
DDLETB Assessment Procedures Summary

Principles of assessment

Quality assured assessment ensures that “learners are assessed and the assessment judgment is made based on whether the learner has reached the required national standards of knowledge, skill and competence for the award” (QQI, 2013 p.5¹). Central to quality assured assessment is the assumption that learners are assessed in a fair and consistent manner in line with the award standard. The following principles of assessment apply to the Assessment Procedures set out in this document:

1. Validity

This ensures that an assessment measures what it is designed to measure: the relevant standard of knowledge, skill or competence required for an award should be assessed. Validity in assessment occurs when:

- Assessment is fit for purpose (i.e. a practical assessment assesses a practical skill)
- Learners can produce evidence which can be measured against the award standard
- Assessors can make accurate assessment decisions
- Assessment is accessible to all candidates who are potentially able to achieve it

2. Reliability

Reliability in assessment ensures that assessment measurement is accurate: the knowledge, skills and competence which the assessment measures should produce reliable and accurate results. Reliability in assessment ensures that results are consistent under similar conditions. Reliability in assessment occurs when:

- The assessment is based on valid assessment techniques
- Assessment conditions are consistent
- Learner evidence is reliable
- Results are consistent across various assessors, contexts, conditions and learners over time

3. Fair

Fairness in assessment supports the validity and reliability principles and provides equal opportunity to all learners. Fairness in assessment ensures: learners have access to appropriate resources/equipment in assessment; assessment design and implementation are fair to all learners; and policies and procedures exist to ensure fair assessment of learners.

4. Quality

Quality in assessment ensures that all assessment processes are quality assured.

5. Transparency

Transparency in assessment ensures that assessment policy and procedures provide clarity to all relevant stakeholders.

¹ QQI (2013) Quality Assuring Assessment Guidelines for Providers. Available at: <http://www.qqi.ie/Downloads/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers%2C%20Revised%202013.pdf> [Accessed 28th February 2018]

Reasonable Accommodation in Assessment

In order to ensure fairness and consistency across all assessment activities, learners can apply for reasonable accommodation in relation to their assessment while at the same time ensuring that the assessment remains valid and reliable. Reasonable accommodations are put in place to facilitate a learner to demonstrate their knowledge, skill and competence to the standard required by the award. Making/providing reasonable accommodation is NOT intended to make the assessment easier or more achievable. In implementing reasonable accommodations, the learner should neither be advantaged or disadvantaged. The required standard MUST still be achieved and demonstrated, albeit in a slightly different way.

Reasonable Accommodation in assessment will only be accommodated when a learner can demonstrate with appropriate evidence/documentation that because of a specific need he/she cannot compete on equal terms, under standard assessment conditions, with his/her peers. Examples of evidence include: Medical Report, Educational Psychologist Report, Occupational Therapist Report, Speech and Language Report and Guidance Counsellor Report.

Adaptations may include the following and/or other reasonable adaptations:

- modified presentation of assignments/examination papers, e.g. enlargements
- scribes/readers
- sign language interpreter
- rest breaks
- adaptive equipment/software
- use of assistive technology
- additional time
- separate room/space

The implementation of these adaptations will ensure that all learners are assessed on an equitable basis.

Applying for Reasonable Accommodation in Assessment

Learners are required to inform THE CENTRE of their **specific needs** and request reasonable accommodations that best meet their needs, ideally prior to the commencement of the course, but at the very least a significant amount of time prior to the assessment, as per the requirements of the Centre. This may allow reasonable accommodation to be facilitated. This application must be in writing using the Reasonable Accommodation in Assessment Application Form. In the case of a temporary injury necessitating accommodations, learners must apply at the earliest possible time to allow the accommodation to be facilitated.

Reasonable Accommodation in Assessment Process

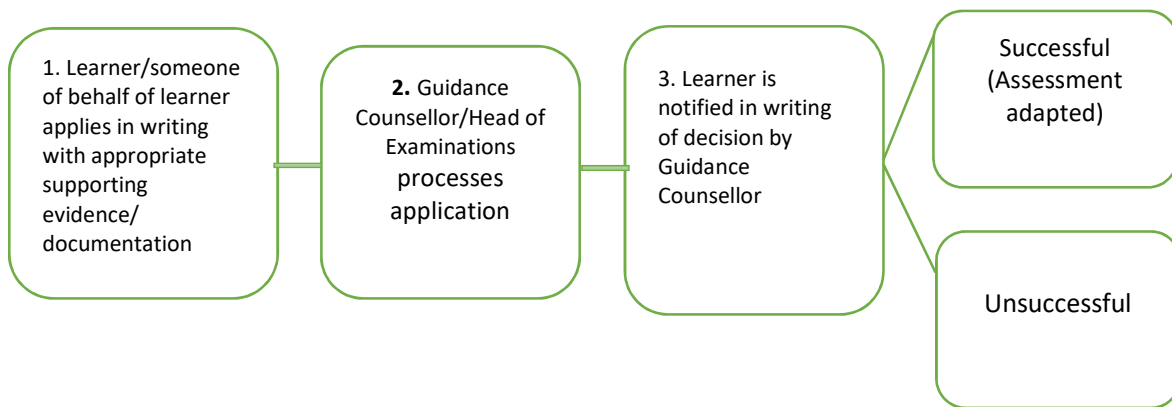


Figure 1 Reasonable Accommodation in Assessment Process

The Guidance Counsellor/Head of Examinations assess applications for Reasonable Accommodation. A dialogue between the Guidance Counsellor/Head of Examinations and learner must take place in order to determine the needs of the learner and ways to support and facilitate the learner in the assessment process. Learners will be informed of the outcome of an application for reasonable accommodation.

If an application is successful, the Guidance Counsellor/Head of Examinations must work with the **Subject Teacher** (and other relevant persons if required) to accommodate the learner while **strictly adhering** to the assessment principles above and the standard of knowledge, skill and competence required for certification.

If an application is **unsuccessful** (i.e. there is insufficient evidence to proceed with the application), the learner may appeal this decision in writing within one working day of the decision for a fee of €40. Where an appeal is successful, this fee is refunded.

