

Cork ETB Assessment Handbook for Learners



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Bord Oideachais agus
Oiliúna Chorcaí

*Cork Education and
Training Board*

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Foreword

Welcome to the Cork ETB Assessment Handbook for Learners.

This handbook has been developed in line with the vision for Cork Education and Training Board (CETB):

Cork Education and Training Board is a driving force of education and training in Cork, providing high quality services which are innovative, responsive and inclusive. Through Cork ETB there is a pathway for every learner.

We strive to provide high quality services and are developing Quality Assurance policies and procedures as required by Qualifications and Quality Ireland (QQI) to ensure that these high standards are maintained across our service. The development of these assessment procedures is just the first step in developing the Cork ETB QA Procedures.

The purpose of this handbook is to:

- Ensure fair and consistent assessment of learners across Cork ETB Centres
- Provide the information about assessment that learners need to know in one document

The procedures outlined in this handbook resulted from widespread consultation with our learners and staff to establish best practice and to ensure fairness and consistency in assessments across Cork ETB Further Education and Training centres.

These procedures apply to all Cork ETB Further Education and Training provision whether accredited or unaccredited. Much of our provision is accredited by QQI but these procedures also apply to non-QQI Accredited provision. However, where there is a difference in procedures the procedures of the other awarding body take precedence.

We hope you find the information in this handbook useful and informative and wish you every success in your studies.

Beir bua agus beannacht,



Mr Timothy Owens, Chief Executive



Introduction

Cork ETB's Policy on the Assessment of Learners aims to ensure that there is fair and consistent assessment of learning in all Cork ETB colleges and centres and in all further education and training activities funded by Cork ETB.

The following principles underpin Cork ETBs policies and procedures in relation to assessment:

1. Validity – assessments will be fit for purpose and will measure what they are intended to measure
2. Reliability – assessments will be accurate and consistent over time.
3. Fair – assessments must be accessible to and provide equal opportunity for all learners who are potentially able to meet the standard required, using reasonable accommodations where appropriate
4. Transparency - ensuring clarity and understanding by all
5. Quality – ensuring reliability, fairness and adherence to the standards and agreed procedures.

This document summarises the CETB Assessment policies and procedures for learners. The full documents are available on the CETB website: www.corketb.ie

Information for Learners

What assessment information should I receive as a learner?

Before starting a course, you should have the following information which is usually available on the CETB or centre website or in brochures or flyers:

- Course title and the award that the course is leading to, if any e.g. Community Services leading to QQI Level 5 Community Health Services 5M4468
- The name of the awarding body, e.g. QQI, City & Guilds etc.
- Whether the award is recognised in the National Framework of Qualifications.
- The structure of the award
 - Whether it is a major, minor, supplemental or special purpose award
 - The components and their value
- Fees

When you start the course, you should have the following information:

- An assessment plan with provisional dates outlining the assessments required and the assessment techniques that will be used (within the first four weeks of the course). This plan may be in a paper or an electronic format. In centres with continuous enrolment, individual learning plans are prepared.
- How assessments are graded
- The learning outcomes
- Where to find out about the specification for the award you are studying.

When you are given an assessment, you should be given the following information:

- A brief or an examination paper outlining what you are required to do for the assessment, how marks are allocated and the duration or deadline for the assessment.

Where can I find out more information about QQI awards?

The specifications for all QQI awards are available on the QQI website: www.qqi.ie under Awards Information. You can search by the name of the award, the award code and the level of the award.

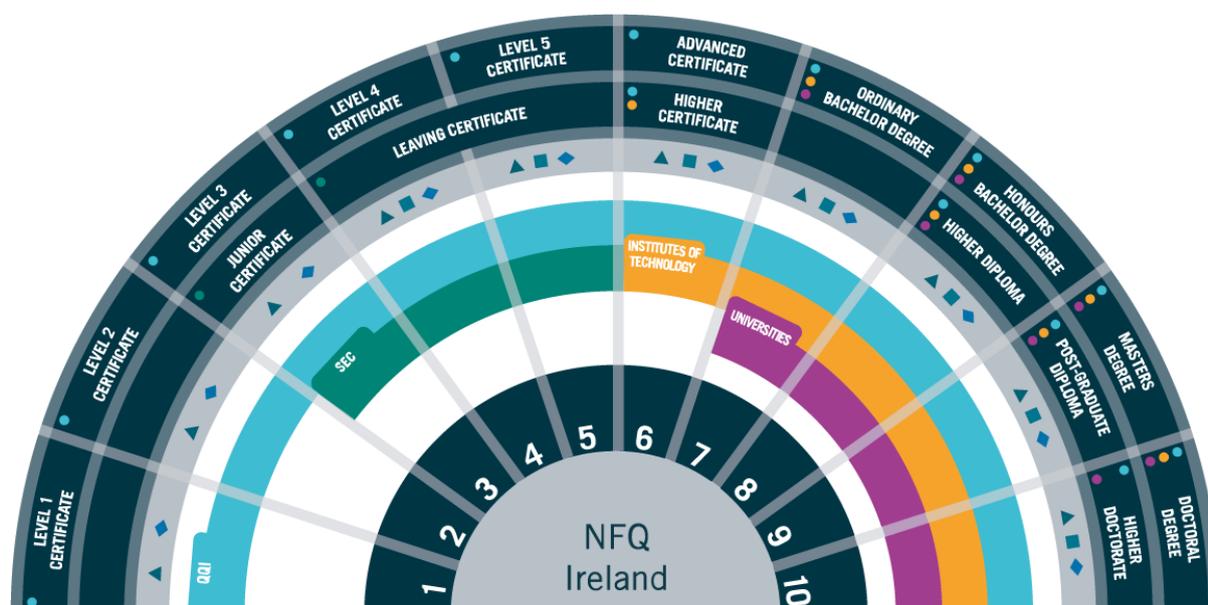
What is the National Framework of Qualifications?

The National Framework of Qualifications (NFQ) is a framework that describes the qualifications in the Irish education and training system and how they interlink.

The many different types and sizes of qualifications included in the NFQ, are organised based on their level of knowledge, skill and competence. The frameworks describe what learners should know, understand and be able to do on the basis of a given qualification. It also shows how learners can move from one qualification, or qualification level, to another within a system.

The NFQ can help you make informed choices about your education and training and identifying the progression routes and career options available.

Qualifications in the NFQ are recognised nationally and internationally. For further information see www.nfq.ie.



What is my responsibility as a learner in relation to assessment?

Learners participating in accredited courses are expected to sign a [Learner Assessment Contract](#) agreeing to the following:

- I will attend and participate in all classes as required
- It is my responsibility to get any information that I have missed through non-attendance
- I will submit assessments on time and in the format requested
- I will bring my support needs to the attention of the centre in a timely manner
- I will prepare for and participate fully in assessments
- I will take responsibility for ensuring that I have received all assessment information
- I will familiarise myself with and adhere to CETB Assessment Procedures and regulations
- I will arrive on time for examinations
- I will submit my own original work, correctly reference any quotations and not plagiarise anyone's work
- I will attend feedback sessions and request additional feedback if required
- I will keep copies of all my assessment materials where possible
- I will review my progress to get the most from my class

If you are under 18 years of age on commencement of the course you parent will be asked to sign this contract also. This contract will be retained in your file in accordance with CETB Records Retention Schedule.

Assessment

What is Assessment?

Assessment is the process by which learner achievement is measured in relation to standards of knowledge, skills and competence. This process enables successful learners to receive an award.

In relation to QQI Awards there are six categories of assessment techniques:

1. Assignment
2. Project
3. Portfolio
4. Skills Demonstration
5. Examination
6. Learner Record

How is my learning assessed?

Further Education and Training awards are assessed by criterion reference, which means that learning is assessed against a set of criteria to be achieved. The driving test is a good example of a criterion-referenced assessment. The standards of knowledge, skill and competence are specified in the Award Specification and learners either reach the standard or fail to do so.

How can Cork ETB ensure that my work is being assessed fairly?

