



BORD OIDEACHAIS AGUS OILIÚNA
CHILL DARA AGUS CHILL MHANTÁIN
KILDARE AND WICKLOW
EDUCATION AND TRAINING BOARD

Addendum 1 – Learner Engagement in Assessment and Assessor Grading of Learner Effort

Kildare and Wicklow Education and Training Board Policy on Learner Engagement in Assessment and Assessor Grading of Learner Effort

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Developed by	KWETB Quality Team
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Policy on Learner Engagement in Assessment and Assessor Grading of Learner Effort

Purpose

To provide continuity and clarity for both learners and learning practitioners, this policy outlines the approach to grading effort in line with QQI requirements. It ensures that assessments are designed to capture all Minimum Intended Module Learning Outcomes (MIMLOs) and that learners are fully informed about the expectations and criteria for their assessments.

Policy Statement

Learners must to be provided with the opportunity to complete the assessments, and it is the Learning Practitioner's responsibility to devise assessment instruments (e.g. project and assignment briefs, examination papers, etc.), and marking schemes, consistent with the assessment techniques and assessment criteria

Learning Practitioners must ensure that each assessment task is mapped to specific MIMLOs as outlined in the module descriptor and component specification. Assessment briefs must contain clear instructions regarding the MIMLOs being assessed and the marks allocated

Learner evidence must be submitted for all assessment techniques and a minimum mark of 50% must be achieved for all assessment techniques in order that the learner can pass the module. It is the learning practitioner's responsibility to devise assessment briefs and marking schemes to ensure that learners are assessed on all the required MIMLOs.

QQI Requirements on Learners achieving all Learning Outcomes

1. It is a QQI requirement that learners must meet the minimum intended learning outcomes before achieving a component award (*Common Awards System, Restatement of Policy Guidelines 2014, Section 5.8*).
2. QQI National Standards identify the knowledge, skills, and competence that must be evidenced by a learner to achieve a particular award. These standards are contained in each QQI Component/Award specification. Under Assessment Technique, it is stated that all learning outcomes must be assessed and achieved in accordance with the minimum intended learning outcomes (*QQI Quality Assurance Assessment Guidelines for Providers, Revised 2013, Version 2 – revised 2018*).
3. Within every QQI Component/Award Specification, under 'Assessment Technique', it states that all learning outcomes must be assessed and achieved.

Responsibilities

The Learning Practitioner is responsible for assessing and ensuring that learners demonstrate understanding of all MIMLOs for each assessment task.

The Quality Assurance team are responsible for monitoring compliance with this policy through KWETB authentication processes, and providing support as needed.

The Quality Assurance Subgroup are responsible for oversight of the implementation of KWETB Quality Assurance Framework, they have reviewed and approved all policies and procedures. Their oversight role ensures that policies comply with KWETB and QQI quality standards.

Action

To provide continuity and clarity for both learners and staff, this policy has been developed in line with grading learner to QQI requirements. This policy is effective on (1st September 2025).

Procedures within the Quality Framework will be amended to incorporate this Policy.

1.3.1 Development and Design of Assessment

- *The Learning Practitioner should ensure that they review all learning outcomes, as specified in the module descriptor and that they understand the assessment criteria for each learning outcome.*

1.3.3 Planning, Conducting and Concluding Assessment

- *(Planning) The Learning Practitioner should ensure that their assessment plan aligns with all learning outcomes.*
- *(Conducting) The Learning Practitioner should review assessment briefs with learners, explaining requirement for all learning outcomes to be assessed.*

1.3.9 Feedback to Learners

- *The Learning Practitioner should provide ongoing feedback and support to help learners achieve all learning outcomes.*

2.1.2 Learner Induction

- *The Programme Coordinator should ensure that communication is given to learners in relation to learning outcomes and assessment criteria at the start of the course. The Learning Practitioner should re-enforce this information throughout the course.*

2.2.5 Reasonable Accommodation in Assessment

- *The Learning Practitioner should adapt the assessment, ensuring that all learning outcomes are met.*

2.2.6 Compassionate Considerations

- *The Programme Coordinator should ensure that if a learner is prevented from undertaking a specific assessment activity and therefore would not meet some of the learning outcomes, they should be given the opportunity to apply to defer the assessment to another occasion to ensure all learning outcomes are met.*

Review

This policy will be reviewed annually.

References

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<https://qsdocs.qqi.ie/Publications/Publications/CAS%20restatement%20of%20policy%20and%20guidelines%20FET.pdf>

<https://www.qqi.ie/sites/default/files/2021-10/quality-assuring-assessment-guidelines-for-providers-revised-2013.pdf>



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