

QA6.1 Assessment of Learners Policy

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1 Assessment of Learners Policy

1.1 Policy Owner

The policy owner is the Academic Committee, which oversees all the assessment functions. The administration and co-ordination of assessments rests with the Examinations Office. The QA department is responsible for overseeing the quality of the process and its relevant policies and procedures.

1.2 Purpose

Cenit College has devised several policies and procedures that endeavour to ensure that Assessments are valid, reliable, and effectively monitored. This will reduce any risk or vulnerability in the assessment process. These policies will also ensure that a diversity of learners is supported.

1.3 Scope

This policy applies to all QQI accredited programmes and programmes accredited by other awarding bodies.

1.4 Policy Statement

Cenit College is committed to ensuring that learners take ownership of their learning through our teaching and learning approach. Our approach to assessment and related policy and procedures reflects this approach. Through adhering to the assessment associated policies and procedures Cenit aims to ensure that all assessments are coordinated and communicated to learners to reflect reliability, validity, fairness, transparency, and consistency.

Cenit College policies and procedures for assessment are informed by the following:

- QQI Quality Assuring Assessments Guidelines (Revised 2013)
- QQI Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018)
- Assessments and Standards (Revised 2013)
- Core Statutory Quality Assurance Guidelines (2016)
- QQI Assessments and Standards (Revised 2022)

The policies that Cenit has created for assessment are key to mitigating any vulnerability in our quality assurance of the assessment process.

1.5 Roles and Responsibilities

Within the assessment process many groups play an important part. A summary of the various individual and group responsibilities is outlined in the table below.

Role	Responsibility
Academic Committee	<ul style="list-style-type: none"> • Approve the appointment of the external examiners. • Review the reports of the external examiner and programme review panel and take any relevant action. • Approve any amendments to QA policies and procedures for assessments. • Review any appeals regarding examinations
Quality Committee	<ul style="list-style-type: none"> • Oversees and monitors the quality of the assessment process and ensures compliance to assessment policies and procedures. • Reporting thereon
Programme Board	<ul style="list-style-type: none"> • Review the assessments content and structure to ensure they are in line with current trends and needs. • Review the assessment instruments
Assessment and Results Committee	<ul style="list-style-type: none"> • Monitoring and assisting with Cenit College accreditation efforts and comprehensive reviews. • Co-ordinating with the Programme Development Team and Programme Management Committee to ensure assessments are current, compliant, and appropriate for the respective programme. • Co-ordinating with the Quality Committee to ensure the delivery and management of Cenit College assessment and results approval process is in line with Cenit College Policies and Procedures. • Reviewing assessment information and statistics and providing recommendations to inform Cenit College decision making and strategic planning initiatives. • Co-ordination of the IV and EA process. • Review of results and submitting to the Academic Council for final sign off for certification of awards (RAP). • Submission of results approved by the Academic Council to the relevant accrediting body for Certification (RAP). • Consideration of any assessment appeals presenting
Results Approval Panel (RAP)	<p>A sub-committee of the Assessment and Results Committee, they.</p> <ul style="list-style-type: none"> • Formally review and approve provisional assessment results and authorise requests for certification. • Responsible for Quality Assurance checks and provisional signing off of results. • Notify the learners of their results
Programme Co-ordinator	<p>The programme Co-ordinator will ensure the following:</p> <ul style="list-style-type: none"> • That assessments have been arranged within the appropriate lead time required for each awarding body. • That the assessment venue has been arranged • That the assessment venue contains all the equipment (including signage, clock, fireproof document safe etc) needed to carry out the assessment and is cross-referenced to the assessment venue planning checklist.

	<ul style="list-style-type: none"> • Provided IT with the necessary specifications for any IT related equipment and ensured they have tested the IT software/hardware. • Signed off on the checklist to verify that everything is ready for the assessment.
Tutor	<p>Generally, the tutor is the assessor and invigilator for the programmes in Cenit College. However, from time to time it may be required to have another person invigilate or act as assessor. For this purpose, the roles are split into the three distinct elements i.e. tutor, invigilator, and assessor. The tutor will.</p> <ul style="list-style-type: none"> • Familiarise themselves with the programme specification and the assessment process. • Contribute to the design and development of the assessment strategies for the programmes/modules as appropriate. • Ensure that the assessment booking form has been completed within the appropriate awarding body lead time and provided to the Examinations Office • Ensure that the learners are informed about how and why they are assessed. The tutor will also know in advance if they are acting as invigilator and/or assessor. • Assess the learners at appropriate points in the programme and ensure that feedback on the outcome of assessment is provided to learners in a timely and appropriate manner. The coordination of the formative assessment process during the learning experience will reflect the programme learning outcomes and be fair and consistent and ensure learners will be appropriately prepared for their summative assessment. • Contribute to periodic assessment reviews.
Learner	<ul style="list-style-type: none"> • Understands that it is their responsibility for demonstrating their learning achievement and sign a learner declaration form indicating that they understand this. • Engages with the assessment process and acts off feedback given as a result of completing formative assessments. • Ensures they fully understand the assessment process and seeks clarification/guidance where/when they do not. • Understands the deadlines and submission process associated with each individual assessment. • Understands what is meant by plagiarism and assessment malpractices (academic integrity) • Learners will be able to provide feedback on the assessment process through feedback forms.
Invigilator	<p>The invigilator is generally the tutor but may be an independent person: This can occur in the following circumstances:</p> <ul style="list-style-type: none"> • The tutor is not available to act as the invigilator. • The awarding body specifically indicates that the tutor should not act as an invigilator. <p>In such cases Cenit College will replace the tutor with the programme manager or similarly qualified person. The responsibility of the Invigilator is to:</p>

	<ul style="list-style-type: none"> • Inform the Examinations Office if they have a conflict of interest when appointed to invigilate an examination. • Receive appropriate invigilation training if required. • Invigilate the exams where required and be knowledgeable and competent in doing so. • Ensure they communicate the assessment process and provide guidance for completion to the learners. • Understand, implement, and monitor the assessment in accordance with the policies, procedures and strategies. • Actively monitor the learners, for the entire duration of the assessment, thus ensuring the proper conduct of the examination. The Invigilator is required to give their entire attention to the work of invigilating and engage in other activities. • Keep a record of attendance at the examination. • Collect all the examination papers and solutions and store in accordance with Cenit College policy for security! • Ensure that no unauthorised material is allowed in the examination room. • Complete the invigilation report and note any issues. Cenit College will following up on any required incidents noted in the report.
Assessor	<p>The internal assessor is generally the tutor but can be an independent person: They will.</p> <ul style="list-style-type: none"> • Declare where there is a conflict of interest. • Design assessment instrument • Devise marking schemes and grading criteria. • Review and judge learner evidence • Make assessment decisions. • Give feedback to learners. • Familiarise themselves with the assessments, marking criteria, marking schemes and reporting structures. • Mark the assessments in accordance with Cenit College policies and procedures • Ensure all marking sheets and all other documentation are accurately completed. • Participate in assessment reviews as and when required. • Contribute as an SME to the development of assessments where appropriate. • Ensure the security and integrity of learner data and examination papers at all times
Internal Verifier (IV)	<ul style="list-style-type: none"> • Check that the assessment process has conformed to Cenit College’s QA procedures. • Ensure results are accurately recorded for all learners. • Employ the Cenit College sampling strategy to verify the accuracy of the assessment results. • Identify and correct any errors in marking.

	<ul style="list-style-type: none"> • Identify any irregularities in the process and follow up on corrective action, when and where possible prior to the external authentication process • Produce a completed Internal Verification (IV) Report that accurately reflects the findings, corrective actions and additional recommendations of the IV procedure.
External Authenticator (EA)	<p>An EA is assigned to the award based on their knowledge of the award and their expertise in the field of learning. The role of the EA is to provide independent confirmation of fair and consistent assessment of learners in line with QQI and the relevant awarding body requirements and to ensure consistency of assessment results with national standards. The EA will perform the following duties.</p> <ul style="list-style-type: none"> • Be independent and external to the course delivery, assessment development and internal quality assurance of Cenit College • Declare any potential conflict of interest. • Conduct a review of the internal verification (IV) report(s); authenticate the findings/outcomes; and note evidence of IV process and sign reports on completion of authentication. • Using a sampling strategy, select a range of learner assessment for moderation. • Moderate assessment results in accordance with the standards outlined in the award specification or validated programme. • Confirm the fair and consistent assessment of learners consistent with Cenit College procedures and with QQI policy on quality assuring assessment. • Review previous EA reports and follow up on any recommendations made in these reports, if applicable. • Complete the External Authentication Report and submit to Cenit College Examinations Officer within the agreed time frame. • Maintain confidentiality. • Adhere to Cenit College data protection procedures. • Upon completion of the External Authentication visit, meet with the relevant Cenit College staff. • Recommend results for approval, as determined by national standards. • Attend/be available to the Results Approval Panel (RAP) meeting, if requested to do so.

1.6 Principals of Assessment

Cenit College has adopted the six principles of assessment as outlined in the QQI document entitled “Assessment and Standards” (Revised 2013). These standards are applied to all our awarding body programmes. They are summarised as follows:

- Learners are responsible for demonstrating their learner achievement.
- Assessment supports standards are based on learning outcomes.
- Assessment promotes and supports effective learning and teaching.
- Assessment procedures are credible.
- Assessment methods are reviewed and renewed as necessary to adapt to evolving requirements.
- Learners are well informed about how and why they are assessed.

1.7 Assessment techniques

The assessment techniques used in Cenit College will depend on the programme specification and validation requirements. Cenit College will generally use a mix of formative and summative assessment techniques to cater for the diverse range of learner types. The techniques can include the following:

- Written time-based examinations.
- Online time-based examinations
- Practical ‘skills’ demonstrations
- Projects
- Assignments
- Learner Record
- Portfolio of work
- Case Study
- Supervisors Report

1.8 Assessment Strategies and Marking Criteria

Cenit College details all its assessment strategies in the programme validation documents. These are developed at programme design stage and will:

- Link the programme assessments to the intended learning outcomes.
- Ensure they are appropriate to the teaching and learning on the programme.
- Will describe the minimum requirements to achieve each grade.
- Allocate marking criteria to each assessment and to the overall programme – ensuring clarity and transparency for each grade.
- Ensure that the assessment and the work involved is appropriate for the credit awarded, as outlined by the NFQ Grid of Level Indicators
- Ensure there is a clear marking scheme and set of marking criteria developed as per QQI grading criteria on programmes.

1.8.1 Grading Criteria

Grading criteria describes what a learner must attain to achieve a particular grade for an award at a particular level. The programmes offered by Cenit College will generally be developed at QQI levels 5 and 6. For QQI programmes Cenit College will use the grading criteria in the table below as recommended in the QQI Quality Assuring Assessment Guidelines for Providers (revised 2013):

Pass	Merit	Distinction
<p>A Pass indicates that the learner has:</p> <ul style="list-style-type: none"> • achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard used the language of the vocational/specialised area competently. • attempted to apply the theory and concepts appropriately. • provided sufficient evidence which has relevance and clarity. 	<p>A Merit indicates that the learner has:</p> <ul style="list-style-type: none"> • achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved. • used the language of the vocational/specialised area with a degree of fluency. • expressed and developed ideas clearly. • demonstrated initiative, evaluation and analytical skills and presented coherent and comprehensive evidence. 	<p>A Distinction indicates that the learner has:</p> <ul style="list-style-type: none"> • achieved the learning outcomes as outlined in the minor award - a distinction implies that an excellent standard has been achieved. • used the language of the vocational/specialised area fluently and confidently. • demonstration-depth understanding of the subject matter. • demonstrated a high level of initiative, evaluation skills. • demonstrated analytical and reflective thinking. • expressed and developed ideas clearly, systematically, and comprehensively. • presented coherent, detailed, and focused evidence.

1.9 Assessment Facilities

1.9.1 Classroom

Cenit College has its own classroom facilities that are fit for purpose and equipped to accommodate all learners, including those with diverse needs, which includes those with sight and hearing impairments. Our facilities have both a lift and stairs and cater for those with mobility related disabilities. Our programme lead is responsible for ensuring these facilities remain fit for purpose. The programme lead is responsible for sourcing further classroom facilities when our own classrooms are fully occupied. The same principals of fit for purpose for assessment applies to both our own classrooms and those we procure. The programme lead will complete the **assessment checklist** form to ensure that the room is equipped with everything a learner needs for assessment purpose. This will be checked prior to each assessment. Any issues will be rectified prior to the assessment taking place. We ensure the following:

- All premises have physical access for all learners.
- Scribes or readers are provided for those learners requiring this service.
- Additional time is provided for those learners who have been granted approval for additional time through the reasonable accommodation procedure.
- Other reasonable requests are met to accommodate for learners to complete assessments fairly and transparently.

1.9.2 Online

There are two types of online assessments available in Cenit College:

- Online assessments conducted remotely using the learners' own technology and equipment.

- Online assessment at a Cenit College Digital hub using Cenit College technology and equipment.

Online assessments can be conducted in two distinct ways:

1. At a vendor accredited examination centre. These are industry certified online examinations held via the vendor specific platform. Cenit College operates its own accredited examination centres. These accommodate both Cenit College learners and non Cenit College learners. Vendors have standardised guidelines and policies that are implemented across all examination centres worldwide. By allowing our learners to utilise any of these examination centres we are thus assured of the same quality assurance process.
2. Remotely, which can be in the learners’ own home or other chosen location. Remote online examinations are subject to Cenit College policy on proctoring. See the Proctoring Policy for more detailed information.

1.10 Assessment Process

The assessment process consists of a number of stages. These are outlined in Figure 1 below.

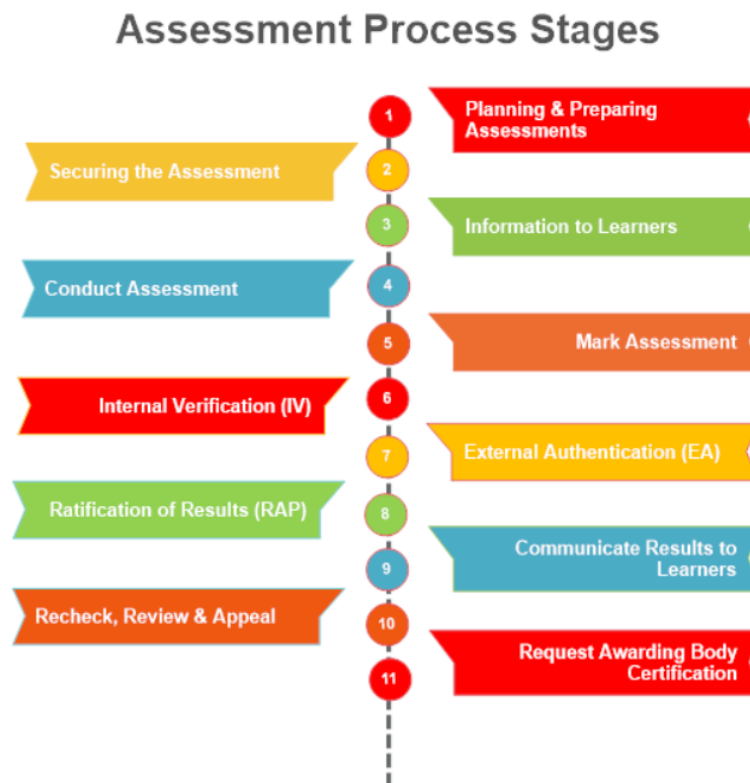


Figure 1 The Assessment Process

1.10.1 Stage 1 Planning and Preparing Assessments

The Programme Development team considers all aspects of assessment and set out comprehensive assessment guidelines and assessment instruments at the programme design stage. These are considered by the Academic Board as part of the Cenit College programme approval process. The guidelines contain the following.

- Mapping learning outcomes to assessment techniques and creating the relevant and appropriate assessment criteria.

