

Contingency Planning: Overarching arrangements adopted by LMETB

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Executive Summary

As a result of the impact of COVID-19 pandemic, LMETB has been working to ensure that our learners are not disadvantaged at the point of assessment, while preserving the academic integrity and standards of the awards offered by our FET service. In so doing, LMETB have been mindful of the principles and guidelines set out at a national level by Quality and Qualifications Ireland (QQI) and the potential changes in assessment practises necessitated by the COVID 19 pandemic.

The Senior Management Team of LMETB, has agreed that, in recognition of the need to protect the health and wellbeing of learners and staff, examinations and other face-to-face assessments scheduled during the period covered by the public health directives will no longer take place. These are being replaced with appropriate alternative assessment methodologies, which may range from online submission of assignments to open book assessments.

The changes approved by Quality Assurance Governance Management Council (QAGMC) LMETB are designed to enable our students/learners to progress and complete their studies. These changes will ensure that learning outcomes are properly assessed. They will ensure that the integrity and validity of the assessment process is quality assured as far as practicable to any form of assessment conducted in one of LMETBs' various FET centres/Training facilities /Centres and PLC College's in normal circumstances. LMETB is cognisant that the alternative methods of assessment will not act as precedent after the conclusion of COVID19 measures.

LMETB commits to:

- Fair and equitable assessment change which is reasonable as a method of alternative assessment to that previously validated or detailed in the programme or component descriptors and specifications.
- By reasonable, it is meant that the assessment change can assess the learning outcomes by making an evidence-based determination and this change has been approved within LMETB's Quality governance structures.
- Provision of clearly communicated and relevant information to assist in the changes to assessment.
- Developing an agreed contingency plan and submitting a copy to QQI and as well as publishing this on LMETB's website.

This document has been prepared under the guiding principles agreed at national level with relevant stakeholder groups. Due cognisance of all points in the guiding principles have been taken account of in the development of the LMETB QQI contingency plan. (See Appendix I).

The scope of these contingency plans applies to all LMETB programmes where assessments are impacted by the COVID-19 Restrictions and centre closures, and courses where CAO applications and employment opportunities are dependent on Award or Qualification completion. It does not apply to Pre-2016 Apprenticeship programmes which are co-ordinated and validated by SOLAS. The scope of these plans is also superseded by those of other awarding bodies and consequently applies only to LMETB QQI Validated programmes/Awards.

Context

Arising from the current uncertainties due to the closure of LMETB FET Centres and Colleges, several difficulties have emerged in relation to the continuation of learning programmes underscoring the inherent disruption to upcoming assessment and examination deadlines.

This includes the completion of mandatory components and learner attendance at practical and vocational subject areas. While outline Departmental guidelines about the outbreak regarding compassionate consideration related to deferral of supervised examinations, further concerns are impacting on the delivery of programmes and completion of awards.

Considerations

While it is possible that some of the theoretical elements of teaching and learning could be facilitated through remote online access, this is not always feasible for many learners with poor internet access and limited I.T. facilities. This is further exacerbated by the limited degree to which LMETB's Centres/Colleges have employed online delivery of Programmes and assessments here-to-fore.

Of salient concern is the issue of work experience placement, which is mandatory for areas such as Childcare and Healthcare. This is an area where there are traditionally difficulties in placing learners in such environments due to the numbers involved and in getting clearance to undertake placement within the various hosting organisations. Due to the current restrictions, several centres have highlighted that learners will be unable to undertake essential work placements for the foreseeable future. Failure to complete this mandatory Work Experience component will result in learners being unable to complete the full award successfully. This will have serious implications for those hoping to apply to the CAO.

Additionally, while the learning schedules and centre timetables are being understandably disrupted, LMETB Senior Management team (SMT) has concerns that learners may be seriously disadvantaged particularly when it comes to the more vocational areas, such as programmes delivered primarily through the Training Centre. This will impact particularly on apprenticeships and traineeships due to heavy emphasis of competency-based assessment through skills demonstrations. This consideration also extends to PLC settings where programmes such as healthcare, childcare, beauty therapy, hairdressing and other practical based programmes are equally impacted.

