

LMETB Guidelines for the Planning of Alternative Assessment Techniques

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Rationale

These guidelines and procedures are intended to inform and support the development of alternative forms of assessment in order that learners can achieve the qualification they have been working towards while **maintaining the integrity of the award**.

The QQI *Principles of Assessment* must still apply and all assessments must be *Fair, Reliable, Valid, Transparent* and *Quality Assured*.

As per the QQI Guiding Principles for Alternative Assessment, LMETB Contingency Assessment arrangements mark a clear distinction between:

- 1) assessment for progression within a programme and,
- 2) assessment for the final stage of a programme which leads to an award in the National Framework of Qualifications (NFQ) (award stage assessment).

It should be noted that:

- Alternative assessment arrangements should only be devised where the planned assessment event is deemed not possible in the context of the current Covid-19 emergency.
- Awards which are strongly vocational in nature e.g. Healthcare Support, Early Childhood Care and Education have separate, individually mandatory components which require learners to be in an award relevant workplace where skills and attitudes appropriate to that workplace are attained and assessed. Programmes leading to such awards cannot be completed without suitable practice placement.
- Where access to centre specific equipment or technology is required for the learner to satisfactorily evidence all required learning outcomes, and no alternative is possible in terms of previously evidenced learning outcomes or remote skills demonstrations, then it will not be possible to complete the award assessment stage, and deferral will be required.

In order to ensure fairness and equity, learners must be supported in advance and throughout the assessment. They must also be accommodated to deliver the assessment in an agreed alternative manner.

Alternative Assessments

Assessment is criterion-referenced i.e. Learners are assessed and the assessment judgement is based on whether the learner has reached the desired standards of knowledge, skills and competence for that award.

National Standards identify these knowledge, skills and competencies and are expressed as Learning Outcomes in the Award Component Specification, and the developed and validated Programme Descriptor and Module Descriptors.

Alternative forms of assessment include but are not limited to:

- An assignment in lieu of an examination or skills demonstration;
- An online examination with a webcam in lieu of an examination in an examination hall;
- A take-home examination/open book examination in lieu of an examination in an examination hall;
- A remote recording of a practical skills demonstration;
- Revised module assessment technique to accommodate Learning Outcomes (LOs) already evidenced by learners during the course;
- Recognition of Prior Learning for Work Experience/Work Practice.

The following are guidelines on each of the above options.

- 1. Choice of alternative assessment must be agreed between assessor and FET Centre Co-ordinators.**
- 2. Local development of alternative assessment should align with these guidelines.**
- 3. FET Centres Co-ordinators should return a record of applied alternative assessments to the AEO for noting by the LMETB's Quality Assurance Governance Management Council.**
- 4. FET Centres Co-ordinators should retain copies of alternative assessments applied for future Quality Assurance monitoring purposes.**

5. All learners will be encouraged to undertake the alternative assessment. Where a learner requests to defer or postpone, it will be necessary to outline the options and implications e.g. the next availability to sit this assessment may be incorporated into future certification periods.
6. While maintaining the integrity of the standard and the award and, if all Learning Outcomes can be confirmed by the assessor as being fully assessed, then the preferred course of action would be one that minimises the impact of this emergency on the learner, as per QQI Guiding Principles for Alternative Assessments¹.
7. Priority should be given to consideration of the following procedure - [Procedure for Adopting Previously Achieved Learning Outcomes](#)

¹ <https://www.qqi.ie/Downloads/Guiding%20Principles%20for%20Alternative%20Assessment%20%28COVID-19%29.pdf>

Principles

Each Alternative Assessment to the Validated Programme MUST:

- Ensure that learners have the opportunity to successfully evidence all elements of core learning outcomes associated with the qualification;
- Ensure that, as per direction in every QQI module descriptor “All learning outcomes must be assessed and achieved”;
- Assess the learner’s competence as defined by the *Action Verb* associated with the Learning Outcome, i.e., discuss, examine, explore, etc.;
- Maintain the same assessment weighting, i.e. if an examination in a module has a weighting of 40%, and it is intended that the alternative assessment assesses the same learning outcomes, then the alternative assessment should also have a 40% weighting and assignments or other assessments already submitted by the learner cannot have their weighting increased to take into account the examination weighting;
- If devising an assignment-based alternative assessment, refer to overall assessment word count guidelines as per advisory document Word Count Guidelines (See **Appendix II**);
- Have clear descriptions to learners
 - Instruction on what they must do to complete;
 - Details of how they submit assessments;
 - Details on how draft assessment can be submitted and feedback received;
 - Assessment submission date;
 - Notification that assessment submission equates to an originality authorship statement – the **Statement of Academic Integrity** (See **Appendix III**) should be submitted with each assessment piece, however, if learners have difficulty inserting a digital signature or can’t print, sign and scan in, then the entry of a typed name will suffice in-lieu of a signature for the period of the Covid-19 emergency;
 - Have cognisance of Universal Design For Learning guidelines as documented in **Appendix I** of this document;

- Have a separate marking rubric or marking scheme designed which clearly defines how the assessment will be graded;
- An alternative assessment strategy must be communicated to the learners clearly and in a timely manner so that they have time to prepare. New assessment submission dates must take cognisance of the fact that learners may struggle with technology, be caring for a relative, have young children at home, etc.
 - While assessors should be cognisant of challenges, it is important that the alternative assessment is suitable to the learner's current circumstances;
 - Learners should be encouraged to declare their difficulties in advance so that assessors can then work with them following the guidelines in this document;
- Submission requirements must be flexible and give options to learners such as submission via Moodle, Email, MS Teams, by post, etc.

It is important to note that authentication and certification of learner's work will continue in accordance with the awarding body's certification timetable and will go through the *Authentication Process* of Internal Verification, External Authentication, Results Approval and Appeals as per normal certification periods.

LMETB's FET Division will continue to liaise with ETBI, QQI and other awarding bodies, and this guideline document will be revised to accommodate any developments, as necessary.

Academic Integrity

In support of the move to online assessment in the context of Coronavirus Covid-19, the following recommendations may be useful in the design and implementation of alternative assessment to minimise concerns about academic integrity.

Staff who teach and support learning in Irish tertiary education are likely to be worried about academic integrity in the assessment of modules when learners are no longer grouped in exam halls, where the usual examination rules and monitoring apply.

Do online learners cheat?

Research indicates that online learners are no more likely to cheat on assessments than campus-based learners. This is because the same opportunities exist for cheating on

homework, take-home assignments, essays, group-work, etc. So, your learners are not suddenly going to start plagiarising on continuous assessment simply because of the move to online learning.

However, the exception to this might be in exams, where learners are used to being monitored under exam conditions. Learners are more likely to cheat when they are under pressure, when they have opportunity and when it is unlikely that there will be consequences, if caught.

What can you do as an educator to support academic integrity?

Create an environment conducive to academic integrity:

- Make information about academic integrity easy to find for learners;
- Make sure that information is clear and useful. What does academic integrity mean for your course and assessment? If online assessment is to be “open book”, what does that mean? Explain what are legitimate sources for them to consult during assessment;
- Discuss academic integrity with the class. Encourage them to suggest what it means for your course, assessment, and their professional lives. If they are involved in the co-creation of an honour code, they are more likely to understand it and take it seriously. This helps to create a culture of academic integrity.
- Require your learners to affirm academic integrity on each piece of assessment, linking to the honour code and acknowledging their sources (which may include people consulted or legitimate groupwork).
- Form a personal moral connection with your learners, through sharing your own values and motivations. Learners will not want to let you down by cheating, if they feel a personal connection with you. Model academic integrity in your own actions.

Consider module assessments in the context of academic integrity:

- Reduce motivation to cheat by ensuring your assessment is meaningful and authentic, giving appropriate levels of choice (in topic or form of submission) and control. But don't overwhelm learners who are already under stress with too much choice;

- Assume that your learners will access information on the internet and talk to other learners, family members, etc. Clarify what you mean by “open book” and who or what are legitimate sources. Redesign your assessment to assess how they can make use of those sources. Encourage learners to acknowledge all their sources, not just books and journals, but also people they have consulted;
- Learners are used to practising (for example, consulting past papers). Give opportunities for them to practise any new assessment formats.

Make use of online tools:

- Consider simple invigilating/supervising using online collaboration tools with video, where you have small groups or teaching assistants to help;
- Use the testing and assessment features in your VLE, where appropriate, for timing, randomising questions, similarity checking. Don’t use question banks from textbooks, these can be easily googled.
- If using similarity checking tools, check all the papers submitted, not just a sample;
- If possible, use online tools to conduct short follow up oral sessions with learners, to check understanding and authorship.

Don’t give the impression that academic integrity is not important because of the unusual situation:

- You are the person who has to support and model academic integrity for your learners. Continue to monitor for plagiarism and contract cheating;
- It is your professional and ethical obligation to follow the usual institutional procedures for reporting issues that arise.