Reasonable Accommodation in Assessment Appeals Process

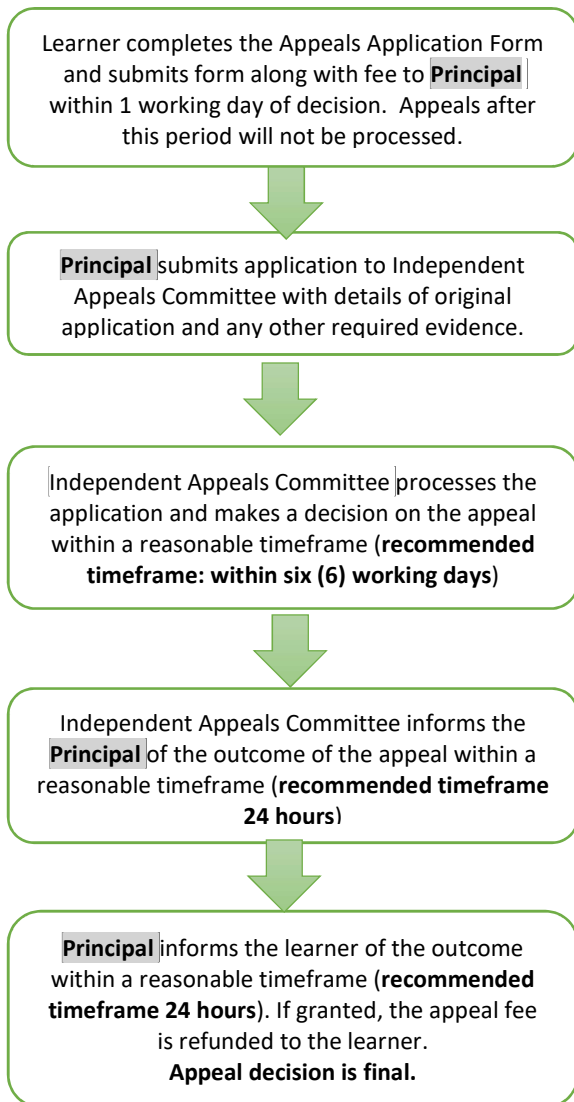


Figure 2 Reasonable Accommodation in Assessment Appeals Process



Assessment Deadlines: Short-Term Extensions and Compassionate Consideration in Extenuating Circumstances

Assessment Deadlines

Assessment deadlines are planned in advance of assessment and adhere to the assessment plan for the module/course. On course commencement all learners should be made aware that it is their responsibility to keep up-to-date with and meet assessment deadlines and also the consequences for missing same. Learners MUST be made aware of assessment deadlines including submission dates for assessment evidence and dates of practical assessments (e.g. examination, skills demonstration, etc.) as soon as is feasibly possible as relevant (e.g. assessment plan, notice boards, Moodle etc.). A deadline is missed where a learner fails to:

- Submit assessment evidence on or in advance of agreed assessment deadline, and/or
- Attend a practical assessment (e.g. Examination, Skills Demonstration, etc.).

Missed Assessment Deadlines can be categorised as “Expected” or “Unexpected”.

‘Expected’ Missed Assessment Deadline Process

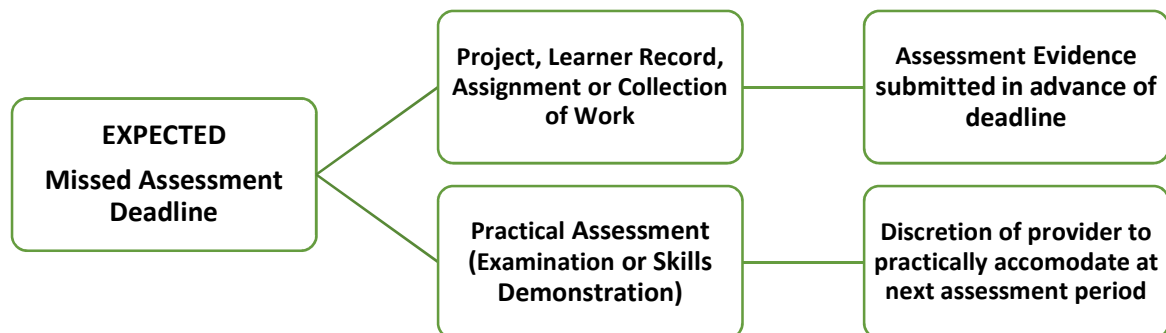


Figure 3 Expected Missed Assessment Deadline Process

“Expected” missed assessment deadlines include, but are not limited to: court appearance, job interview, medical appointment, wedding, graduation, family event, pre-planned event, etc.

The learner is responsible for submitting assessment evidence (Project, Learner Record, Assignment or Collection of Work) **in advance** of the assessment deadline. In the case of an expected missed deadline for an Examination or Skills Demonstration, it is at the discretion of the provider as to whether the provider can practically accommodate the learner at an alternative sitting of the assessment.

Unexpected Missed Assessment Deadline Process

“Unexpected” missed assessment deadlines include, but are not limited to: illness (with medical certificate), involvement in an accident, etc.

In the event that, due to unforeseen circumstances, a learner may have missed an assessment deadline or may be aware that s/he will miss an impending assessment deadline, the learner may apply for:

1. Short-term extension – Upto 3 working days **OR**
2. Compassionate consideration in extenuating circumstances

Short-term Extension Application Process

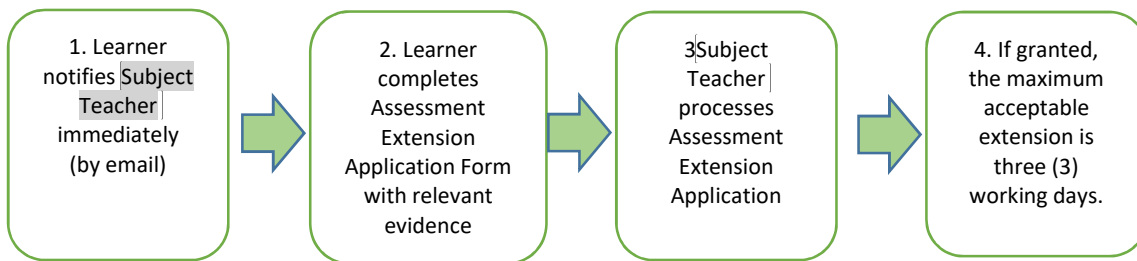


Figure 4 Short-term Extension Application Process

If there are extenuating circumstances, which will extend beyond the **defined 3 day timeframe**, the learner should apply for compassionate consideration.