Cork ETB has quality assurance policies and procedures in place to ensure that learners are assessed fairly and consistently.

Following assessment in your centre the assessments go through an internal verification process on a sample basis to ensure that assessment procedures were followed correctly and that evidence is provided. The Quality Assurance Office will appoint an External Authenticator to moderate the results on a sampling basis. A Results Approval Panel approves the result(s) and certification

is requested. Learners have an opportunity to appeal their results if they wish.

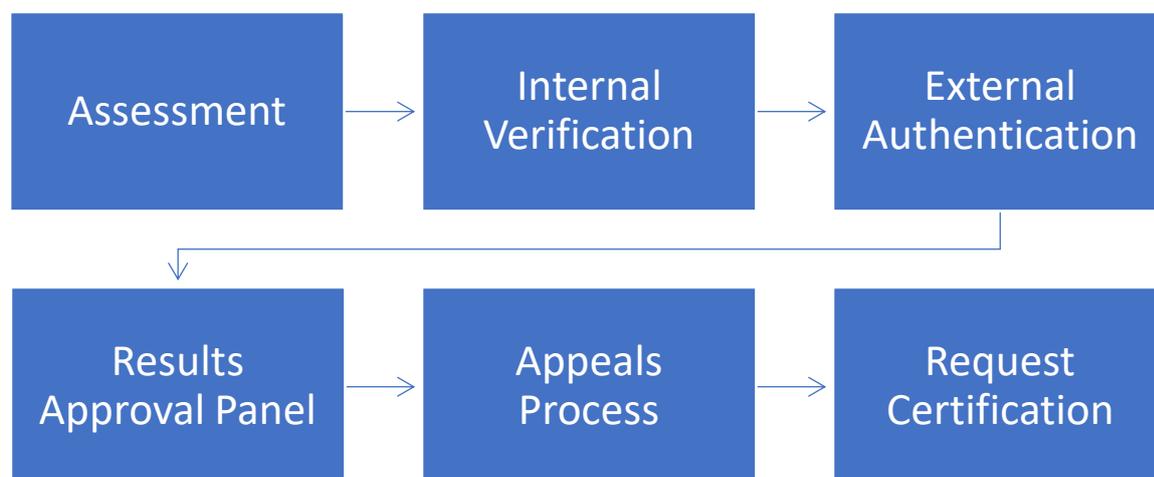


Figure 1 Cork ETB Assessment Process

What is an Integrated Assessment?

An integrated assessment is a combined assessment that assesses the requirements from two or more outcomes or components in one task.

What is a brief?

A Brief is a set of written instructions outlining what the learner is required to do for the assessment. It should outline the evidence expected, how the assessment will be marked and the deadline for completion. You should receive a brief for every assignment, project, portfolio, skills demonstration or learner record you are asked to complete.

Submitting Assessments

How do I submit an assessment?

A brief also doubles up as a cover sheet¹ for handing up the assessment to your assessor. Learners must sign to confirm that you have been provided with this assessment information and confirming that the work is your own original work.

When you hand up your assessment to your assessor you also need to sign an Assessment Submissions Sheet². This is very important as it is proof that you have submitted your assignment.

If you are submitting online through a virtual learning environment e.g. Moodle, there is no need for this paperwork as there will be a record of when you submitted the assessment.

Learners are advised to keep copies of all assessments submitted.

How can I ensure that my assessment is referenced correctly?

It is very important that learners acknowledge and give credit for any information that they are using in an assessment, whether it is from a book, journal, website etc. Cork ETB Centres use the Harvard Referencing System. Guidelines for learners are outlined in [Appendix 2 Referencing Guidelines for Learners](#).

Passing the work of another person off as your own, whether intentional or accidental, is plagiarism and is considered assessment malpractice and penalties are imposed. See the section in this document on assessment malpractice.

What happens if I am late submitting my assessment?

Cork ETB operates a strict deadline policy for the submission of assessment material, unless there are proven extenuating circumstances. However, in order to give a chance to learners who have missed a deadline and do not have proven extenuating circumstances, Cork ETB facilitates late submission up to two weeks after the due date. In order to be fair to learners who submit on time penalties

¹ Some centres use a Booklet with cover sheets for submitting assessments. If applicable you will be given information on this during your induction.

² Some centres use a PAT booklet for submitting assessments. If applicable you will be given information on this during induction.

are imposed for late submission of assessments at levels 4, 5 and 6 as follows:

Lateness	Penalty	Instruction for assessor
Up to 7 calendar days late	10%	Multiply total mark by 90%
8 – 14 calendar days late	20%	Multiply total mark by 80%

Assessments submitted more than 14 days after the deadline will not be accepted, unless there are proven extenuating circumstances.

Extenuating Circumstances

What if I have a valid reason for submitting an assessment late?

If there is a valid reason for submitting an assessment late, learners can apply to defer an assessment or get an extension to a deadline due to extenuating circumstances.

What are extenuating circumstances?

Extenuating circumstances are exceptional circumstances that temporarily prevent a learner from completing or seriously impair their performance in an assessment activity. The extenuating circumstances must be:

1. Unexpected
2. Beyond the learner's control
3. Have a significant impact on an assessment performance

A serious illness or a family bereavement could be considered as extenuating circumstances but a minor illness or examination nerves would not be considered extenuating circumstances in relation to assessment.

How do I apply to defer an assessment due to extenuating circumstances?

If you wish to apply for an extension to a deadline for an assignment, project, portfolio or learner record or to defer an examination or skills demonstration you need to complete the application form in [Appendix 4: QA 6.7a Application to defer an Assessment Activity due to Extenuating Circumstances](#). This form should be submitted to your Course Coordinator no later than 2 weeks after the date of the assessment activity.

You should provide enough information on your application to allow the coordinator to make a fair decision and should be supported with written evidence e.g. a medical certificate.

Will the information I give be shared with anyone else?

The information on this form will be dealt with in the strictest confidence and CETB Staff will not disclose information in any way beyond what is required to deal with this application.

When will I get a response to my application?

Learners will be informed in writing within two weeks of the Course Coordinator receiving the completed application.

What if I am unhappy with the decision?

Coordinators decide on granting deferrals based on the information provided to make a balanced decision so that learners are not unfairly disadvantaged or given an unfair advantage.

If you are unhappy with their decision you can appeal the decision by writing or emailing the Principal or Centre Manager within one week of being notified about the decision.

Examinations

What are the rules for examinations?

1. Learners are responsible for noting carefully the date, time and location for each exam.
2. Learners are required to be in the examination centre 10 minutes prior to the commencement of the examination.
3. Learners will not be admitted to the examination centre later than 30 minutes after the commencement of the exam.
4. Learner will not be allowed to leave the examination centre until after 30 minutes from the commencement of the exam.
5. Each learner must sign the appropriate sign in sheet for his/her group for each examination.
6. Where the learners are not known to the supervisor, identification is required when signing.
7. No books, notes, or written materials can be taken in to the examination centre.
8. Coats and bags must be left in a designated area of the examination centre and all mobile phones should be switched off, not on silent.
9. Silence must be observed at all times and learners shall not communicate with or aid another learner.
10. Learners should raise their hand to attract the attention of the supervisor.
11. A learner will not be allowed leave and return to the examination centre unless there is a genuine need and they are supervised.
12. A learner must raise their hand when they want to leave the examination centre and their answer books must be collected at their desk. If a learner leaves an examination early, the time is noted on the sign in sheet.
13. Learners must ensure that their name is on every piece of evidence handed up. Where more than one answer book is used the learner must indicate this on both books.
14. At the end of the examination learners must stop writing immediately.
15. Learners cannot remove examination papers or answer books from the Examination centre.
16. Learners must remain seated until all the examination papers have been collected.

17. Where there is a suspicion of assessment malpractice the supervisor will inform the learner that the incident will be reported and the learner will be allowed to continue with the examination. All instances of suspected reported assessment malpractice will be investigated in accordance with **QA 6.10 Assessment Malpractice**.

