



TITLE:	CRC Assessment Governance Strategy
AREA:	CRC Adult Services
REFERENCE No:	PPORG 52
REVISION No:	1
AUTHORS:	CRC QOI Reengagement Committee
APPROVED BY:	Policy Committee
EFFECTIVE FROM:	13 th June 2022
REVIEW DATE:	13 th June 2025
REVISION CYCLE:	A minimum of every 3 years
RESPONSIBLE FOR IMPLEMENTATION:	Training and Development Manager
RESPONSIBLE FOR AUDIT & REVIEW:	Quality Assurance and Monitoring Review Committee

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List of Abbreviations

BOD	- Board of Directors
CEO	- Chief Executive Officer
CRC	- Central Remedial Clinic
EA	- External Authentication
EC	- Education Council
GDPR	- General Data Protection Regulation
IV	- Internal Verification
LO	- Learning Outcome
NFQ	- National Framework of Qualifications
QA	- Quality Assurance
QAMR	- Quality Assurance Monitoring and Review Committee
QAM	- Quality Assurance Manual
QAS	- Quality Assurance System
QQI	- Quality and Qualifications Ireland
RAP	- Results Approval Panel
RPL	- Recognition of Prior Learning
RTC	- Rehabilitative Training Centre
SMT	- Senior Management Team
The 2012 Act-	<u>Qualifications & Quality Assurance (Education & Training) Act 2012</u>
TDC	- Training and Development Centre

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1.0 Strategy Statement

The Central Remedial Clinic (CRC) Assessment Strategy is informed by best practise and provides the framework to ensure that assessment procedures are effectively coordinated and quality assured.

It supports the principles for assessment outlined in QQI Assessments and Standards, Revised 2013.

2.0 Purpose

The CRC recognises the importance of standardised assessment for monitoring and reporting learning outcomes. This is in line with the QQI Assessment Standards which identifies assessment as a principal element of education due to its impact on learner's progression.

Assessment will enable learners to demonstrate achieved learning outcomes.

The aim of this strategy is to outline the CRC's assessment procedure for the benefit of trainers, learners, and other stakeholders.

3.0 Scope

This strategy applies to all training programmes delivered by the CRC leading to an award under the National Qualifications Framework (NQF) and includes teaching, learning and assessment of programmes. This strategy is designed to ensure academic standards are maintained.

4.0 Legislation / Other Related Policies

- Qualifications and Quality Assurance (Education and Training) Act 2012

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- QQI Assessment and Standards 2013
- CRC Quality Assurance Manual
- CRC Access, Transfer and Withdrawals policy
- CRC Data Protection Policy
- CRC Quality Assurance Manual
- CRC Retention and Destruction Policy
- Data Protection Act 2018
- EU GDPR 2016/679 General Data Protection Regulations
- Statutory Quality Assurance Guidelines - developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis – QQI 2016
- Statutory Quality Assurance Guidelines developed by QQI for use by all Providers – QQI April 2016

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5.0 Glossary of Terms & Conditions

Assessment:	A variety of methods or tools used by trainers to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of learners.
Assessor:	A person who reviews and grades learning outcomes.
External Authenticator:	An independent expert, employed outside of the CRC who reviews and grades learning outcomes.
Formal Learning:	A form of learning which is carried out in a formal setting. This form of learning has learning outcomes, specific duration, and objectives. On completion of this course, a certificate is usually issued.
Informal Learning:	This type of learning usually takes place through life and work experience. It is not organised, and the learner is usually not intending on learning something new.
Learner:	A person who is 16 years and over and attends a training programme leading to an award under the NFQ.
Learning Outcomes:	Due to prior learning undertaken, a learner understands and can demonstrate the required standard.
Major Award:	The principal class of award made at each level. It represents a significant volume of learning outcomes. Major awards usually comprise of 5 minor awards / modules.
Minor Award:	Provides recognition for learners who achieve a range of learning outcomes, but not the specific combination of learning outcomes required for a major award. This recognition will have relevance in its own right.
Non-formal Learning:	This form of learning does not receive certification. However, it is a dedicated time for

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planned, organised learning.

Programme:

This is a process by which a learner acquires knowledge, skill or competence and includes a course of study and of instruction.