Compassionate Consideration Process

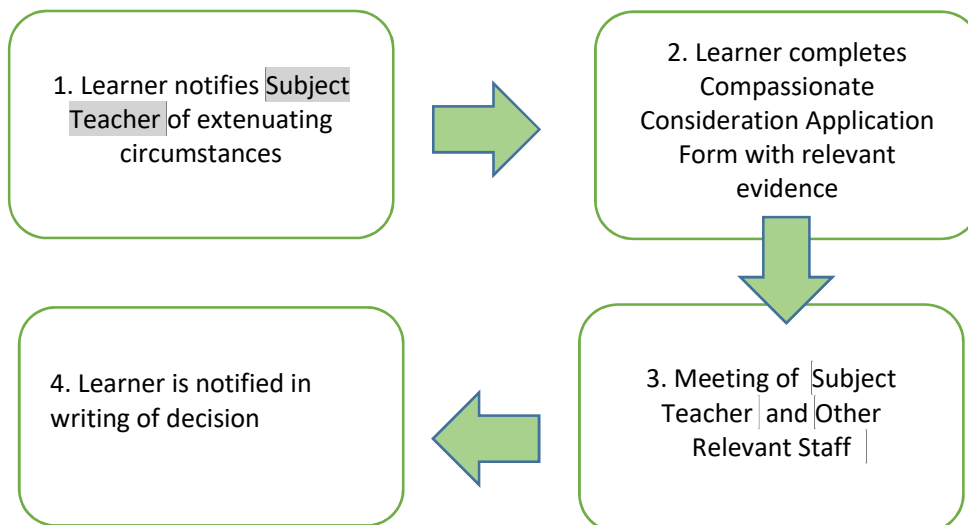


Figure 5 Compassionate Consideration Process

Assessment Deadlines: Short-term Extensions and Compassionate Consideration

Circumstances that may be considered include personal certified medical illness/injury, certified illness of a dependent relative, certified mental health issues, family bereavement, chronic/disabling conditions/other incapacitating illness or other extenuating circumstances. Where a learner cannot get a statement from an external qualified professional, a Statement from the Centre Guidance Counsellor/ Department Head/Course Co-ordinator who is aware of specifics of a learners circumstance may suffice.

**All supporting evidence must be on headed paper and must be legible, stamped and dated.
All evidence must relate to the specific application for extenuating circumstances being made.**

Examples of circumstances which are **unlikely** to be considered for short-term extension or compassionate consideration include, but are not limited to:

- Typical symptoms associated with exam stress
- Minor illnesses such as a common cold
- Holidays
- IT and/or computer failure (excluding in an examination)
- English is not the first language of the learner

The learner is informed in writing on the outcome of the application within 5 working days of the application. If the decision is that the compassionate consideration application has been **granted**, the revised schedule for the assessment activity is agreed between the **Subject Teacher** and the learner.

Where any extension is granted, learner evidence is accepted by the **Subject Teacher** and **should be marked and graded in accordance with the standards for the award**. The actual marks and grade awarded are determined solely on the basis of the evidence submitted in accordance with the standards for the award. **There is no mark/grade penalty under this procedure**. In the case of unexpected missed assessment of a practical assessment (**Skills Demonstration/ Practical Examination**), it is at the discretion of the provider as to whether the provider can practically accommodate the learner at a re-sit within the next assessment period.

If the decision is that the compassionate consideration application has been **declined**, the Subject Teacher will refuse to accept the assessment evidence from the learner/the assessment evidence will not be marked. The learner has the right to appeal this decision in writing within 3 working days of the decision for a fee of €40. Where an appeal is successful, this fee is refunded.