English is not my first language; can I use a dictionary in the examination?

If English is not your first language you can apply to use a bilingual dictionary in examinations by completing the form in [Appendix 3: QA 6.4.3b Use of Dictionary in Examination Form](#). The form needs to be approved by the Principal or Centre Manager or their nominee.

If approved you need to bring the signed form with your own bilingual dictionary to the examination and show it to the Examination Supervisor. He or she will check the dictionary before the examination to ensure that it is free from notes.

The use of electronic dictionaries, single language dictionaries or a thesaurus is not permitted.

Assessment Malpractice

What is Assessment Malpractice?

Assessment Malpractice is any action or practice that undermines the fairness of an assessment. This action might be deliberate or accidental.

Examples of Learner Assessment Malpractice include (1) plagiarism or (2) inappropriate behaviour.

What is plagiarism?

Learner plagiarism is defined as the practice of learners submitting any work for assessment that is not their own original work. This could be any percentage of work that has not been referenced and has been copied from published work, the internet, other learners' work and/or other sources.

Plagiarism in assessment may include but is not limited to:

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

What is considered inappropriate behaviour in assessments?

Inappropriate behaviour in assessment includes, but is not limited to the following:

- Unauthorised removal of assessment material from the assessment location
- Deliberate damage to or destroying of assessment related materials
- Use of electronic communication device/technology or other unauthorised materials during the assessment

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

What happens if I am suspected of learner assessment malpractice?

If an assessor suspects that the work submitted may not be yours, he or she can ask you for more information regarding the assessment. If he or she is not convinced that the work is yours he or she must report the suspected malpractice to the Principal or Centre Manager.

If an examinations supervisor suspects malpractice they will inform you that they will report the incident and remove any documentation. You will be allowed to continue with the examination and the alleged malpractice will be investigated.

How will suspected learner assessment malpractice be managed?

The Principal or Centre Manager is responsible for managing the investigation.

Learners will be informed if any suspected malpractice is being reported and can give a response or provide further information.

The investigation will be carried out in a discrete and confidential manner except in exceptional circumstances e.g. in a situation where the ETB is obliged by law to report the incident.

At least two Cork ETB staff members, who were not involved with the assessment, will investigate the incident. The investigation should be completed within 20 working days.

The Principal or Centre Manager makes a decision based on the investigation report and notifies the learners of the decision by letter or email and lets them know about any penalties being imposed.

Full details of **QA 6.10 Cork ETB Assessment Malpractice Procedures** are available on the Cork ETB website

What are the penalties for learner assessment malpractice?

Depending on how serious the malpractice is, the following are examples of the penalties that may be applied:

1. A mark of zero is recorded for the assessment item (or part of the assessment item) affected.
2. Learner is required to resubmit/repeat the assessment for a pass mark only (50%).
3. Automatic failure of that component.
4. Temporary or permanent suspension of studies.

What if I am not happy with the decision that has been made?

You can appeal the outcome of the assessment malpractice investigation if:

1. You don't think the correct procedures were followed
2. The procedures did not cover the circumstances
3. New information has become available.

You would need to complete the form in [Appendix 5 QA 6.10.7a Application Form for Appeal of Assessment Malpractice Finding](#).

Reasonable Accommodation

Am I entitled to accommodations in assessment due to a disability or specific learning need?

Yes, Cork ETB centres do all that is reasonable to provide accommodation in examinations and skills demonstrations to enable learners with specific learning needs to demonstrate their level of actual attainment, in as far as is possible, without undermining the validity of the assessment.

Applications for reasonable accommodations can be made on the following five grounds:

- 1) Learning Difficulty
- 2) Hearing Difficulty
- 3) Visual Difficulty
- 4) Physical Difficulty
- 5) Mental Health or Behavioural Difficulty

Further details on the needs and disabilities recognised under these five grounds and the relevant reports required as evidence are listed in [Appendix 6 6.6.a Specific Details of Needs Recognised and the Appropriate Evidence Required](#).

What types of accommodations are available?

The accommodations available depend on the specific disability or learning need. They may include the following:

- Using a word processor or a recording device
- Assistive technology
- A scribe in exceptional cases
- A reader
- A colour identifier
- A waiver from spelling, grammar and punctuation in language subjects
- Additional time
- Enlarged papers
- A personal loop system or Irish sign language interpreter
- A separate examination centre

How do I apply for Reasonable Accommodations in assessments?

To apply for reasonable accommodations in assessment a learner needs to complete the form [***6.6b Application Form for Reasonable Accommodation in Assessment***](#) and attach the appropriate evidence.

All requests for assessment accommodations should be made through the designated staff member in the centre as early as possible in the course but no later than 3 months before the exam dates³ to ensure that the appropriate resources can be put in place.

What evidence is required?

One of following documents must be provided as evidence:

- A. a copy of a report from an appropriate medical consultant or specialist diagnosing the specific need. See [Appendix 6: 6.6.a Specific Details of Needs Recognised and the Appropriate Evidence Required](#) for the specific details of the reports accepted.

OR

- B. evidence of reasonable accommodations previously been granted in State Examinations i.e. in Junior Certificate or Leaving Certificate examinations.

OR

- C. If the learner does not have the relevant report or evidence of previous accommodations then they can get [***6.6b Application Form for Reasonable Accommodation in Assessment***](#) completed by the required medical consultant. Reports will only be accepted from appropriately qualified professionals as outlined in [Appendix 6.6a](#).

OR

³ In the case of applications for reasonable accommodations in examinations based on a temporary specific need e.g. an injury, applications should be made as early as possible. Depending on the accommodations recommended it may not be possible to make arrangements in a short time-frame.

- D. If a learner has difficulty accessing the appropriate professional then their GP may be able to complete the form, if they have documentation from the appropriate specialist/consultant on file confirming the diagnosis. The centre may request a copy of this documentation. Diagnosis made by GPs alone will not be accepted.

What happens next?

Following detailed examination of the application the designated staff member will let you know if accommodations can be provided. They will work with you to identify the most appropriate assessment accommodations that can be reasonably provided. The recommendations are passed on to the person coordinating the assessments and they will put the arrangements in place.

What if I am not happy with the decisions made?

If you are not happy with decisions regarding reasonable accommodations in assessment you should write to the Principal or Centre Manager.

Recognition of Previous Learning

Can I get credit or exemptions for previous certification?

Learners on QQI programmes may be exempt from completing a component because of prior certification achieved. This only applies when you are due to achieve a major or special purpose awards.

Components achieved through exemption will be graded as 'Exempt' on a QQI transcript and will be neutral in the calculation of the grade of the compound award. This means that they won't be considered in determining whether a learner achieves a pass, merit or distinction in the overall award.

Where can I get further information on QQI exemptions?

QQI recognises awards previously awarded by FETAC. Some of these awards are mapped to CAS (Common Award System) components and can be used to claim exemptions. QQI has published lists of these mappings. **See [QHHelp](#), [Providers](#), [Certification Queries](#), [Common Award System \(CAS\)](#)**

Exemptions Where a FETAC component is not mapped to a CAS component, then direct exemption using that FETAC component is not possible.

The QQI website has information on possible exemptions for non-QQI awards here: <http://qsearch.qqi.ie/WebPart/Search?searchtype=exemptions>

How do I apply for an exemption?

A learner cannot apply directly to QQI for an exemption. You should let your assessor know and they will check if you are entitled to an exemption. You will need to provide a copy of your certificate to prove that you have achieved the award. The Cork ETB centre will process the exemption when submitting the final results to QQI.

Can I get credit or exemptions for prior learning?

At present Cork ETB does not have a policy and procedures finalised in relation to Recognition of Prior Learning. We are working on developing procedures for recognising prior learning that might have taken place in the work place for example.

Grading

How are assessments graded?

QQI awards are graded and classified as follows;

Awards at level 1, level 2 and level 3 are classified as **Successful** where a learner has achieved all the outcomes for the award.