Validation:

A programme is validated where QQI confirms under section 45 of The 2012 Act, that the provider of the programme has satisfied that an enrolled learner who completes that programme will acquire, and where appropriate, be able to demonstrate, the necessary knowledge, skill or competence to justify an award of QQI being offered in respect of that programme.

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6.0 Roles and Responsibilities

CRC is responsible for the academic standards and quality assurance of the Assessment Framework Strategy. All learners completing a programme will be subject to the same assessment processes that underpin all CRC programmes outlined in CRC's Quality Assurance Policies and Documentation. This ensures equality throughout all assessment procedures.

It is the responsibility of the:

Education Council:

- To ensure that this Strategy represents a fair and consistent assessment system that is quality assured at all stages.
- To support the identification of good practice and inform areas for improvement that need addressing.
- Audit results approval process from the Results Approval Panel (RAP).
- To be assured of the implementation of best practise across training programmes and by which the attainment of national standards to be monitored.
- The Education Council will approve the final validation document before it is submitted to QQI.

Results Approval Panel:

- Oversight of the assessment process is provided by the Results Approval Panel whose responsibility is to consider the outcomes of the Internal Verification (IV) and External Authentication (EA) processes at a RAP meeting, before the approval of results.

QA Monitoring and Review Committee:

- To monitor and review the effectiveness and implementation of this Strategy throughout all training programmes.
- Evaluate the assessment strategy undertaken by each training programme and to close the gap between current and desired performance of the assessment governance strategy.
- To ensure that the learner achievement is assessed in a fair and consistent way in line with the national standards for the award.

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Teaching and Learning Committee:

- To coordinate the delivery of assessment procedures with training staff and to facilitate an improved assessment strategy in line with this Strategy.

Programme Co-ordinators:

- To ensure the implementation of all aspects of this strategy in their training programme.
- To ensure that training staff in their area are working in full compliance with this strategy.
- To ensure employees are informed at induction and relevant training courses of the importance adhering to the strategy and ensure integrity of award.
- To ensure that records relating to learners are kept in a record that is structured according to QQI guidelines.
- Store appropriately the completed assessments in secure cabinets.
- Files are kept for the time required to complete authentication and certification following which they are securely destroyed/deleted.

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Trainers:

- Have an obligation to comply with this strategy.
- Implement the assessment procedures outlined in this strategy.
- Devise assessment instruments, marking schemes and assessment criteria.
- Mark/judge the learner's evidence and record assessment results.
- Should inform learners of learning objectives prior to assessment taking place.
- Issue assessment guidelines to learners.
- Follow relevant awarding body guidelines.

Internal Verifiers:

- Verify all aspects of the assessment practise.
- Check operational adherence to the assessment strategy outlined in this strategy.
- Monitor the outcomes of assessment (i.e. assessment results) results through sampling.
- Identify any irregularities.

External Authenticators:

- To be appointed based on award/field expertise.
- Be independent of the centre.
- Ensure adherence to QQI assessment requirements.
- Sample assessment evidence.
- Review internal verification report.
- Moderate assessment results.
- Make recommendations for improvements.

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Learners

- Have awareness of this policy as outlined in the Learner Handbook
- Responsible for attending classes on time and regularly.
- Being prepared for classes.
- Taking care of lesson folders
- Respecting their peers, trainers and themselves.
- Participate in class discussions and group activities.
- Sign statements of authenticity with respect to their submitted work.

Provider:

- CRC is responsible for the academic standards and quality assurance of the assessment process.
- CRC is responsible to ensure the arrangements for the delivery of programmes and provision of support and assessment of learners while ensuring that the academic standards of all awards are in accordance with CRC Quality Assurance Manual (QAM).
- CRC will ensure that quality assurance procedures and policies as outlined in the CRC QAM are appropriate for Assessment.
- CRC will ensure that quality assurance systems to monitor and/or moderate standards are appropriate for Assessment.
- CRC will ensure processes and procedures in relation to [Access , Transfer, and Withdrawals Policy](#) are adhered to.

