

# Drogheda Institute of Further Education

## Assessment Policy

### MISSION STATEMENT

**'The Institute seeks to encourage the development of the whole person in the sphere of lifelong and lifewide learning, and to facilitate the attainment of excellence in the academic/vocational areas'**

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## 1. RATIONALE

The management and staff of Drogheda Institute of Further Education wish to ensure that all students in our college are given every opportunity to display their knowledge and skills in a fair and consistent manner. This policy seeks to give clear guidance to staff on how this can be achieved through all stages of the assessment process.

## 2. RELATION TO MISSION

As part of the mission statement of Drogheda Institute of Further Education we as educators seek to encourage and promote the development of the whole person and promote excellence in both academic and vocational areas. This policy seeks to provide guidance for staff on the assessment of student work so that student effort, skill and knowledge is fairly and consistently rewarded and that standards are maintained.

## 3. AIMS

This Policy aims to:

- To provide a guideline for teaching staff on preparing students for assessment in order to ensure that students are clear on what is expected with regards to coursework submission and examinations.
- To provide clear guidelines for teaching staff on how examinations should be conducted so as to ensure the integrity of the examinations process.
- To provide guidelines for teaching and educational support staff on facilitating students requiring reasonable accommodation.
- To provide clear guidance for teaching staff on the Institute's internal verification process.
- To provide clear guidance on the purpose and procedures of examination board meetings.
- To provide clear guidance for the Institute's staff and visiting external authenticators on the Institute's external authentication process.
- To provide clear guidance on the Institute's appeals process.
- To provide clear guidance on the Institute's results approval process.

## 4. POLICY CONTENT

### Section 1

#### Preparing Students for Coursework Submission and Examinations

1.1 Subject teachers are required to prepare and present clear assessment briefs and accompanying guidelines for each aspect of continuous assessment work (please see Institute's Teaching and Learning Policy for detail and sample assessment briefs and guidelines).

1.2 Subject teachers are required to plan dates for submission of continuous assessment work before commencement of each academic year and submit these dates to course coordinators/administrators for inclusion on an overall assessment calendar for each class group.

1.3 Students should make every effort to submit coursework by its due date. In exceptional circumstances, students may be granted an extension for coursework submission. Students wishing to apply for an extension, must complete a coursework extension request form (green) available from the relevant subject teacher. If an extension is granted subject teachers should sign off on the extension first and instruct the student to have the form co-signed by the Deputy Principal. The signed extension request form must be attached to the front of the item of coursework upon submission. Please see Appendix 1 for extension request form.

1.4 Subject teachers are required to prepare examination papers, marking schemes and outline solutions in accordance with guidelines laid down in module descriptors. A new examination paper must be set each year.

1.5 Subject teachers should inform students of the structure of their particular examination and reinforce examination dates and times.

1.6 Before examinations commence class teachers should inform students of the correct code of conduct for the Institute's examinations and the consequences of breaching this code.

1.7 Where examinations are conducted by external examining bodies e.g. CIBTAC, ITEC etc. Institute staff should closely follow any guidelines issued by these bodies.

### Section 2

#### Conduct of Examinations

##### Subject Teachers

2.1 Where practicable all terminal examinations should be included on the Christmas and/or end of year examination timetable.

2.2 Subject teachers must complete the examination timetable capture form in good time to inform the Deputy Principal of all examination details i.e. title of examination, class group, duration of the examination, approximate numbers taking the examination and any special requirements e.g. computer access. This is to ensure that the examination timetable is as comprehensive as possible and posted in a timely manner.

2.3 Examination papers should be prepared well in advance of the examination date and securely kept until the day of the examination. Papers and other examination related material should be sealed in the Institute's examination envelopes, clearly marked and handed unopened to the examination supervisor at least 15 minutes before the commencement of the examination. A list of all students together with their PPS numbers should also be contained in the envelope.

2.4 Where there is a student requiring a separate examination centre within the class group, all examination material required by that student together with a sign in sheet should be placed in a separate clearly marked envelope within the main examination envelope. This envelope will be collected by the person supervising the separate centre once the main envelope is opened.