Awards at level 4, level 5 and level 6 are classified as **Pass, Merit or Distinction** where a learner has achieved the standards for the award within the grading criteria.

- A **Pass** is a grade awarded to a learner who has attained the minimum standard. To be awarded a pass grade a learner must have achieved a mark of between 50-64%.
- A **Merit** is a grade awarded to a learner who has exceeded the minimum requirements. To be awarded a merit grade a learner must have achieved a mark of between 65-79%.
- A **Distinction** is a grade awarded to a learner who has substantially exceeded the minimum requirements. For a learner to be awarded a distinction he/she is must have achieved a mark of 80% or over.

When a learner has not achieved the minimum standards for an award the grade is recorded as **Referred**.

Feedback on Assessments

Will I get feedback on my assessments?

Assessors continually give feedback to learners in class and through formative assessments. You will receive verbal and written feedback from your assessor. This feedback should be constructive and help learners identify areas for improvement.

If at any stage you would like additional feedback please talk to your assessor.

Repeating Assessments

Can I repeat an assessment?

Yes, learner can apply to repeat an examination in a PLC college and all assessments in other centre only under the following conditions:

- When a learner has failed the overall module (subject) and not just one element of the assessments for that module. For example, if a learner fails an examination but passes the overall module they are not eligible to apply to repeat the examination. Cork ETB cannot accommodate learners who wish to repeat to improve their grade.
- Learner can repeat only once.

Opportunities to repeat an assessment activity are dependent on the nature of the activity and the practical and/or operational issues involved. There are specific constraints on some centres which prevent them from offering repeat opportunities for all assessments.

Is there a cost to repeat an assessment?

In centres where exam fees are payable to QQI there is a fee of €40 for each module.

How do I apply to repeat an assessment?

You need to apply to repeat an examination or assessment by completing the form in [Appendix 9: Application to Repeat an Examination on a PLC Programme](#) in PLC Colleges. In all other centres form [Appendix 10 - Application to Repeat an Assessment](#) should be used.

Please note you can only apply to repeat an assessment if you have failed the overall module. You cannot repeat to improve your grade or if you only fail part of a module.

Appealing Results

Can I appeal my results if I am unhappy with them?

Yes, Cork ETB has an External Appeals Process in place and Learners are entitled to appeal their results awarded for individual awards or components.

How do I appeal my results?

A learner who wishes to make an appeal must complete and submit a Learner Appeals Application Form which is available in [Appendix 8- Learner Appeals Application Form](#). Your centre will notify you of the deadline for appeals but you will have a minimum of 10 working days from receipt of results to return the application form with the appeal fee to the centre. Appeals received after the date given by your centre will not be processed.

Will my appeal be processed before CAO offers are made?

If you have applied through the CAO please submit your appeal as early as possible and tick that you have applied through the CAO on the application form.

The CAO operate to extremely strict timelines, and results that are not communicated to them in time **will not** be included in the point's calculations, and subsequent candidate place offers. In order to ensure benefit from any upgraded results awarded through the External Appeals Process, applications for appeals in these cases must be received from your centre by the CETB Appeals Office **not later than 12:00 midday on Monday 17th June 2019**.

How much does it cost to appeal my results?

A fee of **€40.00** is payable in respect of each module/component being appealed. This fee is refundable in the case of successful appeals. This fee of €40.00 per appeal **must be paid by the learner directly to the centre**. Appeals cannot be processed without the payment of fees.

Who do I contact if I have a query about my appeal?

Learners must communicate directly with the centre and under no circumstances should contact the External Appeals Office.

Glossary

Assignment	<p>An assignment is an exercise carried out in response to a brief with specific guidelines as to what should be included. An assignment is usually of short duration and may be carried out over a specified period of time.</p>
Assessment	<p>The Process by which evidence of performance is collected and compared with the standards of knowledge skill or competence and a judgement made on learner achievement of the standards.</p>
Assessment Criteria	<p>Statements of the standards or broad criteria against which the evidence produced by the learner will be marked/graded.</p>
Assessment Instrument	<p>An assessment instrument is the specific activity/task or question(s) devised by the assessor based on the specified assessment technique.</p>
Assessment Technique	<p>An assessment technique is a valid and reliable way of assessing learner evidence for a particular range of learning outcomes. For QQI assessments the following techniques are used:</p>
Assessment Technique	<p>An assessment technique is a valid and reliable way of assessing learner evidence for a particular range of learning outcomes, e.g. practical skills should be assessment in a practical manner ego by a skills demonstration.</p>
Assessor	<p>The assessor devises assessment instruments/marking schemes and assessment criteria, provides opportunity for learners to generate evidence, judges learner evidence and makes an assessment decision.</p>
Award	<p>That which is conferred, granted or given by an awarding body and which records that a learner has acquired a standard of knowledge, skill or competence.</p>

Award type	Refers to a class of named awards sharing common features and level. These include major, minor, special purpose and supplemental award types. Different award types reflect different purposes of award and allow for the recognition of all learning achievement.
Awarding Body	means a body which makes an award e.g. QQI or City & Guilds
Competence	One of the framework strands (outcomes of knowledge, skill and competence). It refers to the Process of governing the application of knowledge to a set of tasks that is typically acquired by practice and reflection. It is the effective and creative demonstration and deployment of knowledge and skill in human situations. Such situations could comprise general, social and civic ones as well as specific occupational ones.
Criterion referenced assessment	Criterion-referenced assessment has set criteria to be achieved; meeting/not meeting these criteria, is the most important aspect. The driving test is a good example of a criterion-referenced assessment. The standards of knowledge, skill and competence are specified in the Award Specification and learners reach them or fail to do so. FET awards are criterion referenced.
Examination	An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.
Examination - Aural	An aural examination assesses listening and interpretation skills.
Examination – Interview Style	An interview style examination assesses assessing learning through verbal questioning, one-to-one or in a group.

Examination - Oral	An oral examination assesses the ability to speak effectively in the vernacular or other languages.
Examination - Practical	A practical examination assesses specified practical skills demonstrated in a set period of time under restricted conditions.
Examination - Theory	A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.
External authentication	The means by which learners, providers, assessors and QQI will be independently assured that the application of the provider’s assessment procedures is carried out effectively.
External authenticator	Appointed by providers to provide independent authentication of fair and consistent assessment in line with QQI requirements.
Formative assessment	Formative assessment informs a learner how to improve their learning and is generally carried out in the early stages of, or during, a programme. Formative assessment provides feedback on a learner's work and is not necessarily used for certification purposes. The emphasis in formative assessment is on encouraging more understanding by learners of their respective strengths, weaknesses and gaps in knowledge
Further Education and Training	Education and training other than primary or post primary or higher education and training.
Internal verification	The Process by which learners will be assured that the provider’s assessment procedures are applied in a consistent manner across the provider’s assessment activities.
Knowledge	One of the framework strands (outcomes of knowledge, skill and competence). It is the form of outcome commonly identified with declarative knowledge i.e. the cognitive representation of ideas, events or happenings... It can comprise description, memory, understanding, thinking, analysis, synthesis, debate and research.

