



The purpose of this framework is to set out the key guidelines for managing assessment processes. The framework is designed to facilitate staff in Institutes of Technology to reflect on their own policies and procedures and it should be used as a benchmarking tool for continuous improvement.

DOCUMENT CONTROL AND VERSION HISTORY

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Glossary

There are various definitions for the terms set out below, the following are included as indicative examples:

| Term | Definition |
|----------------------------------|---|
| <i>Appeal</i> | A request for a review of a decision of an academic body charged with decisions on learner progression, assessment and awards. <i>(QQI Assessments and Standards Revised 2013)</i> |
| <i>Assessment</i> | The process by which evidence of performance is collected and compared with the standards of knowledge, skill and competence and a judgement made on learner achievement of the standards. <i>(QQI Quality Assuring Assessment Guideline for Providers Revised 2013)</i> |
| <i>Assessment strategy</i> | A programme assessment strategy is a document (which sets out its strategy and policies for the assessment of the learning of learners) aimed at those learners, assessors and other stakeholders who are involved with the programme. It should be prepared for every programme during the programme's development and maintained thereafter. |
| <i>Deferrals</i> | In the case of illness or bereavement or other circumstance, a decision may be made by an approved body/person as per academic council policy to defer a candidate's result to enable the learner to complete specific outstanding requirements of the course or examination. A deferral is not counted as an attempt. |
| <i>Examination</i> | An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions. <i>(QQI Quality Assuring Assessment Guideline for Providers Revised 2013)</i> |
| <i>Examination appeal</i> | Where a student makes a formal appeal, on stated grounds, to the institution against the decision of the Examination Board. |
| <i>Extenuating circumstances</i> | The following are examples under which the institute may consider giving consideration to the learner in the event of extraneous or anomalous matters relating to examinations, excluding the content and marking of examination scripts: A physical injury or emotional trauma; A physical disability, chronic or disabling condition or other incapacitating illness; A recent bereavement of close family member or friend; An accident; A domestic crisis; A terminal illness of a close family member; Pregnancy; or Other extenuating circumstances |
| <i>Formative assessment</i> | This informs a learner how to improve their learning and is generally carried out in the early stages of, or during, a module. Formative assessment provides feedback on a learner's work, and is not necessarily used for certification purposes. The emphasis in formative assessment is on encouraging more understanding by learners of their |

| Term | Definition |
|---------------------------------|--|
| | respective strengths and weaknesses and gaps in knowledge, skills and competencies. |
| <i>Invigilator</i> | Someone who supervises an examination on behalf of the institute and monitors examination candidates to prevent breach of examination regulations. |
| <i>Programme</i> | A learning experience designed and offered by a provider based on predetermined standards and leading to an award. (<i>QQI Quality Assuring Assessment Guideline for Providers Revised 2013</i>) |
| <i>Reasonable accommodation</i> | This is defined by the Equal Status Act 2000-2004. A reasonable accommodation is any means of providing special treatment or facilities if, without such accommodations, it would be impossible or unduly difficult for the person to avail of the service provided by the educational establishment. (<i>QQI Assessments and Standards Revised 2013</i>) |
| <i>Recheck</i> | The procedure which involves confirmation that all elements submitted for assessment were considered and assessed and that no errors occurred in the recording, collating or combining of marks. The recheck also confirms that the summary mark as presented to the institute Examination Board was correct. |
| <i>Review</i> | The re-consideration of the assessment decision by an independent reviewer. Learners / other appropriate body may be required to state the grounds for the requested review. The grounds for review will normally be that the learner/other appropriate body suspect that the assessment was erroneous in some respect. |
| <i>Summative assessment</i> | This is generally carried out at the end of a module e.g. written examination. It is comprehensive in nature. Coursework normally has a summative element as well. |

1. INTRODUCTION

The purpose of this guide (the guide) is to offer a reference document for good practice for the institute in relation to managing assessment processes. The key principles throughout the guide are to ensure integrity, transparency, impartiality and fairness of the processes to learners and staff of the institution. The guide is intended to act as an overall framework and should be used by the institute as a benchmarking tool for continuous improvement relating to:

- Preparation & security of assessment material
- Examination day procedures
- Collation & dissemination of examination results
- Process of recheck, review & appeal of examination results