2.5 Subject teachers should be present in the college at the beginning of their examination in case any issues arise regarding their examination.

2.6 Subject teachers should be present at the end of their examination so that examination supervisors can return completed papers and scripts to them. If this is not possible, college management should be informed and arrangements made for secure storage of examination material until it can be collected.

2.7 In very exceptional circumstances a student may be permitted to sit an examination outside of the scheduled time/date. All exemptions must be first sanctioned by the Principal or Deputy Principal. A second paper must be set, which cannot be the same as the one used for the timetabled examination. A specific period of time will be set aside for conducting these additional examinations after the main examination period has concluded.

## **Students**

2.8 It is the responsibility of all students to familiarise themselves with the time and location of each of their examinations. Examination timetables will be posted in the main canteen area at least two weeks in advance of commencement.

2.9 Students must be present in their examination centre 10 minutes before the commencement of their exam.

2.10 Students who are late for an examination will be permitted to sit the examination provided they are not more than 30 minutes late. If more than 30 minutes late they will not be permitted to sit the examination. Students who are late will not be given extra time at the end of the examination.

2.11 Students should know their examination number (their PPS number) and record this number on all answer books.

2.12 Bags, notes and books must be left at the top of the exam hall for the duration of the examination.

2.13 Students are not permitted to have mobile phones on their person for the duration of the examination. If mobile phones are being left in bags at the top of the exam hall then they must be switched off.

2.14 Students whose first language is not English, can use a language dictionary during examinations. Dictionaries will be inspected before commencement of the examination by the exam supervisor to ensure no other material is present.

2.15 No student may leave their desk during the examination without permission. If a student requires attention they must raise their hand and wait for their examination supervisor to attend to them.

2.16 No student may leave the examination centre during the first 30 minutes or the last 10 minutes of an examination. If a student finishes their examination early (but outside these two time periods), they should raise their hand and wait for their examination supervisor to take their examination paper and script from them. Students cannot re-enter the examination hall.

2.17 Students leaving an examination early should do so quietly. They should not remain outside the examination centre speaking to other students as this could disrupt students still working inside.

2.18 If a student is caught with material not permitted during the examination e.g. notes, portable devices or copying/asking for assistance from another student their work will be taken from them and they will be disqualified from the examination.

## **Examination Supervisors**

2.19 It is the duty of examination supervisors to carefully study the examination supervisor timetable (both main and special centres) posted on the staffroom noticeboard and note when and where they are supervising an examination.

2.20 Contact should be made with the subject teacher at least 15 minutes before the scheduled start time of the examination and the examination envelope obtained.

2.21 Examination supervisors should be present in the examination centre at least 10 minutes before the commencement of the examination.

2.22 Students should be asked to place bags, books and notes at the top of the exam centre.

2.23 Language dictionaries should be inspected for additional unpermitted material.

2.24 Students should be informed that no mobile phones are permitted on their person during the examination.

2.25 At the beginning of the examination one supervisor should be nominated to inform students of the duration of the examination, of fire exits and that if they require assistance during the examination that they should raise their hand for attention.

2.26 A student should be asked to sign the examination envelope before it is opened. The examination supervisor should also sign it.

2.27 Students must sign the examination attendance form and a seating plan must be created. If anything unusual occurs during the examination, this should also be noted on the form. This form should be returned to the examination envelope at the end of the examination.

2.28 If a student has to leave the examination hall to use toilet facilities. The time they leave and return should be noted on their script.

2.29 Students are not permitted to sit an examination if they arrive more than 30 minutes late. They should not be given any extra time. Students cannot leave the examination centre during the first 30 minutes of the examination or leave the examination during the final 10 minutes.

2.30 Examination scripts should be put in alphabetical order and placed in the examination envelope together with the attendance sheet and any additional examination papers. Supervisors should not permit students to remove examination papers from the examination centre.

2.31 Examination envelopes should be returned to the subject teacher without delay. In exceptional circumstances envelopes should be returned to the deputy principal or principal for safe storage.