- The assessment techniques and instruments
- Marking schemes need to be devised alongside the assessment brief.
- The timing of the assessment activities
- Deadline for submissions

All of these details are set out clearly in the assessment strategy section of the programme descriptor. Planning and Preparing Assessments involves the following stages;

1. Gathering Resources
2. Assessment Development
3. Approval of Assessments
4. Assessment Plan

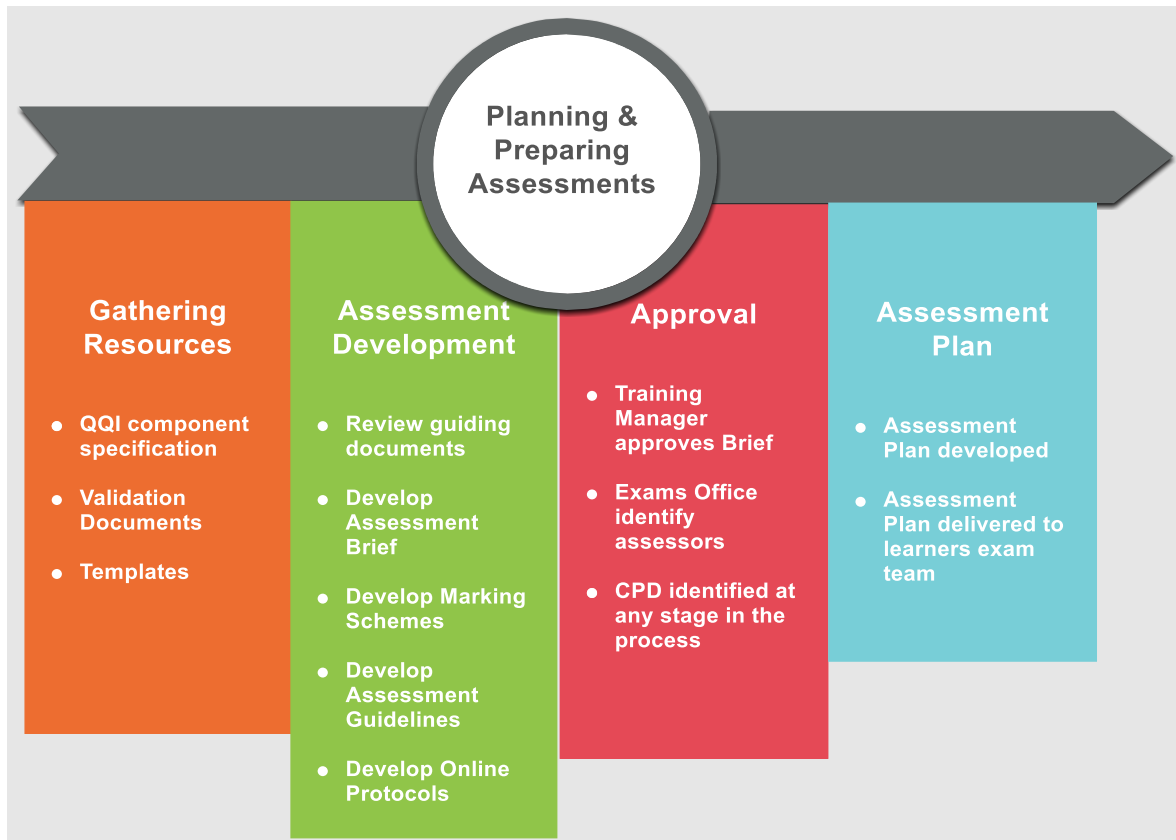


Figure 2 Planning and Preparing Assessments

Assessment Development

1. Review Guiding Documents

Assessment instruments will be developed in line with the specified assessment technique outlined in the Component Specification of the module. This must be reviewed as the first step in assessment development.

2. Assessment Briefs

An assessment brief is the set of clear and transparent instructions given by the Assessor to the Learner outlining the requirements and assessment/performance criteria of each piece of assessment. This must be available in written form for the External Examiner/Authentication process. Cenit College uses the **Assessment Brief Template** for this purpose. Making this brief available to all learners will

support the fair and consistent assessment of learners. When preparing these briefs, QQI (or other appropriate awarding body) component specifications should be referred to.

The assessment brief must contain the following:

- Assessment Method being used (Examination, Assignment, Portfolio of Work etc)
- Assessment Instrument to be employed (Case Study, open book exam etc)
- Weighting of the Assessment
- Clear instructions for what the learner will be required to do and how the assessment is to be carried out and completed.
- Guidelines on additional evidence required for the assessment.
- Marking Criteria Sheet detailing how the marks will be allocated.
- Marking Schemes per assessment method detailing how the marks outlined in the marking criteria are broken down for fairness and transparency during the marking process.
- Deadline dates and supporting information pertaining to the submission of the assessment.

3. Marking Scheme

To achieve and ensure fairness and consistency the marking scheme must be transparent and devised alongside the assessment brief. This marking scheme will provide a detailed breakdown of how the marks are allocated against each area of assessment criteria or question. The marking scheme is detailed on a **Marking Scheme Template**.

Assessors are required to devise a marking scheme per technique and use a summary marking sheet per minor award, so it is clear and obvious that the learner has achieved all learning outcomes (QQI QA Assessment Guidelines for Providers, p. 20)

4. Devising Assessments

The Quality Assuring Assessment Guidelines for Providers (revised 2013) contains guidelines for devising assessments on all the assessment instruments. Cenit College understands the important to refer to the component specification for the techniques/methods that should be used when preparing the relevant assessment. Specifically, in relation to the preparation of examinations Cenit College guidelines are as follows:

- Questions should reflect the learning outcomes as outlined in the award specification.
- Instructions are clear and unambiguous.
- Where appropriate; examinations have a cover page containing guidelines such as date, duration, choice, and number of questions.
- Answer books/paper for learners to complete their answers should be provided where appropriate.
- Confidentiality is maintained during preparation and handling of examination documents.
- Groups of learners being assessed at different times are provided with different examination questions.
- Specific resources or equipment required are available and in good working order.
- The allocation and weighting of marks are clear to the learner.
- The learner is aware of the weighting of the examination in relation to the award.
- Learners are given a quiet environment in which to complete the examination.

Providing Outline Solutions

Cenit College requires outline solutions for all examinations. These outline solutions should reflect the answers the Learner is expected to produce. Depending on the questions, outline solutions may have:

- one correct answer
- a range of acceptable answers
- a list of minimum acceptable key points

In devising outline solutions Assessors should refer to:

- The assessment guidelines in Cenit College's validated programme module for the weighting of the examination, the format of the examination and the allocation of marks per question
- The Learner Marking Sheet for a breakdown of the marks allocated for each question.

5. Develop online protocols.

Cenit College has a standard set of online protocols. Where necessary these should be updated to reflect any assessment.

6. Approval of Assessment Packs (instruments)

The Training Manager will approve the assessment and all the relevant items in the assessment pack. The ***Approval of Assessment Pack form*** is attached to the assessment pack. Once the assessments have been approved, the exams office will allocate assessors for each module.

The Assessment Plan

An ***assessment plan*** will be prepared by the training manager and tutor in advance of the programme delivery. This will be distributed to learners at the commencement of the programme and will include the following.

- Name of module/programme
- Module Code
- Assessment techniques
- Assessment weighting
- Date of the Assessment/Examination
- Dates for submission of assessments

A systematic approach to assessment planning will ensure that assessment opportunities and planned evidence collection will meet the standards for the award.

1.10.2 Stage 2 Security of Assessment

Cenit College places strong emphasis on ensuring that the integrity and security of assessments is maintained at all stages. They believe that failure to do so will result in a compromise of the creditability of the assessment process. Both classroom and blended/online learning pose their own, individual, and unique challenges. Cenit College considers security in light of the following:

- Security of Assessment packs
- Security of Learners completed assessments and results.

As part of the end of programme review, the security process is also reviewed. This will ensure that any issues can be highlighted in the process and recommendations made. The security process for assessments is outlined in Figure 3 below.

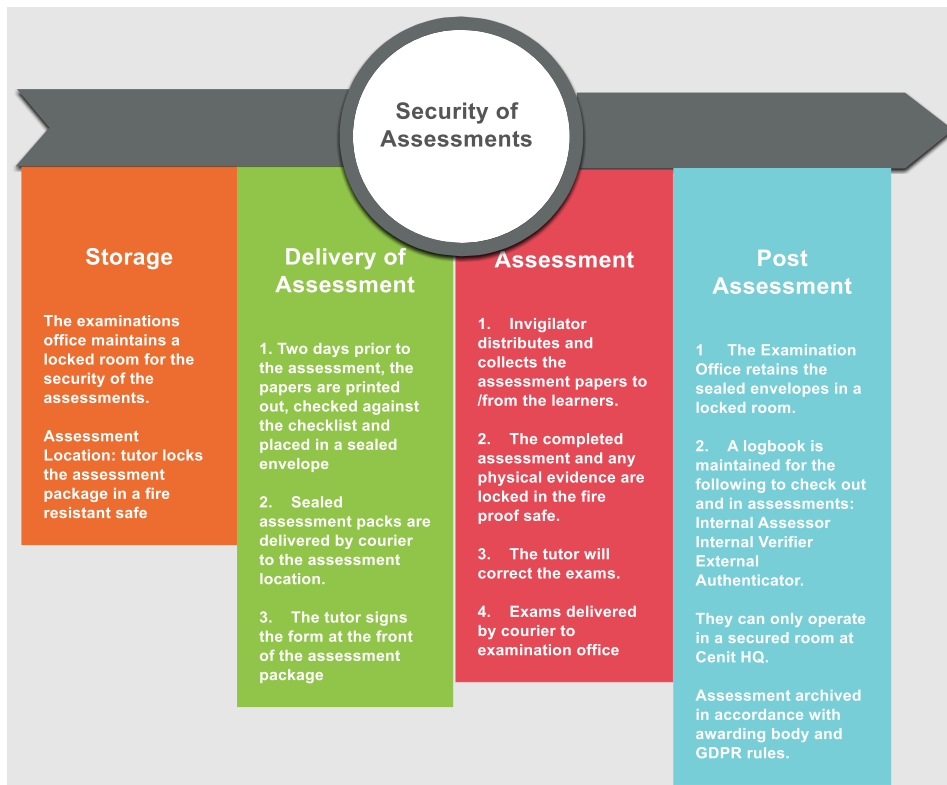


Figure 3 Security of Assessments

Blended/Online Programme Assessments

Assessments for blended learning programmes will be similar to those used for classroom-based programmes offerings. Parity of standards of quality and of assessment are of utmost importance. Cenit College will ensure that the outcomes of assessment for a blended learning programme meets the award criteria as specified in the validation document.

The learner handbook will provide information on methods and criteria of assessment. Information regarding the assessments will also be provided on the “course page” at the start of the online course. The policy on plagiarism and assessment malpractice will also be available to all learners through the programme handbook and on the course page at the start of their online course.

Cenit College considers security of authentication of a learners work during the assessment process as paramount. To this extent, each assessment process will carry a set of guidelines prior to the assessment being undertaken by a learner. For examinations taken remotely this will include the services of a proctor.

Delivery of Assessment: Assessments can be delivered in three ways:

For QQI Programmes, assessments will be scheduled with the dates available at the start of the programme. All exams will be invigilated (classroom) or proctored (online). e-proctoring is via a proctoring service, procured by Cenit College. Assessments are available on Moodle with the proctoring service linked to Moodle.

Assignments are given to learners during the programme with the completion date specified at the point of distribution of the assignment. Learners upload their assignment to the learning management

system before this specified date. Once the date has expired it will not be possible for learners to upload assignments.

Assessment: Written assessments will be corrected and graded by the tutor. These assessments go through the same IV and EA process as all classroom-based assessments.

Post Assessment: QQI assessments must go through the Results Approval Process (RAPS). Other awarding bodies have their own post assessment processes (e.g., ILM goes through the walled garden process).

1.10.3 Stage 3 Information to Learners

Cenit College will make all information relating to assessments available to learners in a clear and transparent manner.

Prior to enrolment, our website and course brochures will contain information of the course level, credits, modules, and assessment instruments. It will also detail the learning duration and position of the assessment in the learning timeline.

Cenit College will make all other information relating to the assessment process available to learners during the learning induction process and prior to undertaking assessment activities. This information will include but is not limited to:

- Assessment requirements
- Assessment techniques and instruments
- Assessment schedules and submission deadlines
- Procedure for submission
- Information for learners with disabilities or special requirements
- Learner assessment responsibility
- Regulations regarding malpractice and plagiarism
- Access to the award level specification
- Information on our appeals process
- Guidelines on the use of technology during the assessment

This information will be obtained from the following sources:

- Course brochure/prospectus
- Learner Handbook
- Assessment information on our online learning platforms
- Tutor briefing during the learning induction process

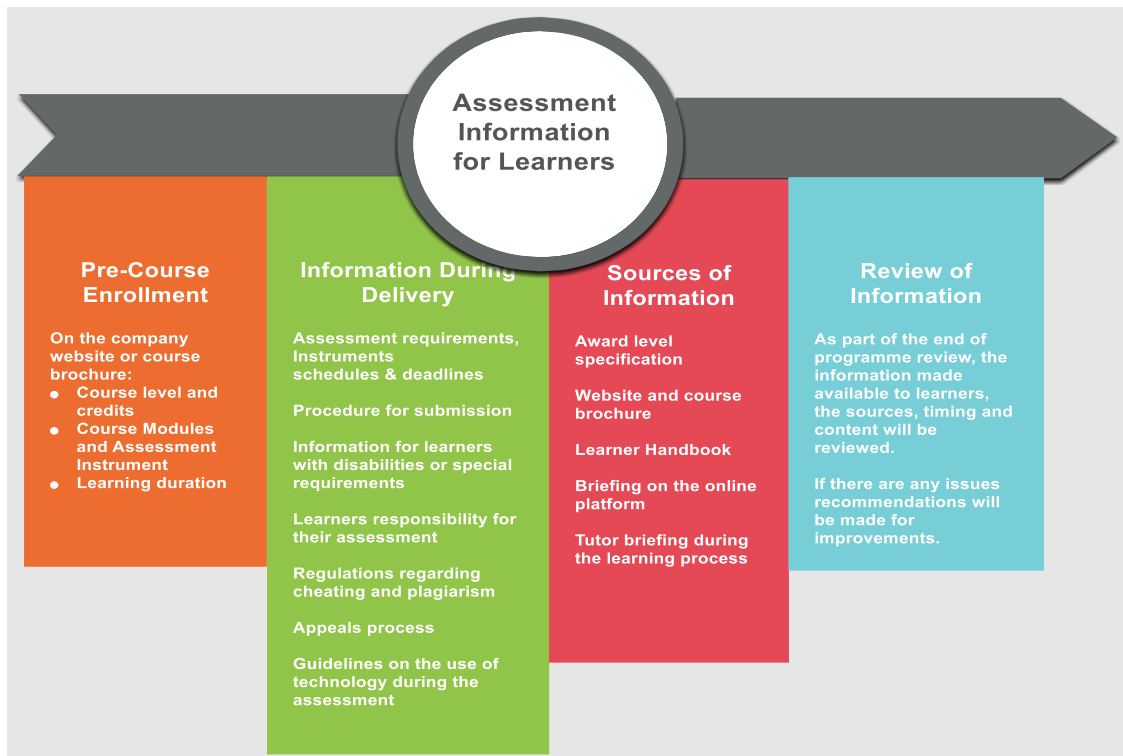


Figure 4 Assessment Information for Learners

1.10.4 Stage 4 Conduct of Assessment

Conducting an assessment requires a number of considerations based on the assessment type to be carried out. The following list identifies policy areas to be considered in the context of managing the conduct of assessment:

- Security and Storage of Learner Assessment Evidence ([Assessment Security Policy](#))
- The process for conducting an examination ([Policy for Conducting an Exam](#))
- Use of bilingual dictionaries ([Use of Bilingual Dictionaries Policy](#))
- Management of issues arising during exams ([Policy for Managing Issues arising in an Exam](#))
- Policy for Skills Demonstrations Assessments ([Skills Demonstration Policy](#))
- Policy for written assessments ([Policy for Written Assessments](#))
- e-Proctoring ([Proctoring Policy](#))
- Assessment Malpractice ([Assessment Malpractice Policy](#))

Learners for whom English is not their main language are permitted to use a bilingual dictionary during the assessment. The rules for this are detailed in the [Use of Bilingual Dictionaries Policy](#).