Assessment Deadlines: Short-term Extensions and Compassionate Consideration

Short-term Extension and Compassionate Consideration Appeals Process

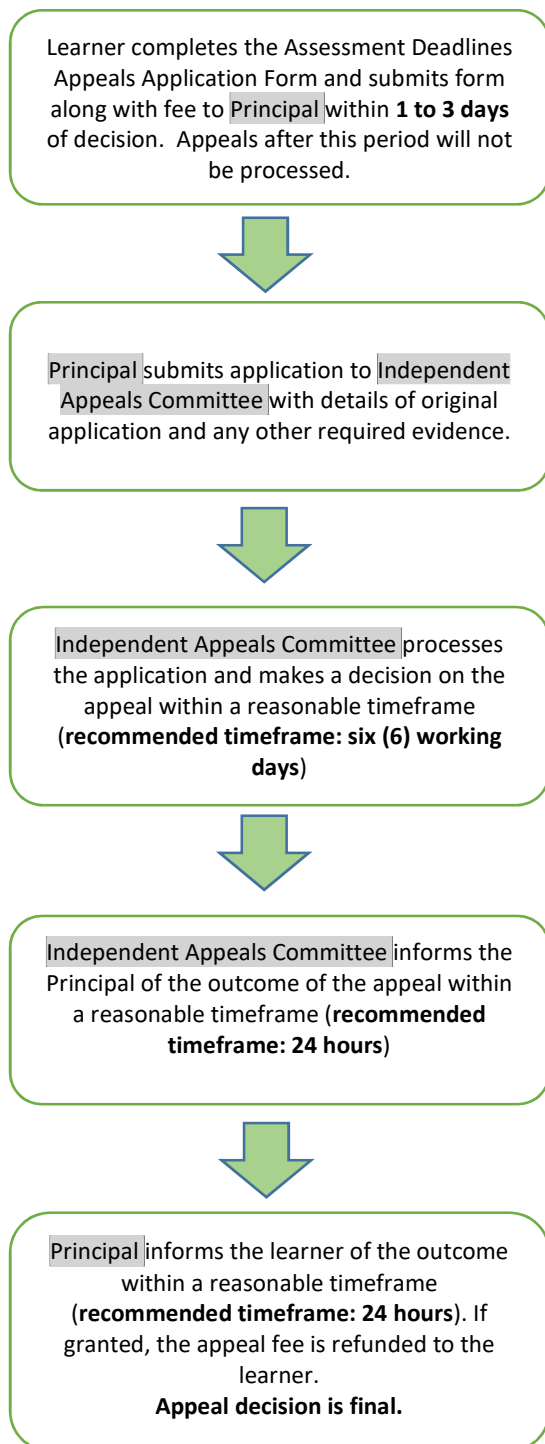


Figure 6 Short-term Extension and Compassionate Consideration Appeals Process

Extension Application Form

APPLICATION FORM ASSESSMENT DEADLINE EXTENSION	
Part A: This section must be completed by the Learner	
Please complete all sections of this form and return it to the Subject Teacher with supporting relevant evidence/documentation from a qualified professional practitioner.	
Extension Applied For:	Short-term Deadline Extension <input type="checkbox"/> (Up to 3 days) Compassionate Consideration <input type="checkbox"/>
Centre Name:	BFEI
Learner Name:	
Course:	
Module(s):	
Subject Teacher(s)	
Types of Assessment:	Examination <input type="checkbox"/> Project <input type="checkbox"/> Skills Demonstration <input type="checkbox"/> Learner Record <input type="checkbox"/> Assignment <input type="checkbox"/> Collection of Work <input type="checkbox"/>
Assessment Due Date:	
Reasons for requiring the extension: (Please tick as appropriate)	Medical <input type="checkbox"/> Family Bereavement <input type="checkbox"/> Other <input type="checkbox"/>
Relevant supporting evidence/documentation included: (Enclose in an envelope & attach)	Yes <input type="checkbox"/> No <input type="checkbox"/>
Details of supporting relevant evidence/documentation: (Please tick as appropriate)	Medical Certificate <input type="checkbox"/> RIP Notice <input type="checkbox"/> Other <input type="checkbox"/>
Learner Signature:	
Date:	

Assessment Deadlines: Short-term Extensions and Compassionate Consideration

APPLICATION FORM ASSESSMENT DEADLINE EXTENSION

Part B: (Office Use) This section must be completed by the Subject Teacher

Subject Teacher Name:			
Assessment Due Date:		Nature of Assessment Activity	
Date notified by Learner:			
Notified by:	Email <input type="checkbox"/>		
Receipt date of application:			
Application prior to or after the assessment activity/deadline:	Prior to <input type="checkbox"/> After <input type="checkbox"/>		
Criteria - Details of extenuating circumstances:	Medical	<input type="checkbox"/>	
	Family Bereavement	<input type="checkbox"/>	
	Other	<input type="checkbox"/>	
Relevant supporting evidence/documentation included:	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Details of supporting relevant evidence/documentation: (Please tick as appropriate)	Medical Certificate	<input type="checkbox"/>	
	RIP Notice	<input type="checkbox"/>	
	Other	<input type="checkbox"/>	
Extension Applied For:	Short-term Deadline Extension <input type="checkbox"/>		
	Compassionate Consideration <input type="checkbox"/>		
Application for Extension:	Granted <input type="checkbox"/> Declined <input type="checkbox"/>		
Date of Decision:			
Details of Extended Deadline: (Compassionate Consideration Only)			
Declaration: I can confirm that:			
<ul style="list-style-type: none"> • Correspondence with the learner regarding this application has taken place. • There is sound evidence to grant or decline the application for an assessment extension. • If granted, the granting of an extension will not give the learner in question an unfair assessment advantage over other learners undertaking the assessment. • I will inform the learner immediately of the decision regarding the assessment extension decision. 			
Subject Teacher Signature:			
Date:			

Assessment Malpractice

DDLETB Assessment Procedures

An assessment system malpractice is any act or practice which brings into question the validity or integrity of the assessment process and which normally arises due to one or more non-accidental factors. Learner Malpractice is defined as malpractice committed by a learner during the course of the assessment process. Examples of learner malpractice include but are not limited to:

Plagiarism

Plagiarism is defined as the practice of learners submitting any work for assessment that is not their own original work. This could be any percentage of work that has not been referenced and has been copied from published work, the internet, other learners' work and/or other sources. Plagiarism in assessment may include but is not limited to:

- Representing work completed by and/or authored by another person (including other learners, family, work colleagues and friends) as their own
- Procuring work from a company or external source including the internet
- Copying work from any source or medium without reference (i.e. website, book, journal article)
- Taking a passage of text, or an idea, and summarising it without acknowledging the original source
- Passing off collaborative work as one's own
- Piecing together sections of others' work into a new whole
- Submitting another learner's work with or without their knowledge

The submission of such plagiarised materials for assessment purposes is fraudulent and all suspected cases will be investigated and dealt with appropriately using the procedures outlined in this document.

Suspected cases of plagiarism will only be investigated when there is a declaration of authenticity which has been signed by the learner. Any electronic assessment submitted is deemed as having been declared as authentic by the learner.

Unacceptable Behaviour

Unacceptable behaviour in assessment may include but is not limited to:

- Unauthorised removal of assessment material from the assessment location
- Deliberate damage to or destroying of assessment related materials
- Use of electronic communication device/technology or other unauthorised materials during the assessment
- Assisting other learners during the assessment
- Any form of communication with other learners (written, verbal, gestures, expressions, pointing, etc.) in an assessment event (e.g. examination),
- Collusion by working collaboratively with other learners, beyond what is allowed
- Copying from another learner (both parties involved in the investigation)
- Fabrication of results and/or evidence
- Falsification (faulty data collection methods)
- Behaving in such a way as to undermine the integrity of the assessment event or process
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment
- Engaging in unsafe practices in assessment
- Disruptive, violent and offensive behaviour in relation to assessment
- Tampering or interfering with assessment materials or another learner's work
- Submission for assessment of a piece of work that has been purchased/procured from another source where the work is not the learner's own work