### **Section 3**

#### **Students Requiring Reasonable Accommodation – Guidelines for Supervisors/Readers/Scribes**

3.1 Students should be given every opportunity to display their knowledge and skills. Students who require reasonable accommodation for exams must be referred through their course co-ordinator to the Guidance Counsellor. Students should have documentation to support their application and the final date to apply for reasonable accommodation is the last college day of March. This information will be given to the Assistant Principal in charge of exams, so that appropriate provision can be made in advance.

3.2 The Deputy Principal will inform subject teachers if a student in their class group has been granted reasonable accommodation. The subject teacher will put all required examination material into an additional clearly marked envelope within the main examination envelope.

3.3 The Deputy Principal will inform supervisors/readers/scribes of the nature of the accommodation so that preparations can be made e.g. a college laptop obtained. The supervisor/reader/scribe should ensure that they can identify the student they will be working with.

3.4 10 minutes before the commencement of the examination the Supervisor/Reader/Scribe should ask the student to go to their designated separate examination centre and to wait. The supervisor/reader/scribe should then proceed to the main examination centre and once the main envelope is opened, take their student's envelope, sign the attendance register on behalf of the student and proceed without delay to the separate centre.

3.5 Supervisors/readers/scribes should note the following regarding the conduct of examinations.

- Supervisors/readers/scribes cannot assist students with the actual content of the paper.
- The supervisor/reader/scribe should remind the student that you will write only what they tell you to and you can't answer questions about exam content.

- Except in specific circumstances e.g. physical disability, supervisors/readers/scribes cannot draw diagrams for students but can write labels if requested.
- The student should be allowed time to think about the question asked, before committing his/her answer to paper.
- The scribe must write down exactly what the student dictates.
- The reader/scribe can read instructions/exam questions as many times as requested.
- The student can ask the scribe to read back what has been written down.
- The scribe can make alterations to what the student has written if the student dictates the amendment.
- The student should sit in a position where they can see the paper clearly. The reader/scribe should discuss this with the student to establish the best position for reader/scribe and student.
- Students permitted to use a laptop for their exams should use a college laptop where possible (they can use their own laptop if a college one isn't available). This should be arranged with the college PA's in advance. The supervisor should sit in a position where they can see what the student is doing, to ensure that the student is not accessing any unauthorised files or the internet. The supervisor should inform the student before exam commencement of this. Students using laptops must save their exam material to a location specified by the college.
- If a student requires a reader only, they can ask the reader for clarification on spelling.
- Students availing of reasonable accommodation are permitted an extra 10 minutes per hour in line with the Department of Education/QQI guidelines.
- Students requiring rest breaks should be informed that the breaks are incorporated into the extra time permitted (as per Guideline above).
- Completed exam scripts along with exam papers should be put into the A4 brown envelope and returned to the subject teacher. In exceptional circumstances examination material should be returned to either the principal or deputy principal for safe storage.

## Section 4

### Internal Verification

QQI defines Internal Verification (IV) as the ‘process by which the provider’s assessment policies and procedures are checked by the provider itself’. (Quality Assuring Assessment Guidelines for Internal Verifiers, Draft 1.1)

The IV process occurs after provisional results have been issued, but before examination board meetings and external authentication.

The IV process involves:

- Verifying that the provider’s assessment procedures have been applied across the range of assessment activities
- Confirming assessment results by checking learner evidence exists and marks and grades are recorded correctly

The following steps are involved in the internal verification process:

1. Each subject teacher within the Institute will be paired with another subject teacher for the internal verification process. Where possible teachers with similar subjects will be paired together.
2. For each learner group/component (module) group entered for certification, subject teachers must supply a ‘teacher’s pack’ containing the following:
  - A Copy of the component award module descriptor
  - Completed Provisional Results Sheet(s)
  - Assessment Plan (Schedule of Assessments)
  - Assessment Brief/s, Examination Paper/s, Marking Scheme/s, Outline Solution/s, and Examination Timetable/s
3. For **ALL** learner portfolios – verification that there is a portfolio of evidence for each learner and that result/s are recorded accurately. Any anomalies should be brought to the attention of the subject teacher and mistakes corrected.
4. Learner portfolios must be arranged in alphabetical order and each learner’s work must be clearly identifiable as theirs.
5. For a **sample** (see appendix 2 for sampling strategy) of learner portfolios, internal verifiers should ensure that:
  - a. Assessment procedures as agreed in DIFE’S QA agreement with QQI have been followed for each learner group/component (module) group entered for certification. This includes checking that the evidence in each portfolio matches the techniques in the component specification / validated programme, work is signed by the learner indicating that it is their own work, deadline dates for submission of evidence issued to learners.
  - b. Marks and grades are recorded correctly and are transferred from learner evidence to marking sheets/provisional results sheets.
  - c. Percentage marks and grades allocated are consistent with QQI grading bands.