Guidelines for Alternative Assessments

An Assignment in Lieu of an Examination or Skills Demonstration

This is the use of alternative assessments, which would allow identified Learning Outcomes, previously assigned to the examinable component of a given programme, to switch to being assessed by assignment. Alternative assessments are assignments devised to replace “Examination” assessment technique with “Assignment” or “Project”.

Exemplars of alternative assessments to replace end-of-year examinations have been developed by the Quality Assurance Support Service as a guide to how an alternative assessment could appropriately assess the required Learning Outcomes of a module.

Online Examination with a Webcam

Online examinations with a webcam should be applied to examination of duration of no more than 2 hours.

They should be distributed via Moodle or Teams. To ensure academic integrity and fairness for multiple choice questions, the examination questions and distractors should be randomised. Teachers may also insert short answer responses to multiple choice questions to allow learners to explain why they chose a particular response. Learners should be given the opportunity to complete a practice test.

Take-home Examination/Open Book Examination

Take-home examinations/open book examinations must have a time-limited deadline for online submission.

Where possible, answers should be inserted into an online answer document created in MS Word, Excel etc. On completion of the examination, all online answer documents, digital support evidence, etc. should be submitted within 10 minutes of the completion time of the examination. Any rough work should be photographed and uploaded within 15 minutes of the completion time of the examination.

For theory based examinations, the original examination questions may need to be altered so that learners are not only recalling information but are discussing, evaluating or critiquing information.

Learners should be given the opportunity to complete a practice test.

Learners must complete the **Statement of Academic Integrity** to confirm authorship of work.

Guidelines for Learners for Remote Recording of Digital Evidence

Learners should be afforded the opportunity to remotely record skills demonstrations/practical skills that would normally be recorded in the FET Centre or place of employment and be supported in submitting these recordings as part of their assessment evidence.

Guidelines for Adopting Previously Achieved Learning Outcomes

Learners may be offered the opportunity to have module Learning Outcomes, previously achieved through the completion of module assessments, to be incorporated into the achievement of the overall module. If a Learning Outcome is fully assessed, then there may be no need to further assess, and the weighting of the associated assessments may be adjusted to incorporate this.

Procedure for Designing and Implementing an Assignment in Lieu of an Examination or Skills Demonstration

As stated previously, alternative assessments, in order to be Quality Assured, must still comply with and adhere to LMETB's *Assessment Procedures* available on <https://www.lmetb.ie/wp-content/uploads/2019/07/Assessment-procedures-Hand-Book-2019.docx.pdf>

In addition, an assessor designing and implementing an assignment in lieu of an examination or skills demonstration must follow the procedures as set out below to ensure quality and equity of the assessment.

Designing the Alternative Assessment

Assessors designing an alternative assessment brief must design the brief in-line with the standards of the award and must also ensure that it covers the Learning Outcomes (as per Section 11b of the module descriptor) not already evidenced in other assessment instruments.

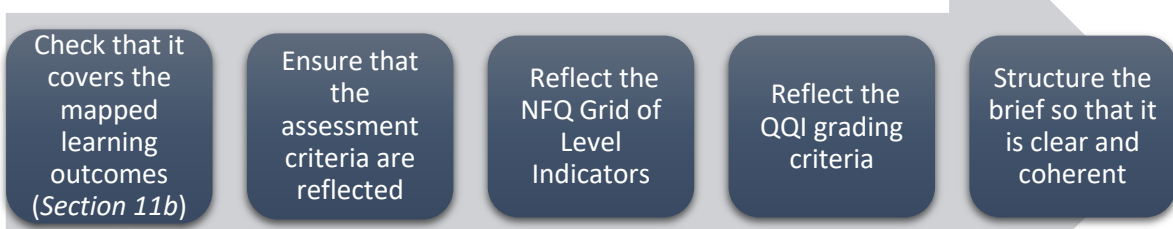
Example 1: in Section 11b of the module descriptor, Learning Outcomes 3, 5 and 9 must be assessed in the Collection of Work and/or an Examination. If these Learning Outcomes have already been sufficiently assessed in the Collection of Work, then they do not need to be re-assessed in the alternative assessment. See [Procedure for Adopting Previously Achieved Learning Outcomes](#).

Example 2: in Section 11b of the module descriptor, Learning Outcomes 5 – 10 must be assessed in an examination. These Learning Outcomes therefore have not been assessed in another assessment instrument and must be assessed using an alternative assessment method as chosen by the assessor in consultation with FET Centre Management. See below.

Maintaining Standards

The alternative assessment must be designed in-line with the standards of the award. This essentially means that the brief must reflect:

- the *action verbs* at the start of every Learning Outcome, e.g. Reflect, Examine, Evaluate, etc.
- the Grid of Level Indicators²
- the QQI Grading Criteria³



² <https://www.qqi.ie/Downloads/NFQLevelindicators.pdf>

³ [https://www.qqi.ie/Downloads/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers%20Revised%202013.pdf#search=quality assuring assessment guidelines%2A](https://www.qqi.ie/Downloads/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers%20Revised%202013.pdf#search=quality%20assuring%20assessment%20guidelines%2A)

Structuring the Brief

Begin structuring the alternative brief by referring to the [Sample Exemplar Alternative Assessment Instruments](#) in **Appendix V**. The top section of the brief should be filled in as per normal procedure for designing an assessment brief with all applicable information included, including the new *Submission Date*.

The next section will contain the *Instructions* for the learner, i.e. what do they have to do to achieve the Learning Outcomes?

Structure the brief so that it is clear and coherent:

- Is the language understandable to the learner?
- Is it logical?
- Does it make sense?
- Is it clear what the learner must do and in what order?
- Does it include all the necessary information?
- Is the format appropriate to the typical learner profile at that level?

Important Points to Remember

1. The weighting and level of the assignment will dictate how much is required of the learner. Refer to the [Sample Exemplar Alternative Assessment Instruments](#) in **Appendix V** of this document and the Word Count Guidelines available in **Appendix I** of this document.
2. It is important, in the current circumstances, that assessors allow for flexibility in how learners present their assignment evidence. This could be in the format of a video, blog, poster, essay, report, booklet, etc. Learners should be given a choice where possible and practicable. Be mindful of not overwhelming the learners with too many choices.
3. Learners must also be made aware of how they will be marked, i.e. the *Assessment/Performance Criteria and Marks* must be clearly stated. Learners do not need to be provided with a detailed marking scheme, however, they should have a clear indication of how marks will be allocated for the different sections of their work.

4. How learners will submit their completed work must also be clearly outlined in the brief under the section on *Submission Details*. Again, flexibility is paramount here. Learners must be afforded the opportunity to submit work in a variety of ways, such as via Moodle, Email, MS Teams, by post, etc.
5. Learners must still be given the opportunity to submit draft work and receive feedback.
6. Academic integrity must be maintained and all submitted work must be accompanied by the **LMETB statement of Academic Integrity**. If learners have difficulty inserting a digital signature or can't print, sign and scan in, then the entry of a typed name will suffice in lieu of a signature for the period of the Covid-19 emergency.

Marking of Alternative Assignments

A new *Marking Rubric* or *Marking Scheme* must be developed for each new alternative assessment that clearly defines how the work will be graded. Samples are available in **Appendix V** of this document, [Sample Exemplar Alternative Assessment Instruments](#).

Learners' work does not need to be printed in order to be marked. Work can be marked and graded and learner feedback given via Moodle or MS Teams. Alternatively, the same can be done within MS Word (or other software application) by inserting comments and annotating directly on the text.

All learner evidence must be securely stored in-line with LMETB's Secure Storage policy available in LMETB's Assessment Procedures available on <https://www.lmetb.ie/wp-content/uploads/2019/07/Assessment-procedures-Hand-Book-2019.docx.pdf>

Guideline for Conducting an Online Examination (via Webcam)

As stated previously, alternative assessments, in order to be Quality Assured, must still comply with and adhere to LMETB's *Assessment Procedures* available on <https://www.lmetb.ie/wp-content/uploads/2019/07/Assessment-procedures-Hand-Book-2019.docx.pdf>

In addition, a learner taking an online examination (via Webcam) must follow the procedures as set out below to ensure quality and equity of the assessment.

Note: An online assessment may be an unfamiliar method of assessment for the learners, therefore, learners should be aware of what to expect and given clear comprehensive instructions on all aspects of the online examination. Learners should also be given the opportunity to do a practice test.

On the Day of the Online Examination

Examination Equipment

- Learners will require access to a computer/tablet, up-to-date browser, web camera, microphone, email account and an internet connection. This equipment must be tested prior to the examination by the learner to ensure that all equipment is in working order;
- Microphone and webcam required for the examination must be enabled and running;
- The webcam must be focussed on the candidate at all times during the examination;
- The lens of the webcam must not be covered at any time during the course of the examination.

Learner Identification

- Learners taking an online examination must verify their identity prior to the examination. Examples of learner identification include but are not limited to:
 - Photo ID (Passport, Drivers Licence or Public Services Card).
 - Assessor verification (or Provision Manager, Provision Co-ordinator).
- The Examination Supervisor should confirm the identification of each learner.