Suspected Learner Malpractice Process

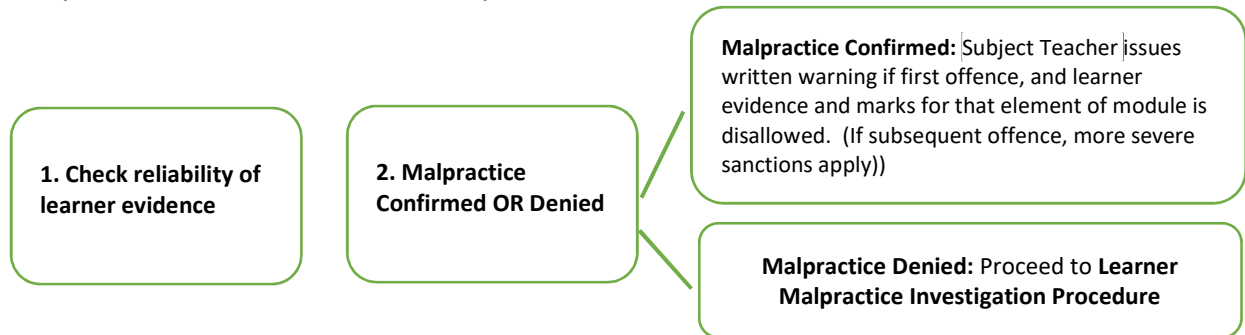


Figure 7 Suspected Learner Malpractice (Plagiarism) Process

In the event of suspected learner malpractice, the Subject Teacher must check the learner assessment evidence using plagiarism software and/or questioning outlined in Table 1 and meet with the learner to discuss the assessment evidence.

Table 1: Reliability of Learner Evidence

Reliability of Learner Evidence	
Where the Subject Teacher is not in a direct position to observe the learner carrying out the assessment activity, s/he must be confident that the evidence was actually produced by the learner. This is particularly important when group assessment is used. The following are ways in which the Subject Teacher may ascertain that the learner evidence produced is reliable and genuine.	
Questioning:	This involves asking the learner to explain and describe part of the evidence. It is important to concentrate on how the evidence was produced. This will enable the learner to show that s/he was responsible for producing the evidence and will also give the learner the opportunity to apply the knowledge and skills required.
Authorship Statement:	An authorship statement from the learner testifying the evidence as being his/her original work. An authorship statement could be provided with regard to all evidence submitted.
Personal Log:	This is a record of how the learner planned and developed the evidence. A personal log should identify problems and how they were overcome by the learner.
Personal Statements:	A personal statement may be used to explain the actions of the learner in carrying out activities or producing the evidence. Personal statements should be clear and explain the learner's role and the context in which the evidence was produced. Personal statements can provide evidence of knowledge and understanding.
Peer Reports:	Peer reports are especially suitable for group work. Peer reports are reports drafted by all group members which can help explain individual involvement in a task or project.
Independent Testimony:	This is a statement produced by an individual other than the Subject Teacher, which confirms that the learner has carried out a series of tasks or produced a product. It should record what the learner has demonstrated and corroborate the learner evidence submitted. The identity and role of the individual to provide the testimony for the learner should be agreed in advance between the Subject Teacher and the learner. The use of independent testimony is not intended as a mechanism for assessing learner evidence but as a tool to corroborate the reliability of that evidence.

Malpractice Confirmed/Denied

Where the learner **acknowledges** that his/her assessment evidence has been plagiarised either by poor academic honesty or dishonestly, then the Subject Teacher issues a written warning if this is the learner’s first offence within the Centre and learner evidence for that element of the module is disallowed. The learner is not allowed resubmit the evidence. Where this is a second offence, more serious sanctions will be applied. In the event of suspected learner malpractice in an assessment event (e.g. examination), this should be dealt with promptly by the Invigilator/Head of Examinations/Other Designated Person. These instances must be recorded by the Invigilators Report.

In all cases where an alleged malpractice is identified, it must be notified to the Department Head/Other Designated Person and/or other personnel with responsibility for the operation of the programme. Notification must be in writing.

Where the learner **denies** that his/her assessment evidence has been plagiarised either by poor academic honesty or dishonestly, then an investigation must take place.

Learner Malpractice Investigation Process

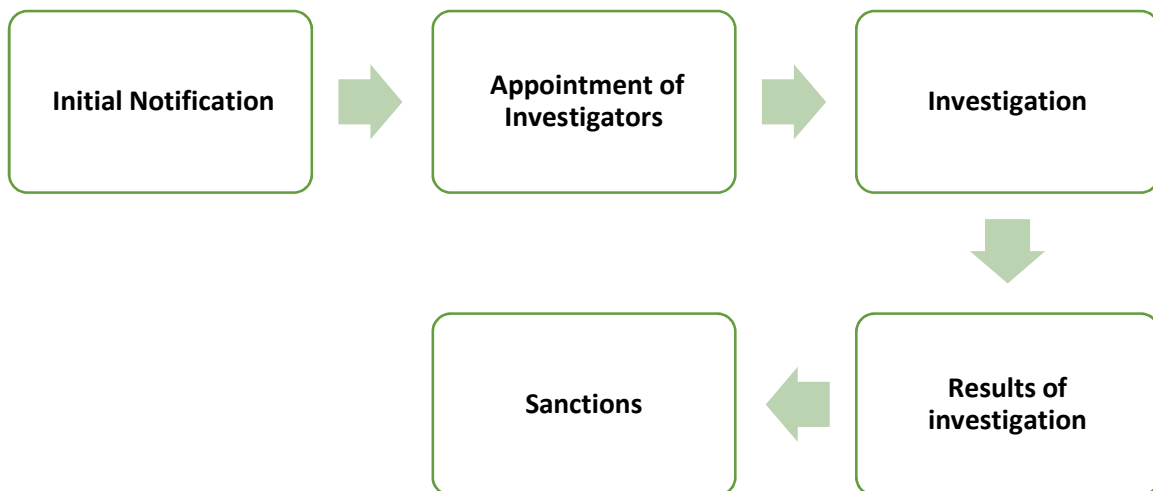


Figure 8 Learner Malpractice Investigation Process

Those responsible for conducting an investigation shall establish the facts and circumstances of any alleged assessment system malpractice having due regard to the principles of natural justice. The learner(s) in question are made aware of the allegation, are given the opportunity to respond, and are made aware of the possible consequences should an assessment system malpractice be proven. An investigation report is prepared including a conclusion on whether the malpractice allegation is substantiated or unsubstantiated, and any recommendations based on findings. The learner(s) will be notified in writing as to whether the allegation is substantiated or not, and given details of the appeals process in regard to the findings and the sanctions/consequences.

Sanctions for Assessment System Malpractice

Sanctions applied are dependent on:

1. The severity of the malpractice
2. History of substantiated assessment malpractice by learner in the Centre
3. Nature of assessment activity

Examples of sanctions which may be taken (this list is not exhaustive):

1. Written warning and assignment is marked as zero
2. Evidence for the entire module is marked as zero and submitted
3. Results will not be submitted, or will be cancelled (exceptional case)

Any disciplinary action taken will be in line with the relevant Centre and ETB policy guidelines.