Risks

As noted above there are several key risk factors for learners:

- Inability to complete mandatory work placement for the core Work Experience component, resulting in the failure to complete the relevant full award successfully
- Inability to facilitate teaching and learning for the practical and vocational subject areas, impacting on apprenticeship and traineeship timelines for progression
- Implications for CAO deadlines as a result of deferral of assessments and examinations

- Lack of capacity to facilitate learners through online teaching and learning
- Validation restrictions to facilitate learners through online teaching and learning
- Internal Verification processes may be disrupted as teachers may not be able to access the centre to complete the internal verification process. In many cases learners may have already handed up assignments in hard copy and therefore this may not be accessible to the internal verifier.
- EAs will not be able to attend centres to carry out External Authentication or the work might not be available for review if, for the reasons outlined, students cannot complete their modules.
- Meeting Certification deadlines, in particular, the June certification period.

LMETB response on initial closure of educational facilities

At the onset of the crisis, which led to the initial FET Centre / College closure for learners, staff were requested to provide appropriate work packages, both on-line and /or in hard copy format. Feedback was facilitated by the module assessor, in writing or electronically, as appropriate

FET Centres/Colleges, with the technical capacity to do so, utilised the option of delivering content to learners online.

To ensure that policies in relation to GDPR and professional good practice were adhered to, extensive support was provided by the IT Department, in addition to the Senior Management Team, Co-ordinators and Corporate Services specialists.

To ensure that teaching and learning continued uninterrupted, the learner packs were developed on a class by class basis and subsequently circulated by teachers, tutors, instructors or co-ordinators by means of email, post or collection.

Teachers, tutors and instructors were also supported by the IT department in use of applications for on-line tutorials, including TEAMS, Skype and Zoom.

FET Centre managers made facilities available so that learners could undertake the assessment through hard copy or soft copy, which could be returned online or at a nominated drop-off point at an LMETB centre.

For centres, where assessments were scheduled, instruction was given that these should proceed remotely where possible.

For the first two weeks of the restrictions, teachers were instructed to particularly prioritise the learning outcomes, which formed part of the current work plan. The importance of appropriate work packages in terms of tutorials, resource sheets and online resources to learners was highlighted, in addition to the provision of hard copies, which could be collected from the various centres at the earliest opportunity.

LMETB have been addressing queries locally from centres, accessing support in this regard by channelling queries received through the ETBI QA network and FESS to ensure consistency of standards and response across all ETB's as providers. Updates are circulated through the following channels: FET Senior management Team, Co-ordinators and PLC Principals.

LMETB acknowledge situations can emerge where circumstances require the rescheduling of programme delivery and/or the deferment of assessment.

Limitations to online delivery

Where practicable- class work is assigned to learners and guidance given by instructors/tutors regarding continuing learning in the home environment. Delivery will shift to online, where the programme is suitable and IT facilities for Learners allow.

Due to the vocational focus of a high number of LMETB programmes and the importance of skills development, there is an interruption to learning. Programme schedules are to be reviewed by Co-ordinators in conjunction with staff to identify learners who may be materially delayed in completing their course, because of the closure of specialist facilities at FET Colleges/Centres e.g. mechanical workshops, professional kitchens, hairdressing and beauty therapy training rooms, and sports halls/gyms.

An initial review of programme schedules undertaken by the FET Co-ordinators has identified learner groups who have issues, because of their capacity to continue learning in the home environment due to issues associated with technology capacity including broadband accessibility and/or digital literacy.

On foot of a systematic audit of modules/classes (currently be finalised) there will be a review of programme schedules and further consideration of the needs of learners- our final plan will reflect the revised programme schedules and/or the deferral of assessment.

LMETB will continue to communicate any changes to a learner's programme schedule at the earliest opportunity, thereby - informing learners individually of the intended change(s).

Skeleton staffing arrangements were in situ in FET Colleges/Centres, providing support to teachers/tutors and learners, until further Public Health measures were activated.

Work based learning- including work placement

All teaching, learning and assessment activities scheduled for work-based settings are deferred. As highlighted above the review of programme schedules will identify the cohort of learners who may be materially delayed in completing their course, because of a significant interruption to work based learning. It is expected that a high number of programme schedules will require revisions to work based learning. Revised programme schedules will have regard to award requirements- specifically the requirement that learners must have the opportunity to acquire knowledge, skill and competence and have some assessments carried out in the work place setting.