Learner	<p>A person who is acquiring or who has acquired knowledge, skill or competence.</p>
Learner Record	<p>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.</p>
Major award	<p>A major award is the principal class of award made at each level. It represents a significant volume of learning outcomes. A major award will prepare learners for employment, participation in society and community and access to higher levels of education and training e.g. Level 5 Certificate in Childcare</p>
Minor award	<p>A minor award is an award that is derived from, and must link to, at least one major award. Minor awards are smaller than their parent major award(s). Achievement of a minor award provides for recognition of learning that has relevance and value in its own right e.g. Word Processing, Safety and Health at Work. In the FET awarding system, they are referred to as components.</p>
National Framework of Qualifications	<p>The single nationally and internationally accepted entity through which all learning achievements may be measured and related to each other in a coherent way and which defines the relationship between all education and training awards. The Framework has 10 levels, reflecting all learning from introductory to doctorate levels.</p>
Outcomes	<p>Identify what the learner is able to do on successful completion of a learning experience.</p>
Portfolio / Collection of Work	<p>A portfolio or collection of work is a collection and/or selection of pieces of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. The collection may be self-generated or may be generated in response to a particular brief or tasks/activities devised by the assessor.</p>

Programme	<p>A programme is a learning experience designed and offered by a provider based on predetermined national standards and leading to a QQI award.</p>
Project	<p>A project is a response to a brief devised by the assessor. A project is usually carried out over an extended period of time. Projects may involve research, require investigation of a topic, issue or problem or may involve process such as a design task, a performance or practical activity or production of an artefact or event.</p>
Provider	<p>An organisation that provides, organises or procures a programme of education and training e.g. Cork Education & Training Board</p>
Provider	<p>A person who, or body which, provides, organises or procures a programme of education and training. E.g. Cork ETB</p>
Quality Assurance	<p>The system(s) put in place by a provider to maintain and improve the quality of its programme(s).</p>
Recognition of Prior Learning (RPL)	<p>Recognition of Prior Learning i.e. recognition of learning that has taken place but not necessarily been assessed or measured prior to entering a programme. Such prior learning may have been acquired through formal, non-formal or informal routes.</p>
Skill	<p>One of the framework strands (of knowledge, skill and competence outcomes). It reflects know-how and skill and involves demonstration by the learner of ability in terms of mastery of skill or application of knowledge. The level and degree of skill are reflected in the level indicators in the framework.</p>
Skills Demonstration	<p>A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner</p>

to complete a task or series of tasks that demonstrate a range of skills.

Special Purpose A special-purpose award is made for specific relatively narrow purposes. It does not have to link to a major award e.g. Fork Lift Truck Driving.

Standards Standards identify the knowledge, skill and/or competence that must be attained in order to achieve an award.

Summative assessment Summative assessment is generally carried out at the end of a programme or 'unit' of learning, e.g. written examination. It is comprehensive in nature and is generally used for certification purposes. It is based on the cumulative learning experience that takes place in a programme or 'unit'.

Assessment undertaken for the purpose of submitting authenticated results to QQI for the purpose of requesting an award is summative assessment.

Supplemental Award A supplemental award is an award to recognise learning which involves updating/ up-skilling and/or continuing education and training with specific regard to occupations e.g. Gas Installation

6.1b Learner Assessment Contract (L4-6)

As a learner with Cork ETB, I can expect the following in relation to assessment:

- Fair and consistent assessments that are transparent and accessible.
- A valid, reliable, quality assured assessment process
- Accurate, accessible information about course requirements, learning outcomes and assessment dates
- Clear instructions in relation to assessments that provide opportunities to demonstrate achievement of the standards of knowledge, skills and competencies required
- Information regarding assessment procedures in a learner handbook
- An assessment process that is internally verified as fair and consistent
- Externally authenticated assessments consistent with national standards
- Reasonable and appropriate accommodations in assessments
- Constructive feedback from my assessor
- Security of all assessment materials submitted
- A right to appeal results and to repeat assessments under certain conditions.

Signed on behalf of CETB:



Mr Timothy Owens, Chief Executive

As a learner with Cork ETB:

- I will attend and participate in all classes as required
- It is my responsibility to get any information that I have missed through non-attendance
- I will submit assessments on time and in the format requested
- I will bring my support needs to the attention of the centre in a timely manner
- I will prepare for and participate fully in assessments
- I will take responsibility for ensuring that I have received all assessment information
- I will familiarise myself with and adhere to CETB Assessment Procedures and regulations
- I will arrive on time for examinations
- I will submit my own original work, correctly reference any quotations and not plagiarise anyone's work
- I will attend feedback sessions and request additional feedback if required
- I will keep copies of all my assessment materials where possible
- I will review my progress to get the most from my class

Learner Name: _____ **Signature:** _____

Class/Group: _____

Parent/Guardian Signature (if learner is under 18):

_____ **Date:** _____

Appendix 2 - Referencing Guidelines for Learners



Learners are required to cite where they have obtained information that is not their own original work. It is standard practice in academic writing to include references or citations in assignments and projects and it is important to acknowledge sources.

Someone might think that their assessment will be better if they pass off someone else's work or ideas as their own. This is plagiarism and is a serious form of academic dishonesty and is a breach of CETB assessment procedures. Plagiarism applies to the use of material or ideas from published or unpublished sources without acknowledging the source. The sources can include books, journals, websites, newspapers and audio-visuals.

By stating the sources of information in assessments the following are accomplished:

- It gives the work authority and credibility
- It demonstrates that research was undertaken or conducted
- Provides an idea of the of the scope of the investigation
- Provides a paper train for the reader
- Avoids any possible accusation of plagiarism or coping.

The easiest way to decide if you have to reference something or not is to ask the question "is this point common knowledge or not?" Common knowledge is generally defined as facts, dates, events and such information that are expected to be known by someone working in a particular field. Such information does not generally have to be referenced. An example of common knowledge would be a statement such as Cork is in Munster. In all situations, if in doubt reference.

Consistency and accuracy is very important in referencing to enable your reader to find what you have referenced. A source needs to be acknowledged every time you use their information.

Generally, references are made in the main body of an assessment and the introduction and conclusion are the learners' own ideas.

Referencing is not required in examinations.

The Harvard Referencing System

There are many different types of referencing system. Cork ETB uses the Harvard (or author-date) Referencing System. Brief details are given in the text regarding the source of the information so as not to interrupt the flow of the text and full details of the source of the information are given at the end of a document so that the reader will be able to source the original text or information.

These guidelines outline how to reference for the two elements of referencing (1) in-text references and (2) Reference list or bibliographies.

a. In-text references or quotations

When you quote or make references to someone else's work, ideas or information in your assessment you should include their surname, the year of publication or production and the page number in brackets at the most appropriate point in the text. For example (Kennedy, 2000: p.69) after a quotation indicates that the work referenced was produced by Kennedy in 2000 and the quotation is from p.69 in that book.

If you are making reference to the authors whole work you do not need to reference a page number. For example: This view has been supported by Kennedy (2000) or for more than one source: Recent research (Kennedy, 2000; Jones, 1998; O'Sullivan, 2005) shows that...

Where there are two or three authors being referenced you should use the following formats respectively: (Kennedy and Jones, 2000: p.46) and (Kennedy, Jones and O'Sullivan, 2000: p.55)

Where there are more than three authors the you can use the name of the first author followed by et al. Et al. is an abbreviation of the Latin et alia meaning "and others". For example (*Kennedy et al., 2000: p.65*).

Where there is more than one source referenced by the same author in the same year, you should differentiate between them as follows (Kennedy, 2000a) and (Kennedy, 2000b).

There are two main types of in text referencing:

- a. Direct Quotation
- b. Summarising or paraphrasing

a. Direct Quotation

Short direct quotations (up to two or three lines) should be enclosed in quotation marks and included in the body of the text. Give the author, date and page number that the quotation was taken from.

For example:

In the scientific world “elements combine together to form a product” (Kennedy, 2000: p.69).

Longer quotations (more than three lines) should be entered as a separate paragraph and indented from the main text.

For example:

Stephens (2001: p.22) describes the process of finding the right market product as:

“It is not enough to be better than the competition. You need to get the product straight to the right type of client. You also need to establish yourself as a leader in the particular product. All this will give you the necessary edge.”

This is an important factor to consider in marketing

If the quotation extends across two pages the abbreviation pp. for page range should be used. For example (Kennedy, 2000, pp. 33-35)

b. Paraphrasing or Summarising

Paraphrasing is expressing someone else’s ideas in your own words. Summarising is providing a brief statement of the main points of a piece of work.

These are alternate ways of referring to someone else’s ideas without using direct quotations. The original meaning must not be changed and the source of the information must still be cited and referenced.