- Learners must show the Examination Supervisor the test room using the webcam (360° pan of the test room). This is to ensure that the test room meets the requirement set down in this guideline document.

Testing Room

The learner's test room must meet the following requirements:

- The test room must be quiet. No sound from music, television or any other sounds are permitted.
- Strict silence must be observed during the examination.
- No other person can be present in the test room.
- Only the equipment and permitted resources (verified by your Assessor/Examination Supervisor) necessary to carry out the test should be on the desk or workspace.
- Any other devices e.g. additional computer, smart phone or similar devices should be switched off.
- Lighting should be sufficient so that the Examination Supervisor can clearly see the learner.

Examination Resources

The assessor will inform the learners if examination resources are permitted e.g. books, dictionaries, class notes etc. If the use of examination resources are allowed they must be shown to the Examination Supervisor (as defined by LMETB's Assessment Procedure) via the webcam video prior to the examination to ensure the integrity of the examination.

Commencing the Online Examination

- The Examination Supervisor will confirm attendance by completing the **LMETB Examination Attendance Register** template. This should contain a list of learners attending the examination (minus learner signatures) and be signed by the Examination Supervisor. This can be supported by evidence of attendance e.g. video recording of learners in attendance;

- The online examination instructions should be read aloud to learners before the time that the examination commences;
- The examination paper will be distributed online. Examination Supervisor to confirm all learners in attendance have received the examination paper;
- The specified examination start time, duration and end time will also be read aloud to learners and be visible during the examination using the assessor webcam;
- Learners may then commence the examination. The examination starting time must be noted on the **LMETB Examination Attendance Register_template**.

Conducting an Online Examination

- The learner is not allowed to talk out loud, or attempt to communicate, in any way, with another person during the online examination. Communication is allowed only in the case of an emergency or if asking a question. The learner is only allowed to communicate with the Examination Supervisor.
- The learner must not leave the room after starting the online examination.
- The learner must face the computer screen during the online examination.
- The learner is not allowed to take screen shots or use any additional software e.g. screen sharing software, during the course of the examination.
- The learner is not allowed to use email or surf the Internet unless explicitly permitted.
- The learner is not allowed to aid, or attempt to aid, another learner, obtain, or attempt to obtain aid from another learner, Examination Supervisor or any other person.
- Wearing earplugs or headphones is not allowed.
- The learner must be dressed and behave appropriately at all times.
- The learner is not authorised to leave the examination until after a specified timeframe (recommended timeframe: at least thirty (30) minutes) from the time at which the examination began (recommended time for 2-hour examination).
- No learner shall be permitted to leave the examination in the final ten (10) minutes of the examination.

Erratum Notice

Where an error in the examination has been noted, the Examination Supervisor will seek clarification from the Assessor (or other subject matter expert if Assessor is unavailable) who should be available to clarify the query. This amendment will be communicated to all learners and noted on the **LMETB Examination Attendance Register_template**. The integrity of the examination must be maintained at all times.

Unexpected Event during an Online Examination

- If an unexpected event occurs during an online examination (internet connection failure, medical emergency, etc.), the Examination Supervisor must ensure that integrity of the examination is maintained.
- Any unexpected events should be noted in the **LMETB Examination Attendance Register_template**.
- In some instances (e.g. failure to reconnect after 10 minutes or more, or repeated internet connection failure etc.) the examination may need to be abandoned.
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Concluding an Examination

- The Examination Supervisor will remind learners that there are ten (10) minutes remaining and that all learners should submit their answer document within a specified period of time (this will vary depending on the type of online examination).
- Learners must remain in the test room until all examination material has been received by the Examination Supervisor. The Examination Supervisor will confirm receipt of work to the learner.
- Once all examination materials have been received, learners are permitted to leave;
- The Examination Supervisor is responsible for the collection and storage of all examination material in the manner required by the Provision Type.
- If the Examination Supervisor is not the assessor they are responsible for sending all examination material to the designated member of staff for safe and secure storage.

Repeat of an Online Examination

If there is an unplanned outage within 24 hours before the online examination is due to take place or an unplanned outage of 5 minutes or more within the last 30 minutes of the examination finish time, an automatic extension should be granted to all learners affected.

Guideline for Conducting a Take-home/Open Book Examination

As stated previously, alternative assessments, in order to be Quality Assured, must still comply with and adhere to LMETB Board's Assessment Procedures available on on <https://www.lmetb.ie/wp-content/uploads/2019/07/Assessment-procedures-Hand-Book-2019.docx.pdf>

In addition, a learner sitting a Take-home/Open Book Examination must follow the procedures as set out below to ensure quality and equity of the assessment.

On the Day of the Take-home Examination/Open book Examination

Examination Equipment

Learners will require access to a computer/tablet, up-to-date browser, software, email account and an internet connection. This equipment must be tested prior to the examination by the learner to ensure that all equipment is in working order.

Learner Identification

- Learners taking an online examination must verify their identity prior to the examination. Examples of learner identification include but are not limited to:
 - Photo ID (Passport, Drivers Licence or Public Services Card).
 - Assessor verification (or Provision Manager, Provision Co-ordinator).
- The Examination Supervisor should confirm the identification of each learner.

Testing Room

The learner's test room must meet the following requirements:

- The test room must be quiet. No sound from music, television or any other sounds are permitted.
- Strict silence must be observed during the examination.
- No other person can be present in the test room.
- Only the equipment and permitted resources (verified by your Assessor/Examination Supervisor) necessary to carry out the test should be on the desk or workspace.

- Any other devices e.g. additional computer, smart phone or similar devices should be switched off.

Examination Resources

The assessor will inform the learners if examination resources are permitted e.g. books, dictionaries, class notes etc.

Commencing a Take-home Examination/Open book Examination

- The Examination Supervisor will confirm attendance by completing the **LMETB Examination Attendance Register_template**. This can contain a list of learners attending the examination (minus learner signatures) and signed by the Examination Supervisor. This can be supported by evidence of attendance e.g. written confirmation from learners to say they have received the examination paper.
- Learners should be instructed to read the online examination instructions. Examination Supervisor to clarify any questions from the learners.
- Examination Supervisor to inform the learners of the specified examination start time, duration and end time.
- Learners may then commence the examination. The examination starting time will be noted on the **LMETB Examination Attendance Register_template**.

Conducting an Take-home Examination/Open book Examination

- The learner is not allowed to talk out loud, or attempt to communicate, in any way, with another person during the online examination. Communication is allowed only in the case of an emergency or if asking a question. The learner is only allowed to communicate with the Examination Supervisor via specified communication media e.g. email, chat through MS Teams etc.
- The learner is not allowed to aid, or attempt to aid, another learner, obtain, or attempt to obtain aid from another learner, Examination Supervisor or any other person.

Erratum Notice

Where an error in the examination has been noted, the Examination Supervisor will seek clarification from the Assessor (or other subject matter expert if Assessor is unavailable) who should be available to clarify the query. This amendment will be communicated to all learners and noted on the **LMETB Examination Attendance Register**. The integrity of the examination must be maintained at all times.

Unexpected event during a Take-home Examination/Open book Examination

- If an unexpected event occurs during a timed online examination (internet connection failure, medical emergency, etc.), the Examination Supervisor must ensure that integrity of the examination is maintained.
- Any unexpected events should be noted in the **LMETB Examination Attendance Register**.
- In some instances (e.g. failure to reconnect after 5 minutes or more, or repeated internet connection failure etc.) the examination may need to be abandoned.

Concluding a Take-home Examination/Open book Examination

- The Examination Supervisor will remind learners that there are ten (10) minutes remaining and that all learners should submit their answer document within a specified period of time (the timeframe will vary depending on the type of online examination and will be designated by the assessment manager and will be no longer than 24 hours).
- Learners must ensure that all documents (answer document, support files, Assessment Coversheet/Declaration) are sent to the Examination Supervisor. They must remain online until all examination material has been received by the Examination Supervisor. The Examination Supervisor will confirm receipt of work to the learner.
- Once all examination materials have been received, learners are permitted to leave.
- The Examination Supervisor is responsible for the collection and storage of all examination material in the manner required by the Provision Type.

- If the Examination Supervisor is not the assessor they are responsible for sending all examination material to the designated member of staff for safe and secure storage.

Repeat of an Online Examination

If there is an unplanned outage within 24 hours before the online examination is due to take place or an unplanned outage of 5 minutes or more within the last 30 minutes of the examination finish time, an automatic extension should be granted to all learners affected.

Guideline for Remote Recording of Digital Evidence

The guidelines below detail the required communication to a learner who is recording digital evidence off-campus.

Before recording begins

- If you are borrowing a device familiarise yourself with its functions and check that it is sufficiently charged.
- Test the equipment you are going to use prior to recording your skills demonstration/practical skill to make sure the audio and picture is clear.
- If you have someone assisting you with recording ensure that they are familiar with how to use the device and are clear on what they need to record.
- Position the camera so the view is not obstructed and try to record at a time when there is not a lot of loud background noise.
- Ensure that you have read your brief/instructions from your assessor and that you are clear of what evidence you need to produce to achieve the learning outcomes.