Due to the timing of the COVID-19 pandemic, in many cases learners have completed the required work place element required within their programme for certification processes. In some cases learners however may be restricted in getting evidence of the supervisors report due to enforced closures.

Consideration is being given to the use of scenarios to meet learning outcomes as part of the assessments for work practice. The scenarios would be linked to the learning outcomes and learners can base their responses on actual experience (if they have had it) or, alternatively, what they would do in that situation. Learners could reference theory to illustrate their understanding and knowledge along with examples of their practice (real or simulated). Consideration may also be given to the completion of work-related free online courses to augment learning outcomes and for the assessment and delivery of Time management/ self-directed learning skills.

Practical assessment, Skills demonstrations, and Examinations

Access to specialist practical facilities for scheduled assessment events will be disrupted as centres are closed and therefore unavailable to learners. The deferment of assessment events will be tracked and recorded in contingency plans and reviewed by the Senior Management Team. Assessment events will be rescheduled. Those learner groups whose course assessment requires specialist practical facilities will be prioritised in the first instance. Due consideration will be given to the suitability of switching from a controlled assessment (e.g. examinations-including practical examinations), to a less controlled assessment. Remote skills demonstrations, where possible to undertake, will have due regard to QQI guidelines of simulated environment.¹

The use of an alternative assessment, which would allow identified learning outcomes; previously assigned to the examinable component of a given programme, to switch to being assessed by assignment will be considered. Any such changes must be planned carefully with the quality assurance of the assessment process being maintained. Centres must ensure appropriate academic integrity/assessment malpractice arrangements are in place to assure the quality of any alternative assessment instruments that arise. Centres must keep copies of all locally devised alternative assessments instruments and the corresponding mapping documents on file for EA purposes. Such alternative assessment will be reviewed by the FET centre management and the SMT and recommended to the QAGMC for approval.

Specific examples of alternate assessment formats from the LMETB PLC sector:

- Teachers are working on adjusting remaining assignments to ones that are more suitable to completing from home.
- Inability to complete some practical exams: It may be possible to allocate marks for practical exams, not yet completed based on class work to date. It may also be possible for a new brief to be devised so that the student can carry out a skills demonstration at home, record themselves doing the relevant skill and submit it to the teacher. It is important that the Learning Outcomes are covered if assessment methods are changed. Some examining bodies have their own contingency plans which we must comply with.
- Teachers /Tutors /Instructors are working around Students/Learners needing specialist equipment for completing practical exams. E.g. In some cases, a teacher could record themselves doing a task with errors and ask students to point out the errors and give the correct procedures.
- Contingency plan for exams. Students will complete an open book exam (assignment style covering all the required learning outcomes), which they will access through Moodle or email. Centres may employ a plagiarism disclaimer form or students will

¹ (Page 16 QQI Quality Assuring Guidelines for Providers, revised 2018:

"A skills demonstration may be carried out in a simulated environment using for example, role play or simulated scenarios. The environment should enable the learner to demonstrate a broad range of learning outcomes. When using simulated environment observation the assessor should ensure that:

- the learner receives clear instructions and guidelines on how the assessment will proceed and what will be assessed e.g. duration, inclusion of oral questions as appropriate
- the environment is carefully prepared and the necessary equipment and/or materials are available to the learner
- the tasks and conditions should be as realistic and close to the 'actual' environment as possible
- learner evidence to be generated is identified.
- A clear marking scheme including assessment criteria should also be devised that highlights how learner evidence is to be graded. "

sign a declaration attesting to the fact that it is their work. A generic electronic form labelled 'Statement of Academic Integrity' will also be made available to each FET Centre. (Exams are being changed to more application style exams than fact-stating exams to negate plagiarism issues or an assignment style) and to allow for the sending of an exam through online means; agreeing to do this under GDPR. Exam rules highlighting the consequences of plagiarism will be made available to learners prior to an assessment, (such as those found in **Appendix II**).