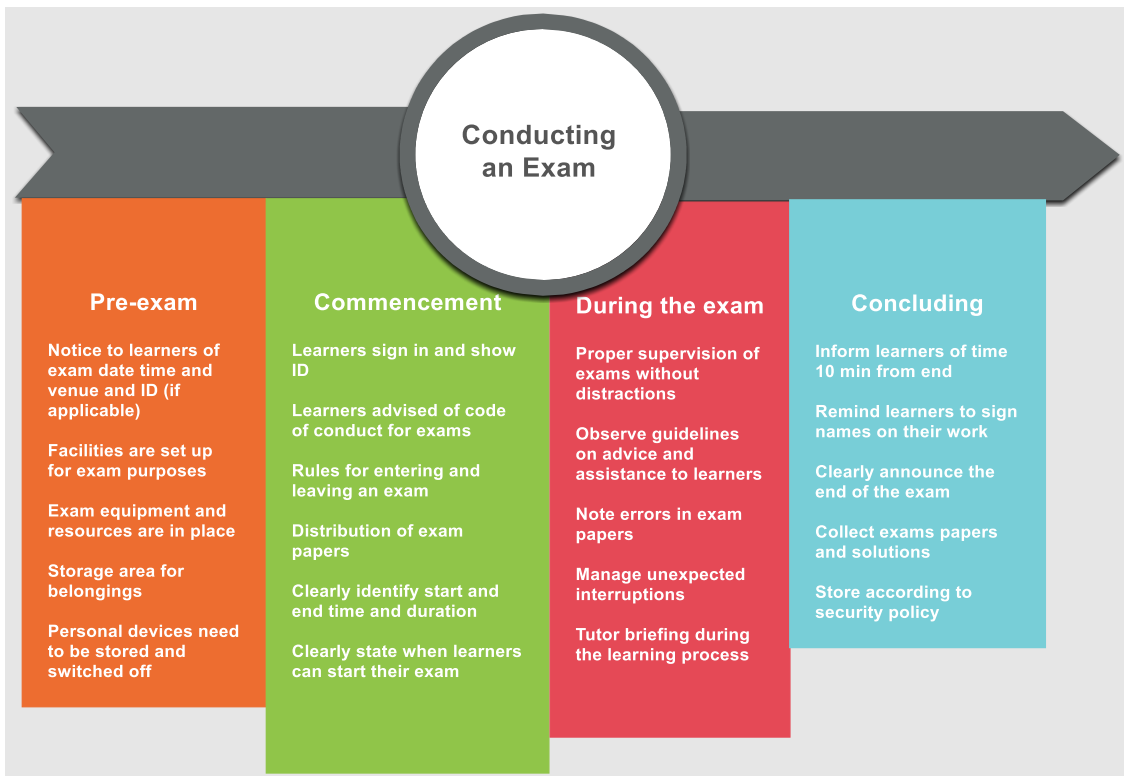


Figure 5 Conducting an Exam



Figure 6 Conducting Other Assessments

1.10.5 Learner Record

Cenit College typically uses learner records for work placement assessment. A learner record is the learner's "self-reported and self-reflective record in which he/she describes specific learning experiences, activities, responses and skills acquired". The learner record is intended to be a reflection on the learners own learning journey.

Cenit College has a standard template for Learner Records. This is called the **Learner Record Template**.

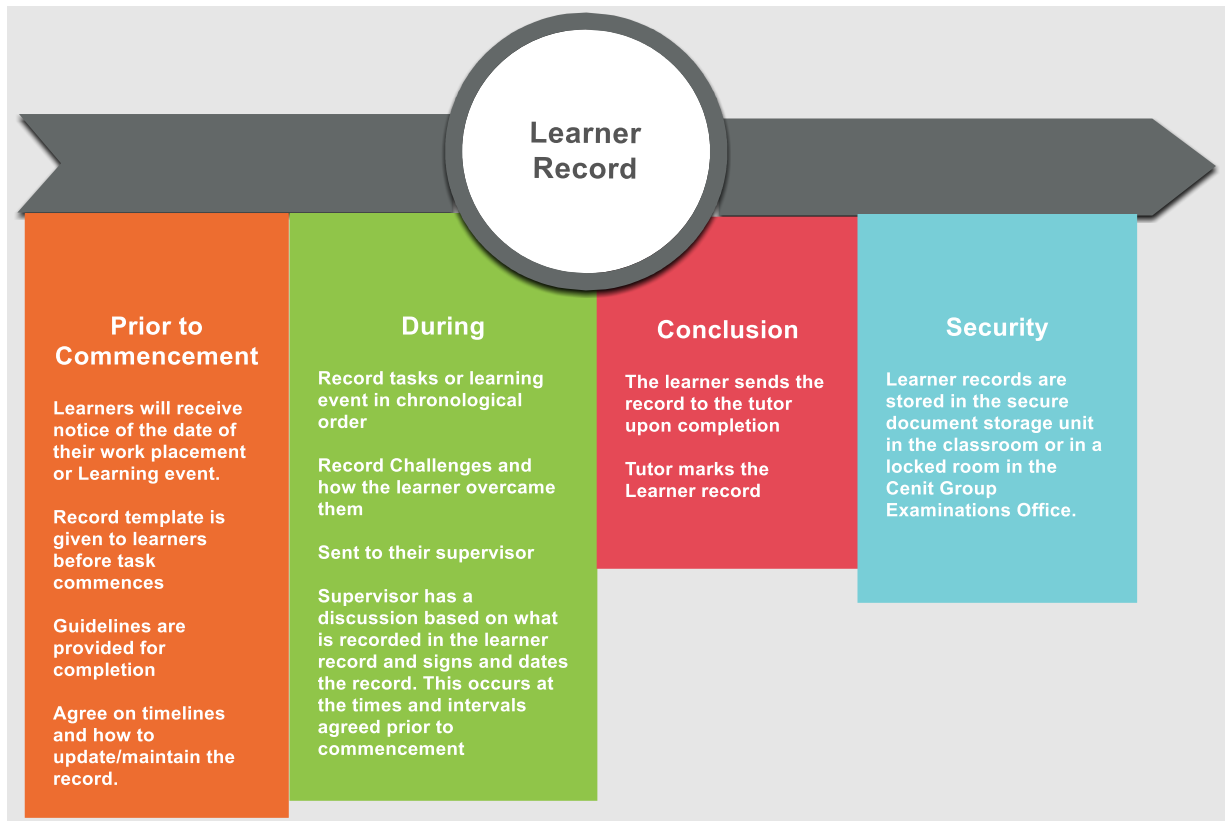


Figure 7 Learner Record

1.10.6 Stage 5 Marking and Grading of Assessments

Cenit College tutors are required to mark assessments in accordance with the relevant marking criteria and schemes approved and provided.

- Marks are recorded on the approved marking sheets **Assessment Marking Sheet** which have been devised according to the relevant awarding body standards.
- They are then transferred to the **Assessment Summary Marking Sheet**.
- These along with the learner scripts and evidence are then sent to the Cenit College examination office for upload and QA preparation.
- Prior to internal verification, external authentication and informing learners, results are known as "provisional results."

Generally, the tutor marks the assessments of the learner group of which they teach (this is generally in the classroom). Where another individual marks the assessment evidence, they will be required to do so in Cenit College HQ.

Removing and returning assessment from their storage location:

- Assessments must be logged out via our **Assessment Logbook** – this requires the assessors name, time and date.
- Once completed they are logged back in again with the assessor signing their name, date and time.

1.10.6.1 Online Assessments

For online assessments, some awarding bodies offer online exams that generate scores upon completion of the exam. When these exams have been conducted in our own exam centres, the Exam Centre Officer will retain the results and pass them to the Examinations Office as all results are collated and recorded on the **Online Examination Results Form**. Where the exams are conducted in another exam centre, learners are asked to submit their results to their tutor, who will pass them on to the Examinations Office.

Non-auto generated scores follow the same process for marking as classroom-based assessments. The process for marking exams is outlined in Fig 8 below.

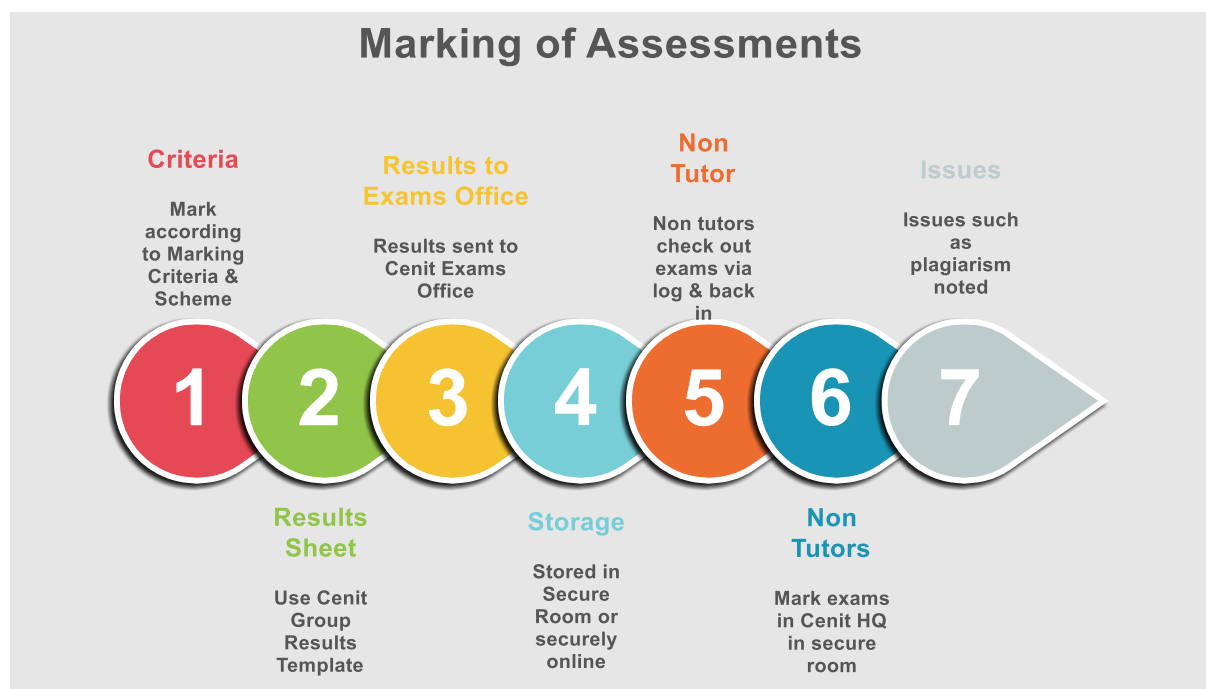


Figure 8 Marking of Assessments

1.10.6.2 Role of Assessment Feedback/Feedforward in Learner Progress

The outcome of learner assessments both formative and summative are used to inform learner progress. Cenit College recognises that feedback is an integral part of the assessment process. The tutor will provide timely feedback to learners. As outlined in QA 7.1 the outcomes of assessments can be one catalyst in the tutor’s decision that learning support may be needed for the learner.

- Assessment design will ensure students have opportunities to receive feedback/feedforward, thereby allowing for reflection on learning.
- Feedback/feedforward will be appropriate to the level of the learner, to the learning outcomes, the nature of the learning activity, and the numbers of students in a module or programme.
- Constructive alignment between learning outcomes and assessments will inform and aid feedback, helping to ensure its relevance and appropriateness.

- Feedback/feedforward will make reference to transparent marking criteria, where appropriate.
- Learners will develop their understanding and appreciation of assessment criteria and performance expectations; use the provided feedback to reflect on their learning and avail of opportunities afforded to them to improve their performance.
- Tutors will clearly communicate how and what feedback/feedforward is to be expected, as well as a reasonable time frame within which the feedback/feedforward will be provided and alert the learners to the role they need to take in the learning process.
- Feedback/feedforward will consider the time and resources available to staff and learners.
- All feedback/feedforward is recorded on the learner feedback form.

1.10.7 Stage 6 Internal Verification (IV) and Peer Review of Assessing Assessments

Prior to an internal verification taking place, a peer review will occur. The **peer review** is carried out by an SME (from the Cenit College panel of SME's). The peer reviewer will check that standards are consistent across all programmes and levels and that marks have been fairly and consistently awarded. The peer review is conducted at the Cenit College HQ in a secure and private room.

Internal Verification is the process of checking that the assessment procedures have been adhered to and results are correct and have been completed correctly on the marking sheets. It occurs in advance of the external authentication and results approval process (RAP). The process is as follows:

1. Appointment of Internal Verifier
2. Check compliance with Assessment Policies and Procedures
3. Check to ensure all learner evidence and additional documentation exists for each learner recorded on the results sheets.
4. Applying the **Cenit College sampling strategy**, decide on those learners whose assessment evidence is to be verified and check the calculations of marks awarded per assessment so that the correct grade has been applied.
5. Recording of errors and implementation of corrective action
6. Check to ensure exemptions have been applied correctly.
7. Compilation of the Internal Verification Report.

This process is outlined in Figure 9 below.

Internal Verification



Figure 9 Internal Verification Process

1.10.8 Stage 7 External Authentication (EA)

External Authentication is a process that provides an external review of Cenit College's assessment. It ensures that there is an independent confirmation of fair and consistent assessment of learners, in line with awarding body standards.

Cenit College will appoint a suitably qualified External Authenticator and agree on a time, date and location for the EA to take place.

External authentication is part of the provider's quality assured assessment process and will take place after learners have been assessed and after the internal verification process. External authentication

must take place before the results approval process is implemented. All major, special purpose and supplemental award areas will have an external authenticator assigned.

Cenit College will ensure that all required documentation and equipment is available to the EA at their company headquarters, where the external authentication will take place. Our Examinations Officer will also be available to liaise with the EA.

The following documentation will be available to the EA:

- Relevant award specifications and validated programmes
- All relevant assessment instruments and appropriate supporting documentation, for example, assessment briefs, examination papers, marking schemes and outline solutions.
- The assessment plan(s)
- All learner assessment evidence
- All learner assessment results recorded on appropriate results sheet(s)
- List of assessors per programme and/or class group
- Internal verification report
- Cenit College's sampling strategy

Cenit College will be available to have a meeting with the EA both at the beginning and at the end of the authentication process.

The EA process is outlined in the diagram contained in Fig 10 below.

External Authentication



Figure 10 External Authentication Process

1.10.9 Stage 8 Results Approval/Ratification Panel (RAP)

The purpose of the RAP is to review the findings and recommendations of both the internal verification and external authentication processes and approve the provisional results prior to final submission to QQI. Thus, ensuring that the results are fully quality assured. This process assists in

identifying assessment-related issues and/or concerns relating to recommendations by the EA for mark/grade changes. Recommendations will be provided (where applicable) for corrective actions and improvements for the assessment process in the future.

Cenit College has a documented RAP process that starts with the formation of the Results Approval Panel. This process ensures that fair, transparent and consistent assessment procedures for learners are applicable to the approval of results. The process involves:

1. A results approval panel is convened consisting of; Divisional Training Manager (Chair), an Examinations Officer and another person, as nominated by the Examinations Officer. The EA may be asked to attend or make oneself available by video or phone call, should there be a specific issue that may need discussion. An agenda will be prepared.
2. The following must be made available; provisional results, learner evidence, IV report and EA report.
3. A report is compiled that will consider any recommendations made on the IV and EA reports, along with approval of the provisional results.
4. Post the completion of the approval process, Cenit College will make the results available to the learners. These results are provided with due regard to Data Protection and other legislation.

1.10.10 Stage 9 Communicate Results to learners.

Cenit College will formally communicate the official results of the assessments to learners within 5 working days of approval at the Results Approval Panel meeting. The Examinations Office will communicate these results via email to each learner. The learners are advised in the email that these results are provisional pending learners right to appeal. Learners are directed to the appeal policy and procedural information documented within the learner handbook. If the learner does not present an appeal, the provisional results will be submitted to QQI as final. QQI do not issue the final results until after the QBS deadline has passed.

1.10.11 Stage 10 Recheck, Review and Appeal

Cenit College will implement procedures to enable learners to seek a recheck, review or appeal of their results.

Informal feedback between Learner and Tutor

Following the online issue of results on the learner administration system, assessors involved in the specific assessment tasks are available to meet individual learners by appointment, to review their scripts and discuss their marks. Such consultations aim to:

- give formative feedback to learners, especially to those who need to repeat; and
- explain the basis of the learner's grade/mark against the assessment criteria, especially where the learner believes that the assessor may have made an error in grading the work.

The tutor will advise the learner, should they so wish, they can request a formal recheck or review of their marks. In this case the tutor will point the learner to the location of the appropriate form.

