Procedure code and title:	1.3.3 Planning, Conducting and Concluding Assessment
Policy area:	1.3 Assessment of Learners
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Glossary

F01	Annual-Course-Assessment-Process-and-Results-Plan
F11	Assessment request Form
F12	Summary Assessment Sheet and Results Form

Purpose

The purpose of this procedure is to detail how KWETB ensures that assessment provides learners with fair and equitable opportunities to demonstrate their learning in response to assessment.

Scope

This procedure applies to all FET Provision and FET Provision-Second Providers. There is an integrated single policy, with integrated procedures for FET Provision and FET Provision-Second Providers.

Preamble

KWETB make every effort to ensure that learners are not unnecessarily overburdened with and stressed by assessment events at any one time. Learning Practitioners are encouraged to collaborate to integrate assessment where possible, using rubrics to distinguish between the specific assessment for the specific components or modules.

This will be achieved through assessment planning at centre level. Within centres/colleges, assessment will be planned to fit well with other scheduled activities and key external timelines. Assessment planning provides sufficient opportunity for learners to generate evidence and demonstrate achievement of standards, knowledge, skill and competence.

Learners will be informed of all requirements for assessment in a timely fashion. They will receive accurate and clear information about assessment. Assessment briefs and examination instruments will be prepared and reviewed in advance of the assessment instances and will be updated frequently to ensure currency.

Assessments are conducted under appropriate conditions; the technique being applied; the instrument in question and the requirements of the programme descriptor or module being delivered.

Learning Practitioners are responsible for informing learners about their responsibilities regarding assessment. Learning Practitioners are responsible for supporting learners for whom assessment is new, or for whom assessment is a challenge, ensuring that they understand how to compile a portfolio of evidence.

Procedure – 1.3.3 Planning, Conducting and Concluding Assessment

Planning assessment:	
1	The Learning Practitioner should familiarise themselves with the programme and module descriptor including the learning outcomes they are delivering. In FET Provision, the Learning Practitioner should prepare assessment instruments, marking schemes and sample answers. New Learning Practitioners should familiarise themselves with the Module Descriptor and also from the perspective of a Subject Matter Expert in their discipline with regard to new developments i.e. legislation, techniques, work practices etc. The Learning Practitioner should consider the Indicative Content as a guideline only. In FET Provision-Second Providers centrally devised assessments will be issued by TSO.
2	In FET Provision the Learning Practitioner should submit draft assessment schedule to the Co-ordinator, identifying the stages at which assessment will take place. In FET Provision-Second Providers, the Programme Manager should submit the F01 to the TSO.
3	In FET Provision the Co-ordinator should review the draft assessment schedules and create an overall award assessment schedule ensuring appropriate management of the assessment burden for the learner.

	The assessment schedule should include the dates on which: • Assessment instruments will be submitted to the Co-ordinator; • Assessment will be carried out; • Feedback and provisional results will be issued to learners; • Submission of final marks. In FET Provision-Second Providers, the Programme Manager should submit the F11 requests to the TSO requesting assessment no later than ten days prior to the scheduled assessment (including time/date and number of papers required). The TSO populates the assessment calendar and issues assessment as per the dates requested.
4	In FET Provision, the Learning Practitioner should submit assessment briefs, examination papers and back up papers, together with marking schemes and sample completed examinations to the Co-ordinator for filing.
5	The Programme Co-ordinator should ensure that invigilators, where appropriate are assigned for examinations and briefs them clearly about their responsibilities, informing them of when they are timetabled to invigilate.
6	The Programme Co-ordinator should appropriately communicate the assessment schedule to the learner. It should be ensured that the communication method(s) used are appropriate to the needs of the learner. The Programme Co-ordinator should ensure that Learning Practitioners are sufficiently well-informed to respond to learner queries about timeframes for assessment.
7	The Programme Co-ordinator should ensure that the assessment schedule is published to all staff and learners and is available through centre/college communication channels. Key dates are included in centre/college calendars.
8	The Programme Co-ordinator should ensure that assessment protocols are clearly explained to learners in good time.

Conducting assessment:	
1	The Learning Practitioner should ensure that: • the learner is informed of assessment criteria in a timely fashion; • the assessment criteria are explained • learners understand the relationship between learning and assessment.
2	The Learning Practitioner should introduce learners to, and explain marking schemes to them.