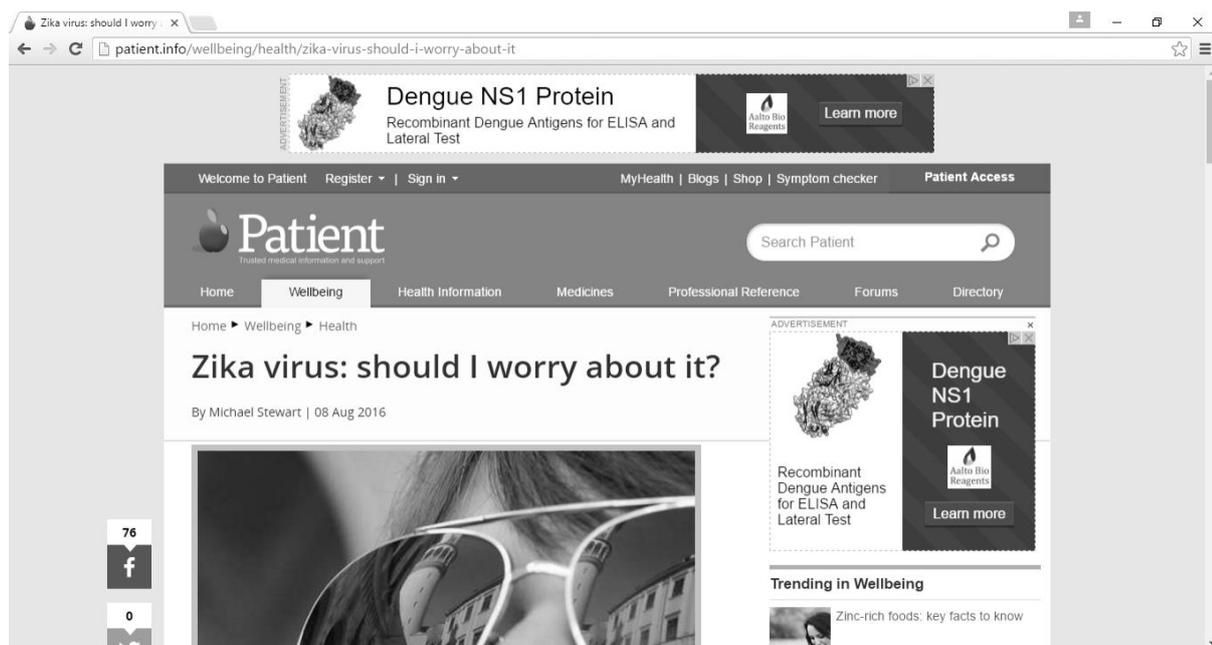
For example:

Jones (2011: pp. 35-36) on the other hand, in a different study examines the historical and cultural links between Canada and Ireland over the last decade.

Referencing Websites

It can be more difficult to reference information found on websites. Articles from a web-based magazine or journal are referenced in the same way as paper magazine or journal. When referencing webpage every effort should be made to identify the author of the information. Where an author is not specified the organisation responsible can be referenced instead. Reference to the date or ownership of a webpage may be found at the bottom of a webpage with copyright details. If it is not possible to identify the author or the organisation responsible for producing the information the quality of the information provided on the website may be questionable.

In the example in the screen shot below the information should be referenced as (Stewart, 2016). If the author was not identified the organisation could be referenced as (patient.info, 2016). The full reference details including the URL must be given in the reference list at the end of the assessment.



Reference List or Bibliography

A Reference List is a list of all the complete reference details for ideas or information referred to in the assessment.

A Bibliography is a list of all the documentation and other information you have read in preparation for your assessment but may not necessarily be quoted or referred in your assessment.

The Assessment Brief will specify if a reference list or a bibliography is required as part of your assessment.

Both lists appear at the end of your assessment in alphabetical order by last name of the first author. The reference list or bibliography needs to contain enough information for the reader to be able to find the source again.

The format for presenting information in a Reference List or Bibliography is generally:

Author/Editor last name, initials. (year) *Title*. Edition. Place of publication: Publisher.

For example: McDonagh, S. (2001) *Why are we Deaf to the Cry of the Earth*. Dublin: Veritas.

Books and Journal titles are generally in italics and where more than one source is referenced by the same author you should list them in date order with the oldest publication first.

Every reference or quotation should correspond to an item on the Reference List. For example:

Example of in-text referencing	Corresponding Reference List entries
<p>"As yet there is no vaccine or medicine available in the UK that prevents these infections so the only protection is to avoid mosquito bites." (Stewart, 2016)</p> <p>.....</p> <p>The impact of our influence on the environment is continuing to deteriorate. McDonagh outlines how human beings and the natural world are on a collision course (2011).</p> <p>...</p> <p>"An individual microtubule may grow or shrink by a process of polymerisation of α-tubulin and β-tubulin" (McGeady et al., 2006)</p>	<p>McDonagh, S. (2001) <i>Why are we Deaf to the Cry of the Earth</i>. Dublin: Veritas.</p> <p>McGeady, T.A, Quinn, P.J., Fitzpatrick, E.S. and Ryan, M.T. (2006) <i>Veterinary Embryology</i>. Oxford: Blackwell.</p> <p>Stewart, M (2016) <i>Zika Virus: Should I worry about it?</i> [Online] Available at: http://patient.info/wellbeing/health/zika-virus-should-i-worry-about-it [Accessed 10/8/16]</p>

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The following is a list of some common types of sources with how they are referenced both in text and in the bibliography using the Harvard Referencing System:

Books with one author:
In text citation:
Author's last name (year) used at the beginning of a citation. For example, According to McDonagh (2001) ...
(Author's last name, year) used at the end of a citation. For Example: As has been argued (McDonagh, 2001)
Bibliography:
Author/Editor last name, initials. (year) <i>Title</i> . Edition. Place of publication: Publisher. For example: McDonagh, S. (2001) <i>Why are we Deaf to the Cry of the Earth</i> . Dublin: Veritas.
Books with two authors:
In text citation:
First author's last name and second author's last name (year) used at the beginning of a citation. For example: Shalloway and Trott (2001) suggest that...
(First author's last name and second author's last name, year) used at the end of a citation. For Example: It has been suggested that (Shalloway and Trott, 2001)
Bibliography:
First author's last name, initials and second author's last name, initials. (year) <i>Title</i> . Place of publication: Publisher. For example: Shalloway, A. and Trott, J. (2001) <i>Design patterns explained: a new perspective on object-oriented design</i> . London: Addison Wesley.
Books with more than three authors:
In text citation:
First author's last name et al. (year) used at the beginning of a citation. For example: McGeady et al. (2006) suggest ...
(First author's last name et al., year) used at the end of a citation. For Example: It has been suggested (McGeady et al., 2006)

Bibliography:
Authors' last name and initials. (year) <i>Title</i> . Place of publication: Publisher. For example: McGeady, T.A, Quinn, P.J., Fitzpatrick, E.S. and Ryan, M.T. (2006) <i>Veterinary Embryology</i> . Oxford: Blackwell.
Website:
In text citation:
Author's or organisations name, year. For example: Stewart (2016) suggests... or Patient.Info (2016) outlines how...
Author's or organisations name, year. For example: It has been suggested that (Stewart, 2016) suggests... or It was recently outlined that (Patient.Info, 2016) outlines how...
Bibliography:
Stewart, M (2016) <i>Zika Virus: Should I worry about it?</i> [Online] Available at: http://patient.info/wellbeing/health/zika-virus-should-i-worry-about-it [Accessed 10/8/16]
Class Material:
In text citation
Author's last name (s) (year) used at the beginning of a citation. For example, According to Abraham (2017) ...
Bibliography:
Author's last name(s), Initial(s). (Year) Title of course material, <i>Module code: Module title</i> , Centre, unpublished For example: Abraham, R (2017) Teamworking: Qualities and Characteristics, 5N1367: Teamworking, CSN, unpublished
Journal Articles:
In text citation:
Author's last name (s) (year) used at the beginning of a citation. For example, According to Fauci and Morens (2016) ...
(Author's last name(s), year) used at the end of a citation. For Example: As has been argued (Fauci and Morens, 2016)
Bibliography:
Author's last name, Initials. (Year) Title of article: subtitle of article. <i>Title of journal [in italics]</i> , Journal volume [in bold] (Journal issue), Page numbers. For example: Fauci, A.S. & Morens D.M. (2016) Zika Virus in the Americas--Yet Another Arbovirus Threat. <i>New England Journal of Medicine</i> . 374 (7), 621-604.