Recheck

Cenit College offers the learners the option to have their results rechecked. A recheck is the '*administrative operation of checking (again) the recording and combination of component scores for a module and/ or stage*' (QQI Assessment and Standards Revised 2022 Section 4.10.3). A recheck can only be based on results that have been authenticated by an external examiner.

1. Where a learner wishes to have their results rechecked, they should formally request this via the *Recheck & Review form* and submit this to the Examinations Officer. Learners may order a recheck within 5 working days from the communication of their authenticated results, i.e. after External Authentication. The learner must indicate the assessment they wish to be rechecked and the reason for the request. A recheck is not considered a formal appeal.
2. The Examinations Officer reviews the same documentation, evidence and marking sheets used for the original marking. Should the outcome of the recheck indicate a change in the result or no change, this will be communicated to the learner within 10 working days.
3. Where the recheck results in a change of marks, the marks will be updated on learner administration system.

Review

Cenit College in line with QQI Guidelines offers learners the option to have their results reviewed. A Review is the '*re-consideration of the assessment decision, either by the original assessor or by other competent persons.*' (QQI Assessment and Standards Revised 2022 Section 4.10.3). Note: A review can only be based on results that have been authenticated by an external examiner.

The grounds for review will normally be that the learner suspects that the assessment was erroneous in some respect. This can include but not limited to the following examples:

- Academic regulations were not implemented correctly.
- Mitigating circumstances exist which may not have been known or considered.

The procedure for a review is as follows.

1. Where a learner wishes to have their results reviewed, they should formally request this via the *Recheck & Review form* and submit this to the Examinations Officer. Learners may order a review within 5 working days from the communication of their authenticated results. The learner must indicate the assessment they wish to be reviewed and state the grounds.
2. If the review is accepted the original assessment is remarked by an independent assessor who was not the person who completed the original marking.
3. Where the review results in a change of mark, the Examinations Officer will update the Learner Administration System to reflect the change in results. The examinations officer will also issue a revised statement of results to the learner within 10 working days.
4. Where the review does not result in a change of marks, the examinations officer will communicate this outcome via email with the learner within 10 working days.
5. The learner has a right to appeal the decision stating their grounds of appeal.

Appeal

Appeals is defined as '*a request for a review of a decision of an academic body charged with decisions on student progression, assessment and awards.*' (QQI Assessment and Standards Revised 2022 Section 4.10). Cenit College's policy for which learners can appeal their results is the same for both online/blended and classroom assessments. The appeals process is detailed in the Learner Handbook. A learner can appeal on two grounds:

- The assessment results.
or
- The assessment process – if they feel there has been any irregularities or inequality in the implementation of this process.

The appeals process is as follows.

1. Appeals should be submitted to the Examination Officer using the Appeals form, within 5 working days from the communication of the authenticated results. Where an appeal has been accepted Cenit College will endeavour to process the appeal and communication within 10 working days.
2. The appeal submission should include:
 - a. A completed appeals application form (Appeals Form)
 - b. Verifiable evidence which addresses the appeal criteria
 - c. A fee of €50. In the event of a successful appeal, the fee will be refunded.
3. The Training Manager assesses the application for appeal to establish if it is complete and meets the grounds for an appeal. The learner will be notified if there are grounds for appeal or not.
4. Where the appeal is considered valid the appeal will be heard by the Appeals Committee. It is at the Chairperson of the Appeals Committee discretion, for learners to be in attendance. See QA1 Governance and Management Structures (Section 1.6.7) for details of the membership, roles, and responsibilities of the Appeals Committee.
5. The appeal will be considered impartially, (i.e. those reviewing the appeal will not have been directly involved in the original decision), and on the basis of the written submission of the appellant.
6. The outcome of an appeal should be communicated in writing to an applicant within 15 working days unless exceptional circumstances arise.
7. A record will be maintained of the appeal which details, the decision, the rationale for that decision and any supporting evidence.
8. Where the appeal results in a change of mark the Training Manager is responsible for updating the relevant systems and documentation and issuing a revised statement of results to the learner.
9. The outcome of the appeal is final and is reported to the Academic Committee.

Note

No new evidence may be presented at the appeal – only the original assessment evidence is permitted. Following the completion of the Cenit College Appeal Process, the results for the learner(s) concerned are forwarded to QQI as the final result. These final results are the basis on which QQI will issue certificates.

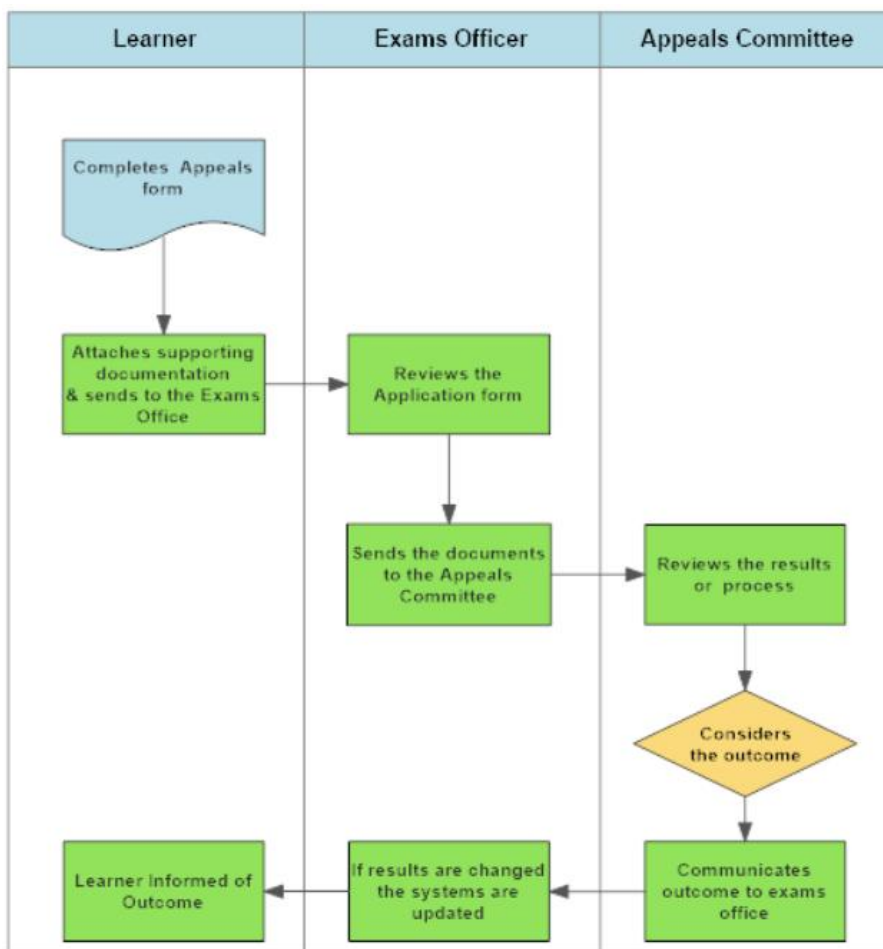


Figure 11 Academic Appeals

Stage 11 Request Certification

The Cenit College examination officer is responsible for requesting certification from QQI and other awarding bodies. In the case of QQI awards, this is coordinated through the QBS system following the formal ratification of results. If a result is pending the outcome of an appeal, this is marked as such.

1.11 Reasonable accommodation for assessments

Learners are encouraged to submit requests for reasonable accommodation during the registration process. Learners must refer to the policy and procedural process outlined in the learner handbook.

The application relating to reasonable accommodation must be submitted on a Cenit College **Reasonable Accommodation Application Form**.

The completed form and learner medical evidence (where appropriate and necessary) needs to be submitted to the programme co-ordinator or the tutor. This request will be reviewed by the Examinations Officer. Cenit College learner will be notified of the outcome via email.

The effectiveness of reasonable accommodation will be reviewed as part of the programme review process.

See Section 6.13 Reasonable Accommodation for further information.

Where a learner has been refused reasonable accommodation, they have a right to appeal. This must be submitted on the appeals form. See Section 1.11.1 below.

1.11.1 Reasonable Accommodation Appeals Process

The applicant has the right to appeal the decision in relation to Reasonable Accommodation. The process is as follows:

1. Appeals should be submitted to the Training Manager using the Appeals form, within 5 working days of the decision being made. The appeal submission should include:
 - a. A completed appeals application form (Appeals Form)
 - b. Verifiable evidence which addresses the appeal criteria
 - c. A fee of €50. In the event of a successful appeal, the fee will be refunded.
2. The Training Manager assesses the application for appeal to establish if it is complete and meets the grounds for an appeal. The learner will be notified if there are grounds for appeal or not.
3. Where the appeal is considered valid the appeal will be heard by the Appeals Committee. It is at the Chairperson of the Appeals Committee discretion, for learners to be in attendance. See QA1.1 Governance and Management of Quality (Section 1.6.7) for details of the membership, roles, and responsibilities of the Appeals Committee.
4. The appeal will be considered impartially, (i.e. those reviewing the appeal will not have been directly involved in the original decision) and based on the written submission of the appellant.
5. The outcome of an appeal should be communicated in writing to an applicant within 15 working days from the date that the appeal was made unless exceptional circumstances arise.
6. A record will be maintained of the appeal which details, the decision, the rationale for that decision and any supporting evidence.
7. The outcome of the appeal is reported to the Academic Committee.
8. The appellant may communicate dissatisfaction with an outcome to the Managing Director whereupon any communication from the Managing Director is final.

1.12 Policy Monitoring

Cenit College has in place an effective and robust system for the purpose of monitoring, reviewing and self-evaluating assessment related policies and procedures. The system reflects the organisational governance arrangements which are outlined in the table below:

Role	Frequency	Method
QA Manager	As per QA Audit Schedule	<ul style="list-style-type: none"> • Ongoing review and update of QA documents
Programme Review	For programmes completed within each quarter	<ul style="list-style-type: none"> • EA reports • Rechecks, Reviews and Appeals • Assessment Reports <ul style="list-style-type: none"> ○ Completion rate ○ Summary of results ○ Number of referrals ○ Benchmarking of results
External Examiner	At arranged EA time/date	<ul style="list-style-type: none"> • IV reports • Findings on moderation of the assessments and the processes

Academic Committee	Twice per year	<ul style="list-style-type: none">• Assessment and Examination Reports for all awarding bodies including the results of rechecks, reviews, and appeals of assessments.• Feedback or Updates from the awarding bodies
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2 Assessment Security

2.1 Policy Owner

The policy owner is the Academic Committee, who are responsible for overseeing all assessment related functions. The administration and co-ordination of assessment security rests with our Examinations Office. Our QA department is responsible for overseeing the operational quality of the process in adherence to relevant policies and procedures. The tutor/invigilator is responsible for ensuring security of the assessments upon delivery to the venue and, until they are delivered back to the Exam's Office.

2.2 Purpose

The purpose of the policy on Assessment Security is to ensure that the integrity and security of assessments is maintained at all stages.

2.3 Scope

This policy applies to all QQI accredited programmes and programmes accredited by other awarding bodies.

2.4 Roles and Responsibilities

Training Manager:

- Ensures that all staff are compliant with the Assessment Procedures of all awarding bodies that Cenit College works with.

Examinations Officer:

- Assessment storage facility is secure with authorised access only. Has in place an Assessment Logbook which ensures all assessments, and their related evidence and artefacts can be tracked. Manages the secure storage of assessments and related materials.
- Ensuring the safe and secure passage of assessment packs to the invigilator (tutor) prior to the assessment taking place.
- Ensures that Tutors are informed of their responsibility for secure storage of assessments and all related materials.

Programme Co-ordinator

- Ensures that Tutors assigned to the programme are compliant with the assessment procedures.

Tutor

- Ensures that they understand the Cenit College assessment procedures, which in turn reflect the standards of the awarding body.
- Securely stores the assessment packs as delivered by the Examinations Office prior to the assessment taking place.
- Prior to the assessment, ensures due care in the secure storage (e.g. USB storage or network storage), printing and photocopying of assessment briefs and examination papers (where applicable) so that the academic integrity of the assessment process is not compromised.
- Compliance with Cenit College practices for receipting of learner evidence
- Post assessment ensures submission of assessment in accordance with deadlines.

- Post assessment ensures retention of **Learner Submission Statement** forms and back up evidence (i.e. photographs of artefacts) that provide evidence that the learner has submitted all evidence relating to assessments.

2.5 Policy Statement

Cenit College continuously aims to ensure that the integrity and security of assessment is maintained at all stages. They believe that failure to do so will result in a compromise of the integrity of the assessment process. Both classroom and blended/online learning pose their own challenges. Cenit College considers security in respect of:

- Security of Assessment packs
- Security of Learners completed assessments.
- Security of learner evidence
- Security of Learner results

2.6 Security of Assessment Framework

Cenit College Security of Assessment Framework is as follows:

- All assessment materials must be securely stored.
- All assessment evidence must be securely stored.
- All learners must verify that the assessment work is their own original work via the **Learner Authorship Statement**. Once the learners work has been submitted, the learner must sign the **Assessment Submission Statement** document which is countersigned in the presence of the tutor/invigilator.
- Learners are made aware of the consequences of cheating and engaging in plagiarism and any other forms of malpractice that may impact upon the integrity and security of the assessment process.
- Cenit College staff and tutors who have access to assessment papers must sign such documents in and out the papers on the **Assessment Logbook**. This logbook is retained securely with the Examinations Office.
- Results are input into the learning management system by the exams office.
- The marking sheets are stored in a locked room in Cenit College along with the learner evidence. Access is with the exams department ONLY.
- Cenit College maintains a learner record on our learning administration system. This record contains learner's results. Access to this system is limited to the Examinations Officer and the Divisional Training Managers via a secure password. Learners are also given access to their own record via a secure password.
- Learners can only access their own results from this management system.
- For online assessments, Cenit College implements appropriate privacy and security measures. These are implemented as follows: learners are issued with their unique own unique ID i.e. login and passwords, which they are advised should not be shared with anyone else. This will give them access to the assessment briefs. Learners will upload their assessments based on the instructions contained in their assessment briefs and online guidelines. The completed assessments can be via email or electronically via our online platforms.
 - Where learner assessment evidence is submitted via email, email receipts will be provided by Cenit College.
 - Where learner assessment evidence is submitted electronically via an online platform which automatically generates a confirmation email Cenit College is not responsible for receipting of this learner assessment evidence

- Where learner assessment evidence is submitted via an online platform which does not automatically generate a confirmation email (e.g. Google docs, cloud etc.), Cenit College is not responsible for receipting of this learner evidence.
- Records of learners' assessment progress are held individually by each learning practitioner.

2.7 Process

At all stages of the planning and development of assessments, security is maintained. Those preparing the assessments, including examination papers have secure access to the exam drive on our network, for the duration of assessment preparation. This access is granted only to the folder relating to the particular programme's assessment. All documentation must be saved on this drive.

The process for the security of the assessments for learners is as follows:

1. The Examinations Office maintains a secure locked cabinet for the security of the assessment packs. Assessment material (assessment plan, assessment briefs, examination papers, solutions, marking schemes and model answers) are stored securely in this locked cabinet. Additionally, other relevant documentation (invigilator report, seating plan, attendance/sign in register etc.,) are also stored in this locked cabinet.
2. Two working days prior to the assessment, the assessment packs are printed out, checked against the checklist, and placed in a sealed envelope, awaiting distribution to the assessment location.
3. Sealed assessment packs are delivered by courier to the assessment location.
4. The tutor signs the form at the front of the assessment package to acknowledge receipt of the package.
5. Then the tutor locks the assessment package in a fire resistant safe at the assessment venue.
6. The invigilator organises the distribution and collection of the assessment papers to and from the learners.
7. Upon completion of the assessment, the completed assessments and any physical learner evidence are locked in the fireproof safe. Any breaches to the integrity of assessment evidence (e.g. loss/damage etc.) should be disclosed to the Examination office immediately.
8. The tutor who facilitated the teaching and learning assesses the assessment evidence. This will take place in the same location where the assessment took place. There will be no other individual in the room except the tutor (assessor).
9. Upon the completion of the corrected assessments, the tutor brings the corrected assessment scripts and any other learner evidence in secured packets directly to the Examinations Office or the Examinations Office arranges for a courier.
10. The Invigilator signs each assessment packet to state they have been delivered the Examination Office.
11. The Examination Office completes the **Assessment Logbook** for receipt of the assessment pack and retains the secured packets and learner evidence in a locked cabinet.
12. Cenit College will maintain all learner evidence securely with both hard and soft copies.
 - Hard copies of the learner evidence will be held in the secure locked room/cabinet over the course of the programme and until all QA procedures have been carried out. Cenit College recognises that assessment evidence is the data of the learner. Cenit College will comply with all relevant data protection policies and procedures while they are in possession of assessment evidence.
 - In order to comply with best practises, Cenit College will provide storage for learner assessment evidence on its secure learner management system. The learner

assessment evidence is then made available for the Internal Verifier and the External Authenticator. Cenit College will make login details available for the IV and EA with live/active accounts that can be accessed even after the programme has ended. Instructions on how to access said accounts will also be provided for IV and EA.