Appeals of Assessment System Malpractice Finding

The learner has the right to appeal the decision in relation to the malpractice finding within **five (5) working days** of the decision for a fee of €40. Appeals are adjudicated on by the DDLETB Academic Panel. Where an appeal is successful, this fee is refunded.

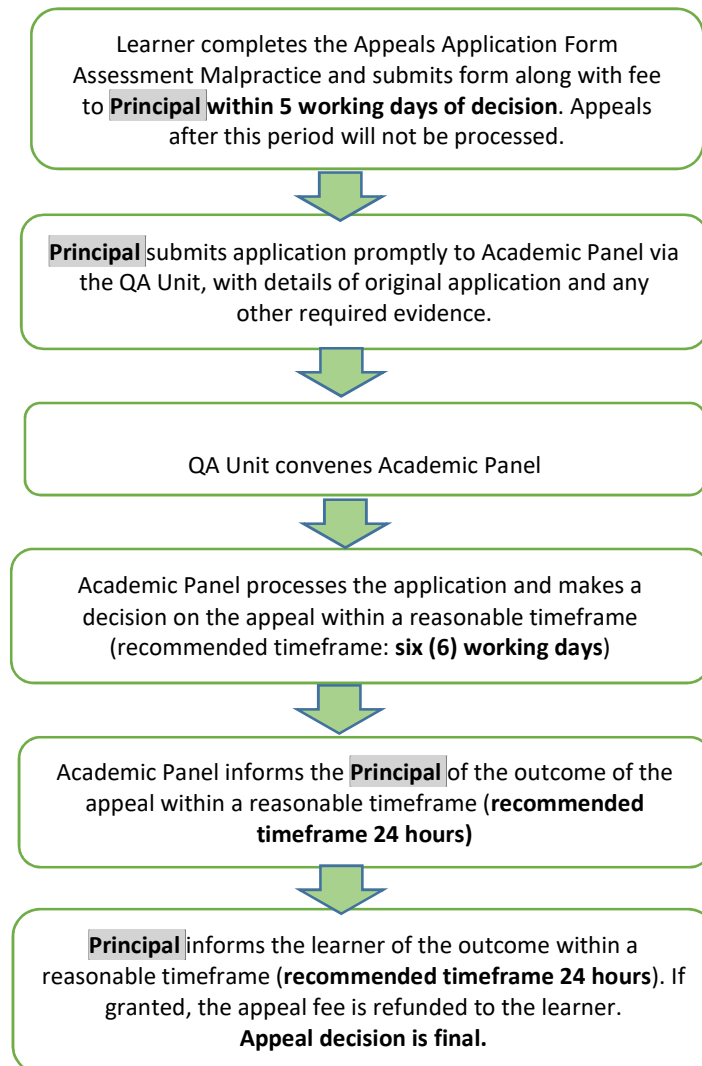


Figure 9 Assessment Malpractice Appeals Process



Examinations: Planning, Conducting and Concluding

DDLETB Assessment Procedures

Examination refers to any theory based, oral, aural, online or practical examination **which occurs on a specific date and for a specific duration.**

Examination Timetable

Sufficient notice of examination timetables should be given to learners. While the assessment plan should be made available at the commencement of the course, the examination dates should be published using the Centre's communication system (e.g. notice board, Moodle, email, etc.) within a **specific timeframe (recommended timeframe: at least one (1) month)** prior to the examination, or as appropriate to the profile of the learners.

Learner Responsibilities

The learner must:

- Take responsibility to note carefully the assessment: date/time; duration; and examination location, as fixed on the timetable, for the examination in the modules in which the learner intends to present himself/herself
- Be responsible for making their own arrangements to ensure timely attendance at the examination.
- **Be in attendance within a specific timeframe before the hour stated in the timetable, subject to centre requirements.**
- Present a valid photo ID (passport, driving licence, college ID or public services card) for inspection by the **Invigilator** where the learners are unknown (e.g. larger Centres)
- Be familiar with the Examination Learner Instructions and comply with same.

Assessment Resources

Assessment resources refer to any **permitted** resources which learners require in an examination as informed by the programme. Examples include, but are not limited to:

- Dictionaries (e.g. exam dictionaries which translate into other languages, but do not give explanations)
- Maths formulae and log tables
- Art materials
- Non-programmable calculators

All examination resources provided by the learner (e.g. dictionaries) must be submitted to the **Invigilator** by the learner: these resources are checked by the **Invigilator** to ensure the integrity of the examination. Some learners may require specific resources: these should be considered and approved under the *Reasonable Accommodation in Assessment* procedure.

Examination Learner Instructions

1. Mobile phones and/or internet enabled devices must be switched off and placed on the floor. If a learner is found to have a mobile phone and/or internet enabled device, that is switched on, in his/her possession i.e. not on the floor, it will be confiscated and reported as a breach of the examination. Programmable calculators are **prohibited**.
2. Bags must be placed out of the reach of each learner.
3. No learner may be authorised **to enter the examination after thirty (30) minutes** from the time at which the examination began (recommended time for 2-hour examination).
4. No learner may be authorised **to leave the examination until thirty (30) minutes** from the time at which the examination began (recommended time for 2-hour examination).
5. Strict silence must be observed in the examination. (Due to the nature of some specific events (for example, oral assessments, some practical assessments), this guideline may not apply).
6. Each learner should check that they have the correct examination instructions (e.g. examination paper, task list)
7. A learner should raise his/her hand if he/she wishes to attract the attention of the **Invigilator** during the examination.
8. A learner shall not, while in the examination
 - Use, or attempt to use, any book², memorandum, notes or paper (save the examination paper and such answer books, etc., as shall have been supplied to him/her by the **Invigilator**); or
 - Aid, or attempt to aid, another learner; or
 - Obtain, or attempt to obtain, aid from another learner, or **Invigilator**; or
 - Communicate, or attempt to communicate, in any way, with another learner within the Centre or by electronic means with a person outside the Centre.

Any suspected learner malpractice in an examination will be dealt with promptly by the **Invigilator/Head of Examinations/Other Designated Person** as per the Assessment Malpractice Procedure.