6. For the **sample** chosen, the internal verifier will indicate that those portfolios have been internally verified e.g. the internal verifier will circle the mark on the provisional results sheet and initial each of the portfolios that have been internally verified.
7. Checklists and reports will be completed by relevant staff.

The following documents will assist with the process:

1. Subject teacher/Assessor Checklist – Preparing for the Authentication Process (see appendix 2 – pink form)
2. DIFE Sampling Strategy for the Authentication Process (Appendix 3)
3. DIFE Internal Verification Checklist (see appendix 4 – green form)
4. DIFE Internal Verification Reports (see appendix 5)

## Section 5

### Examination Board Meetings

#### Aim of Examination Board meetings:

Examination board meetings are a mechanism used by college staff to ensure fair and consistent assessment of all learners.

#### Preparation for Examination Board Meetings:

- Before student grades and work reaches examination board meeting stage, **subject teachers** should ensure that:
  - All student work is accurately and fairly graded.
  - After marking subject teachers should closely re-examine work that has achieved a marginal grade. A decision on the overall quality of the work e.g. does the work warrant a pass, merit, distinction etc. should be arrived at.
  - If a grade change is deemed necessary, subject teachers should adjust the grade on both student work and on marking schemes.
  - Subject teachers must have student work available on the premises if required by the examination board.
- One examination board meeting will take place for each school within the college. Meetings will be chaired by the Head of School, with either the Principal or Deputy Principal also in attendance.
- Dates of examination board meetings will be notified to staff in advance as all subject teachers teaching within a particular school are required to attend. Meetings will not go ahead (except in exceptional circumstances) where one or more subject teachers are absent.
- Student work need not be brought to the examination board meeting, but must be available to the examination board if required.
- A print out of all results for each student within the school must be available for the examinations board.

#### Procedure for Examination Board Meetings

- Examination board meetings take place after results have been entered onto the results entry system and after internal verification has been carried out. Meetings will be held before external authenticators examine work.
- Student results will be examined in alphabetical order by surname. A holistic view of each student's performance shall be taken i.e. across all modules of their course.
- The examinations board will look particularly closely at:
  - Students who have achieved marginal results.
  - A decision will be made as to whether the given grade should stand or be adjusted. No additional new material can be added, but corrected work from other modules can be duplicated and added if deemed relevant.

**Example:**

A student has passed seven subjects and achieved 44% in module eight. Some assessment material from one of their passed modules is relevant to the failed module, is duplicated and a pass grade obtained.

- The examination board will also consider the module results for full class groups. This is to consider consistency of standards across all modules delivered by the college.
- Changes invoked by the examinations board meeting, will be acted upon without delay and any altered results communicated to the examinations secretary for updating on the results entry system.
- Data capture forms will be completed for recording certification statistics for the FARR database.
- Data capture forms will be completed for recording of student progression for the FARR database.
- Minutes will be kept of examination board meeting



## Section 6

### External Authentication

QQI defines External Authentication as the process that aims ‘to provide independent authoritative confirmation of fair and consistent assessment of learners, in accordance with national standards’. (Quality Assuring Assessment, Guidelines for Providers, May 2007, p 29).

#### Selecting the External Authenticator

DIFE will select External Authenticator/s from the QQI panel.