13. In some instances, an internal examiner may mark and grade the assessments. In this instance, the Internal Examiner signs the secure package out using the **Assessment Logbook**. Using a secure room in Cenit College Premises, undertakes the assessing of assessments activity.
14. Assessments are then placed back in a locked room/cabinet until required by the Internal Verifier and subsequently the External Authenticator.

For assessments that require electronic evidence, the electronic files are uploaded to our administration system. To upload these files a login and password is required, along with Google Authentication. The EA and IV will have a separate login where they can only see the assessments that they have requested as part of their sample, all other assessments are hidden.

2.8 Duration of Storage

All learner evidence and assessment material (including application forms, learner contracts, exam sign-in sheets, course evaluations, etc.) will be retained until after any relevant 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 Cenit College. All learner evidence and records must be retained for the maximum term in line with current legislation and GDPR (General Data Protection Regulation).

2.9 Security Review

As part of the end of programme review, the security process is also reviewed. This will ensure that any issues identified can be highlighted and recommendations for improvement made.

2.10 Monitoring

Cenit College monitors its security for effectiveness. This is achieved as follows:

Responsibility	Methods	Frequency
QA Manager	Annual QA Audit and review of assessment security policy documents.	Annual QA Audit
Programme Board	Review of Security of Assessment	At each meeting
Data Protection Officer	Review of Data Management Systems	Annual
Examination Officer	Examination of Assessment logbook	Prior to each programme review meeting

3 Policy for Conducting an Exam

3.1 Policy Owner

The policy owner is the Academic Committee. The administration and co-ordination of assessments rests with our Examinations Office. Our QA department is responsible for overseeing the quality of the process and the integration of all relevant policies and procedures. The tutor/invigilator is responsible for ensuring the assessments are conducted in a manner that is fair, transparent and consistent.

3.2 Purpose

The purpose of this policy is to detail how Cenit College will implement the examination process for programmes leading to QQI and other awarding bodies awards and ensure that learners are assessed in a fair and consistent manner.

3.3 Scope

This policy applies to all QQI accredited programmes and programmes accredited by other awarding bodies.

3.4 Policy Statement

As part of its quality assurance process, Cenit College has policies in place to demonstrate that the assessment process is fair and consistent. This policy is reflective of best practice when coordinating and supervising the conduct of the exam process.

3.5 Process

The invigilator will have a number of instruments to assist in the conduct of an assessment. These are: **invigilator handbook**, learner examination instructions and the **invigilators report**. The process of conducting an examination is as follows:

1. Only authorised people are allowed into the examination room.
2. Learner Identification Check – All learners will need to verify their identity. Examples of learner identification include Photo ID (38e.g., passport, drivers' licence, or Public Services Card)
3. **Assessment Sign-in Sheet** - An assessment sign-in sheet will be distributed to record learner attendance - This process will be completed with the learner identification check.
4. Advise Learners of the Required Conduct for Examinations:
 - Strict silence must always be observed during examinations.
 - The learner must raise their hand if they want to attract the attention of the invigilator.
 - There will be no use of unauthorised materials or technologies.
 - There will be no communication with any other learner or person.
 - Resources from the examination room are not to be removed.

If a learner violates any of the above, it will be recorded as a breach of the examination and will be investigated.

5. Advise Learners on Regulations for Entering and Leaving Examinations:
 - Once the examination has started no learner will be permitted to enter the exam room.
 - A learner will not be permitted to leave the exam until the first 20 minutes has elapsed.
 - In the final 15 minutes of the exam, learners will not be permitted to leave the exam.
 - Once a learner leaves the exam, they are not permitted to return. In extenuating circumstances, a return may be permitted (e.g. illness). In such a case, they must be accompanied by an attendant.

- Examination materials must not be removed when leaving an exam.
 - There will be no compensation for time lost should a learner leave the room during an exam.
6. Distribution of Examination Papers and Answer Booklets:
- All examination papers (and booklets if applicable) must be distributed face down.
 - The invigilator will ask learners to check that they have received the correct paper.
 - Learners will not be permitted to commence the exam until instructed by the invigilator.
7. Durations and Examination Times:
- The invigilator will state the specified examination start time, duration, and the end time. This will be read aloud and displayed in writing.
 - The invigilator will announce clearly that learners may start their exam.

The invigilator will inform the learners when there are 30,10- and 5-minutes left.

8. Supervision:
- Invigilators must give their entire attention to conducting the examination properly. This means that they should not be carrying out another task at the same time (i.e. reading, marking exams, using electronic devices etc).
 - Invigilators must be able to always see each learner in the examination room.
 - Invigilators must actively monitor the learners for the entire duration of the examination to ensure the proper conduct of the examination.
 - For computer-based examinations: printouts of the examination paper must be distributed by the invigilator.
9. Advice and Assistance The invigilator must not:
- provide advice, assistance, or comments to learners on the paper.
 - identify to the learners any mistakes on the paper unless there is an erratum notice. An erratum notice is a correction to the text as it appears on the examination papers.
 - re-phrase a question for a learner
 - explain any subject-specific or technical terms to a learner.
 - offer any advice or comment on the work of a learner.
10. Alleged Errors Noted by Learners in the Examination Paper
- When a learner notes an error on the exam paper, this should be recorded in the examination (supervisors) report. Where there are errors, the invigilator will advise the learners to proceed in a manner they feel most appropriate. In certain circumstances the invigilator may advise the learners to amend the question e.g., where the examination paper does not reflect changes in legislation (e.g. tax rates etc) that the learners would have been familiar with during the programme delivery.
11. Unexpected Interruption during an Examination - When an unexpected interruption occurs during an examination e.g., technical failure, fire alarm, medical emergency or any other unexpected interruptions, the invigilator must ensure that the integrity of the examination is maintained at all times. In the event of a critical illness, fire, power cut etc., the examination may need to be abandoned. These unexpected events must be recorded in the Report of Module Assessment. It is Cenit College's policy to always endeavour to ensure that an assessment will happen. Should an interruption occur the following process needs to be followed:
- The invigilator will ask all learners to stop doing their assessment. The assessment/examination papers will be turned over to face downwards.

- The invigilator will note in the report the time that the assessment has stopped.
 - If the period of time that has elapsed from starting to stopping the assessment is less than 45 minutes, the learners will resume the assessment after the interruption, if possible.
 - If the period of time is greater than 45 minutes the assessment will be rescheduled for as early as possible. The invigilator will note this on his report. All assessment/examination papers including learner evidence will be stored securely until the rescheduled assessment takes place.
12. Where learners arrive late to an exam and leave early, the invigilator should record on the invigilators report, the names of these learners and the times they arrive or leave at, respectively. All other learners are deemed to have been present for the full duration of the exam.
 13. When exam time is up, the invigilator will ask the learners to put their pens down and turn their papers face down. Learners will be reminded to sign their exam scripts.
 14. The invigilator will collect all exam papers and scripts and tick the learner sign in sheet column entitled "Exam collected."
 15. For online exams, we obtain a copy of the learners printed results and this is placed in a file to be sent to the exams office.

3.6 Monitoring

This policy will be monitored as part of the annual QA policy.

Monitoring mechanisms include:

- Invigilator handbook
- Invigilator report
- Assessment Sign-in sheet

4 Use of Bilingual Dictionaries

4.1 Policy Owner

The policy owner is the Academic Committee. The administration and co-ordination of assessments rests with our Examinations Office. Our QA department is responsible for overseeing the quality of the process and its relevant policies and procedures. The tutor/invigilator is responsible for ensuring the dictionaries are used in a manner that is fair, transparent, and consistent.

4.2 Purpose

The purpose of the policy on the use of Bilingual Dictionaries is to outline the process and procedures for using dictionaries that translate from another language to English. This will ensure fair and transparent assessments for all learners.

4.3 Scope

This policy applies to all QQI accredited programmes and programmes accredited by other awarding bodies.

4.4 Policy Statement

Cenit College permits the use of dictionaries for learners whose first language is not English except where the purpose of the assessment is to test competence in a language.

4.5 Process

1. The learner must obtain approval from the Examinations Office five working days prior to the examination or assessment. This approval request must be completed on the Use of Dictionaries in Examinations form.
2. The learner will submit the form to the tutor who completes Part B. Once complete the tutor will send this to the examination's office for approval.
3. The Examinations Office will review the request and may consult the tutor as appropriate. The outcome of the request will be communicated to the learner in writing, along with a reminder of the dictionary guidelines, if approval is granted these guidelines are as follows:
 - The dictionary will be a standard word to word dictionary without explanations.
 - The use of thesaurus dictionary is not permitted.
 - Dictionary must not contain any other sources of information, written notes, or unauthorised material.
 - Dictionaries cannot be electronic.
 - Must contain the learner's name.
 - Must be on the list of approved dictionaries.
4. The invigilator will be informed of any approvals to use bilingual dictionaries prior to the assessment. This will be placed on the Learners with Supports form that will accompany the Assessment pack.
5. It is the responsibility of the learner to provide their own dictionary on the day of the assessment.
6. The invigilator will check the dictionary to ensure it follows the guidelines (the same guidelines given to the learner).
7. Dictionaries cannot be shared during the assessment. The learner is fully responsible for bringing their own.

Note: List of approved dictionaries: • Berlitz Compact • Berlitz Pocket • Berlitz Gem • Collins Pocket • Oxford Pocket • Oxford Mini • Oxford Compact • Other as approved by Cenit.

4.6 Monitoring

This policy will be monitored by the QA Manager through the annual QA audit.

Monitoring mechanisms include the special requests form and the invigilators report.

5 Policy for Managing Issues arising in Examinations.

5.1 Policy Owner

The policy owner is the Academic Committee.

5.2 Purpose

The purpose of this policy is to ensure that issues arising in examinations are handled in a manner to ensure fair and transparent assessments for all learners.

5.3 Scope

This policy applies to all QQI accredited programmes and programmes accredited by other awarding bodies.

5.4 Policy Statement

The learner has a responsibility to demonstrate appropriate behavioural conduct and follow the correct examination procedures and policies. When issues arise during examinations it is essential that the invigilator is familiar with the procedures in place so that the presenting issues are managed correctly. This is important for the protection of both the invigilator and the learners.

5.5 Procedures

The following sets out the procedure for dealing with issues during invigilated examinations:

1. It is the responsibility of the Invigilator to check the examination paper and ensure it matches the details documented on the outside of the examination envelope. Any discrepancies should be reported to the Examination Officer prior to the commencement of the Examination. In such instances, the examination office will do its best to deliver the correct exam paper to the venue.
2. If any issue arises during the examination pertaining specifically to the examination paper these should be noted on the Invigilators (supervisors) report.
3. Any additional issues, not pertaining to the examination paper e.g. with the venue, illness etc., which arise during the examination must also be recorded on the Invigilators (supervisors) report. If this is something connected to health and safety the invigilator can rectify this immediately.
4. A learner found in possession of unauthorised materials and/or copying from another learner or demonstrating behaviours that are defined as malpractice and therefore potentially be in violation of examination regulations. The learner will be allowed by the invigilator to finish the exam. The invigilator will complete the assessment malpractice report noting the time, date, learner name (or exam number). The learner will be asked to sign the report. The invigilator will note the exam questions completed prior to the incident. And note the incident on the learner's exam response sheet corresponding to the incident in question. This incidence must also be recorded on the invigilators report. The Examinations Office must be notified immediately of this incident. See the policy on Assessment malpractice for more details.
5. Mobile phones and other devices must be placed in the learner's bag in the storage area and turned off. The storage area for bags is at the top of the room where the exam is held. Any breach of this policy will be deemed malpractice with the learner being disqualified from participating in the exam.
6. The Examinations Office will investigate any issues recorded in the invigilators report.
7. Following on from each examination session, issues recorded in the Invigilators report are compiled into a document. Where appropriate the issues are put on the agenda for a

programme review meeting. If appropriate they may also be presented on a report for the academic committee. The academic committee will adjudicate on each issue and deliver the recommendations. This would relate to an exceptional event only.

5.6 Monitoring

This policy will be monitored by the QA Manager through the annual QA audit.

Monitoring mechanisms include the invigilators report and minutes of the programme review meeting.

6 Skills Demonstration Policy

6.1 Policy Owner

The policy owner is the Academic Committee.

6.2 Purpose

The purpose of this policy is to ensure that guidelines are available for skills demonstrations that ensure fair and transparent assessments for all learners.

6.3 Scope

This policy applies to all QQI accredited programmes and programmes accredited by other awarding bodies.

6.4 Policy Statement

A skills demonstration is used to assess a wide range of “practical based learning competencies, such as laboratory skills, interpersonal skills or oral language skills.” They may be facilitated in a simulated environment or in a workplace/live environment.

6.5 Procedure

The procedure for a skills demonstration is as follows:

1. Cenit College provides the assessors with the necessary guidelines for devising the skills demonstration brief.
2. The assessor prepares a brief or set of instructions or tasks that should reflect the appropriate range of learning outcomes.
3. Every skills demonstration should be of a comparable standard and afford learners the opportunity to do well.
4. Where appropriate the skills demonstration is conducted in isolation.
5. The guidelines for the Skills Demonstration should include the following:
 - the range of evidence that the learner should produce.
 - the format and presentation required.
 - the weighting in light of the overall assessments
 - the resources and materials needed.
 - the marking criteria and supporting marking scheme.
6. In a simulated environment Cenit College takes care to ensure that the simulation is as close as possible to the real working environment, complete with resources and materials.
7. If being facilitated within a work base setting, (or other third-party assessment) then Cenit College will.
 - Conduct briefings on assessment practice with any third parties involved with assessment such as employers, workplace manager, supervisors etc.
 - Provide supervisors with detailed guidelines (and training) for carrying out the skills demonstration, including the marking criteria.
 - Supervisors will complete a skills demo template for the purposes of quality assuring assessments.
 - Provide learners with “On the Job” Learning Logs to facilitate assessment by third parties (employers).
 - Review the internal verifiers report for recommendations and actions to be taken on any assessment activities performed by third parties. Monitoring mechanisms will be briefing materials and correspondences and logs.

8. Learner evidence from the skills demonstration must be made available for assessment. This evidence can include the following: Product/outcome of the tasks where applicable, i.e. computer print outs, photographic or video evidence of the learner completing the task. For **Blended/Online Learning** programmes photographic/video evidence is required along with a declaration by the learner that it is their own work. For Blended Learning, every effort is made to try and host skills demonstrations in a live face-to-face environment where possible.
9. The official record of the marking sheet will be submitted to the examination's office along with the learner evidence. This will be in a secured locked room in Cenit College's headquarters.

6.6 Monitoring

This policy will be monitored as part of the annual QA audit.

Monitoring mechanisms include.

- Detailed Learner Instructions
- Guidelines for carrying out the skills.
- Marking criteria was produced.
- Learner evidence was made available.
- Marking Sheet
- "On the job" learning logs
- Briefing materials to employers or third parties
- Correspondence to employers or third parties

7 Policy for Written Assessments

7.1 Policy Owner

The policy owner is the Academic Committee.

7.2 Purpose

The purpose of this policy is to ensure that guidelines are available for all written assessment methods to ensure fair and transparent assessments for all learners.

7.3 Scope

This policy applies to all QQI accredited programmes and programmes accredited by other awarding bodies.

7.4 Policy Statement

A written assessment includes but is not limited to projects, collection/portfolio of work, assignments, learner records and is an assessment technique which may involve research, investigation of a topic, issue or problem. It may also require the learner to design a task or descriptively annotate a practical activity or production of a piece of work.