3	The Learning Practitioner should review assessment briefs with learners, providing rationale; explaining requirements for presentation of the completed evidence; giving pointers for the approach to be taken by learners, and operational information, such as explanation of word counts, font size or timelines if appropriate.
4	Where assessment is taking place in a specific location or at a specific time, such as a skills demonstration or examination, the Learning Practitioner should inform learners of what to expect on the day, and of what is expected of them.
5	The Learning Practitioner should ensure that learners understand and know about their responsibilities as a learner for assessment, including observance of submission dates; assessment malpractice policy (including plagiarism and citation) and arrangements for learners to seek compassionate consideration and reasonable accommodations.
6	The Learning Practitioner should ensure that the environment and locations for on-site assessment are suitable and arranged in advance of the assessment instance. This includes ensuring that a room with enough seating, space and appropriate equipment are set up in advance.
7	The Learning Practitioner should ensure that the environment where the assessment (including examinations) is carried out is in a quiet location, where external noise is not going to represent a distraction. The Learning Practitioner should ensure other distractions are minimised.
8	The Learning Practitioner should check that all audio-visual equipment and other technical equipment is checked in advance of the assessment event. The Learning Practitioner should carry out health and safety checks in advance of assessment.
9	The Programme Co-ordinator should ensure that there is a filing and naming convention in place to ensure that audio-visual evidence is easily tracked and discoverable for review by the Learning Practitioner, the Internal Verifier(s) and the External Authenticator. To reduce GDPR risks and loss or corruption of video or audio files, KWETB strongly recommends the use of cloud storage. This approach also reduces the workload and time when managing storage and sharing of files. KWETB support cloud-based video sharing platforms i.e. • Microsoft Flip • Microsoft Stream • You Tube

	USB keys and/or external hard drive devices should not be used to store learner evidence. Photographs, video or audio should be recorded on either a KWETB managed device or learners may record evidence on their own personal device and submit for assessment in the same way they would with a traditional file tile, for example, a Word document. The Learning Practitioner should not take photographs, video or audio recordings of learners on their own personal device.
10	For FET provision, the Co-ordinator should assign a neutral invigilator and timetabled for examinations. This is not applicable to practical examinations.
11	In the case of examinations, the Learning Practitioner should ensure that a file of documents is compiled including the assessment attendance register; door notice; correct number of examination papers; replacement examination papers for use in the case of events that compromise the primary papers; clear guidance on mobile phones, use of dictionaries and IT equipment. The Learning Practitioner should ensure that a defined, safe repository for learner personal possessions is provided. An accurate and visible clock should be provided in the room.
12	The Learning Practitioner/Invigilator should brief the learners on expectations for the duration of the examination. The Learning Practitioner/Invigilator should observe correct protocol for distribution and collection of examination papers.
13	The Learning Practitioner should ensure that assessment evidence is stored securely in accordance with KWETB procedure following the assessment event.

Concluding Assessment:	
1	The Learning Practitioner should mark the assessment evidence submitted by learners following receipt of evidence from all learners. Timelines should be decided based at local level decision.
2	When marking, the Learning Practitioner should use a pen (not a pencil) or word review to add comments to the evidence that clearly identify where the learner adhered to the criteria or not. Marks can also be annotated to specific points that align with the brief/examination paper.
3	The Learning Practitioner should complete a marking sheet for each learner.

4	The Learning Practitioner should complete an objective feedback sheet for each learner.
5	The Learning Practitioner should submit provisional results to the Programme Co-ordinator.
6	The Learning Practitioner should issue provisional results to learners together with information regarding internal appeals.
7	The Programme Co-ordinator should set a date for internal provisional appeals. The Learning Practitioner and the Programme Co-ordinator should meet with the learner appealing to discuss the outcome of the assessment.
8	The Programme Co-ordinator should upload the results to the QBS/RCCRS and evidence should be prepared to be made available for Internal Verification and External Authentication.
9	The Internal Verifier carries out Internal Verification, and where issues are identified, these are addressed and recorded. There may be instances where evidence must be withdrawn and submitted in a future cycle. All details are recorded, and issues are addressed and recorded in a timely fashion. Where there are withdrawals, the Learning Practitioner/ Programme Co-ordinator should inform learners promptly of the withdrawal and inform of arrangements to address the issue.
10	The designated person with responsibility for QA authentication / TSO should ensure that External Authentication is carried out and issues addressed if necessary. The designated person with responsibility for QA authentication / TSO should ensure that External Authentication Reports and results are submitted to the Results Approval Panel.
11	The Results Approval Panel should consider the submitted results, and following the meeting, approved results are notified and submitted to QQI/RCCRS for the issuing of certification. For FET Provision-Second Providers, SOLAS return QBS upload file to TSO for upload to QBS.
12	The Programme Co-ordinator should inform learners of the outcome of assessment and are informed of their right to appeal.

Link to other Policies/Procedures

1.3.1	Development and Design of Assessment
1.3.2	Information to learners about Assessment
1.3.4	Administration of Examinations
1.3.5	Adapting Assessment
1.3.7	Security of Assessment materials

1.3.10	Internal Verification
1.3.11	External Authentication
1.3.12	Results Approval
2.2.4	Academic Integrity and Assessment
2.2.5	Reasonable Accommodation in Assessment

Resources

Resources	• Learner Guide for Assessment
	• Guidelines for the use of bilingual dictionaries in examinations