The External Authenticator will moderate results for awards in fields/sub fields in which the Authenticator has broad subject matter expertise. Given their professional status it is expected that all External Authenticators will possess the expertise necessary to moderate results in general areas, for example, Communications. In selecting an appropriate External Authenticator from the QQI panel, care will be taken to ensure the Authenticator:

- Has technical/subject matter expertise within the appropriate award area/field of learning
- Has experience of delivering programme assessment or work in the industry/field
- Agrees to undertake appropriate training and to attend appropriate briefings
- Has the qualities necessary to interact with learners, assessors and senior staff members, as appropriate
- Has administrative and I.T. skills
- Can undertake to operate within the code of practice and guidelines issued by QQI
- Is available to DIFE at appropriate times
- Is independent of the centre to which s/he is assigned

#### Timeframe for External Authentication

External Authentication is part of DIFE quality assuring assessment process and will take place after the learners have been assessed, the internal verification process has been completed and examination board meetings have been held. External Authentication will take place before the appeals and results approval process is implemented. In planning for External Authentication consideration will be given to the following:

- The other assessment related processes: Internal Verification, Results Approval, Requesting Certification and Appeals
- DIFE deadlines and key dates
- QQI deadlines and key dates

All Major, Special Purpose and Supplemental award areas will have an External Authenticator assigned per annum and all minor awards will be authenticated at least once every two years.

#### Location for External Authentication

In choosing a location for External Authentication care will be taken to ensure that all required documentation and equipment is available. The External Authenticator will also meet with staff and learners, as appropriate. Ultimately the location chosen will facilitate the External Authenticator to:

- Confirm the fair and consistent assessment of learners
- Review the Internal Verification Report/s
- Apply DIFE’s sampling strategy

- Moderate assessment results
- Visit the centre and meet with appropriate staff and learners
- Participate in the Results Approval Process, if agreed
- Identify any issues/irregularities in relation to the assessment process
- Recommend results for approval
- Produce an External Authentication report (see appendix 6)

#### **Documentation to be available for the External Authentication Process**

- Relevant award specifications and validated programme modules
- All relevant assessment instruments and appropriate supporting documentation, for example, briefs, examination papers, marking schemes and outline solutions
- The assessment plan/s
- All learner assessment evidence
- All learner assessment results recorded on Provisional Results Sheet/s
- List of assessors per programme module and/or class group
- Internal Verification Report/s (one report per major award)
- DIFE sampling strategy
- Appropriate equipment to moderate assessment evidence produced in a multi-media format must also be provided, as appropriate.

#### **Conducting External Authentication**

The External Authenticator will work through the following stages of the process:

1. Confirm arrangements with DIFE
2. Conduct the authentication process
3. Moderate the assessment results by reviewing the learner evidence yielded by DIFE Sampling Strategy
4. Report back to DIFE by completing an External Authentication Report (see appendix 7) and indicate any grade changes so that relevant teachers can be informed (see appendix 8).

In order to moderate the assessment results, the External Authenticator will:

- Review the award standards
- Review the QQI grading criteria
- Confirm assessment techniques and instruments are appropriate
- Ensure consistency with the award requirements
- Confirm the assessment criteria and marking sheets are appropriate
- Judge a sample of learner evidence and results to ensure consistency with the award standard and grading criteria

Note: External Authenticators should not remove any assessment material from the Institute either physically or electronically. This includes learner portfolios, assignment briefs, examination papers, marking schemes or outline solutions.



## Section 7

### Student Appeals

QQI states that ‘a provider should put in place an Appeals Process. An Appeals Process will enable the learner to appeal (a) the assessment process, if they perceive there to be any irregularities/inequality in its implementation and (b) the assessment result’