Identification

- You must identify yourself at the beginning of the recording. You must state your name, the module you are studying and the learning outcomes you are demonstrating in your recording. This information can be presented orally or written clearly on a sheet of paper if you prefer.
- It is important to remember that you can only submit evidence that has been produced on your own without undue assistance from others and so it is vital that you are clearly identified as the person being assessed. If there is ambiguity over this the evidence may not be submitted for authentication.

During and after recording

- Audio visual evidence should clearly show the demonstration of all the learning outcomes listed in the brief you have been given by your tutor/teacher.

- If your recording is oral, ensure that you speak clearly and slowly. If your recording is a video with both visual and oral evidence, ensure that the device is focused on you performing the tasks and that you speak clearly and slowly throughout.
- Once you have finished your recording check that there are no issues with audio/picture quality before you submit.
- Follow the instructions you have been given by your tutor/teacher to submit the recording e.g. via Moodle, as an email attachment, etc..
- If you have issues with recording/submitting evidence, contact your tutor/teacher immediately.

Procedure for Adopting Previously Achieved Learning Outcomes

As stated previously, learners may be offered the opportunity to have module Learning Outcomes, previously achieved through the completion of module assessments, to be incorporated into the achievement of the overall module. If a Learning Outcome is fully assessed, then there may be no need to further assess, and the weighting of the associated assessments may be adjusted to incorporate this.

Example 1: in Section 11b of the module descriptor, Learning Outcomes 3, 5 and 9 must be assessed in the Collection of Work and/or an Examination. If these Learning Outcomes have already been sufficiently assessed in the Collection of Work then they do not need to be re-assessed in the alternative assessment.

Solution: In this case, the assessment instruments previously developed for the learners must have their weighting and marks allocation adjusted to account for this, in consultation with the FET Centre Manager.

Example 2: in Section 11b of the module descriptor, all Learning Outcomes must be assessed in the Collection of Work and Project. This means that traditionally both the Collection of Work and the Project would show evidence of achievement of all of the Learning Outcomes. The Collection of Work weighting is 60% and the Project weighting is 40%.

Solution: In this case, the Collection of Work weighting can be changed to 100% and the associated marking schemes/rubrics revised in order to calculate the learner's grade. This must be done in consultation with the FET Centre Manager.

IMPORTANT:

1. The solutions in the examples outlined above are only permitted where evidence of achievement of the Learning Outcomes is available in a previously completed assessment. If a Learning Outcome(s) has not been previously assessed then they must be incorporated into an alternative assessment.

2. While maintaining the integrity of the standard and the award and if all Learning Outcomes can be confirmed by the assessor as being fully assessed, then the preferred course of action would be one that minimises the impact of this emergency on the learner, i.e. solutions 1 and 2 above.

3. Learners must be informed of any changes to their previous assessment strategy and all adjustments made to any assessment instrument must be done in consultation with the FET Centre Manager and a record retained for the QA Support Service for noting by LMETB's QAGMC.

Work Experience/Work Placement Contingency Plan

A number of learners will not have the opportunity to complete their work placement and thus their Work Experience 5N1356/6N1946 module due to the current crisis.

Three potential scenarios are as follows:

1. Learners have partially completed work placement.
2. Learners have not commenced work placement.
3. Learners have completed work placement.

The following process will apply to best accommodate learners to complete their Work Experience 5N1356/6N1946 module and achieve their Major Award.

The Work Experience module is a generic module and was designed to suit all forms of vocational work experience. To this end, if a learner has experience that has occurred within the last five years, then they may be suitable for *Recognition of Prior Learning (RPL)* for part of their module. Learners who have fully completed their work placement will finish and submit their diaries and Supervisor's Reports as per assessor instructions.

Where learners have **completed** Work Experience/Work Placement but cannot have it signed-off by the workplace supervisor due to closures, then the following is recommended:

1. Email or transcribed telephone reference from workplace supervisor.
2. Where a supervisor's report cannot be retrieved from the workplace, that work placement to be assessed by the liaising assessor completing the supervisor's report form in lieu. Learners will be required to formally notify the assessor that the full work experience/work placement requirement of the module has been fully completed.

Process for Recognition of Prior Learning (RPL) and Work Placement

Application of an RPL process to a learner's work placement will only apply to learners who have completed or are in the process of completing, the Portfolio/Collection of Work (60%) of their Work Experience module in the classroom or remotely from home.

The Skills Demonstration (40%) requires the learner to complete their work placement in a vocationally relevant area and to record their experiences in their workplace diary. If this cannot now be completed then the Skills Demonstration (40%) can be achieved through RPL in one of two ways as outlined below.

Learner has partially completed work placement

If a learner has completed at least 50% of their work placement then they must supply an up-to-date CV accompanied by a reference or letter from an employer. This employer does not have to be the employer where they did their partial work placement but must be **current**, i.e. be from within the last five years.

Learner has less than 50% complete or not commenced work placement

If a learner has less than 50% complete, or not commenced their work placement then they must, as for partial completers, supply an up-to-date CV accompanied by a reference or letter from an employer. This employer must be **current**, i.e. be from within the last five years.

These learners must **also complete** an assignment (see [Work Experience Alternative Brief](#)) that will be an essay comprised of an organisational/business profile and an overview of their role in the organisation/business. The employer reference will be graded as part of the assignment (Part 1 – 10%). The CV will have already been completed and marked as part of the Collection of Work for the module but must be supplied as part of the RPL process.

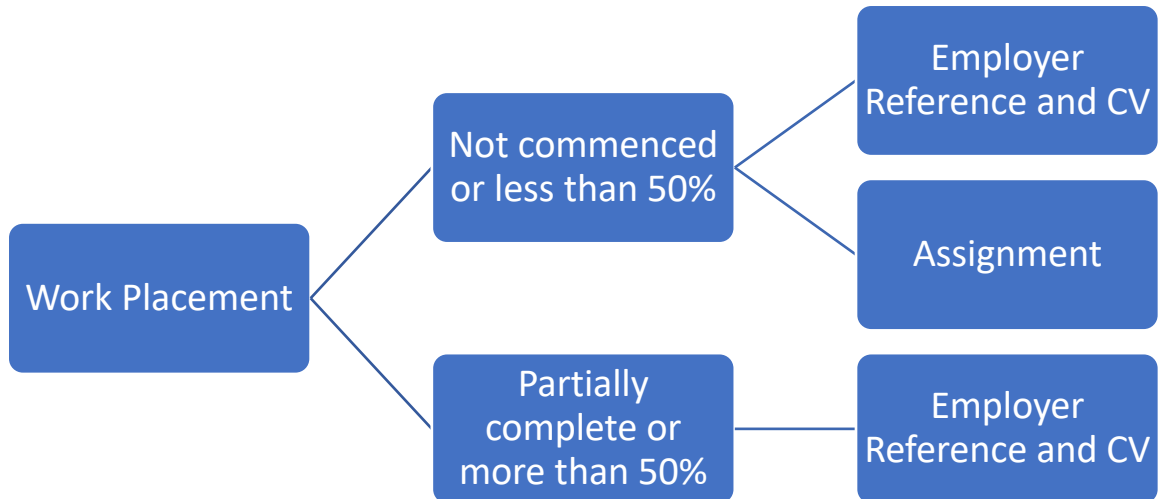
Clarification notes:

- 1) For the Work Experience module, students, in normal circumstances, have to find work placement in a vocationally relevant area. For the RPL process outlined here, the replacement project/employer reference can be in ANY area of work – the idea is that

the student has experienced a work environment before can draw on their experiences and learning from this environment for this alternative assessment.

- 2) Awards which are strongly vocational in nature e.g. Healthcare Support, Early Childhood Care and Education have separate, individually mandatory components which require learners to be in an award relevant workplace where skills and attitudes appropriate to that workplace are attained and assessed. Programmes leading to such awards cannot be completed without suitable practice placement.

Process for RPL of Work Placement



APPENDIX I

Universal Design for Learning (UDL)⁴

All assessments should be devised with Universal Design for Learning (UDL) guidelines in mind. For the purposes of these guidelines the focus is on the assessment activity. UDL provides flexibility in the way information is provided, in the way learners respond or demonstrate knowledge and skills and in the way learners are engaged. This will allow all learners equal opportunities to participate in the learning and thus in the assessment and to demonstrate their knowledge, skills and competence in the most suitable way.

In essence, any learning should allow for:

Multiple means of engagement – The “Why” of Learning - learners motivation should be stimulated and enthusiasm sustained by promoting various ways of engaging with the learning and with the assessment.

Multiple means of representation – The “What” of Learning – Learners differ in the ways that they perceive and comprehend information that is presented to them so providing options for representation is essential.

Multiple means of expression and action – The “How” of Learning - learners should be offered a variety of ways to present information and content which will support understanding by all learners, particularly those with different learning styles/abilities.