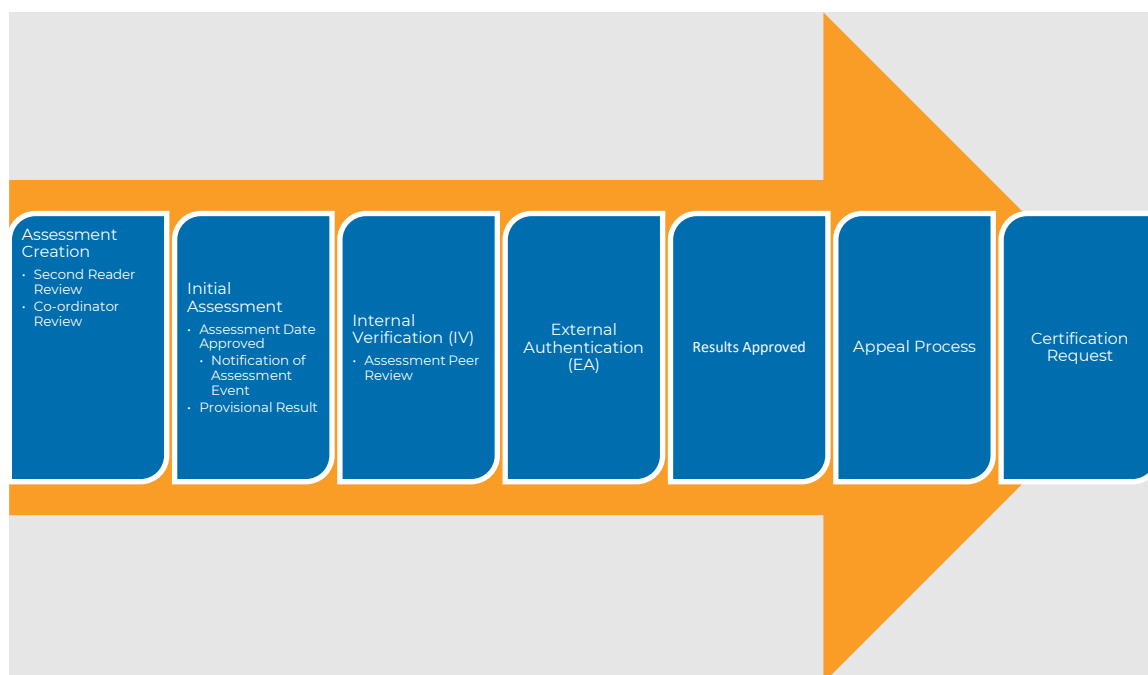
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7.0 Procedures

Assessment enables learners with the opportunity to access feedback and progression routes. The purpose of the CRC Assessment Framework Strategy is to ensure learners academic performance is assessed and quantified in a fair and transparent way.

Learner's work should only be assessed against each learning objective in accordance with each QQI module descriptor. Further information about this strategy procedure can be found in the Quality Assurance Manual.

7.1 Assessment Creation



Assessments will be created based on the learning objectives required for the successful completion of the module. All assessments should be planned and coordinated across modules. Contentious Assessment opportunities should be developed following QQIs Assessment standards.

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Any assessments being developed are required to be reviewed by a second reader. This second reading is to be a fellow trainer. The second reader will co-sign the assessment under the second reader title.

Trainers are required to submit their assessment plan including proposed dates to their coordinator prior to assessment for approval.

Notification of assessment event must be completed and submitted to coordinator prior to skills demonstration or portfolio assessment.

Learners should be informed of assessment dates once they have been selected.

The validity and reliability of assessments will be monitored with portfolios and skills demonstrations being peer reviewed twice a year.

7.2 Initial Assessment

Trainers will assess, and grade learners work throughout the academic year. Three different assessment tools will be used. These include assignments (Tasks), Collection of work (Portfolio) and skills demonstration.

At Level 1, learners will receive direct support on how to complete the assessment requirements. Learners will be required to show that they remember what they learn.

At Level 2, learners will receive direct support on how to complete and gather information for their assessment. Learners are required to show that they understand what they have learned.

At Level 3, learners will receive direct support on how to complete and gather information for their assessment. Learners are required to show that they can apply what they have learned.

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7.3 Internal Verification

All work and corresponding grades will be checked by another trainer in the centre to insure fairness, validity, and reliability. This will verify that all assessment producers have been applied properly. Internal Verification will happen throughout the academic year.

7.4 External Authentication

CRC will hire a qualified external authenticator to review samples of work to further insure fairness, validity, and reliability. External Authentication will happen once a year.

7.5 Results Approved

Results will be reviewed by the Results Approval Panel, Results Approval Panel will approve and sign off on the assessment results. The Results Approval Panel will then make results available to the Training and Development Manager who will distribute to programme coordinators.