9. A learner shall:
 - Not take out, or attempt to take out, of the examination, any answer books, whether used or unused
 - Not take out the examination paper (if applicable)
 - Not damage the examination premises or its furniture
10. No learner shall be permitted to leave the examination in the **final ten (10) minutes of the examination**
11. At the end of the examination:
 - Learners will be reminded to ensure that all scripts are signed
 - Learners must remain in their seats until all assessment material has been collected by the **Invigilator**
12. Once all assessment materials have been collected, learners are permitted to leave.
13. A learner may be expelled from the examination if his/her behaviour is such as to jeopardise the successful conduct of the examination.

² Exceptions include resources specifically required for the assessment event (e.g. exam dictionary which translates into other languages but does not give explanations, log books etc.)



Assessment Process Appeals

DDLETB Assessment Procedures

Assessment Process Appeal

An assessment process appeal refers to the appeal by a learner to the provider based on the assessment conditions and/or process: the learner believes the assessment conditions and/or process did not comply with specifications and that they therefore negatively impacted his/her assessment performance.

Grounds which may be considered include, but are not limited to:

- Serious disruption during an examination
- The learner not having due access to the assessment instruments or the assessment event
- Other

If a learner wishes to appeal an assessment process, the learner must submit the Process Appeal Application Form noting the grounds for appeal, and submit it within the timeframe for appeal with the accompanying fee of €40. Where an appeal is successful, this fee is refunded.

Where possible, the learner discusses the appeal application with the **Subject Teacher** and/or Department Head and examines grounds for appeal and timeframe before proceeding.

Assessment Process Appeals Process

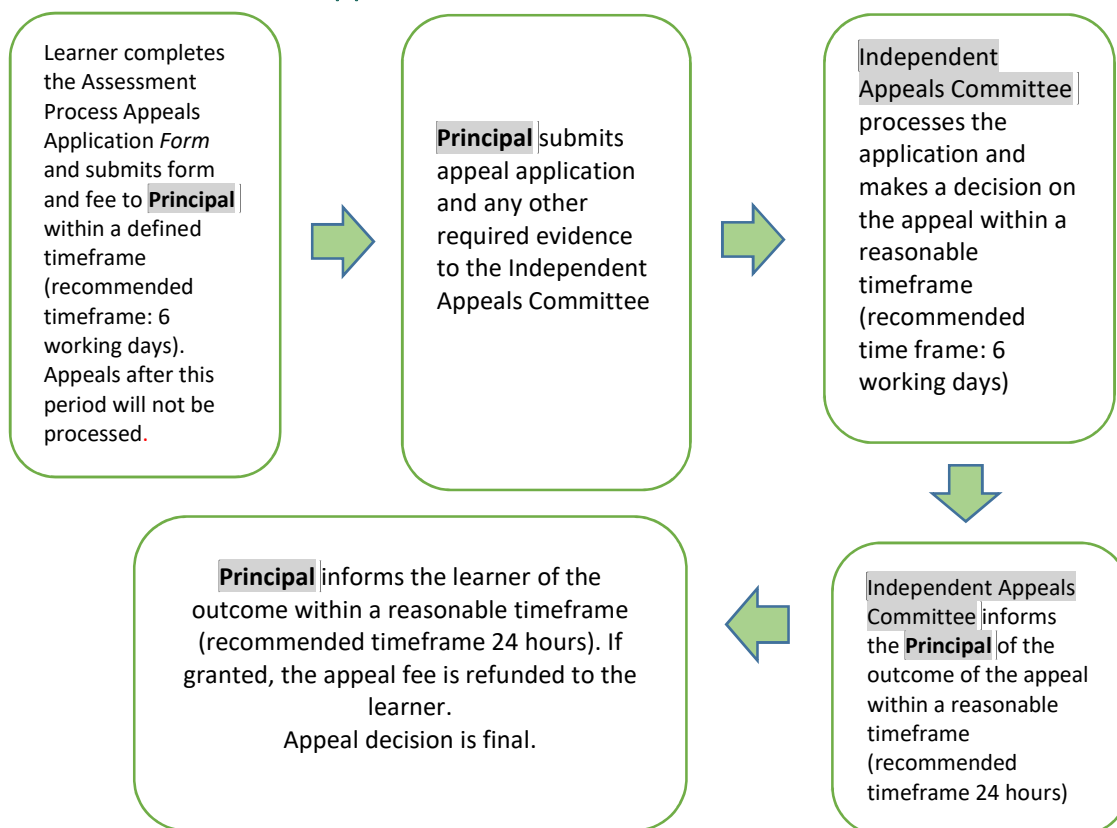


Figure 10 Appeals Procedure: Assessment Process

Assessment Results Appeals (QQI Awards)

DDLETB Assessment Procedures

Grounds for Appealing Assessment Results

Learners have the right to appeal the **approved result** within a specified timeframe if the learner believes the marks were not totalled correctly/were not recorded properly or the learner believes the assessment was not marked appropriately. Approved results are results which have been through the internal verification and external authentication processes and been approved for distribution to learners by the Results Approval Panel. For any queries on results prior to the issuing of the Statement of Results, the learner can talk to the Subject Teacher about how marks were assigned.

Where possible, the learner should discuss the appeal application with the Subject Teacher and/or Department Head and examine the grounds for appeal before proceeding. Where a learner wishes to view an examination script, as a precursor to an appeal, the Centre may facilitate the viewing at a set time by arrangement. Any requests to view examination scripts should be made in writing. Only evidence that has previously been presented by the learner and has been securely retained in Centre following the initial assessment, can be considered as part of an appeal. No new assessment evidence can be submitted.

Appeals Process

Information on the deadline for Results Appeals will be made available to learners with their Statement of Results. Assessment Appeals Application Forms will be available from the Centre. Learners wishing to appeal should complete an Appeals Application Form and pay the accompanying fee (€40 per Component Result appealed), and return the completed form to the Centre within the specified timeframe. A receipt will be issued in respect of appeals.

When an appeals application is submitted, the QA Coordinator/Designated Person checks the marks to ensure that a totting/recording error has not been made in advance of proceeding with the formal appeal. If a totting/recording error is discovered, the QA Coordinator/Designated Person informs QQI of the amended grade, and the €40 appeals application fee will be refunded to the learner.