Newspaper Articles:
In text citation:
Author's last name (s) (year) used at the beginning of a citation. For example, Conroy surmises (2016)
(Author's last name(s), year) used at the end of a citation. For Example: As has been argued (Conroy, 2016)
Bibliography:
Author's last name, Initials. (Year) Title of article: subtitle of article. <i>Title of journal [in italics]</i> , Journal volume [in bold] (Journal issue), Page numbers. For example: <u>Conroy</u> , C. (2016) Gloria Steinem: 'You can't control the flesh of a person. That's called slavery'. The Irish Times, 6 th August, 15-16

Preparing referencing details while researching

Note down the full bibliographic details including the page number(s) from which the information is taken.

In the case of a book, 'bibliographical details' refers to: author/editor, year of publication, title, edition, volume number, place of publication and publisher as found on the front and back of the title page. (Not all of these details will necessarily be applicable).

In the case of a journal article, the details required include: author of the article, year of publication, title of the article, title of the journal, volume and issue number of the journal, and page numbers.

For all electronic information, in addition to the above you should note the date that you accessed the information, and database name or web address (URL).

Endnote Online is a limited online version of EndNote and is perfect for anyone new to research, writing and referencing.

<https://www.myendnoteweb.com/EndNoteWeb.html?returnCode=ROUTER.Unauthorized&SrcApp=CR&Init=Yes>

ZOTERO is available free to download from www.zotero.org.

<http://referencingguidelines.com/index.php>

http://libweb.anglia.ac.uk/referencing/files/Harvard_referencing_2015.pdf

Appendix 3 - 6.4.3b Use of Dictionary in Examinations Form



This learner (as detailed below) is entitled to the use of a bilingual dictionary during his/her Cork ETB examinations.

- A Thesaurus, electronic or single language dictionary is not permitted.
- Extra time is not allowed for learners using a dictionary.
- It is the student’s responsibility to make sure that they show this form to the Examination supervisor at each examination.
- The dictionary will be checked by the examination supervisor before each exam.
- A learner is not allowed to bring any dictionary which has been written on or which contains notes of any kind into an exam.

Student Name: _____

Programme: _____

Year: _____

This section must be filled out by the Principal/Centre Manager/Nominee:

I confirm that the above-named learner is entitled to use a bi-language dictionary during Cork ETB examinations

Signed by Principal/ _____

Centre Manager or nominee

Centre: _____

Date: _____

Appendix 4 - Application to defer assessment(s) due to Extenuating Circumstances



Please complete this form, if you wish to apply for a deferral of assessment(s) due to extenuating circumstances.

Please see your learner handbook for further information on this procedure.

Learner Name:			
Address:			
Telephone No:			
Email address:			
Centre/College			
Course			
Modules and codes			
Assessment Type(s):	Examination <input type="checkbox"/>	Project <input type="checkbox"/>	
	Skills Demonstration <input type="checkbox"/>	Learner Record <input type="checkbox"/>	
	Assignment <input type="checkbox"/>	Collection of Work <input type="checkbox"/>	
Assessment Title(s):		Due Date:	
Details of extenuating circumstance preventing assessment completion			
Please state the type of supporting evidence you are providing			
Learner Signature			
Date			

Appendix 5 - QA 6.10.7a Application Form for Appeal of Assessment Malpractice Finding



Please complete this form in BLOCK letters and send to the Director of Further Education & Training no later than 10 working days from the date of you were notified of the assessment malpractice findings.

Appellant Name:		
Address:		
Contact number:		
Email address:		
Reason for your appeal (please tick one box only)		
Malpractice was not dealt with in accordance with procedures	<input type="checkbox"/>	
Regulations did not adequately cover the circumstances relating to the malpractice	<input type="checkbox"/>	
New information is now available that was not available to the investigation	<input type="checkbox"/>	
Explain the reason for this appeal application		
Print Name:		
Signature:		Date:
For official use only		
Report (Section 4) Completed	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Signature:		
Date:		

Appendix 6 - QA 6.6a Specific Details of Needs Recognised & the Appropriate Evidence Required



1 Learning Difficulty	
Type of Disability/Need	Report Accepted from Medical Consultant/Specialist
Specific Learning Difficulty incl. Dyslexia and Dyscalculia.	<ul style="list-style-type: none"> An Education Psychologist assessment completed by an appropriately qualified psychologist. A Dyslexic Adult Screen Test (DAST) completed by a trained practitioner will be accepted for dyslexia. <p>There is no age limit to the report.</p>
Developmental Coordination Disorder (DCD) -Dyspraxia/Dysgraphia	<ul style="list-style-type: none"> Appropriately qualified psychologist, Occupational Therapist, Neurologist or Chartered Physiotherapist who is a member of their respective professional or regulatory body. <p>There is no age limit to the report.</p>
General Learning Disability	<ul style="list-style-type: none"> An Education Psychologist assessment completed by an appropriately qualified psychologist. <p>There is no age limit to the report.</p>
2 Hearing Difficulty	
Type of Disability/Need	Report Accepted from Medical Consultant/Specialist
Learners who have an Audiogram	<ul style="list-style-type: none"> Diagnostic/ Clinical Audiologist registered with the Irish Academy of Audiologists (IAA) OR HSE Audiologist.
Applicants attending School for the Deaf	<ul style="list-style-type: none"> Principal of School for the Deaf.

Applicants who are recipients of a cochlear implant	<ul style="list-style-type: none"> • Ear Nose and Throat (ENT) Consultant OR Cochlear Implant Programme Coordinator
3 Visual Difficulty	
Type of Disability/Need	Report Accepted from Medical Consultant/Specialist
Blind/Vision Impaired (Including, but not exclusive – Aniridia, Best’s disease, Charles Bonnet syndrome, Coat’s disease, Coloboma Congenital cataracts, Corneal dystrophies (including Keratoconus), Corneal transplantation, Diabetes-related eye conditions, Hemianopsia, Glaucoma, High degree myopia, Macular Hole, Nystagmus, Retinitis pigmentosa, Retinal vessel occlusion, Retinopathy of prematurity, Stargardt’s macular dystrophy, Stickler Syndrome, Thyroid eye disease, Uveitis, Lawrence Moon Biedel Syndrome, Alstrom Syndrome)	<ul style="list-style-type: none"> • Ophthalmologist/ Ophthalmic Surgeon
4 Physical Difficulty	
Type of Disability/Need	Report Accepted from Medical Consultant/Specialist
Physical Disability (Including (but not exclusively) Cerebral Palsy, Brittle Bone Disease, Spina Bifida, Rheumatoid/Osteoarthritis, Spinal Cord Injuries, Muscular Dystrophy, Hydrocephalus)	<ul style="list-style-type: none"> • Orthopaedic Consultant or other relevant Consultant <p>There is no age limit on the report.</p>
Neurological Conditions (including but not exclusive – Epilepsy, Guillain-Barre Syndrome, Huntington’s Disease, Brain Tumour, Multiple Sclerosis, Motor	<ul style="list-style-type: none"> • Neurologist or other relevant Consultant <p>There is no age limit on the report.</p>

Neuron Disease, Friedreich's Ataxia, Head/Traumatic Brain Injury, Stroke, Parkinson's Disease, Spinal Muscular Atrophy)	
Speech, Language and Communication Disorder (Including (but not exclusively) Stammering; Receptive and/or Expressive Language Disorders; Unintelligibility due to a phonological disorder, articulation disorder associated with structural anomalies; Acquired communication disorders such as Aphasia, Anomia, Dysarthria, Dyspraxia resulting from neurological conditions, or any Neurodegenerative, or genetic disease associated with impaired communication and social interaction)	<ul style="list-style-type: none"> • Speech and Language Therapist <p>There is no age limit on the report.</p>
Significant Ongoing Illness (Including (but not exclusively) Diabetes Type 1, Cystic Fibrosis (CF), Severe Crohn's Disease, Severe Ulcerative Colitis and Irritable Bowel Disease (IBD), Chronic Fatigue, Cancers)	<ul style="list-style-type: none"> • Relevant Consultant/Specialist appropriate to the disability/condition. • In cases where an applicant is in the care of the relevant Consultant/ Specialist, the evidence of a disability can be provided by a Registrar who is a member of their team. <p>The report must be less than 3 years old.</p>
5 Mental Health and Behavioural Difficulty	
Type of Disability/Need	Report Accepted from Medical Consultant/Specialist
Autism Spectrum Disorder (including Asperger's Syndrome)	<ul style="list-style-type: none"> • Report by Consultant Psychiatrist OR Psychologist OR Neurologist OR Paediatrician.