Adherence to the principles as set out in the guide will assure learners that they are subject to a consistent and equitable assessment process. The institute will endeavour to formulate an Assessment Policy based on the three principles of:

- *Education - to facilitate learning and to enhance previous learning*
- *Ethics & integrity - to be fair, transparent, non-discriminatory and representative*
- *Regulations – to meet or exceed expectations in relation to regulations and guidelines*

To be effective a principles based assessment policy should be:

- **Valid**
- **Consistent**
- **Transparent**
- **Inclusive**
- **Equitable**
- **Relevant**
- **Controlled**
- **Varied**
- **Measured**
- **Protected**

Valid

All aspects of the institute's assessment process will endeavour to accurately and effectively determine academic achievement at an appropriate level in relation to the intended learning outcomes. The institute will align the assessment, curriculum objectives and module learning outcomes (constructive alignment).

Consistent

Measures ensuring the reliability of assessment should be implemented by the institute to guarantee the consistency of progression standards from one year to another. This is achieved by external examiners and criteria that are in keeping with the intended learning outcomes as stated in the course outline. This is necessary to maintain objectivity throughout the assessment process.

Transparent

Information regarding course syllabus, learning outcomes and assessment strategy should be easily accessible to learners. All requirements must be stated clearly and instructions relating to the assessment, grading system and appeals process must be openly accessible to internal and external examiners and learners at the beginning of the academic year. All policies and procedures including, but not limited to, assessment plagiarism will be available to learners.

Inclusive

The institute's assessment policy should be designed to guarantee that any individual or group will not be put at a disadvantage as a result of any of the stated assessment procedures. Appropriate measures will be implemented to identify and accommodate different learning styles and assessment tasks will not limit, or unfairly benefit, any subsection within the learner population.

Equitable

Academic performance should be seen to be judged fairly at all times. The institute will have a clear, impartial and unbiased set of procedures in place to deal with matters relating to valid reasons for non-completion of assessment requirements, and must ensure that these issues are dealt with in a sensitive and confidential manner. All elements of the institute's assessment policies and procedures should be conducted within a reasonable timeframe.

Relevant

To maintain relevancy an assessment policy will recognize both knowledge and skills based competencies. The procedures should seek to develop skills applicable to future career progression.

Controlled

The institute should provide adequate resources, as appropriate, to achieve and maintain effectiveness of the implementation of the assessment policy.

Varied

The institute should measure assessment through a range of varied and diverse methods in order to accurately ascertain the academic achievement of each student. This is aimed at building a more complete student profile that can identify strengths and weaknesses and that is representative of various learning styles.

Measured

Student progress should be monitored throughout the assessment process to easily identify areas of difficulty that may need to be addressed. Procedures should be evaluated for ease of use, performance outcomes and achievability.

Protected

Data must be safely recorded, transferred, stored and retrieved in a secure manner that does not compromise a student's data protection rights. Assessment procedures will incorporate measures that allow the right of redress without prejudice.

Integrally, the assessment process is designed to:

- Maintain standards
- Provide timely feedback
- Accurately report performance against the intended learning outcomes
- Be subject to regular evaluation
- Recognise the value of technology to provide enhancements
- Demonstrate progression

1 Preparation & security of assessment material

This chapter provides an outline of the key principles to be applied to the preparation and security of assessment material.

1.1 Overarching Principles

- 2.1.1 The Institute will have a teaching and learning strategy and this should include an assessment strategy.
- 2.1.2 A formal assessment strategy¹ ought to be developed for every programme, aligned to the institute's assessment strategy.
- 2.1.3 The programme assessment strategy should include both formative and summative assessment.
- 2.1.4 The institute will endeavour to ensure that assessments are appropriate for the level of programme being assessed.
- 2.1.5 The institute will inform learners of when and how the outcome of all examinations and assessments will be notified.
- 2.1.6 It is the responsibility of all examiners to be familiar with the current academic regulations.
- 2.1.7 Examiners have responsibility for the integrity of the assessment and examination process.
- 2.1.8 The institute will provide training to staff on academic regulations as appropriate.

1.2 Preparation

- 2.2.1 The internal examiners are responsible for developing the assessment methodologies for the relevant programme.
 - 2.2.1.1 Typical assessments include written, oral and practical examinations, coursework and project work.
- 2.2.2 The external examiner will be provided with a copy of the detailed programme document including the statement of the intended learning outcomes as appropriate.
 - 2.2.2.1 The internal examiners are responsible for providing an outline of the assessment strategy for each year of each programme including any written examination papers (including model answers and marking schemes where appropriate) to the

¹ Unique to different types of programmes

external examiner for review and approval well in advance of any formal examinations.

