Addendum 1: Kildare and Wicklow Education and Training Board Policy on Learner Engagement in Assessment and Assessor Grading of Learner Effort

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KILDARE AND WICKLOW
EDUCATION AND TRAINING BOARD

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

Version:	1.1
Developed by	KWETB Quality Team
Reviewed by:	Quality Assurance Sub-Group
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Review Date:	

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 Learning Outcomes / Minimum Intended Module Learning Outcomes (MIMLOs) and that learners are fully informed about the expectations and criteria for their assessments.

It is essential that all learners clearly understand what is required of them to successfully achieve an award. This includes clarity that, while a learner may achieve a pass mark in one or more individual assessments, they may still fail to achieve the overall module if all required Learning Outcomes / MIMLOs or mandatory elements have not been successfully demonstrated because they have been unsuccessful in an assessment.

Policy Statement

Learners must be provided with the opportunity to achieve each MIMLO, 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 relevant assessment techniques and assessment criteria.

Learning Practitioners must ensure that each assessment task is mapped to specific Learning Outcomes / MIMLOs as outlined in the module descriptor and component specification. Assessment briefs must contain clear instructions regarding the Learning Outcomes / 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 of the required Learning Outcomes / 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 *(Quality Assuring Assessment Interim Guidelines for Providers 2025, section 4.5)*.
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 Learning Outcomes / MIMLOs for each assessment task.

The Learning Practitioner / Coordinator is responsible for communicating individual assessment results and detailed summative feedback to learners. This will ensure that learners are informed of the marks achieved in individual assessments and understand when and why an award has not been certified due to incomplete achievement of Learning Outcomes / MIMLOs and passing of all assessment techniques.

The Learning Practitioner should provide clear, constructive and supportive feedback enabling the learner to understand the outcome and where applicable the options available for repeat of the assessment. Feedback to learners should not be generated from AI, as set out in KWETB Policy: The Use of Generative Artificial Intelligence (AI) in Teaching and Learning.

The Coordinator is responsible for reporting unsuccessful learners on the Internal Verification Report.

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 of the Quality Council 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.

Recording results on QBS

From 1st July 2026, where a learner has not met the required standard due to a failure to demonstrate all Learning Outcomes / MIMLOs and pass all Assessment Techniques, the award cannot be certified. In such circumstances, if submitting unsuccessful learners on the QBS system, then recording an overall module grade of zero on the QBS system is acceptable.

While the QBS system allows entry of up to three assessment results which are aggregated to generate the final numeric grade and classification, it is permissible to enter a single numeric result representing the overall module grade. Where an award has not been achieved, the component can be recorded as *Unsuccessful*.

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 updated policy is effective on 1st July 2026.

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.*

1.3.2 Information to Learners about Assessment

- *The Learning Practitioner should ensure that learners are informed that while the learner may achieve a pass grade in one or more individual assessments, they may still fail to achieve the overall module if all required Learning Outcomes /*

MIMLOs or mandatory elements have not been successfully demonstrated because they have been unsuccessful in an assessment.

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 the requirement for all learning outcomes to be assessed and achieved.*

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 that learners have a fair opportunity to meet all of the learning outcomes.*

Review

This policy will be reviewed in line with the Quality Assurance Framework Review process.

References

Quality Assuring Assessment Interim Guidelines for Providers 2025

QQI Quality Assurance Assessment Guidelines for Providers, Revised 2013, Version 2 Revised 2018