For students with technological issues like Wi-Fi etc., the student can access the questions on their phone and write the answers, then photograph them and send them to the teacher through Moodle or email. The student will have 24 hours to complete and send back in the exam. This allows ample time to access technological support and/or learning support which will be available to the students through email, Microsoft teams, or phone call. There will be a make-up exam day at the end, giving a supplementary exam, for students who cannot attend the first exam or who may have had serious technical issues in the first one.

Submitting learner results for certification

It is the intention of LMETB to continue to submit learners for each certification period. Contingency plans will allow for managers at FET Colleges/Centres to access the QBS remotely to manage the work relating to certification of learners. LMETB will communicate any changes to the QQI certification timetable at an early opportunity - informing learners individually of the intended change(s). Staff at FET Colleges/Centres will provide information and advice to those learners who intend to progress to further study, and whose applications to Higher Education Institutes may be affected by changes to the QQI certification timetable. QQI and other relevant awarding bodies may need to consider the extension of certification deadlines for learners, particularly those applying through the CAO. A national request for clarification on this has been issued to QQI.

LMETB Audit FET Centres

As part of contingency measures that LMETB are required to agree with QQI, a revised provisional assessment schedule for each FET centre/College needs to be formulated and published, taking account of the national advice provided by QQI.

The SMT /QA team need to establish what remaining or outstanding assessments need to take place across all our provision within the next certification round (June 2020) and beyond into the next few certification rounds so we can prioritise where alternative arrangements have to be put in place and how to address the issues in a strategic manner.

This process needs to consider scheduled submission dates; examinations, work experience and skills demonstration within the affected modules/classes. The FET Director has decided that this process needs to be managed through an audit of all our FET Centres and Assessors.

The purpose of the form (hyperlink below) was to establish where each individual class group is currently placed regarding assessments and what remains outstanding. It was also to provide management with information on supports required or actions that need to be undertaken to support the completion of remaining assessments within each module/course.

<https://forms.office.com/Pages/ResponsePage.aspx?id=poOQkdzckUO2gg05kLCInILsMlg86D9Do7HPNIMd63NUNkNCSDUyMERINFJZT0hMVVZWVjFCWFVaNS4u>

The link above was sent to each of the FET centres' Tutor/Assessors, who were asked to complete one survey per module per class which are finishing in this current year 2020. This form is being completed by the module Assessor in conjunction Course Co-ordinator/Manager/Assistant Manager/Principle/Assistant Principle, if required. A deadline for the close of the audit was set for Thursday 2nd April at 5pm.

The completed survey responses will be shared with each FET Centre Co-ordinator by the AEO. This is to ensure that Co-ordinators have copies of all their staff responses.

The SMT will engage with each FET Centre Co-ordinator, analysing the survey responses from that centre, identifying the classes that are complete/can apply alternatives and what is the most appropriate alternative/and those that cannot complete and need to be deferred/postponed.

In instances where modules and assessment techniques are not critical to processing within the June 20 Certification period, the FET centre co-ordinators will advise if appropriate on the need to be deferred/postponed to a later Certification Date.

Where instances of modules that can complete and alternatives identified, centres and programme co-ordinators and their assessors can propose an alternative assessment technique and then develop related assessment instruments to assess the same learning outcomes as the theory examination/skills demonstration prescribed in the validated programme (See attached guidelines in **Appendix III**).

These actions were signed off by our FET Director and were submitted to the LMETB QAGMC for their approval.

Interim Measures

As an interim measure before implementing any changes to assessment techniques, permission will be granted in principle to each FET Centre, provided they set up a system of review to ensure that Learning Outcomes (LOs) are mapped across properly. All schedule changes and other adaptations must be notified to sectoral Line Managers (AEO; Principals; Training Manager).

Note: the changes will accord with the recommendations set out in the QQI documents including: *Building Confidence: supports and arrangements for the tertiary education system*; supported by *Guiding principles for alternative assessments* (devised in response to the COVID-19 emergency restrictions); and *Measures to mitigate impact of COVID-19 pandemic on programmes leading to QQI awards*. Any changes will also consider all recommendations approved by the QA strategy sub-committee of the Director of FET forum.

