

Procedure on Assessment of Learners

Policy Procedure Protocol Guideline

Office of the Nursing and Midwifery Services Director (ONMSD): Consortium of Centres of Nursing and Midwifery Education (CCNME)

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1.0 Purpose

The CCNME will ensure through its procedures that

- a) Staff within the CCNME understand the assessment processes and their roles and responsibilities in managing the assessment process.
- b) Assessment of learners will be valid and undertaken in a fair and consistent manner that complies with
 - Section 45(3b) of the Qualifications and Quality Assurance (Education and Training) Act 2012
 - Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2005
 - Quality and Qualifications Ireland (QQI) (2013) Assessment and Standards, Revised 2013
 - QQI (Revised, 2013) Quality Assuring Assessment Guidelines for Providers

2.0 Procedure

2.0.1 Communication with Learners

2.0.1.1 Learners are provided with relevant and timely information on the assessment process prior to and on commencement of the programme.

2.0.1.2 Learners will be provided with a learner programme handbook outlining assessment information regarding the programme assessment strategy, the assessment schedule, and the criteria against which they will be assessed on commencement of the programme

2.0.1.3 Information relating to programme assessment will be included in the learner programme handbook, through an online platform.

2.0.1.4 Written and/or verbal feedback is provided to learners following marking of assessments by Programme Coordinator.

2.0.1.5 Learners are encouraged to be familiar with and understand each individual component, the Minimum Intended Module Learning Outcomes (MIMLOs) and the stated Minimum Intended Programme Learning Outcomes (MIPLOs) of the programme

2.0.1.6 The following information relating to assessment will be included in the Learner Programme Handbook:

- Assessment strategy;
- Assessment schedule;
- Learner obligations;
- Criteria for assessment;
- Guidelines for the submission of assessments;
- Reasonable accommodation;
- Learner absence, illness or other mitigating circumstances;
- Repeat assessment;
- Academic Integrity;
- Re-checks, reviews and appeals;
- Management of complaints

2.0.2 Examinations (refer to Regulations for the Conduct of Written Examinations)

- 2.0.2.1 Instructions on Regulations for the Conduct of written examinations will be provided to the learner and Invigilators
- 2.0.2.2 Examination and assignment briefs will be prepared by the Programme Coordinator.

2.0.3 Submission of Assessments

- 2.0.3.1 A procedure to address the submission of assessments, including late and non- submission is available in the Centres' within the CCNME
- 2.0.3.2 Learners will sign authorship and verification statement for each assessment submitted
- 2.0.3.3 Learners will be issued with a written receipt as evidence of submission of assessments
- 2.0.3.4 All assessment related materials such as exam scripts, assignments, portfolios, and clinical competency assessment documents, will be securely retained until Certification by QQI.

2.0.4 Reasonable Accommodation

- 2.0.4.1 Reasonable accommodation for learners with identified learning needs will be outlined in the learner programme handbook
- 2.0.4.2 Policy and procedures for reasonable accommodation of learners with identified learning needs is implemented as necessary. (Refer to Policy and Procedure for Reasonable Accommodation).

2.1 Assessment Processes

2.1.1 Planning of Assessment

- 2.1.1.1 The assessment strategy:
 - 2.1.1.1.1 is planned and incorporated at the design stage at programme development which supports effective learning and considerate of upholding academic integrity
 - 2.1.1.1.2 will be consistent with the stated MIMLOs and the stated MIPLOs of the programme
 - 2.1.1.1.3 will enable learners to demonstrate the achievement of all stated MIMLOs and MIPLOs and thus their eligibility for the relevant award
- 2.1.1.2 The assessment of learning outcomes for all programmes will be criterion referenced, using a marking/grading scheme, and agreed with the External Examiner(HET).
- 2.1.1.3 Learning opportunities relating to the stated MIMLOs and MIPLOs and that teaching methodologies and learning activities are directed towards the achievement of the stated learning outcomes.
- 2.1.1.4 The MIMLOs and MIPLOs and assessment strategies shall be clearly documented and communicated to learners at the start of a programme and to all programme staff involved with teaching and assessment.
- 2.1.1.5 The assessment schedule is published in the learner programme, handbook and available to all learners on commencement of the programme.