#### Appeals Procedure

- Provisional results will be issued (by email and post) to students as soon as possible after the final examinations are completed.
- Students are given an opportunity at this stage to request that their work be considered by the examinations board before it is externally authenticated.
- Examinations boards will review such work and make a decisions regarding it before the external authentication process begins. Students will be informed of the examination board’s decision and given a date after the external authentication process has been completed to submit a formal appeal if they wish to do so.
- Information will be given to all Learners on the Appeals Process, including procedures and deadlines for submitting an appeal.
- A **Learner Appeal/s Application Form (N10)** is available directly from DIFE and must be completed by the learner. A fee will apply per appeal and will be returned to the learner if the outcome of the appeal is successful. This fee per appeal **MUST** be paid by **BANK GIRO**.
- Only evidence that has previously been presented by the learner before the external authentication process and has been retained in DIFE can be considered as part of an appeal. No new evidence can be submitted.
- All assessment evidence as required by the component specification / validated programme module must be available for the appeal. Any evidence not available will be assumed not to have been completed or submitted.
- An external assessor will be appointed by the Institute to process appeals.
- Appeals will be processed in a timely manner so as to allow student results to be submitted to the CAO system.
- Students will be informed by letter of the outcome of their appeal and refunded their appeal application fee if their appeal is successful.
- All appeals will be processed before the results approval process is complete.

## **Section 8**

### **Results Approval**

QQI states that ‘procedures should be put in place to ensure that results are approved and signed off by the results approval panel’. (Quality Assuring Assessment, Guidelines for Providers, May 2007, p33).

DIFE Results Approval Process will:

- ensure that results are fully quality assured and signed off by DIFE prior to submission to QQI
- ensure appropriate decisions are taken regarding the outcome of the assessment and authentication processes
- ensure assessment decisions and results are reviewed, judged and processed in a fair, consistent and transparent manner

### **Establishing a Results Approval Panel**

#### **Membership**

- Can include any of the following: College/centre management, staff members, assessors, Internal Verifier/s and External Authenticators, if appropriate

#### **Procedure**

- The results approval panel will meet as required to review and approve assessment results. This shall be at least once during each certification period.
- The panel will review Internal Verification and External Authentication Report/s
- The panel will identify any issues arising in relation to the results and will take corrective action
- The panel will ensure the results are fully quality assured and signed off by DIFE
- The panel will agree to the submission of final results to QQI and request certification
- The panel will recommend that final results be made available to learners
- The panel will complete the DIFE Results Approval Panel Meeting Report (see below)

## **Section 9**

### **Secure Storage and Safe Disposal of Assessment Material**

- Subject teachers are responsible for safe storage of their student's work at all times.
- Care should be taken to lock student work away during all stages of the assessment and authentication period.
- When work has been externally authenticated it should be transferred to one of the Institute's examination storage areas. The principle area for examination material storage is in the locked exam store at the back of the sports gym.
- After the appeals process is complete student work should be bagged by each subject teacher for secure shredding.
- Only paper material can be shredded so care should be taken to remove all plastic, folders or metal bindings. Identifying marks particularly PPS numbers should be removed from folders before disposal or recycling for other student's use.

## **5. ROLES AND RESPONSIBILITIES**

1. The Board of Management will approve the policy and ensure its development and evaluation.
2. The Principal and Deputy Principal will be responsible for the dissemination of the policy.
3. The Institute's Assessment Policy will form part of the induction programme for new teaching staff and shall be included in the staff handbook.
4. It is the responsibility of all teaching staff to read this policy carefully and closely follow its procedures.

## **6. REVIEW AND EVALUATION**

The effectiveness of this policy will be monitored by the Principal and Deputy Principal.

The policy will be reviewed annually or as needs dictate during the academic year.



## Appendix 1

### Coursework Extension Request form (Green)

<b>Student Name</b>	
<b>Mobile Number</b>	
<b>Course Name</b>	
<b>Module Name</b>	
<b>Assignment Title</b>	
<b>Original Due Date</b>	
<b>Reason for Request</b>	
<b>Student Signature</b>	
<b>Date</b>	
<b>Decision to Grant Extension</b>	Yes <input type="checkbox"/> NO <input type="checkbox"/>
<b>New Submission Date</b>	
<b>Signature of Subject Teacher</b>	
<b>Signature of Deputy Principal</b>	

If permission is granted for a late submission, please attach this sheet at the front of coursework

## Appendix 2 – Subject Teacher/Assessor Checklist (pink)

<b>Name of Teacher/Assessor</b>	<b>Module Name and Code</b>
<b>Learner Group Code</b>	<b>Number of Learners entered for Assessment</b>