	<p>All of whom are a member of his or her professional or regulatory body.</p> <ul style="list-style-type: none"> • In cases where an applicant is in the care of a Consultant Psychiatrist, Neurologist or Paediatrician, a Registrar who is a member of their team can provide the evidence of a disability. <p>There is no age limit to the report.</p>
<p>Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder</p>	<p>Consultant Psychiatrist OR Psychologist OR Neurologist OR Paediatrician.</p> <p>All of whom are a member of his or her professional or regulatory body.</p> <p>In cases where an applicant is in the care of a Consultant Psychiatrist, Neurologist or Paediatrician, a Registrar who is a member of their team can provide the evidence of a disability.</p> <p>There is no age limit to the report.</p>
<p>Mental Health Condition (including, but not exclusive- Bipolar Disorder, Schizophrenia, Clinical Depressive Conditions, Severe Anxiety, Severe Phobias, OCD, Severe Eating Disorders, Psychosis.</p>	<p>Consultant Psychiatrist on Specialist Register.</p> <p>In cases where an applicant is in the care of a Consultant Psychiatrist, the Psychiatric Registrar can provide the evidence of a disability.</p> <p>Consultant Psychiatrist should be listed on the Specialist Register of the Medical Council of Ireland.</p> <p>Report must be less than 3 years old.</p>

Appendix 7 – Application Form for Reasonable Accommodation in Assessment



Section A: To be completed by the learner

Learner Details	
Full Name:	
Date of Birth:	
Centre:	
Programme being studied:	

Disability/Specific Need Information	
Disability Type (Please tick primary disability):	
1) Learning Difficulty	<input type="checkbox"/>
2) Hearing Difficulty	<input type="checkbox"/>
3) Visual Difficulty	<input type="checkbox"/>
4) Physical Difficulty	<input type="checkbox"/>
5) Mental Health or Behavioural Difficulty	<input type="checkbox"/>

Please state the specific name of the disability or specific needs:

--

Please state if there are any other disabilities or specific needs:

--

Evidence being provided:

A. Report completed by the appropriate medical consultant/specialist	<input type="checkbox"/>
B. Evidence of previous reasonable accommodations provided in Irish State Examinations	<input type="checkbox"/>
C. This form completed by the appropriate medical consultant/specialist	<input type="checkbox"/>
D. This form completed by a general practitioner (GP) to confirm that they have documentation from the appropriate specialist consultant listed on file confirming the diagnosis.	<input type="checkbox"/>

Learner's Signature: _____ Date: _____

Section B: To be completed by Medical Consultant/Specialist or General Practitioner.

Please confirm if the specific need identified above is permanent, temporary or fluctuating.	
Permanent <input type="checkbox"/>	Temporary <input type="checkbox"/>
Fluctuating <input type="checkbox"/>	
How does the disability/medical condition impact on the applicant's ability to study and participate in school/college (e.g. impact on school attendance, ability to engage with the curriculum, examination performance etc.)?	
What recommendations would you make for reasonable accommodation to enable equal participation in Further Education?	
Where a Medical Consultant/Specialist has completed this form:	
I confirm that the learner named above has the specific need or disability as outlined	
Name and Title of Consultant/Specialist:	
Address:	
Consultants Signature:	
Date:	
Official Stamp: Please stamp here or attach a business card or headed paper.	

Where a General Practitioner has completed this form:	
I confirm that the learner identified has the specific need or disability as outlined and I have a report or other documentation on file from the appropriate Specialist or Medical Consultant, which can be produced if required.	
Please provide the name, and address of the recognised Specialist/Medical Consultant that has diagnosed this learner	
Date of Report or letter of diagnosis from the Specialist or Medical Consultant	
Name and Title of General Practitioner:	
Address:	
IMC No (GP only)	
GP Signature:	
Date:	
Official Stamp: Please stamp here or attach a business card or headed paper	

Section C: To be completed by designated staff member in centre

Based on the information provided on this application form and meeting with the learner on [insert date] _____ and discussions with the assessors involved

(A) The following accommodations will be provided:

This information was communicated to the relevant assessment coordinator or assessor on [insert date] _____

OR

(B) There is insufficient evidence to warrant reasonable accommodation.

Name of designated staff member: _____

Signature _____ Date: _____

This application should be kept in the learners file.

Appendix 8 - Learner Appeal/s Application Form 2019



Learners wishing to appeal their received final result or any aspect of the assessment process must complete this form and return it and a fee of **€40.00** per appeal to their College/Centre before the deadline given with your results.

APPLICATIONS RECEIVED AFTER THIS DATE WILL NOT BE PROCESSED.

Candidates who have applied to the CAO must submit their appeal by 12:00 on the 17th June 2019. Appeals received after that date may not be considered by the CAO for the purpose of offers

A fee of **€40.00** is payable in respect of each result/grade being appealed. This fee is refundable in the case of successful appeals. Fees should be paid directly to their College/Centre.

APPEALS WILL NOT BE PROCESSED WITHOUT DIRECT PAYMENT TO CENTRE

College/Centre Name: _____

Learner's Name: _____

Learner's PPSN: _____

COMPONENT/MODULE BEING APPEALED

COMPONENT/MODULE CODE	COMPONENT/MODULE TITLE	ORIGINAL RESULT & GRADE	FEE PAID (Please tick)
			<input type="checkbox"/>
	TOTAL FEE DUE (Number of Appeals X €40)		<input type="checkbox"/>

I attach fee in the total amount of €_____ in respect of this Appeal/s (please tick)

Learner's Signature: _____

Date: _____

Principal/Centre Manager: _____

Date: _____

CAO APPLICANT

Appendix 9 – Application to Repeat an Examination on a PLC Programme



Please complete this form, if you wish to apply to repeat an examination when the overall component has not been passed. A learner cannot repeat to improve their grade or if they do not pass only one element of the assessment for that component. Unless exempt from paying exam fees a fee of €40 should be paid.

Please read your learner handbook for further information on repeating assessments

Learner Name:			
Address:			
Telephone No:			
Email address:			
Course:			
Component and codes:			
Title of the Assessment:			
Date examination was first completed:			
Result in overall component:			
Learner Signature:			
Date:			
Exam Fees Payable	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Approved by:		Date:	

Appendix 10 –Application to Repeat an Assessment



Please complete this form, if you wish to apply to repeat an assessment when the overall component has not been passed. A learner cannot repeat to improve their grade or if they do not pass only one element of the assessment for that component.

Please read your learner handbook for further information on repeating assessments

Learner Name:			
Address:			
Telephone No:			
Email address:			
Course:			
Component and codes:			
Assessment Type:	Examination <input type="checkbox"/>	Learner Record <input type="checkbox"/>	
	Project <input type="checkbox"/>	Collection of Work <input type="checkbox"/>	
	Skills Demonstration <input type="checkbox"/>	Assignment <input type="checkbox"/>	
Title of Assessment:			
Date assessment was first completed:			
Result in overall component:			
Learner Signature:		Date:	
Approved by:		Date:	