2.2.2.2 The institute has in place appropriate documented procedures for ensuring that external examiner feedback has been considered and incorporated where appropriate.

2.2.2.3 The Head of Department/Head of School is responsible for ensuring that external examiner feedback has been considered and incorporated where relevant.

2.2.2.4 The formative and summative assessments ensure that intended learning outcomes are assessed as appropriate. All learning outcomes will need to be summatively assessed.

2.2.3 Appropriate information is provided to all learners in a programme including details of the assessment methodologies, criteria for grading² in assessments and deadlines.

2.2.4 Learners are provided with marks/grades and feedback for formative and summative assessment in a reasonable timeframe³ after the assessment has been completed.

1.3 Security

2.3.1 The institute will provide learners with proof of submission of assessments, as appropriate.

2.3.2 The Institute has a policy in place in relation to the retention of learner assessment material.

2.3.3 Internal examiners draft the examination papers in a secure environment. The draft examination papers are delivered to external examiners in a secure manner.

2.3.4 Procedures are in place to ensure that all examination papers, including model answers, and marking schemes are retained in a secure manner throughout the process (from development to the date of the examination).

2.3.5 There is a method of tracking the progress of examination papers from their development through to the date of examination.

2.3.6 There are security measures in place for the movement and delivery of the examination papers to the examinations office.

2.3.7 Procedures are in place for dealing with handling of information in relation to examinations held on computers or other electronic devices.

2.3.8 Procedures are in place for the secure transportation and distribution of examination papers from the examinations office to the examinations hall. Similarly, procedures are in place for the secure delivery of examinations scripts from the examinations hall to the relevant internal examiner.

² Refer to Annex 4

³ Feedback should be provided at an appropriate time to allow the learner to benefit from the feedback

2.3.9 The institute has a procedure in place to deal with situations of potential conflict of interest⁴.

2.3.10 All assessment material is kept secure at all times and is retained in accordance with the Institute's retention policy.

⁴ Examples include where a staff member has access to an examination paper(s) and has a relationship to one or more learners sitting the examination or where a staff member is also a learner of the institute.

2 Examinations

This chapter provides an outline of the key principles to be applied to the conduct of examinations.

2.1 Overarching Principles

- 3.1.1 The institute should put in place regulations for the conduct of all types of examinations and assessments to include statements of what constitutes a breach of these regulations.
- 3.1.2 Learners are informed at the beginning of each academic year of the regulations for examinations and the consequences of breaches in the regulations⁵.
- 3.1.3 Learners are informed of full details of the particular examination (written and non-written) to include time, location, duration and specific instructions relating to the examination and procedures for examination day.
- 3.1.4 The venues for examinations are fit for purpose and reasonable accommodations are made where appropriate. The institute will endeavour to identify reasonable accommodations well in advance of the assessment by a needs assessment process.

2.2 Written Examinations

- 3.2.1 There is a procedure to ensure the logistics and security of the transport, distribution and retention of the correct examination papers and scripts to and from the examination hall.
- 3.2.2 Procedures should be in place to ensure that issues arising during an examination can be dealt with.
- 3.2.3 Procedures are in place to ensure appropriate training of invigilators, incorporating responsibilities, behaviour in the examination hall, procedures for managing the conduct of the written examinations and any potential breaches of the examination regulations.
- 3.2.4 All assessment material is kept secure in accordance with the Institute's retention policy.

2.3 Non-written Examinations

- 3.3.1 Policies are in place setting out the method of preserving evidence⁶ of the assessment which can be verified subsequently; these methods may include recording and videotaping the assessment. As a matter of good practice, a policy of having a minimum of two examiners present, and a requirement for the examiners to keep detailed notes in case of a subsequent review may be necessary.

⁵ To include plagiarism, talking during the examination and other irregularities

⁶ For example recording a musical performance/oral/clinical examination; photographing/recording artwork

Note: Examples of good practice procedure with respect to invigilation, unauthorised materials in invigilated examinations and procedures in examination halls can be found in Annexes 1, 2 & 3, respectively, as attached.