The final point above is probably the most pertinent area when developing alternative assessments – learners, in consultation with the assessor should be offered different ways to present their assessment. This could be a poster, a blog, a podcast, a presentation (with or without visuals), a storyboard, model building etc. All details should be outlined in the Assessment Brief. Assessors must adhere to the learning outcomes in question and align the alternative assessment with same. Assessors must ensure that all the knowledge, skills and competences asked in the learning outcome are still demonstrated, albeit in a different manner.

⁴ <https://www.ahead.ie/udl>

Important points to note

- Learners should be made aware of the new assessment method and afforded the opportunity to trial the new assessment method in advance. This may involve phone calls with the learner to talk through the assessment;
- Make it clear to the learner that support is there when needed. Talk to the learner and listen to their concerns;
- Ensure that any information on the new Assessment Brief is clear and comprehensive. The assessor should be aware of the language that will “talk” to the learners in this remote working environment;
- Keep in mind the method used to disseminate this brief. Be cognisant that the learner may be receiving this online for the first time. The learner may also need more time to understand the instructions;
- If possible, create a learning community where the class group can support each other. Keep established mentoring/buddy systems in operation. Ensure where possible that these learners can still make contact with each other;
- All briefs and instructional material should be developed in an accessible format, cognisant of all learners needs when working in a new environment [Accessible Documents](#);
- LMETB’s Assessment Procedures provide guidance and direction for staff and learners LMETB’s *Assessment Procedures* available on <https://www.lmetb.ie/wp-content/uploads/2019/07/Assessment-procedures-Hand-Book-2019.docx.pdf>

Reasonable Accommodation

Learners must still be afforded the opportunity to avail of assessment accommodations for the alternative assessment, where practicable. In the context of assessment, reasonable accommodation is the term for the adaptation of assessment as necessary to cater for the needs of learners whose personal situation means that the assessment would otherwise be unfair, e.g. learners with a disability, and/or other learners covered by equality legislation. The grounds include; learning difficulty; deaf or having a hearing impairment; blind or visually

impaired; physical difficulty (including mental health and/or behavioural difficulties along with physical difficulties); and any grounds covered by current legislation.

For example, learners who are to be afforded extra time in an assessment due to the impact of a disability or any of the above equality grounds, must continue to receive this and must be accommodated in an equivalent way in relation to their alternative assessment.

Please refer to LMETB *Reasonable Accommodation Procedure* on LMETB's Assessment Procedures available on <https://www.lmetb.ie/wp-content/uploads/2019/07/Assessment-procedures-Hand-Book-2019.docx.pdf> .

It is also important to remember that while learners may be having difficulty engaging with technology at this time, this does not on its own, constitute grounds for reasonable accommodation application.

APPENDIX II

The Word Count Guide

The following is developing a guideline word counts for written project/assignment work at level 4- 6. The purpose is to encourage the writer to express all of their insights and convey all of the relevant information and analysis in a clear and concise manner.

The Word Count Guideline document is exactly that – a guideline to assist assessors if they choose to set a word count for an assessment piece. Some descriptors specify word counts for certain assessment techniques and the descriptor would always take precedent.

Weighting	Word Count
20%	1000-1250
25%	1250-1500
30%	1500-1750
40%	2000-2250

Learners receive the precise word count for each individual assignment with their assessment instructions. The word count differs between assignments, and learners are urged to ensure that they are clear on the word count of each assignment.

Each assignment must: 1. Adhere to the word count; 2. Ensure that the word count is stated accurately; 3. Include the word count at the end of essay, after the Conclusion section and before the References section.

Exceeding or falling short of the word count: **Consequences.**

1.1. A deduction of 10% (that is, 10 marks where the assignment is marked out of 100, or 5 marks where the assignment is marked out of 50 marks) will apply where an assignment exceeds or falls short of the required word count by ten percent or more, and does not exceed or fall short of the required word count by more than 25%.

Where a written submission exceeds this word limit, the assessor will indicate on the text the point at which the word count has been reached.

1.2. Where an assignment exceeds or falls short of the required word count by greater or less than 25% of the wordcount then the learner will be required to resubmit the assignment. Penalties for late submission will apply.

The consequences of exceeding or falling short of the word counts are as follows:

Difference (either greater or less) between actual word count and required word count	Effect on final mark (where assessments are marked out of 100%)	Examples of marking
0 – 10% [of the required word- count]	No deduction	No deduction
11% - 25% of the required wordcount	10% of total marks for that assessment deducted	In an assignment carrying 100 marks where the mark would have been 60%, 10% of total marks are now deducted resulting in a new mark of 50%.
25% or higher of the wordcount.	Learner will be required to resubmit. Penalties for late submission may apply	

APPENDIX III

LMETB Statement of Academic Integrity

I pledge to be fair and honest to other learners and to my teacher/tutor/instructor by completing all of my academic work with integrity. This means that I will respect the standards set by my teacher/tutor/instructor and LMETB, be responsible for the consequences of my choices, honestly represent my knowledge and abilities, and be a community member that others can trust. I confirm that all work submitted is my own and sources of information have been acknowledged as appropriate.

1. Your Name
2. Email address _____
3. I confirm that all work submitted is my own and sources of information have been acknowledged as appropriate. Yes/No
4. Today's date

Please save the document in your name, email to the Assessor and then print out a copy.

APPENDIX IV

LMETB Examination Attendance Register Template

Centre Name:			
Class and/or PLSS Code:			
Tutor Name:			
Module Title and Code:			
Date:			
Start Date:			
End Date:			
Exam			
	Student Name		Student Name
1		11	
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	

Declaration

I confirm that the information provided is accurate.

Name :

Signature:

Position in Centre :

Date:

Supervision Report

Centre Name:

Centre Code:

Qualification:

Exam:

Date:

Start Time:

End Time:

The exam session started at and finished at

The exam was carried out in accordance with the awarding organisation's regulations.
If any unexpected event/disturbances during an Online Examination occurred please list them below:

Details of any unexpected event/disturbances. If the report is long, a separately signed sheet may be attached to this report.

Declaration

I confirm that the information provided is accurate.

Name :

Signature:

Position in Centre :

Date:

APPENDIX V

Sample Exemplar Alternative Assessment Instruments

Notes for Use

The following section of this document gives examples of sample exemplar alternative assessment briefs and associated marking rubrics and/or marking schemes.

These sample exemplars are intended as a guide to inform development of alternative assessment instruments and are not intended to be wholly prescriptive.

Assessors may adapt and use the samples provided if applied to their own module(s) but should use the samples along with the accompanying guidelines in this document to inform their own practice.

Assessors should also refer to information referenced within this document from QQI, Ahead (UDL), LMETB's Assessment Procedure, The National Teaching and Learning Forum, etc. A full list of recommended reading and references is supplied at the end of this document.

ASSESSMENT BRIEF – [Assignment]

Assessment Title	Exercise and Fitness Alternative Assignment (in lieu of Examination)		
Programme/Centre	xxxxxxx	Maximum Mark	30 marks (30%)
Module/Component Name	Exercise and Fitness	Date of Issue	xxxx
Module/Component Code	5N2668	Submission Date	xxxx
Assessor Name	xxxxx		
LOs to be assessed	Exam LOs 1, 3, 4, 10		

Instructions

Part 1 LO 1 (10 marks)

You will already have prepared workplan(s)/logs as part of your Learner Record looking at the following areas:

Exercise to music, Circuit training, Flexibility, Body conditioning, Resistance training

Taking one or more of the logs, you are now required to prepare a short report of 600-700 words (+/- 10%) illustrating and analysing how the following have been incorporated or used in the exercise session:

- Parts of the skeleton and their related functions.
- Major muscle groups used and how they have contributed to the exercise. This may also include an illustration of how the oxygen and blood has been transported around the body.

You must refer to each area of the 5 areas above.

This Short Report will follow this format:

Introduction- you will provide a brief introduction as to what the reader will expect from this report.

Body of Report – this is the main part of the report and will detail each of the 5 areas of exercise and your analysis of the effect of the bullet points mentioned above.

Conclusions – you will summarise all key information analysed for this report. No new information should be added to the report in the conclusion.

Part 2 LO 3, 4, 10 (20 marks)

You are looking for work as a fitness instructor in a named institution of your choice (e.g. gym, local sports club). Prepare a short portfolio of documents that you could use when speaking to the manager. This will include your thoughts on the following:

- How you will plan your day to include what you believe are your day to day responsibilities, using any research you have done on this role for your work experience.

- From your background research on the institution, what you believe are the responsibilities of the institution to its employees.
- How you would handle emergencies, first aid queries, accidents to include examples of real life scenarios.

This portfolio must demonstrate your understanding of the following:

- how you incorporate the FITT principle into your daily work to monitor exercise.
- the four components of Health and Fitness and how they can be incorporated into your daily work.

Presentation of Evidence

Part 1 – Short Report (600-700 words +/- 10%) or in poster format.

This will be word processed, font style Calibri, font 11 and 1.5 line spacing.