7.6 Appeals Process

If a learner is unhappy with a decision can appeal their results using the CRC Learner Appeals form. The appeals process is discussed in further detail in the [Assessment Repeats and Appeals Policy](#)

7.7 Certification Request

It can take four to six weeks to arrive.

7.8 Grading

Learner's work will be first assessed and graded by the trainer delivering the module.



At QQI levels 1,3 and 3, all learning objectives complete with evidence, to be marked as **Successful**.

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If learning objectives are not complete or no evidence is present, the work will be marked as **Referred**.

Minor Award:

Minor awards can be graded independently or as a component of a major award. Minor awards cover a range of learning outcomes. No specific combination of modules is needed to gain a Minor award. Learning objectives must be met with evidence to achieve a minor award.

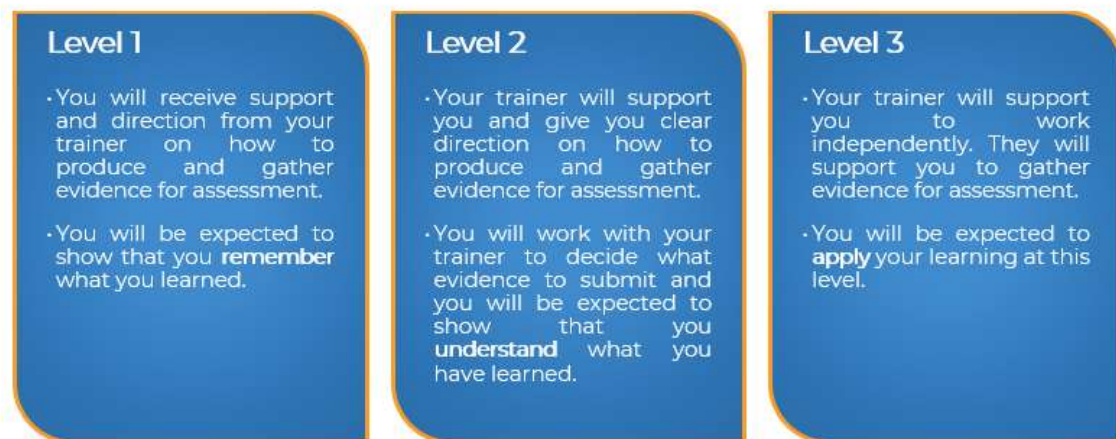
Major Award:

Major awards are a collection of minor awards. A specific combination of minor is required to reach specific major awards. Major awards delivered by the CRC include General Learning Level 1 and General Learning Level 2. To achieve a major award, learning objectives from multiple minor awards must be met.

More information about the minor and major awards can be found in the CRC Learner Handbook.

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Figure 1: Learner Handbook Extract: Grading Criteria at Level 1,2 and 3



7.9 Reasonable Accommodation

Reasonable accommodation allows learners with specific learning requirements and disabilities complete assessments in alternative ways while maintaining the standards set by the QQI.

Should a learner wish to apply for reasonable accommodation on any assessment, the learner or someone on their behalf, should complete a reasonable accommodation application form [CRC Reasonable Accommodation Application Form.pdf](#) and submit this to the Programme Coordinator. This application should be completed prior to the course commencement. Usually, reasonable accommodation has already been discussed and appropriate learning supports have already been arranged.

The learner should return the completed form along with the relevant documents to the Programme Coordinator. This should be no later than ten days prior to assessment.

Reasonable accommodation will only be accepted when a learner has submitted the correct evidence of a disability along with a completed Reasonable Accommodations form.

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[Reasonable Accommodation Policy.docx](#)

[Reasonable Accommodation Form.pdf](#)

Within two weeks of receiving all the evidence, the Programme Coordinator will assess the documents received. They may request more information before a decision is made. Once a decision has been made the programme coordinator will inform the learner in writing either successful or unsuccessful.

If successful, the programme coordinator will inform the trainer of the adaptations to be made, while adhering to the assessment principles in terms of reasonable accommodation.

If the learner's application is unsuccessful, the Programme Coordinator will support the learner to complete and submit a business case to the HSE if the learner requires a specific piece of equipment.