A record comprising the column heads below will be maintained:

- Module Name and Code
- Changes Made
- Changes Peer Reviewed (By centre Co-ordinator or other SME)
- Signed off by:
- Date Sent to AEO

A sample of these will be monitored and formally approved by the QAGMC. QQI are requiring all alternative arrangements to be documented and approved by the appropriate, senior

internal governance structure (the QAGMC), and the oversight and governance arrangements for them recorded.

Revised Guidelines for QA operational arrangements

LMETB intends to develop an agreed approach to its operational QA arrangements and issue guidelines for documenting/developing assessments – alternate assessment briefs, online examinations, “open-book” exams, remote conduct of skills demos, etc. These guidelines will need to take into account local and national best practise and will include guidance on development, approval, learner communication, implementation and recording.

These new QA arrangements will need to be approved by the QAGMC. It is critical that the implementation of alternates is consistent as possible across our service. Areas that an agreed process would be required should include:

- FET co-ordinators/teachers/assessors implementing the required – gathering of physical/virtual evidence, Internal Verification, External authentications, QBS entry etc.
- Where alternate briefs are developed, mechanisms will be needed to coordinate virtual Communities of Practice for subject teachers to contribute to a coherent approach and consistent briefs.
- guidelines for completion of the Work Experience module by learners and alternatives to the traditional way this has been done to-date in order to meet the requirements of the learner’s Major Award.

Possible Actions arising from the review

- On foot of the review of programme schedules and the consideration of the needs of learners- contingency plans will include revised programme schedules and/or the deferment of assessment.
- The review will identify the cohort of learners who may be materially delayed in completing their course, because of a significant interruption to work based learning.
- It may be possible for learners to continue working on assignments and projects while confined, and all support for this course of action will be provided.
- Similarly, teachers, tutors and trainers may be able to continue to receive completed work online, correct it, and give feedback, for example, using word review (or Moodle etc.). Good practice will be applied should a decision be taken to continue delivery online.
- In the event that a centre has to close for an extended period, arrangements will be put in place to ensure that learners can return to the centre to complete the elements of the programme required at a later date. Correspondingly, it may be necessary to defer currently scheduled supervised examinations, and provisional dates for these will be communicated in a timely fashion to learners.
- Consideration of appropriate corresponding actions needs to be compassionate and reasonable for both learner and provider, while fully cognisant of any arrangements which have been/may be, put in place by the DES/SOLAS and satisfying of any requirements made by QQI and other relevant national bodies/awarding bodies.
- Ongoing contingency planning will be required if there is continued Interruption to programmes due for certification in June 2020

- LMETB will be guided by national decision-making and this document will be updated should further information issue in regard to, for example, arrangements regarding access to Higher Education programmes/CAO processes. Students not affected by CAO deadlines can be accommodated for later scheduled certification periods if necessary.

Potential ameliorative actions

Potential ameliorative actions will require consideration of:

- A flexible extension of examination deadlines in order to allow for the completion of programme content.
- Flexibility around programmes/assessments dependant on the CAO deadline in order to facilitate learners' progression/access. Further clarification sought from QQI on this
- Learners who may not have fully completed work placement to progress to the next stage of their learning on the proviso that this is undertaken within a defined and communicated period.
- Potential use of RPL in aspects of work experience learning outcomes
- These alternative means of assessment have to address the assessment of the module or programme/course learning outcomes in a secure manner while maintaining the integrity of the assessment process. All existing Quality Assurance Policies and procedures must be observed as normal during this period. LMETB's focus is on maintaining standards and quality throughout the period of disruption.
- With regard to assessed work experience or work practice modules which are still outstanding within courses, we will have due regard to the alternative proposals emanating from the ongoing collaborative sharing of information by the ETBI QA network and the new supports and arrangements for assessment as set out in the updates provided by QQI.
- Flexibility around arrangements to extend programme learning to blended content where this is possible to arrange for but not currently in place for learners. Awarding bodies' approval will need to be considered here also as relevant. Further clarification sought from QQI on this.
- Guidelines around the Internal Verification processes, and EA arrangements and Results/Certification approval panels will need to be produced. This includes consideration of the use of electronic tutor folders regarding IV and On-line portal for EAs where appropriate and IT allows.
- Arrangements to facilitate upload results to QBS; Adequate time for appeals/management of the appeals process; and, for issuance of Certificates, all need to be considered. For extended/ additional certification upload periods further clarification may be sought from QQI.
- That those participating in Apprenticeship and Traineeship programmes will be not disadvantaged by the potential delay or postponement of timelines.

