Policy on Grading and Certification of Learner Assessment

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

This policy applies to the grading and certification of learner's assessment on QQI accredited programmes of education to ensure the principles of fairness, validity, reliability, quality and transparency are maintained.

2.0   Scope

This policy applies to:

Academic Council	Appeals Committee	Programme Board & Committees	CCNME Programme Teams	Board of Examiners	Learners
✓	✓	✓	✓	✓	✓

3.0   Policy Statement

The CCNME is committed to the awarding of grades which are underpinned by consistent and robust criteria and standards. This requires assessors to exercise professional judgement that is informed by structured assessment tasks that provide evidence of achievement of learning outcomes

4.0   Roles and Responsibilities

	Academic Council & Committees	Appeals Committee	Programme Board	CCNME Programme Teams	Board of Examiners
Responsible for Implementation	✓	✓	✓	✓	✓
Responsible for Monitoring & Review	✓	✓	✓	✓	✓

4.1 Programme Board

4.1.1   Ensure that learner achievement is assessed in a fair and consistent way in line with the national standards for the award

4.1.2   Ensure consistency is reflected throughout the assessment, grading and certification process

4.2 Programme Committee

4.2.1   Develop an assessment schedule for each programme of education in line with published QQI Certification periods

4.2.2   Develop assessment tasks and criterion referenced grading schemes based on the QQI validated programme.

4.2.3 Devise a transparent marking system to allocate marks to each assessment task identifying the assessment criteria and a range of specific marks linked to each criteria, where relevant.

4.2.4 Marking sheets for all assessment tasks must be devised and it should be clear from the marking sheet how marks are being allocated to each criteria and how the grade is to be awarded. A marking system should identify marks allocated to each assessment criterion, sub totals and total mark

4.2.5 Ensure assessment tasks and criteria, model answers and grading schemes are:

4.2.5.1 Explicit in identifying to the learner that assessment that are audio/visual recorded are only retained for the purposes of review by the Board of Examiners' and the process is clearly outlined in the assessment guidelines;

4.2.5.2 Reviewed internally and externally (where appropriate) prior to distribution to learners.

4.2.6 Identifies the designated internal assessors(s) and moderator(s) for each assessment element with the Programme Coordinator in advance of the programme commencing

4.2.7 Process for communicating with identified External Examiner (HET programmes only), in advance of programme commencing, for review and approval of assessment tasks and criteria is agreed.

4.3 CCNME Programme Teams

4.3.1 Adhere to the policy and procedure and make available to all relevant stakeholders

4.3.2 Ensure consistency is reflected throughout the assessment, grading and certification process

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

4.3.4 Consider all suggestions, criticisms, deletions, additions and amendments proposed by the External Examiner(s) (HET).

4.3.5 Identify and provide internal assessors/moderator with the relevant information to undertake their role in the assessment process, to include the following

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

4.3.5.2 Ensure that learner achievement is assessed in a fair and consistent way in line with the national standards for the award

4.3.5.3 Be familiar with the programmes assessment tasks and criteria, model answers and grading schemes

4.3.5.4 Complete an assessment tracker form on the agreed removal and return of assessment material with the Programme Coordinator

4.3.5.5 Anonymously mark and apply the approved criteria, model answers, grading schemes to individual learner assessments and complete the associated documentation, agreeing final mark.

4.3.5.6 Apply a system of moderation to a stratified random sample of all learner assessments

4.3.6 Provide learners with written information on programme assessment tasks and the criteria against which they will be assessed upon programme commencement.

4.3.7 Compile learner results sheets following completion of the grading by internal assessor and ensure learner marks are recorded accurately.

4.3.8 Provide learners with an opportunity to discuss provisional assessment results and provide timely feedback (written/verbal) on their progress.

4.3.9 Prepare learners results and assessment related material including reasonable accommodation/mitigating circumstances requests for relevant internal verification and external examination processes.

4.3.10 Maintain security of learner assessment related materials.

4.3.11 Provide learners with information on the appeals process.

4.4 Board of Examiners: External Examiners/Authenticators

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

4.4.2 Apply a system of moderation to a stratified random sample of all learner assessments where relevant.

4.4.3 Adhere to the Policy and Procedure on External Authentication as part of the Authentication Process (QQI FET) and Policy and Procedure on External Examination (HET)

4.5 Learners

4.5.1 Be familiar with the programmes assessment tasks and criteria and grading schemes.

4.5.2 Demonstrate achievement of programmes MIPLOS.

4.5.3 Arrange with Programme Coordinator to discuss provisional assessment results and receive feedback on progress.

5. 0   Document Control

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Author	Consortium of Centres of Nursing and Midwifery Education (CCNME)	
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	V.1.0	04/1/2022
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Supporting Documentation	• *Qualifications and Quality Assurance (Education and Training) Act 2012*. No. 28/2012 [online]. Available from: https://www.irishstatutebook.ie/eli/2012/act/28/enacted/en/html [accessed 31 January 2022]. • *Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019*. No. 32/2019 [online]. Available from: https://www.irishstatutebook.ie/eli/2019/act/32/enacted/en/html [accessed 31 January 2022]. • Quality and Qualifications Ireland (QQI). (2013). *Assessment and Standards, Revised 2013* [online]. Available from:	

	https://www.qqi.ie/sites/default/files/2021-09/assessment_and_standards-revised-2013.pdf [accessed 30 January 2022]. • Quality and Qualifications Ireland (QQI). (2016a). *Core Statutory Quality Assurance Guidelines developed by QQI for use by all Providers* [online]. Available from: https://www.qqi.ie/sites/default/files/media/file-uploads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf [accessed 30 January 2022]. • Quality and Qualifications Ireland (QQI). (2014). *Policy for Determining Awards Standards* [online]. Available from: https://www.qqi.ie/sites/default/files/media/file-uploads/Policy%20for%20Determining%20Award%20Standards.pdf [accessed 30 January 2022]. • Quality and Qualifications Ireland (QQI). (2018). *Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018*)* [online]. Available from: https://www.qqi.ie/sites/default/files/2021-10/quality-assuring-assessment-guidelines-for-providers-revised-2013.pdf [accessed 30 January 2022]. • Quality and Qualifications Ireland (QQI). (2016b). *Topic Specific: Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes* [online]. Available from: https://www.qqi.ie/sites/default/files/media/file-uploads/Statutory%20QA%20Guidelines%20for%20Blended%20Learning%20Programmes.pdf [accessed 30 January 2022].
Related Policies & Procedures	• Policy on Assessment of Learners [PDF, 8 Pages] • Procedure on Assessment of Learners [PDF, 7 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] • 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] [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]