7.10 Learner Feedback

Continuous feedback throughout the learning process is an important part of learner engagement and progression. Feedback allows learners to reflect on their learning outcomes. Feedback should be constructive and provide learners with tips on how they can improve their work and reach the learning objectives.

Feedback should be provided in a variety of formats that are accessible to the learners needs.

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7. 11 Assurance of Academic Standards

All QQI programmes go through a validation process with QQI.

7. 12 Programme Assessment Strategy

A Programme Assessment Strategy informs trainers, learners and assessors how, when and why assessments are being carried out. Assessment strategies should be developed prior to each academic year. Assessment Strategies should include:

- Assessment instruments (Formative / Summative)
- Marking scheme
- Provide rationale for the choice of assessment
- Describe learner requirements and accommodations
- Describe recognition of prior learning processes
- Ensure assessment workload is balanced throughout the module and learning objectives
- Relate to the teaching and learning strategies

Assessment strategy will be communicated at the beginning of an academic year.

Where a module is shared by multiple programmes, each programme assessment strategy should integrate and adapt the shared modules assessment strategy.

Guidelines for completing a programme assessment strategy are outlined in Section 2.2.5 (page 12) in Assessment and Standards, Revised 2013.

The Education Council will monitor and review the assessment framework strategy. More information can be found in the Governance and Quality Assurance Policy.

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8.0 Revision and Audit

This policy will be reviewed on a periodic basis by:

- QA Monitoring and Review Committee

Implementation of subcommittees findings and recommendations will be audited by the Education Council.

Revision cycle of this policy is no more than 3 years.

9.0 References and Bibliography

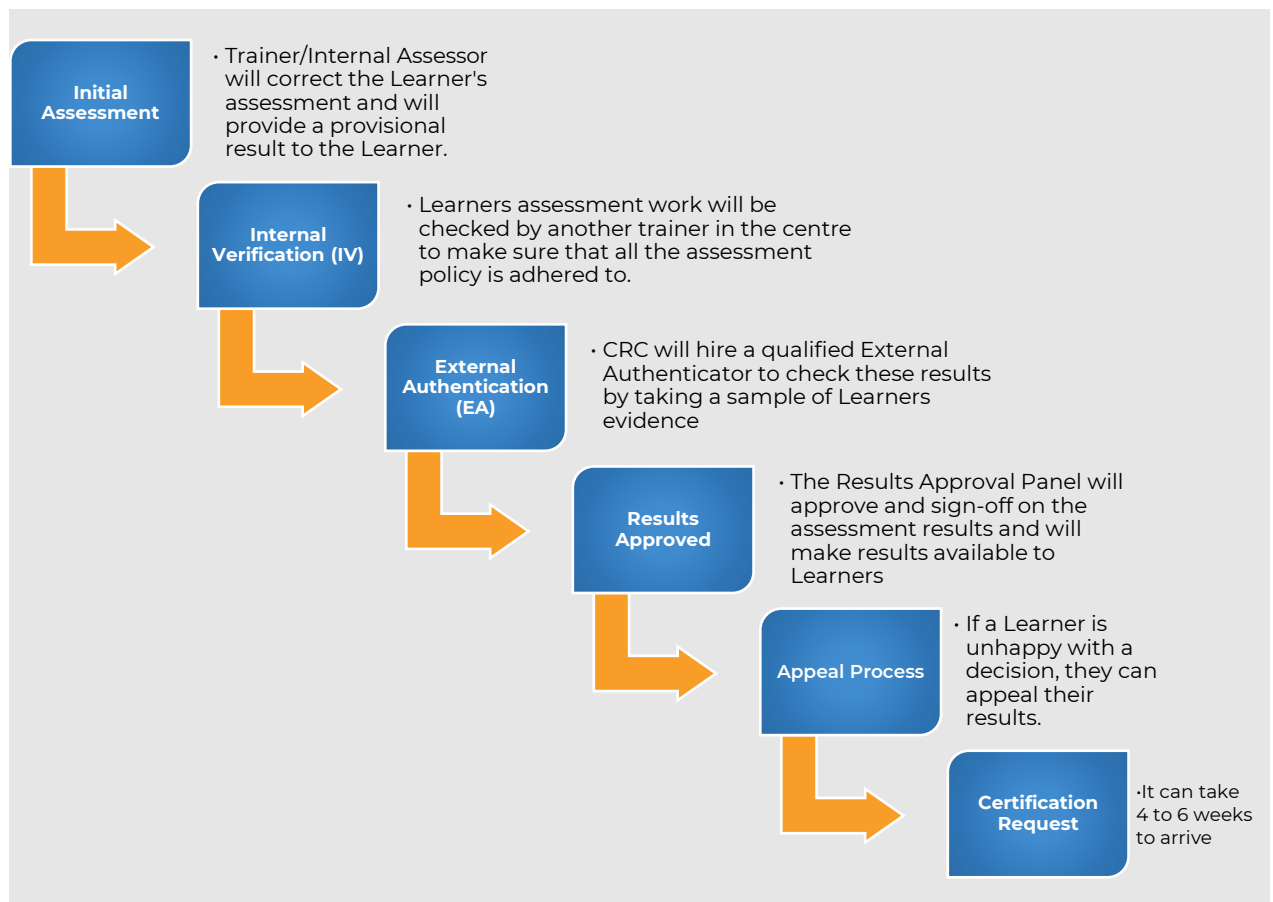
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10.0 Appendices