3 Collation & dissemination of examination results

This chapter provides an outline of the key principles to be applied to the collation and dissemination of examination results.

- 4.1 All assessments are evaluated and marked by the relevant internal examiners in a fair and consistent manner.
- 4.2 The results of all elements of assessment are recorded in a timely fashion.
- 4.3 Learners are informed of the results for each element of formative and summative assessment in a timely manner.
- 4.4 The internal examiners are required to review learner results to ensure the results of all elements of assessment have been included prior to the Examination Board meeting.
- 4.5 An external examiner should review a representative sample of assessments (formative and summative) to ensure consistency.
 - 4.5.1 The external and internal examiners will agree the final mark to be awarded for each module.
- 4.6 The institute will have clear terms of reference which includes the authority and membership of the Examination Board and any limitations⁷ that exist.
 - 4.6.1 Guidance is clearly set out to provide for extenuating circumstances.
 - 4.6.2 Chairs of Examination Boards are appointed by the institute and receive appropriate annual briefing by the Registrar.
 - 4.6.3 A formal record (broad sheet) of the meeting of the Examination Board is held and signed by all present.
 - 4.6.4 Minutes of the decisions of the Examinations Board will be recorded and signed by the Chair and Secretary.
 - 4.6.5 All examiners will endeavour to be present at the relevant Examination Board.
- 4.7 An Examination Board is held to determine the learner results for each semester/year of each programme.
 - 4.7.1 A procedure for examination deferrals should be in place to cover a defined set of circumstances. Learners are informed of these procedures through the student handbook. The procedure will require learners to provide evidence of such circumstances
 - 4.7.2 Each learner's results are considered and agreed at the Examination Board meeting.

⁷ For example how much the student can be raised by

- 4.7.3 Any changes to learner results agreed at the Examination Board will be made to the learners' examination record.
- 4.7.4 The results element of the learner's record is then restricted as appropriate.
- 4.8 It should not be possible for anyone to make changes to the results of a learner post the Examination Board meeting except as per institute policy.
- 4.9 There should be institute policy and procedures in place for the withholding of learner examination results.
- 4.10 Provisional or final results are published and notified to the learners post the formal Examination Board meeting.
- 4.11 Institutes have a process in place to provide results to learners in compliance with Data Protection and other legislation.
 - 4.11.1 Learner results are available online.
 - 4.11.2 To comply with data protection learner results are not placed on public notice boards and results cannot be assessed by others on virtual learning environments.
 - 4.11.3 Learners can print off copies of their results from the online system.
 - 4.11.4 Learner results are not given over the phone.
 - 4.11.5 Learner results are not given to any third party, unless written authorisation by the learner is provided.
- 4.12 Learner results/awards are final once ratified by the Academic Council.

4 Deferrals

This chapter provides an outline of the key principles to be applied to deferrals.

4.1 Deferrals

- 5.1.1 The institute has policies and procedures in place, approved by Academic Council, with regard to examination deferrals.

5 Process of recheck, review & appeal of examination results

This chapter provides an outline of the key principles to be applied to the process of recheck, review and appeal of examination results.

5.1 Overarching Principles

- 6.1.1 There is a process in place to deal with recheck, review and appeal of examination results based on a stated set of criteria.
- 6.1.2 All learners are entitled to view their assessment materials and to obtain feedback if required.
 - 6.1.2.1 There should be a facility available to learners to review their assessment materials with their internal examiners in a timely manner.
 - 6.1.2.2 The internal examiners feedback should be clear and concise, giving the learner a full understanding of their assessment.
 - 6.1.2.3 Where an internal examiner identifies a discrepancy corrective action should be taken. This process should be managed by the Head of Department/Head of School. The Registrar should be informed of the discrepancy and the corrective action to be taken and should approve any amendment to the learner's record.
- 6.1.3 A separate process should be put in place to deal with amendments post the Examination Board meeting.
- 6.1.4 Outcomes of review / recheck and / or appeal of examination results may result in no change, additional marks allocated or marks removed.

6.1.5 Learners are informed in writing in a timely manner of the outcome of any recheck, review or appeal.

6.1.6 Where there is a change to a mark and / or result, the learner's record should be amended to reflect the change.

5.2 Recheck

6.2.1 Learners have the right for the results of their assessments to be rechecked to ensure that no errors were made in the inclusion (all assessments fully marked) and collating of the marks.