Poster may be used as a standalone piece if all required information is displayed. You may also supplement this with written work. You should agree submission arrangement for this work with your assessor.

Part 2 – Portfolio to Potential Employer (1000 words +/- 10%)

This will be word processed, font style Calibri, font 11 and 1.5 line spacing.

This may be done in tabular format, as an essay or any other suitable format.

Headings and sub-headings should be included as appropriate.

Any work to be saved electronically should follow the format:

YourName_ExerciseAndFitnessAssignment

The completed assignment should be printed for inclusion in your portfolio of evidence.

Note: This work may also be presented through any audio or other digital methods as agreed with your assessor e.g. blog, video, podcast, audio recording. This should be agreed with your assessor in advance.

This work may also be integrated with other modules if applicable, for example, as a blog (IT module) or Presentation (Communication and Personal Effectiveness modules).

Assessment/Performance Criteria and Marks

This assignment is worth 30% of the overall marks for this module.

Part 1 is worth 10% and Part 2 is worth 20%.

Submission Details

The assignment must be submitted by <<insert time if applicable>> on the submission date outlined at the top of this brief. <<Assessor to insert how the work will be submitted e.g. via email, Moodle etc.>>

A signed LMETB Statement of Academic Integrity L4-6 must accompany this work, to confirm authorship of work.

MARKING SCHEME - [Assignment]

Assessment Title	Exercise and Fitness Alternative Assignment		
Programme/Centre	xxxx		
Module/Component Name	Exercise and Fitness	Module/Component Code	5N2668
Assessor Name	xxxx	Learner Name	xxxx

Assessment Criteria		Max Mark	Learner Mark
Part 1 (10 Marks)	Skeleton parts and functions	Muscle Groups	
Exercise to music session	1 mark	1 mark	
Circuit training session	1	1	5 marks each session x 2 areas
Flexibility session	1	1	
Body conditioning session	1	1	
Resistance session	1	1	
Subtotal Part 1		10 Marks	
Part 2 (20 Marks)			
Day to day responsibilities	4 named x ½ mark each (2) Each point developed x ½ mark each (2)	4	
Role of employer	4 named x ½ mark each (2) Each point related to organisation x ½ mark each (2)	4	

Handling emergencies	4 examples x ½ mark each	2	
Understanding of role of FITT Principle	3 ways to incorporate into daily routines x 2 marks each	6	
Clear understanding of Health and Fitness components	4 components named x ½ mark each (2) ½ mark each for understanding (2)	4	
Subtotal Part 2		20 Marks	

Total Maximum Mark Available	30	Total Learner Mark Awarded	
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Assessor comment

Assessor Signature	
Date	

ASSESSMENT BRIEF – [Assignment]

Assessment Title	Child Development Alternative Brief (in lieu of Examination)		
Programme/Centre	xxxx	Maximum Mark	30 marks (30%)
Module/Component Name	Child Development	Date of Issue	xxxx
Module/Component Code	5N1764	Submission Date	xxxx
Assessor Name	xxxx		
LOs to be assessed	Examination LOs 1 - 5		

Instructions

For this assessment task, you are required to demonstrate your knowledge and understanding of the importance of a child's development. This assignment is divided into two parts.

Part 1 (10 marks)

You are required to write an essay of 750 words (+/- 10%) showing your understanding of the following statement:

"It is imperative that all childcare workers have a thorough understanding of children's development from 0-6 years"

Discuss your understanding of the above statement which must include all the following points:

- What is child development? (LO 1)
- Identify **two** primitive reflexes found in newborn babies. (LO 1)
- Explain the term normative development. (LO 1)
- Give **two** examples of the role of a childcare worker in promoting the social development of a child aged 2 years. (LO 1)
- Describe the term role-play. (LO 4)
- List **two** activities to promote the following developmental areas of a 3-year-old child. (LOs 1,5)
 - Fine Motor Development
 - Emotional Development
- Identify **two** possible causes of language delay in a child aged 4 years. (LOs 1,3)
- Discuss **four** ways a childcare worker can develop a bond with a baby aged 1 year. (LO 5)
- Explain the nature vs nurture debate in child psychology. Give **two** examples to support your answer. (LO 2)
- Explain the term "object permanence" (LO 2).

Part 2 (20 marks)

You are required to write a report of 1200 words (+/- 10%) of your experience in training to become a childcare worker. This report requires you to create and demonstrate your understanding of the importance of the practical knowledge you have learnt through work experience and/or personal experiences and linking it to theoretical knowledge learnt in the classroom. In this report you are required to have an:

Introduction: In this part of the report, you will reflect on the above statement giving a brief overview of your experience while training to become a childcare worker.

Main Body: This is the largest part of the report and all points below must be addressed. You should use this report as an opportunity to demonstrate your knowledge of a child's development.

- What is a child observation? (LO 5)
- Give **five** reasons why a childcare worker would carry out an observation on a pre-school child. (LO 5)
- List **four** observation techniques. (LO 5)
Describe when each of these observation methods would be used when assessing the development of a child in a childcare setting. (LO 5)
- Describe **four** roles of the childcare worker in planning activities to promote the holistic development of a child in a preschool setting. (LOs 1,4)
- Identify one influential theorist in relation to the following areas of development (LO 2)
 - Physical Development
 - Cognitive Development
 - Linguistic Development
- Discuss the importance of the family in promoting the emotional development of a child. (LO 3)
- Describe Mary Ainsworth's theory in relation to emotional development. (LO 2)

Conclusion: You will summarise all key information researched in this report. No new information should be added to the report in the conclusion.

Bibliography: All researched information must be acknowledged appropriately in the bibliography.

Presentation of Evidence

Both parts of this assignment must be word processed, font style Calibri, font 11 and 1.5 line spacing. All work must be clearly referenced. Proof-read your assignment to make sure it is error free.

Note: This work may also be presented through any audio or other digital methods e.g. blog, podcast, audio recording. This should be agreed with your assessor in advance.

Assessment/Performance Criteria and Marks

This assignment is worth 30% of the overall marks for this module. Part 1 is worth 10% and Part 2 is worth 20%.

Submission Details

The assignment must be submitted by <<insert time if applicable>> on the submission date outlined at the top of this brief. <<Assessor to insert how the work will be submitted e.g. via email, Moodle etc.>>

A signed Assessment Cover Sheet L4-6 must accompany this work, to confirm authorship of work.

MARKING SCHEME - [Assignment]

Assessment Title	Child Development Alternative Brief (in lieu of Examination)		
Programme/Centre	xxxx		
Module/Component Name	Child Development	Module/Component Code	5N1764
Assessor Name	xxxx	Learner Name	xxxx

Assessment Criteria	Max Mark	Learner Mark
Part 1		
• Child Development defined	2	
• Two examples given of primitive reflexes found in newborn babies	2 (1 mark each)	
• Normative development explained	2	
• Two examples given on how childcare worker can promote social development	2 (1 mark each)	
• The term role-play described	2	
• Two activities given for each of the following <ul style="list-style-type: none"> ▪ Fine Motor Development ▪ Emotional Development 	2 (0.5 marks each)	
• Two causes of language delay identified	2 (1 mark each)	
• Four examples discussed regarding development of a bond with a baby	2 (0.5 marks each)	
• Nature v Nurture explained	2	
• Object permanence explained	2	
Part 2		
• Introduction	3	
• Child Observation explained	5	
• Five reasons given for why a childcare worker should observe a pre-school child	5 (1 mark each)	
• Four observation techniques given	4 (1 mark each)	

• Description of when these observation methods should be used	8 (2 marks each)	
• Four roles given when planning activities	4 (1 mark each)	
• One theorist identified for each of the following: <ul style="list-style-type: none"> ▪ Physical Development ▪ Cognitive Development ▪ Linguistic Development 	3 (1 mark each)	
• Importance of family in promoting emotional development discussed	2	
• Mary Ainsworth theory explained	3	
• Conclusion	3	
	60	
Total (60/2)	30	

Total Maximum Mark Available	30	Total Learner Mark Awarded	
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Assessor comment

Assessor Signature	
Date	

ASSESSMENT BRIEF – [Assignment]

Assessment Title	Word Processing Alternative Assessment 1 (in lieu of Examination 1)		
Programme/Centre	xxxxxxx	Maximum Mark	46.7
Module/Component Name	Word Processing	Date of Issue	xxxxx
Module/Component Code	5N1358	Submission Date	xxxxx
Assessor Name	xxxxxxxxx		
LOs to be assessed	3 – 7 and 10 – 13		

Instructions
<p>Follow the Specific Assessment Instructions below completing all tasks in the order they occur in the brief.</p> <p>Save your work regularly and back-up the resulting documents.</p> <p>You will be creating <u>two</u> word processed documents – an Information Leaflet and a Booking Form.</p> <p>Begin by creating a folder on your device called YourName_WordAssignment1 then download the two attached work files into this folder.</p>
Presentation of Evidence
<p>'Print to file' where instructed in the brief and save all files for uploading to Moodle.</p> <p>Screenshot where instructed and save these files with the given filenames for uploading to Moodle.</p>
Assessment/Performance Criteria and Marks
<p>The practical assessments for this module make up 80% of the overall module marks and are divided into two parts:</p> <ul style="list-style-type: none"> • Part 1: 46.7% (this brief) • Part 2: 33.3% (brief to follow)
Submission Details
<p>The assignment must be submitted by <<insert time if applicable>> on the submission date outlined at the top of this brief. <<Assessor to insert how the work will be submitted e.g. via email, Moodle etc.>></p>

A signed Assessment Cover Sheet L4-6 must accompany this work, to confirm authorship of work.