Links to Forms / Report Templates

Figure 2: General Assessment Strategy Overview



Internal Verification Report

developed by Central Remedial Clinic

The purpose of this report is to confirm the internal verification process was completed in accordance with the guidelines issued by QQI and to ensure that the provider is managing its own systems and procedures regarding assessment from planning of assessment to finalising of results.



Section 1: General Details

1.1 Course & Award Details: (Name of Course and Award relating to the Internal Verification)

Registered Provider/Centre Name:	
Registered Centre Number:	
Course Name:	
Course Code:	
Award Title:	
Award Code:	
Assessor Name(s):	

1.2 Verification Details: (Date, Learner & Sample Numbers)

Date of Internal Verification:	
Time of Internal Verification:	
Assessment Period:	
Total Number of Learners (or Portfolios):	
Number of Learners (or Portfolios) Sampled:	

Sampling Size:

If there are 12 or less assessment portfolios a minimum of 6 portfolios will be internally verified. If there are more than 12 assessment portfolios for a component, the sample will normally be 15% and will not be less than 6 assessment portfolios.

If an Assessor is new to delivery QQI, the sample must be extended to include all of their portfolios.

1.3 Internal Verifier(s) Details: (Name(s) and signature(s) of staff member(s) carrying out the Internal Verification)

Internal Verifier Name:	
Internal Verifier Signature:	

Internal Verifier Name:	
Internal Verifier Signature:	

Section 2: Monitoring of Assessment Results

Number of assessors for whom assessment results were sampled:

Number of learners in the sample:

Please complete for each named award/group of assessment results verified	<div>2.1</div> Is the documentation available and completed correctly? e.g. mark sheets, learner records	<div>2.2</div> Is sufficient and reliable assessment evidence available for all learners presented?	<div>2.3</div> Was the evidence generated in accordance with the techniques and instruments indicated in the validated programme	<div>2.4</div> Have marks been correctly totalled and grades awarded in line with QQI requirements	Comments / Action Points (if 'No', please identify issues / make recommendations)
QQI Component Title	Yes / No	Yes / No	Yes / No	Yes / No	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
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External Authentication Report

developed by Central Remedial Clinic

The purpose of this report is to provide independent authentication of fair and consistent assessment in line with QQI requirements and to assure learners, providers, assessors and QQI that the application of the provider's assessment procedures is carried out effectively.



Section 1: General Details

1.1 Provider/Centre Details: (Name of Provider/Centre relating to the External Authentication)

Registered Provider/Centre Name:	
Registered Centre Number:	
Date of External Authentication Visit:	

1.3 Award(s) Details: (Major & component award(s) for which results are being externally authenticated)

Named Award(s):	Code:

1.2 Sample Basis: (Details of Sample Size)

Assessment Period:	
Total Number of Portfolios Presented:	
Total Number of Portfolios Sampled:	
Were the Portfolios sampled taken from across more than one centre?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If Yes, the centres included in the sample should be listed below:	

Sampling Size: If there are 12 or less assessment portfolios, a minimum of 6 portfolios will be internally verified and externally authenticated.

If there are more than 12 assessment portfolios for a component, the sample will normally be 15% and will not be less than 6 assessment portfolios for External Authentication.