2.1.1.6 Learners will be supported in their learning and in the achievement of the stated MIPLOs, through the provision of formative feedback.

2.1.2 Consistency of Assessment

2.1.2.1 The Director of Centre or designated Programme Coordinator ensures that internal assessors completing learner assessment have the requisite knowledge, background and competence to effectively discharge the responsibilities required to fulfil this role

- The internal assessor will normally be a Registered Tutor/Member of Staff who holds a MSc in Education who is designated Programme Coordinator
- Clinical Assessors assess learners in the clinical setting as specified in the programme curriculum

2.1.2.2 Assessments reflect and include all MIPLOs and are related to programme content

2.1.2.3 Draft summative assessment examination papers, assignments or other assessment tasks, including assessments for repeat learners will be prepared by the Programme Co-ordinator, along with criterion-referenced grading schemes and answer plans, for review by the External Examiner (HET)

2.1.2.4 Assessment must be conducted in line with QQI Assessment of Standards (FET/HET)

2.1.2.5 Marks and grades are consistent with QQI grading system and a process to ensure consistency of marking between assessors is in place (Refer to Policy on Grading and Certification of Learner Assessment)

2.1.2.6 Review of Centres Learner assessment procedures takes place via the internal verification and external authentication/ examination processes. (See procedures for Internal Verification as part of the authentication process (FET) and for External Authentication as part of the authentication process (FET) and External Examination (HET).

2.1.3 Internal Assessor (Refer to Policy on Grading and Certification of Learner Assessment)

2.1.3.1 Comply with QQI Assessment and Standards relating to the role and responsibilities of the Internal Assessor

2.1.3.2 All learner assessments will be anonymously marked to protect against bias, and a system of internal moderation will apply to all assessments

2.1.3.3 A stratified random sample of ten percent of scripts, representative of all grade bands, and all fails will be subject to internal verification/moderation to ensure fairness and consistency

2.1.3.4 Provide timely feedback to learners on their progress to enable them achieve the learning outcomes of the programme

2.1.3.5 Is available for a specified period to clarify any issues that may arise When learners are undergoing an examination or other summative assessment task,

2.1.3.6 Be a member of the Results Approval Panel / Board of Examiners and will be required to attend all such meetings and any scheduled preparatory meetings

2.1.3.7 Manage all assessment related records

2.1.3.8 Declare any conflict of interest which might impinge on the integrity of the assessment process, so that alternative arrangements can be made.

2.1.4 Internal Verifier and External Authenticator/Examiner

2.1.4.1 The CCNME will comply with QQI Assessment and Standards relating to the role and responsibilities of the Internal Verifier and to the appointment, role and responsibilities of the External Authenticator/Examiner. (Refer to Policies and Procedures for Internal Verification as part of the authentication process (FET) and for External Authentication as part of the authentication process (FET) and External Examination (HET)

2.1.4.2 The CCNME will also comply with Section 5 on External Examiners, in the Nursing and Midwifery Board of Ireland (NMBI) Standards and Requirements for Post-Registration Nursing and Midwifery Programmes (2015)

2.1.5 Security and Storage of Assessments (Refer to Policy and Procedure on Security of Assessment)

2.1.5.1 All assessment related processes and materials are managed in a manner that safeguards security, confidentiality, and compliance with Data Protection Act (2018) and applicable Freedom of Information (2014) legislation

2.1.5.2 All programme assessment materials will be stored in a secure storage area and/or password protected computer

2.1.5.3 Completed and graded examination papers are stored in a locked cabinet with restricted access

2.1.5.4 Access to QQI Business System (QBS) a secure on-line system to enter learners results data once it has been fully quality assured as valid and accurate, for certification by QQI