Otherwise, portfolios for Appeal are submitted to the DDLETB Assessment Result Appeals Facilitator who appoints an Appeals Examiner to examine the assessment result appeal application and learner assessment evidence. The Appeals Examiner makes a decision regarding the appeal. The decision of the Appeals Examiner is final.

Where an appeal has been successful, the QA Unit will inform QQI of the amended grade. Learners will be informed of the outcome of their appeal within two weeks of the re-check. An updated Statement of Results will be issued and the Appeals Fee refunded as relevant. Where a learner is applying for a course through the CAO, QQI will forward the amended results to the CAO directly.

Note: For Appeals Process, deadlines and timelines relating to awarding bodies other than QQI, please refer to their QA requirements.

Assessment Result Appeals Process – QQI Awards Only

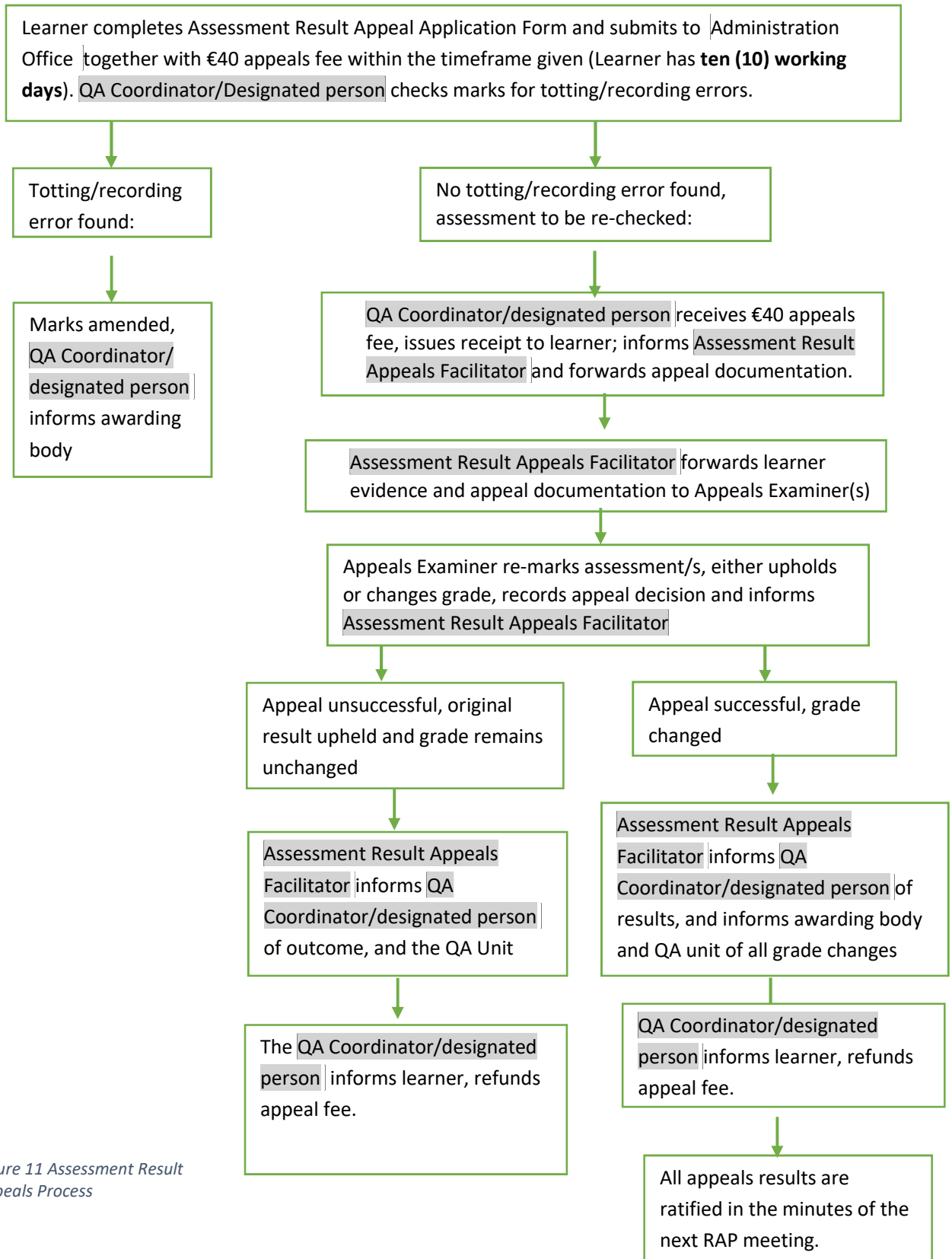


Figure 11 Assessment Result Appeals Process

Secure Storage of Assessment Materials, Records and Learner Assessment Evidence

DDLETB Assessment Procedures

Learner Assessment Evidence

This refers to any assessment evidence, created by the learner, which forms part of a module or programme assessment. Examples of learner assessment evidence include (but are not limited to):

- Learner examination scripts
- Hard/soft copy of assessment evidence
- Artefacts

The Learner

The learner is responsible for the:

- Submission of assessment evidence in accordance with the assessment deadlines
- Retention of any receipting evidence in line with Centre policies and procedures
- Management of and the security and integrity of their own assessment work in advance of submission.
- Retention of backup copies of assessment evidence. In the case of original artefacts, it is advisable to ensure photographs are taken as backups are not possible.

Submission of Learner Evidence

Each Centre should ensure that a protocol exists for Subject Teachers to confirm the submission of work by a learner to a Subject Teacher; this protocol should be evidence based, whether the submission is in hard copy or soft copy.

Hard copy submission of learner evidence:

Once work has been submitted for the final, *summative*, assessment, the learner may sign an assessment submission document (e.g. Receipt of Learner Evidence).

Electronic submission of learner evidence:

Where learner assessment evidence is submitted via email, or electronically via an on-line platform, the Subject Teacher is responsible for receipting this evidence.

Duration of Storage

All learner evidence will be retained until after the appeals process concludes (unless stated otherwise by the relevant awarding body) after which it will be disposed of securely (e.g. shredded/deleted from the relevant drive) by the Centre or returned to learner (if Centre policy). All learner evidence must be retained for the maximum term in line with current legislation and GDPR (General Data Protection Regulation).