7.5 Procedure

The procedure for written assessments is as follows:

1. Cenit College provides the assessors with the necessary guidelines for devising the assessment brief.
2. The assessor prepares a brief or set of instructions or tasks that should reflect a range of learning outcomes.
3. Every project should be of a standard that is commensurate with the level of the programme.
4. The guidelines should include the following:
 - the range of evidence that the learner should produce.
 - the format and presentation required.
 - the weighting and marking criteria, including marking schemes in light of the overall assessment.
 - the resources and materials needed.
 - deadline for submission of work and how work should be submitted.
5. Cenit College approves the assessment documentation, along with the assessment criteria.
6. Time may be given in class to complete the assessment. Learners are allowed to complete the work at home as summative assessment is included in the self-directed study time. Learners must upload their projects to our Learner Administration system.
7. The tutor will agree periodic draft or reviews of the learners work to ensure reliability of learner evidence.
8. The tutor will provide formative feedback to their learner. The tutor will also make notes on the learner's progress. These notes are recorded on the Project Progression Template for each learner. This will contribute to the reliability of learner evidence. They will be made available during the marking process.
9. The tutor will assess the learner evidence in the same room in which the assessment was performed. This will be alone with the room securely locked. Once the evidence has been assessed, it will be placed in a secure location (locked safe) or immediately brought to the exams office where it will be stored in a locked room.

10. The learner evidence, assessment progression records and grade are then uploaded to the EA section of our Learning Management system.

Blended/Online Assignments

For blended or online written assessments, the following procedures apply:

1. An online set of instructions for completing the assessment is contained on the course page.
2. Learners must submit one draft of their assessment. This will contribute to the reliability of learner evidence.
3. Once the learner has completed the completed assessment, this will be uploaded to our learning platform.
4. The learner must also sign a declaration stating that it is their own work.
5. The tutor will download the assessment evidence for correction.
6. When corrected the work will be uploaded to the EA area of our learning management system.

7.6 Monitoring

This policy will be monitored by the QA Manager through the annual QA audit. Monitoring mechanisms include Learner Progress Template, EA report, Programme Review.

8 Policy for Quality Assuring Assessing of Assessments

8.1 Policy Owner

The policy owner is the Academic Committee.

8.2 Purpose

The purpose of this policy is to ensure that detailed and robust guidelines are available for the practice of assessing assessments that determine a fair and transparent process for all learners.

8.3 Scope

This policy applies to all QQI accredited programmes and programmes accredited by other awarding bodies.

8.4 Policy Statement

The purpose of this policy is to promote consistent practice across Cenit College programme provision and to provide guidelines to assessors on how to assess learner assessment evidence. Through the implementation of such guidelines, the potential inconsistencies in the approach to assessing can be mitigated.

8.5 Procedure

To ensure quality assurance in the assessing of assessments, Cenit College have in place the following procedures:

1. The Examinations Office will provide the Assessors with the marking criteria and scheme as outlined in the assessment packs.
2. The Examinations Office will provide the Assessors with marking sheet templates.
3. The Assessor should ensure all learner assessment evidence demonstrates evidence of marking and where necessary, correctional practice when determining the learners overall mark and grade.
4. Where a learner has produced written evidence, place the allocated mark at the end of the section that the mark pertains to. This enables the verification and authentication processes to map marking allocations from the learner's assessment evidence in its original format, to the marking schemes and overall marking criteria sheets.
5. The assessor should total all marks allocated, check for accuracy and place the final total at the end of the written evidence and on the learner marking sheet.
6. Comments should be provided for the learner's benefit. Assessors will provide detailed feedback and robust reasoning for when marks are deducted. Summative feedback is also important for the EA process as a means of quality assuring the grade the learner has achieved.
7. Where the assessment evidence is a practical piece of work (i.e. photograph or artefact etc,.) a mark can be placed on the back of the piece of work.
8. The assessor must ensure that each learner marking sheet has been accurately and fully completed.
9. Where an assessor identifies plagiarised work, this should be noted on the learner's script. Assessors should refer to Cenit College policy on plagiarism.
10. Upon completion of the marking sheet, all documentation is to be sent to Cenit College Examinations Office who will take responsibility for securing storage. All evidence of learning is uploaded to the EA section on the administration system ahead of external authentication. The marking sheet is also uploaded here.

11. Where the assessor is not the tutor, the assessor will mark the assessments in Cenit College HQ. They will sign out the assessments in the examination's office logbook, noting time and date. When they have completed the marking, they will sign them back in again, noting date and time.
12. For online and blended programmes, assessments are uploaded by the learner to our learning management system. The assessor will follow the same process as above for marking. When they have completed the marking, they will upload the results sheet to the EA section on our Learner Administration system. The uploaded information is also available for the next stage in the process – Internal Verification.

8.6 Monitoring

This policy will be monitored as part of the annual QA audit.

Monitoring mechanisms include:

- Marking Sheet
- Marking Templates
- Feedback provided.
- Evidence uploaded onto the EA section of our administration system.

9 Internal Verification (IV) Policy

9.1 Policy Owner

The policy owner is the Academic Committee.

9.2 Purpose

The purpose of this policy is to ensure the Internal Verification process has been carried out correctly.

9.3 Scope

This policy applies to all QQI accredited programmes and programmes accredited by other awarding bodies.

9.4 Policy Statement

Internal Verification is the process carried out by Cenit College whereby we self-monitor and check that we have adhered to the assessment procedures and that the results pertaining to each learner's assessment have been correctly totalled and that the results as presented on the awarding bodies documentation correlate with what is present on the learner's evidence, with all appropriate documentation completed and available. Internal verification is a significant component of the quality assuring of assessment framework and occurs in advance of the external authentication and results approval process.

9.5 Roles and Responsibilities

The **Internal Verifier** will verify the accuracy of the assessment results that we have provided. The Internal Verifier will:

- Check that our assessment procedures are adhered to.
- Check that learner evidence exists.
- Monitor assessment results using sampling (based on our sampling strategy)
- Produce an internal verification report.

9.6 Procedure

The Internal Verification procedure in Cenit College is as follows:

1. Cenit College Examinations Office will appoint an Internal Verifier (who is a member of the Cenit College staff) who is familiar with the following:
 - (i) Assessment requirements of the appropriate award
 - (ii) Cenit College quality assurance procedures, specifically in relation to fair and consistent assessment of learners
2. Internal verification will take place no less than 10 working days after the completion of the assessing process for each module, with verification of the major award being done at the same time as the internal verification of the final module.
3. The Internal Verifier will ensure that Cenit College's process and procedures for assessment are implemented throughout the programme. This involves five specific tasks:
 - (i) Check the component specification to ensure the appropriate assessment technique has been used to assess the learners.
 - (ii) Check the programme validation document to ensure that the learner evidence has been generated in accordance with the following information: (i) the technique to be used, (ii) the weighting for each technique, (iii) the format the assessment will take and (iv) the broad assessment criteria for marking.

- (iii) Check the assessment plan, the assessment briefs and the examination timetables (where relevant) to ensure that the correct information has been supplied to the learners. This information will include: (i) Date of submission of the assessment, (ii) Examination dates and times, duration and venue, (iii) submission dates for other assessments (e.g. skills demonstrations, projects etc.,) and guidelines.
 - (iv) Check that the appropriate documentation was issued to the learners. This includes the assessment briefs and criteria and examination papers and guidelines.
 - (v) Check that the appropriate documentation was used to record results. This includes marking schemes, marking criteria sheets, which should be signed and dated by the assessor, and the QQI authentication report from the QBS or other such reports for other awarding bodies.
4. For all learners requesting certification the Internal Verifier will check that results are recorded for all learners and that evidence is available for all learners. All this will be available on the EA section of the programme on our system. Where evidence or results are missing this must be recorded on the IV report, then communicated to the Examinations Office. Corrective action to be taken prior to the EA visit and any recommendations to improve practice must be recorded on the IV report.
 5. The Examinations Office will provide the Internal Verifier with our **sampling strategy** which will guide the IV as to which assessments to include in the sample.
 6. The Internal Verifier will confirm for a sample of learners (using Cenit College sampling strategy to arrive at this sample) that the following activities have been undertaken correctly:
 - (i) Assessment marks are totalled, and percentage scores are calculated correctly.
 - (ii) Marks have been accurately transferred from learner evidence to marking sheet and from the marking sheets (including schemes and the overall marking criteria sheets) to the Authentication report. The IV will compare the marking sheet to the Authentication report.
 - (iii) Marks and grades are consistent with national standards and the awarding body grading bands.
 - (iv) Should there be any inaccuracies, the IV process has the authority to correct and will ensure the accurate results are updated on the Authentication report and/or the marking sheet as appropriate.
 - (v) The IV will record all errors in the IV report.
 7. Where an **online** industry certification forms part of the award, a copy of the learner's online exam results will be available to the Internal Verifier along with a signature and date. The Internal Verifier will check that this exists and that the appropriate marking has been correctly recorded on the marking sheets.
 8. Communicate all irregularities via a detailed IV report to the Cenit College Examinations Office.
 9. The Internal Verifier will check results that may have been obtained through an exemption:
 - (i) Results entry procedures are applied correctly and with the correct code – a code of E should be recorded on the Authentication report.
 - (ii) All documentation relating to the exemption should be available e.g., certification and awarding body correspondence if relevant.
 10. The Internal Verifier must complete the Internal Verification report and date and sign this report. This report must be completed on the Cenit College IV template.

11. This report will be given to the examination office and made available for the External Authenticator and the RAP.



Figure 12 Internal Verification

9.7 Sampling Strategy

Sampling is defined by QQI as ‘the process of selecting a portion of learner results and learner evidence for the purpose of completing internal verification and external authentication of assessment within each award area.’ This sampling strategy will be applied at the internal verification of results stage, the external authentication process, and the certification audit process (if applicable).

Cenit College’s sampling strategy is to help ascertain if the assessment process and procedures are being implemented appropriately. Samples taken must be fair, consistent. The Cenit College sampling strategy can be used for both the IV, and EA processes.

The following is the Cenit College criteria for sampling.

- Samples must be performed on each course individually. As Cenit College currently offers solely minor awards, this sample will be representative of all modules on that minor award.
- Samples will represent a range of learners and cross section of assessment techniques.
- Where there is more than one tutor on the programme, the sample must include all tutors.
- Samples must cover the full range of attainment across the grades achieved.
- The sample must be sufficient in size to enable a fair judgement to be made about the fairness and consistency of the assessment decisions.
- The sample taken will be based on the following formula: $\sqrt{1 n + 1}$ where n is the total population of learners in that specific award.
- For new programmes, the sample size is 100%
- Where there is a new trainer or an existing trainer teaching for the first time on a specific programme, the sample size is 100%.
- If the exam officer finds any anomaly in the IV process, then there will be a 100% recheck.

9.8 Monitoring

This policy will be monitored as part of the annual QA audit. Monitoring mechanisms include:

- IV report.
- Any follow up documents or responses by Cenit College.

10 External Authentication (EA) Policy

10.1 Policy Owner

The policy owner is the Academic Committee.

10.2 Purpose

The purpose of this policy is to ensure the External Verification process has been carried out correctly.

10.3 Scope

This policy applies to all QQI accredited programmes and programmes accredited by other awarding bodies.

10.4 Policy Statement

The process of external authentication provides independent authoritative confirmation of fair and consistent assessment of learners in accordance with national standards. It establishes the credibility of Cenit College's quality assuring of assessment processes and ensures that assessment results have been marked in a valid and reliable way and are compliant with the requirements for the award.

Cenit College requires detailed feedback and where appropriate, recommendations from the EA and is committed to both considering and implementing the recommendations. The Quality Assurance Manager, Divisional Training Managers along with Academic Committee oversight are responsible for overseeing the implementation of the EA recommendations.

10.5 Roles and Responsibilities

The role of the EA is to provide independent moderation and confirmation that Cenit College has provided fair and consistent assessment of learners in line with QQI requirements and to ensure quality assuring of assessment results against national standards. The External Authenticator will:

- Be independent and external to the organisation, course delivery, assessment development and internal quality assurance at the centre/ programme.
- Clearly declare any potential conflict of interest prior to appointment.
- Be assigned to the award based on their knowledge of the award, their expertise in the field of learning and their understanding of quality assuring assessment.
- Moderate the results based on a sample of the results and in line with the Cenit College sampling strategy.
- Identify and detail any irregularities/anomalies found during the authentication process.
- Produce a comprehensive External Authentication Report (EAR).

10.6 Procedure

Cenit College's approach to the External Authentication procedure is as follows:

1. The Cenit College Examinations Officer will select the appropriate EA:
 - In choosing an external authenticator Cenit College will ensure that the EA is appropriately qualified and experienced with the technical/subject matter expertise within the appropriate award/field of learning.
 - Understands the principles of quality assuring assessment.
 - Does not have a conflict of interest with the organisation or programme they are authenticating.
 - Is independent of Cenit College.

2. The External authentication will take place after the Internal Verification process has been duly completed and prior to the formal Results Approval. The Cenit College conduct their external authentication with consideration for the awarding body certification deadlines and key dates.
3. External Authentication will be held in a private, secure room at the Cenit College HQ. The process requires the EA to apply the Cenit College sampling strategy to facilitate with
 - Confirmation that assessors have applied fair and consistent assessment practice when marking and grading learner's assessment evidence.
 - Review the internal verification report in the context of above, specifically that the IV process has been undertaken a thorough administrative check against the sample chosen.
 - Professional and ethical moderation of assessment results
 - Where necessary and appropriate, meet with appropriate teaching staff.
 - Identify any issues/irregularities in relation to the assessing of assessment process.
 - Recommend results for approval/change.
 - Producing an external authentication report.
4. Cenit College will ensure that a member of the Examinations Office is appointed to meet with the EA on arrival and be the liaison for the duration of the authentication.
5. Cenit College will make the following documentation must be available to the external authenticator:
 - Relevant award specifications and validated programmes
 - All relevant assessment instruments and appropriate supporting documentation, for example, assessment briefs, examination papers, marking schemes and outline solutions.
 - The assessment plan(s)
 - All learner assessment evidence
 - All learner assessment results recorded on appropriate marking and summary results sheet(s)
 - List of assessors per module/programme
 - Internal verification report
 - Cenit College sampling strategy
6. Cenit College Examinations Office will ensure that the EA has access to the EA section of the selected programmes to be authenticated on our system. The EA will then:
 - Conduct authentication
 - Moderate the assessment results.
 - Prepare the EA report.

External Authentication



Figure 13 External Authentication Process

10.7 Monitoring

This policy will be monitored as part of the annual QA audit.

Monitoring mechanisms include:

The EA report and Any follow up documents or responses by Cenit College.

11 Results Approval Process (RAP)

11.1 Policy Owner

The policy owner is the Academic Committee.

11.2 Purpose

The purpose of this policy is to ensure the Results Approval Process (RAP) has been carried out correctly and that learner results along with the IV and EA report findings, been discussed, approved and signed off by the provider prior to submission to QQI or other awarding bodies.

11.3 Scope

This policy applies to all QQI accredited programmes and programmes accredited by other awarding bodies.

11.4 Policy Statement

Cenit College Results Approval Process ensures that appropriate decisions are taken regarding the outcome of our assessment and authentication processes. This includes considerations given by Cenit College to the internal verification and external authentication processes. Where issues or irregularities have been reported on the EA report, Cenit College will investigate these and take the relevant corrective action. Cenit College coordinate a Results Approval Panel (RAP) upon completion of each IV/EA procedure, the aim of which is to ensure assessment decisions and results are reviewed, approved and processed in a fair, consistent and transparent manner. The RAP will consist of no less than three members.

11.5 Roles and Responsibilities

The role and responsibilities of the Results Approval Panel are as follows:

- Coordinate a meeting to review and approve assessment results.
- Review the reports of the internal verification and external authentication process, with specific consideration given to recommendations documented.
- Ensure that Cenit College quality assuring of assessment procedures have been and continue to be observed.
- Agree on the submission of final results to QQI (and other awarding bodies) so that certification can be requested.
- Ensure corrective action has been/will be taken on any issues arising from feedback from both the IV and EA.