Communication with Staff

As part of our business continuity planning, chaired by the FET Director, discussions took place with relevant teaching staff as to their preparedness to facilitate remote teaching in components where this is appropriate and possible. This document, and all changes made as a result of the ongoing situation have been be communicated transparently to all staff, together with the LMETB Compassionate Consideration Policy.

Prior to the crisis, LMETB had been providing ongoing training opportunities around digital learning to our centres and teachers through the LMETB IT department. A resource hub for educators has been developed to access materials necessary for digital learning on the staff SharePoint. Direction was given to all teaching staff on how to stay connected to learners beyond traditional digital forms of communication extending to phone conversations, letter writing, and the production of hard copy work packages.

Communication with Learners

Learners are being communicated with regularly using appropriate methods to keep them informed about changes and policy. Clear communication with learners is deemed essential. The LMETB Compassionate Consideration Policy is also available to all learners on the LMETB website.

Tools such as: group video or audio conference calls; 1:1 phone or video calls; email; work packets/projects; and online learning platforms are being used to communicate with learners and deliver lessons, provide individual student support, and to connect students to each other and their teacher, and provide feedback on student work.

Resources such as reading lists include links with borrow box (Co. Council library) and other resources including instructional material and student assignments) are being provided to learners.

APPENDIX I

Contingency planning for Further Education and Training in the ETB sector

(Author: ETBI on behalf of the FET sector)

This paper has been prepared to address the requirement of the ETB sector to implement alternatives to current assessment approaches due to the exceptional circumstances COVID19 has presented. The content has been agreed by the ETBI Directors of Further Education and Training Forum and approved by the Chief Executives Forum.

It is based on what is deemed reasonable as alternative methods of assessment to those previously validated or detailed in component specifications. By reasonable, it is meant that the learning outcomes can be assessed and approved by academic governance, the approach requires the alternative methods to be practicable, and adequate time be allowed for the development of the alternative assessment methods.

Like other providers, once the ETBs have agreed a contingency plan either at sector level or provider level, a copy will be provided to QQI and published on each provider's website.

OVERALL APPROACH:

ETBs will work towards meeting the applicable programme deadline (where at all possible) using the following overarching principles:

1. Learners will be communicated with regularly using appropriate methods to keep them informed.
2. Alternative methods of assessment are being used solely and strictly on an exceptional basis (i.e. COVID19) and will have no precedent value into the future
3. All exams (exceptions outlined below) will be replaced with alternative methods of assessment
4. As far as possible, learners will be enabled to submit recorded skills demonstrations remotely
5. As far as possible practical exams or exams that cannot be delivered remotely will take place where required, adhering to HSE guidelines.
6. Teachers/tutors to identify learners that:
 - Do not have access to digital technology and the internet
 - Require access to learning resources
 - Require time management/self-directed learning skills
7. Consider a centralised approach at ETB level to developing a loan system for devices that can be provided to learners
8. Consider developing a resource kit for learners that equips them with time management skills and effective strategies to succeed in digital learning environments where required
9. Internal Verification must take place

9. CAO courses will be processed for certification as a priority

10. External Authentication to take place where it can be conducted remotely

11. Options to address modules with common assessment components both within the various settings of an ETB and across the ETB sector will be explored

12. The setting of alternative methods of assessment will take place at class/centre level as determined by the professional judgement of teachers/tutors and will be advised to local management and Quality Councils, where they exist.

13. If a local issue arises in respect of alternative assessment arrangements it should be addressed by the teacher/tutor in the normal manner, i.e. in the first instance by the Line Manager/Principal/Co-ordinator and if necessary with the Director of FET who may be advised by the ETBI FET Quality Group.