<b>Please ensure the following are in place for the authentication process</b>	<b>Tick when complete or mark n/a if not applicable</b>
1. Copy of module descriptor	<input type="checkbox"/>
2. Assessment plan available, <i>including examination timetable, if appropriate</i>	<input type="checkbox"/>
3. Assessment briefs	<input type="checkbox"/>
4. Examination papers	<input type="checkbox"/>
5. Marking schemes	<input type="checkbox"/>
6. Outline solutions (Examination)	<input type="checkbox"/>
7. Correct number of assessment portfolios	<input type="checkbox"/>
8. All assessment portfolios in alphabetical order	<input type="checkbox"/>
9. Correct assessment techniques applied	<input type="checkbox"/>
10. All evidence marked, marks totalled correctly, percentage marks calculated and grades awarded correctly	<input type="checkbox"/>
11. Completed learner marking sheet/s attached to each portfolio	<input type="checkbox"/>
12. Completed provisional results sheet	<input type="checkbox"/>
13. Marks transferred correctly to provisional results sheet	<input type="checkbox"/>
14. Integrated assessment evidence is clearly identified	<input type="checkbox"/>
15. <i>Results entry procedures for exemptions(credits for other certification) applied correctly</i>	<input type="checkbox"/>
16. <i>Learner authorship statement signed</i>	<input type="checkbox"/>
17. <i>Deadline dates indicated on assessment brief</i>	<input type="checkbox"/>
18. <i>Learner feedback recorded</i>	<input type="checkbox"/>
19. <i>Receipt of learner evidence submitted</i>	<input type="checkbox"/>
20. Results are entered into the QQI Business System (QBS)	<input type="checkbox"/>
21. Results are amended on the QBS after IV and prior to the EA visit, if required	<input type="checkbox"/>

### **Appendix 3 – DIFE Sampling Strategy for the Authentication Process**

- Box containing 6 or fewer entries – all entries sampled
- Box containing 7-20 entries – 6 entries (randomly sampled)
- Box containing 21 or more entries – 25% plus one (randomly sampled)



	<b>Learner 1</b>	<b>Learner 2</b>	<b>Learner 3</b>	<b>Learner 4</b>	<b>Learner 5</b>	<b>Learner 6</b>	<b>Learner 7</b>	<b>Learner 8</b>
<b>Learner Name:</b>								
<b>Is all documentation available i.e. mark sheets, assessment evidence?</b>								
<b>Are marks recorded for each assessment?</b>								
<b>Are marks totalled and percentages correct?</b>								
<b>Do marks on learner evidence match those on provisional results sheet?</b>								
<b>Recommendations, amendments or actions if any</b>								
<b>Overall comments for recording on overall IV report (you may record positive as well as negative comments)</b>								

## Appendix 5 – Drogheda Institute of Further Education – Individual Internal Verification Report

To be completed by each internal verifier and copy **returned to course coordinator/s** for inclusion in Internal Verification Report

Name of Internal Verifier \_\_\_\_\_

Name of Assessor: \_\_\_\_\_

Total number of Learner portfolios: \_\_\_\_\_ Number of portfolios in sample: \_\_\_\_\_

Examples of good practices observed	Anomalies (if any)

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



<b>Assessment processes and procedures</b>	<b>Verification</b> of adherence to DIFE's assessment procedures. Commentary should be provided as appropriate.				
Basis on which sample of learner evidence was selected (i.e. Identify learner groups and total learner population being sampled and sample size selected)					
<p><b>Assessment procedures</b></p> <p><i>I (we) confirm that the assessment procedures as agreed through DIFE's quality assurance have been applied across all assessment activities for this award.</i></p> <p><i>Tick as appropriate</i></p> <table border="1" data-bbox="190 751 479 930"> <tr> <td data-bbox="190 751 286 836"><b>Yes</b></td> <td data-bbox="286 751 479 836"></td> </tr> <tr> <td data-bbox="190 836 286 930"><b>No</b></td> <td data-bbox="286 836 479 930"></td> </tr> </table>	<b>Yes</b>		<b>No</b>		<p>Comment as appropriate (<i>If 'No' – identify issues arising and corrective action taken</i>)</p>
<b>Yes</b>					
<b>No</b>					

**Principal/ Co-ordinator of Internal Verification Process**

Name: .....