11.6 Process

The RAP process is as follows:

1. A results approval meeting takes place following the External Authentication. The meeting will be attended by a minimum of three individuals. The Training Manager will chair the meeting. Present also will be the Examinations Officer and another person who will be nominated by the Examinations Officer. An agenda will be prepared which will consist of the following:
 - Minutes from the previous meeting
 - Review the reports of the internal verification and external authentication process.
 - Follow up on the implementation of corrective action from the IV and recommendations/feedback from the EA.
 - Seek confirmation that Cenit College assessment procedures are observed.
 - Confidence that the results are fully quality assured by Cenit College.

- Sign off on approval of results, including dates.
 - Ensure the appeals process and procedures are fully in place, should they be required.
 - Approve and file the minutes of the meeting for internal self-monitoring.
2. Minutes of the previous meeting will be read.
 3. The Programme Co-ordinators will prepare a presentation that will consist of the following.
 - a. Examples of good practice as identified by the External Authenticator(s)
 - b. Issues/concerns as identified during the authentication process.
 - c. Areas for improvement(s) as identified by the External Authenticator(s)
 - d. Suggestions for improving Cenit College's assessment-related procedures.
 4. Review relevant documentation presented.
 - a. Internal Verification Report
 - b. External Authentication Report
 - c. The summary of results presented.
 - d. Discussion of the oral presentation made by the Programme co-ordinators.
 5. RAP Decision-making:
 - a. Make decisions regarding the outcome of the assessment, verification and authentication processes that are in line with the requirements of the awarding body and Cenit College
 - b. Reach agreement on responses/actions required to be taken by Cenit College - The RAP should strive to reach agreement by consensus. However, if consensus cannot be reached, the Chairperson will cast the final vote.
 6. The meeting secretary will record the findings and decisions of the RAP in the RAP Report
 7. To conclude the meeting the RAP must.
 - a. Reach agreement to approve and sign-off on results.
 - b. Sign and date the relevant assessment documentation
 - c. Approve the submission to QQI of final results.
 - d. Approve to the issuing of results to learners.
 8. Post Approval,
 - a. Training Manager will remove the assessment documentation and ensure that it is securely retained.
 - b. Contact the relevant staff via by e-mail to communicate the outcomes and decisions of the RAP meeting.
 9. Cenit College must make sure that any recommended changes are updated on the QBS and that the results are available to the learners. These results are provided with regard to Data Protection and other legislation. Learners should be informed of their right to appeal; they have five working days to lodge an appeal.
 10. Certificates will be issued by the awarding body to all learners except those under appeal.
 11. The QA Manager will complete the draft RAP report with decisions reached and recommendations and/or actions agreed and circulate to the RAP for confirmation.
 12. This report is approved and captures the findings, decisions, and recommendations of the panel. These are considered by the Cenit College QA governance groups and actions for improvement and development are then agreed. These will be included in either the Programme Improvement Plan or Quality Improvement Plan.

11.7 Monitoring

This policy will be monitored by the QA manager as part of the annual QA Audit. Monitoring mechanisms include: (i) Minutes from the meeting (ii) Reports.

12 Reasonable Accommodation Policy

12.1 Policy Owner

The policy owner is the Academic Committee.

12.2 Purpose

In accordance with QQI guidelines, Cenit College is committed to the fair and consistent assessment of all their learners. Additionally, the Equality (Miscellaneous Provisions) Act 2015 (which makes amendments to the Equal Status Act 2000 and Equality Act 2004, among others), requires education and training bodies to provide Reasonable Accommodation to meet the needs of a learner who has a disability, or other persons covered by the grounds of equality legislation.

The purpose of this policy is to support learners with disabilities or long-term illness to undertake their programme of study and assessment. This policy will also assist Cenit College in fulfilling its legal obligations in relation to this cohort of learners. This policy does not apply to those learners with a temporary illness or injury. The policy on mitigating circumstances in Section 3 of the Learner Support Policy document (QA 7) will cover these scenarios.

12.3 Scope

This policy applies to all QQI accredited programmes and programmes accredited by other awarding bodies.

12.4 Roles and Responsibilities

The Academic Committee is responsible for approving this policy and ensuring organisation wide compliance. They will be supported by the Quality Committee. The tutors and various divisional managers are also consulted on this policy.

Learner: The learner may inform Cenit College of their need for support at the commencement of their programme of study or is reasonably practical to do so. Learners must inform Cenit College no later than 21 working days prior to their assessment. This will allow reasonable accommodation to be facilitated. The form to use is the *Reasonable Accommodation in Assessment Application form*. This must be presented no later than 21 working days prior to the assessment event application must be in writing using the Reasonable Accommodation in Assessment Application Form.

Learner Support Co-ordinator: The learner support co-ordinator assesses the application for Reasonable Accommodation. He/she must also inform the learner of the outcome of his/her application. If an application is successful, the learner support co-ordinator must work with the tutor (and other relevant persons if required) to accommodate the learner in the learning delivery phase and also for the assessment. This accommodation must adhere to the assessment principles and the standard of knowledge, skill and competence required for certification.

Learner Support Appeals Committee: Decide on the outcome of the learner's appeal where the initial request has been declined for reasonable accommodation.

Tutor: Once an application for Reasonable Accommodation is approved, the tutor together with the learning support co-ordinator (and other relevant persons if required) are required to plan and implement programme delivery for the learner. They must also plan and implement an alternative assessment in order to accommodate the learner while strictly adhering to the assessment principles and to the standard of knowledge, skill and competence required for certification.

Programme co-ordinator: Where the learner develops a need for support during the programme, they should contact either the tutor or programme coordinator, who will inform the learner support co-ordinator.

12.5 Policy Statement

Cenit College will provide reasonable accommodation to support the needs of the learners with disabilities, learning difficulties or long-term illness in so far as it reasonably practical to do so. Applicants with any disability or additional needs requiring special assistance by the College, should firstly meet the minimum academic entrance requirements or equivalent for the programme for which they are applying. In approving or considering reasonable accommodation Cenit College will ensure the integrity of the assessment is not at risk and will ensure there is fairness to all learners.

Our training centre in Naas has two lifts, and the most updated range of accommodation for physically disabled learners. The building was awarded the Disabled Access Certificate (DAC), to comply with Building Regulations (Part M), issued by the Building Control Authority.

Where the professional expertise to deal with the specific learning need or disability is not available within Cenit College, the college will endeavour in so far as is practical and possible to seek outside assistance from organisations who are appropriately equipped (e.g. National Learning Network, Dyslexia Association of Ireland etc.).

Reasonable accommodation in assessment by Cenit College includes:

- Rest Periods
- Scribes/Readers
- Additional time
- Grammar or Spelling waiver
- Modification of the assessments/assignment papers (i.e. special printing requirements)

12.6 Definitions

Reasonable Accommodation: According to 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”.

Disability: According to the Equal Status Acts 200-2004 disability means the following:

- a) the total or partial absence of a person’s bodily or mental functions, including the absence of a part of a person’s body.
- b) the presence in the body of organisms causing, or likely to cause, chronic disease or illness.
- c) the malfunction, malformation, or disfigurement of a part of a person’s body
- d) a condition or malfunction which results in a person learning differently from a person without the condition or malfunction; or
- e) a condition, disease or illness which affects a person’s thought processes, perception of reality, emotions or judgement or which results in disturbed behaviour.

Regarding reasonable accommodation the disability or illness must be long term and substantial. This means that it is likely to be lasting more than a year and will result in substantial impairment and not minor. A substantial restriction or impairment is permanent or likely to result in the permanent restriction to communications, learning or mobility or a disorder of the cognitive processes. The person is likely to need continual support as a result.

12.7 Procedure for requesting reasonable accommodation.

The procedure for requesting reasonable accommodation is as follows:

1. Learners are encouraged to complete the *reasonable accommodation in assessment application form* on registration and email it to learnersupports@cenitcollege.ie
2. Cenit College learner support office will contact the student asking them to provide medical evidence of their need for support (if this has not already been provided). This must be verified by the appropriate health professional.

Examples of relevant evidence/documentation necessary for application for reasonable accommodation include but are not limited to:

- Medical Report
- Educational Psychologist Report
- Occupational Therapist Report
- Guidance Counsellor Report

Examples of relevant evidence/documentation which do not qualify for reasonable accommodation application include but not limited to:

- Literacy ability
- Injuries/disabilities that do not have an impact on the learner's ability to demonstrate the required standard of knowledge skill and competence.

3. Once the professional verification is received, the learner support co-ordinator will consider the request. There may be a need for a member of Cenit College to contact the learner and arrange a meeting (online or in person) to discuss in more detail the supports required. The outcome of this meeting will be a *Reasonable Accommodation Needs Assessment Report*.

The needs assessment will address the following areas.

- Nature of disability or condition, to include impact on education, severity, hospital admissions etc.
 - Treatment: any medication they are taking, outpatients' appointments, physiotherapy
 - Previous support: what arrangements were made at secondary school, or on other programmes of study (if any)
 - Current difficulties: what difficulties does the learner anticipate they may have with their programme of study.
 - Access to equipment and IT facilities
 - Appropriate academic and disability support. These might include, for example, accessible class venues, reasonable accommodation during the course delivery phase and reasonable accommodation for assessments.
4. Learner Support will consider the recommendations identified in the Needs Assessment Report, including the feasibility of accommodating the learner for that support.
 5. The outcome of the request for reasonable accommodation is communicated in writing by Learner Support to the learner using Part B of the reasonable accommodation form.
 6. Learner Support will notify both the tutors and the programme lead of the support required using the Learner Reasonable Accommodation Support report.
 7. Learners who are refused reasonable accommodation can appeal the decision.

12.8 Relevant Evidence/Documentation to support reasonable accommodation.

Examples of relevant evidence/documentation needed to support the application for reasonable accommodation in assessment include but are not limited to:

- Medical Report
- Educational Psychologist Report
- Occupational Therapist Report
- Guidance Counsellor Report

Examples of relevant evidence/documentation which do not qualify for application for reasonable accommodation in assessment application include:

- Literacy ability
- Injuries/disabilities that do not have an impact on the learner's ability to demonstrate the required standard of knowledge skill and competence.

12.9 Appeals

Where a learner has been refused reasonable accommodation, they have a right to appeal. The appeals process is as follows:

1. Appeals should be submitted to the Training Manager using the Appeals form, within 5 working days from the decision being made. The appeal submission should include:
 - a. A completed appeals application form (Appeals Form)
 - b. Verifiable evidence which addresses the appeal criteria
 - c. A fee of €50. In the event of a successful appeal, the fee will be refunded.
2. The Training Manager assesses the application for appeal to establish if it is complete and meets the grounds for an appeal. The learner will be notified if there are grounds for appeal or not.
3. Where the appeal is considered valid the appeal will be heard by the Appeals Committee. It is at the Chairperson of the Appeals Committee discretion, for learners to be in attendance. See QA1 Governance and Management Structures (Section 1.6.7) for details of the membership, roles, and responsibilities of the Appeals Committee.
4. The appeal will be considered impartially, (i.e. those reviewing the appeal will not have been directly involved in the original decision) and based on the written submission of the appellant.
5. The outcome of an appeal should be communicated in writing to an applicant within 15 working days from the date that the appeal was made unless exceptional circumstances arise.
6. A record will be maintained of the appeal which details, the decision, the rationale for that decision and any supporting evidence.
7. The outcome of the appeal is reported to the Academic Committee.
8. The appellant may communicate dissatisfaction with an outcome to the Managing Director whereupon any communication from the Managing Director is final.

12.10 Monitoring of this Policy

This policy will be monitored and evaluated by the Quality Assurance Manager and Academic Committee in accordance with our Policy on Ongoing review and update on QA documents.

At each programme board meeting there will be a review of reasonable accommodation requests and feedback from those who have been granted reasonable accommodation.

Monitoring mechanisms include:

- Reasonable Accommodation Application form
- Appeals form.
- Needs Assessment and Programme Feedback forms.

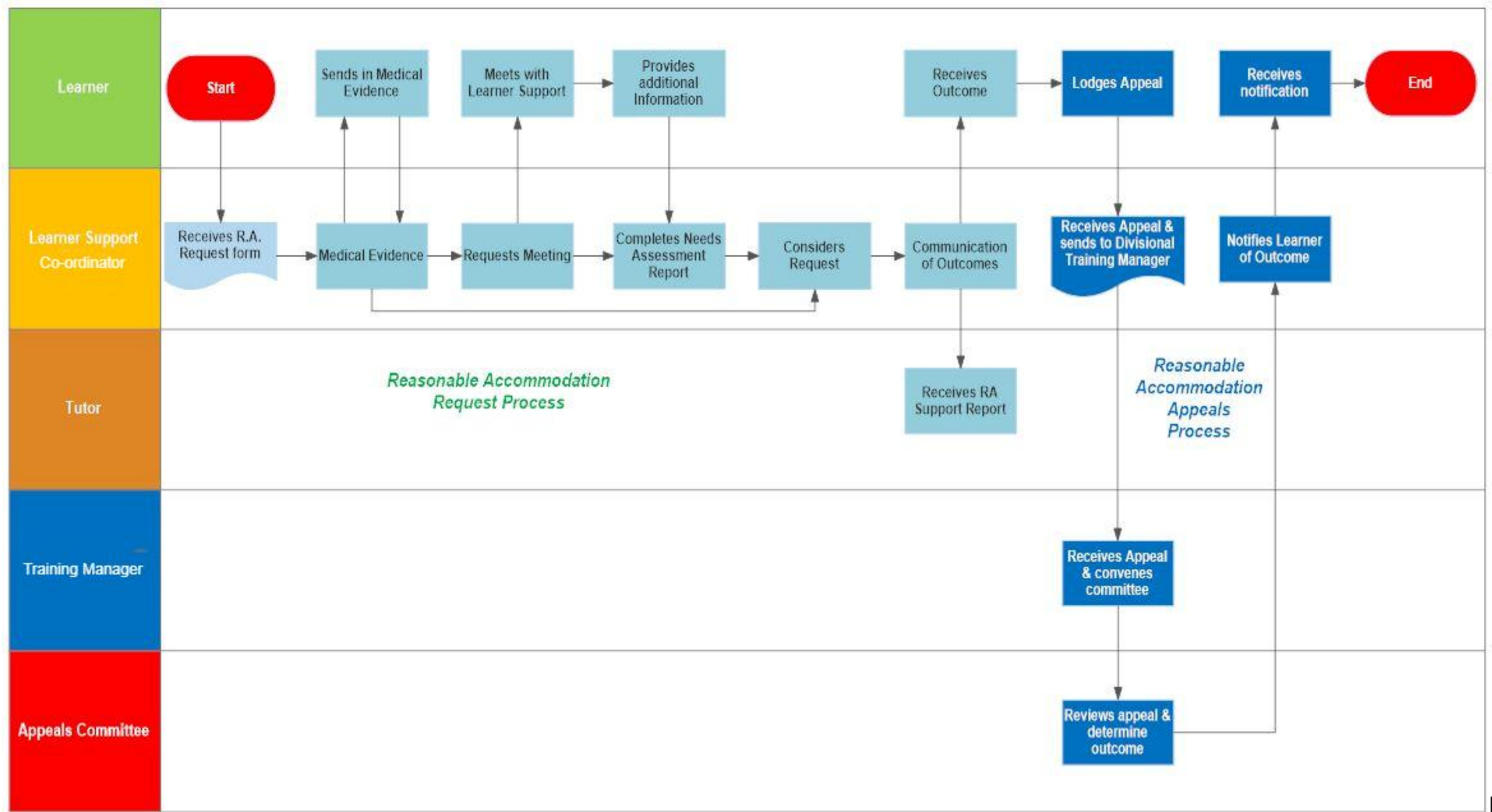


Figure 14 Reasonable Accommodation Process

13 Assessment Malpractice

13.1 Policy Owner

The policy owner is the Academic Committee.

13.2 Purpose

The purpose of this policy is to ensure academic integrity is maintained throughout the assessment process. This policy specifically focuses on issue of malpractice such as inappropriate behaviour and plagiarism.

13.3 Scope

This policy applies to all QQI accredited programmes and programmes accredited by other awarding bodies.