2.1.5.5 Records of assessments are securely disposed of once the learner has achieved QQI Certification.

3.0 Document Control

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Author	Consortium of Centres of Nursing and Midwifery Education (CCNME)	
Version Control	Version	Date of Approval
	V.1.0	04/11/2022
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Supporting Documentation	<ul style="list-style-type: none"> European Association for Quality Assurance in Higher Education (ENQA). (2015). <i>Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)</i> [online]. Available from: https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf [accessed 22 April 2022]. Nursing and Midwifery Board of Ireland (NMBI). (2015a). <i>Post Registration Nursing and Midwifery Programme: Standards and Requirements</i> [online]. Available from: 	

	<p>https://www.nmbi.ie/NMBI/media/NMBI/Post-registration-nursing-midwifery-programmes.pdf?ext=.pdf [accessed 23 January 2022].</p> <ul style="list-style-type: none"> • Nursing and Midwifery Board of Ireland (NMBI). (2015b). <i>Return to Midwifery Practice Courses: Standards and Requirements</i> [online]. Available from: https://www.nmbi.ie/nmbi/media/NMBI/Publications/return-to-midwifery-practice-course-standards-requirements.pdf?ext=.pdf [accessed 23 January 2022]. • Nursing and Midwifery Board of Ireland (NMBI). (2015c). <i>Return to Nursing Practice Courses: Standards and Requirements</i> [online]. Available from: https://www.nmbi.ie/nmbi/media/NMBI/Publications/return-to-nursing-practice-courses-standards-requirements.pdf?ext=.pdf [accessed 23 January 2022]. • Quality and Qualifications Ireland (QQI). (2013). <i>Assessment and Standards, Revised 2013</i> [online]. Available from: https://www.qqi.ie/sites/default/files/2021-09/assessment_and_standards-revised-2013.pdf [accessed 30 January 2022].
<p>Related Policies & Procedures</p>	<ul style="list-style-type: none"> • Policy on Assessment of Learners [PDF, 8 Pages] • Policy on Reasonable Accommodation in Assessment [PDF, 5 Pages] • Procedure on Reasonable Accommodation in Assessment [PDF, 5 Pages] • Policy on Submission of Assessment [PDF, 4 Pages] • Procedure on Submission of Assessment [PDF, 5 Pages] • Policy on Security of Assessment [PDF, 4 Pages] • Procedure on Security of Assessment [PDF, 8 Pages] • Procedure on Regulations for the Conduct of Written Examinations [PDF, 8 Pages] • Policy on Grading and Certification of Learner Assessment [PDF, 6 Pages] • Procedure on Grading and Certification of Learner Assessment [PDF, 8 Pages] • Policy on Internal Verification as part of the Authentication Process (FET) [PDF, 6 Pages] • Procedure for Internal Verification as part of the Authentication Process (FET) [PDF, 4 Pages] • Policy on External Authentication (FET) [PDF, 6 Pages] • Procedure on External Authentication (FET) [PDF, 4 Pages] • Policy and Procedure on Board of Examiners: Results Approval Panel [PDF, 6 Pages] • Policy on External Examination (HET) [PDF, 9 Pages] • Procedure on the Process of Board of Examiners Meetings for QQI HET Validated Programmes [PDF, 8 Pages] • Policy on Assessment Appeals [PDF, 7 Pages]

	<ul style="list-style-type: none"> • Procedure on Review, Recheck and Appeal of Learner Assessment Decisions [PDF, 6 Pages] • Policy on Promoting and Maintaining Academic Integrity [PDF, 7 Pages] • Procedure on Promotion of Academic Integrity among Learners [PDF, 5 Pages]
Related Resources	<ul style="list-style-type: none"> • Learner Programme Handbook • Learner Code of Conduct