Specific Assessment Instructions

Document 1 – Information Leaflet

You have been asked to create an **Information Leaflet** for the Public Relations Department of FERDIA College.

Open a blank Microsoft Word document and complete the following steps:

1. Set the page margins to pre-set moderate. Change the page orientation to Landscape and the top margin to 3 cm.
2. Create a logo for FERDIA College as follows: enter the text **FERDIA College**, right align and set the font to Gadugi, size 22 and font colour red.
3. Apply red, 40% lighter shading and a 1pt box border to the logo text.
4. Apply a whole page shadow border of red 25% darker colour, 3pt width to the document.
5. Add FERDIA to the dictionary.
6. Insert a footer containing **Your Name**.
7. Insert the insertion point after the logo, hit return and clear all formatting. Set the font to Century, 11pt, the line spacing for the document to 1.0 lines and change the spacing after to 0pt.
8. Add the following address to the top left hand corner of the document:
FERDIA College

Coes Road

Dundalk

Co. Louth

Tel. 042 55574

Email: [admin@ FERDIACollege.ie](mailto:admin@FERDIACollege.ie)
9. Change the spacing after on the Email line to 12pt.
10. **Save** the document as a **template** called **FERDIA College**. **Print to file** using the same filename and close Ms Word.
11. Open a **copy** of the template **FERDIA College**.
12. Add the following text after the email line; clear all formatting before typing and change the spacing after to 0pt, single line.

Information for Open Night

1. On Arrival
 - 1.1. Enter college through front entrance

- 1.2. Register in Reception
 2. Tea & Sandwiches
 - 2.1. Head for Canteen
 - 2.2. Get to know future students
 3. Introduction to College
 - 3.1. Take tour of college
 - 3.2. Return to main lecture hall
- We hope you enjoy the night

13. Embolden items 1 (On Arrival), 2 (Tea & Sandwiches) and 3 (Introduction to College).
14. Format item 1.1 with a space after of 3 pt and apply this to 1.2, 2.1, 2.2, 3.1 and 3.2.
15. Right align the heading **Information for Open Night** and embolden, italicise and set its font to Bradley Hand ITC with font size 22, red 50% darker shading. Apply this formatting to the text "We hope you enjoy the night".
16. Add automatic page numbering to the right of the footer.
17. Insert a page break after "We hope you enjoy the night" in the bottom right hand corner.
18. Use the Help Facility to show you **how to take a screenshot** then take a screenshot of the help dialogue box and paste into the second page of the document. Reduce the size of the image if necessary in order that it fits on the page and position it in the middle centre of the page. Save the screenshot file as **Your Name_Help Screen**.
19. Insert a watermark **Sample** on the document.
20. Replace all instances of **Reception** with **Office**.
21. Spellcheck and proofread the document.
22. Save the document as **Your Name_Information Leaflet** and **print to file**.

Document 2 – Booking Form

You have been asked to create **Booking Form** for FERDIA College. Open a blank Microsoft Word Document and complete the following steps:

1. Save the blank document to your folder as **Your Name_Booking**.
2. Copy the **FERDIA College** logo from **Information Leaflet** and paste it to the top right of the document (keep the formatting).
3. Clear all formatting below then create a table with **3 columns and 12 rows** below the logo. Change the height of the rows to 1.5 cm and the width of column one to 6 cm.

4. Set the font to Century, 12pt, single line spacing; align centre left.
5. Edit the table so that it appears as below and add the following information into the table as shown:

First Name	Surname	Telephone
Email		
Address		
Course Interested in (please tick)		Childcare
		Healthcare
		Computers
		Business
Any Special Requirements?		

6. Insert your name as a left aligned footer and automatic page numbering as a right aligned footer.
7. Add the text **Application Form** to the top left of the page in 18pt, red, Tahoma.
8. Centre align all the text in the first column of the table.
9. **Save** the document and **print to file**.
10. Apply red, 60% lighter shading to all the cells contain courses – Childcare to Business.
11. Insert a new row above Email, containing two cells. **Type Highest Level of Education** in the first cell and split the second cell into 4 cells.
12. Insert Junior Cert, Leaving Cert, Diploma, Degree into these cells and centre align all five cells.

13. Replace **Computers** with **ICT** throughout the document.
14. Spellcheck and proofread the document.
15. Insert a clipart of **Education** in the blank cell above “Any Special Requirements”. Ensure the clipart does not distort the table by resizing the image to less than 4cm, then, position the image in the Middle Centre of the cell.
16. Save the document as **Your Name_Booking Complete** and **print to file**.

Remember: Sign the Statement of Academic Integrity sheet and return it with the completed assignment to verify all work is your own.

ASSESSMENT BRIEF – [Assignment]

Assessment Title	Safety and Health at Work Alternative Assessment (in lieu of Examination)		
Programme/Centre	xxxxx	Maximum Mark	40 (40%)
Module/Component Name	Safety and Health at Work	Date of Issue	xxxx
Module/Component Code	5N1794	Submission Date	xxxx
Assessor Name	xxxx		
LOs to be assessed	2, 3, 7–10, 13, 14, 16		

Instructions

General Assessment Instructions:

- There are two parts to this assignment – please ensure you fully answer both.
- Part 1 will assess your general understanding of the topics in the form of an essay while Part 2 will assess your in-depth understanding and knowledge in the form of a report.
- Please read the **Specific Assessment Instructions** below carefully before proceeding.

Presentation of Evidence

Both parts of this assignment should be word processed, font style Calibri, font 11, 1.5 line spacing. All work must be clearly referenced. Proofread your assignment to make sure it is error free.

Note: This work may also be presented through audio or other digital methods, e.g. blog, podcast, audio recording. This should be agreed with your assessor in advance.

Assessment/Performance Criteria and Marks

This assignment is worth 40% of the overall marks for this module. Part 1 is worth 20% and Part 2 is worth 20%.

Submission Details

The assignment must be submitted by <<insert time if applicable>> on the submission date outlined at the top of this brief. <<Assessor to insert how the work will be submitted e.g. via email, Moodle etc.>>

A signed Assessment Cover Sheet L4-6 must accompany this work, to confirm authorship of work.

Specific Assessment Instructions:

Part 1: 20% (LOs 2, 3, 9, 13, 16)

You are required to write an essay of approx. 1200 words (+/- 10%) on the following:

“The Health and Safety Authority (HSA) in Ireland has a number of major roles including regulation, promotion and improving the way we work”.

Discuss the above statement with reference to all of the following points:

- The Safety, Health and Welfare at Work Act, 2005
- Communication and training in the promotion and provision of health and safety in the workplace
- Hazards and risks when working with mechanical and electrical equipment
- First aid – what is it and what are the typical contents of a first aid kit used for?
- Safety signs in the workplace – their meaning and use

Note: All sources must be referenced so please include a bibliography with your essay. This will not be included as part of the word count.

Save the essay using the filename **Your Name_Health And Safety Essay**

Part 2: 20% (LOs 7, 8, 10, 14)

You are now required to write approx. 1200 words (+/- 10%) on the following:

Consider your vocational area and the type of workplace you currently work in, have completed your work experience in or, would like to work in in the future and write a report on the workplace under the headings below.

Introduction: Introduce the workplace, be it fictional or real. What type of workplace is it?

How many employees? What is your role there? (approx. 120 words)

Fire Safety (LO 8): With reference to the Safety, Health and Welfare at Work Act, 2005, what obligations does the employer have to its employees with regard to fire safety? Discuss the various firefighting equipment that must be available in the workplace and the types of fires they are designed to extinguish.

Analyse the main causes of fire in the workplace and how these can be prevented (including PPE, LO 10). Include an outline of the Fire Triangle in your discussion and the steps that should be taken in the event of a fire in any building.

Accidents and Dangerous Occurrences (LO 7): Explain the difference between an **accident** and a **dangerous occurrence**. With reference to your workplace, give an example of one type of accident and one type of dangerous occurrence that could potentially happen in your workplace outlining for each the causes, prevention (including PPE, LO 10), emergency procedures and reporting requirements.

Infection Control (LO 14): In general terms, discuss the issues relating to infection control in the workplace with reference to PPE (LO 10), employer and employee responsibilities in relation to infection prevention and emergency procedures for suspected contamination. Also include in your discussion an outline of how micro-organisms grow and develop, the routes for infection and the types of illness that could be caused.