13.4 Policy Statement

Cenit College is committed to supporting a culture of academic integrity including that of assessments. The college expects honesty to be enshrined in all its assessment processes by its staff and its learners. Assessment malpractice is where any practise during the assessment process undermines this academic honesty and results in unfairness in assessment. Examples of malpractice include:

- Inappropriate behaviour
- Plagiarism

13.4.1 Inappropriate Behaviour

Examples of inappropriate behaviour include (but not limited to) the following:

- Submission of work that is not the learner's own work. This includes the procurement from other sources.
- Interfering in any way with another learner's assessment materials or work. This includes destroying any body of work either the learners own or that of another learner.
- Sitting an assessment or producing work using another person's identity.
- Falsifying results
- Falsifying data collection methods where relevant
- Disruptive or violent behaviour
- Removing the assessment materials from the location without approval
- Assisting other learners during the assessment
- Use of unauthorised electronic devices or other unauthorised materials/equipment
- During an examination, any means of communication with other learners (i.e. talking, gestures, notes etc.)

13.4.2 Plagiarism

Plagiarism is a form of cheating. It arises where work submitted by a learner is not their own work and has been taken from another source. The original material has not been correctly referenced or has been paraphrased. Thus, the assessor is not aware that the work is not that of the learner. Plagiarism can occur from the following:

- Copying and pasting from the internet either in part or an entire document with acknowledging the original source
- Copying from another source either in part or an entire document with acknowledging the original source (books, journal, or other printed source)

- Copying from multiple sources that make up the entire body of the learner's work.
- Procurement of a body of work from a learner's use (i.e. essay banks on the internet or paying someone to write or do the assessment on the learner's behalf)
- Submitting another learner's work without their prior knowledge

There are ways that a learner can prevent plagiarism:

1. Where learners paraphrase or directly quote from another source in an assessment, they should reference this source correctly. The original work should be cited both in the text (following the quoted or paraphrased material) and in a reference list at the end of the work.
2. When learners are studying and taking notes, they should record where notes or quotes are taken from so, they can be referenced later, if so required.
3. If information is sourced from online sources, keep track of the source of the information so that it can be fully acknowledged.

Cenit College requires learners to sign a declaration stating the assessment work is their own prior to submitting that work. This is for both classroom and online based assessments.

Evidence of assessment reliability against plagiarism is carried out using the Cenit College plagiarism software. Information for learners on how to use the plagiarism software is contained on the Learner Support Hub. Information for Tutors on how to use the plagiarism software is contained on the Tutor Hub.

13.5 Procedure for Investigating Assessment Malpractice

1. Where any suspicion of malpractice exists the tutor or relevant staff member must notify the Examinations Office immediately.
2. During an examination, the alleged malpractice should be noted on the invigilators report and reference the **Assessment malpractice report**.
3. For online assessments or other classroom-based assessments the **Assessment malpractice report** form is prepared noting the incident, the parties involved, the date, assessment. Any evidence is noted or attached to the report. This report is submitted to the Examinations Office within 5 working days of the incident occurring.
4. The Examinations Officer will carry out the initial investigation based on the evidence that has been submitted. The officer may call upon the tutor; invigilator or programme lead for guidance or verification. An **Assessment malpractice investigators report** form will be completed by the investigator and sent to the training manager when completed. If it is deemed by the investigating officer that there is no case of malpractice, then the case is closed, and no formal records are retained. The person reporting the malpractice will be notified. Cenit College endeavour to complete the investigation as quickly as possible to ensure the learner is not unfairly impacted by time lags.
5. If it is deemed that there is a case of malpractice, then a disciplinary committee meeting will be scheduled by the examination officer. The learner is invited to attend this committee meeting in person, if they cannot attend in person this will be facilitated by mutual agreement using other mediums. During this meeting the learner may be examined orally on their work or /and may be asked to produce documentation to support their research. For Online programmes, this meeting can be conducted via online meeting mediums.
6. A formal record of this meeting is maintained. This is called the **Assessment malpractice disciplinary report** form, and this sent to the Results Approval Panel, the learner and training manager.

7. The learner is notified of the outcome of the disciplinary committee meeting within 5 working days and the penalty that has been imposed. This penalty is based on whether it is the learner's first, second or third offence for malpractice and the extent of the offence and weighting of the assessment.
8. The learner can appeal the disciplinary committee's decision within 5 working days of receipt of that decision, should there be grounds to do so.

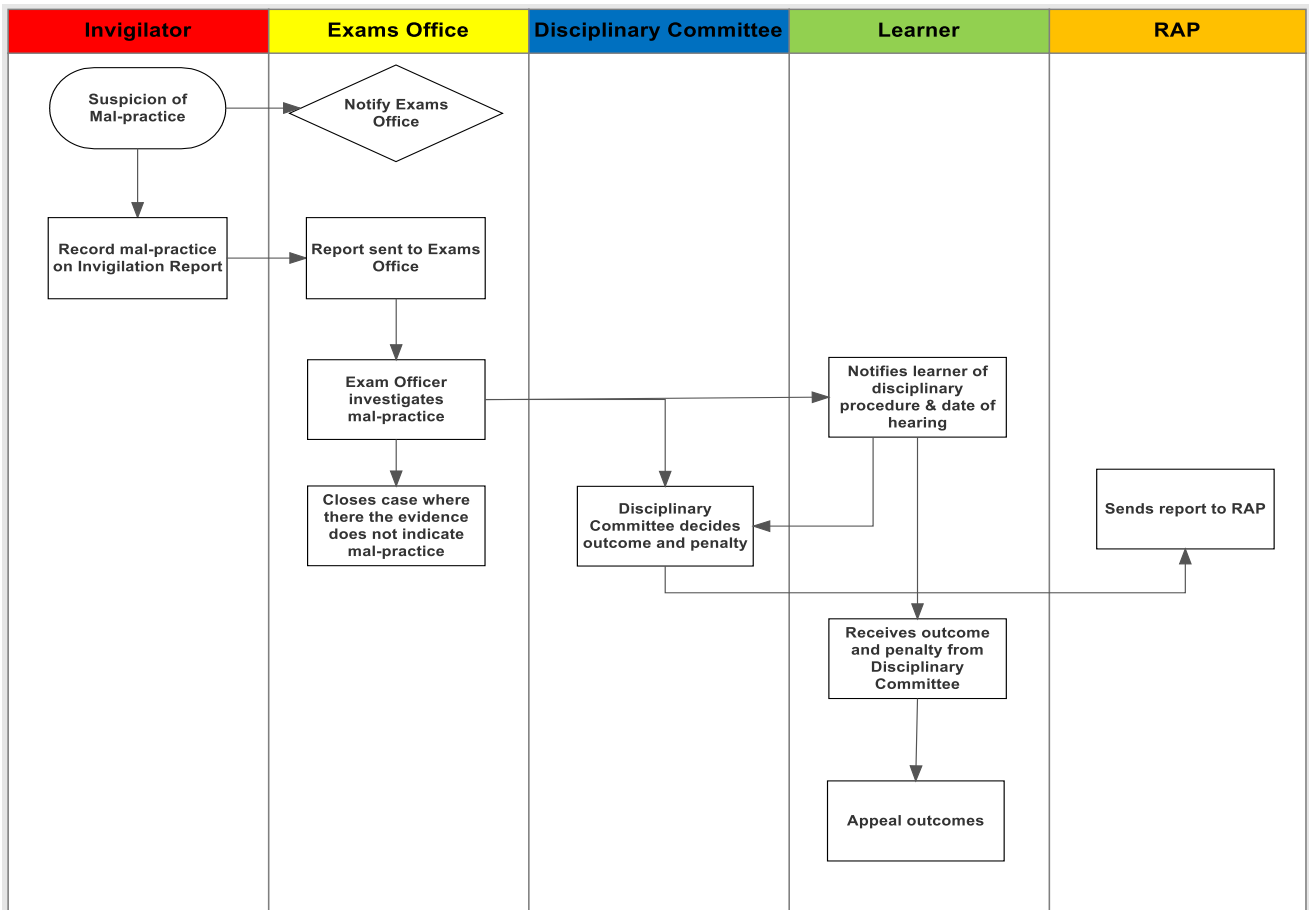


Figure 15 Assessment Malpractice procedure

13.6 Assessment Malpractice Appeals

The learner has the right to appeal the decision of the Assessment Malpractice process. The procedure is as follows:

1. Appeals should be submitted to the Examination Officer using the Appeals form, within 5 working days. The appeal submission should include:
 - A completed appeals application form (*Appeals Form*)
 - Verifiable evidence which addresses the appeal criteria
 - A fee of €50. In the event of a successful appeal, the fee will be refunded.
2. The Examinations Officer assesses the application for appeal to establish if it is complete and meets the grounds for an appeal. The learner will be notified if there are grounds for appeal or not within 5 working days.
3. Where the appeal is considered valid the appeal will be heard by the Appeals Committee. It is at the Chairperson of the Appeals Committee discretion, for learners to be in attendance. See

QA1 Governance and Management Structures (Section 1.6.7) for details of the membership, roles, and responsibilities of the Appeals Committee.

4. The appeal will be considered impartially, (i.e. those reviewing the appeal will not have been directly involved in the original decision) and based on the written submission of the appellant.
5. The outcome of an appeal should be communicated in writing to an applicant within 15 working days from the date of the appeal was made unless exceptional circumstances arise.
6. A record will be maintained of the appeal which details, the decision, the rationale for that decision and any supporting evidence.
7. The outcome of the appeal is reported to Academic Committee.
8. The applicant may communicate dissatisfaction with an outcome to the Managing Director whereupon any communication from the Managing Director is final.

13.7 Monitoring

This policy will be monitored by the QA Manager through the annual QA audit.

Monitoring mechanisms include:

- Assessment Malpractice report
- Assessment Malpractice invigilators report
- Appeals form and
- Assessment Malpractice disciplinary report
- Reports from evidence of Plagiarism

14 Benchmarking

14.1 Policy Owner

The policy owner is the Academic Committee.

14.2 Purpose

Various awarding bodies require that providers compare their performance and offerings with other providers of education and training programme on courses, learner performance, learner outcomes, graduate outcomes, and teaching. This policy aims to ensure that Cenit College implements a practical approach to benchmarking activities that address these areas and allow for continuous improvement.

14.3 Scope

This policy applies to all QQI accredited programmes and programmes accredited by other awarding bodies.

14.4 Policy Statement

Cenit College understands that benchmarking in the context of quality assurance is a useful technique to evaluate performance by comparing institutional practices with identified good practices across the sector. Cenit College endeavours to conduct both internal and external benchmarking and for all delivery modes. Cenit College's principals of benchmarking are as follows:

- Benchmarking projects undertaken at Cenit College:
 - support the organisations mission, goals, and strategic priorities.
 - should be balanced in terms of the value received compared to costs involved in undertaking the projects.
 - have the approval of the Board of Management and Academic Committee
- Benchmarking can be conducted internally where applicable between same modules and programmes taught multiple times during the year and from one year to another.
- Benchmarking is also to be carried out externally through partnerships with other institutions and reference to publicly available information.
- Benchmarking is done for both quantitative (e.g. attrition rates) as well as qualitative (e.g. course entry requirements) data.
- Cenit Colleges benchmarking processes follow the Plan, Implement, Review, and Improve (PIRI) system.

14.5 Roles and Responsibilities

The role and responsibilities with regard to Benchmarking are as follows:

Academic Committee: Approve benchmarking projects.

Board of Management: Approve benchmarking projects.

Quality Assurance Manager: Monitor this policy through the annual audit and monitor the quality of benchmarking projects.

Training Manager: Managers together with the programme co-ordinators, the training manager will carry out internal benchmarking on learner start and completion rates, results and outcomes, progression, attendance, learner satisfaction, teaching quality.

Learner Support Co-ordinator: Will carry out benchmarking based on the learner supports offered between modules/programmes of a similar nature, the number of supports and the outcomes of that support. Varying types of support offered for the same cause will be benchmarked for comparison of effectiveness.

14.6 External Benchmarking

Cenit College carries out external benchmarking to compare varying aspects of their operations with other similar providers. This will inform the quality of Cenit’s operations and internal improvements that need to be made. Benchmarking is carried out for all delivery modes.

External benchmarking activities are undertaken at Cenit College fulfil its quality assurance goals and maintain continuous improvement include benchmarking, peer review and monitoring.

The following table describes the benchmarking focus areas in Cenit College:

New Programme Development	Programme Review	Learner Performance	Teaching
<ul style="list-style-type: none"> • Course Design (credits, study mode, course learning outcomes) • Admissions criteria • Module Content • Module learning outcomes. • Assessment tasks 	<ul style="list-style-type: none"> • Module content • Module learning outcomes. • Assessment tasks • Admission criteria • Student performance • Progression • Completion rates 	<ul style="list-style-type: none"> • Attrition and retention rates • Progress rates • Completion rates • Grade distributions • Academic Integrity • Learner satisfaction 	<ul style="list-style-type: none"> • Staff to student ratios • Staff qualifications and experience • Staff and Learner satisfaction

The types of benchmarking carried out by Cenit College are as follows:

Internal Desktop Review	External	Providers
<ul style="list-style-type: none"> • Admission criteria • Learner analyses by module/programme • Course performance outcomes Learner Performance outcomes • Teaching resources 	<p>Cenit College conducts external benchmarking with our awarding bodies. This is based on awarding body data being available for the module/programme.</p>	<ul style="list-style-type: none"> • Through our provision of QQI and other awarding programmes as a second provider, we are part of the first provider benchmarking process. • Cenit is in the process of establishing provider benchmarking partners.

14.7 Review and Implementing Outcomes

Cenit College benchmarking outcomes are contained in the reports of the various committees and departments.

The following steps are recommended actions to be taken once benchmarking information has been collected:

- Identify areas of good practice and those that require attention.

- Analyse reasons for any variation or commonality and address underlying reasons.
- Formulate improvement strategies.
- Report results and actions taken to appropriate committee including the Academic Committee as part of the programme review processes.
- Review the outcomes of improvement strategies.

14.8 Monitoring

This policy will be monitored for effectiveness by the QA Manager as part of the annual QA audit.

Monitoring mechanisms include:

- Benchmarking reports contained in the various committee and department reports.
- Benchmarking project report (for non-routine benchmarking undertakings)
- Implementation/improvement plans.

15 Version Control

Version	Date	Description	Originator	Approved by
1	20/01/2022	Approval of Policy	QA	Academic Committee
2	21/11/2023	<ul style="list-style-type: none"> • Changed the Policy Statement for more clarity. 13.8 eliminated the line “English not being the learners first language.” • Process- changed form name to refer to newly created form. • 13.4 Reasonable Accommodation. Learner: Replaced “required” with “may.” • 9.7 Inserted 9.7 Sampling Strategy • 1.11 Reasonable Accommodation. Inserted the following line for appeals. • Where a learner has been refused reasonable accommodation, they have a right to appeal. This must be submitted on the appeals form. See QA 6 Assessment Section 13.9. • Assessment Malpractice section 14.6 – inserted information regarding the appeals process • Removed Proctoring Policy and created a standalone document. • Section 1.10.11 Changed the Title of Review, Recheck and Remark to Recheck and Review. • 1.10.11 Recheck and Review: Defined the durations in terms of working days. • 1.10.11 Recheck and Review: Adjusted the wording of the last paragraph for clarity. • Added a distinct process for Review. • Moved 1.10.11 Learner Appeals to 1.10.12 so it appears after Recheck and Review. Thus, Recheck and Review becomes 1.10.11. Changed the Appeals to stage 11 and Recheck and Review to 12 • 1.10.10 Recheck and Review: Defined the durations in terms of working hours. • 1.10.12 Stage 11 Appeals Process – defined the period as 10 working 	QA	Academic Committee

		<p>days. Added narrative to the appeals process to support the diagram.</p> <ul style="list-style-type: none"> • 13.7 Point 1 – used the word ‘encouraged’ in the first line. Changed the timeline to 20 working days. • 13.8 Delete English not their first language from • 10.1.1 Updated (3) marking scheme. • Changed (4) to Devising Assessments and Inserted Providing Outline Solutions procedures. • 13.9 p.64 Updated the Reasonable Accommodation appeals process. • 14.6 p.67 Updated the Assessment Malpractice appeals process. • 1.10.1 Panning and Development of Assessments. Updated the opening section. • Updated Figure 2 The Assessment Process to amalgamate Recheck, Review and Appeal into Stage 10 • Section 13.4.2: Inserted the following: Evidence of assessment reliability against plagiarism is carried out using the Cenit College plagiarism software. See the Blended Learning Manual for details on the software used. • Added section below this on how to prevent plagiarism. 		
3	28/03/2024	QOI Approval	QA	Academic Committee
3	18/03/2026	Policy review, no changes required	HoQ	Academic Committee