6.2.1.1 Rechecks are carried out on a timely basis.

6.2.1.2 Rechecks are normally carried out by the internal examiner.

5.3 Review of examination results

6.3.1 A process is established to consider and make decisions on reviews of examination results made by learners. This process will include:

6.3.1.1 The lines of authority for the review process need to be clearly stated, including the acceptance or rejection of review applications.

6.3.1.2 Learners are provided with clear grounds under which a review of an examination result can be made and guidance as to what the grounds may entail.

6.3.1.3 Learners clearly set out the reasons for the review and submit as much supporting evidence as possible.

6.3.1.4 Reviews should be decided within a reasonable time frame.

6.3.1.5 Where there is a change to a student's marks as a result of the review, consideration will be given to any impact that the review may have on other learners who have undertaken the same assessment.

6.3.1.6 A record should be made of the decision of the review. This decision should be communicated formally to the learner, the internal examiner, the Head of Department, the Head of School, the Registrar and also reported to the Academic Council as appropriate.

5.4 Appeal of examination results

A process is established to consider and make decisions on appeals of examination results made by learners.

- 6.4.1.1 The lines of authority for the appeal process need to be clearly stated, including the acceptance or rejection of appeals applications. The appeal process is formally documented.
- 6.4.1.2 The appeal process will be led by an independent person(s) who was not involved in the original assessment. The outcome of the appeal will be determined by the independent person(s). The outcome of the appeal will be notified to the Registrar, who will formally notify the learner, the internal examiner, the Head of Department, the Head of School and the Academic Council as appropriate.
- 6.4.1.3 Learners are provided with clear grounds under which an appeal of an examination result can be made and guidance as to what the grounds may entail.
- 6.4.1.4 Learners clearly set out the reasons for the appeal and submit as much supporting evidence as possible.
- 6.4.1.5 Appeals should be decided within a reasonable time frame.
- 6.4.1.6 Where there is a change to a student's marks as a result of the appeal, consideration will be given to any impact that the appeal may have on other learners who have undertaken the same assessment.

6 Reporting to Academic Council

This chapter provides an outline of the key principles to be applied for the reporting to Academic Council.

The Academic Council will determine what information and annual reports it requires on all issues relating to examinations, for example:

- The Registrar's Office will provide information on the number of requests for rechecks, reviews and appeals and their outcomes;
- Reports from the Registrar on any other relevant issues relating to examinations;
- Reports from the Registrar on the external examiners reports, trends / major issues and actions taken to rectify any shortcomings identified.

7 ANNEXES

Institutes will have their own procedures in place for:

- Annex 1 Invigilation
- Annex 2 Unauthorised material in invigilated examinations
- Annex 3 Procedures in examination halls

However the next three annexes, as referenced above, are set out as samples of good practice guidelines in these areas.

Annex 1 - Invigilation

*The following sets out a **sample** of good practice guidelines with respect to invigilation of written examinations. This is not an exhaustive list of protocols / procedures.*

All examinations should have a sufficient number of invigilators.

Invigilators should receive appropriate training of their roles and responsibilities which should be recorded for their reference.

Invigilators should highlight to the senior invigilator, where applicable, or to the Examinations Officer if they have any conflict of interest.

Invigilators should take responsibility for the activities in the examination hall.

Invigilators should provide clear instruction to the learners regarding the examinations that are taking place.

Established protocols should be in place to provide guidance to invigilators during the examinations.

The protocols should deal with any breach of examination and to minimise the disruption to other learners.

Protocols should be in place to provide guidance to deal with incidents where the allocation of additional examination time may be justified.

Protocols should be in place to deal with learners who are disruptive to the proper conduct of the examination for other examinees.

Procedures should be in place to ensure that incident reports are completed in a timely manner and given to the Registrar/Examinations Office.

Invigilators should ensure that all examination regulations are adhered to.

Invigilators should collect all assessment material for all learners who have signed the assessment attendance sheet.

A record is kept of all attendance.

A record of all booklets provided to each learner is recorded and this is reconciled upon collection of assessment material from learners.

Invigilators should ensure that no unauthorised material is allowed in the examinations hall.

Invigilators should ensure that the correct conduct is adhered to throughout the examination by learners.