Note: The above headings of *Fire Safety*, *Accidents and Dangerous Occurrences* and *Infection Control*, make up the main body of your assignment (approx. 950 words).

Conclusion: Summarise your findings and draw conclusions based on your research. (approx. 120 words)

Bibliography: Not included in word count. All sources must be referenced.

Save the report using the filename **Your Name Health And Safety Report**

Remember: Sign the Assessment Cover Sheet and return it with the completed assignment to verify all work is your own.

ASSESSMENT BRIEF – [Assignment]

Assessment Title	Work Experience Alternative Brief (in lieu of Skills Demonstration)		
Programme/Centre	xxxx	Maximum Mark	40 marks (40%)
Module/Component Name	Work Experience	Date of Issue	xxxx
Module/Component Code	5N1764	Submission Date	xxxx
Assessor Name	xxxx		
LOs to be assessed	Skills Demonstration – LOs 6, 7, 8		

Instructions

For this assessment task, the skills demonstration will be evidenced by:

- A reference/verification of employment from a previous employer.
- An essay in which you will discuss the day-to-day tasks performed, challenges you encountered and a reflective summary on a previous work experience.

Part 1 - A reference/verification of employment from a previous employer (compulsory requirement)

You must include a reference/verification of employment from a previous employer. The experience of work must be substantial, verifiable and relevant to the vocational area.

Part 2 - Essay reflecting on a past work experience

You will write an essay reflecting on the selected past work experience. Areas for discussion in your essay include:

Organisation/business profile

- A profile of the organisation/business of your previous work experience e.g. name, type of organisation/business, the main type of product/service provided, approximate number of employees, your role in the organisation.

Your role in the organisation/business

- An overview of the types of day-to-day tasks you performed as part of your role in the organisation/business.
- What skills were important to have in order to complete day-to-day activities e.g. knowledge of the organisation procedures, digital skills, accuracy, speed, hygiene, safety, communication, talking to customers/clients etc.
- Discuss the types of challenges you encountered e.g. conflict, criticism, new experiences, meeting new people and how did you solve them. What did you learn from them?
- Discuss the positive aspects of the job. What did you learn from them?
- Outline the types of skills you learnt while in this employment e.g. communication skills, interpersonal skills, the ability to work in a team and/or on your own, working to a deadline, new technology skills etc.

- Outline the health and safety regulations you had to adhere to while working in this organisation/business. What were the reporting requirements? Include any other regulations you feel is necessary to include in your essay.

Reflection

- Evaluate what you learnt while working for this organisation/business.
- Evaluate your performance in terms of the decisions you made and how you might do it differently the next time. (Give examples where necessary).
- How did working for this business/organisation influence your future choices?
- What are your plans for future work or professional development?

Presentation of Evidence

The essay must be word processed, font style Calibri, font 11 and 1.5 line spacing. All work must be clearly referenced. Proofread your assignment to make sure it is error free.

Note: This work may also be presented through any audio or other digital methods e.g. blog, podcast, audio recording. This should be agreed with your assessor in advance.

Assessment/Performance Criteria and Marks

This assignment is worth 40% of the overall marks for this module. Part 1 is worth 10% and Part 2 is worth 30%.

Submission Details

The assignment must be submitted by <<insert time if applicable>> on the submission date outlined at the top of this brief. <<Assessor to insert how the work will be submitted e.g. via email, Moodle etc.>>

A signed Assessment Cover Sheet L4-6 must accompany this work, to confirm authorship of work.

Work Experience Marking Rubric – 5N1356

10 marks	Criteria
10 - 9	<ul style="list-style-type: none"> • Comprehensive response demonstrating a deep understanding of the topic. • The essay has a clear focus and includes evidence of evaluation and reflection. • All points outlined in the brief have been addressed in considerable detail. • Information is communicated with a high degree of clarity and confidence. • Vocationally specific language and vocabulary is used with confidence throughout the essay. • Information is accurate and correctly referenced using the correct format. • The document is error free with the correct use of grammar and punctuation.
8 - 7	<ul style="list-style-type: none"> • Minor detail missing from response but a deep understanding of the topic. • The essay has a clear focus and includes evidence of evaluation and reflection. • All points outlined in the brief have been addressed. • Information is communicated with a degree of clarity and confidence. • Vocationally specific language and vocabulary is used in the essay. • Information is accurate and correctly referenced using the correct format. • The document is error free with the correct use of grammar and punctuation.
6 - 5	<ul style="list-style-type: none"> • Detail missing from response but an understanding of the topic has been demonstrated. • Parts of the essay are focussed. Ideas are discussed but some more than others. There is some evidence of evaluation and reflection. • Most of the points outlined in the brief have been addressed. • Information is accurate but the format of the referencing has some minor errors. • Vocationally specific language and vocabulary is used occasionally in the essay. • The document has some spelling and grammatical errors.
4 - 3	<ul style="list-style-type: none"> • Only part of the topic/question responded to. • Reasonable understanding of the topic demonstrated. • Essay has limited focus; information is discussed at random and does not flow logically. Limited evidence of evaluation and reflection. • Some of the points outlined in the brief have been addressed. • Information presented is accurate however the format of the referencing has numerous errors. • Limited vocationally specific language and vocabulary is used in the essay. • The document has spelling and grammatical errors.
2 - 1	<ul style="list-style-type: none"> • Only part of the topic/question responded to. • Basic understanding of the topic demonstrated. • Essay has little focus; information is not discussed in a logical manner. Limited evidence of evaluation and reflection. • Limited number of points outlined in the brief have been addressed. • Little to no vocationally specific language and vocabulary is used in the essay. • Information presented is accurate but limited and the format of the referencing is poor. • Limited vocationally specific language and vocabulary is used in the essay.

	<ul style="list-style-type: none"> The document has spelling and grammatical errors throughout.
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MARKING SCHEME - [Assignment]

Assessment Title	Work Experience Alternative Brief (in lieu of Skills Demonstration)		
Programme/Centre			
Module/Component Name	Work Experience	Module/Component Code	5N1764
Assessor Name		Learner Name	

Assessment Criteria	Max Mark	Learner Mark
Part 1		
Reference/verification of employment from a previous employer (Compulsory requirement)	10	
Part 2		
Essay		
<ul style="list-style-type: none"> Organisation/Business Profile 	10	
<ul style="list-style-type: none"> Role in the organisation/business 	10	
<ul style="list-style-type: none"> Reflection 	10	

Total Maximum Mark Available	40	Total Learner Mark Awarded	
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Assessor comment

Assessor Signature	
Date	

Recommended Reading

<https://www.nala.ie/covid-19-supports/>

<https://library.etbi.ie/home>

<https://ahead.ie/udl-for-fet-framework>

<https://www.teachingandlearning.ie/resource/10-ways-to-ensure-online-assessment-is-accessible-and-inclusive/>

<https://www.teachingandlearning.ie/resource/selecting-online-alternatives-to-common-assessment-methods/>

<https://www.teachingandlearning.ie/resource/10-points-to-consider-in-choosing-alterative-assessment-methods-for-the-online-environment/>

References

- QQI (2020) *Covid-19 – Updates from QQI*. QQI. Available from <https://www.qqi.ie/Articles/Pages/COVID-19---Updates-from-QQI.aspx> [March 31st 2020]
- QQI (2020) *Building Confidence: Supports and Arrangements for the Tertiary Education Sector*. QQI. Available from <https://www.qqi.ie/Downloads/Building%20Confidence%20-%20Tertiary%20Education%20System.pdf> [March 31st 2020]
- QQI (2020) *Guiding Principles for Alternative Assessments. (Devised in Response to the Covid-19 Emergency Restrictions)*. QQI. Available from <https://www.qqi.ie/Downloads/Guiding%20Principles%20for%20Alternative%20Assessment%20%28COVID-19%29.pdf> [March 31st 2020]
- QQI (2020) *Measures to Mitigate Impact of Covid-19 Pandemic on Programmes leading to QQI Awards*. QQI. Available from <https://www.qqi.ie/Downloads/Mitigating%20Impact%20on%20QQI%20Awards.pdf> [March 31st 2020]
- QQI (2016) *Core Statutory Quality Assurance Guidelines developed by QQI for use by all Providers*. QQI. Available from <https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf> [March 31st 2020]
- QQI (2017) *Policies and criteria for the validation of programmes of education and training*. QQI. Available from <https://www.qqi.ie/Publications/Publications/Initial Validation policy 7 10 13.pdf> [March 31st 2020]
- QQI (2018) *Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 Revised 2018)*. QQI. Available from [https://www.qqi.ie/Downloads/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers%20Revised%202013.pdf#search=quality assuring assessment guidelines%2A](https://www.qqi.ie/Downloads/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers%20Revised%202013.pdf#search=quality%20assuring%20assessment%20guidelines%2A) [March 31st 2020]
- QQI (2003) *National Framework of Qualifications Grid of Level Indicators*. QQI. Available from <https://www.qqi.ie/Downloads/NFQLevelindicators.pdf> [March 31st 2020]