Other points for consideration

Communications around contingency planning to take place with staff representatives and key stakeholders, locally and/or nationally if required

DFET Forum Quality Strategy Group to act as advisory group to ETBs for any assessment-related issues that may arise over the course of the coming weeks

On-going engagement with QQI and relevant stakeholders

The following may be considered by ETBs in responding to the challenges that have arisen as a result of the national emergency COVID19.

Teacher/Tutor challenges

- Professional development required to deliver effective digital instruction
- Access to digital tools needed to effectively deliver instruction from home
- Ability to stay connected to learners beyond digital tools
- Identifying learners that require support

Recommendations

- Provide training opportunities around digital learning to institutions and teachers where practicable
- Develop a resource hub for educators to access materials necessary for digital learning where appropriate
- If required, offer guidelines to educators on how to stay connected to learners beyond traditional digital forms of communication (e.g. phone conversations, letter writing, etc) while adhering to the GDPR and having regard to privacy considerations for both educator and learner
- Consider a centralised solution to gathering of data on learners in a standardised way and the solutions to be agreed when cohort is identified

Remote learning challenges

- Remote learning can encompass a wide variety of learning opportunities that are unfamiliar
- Needs to consider ways that student learning can continue offline, and could include exploring the natural world, activities to support students' local communities (with appropriate social distancing), and engaging, hands-on projects and artistic creations

that stem from students' own passions and experiences, all in adherence with HSE guidelines.

Recommendations

It is suggested that the following approaches may be considered by ETBs:

- large-group video or audio conference calls
- 1:1 phone or video calls
- email
- work packets/projects
- reading lists include links with borrow box (Co. Council library free resource)
- online learning platforms, and other resources to effectively engage with students

These tools could be used to deliver lessons, provide individual student support, provide resources (including instructional material and student assignments), connect students to each other and their teacher, and provide feedback on student work.

APPENDIX II

Exam Rules 2020

- This exam is available to you through (e.g. Moodle).
- You are required to download the exam, complete it and upload it back onto Moodle.
- If you cannot use Moodle for any reason, the exam is also available in your email. Download it from your email, complete the exam, upload the completed one into an email and send to your tutor.
- If you do not have a computer, you may read the exam on your phone, complete it on paper, photograph your answers, upload these into an email and send to your tutor.
- You must complete the exam and have it back to the tutor (either through Moodle or in email) within the required time. You have one 24-hour period to complete this (see timetable). 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 in length);
- If you need learning support, you will have been given a contact person, whom you can contact within the timeline of the exam (you should have communicated your requirements for learning support to {staff member name} in the learning hub before exams commence).
- If you need technical support during the exam, you will have been given a contact person, whom you can contact within the timeline of the exam.
- Tutors will not accept exams late.
- If you are sending an exam in by email, you are agreeing to send personal data through email.
- Follow all instructions given by the tutor for your exam.
- The exams are now open-book exams, which means you may have learning materials with you. However, these are used for guidance only and your answers need to be your own answers, not plagiarised.
- If a tutor suspects plagiarism in the exam, they may, at their discretion, interview the student on the contents of the exam and their understanding of those contents, and adjust marks accordingly.
- Sign the declaration below and make sure it is sent back with your exam (a typed signature will suffice).

I declare that the work completed in this exam is my own work. I understand that the tutor may interview me on the contents of my exam to check understanding.

Signed:

Date:

Developed by QA LMETB Team

APPENDIX III

Guidelines for Assessors adapting Examinations

If you are adapting an examination or skills demonstration, these are the steps you should take:

- Review the existing examination paper(s)/brief.
- Review the Learning Outcomes for the component.
- Review the requirements for assessment for the programme (these are available in the Programme Descriptor and supplemented individually in each Module Descriptor).
- Identify the key elements which must be assessed.
- Identify whether these elements have already been assessed already using another mode of assessment (e.g. and earlier submitted assignment).
- Develop the Assignment Brief, including clear assessment criteria which are linked to the Grid of Level Indicators for the NFQ.
- Forward to Centre Co-ordinator/SME for peer review
- 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.
- FET Centres Co-ordinators should retain copies of alternative assessments applied for future Quality Assurance monitoring purposes.

Developed by QA LMETB Team