The examination question papers and answer books are not be turned over until learners are instructed to do so by the invigilator.

Additional time should be allocated to compensate for any disruption to the examination. An incident report should be completed by the invigilator and a copy of the report given to the Registrar/Examinations Office.

If a learner wishes to leave the examination hall before the examination is over s/he should signal for the invigilator and hand her/his scripts to the invigilator.

A record is kept of all comfort breaks taken by each learner during the examination.

Annex 2 - Unauthorised materials in invigilated examinations

*The following sets out a **sample** of good practice guidelines with respect to unauthorised materials in invigilated examinations. This is not an exhaustive list of protocols / procedures.*

Learners are informed in advance of the examination that having unauthorised material in the examination hall will result in disciplinary action.

Learners are informed of penalties for breaches of examination regulations.

Unauthorised materials may include smart watches and other wearable devices, mobile phones, electronic dictionaries, programmable calculators, calculator covers, bags, jackets, notebooks and pencil cases.

Checks for unauthorised material are carried out during examinations by invigilators and any such items are confiscated.

A learner found in possession of unauthorised materials and/or copying from another learner and alleged to be in violation of examination regulations will be reported to the Registrar/Examinations Officer by the invigilator.

Any reference or other authorised materials/documentation permitted in the examination hall should be communicated in advance to the learners and also stated on the examination paper.

Annex 3 - Procedures in examination halls

*The following sets out a **sample** of good practice guidelines with respect to procedures in examination halls. This is not an exhaustive list of protocols / procedures.*

A process is in place to ensure that learners gaining entry to the examination hall are logged.

Learners should be required to be in the examination hall in sufficient time before the commencement of the examination.

Learners arriving late (as determined by the institute) to the examination hall will not be permitted access as this may disrupt other learners.

Learners are allowed to leave the examination for a short comfort break but they will be escorted at all times. A record of all comfort breaks by learner will be noted.

Procedures should be in place to inform learners that they cannot be admitted into the examination once other learners have left the examination hall.

Strict silence should be observed once the invigilator commences distribution of papers.

To facilitate learners to complete their examination, and the collection of learner scripts by invigilators, learners should not be permitted to leave the examination hall until a specified time (as determined by the institute) has elapsed after the examination has begun, or within a specified time (as determined by the institute) at the end of the examination.

Learners will not be allowed to return to the examination hall having handed in their examination answer book(s) and left the hall.

Valid institute photographic ID is on display at all times during the examination.

Annex 4 – Sectoral Conventions for Assessment

The Sectoral Conventions for Assessment comprise a set of regulations and benchmarks which, in the interest of fairness and consistency, are agreed at the sectoral level. The following tables describe the classifications available for major awards in the National Framework of Qualifications (NFQ).

| Classification of Higher Certificates (Level 6) and Ordinary Bachelor's Degrees (Level 7) | GPA boundary values | PPA boundary values | Description 2009-2010 and following |
|---|---------------------|---------------------|---|
| Distinction | 3.25 | 70% | Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this |
| Merit Grade 1 | 3.0 | 60% | Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this |
| Merit Grade 2 | 2.5 | 50% | Indicative descriptor: Achievement includes that required for a Pass and in some respects is significantly beyond this |
| Pass | 2.0 | 40% | Definitive descriptor: Attains all the minimum intended programme learning outcomes |

| Classification of Honours Bachelor's degrees (Level 8) and Higher Diplomas (Level 8) | GPA boundary values | PPA boundary values | Description 2009 - 2010 and following |
|--|---------------------|---------------------|---|
| First-class honours | 3.25 | 70% | Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this |
| Second-class honours Grade 1 | 3.0 | 60% | Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this |
| Second-class honours Grade 2 | 2.5 | 50% | Indicative descriptor: Achievement includes that required for a Pass and in some respects is significantly beyond this |
| Pass | 2.0 | 40% | Definitive descriptor: Attains all the minimum intended programme learning outcomes |

| Classification of Postgraduate Diploma (Level 9) | GPA boundary values | PPA boundary values | Description 2009 - 2010 and following |
|--|---------------------|---------------------|---|
| Distinction | 3.25 | 70% | Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this |
| Merit | 3.0 | 60% | Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this |
| Pass | 2.0 | 40% | Definitive descriptor: Attains all the minimum intended programme learning outcomes |

[QQI Assessments and Standards Revised 2013]

References

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