



1.3.6 Marking of Assessment

Procedure code and title:	1.3.6 Marking of Assessment
Policy area:	1.3 Assessment of Learners
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Purpose

The purpose of this procedure is to set out KWETB process for marking of assessment.

Scope

This procedure applies to all FET Provision. For FET Provision-Second Providers, the AIS dictates the Marking Scheme. There is an integrated single policy, with integrated procedures for FET Provision and FET Provision-Second Providers.

Procedure – 1.3.6 Marking of Assessment

1	The Learning Practitioner should ensure they adhere to the assessment guidelines as set out in section 11 of Component Descriptor.
2	For FET Provision, the Learning Practitioner should devise a marking scheme with a detailed breakdown of how the marks will be allocated to the assessment criteria (A marking scheme is different to the marking sheet, which outlines the overall marks only).
3	For FET Provision, the Learning Practitioner should devise a marking scheme and marking sheet per technique and a summary marking sheet per minor award. A marking system should identify per technique: <ul style="list-style-type: none"> • marks allocated to each assessment criterion • sub totals • total mark



4	For FET Provision, when devising assessment instruments and marking schemes, the Learning Practitioner should identify what will be accepted as evidence and how this will be marked or measured – outline solutions are good practice and must be devised in the case of examinations.
5	For FET provision, the Learning Practitioner should devise a rubric to be used for marking of assessment. Rubrics help clarify the expectations for learner performance.
6	For FET Provision, at levels 1, 2 and 3, although not usually marked numerically, the Learning Practitioner should devise and apply assessment criteria.
7	If a borderline grade is achieved, it is recommended that the Learning Practitioner reviews the grading statements, as set out in QQI Grading Criteria, to verify that the grade awarded is in line with QQI grading criteria for levels 4,5,6.
8	If the Learning Practitioner identifies plagiarism, the Learning Practitioner should refer to Procedure 2.2.4 Academic Integrity and Assessment.



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