Signature: .....Date:.....



<b>Conducting External Authentication</b>	
Arrive at agreed location and meet with appropriate personnel	<input type="checkbox"/>
Review the Internal Verification Report	<input type="checkbox"/>
Apply the DIFE sampling strategy	<input type="checkbox"/>
Ensure that the selected sample: <ul style="list-style-type: none"> <li>○ is sufficient in size</li> <li>○ reflects the spread of grades including results that are borderline between the grades</li> <li>○ includes evidence from each Assessor and programme</li> <li>○ reflects ALL centres</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Read the assessment briefs, examination papers and associated documentation	<input type="checkbox"/>
Ensure any special requirements related to the award are documented	<input type="checkbox"/>
Determine the cut-off points by moderating results at the borderline marks: <ul style="list-style-type: none"> <li>○ Pass/Unsuccessful (Referred)</li> <li>○ Distinction/Merit</li> <li>○ Merit/Pass</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Transfer moderated marks to appropriate column on Provisional Results Sheet	<input type="checkbox"/>
Sign the marking sheet(s) in the portfolio	<input type="checkbox"/>
Complete the moderation process for the remainder of the sample	<input type="checkbox"/>
Sign the Provisional Results Sheet	<input type="checkbox"/>
Authenticate the findings/outcomes of the Internal Verification Report(s)	<input type="checkbox"/>
Identify any issues arising, concerns, examples of good practice and areas for improvement for inclusion in the DIFE External Authentication Report	<input type="checkbox"/>
Document ALL changes made during moderation (to be attached to the DIFE External Authentication Report)	<input type="checkbox"/>
Give constructive feedback to appropriate personnel	<input type="checkbox"/>

<b>Concluding External Authentication</b>	
Complete DIFE External Authentication Report by agreed date	<input type="checkbox"/>
Attend Results Approval Panel meeting (if agreed)	<input type="checkbox"/>

Name of External Authenticator: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 7

**Drogheda Institute of Further Education**

**External Authentication Report**

<b>Registered Number:</b>	<b>71760A</b>
<b>Date/s of External Authentication Process:</b>	
<b>Name and code of Major award represented by this report</b>	

<b>External Authenticator details</b>	Name:  Address/contact details:
---------------------------------------	---------------------------------------

### Report on External Authentication of Results

Component award title and class code	Teacher Initials	1*	2*	3*	Comments/action points/recommendations

- \*1. Have the results been verified by the Institutes Internal Verification Process? (Please enter yes or no)
- \*2. Was the evidence assessed in accordance with techniques outlined in the award specification? (Please enter yes or no)
- \*3. Are the results presented consistent with national standards for the award? (Please enter yes or no)

Please copy this page so all groups of assessment results are represented

Describe examples of good practice observed/identify concerns:	
Outline areas for improvement	

Signatures:	External Authenticator: Principal:	Date: Date:
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This report will be made available to the Institute's Results Approval Panel and the QQI Monitor





**Appendix 9**

**Notification of Grade Changes – Appeal Process**

<b>Component award title and code</b>	<b>Teacher name</b>	<b>Student Name</b>	<b>Original Grade</b>	<b>Authenticated grade</b>	<b>Reason for grade change</b>

Signature of External Appeals Authenticator: \_\_\_\_\_

Print Name: \_\_\_\_\_

## Appendix 10

### DIFE Results Approval Panel Meeting Report

Date of Meeting: \_\_\_\_\_ Chairperson: \_\_\_\_\_

Attendees:

Name	Role	Signature

Review of Reports	
<b>Internal Verification Report/s Reviewed</b>	<input type="checkbox"/>
Issues Arising/Evidence of Good Practice	
<b>External Authentication Report/s Reviewed</b>	<input type="checkbox"/>
Issues Arising/Evidence of Good Practice	

Corrective Action if recommended by the Results Approval Panel

Results Approval	
Final Results Approved	<input type="checkbox"/>
Declaration of Quality Assured Assessment Results	<input type="checkbox"/>

Signed by Chairperson: \_\_\_\_\_ Date: \_\_\_\_\_