for coordinating this course. This may be a designated course coordinator in some centres, a Training Centre Assistant Manager, Principal or Deputy Principal, Adult Literacy Organiser, Community Education Facilitator, BTEI Coordinator, Resource Worker, Director of Adult Education, a community partner organisation.

A holistic approach, which considers the assessment load and the needs of learners, should be taken and assessment plans documented. The tendency to over assess should be avoided and opportunities to integrate assessment across a number of minor awards should be explored.

Learners must have sufficient opportunities to generate evidence to demonstrate achievement of the standards of knowledge, skill or competence.³

6.2.1 Planning Assessment

When planning assessment, Assessors need to:

- Address the learning outcomes of the award
- Meet the criteria specified in the relevant programme and component descriptors
- Select the appropriate assessment technique (e.g. Assignment) and the assessment instrument (e.g. Case Study)
- Consider the weighting and duration of assessments
- Consider the timing, deadlines and due dates for assessments
- Consider how marks are to be allocated and assessment criteria applied to clarify the expected standards of attainment for particular grades
- Follow Cork ETB assessment procedures to ensure fair and consistent assessment of learning
- Follow QQI Quality Assuring Assessment - Guidelines for Providers (Revised 2013), including the grading and marking of assessments

6.2.2 Integrating Assessment

When planning, assessment opportunities to integrate assessment across a number of minor awards should be explored in order to avoid the over assessment of learners.

Integration is the process of combining delivery for several outcomes, across a programme, into a single coherent activity.

And/or

The process of combining several assessment guidelines and criteria, across a programme, into a single coherent assessment activity/task.⁴

³ QQI Quality Assuring Assessment- Guidelines for Providers, Revised 2013

⁴ <http://www.fess.ie/assessment/integrating-assessment>

See section 6.2.2 of the Cork ETB Assessors Handbook for more information on integrating assessment.

6.2.3 Assessment Plan

An assessment plan must be devised for each programme and provided to the learners at an appropriate time. Assessment plans may vary depending on the learners and levels involved but all assessment plans must include the following information:

- when assessments will take place,
- the assessment technique,
- the weighting for the assessment,
- deadlines for submission.

This plan is a dynamic document, which may be subject to change. If it is revised, changes will be communicated to the learner. An assessment plan may be in a paper or an electronic format on a virtual learning environment.

See 6.2.3a Assessment Planning Template as template for an assessment plan for a programme. This plan may be used as a combined plan for the overall programme or for a single component.

This Assessment Planning Template is a sample template that can be adapted by centres if necessary as long as all of the criteria outlined above are included.

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

Document Details

Title:	QA 6.2 – Cork ETB Coordinated Planning of Assessment Procedure
Authors:	Cork ETB Quality Assurance Steering Group
This Version Number:	2.0
Approval	FET Strategy Group
Status:	Active
Effective Date:	1/8/2018
Review Date:	30/6/2018
Templates/Resources:	6.2.3a Assessment Planning Template

6.2.3a Assessment Plan Template⁵

Award:	5M0529	Software Development		Period	2017/2018
Component	Code	Assessment Technique	%⁶	Deadline	Notes
Month	October				
Software Architecture	5N2772	Skills Demo 1	10	7/10/2016	LO 7
Software Architecture	5N2772	Skills Demo 2	10	14/10/2016	LO 4
Mobile Technologies	5N0580	Skills Demo 3	20	20/10/2016	
Software Architecture	5N2772	Skills Demo 3	10	24/10/2016	LO 8
Work Experience	5N1356	Collection of Work	20	25/10/2016	
Software Architecture	5N2772	Skills Demo 4	10	28/10/2016	LO 7
Month	November				
Software Architecture	5N2772	Skills Demo 5	10	11/11/2016	LO 6
Software Architecture	5N2772	Skills Demo 6	10	18/11/2016	LO 10
Software Architecture	5N2772	Skills Demo 7	10	25/11/2016	LO 11
Month	December				
Maths for Information Technology	5N18396	Assignment 1	30	2/12/2016	
Team working	5N1367	Portfolio/Collection of Work 1	35	9/12/2016	

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

⁶ This column is not relevant at levels 1-3

<i>Web Authoring</i>	5N1910	<i>Assignment</i>	30	12/12/2016	
<i>Team working</i>	5N1367	<i>Skills Demo 1</i>	15	16/12/2016	
Month	<i>January</i>				
<i>Mobile Technologies</i>	5N0580	<i>Skills Demo 1</i>	20	12/01/2017	<i>In class skills demo</i>
<i>Fundamentals of Object Orientated Programming</i>	5N0541	<i>Skills Demo 1</i>	20	18/1/2017	
<i>Programming and Design Principles</i>	5N2927	<i>Skills Demo 1</i>	20	24/01/2017	
Month	<i>February</i>				
<i>Fundamentals of Object Orientated Programming</i>		<i>Skills Demo 2</i>	20	22/2/2017	
Month	<i>March</i>				
<i>Work Experience</i>	5N1356	<i>Skills Demonstration</i>	40	03/03/2017	
<i>Team working</i>	5N1367	<i>Skills Demo 2</i>	25	10/3/2017	
<i>Programming and Design Principles</i>	5N2927	<i>Skills Demo 2</i>	25	14/03/2017	
<i>Fundamentals of Object Orientated Programming</i>	5N0541	<i>Skills Demo 3</i>	30	21/3/2017	
<i>Team working</i>	5N1367	<i>Portfolio/Collection of Work 2</i>	25	24/3/2017	
<i>Web Authoring</i>		<i>Project</i>	70	31/03/2017	
Month	<i>April</i>				
<i>Work Experience</i>	5N1356	<i>Portfolio/Collection of Work</i>	60	03/04/2017	
<i>Maths for Information Technology</i>	5N18396	<i>Assignment 2</i>	30	7/4/2017	
<i>Programming and Design Principles</i>	5N2927	<i>Skills Demo 3</i>	25	25/04/2017	
<i>Mobile Technologies</i>		<i>Skills Demo 2</i>	30	27/04/2017	
Month	<i>April</i>				
<i>Fundamentals of Object Orientated Programming</i>	5N0541	<i>Exam</i>	30	<i>Week of May 8th</i>	
<i>Software Architecture</i>	5N2772	<i>Exam</i>	30	<i>Week of May 8th</i>	
<i>Maths for Information Technology</i>	5N18396	<i>Exam</i>	40	<i>Week of May 8th</i>	
<i>Mobile Technologies</i>	5N0580	<i>Exam</i>	30	<i>Week of May 8th</i>	
<i>Programming and Design Principles</i>	5N2927	<i>Exam</i>	30	<i>Week of May 8th</i>	