1.4 External Authenticator Details: (Details of External Authenticator carrying out the External Authentication)

External Authenticator Name:	
External Authenticator Signature:	

Email Address:	
----------------	--

Section 2: Authentication Process

Please complete for each named award / group of assessment results being authenticated	2.1 Have the results been internally verified as per CRC Internal Verification procedures?	2.2 Was the evidence assessed in accordance with the module and assessment instrument(s)?	2.3 Are the results presented consistent with national standards for the Award?	Comments / Action Points
	Yes / No	Yes / No	Yes / No	
Minor Award Title, Code and Assessor Initials	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
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	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	

Section 3: Authentication Process

Confirm that you have reviewed the findings of the IV Reports and signed each report.

Yes ☐ No ☐

Awards moderated

Number of grades changed

% of grades changed

Describe examples of good practice observed/identify concerns:

Outline areas for improvement:

Internal Verifier Signature:

Date:

Provider Signature:

Date:

Peer Review of Assessments

developed by Central Remedial Clinic

- This form must be completed by another assessor in the related subject area in consultation with the assessor.
- It is not a remarking exercise.
- To be carried out at least once per instructor / trainer per annum. All learner results for one assessment event must be reviewed.
- For peer review of live practical or skills demonstration, the Peer Reviewer is present to observe the assessment taking place and the discussion takes place after the assessment has concluded.



Section 1: General Information

1.1 Course Details:

Course / Programme Name:		Course / Programme Code:	
Training Location:			

1.2 Review Details:

Date of Peer Review:	
Time of Peer Review: <small>(only necessary for skills demonstrations)</small>	

1.3 Assessor & Peer Reviewer Details:

Assessor's Name: <small>(Name of the assessor for the results being peer reviewed.)</small>	
Peer Reviewer's Name:	
Assessment location: <small>(Address of location where assessment event took place)</small>	

1.4 Module & Assessment Details:

Module Title:		Module Code:	
Assessment Title: <small>(if different to Module Title)</small>		Assessment Code: <small>(if different to Module Code)</small>	

1.5 Peer Review Numbers:

Number of Learners being peer reviewed	
<small>Insert the number of learners that attended the assessment event or who have made available evidence of their work for peer review.</small>	

1.6 Checklist for required assessment documentation for peer review:

- | | |
|---|--|
| <input type="checkbox"/> Module Descriptor | <input type="checkbox"/> Marking Sheets |
| <input type="checkbox"/> Modular Assessment Programmes | <input type="checkbox"/> Attendance Sheets |
| <input type="checkbox"/> Assessment Instrument Specifications | <input type="checkbox"/> Summary Assessment Sheets |

Section 2: Compliance of Assessment Documentation

The assessor should ensure that all the necessary records and evidence is available, easily retrieved and are collated in the correct order to facilitate the peer review process.

Please review the following considerations when completing the peer review of assessment:	Compliance	Comments / Action Points
<p>a) Were all necessary materials, equipment and resources to conduct the assessment at the location?</p> <p>For a live practical or process tests, where a peer review is taking place at the same time as the assessment, the MAP / AIS / Module Descriptor / test specification should be checked to confirm that all the necessary materials, equipment and resources are available at the assessment location.</p> <p>This question relates primarily to live practical / process skills demonstrations type tests, during which the peer reviewer is present, however, it may also be possible for some test types that by viewing the evidence presented, that it can be confirmed that all the necessary resources, materials and equipment were available for use and on the day of the assessment.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
<p>b) Were all assessment evidence, materials, scripts, marked/scored sheets and records relating to assessment results available for peer review purposes?</p> <p>This involves checking the attendance sheet for the event to see the list of learners that were present for the assessment event, by checking the list against the assessment evidence for each learner listed and the evidence required as per the marking/scoring sheet, confirming that all is available.</p> <p>For portfolio assessments, a list of learners that have submitted portfolios should be provided to the peer reviewer.</p> <p>Review the individual assessment/markings sheets to check where marks/scores were awarded, to confirm that there is a matching piece of assessment evidence available.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
<p>c) Were all assessment evidence / materials marked / scored?</p> <p>The peer reviewer is required to review all the assessment evidence in order to determine that all were marked.</p> <p>It is a requirement for the assessor to show the marks awarded on the scripts.</p> <p>For written evidence, each page should at a minimum be ticked or initialled with red pen by the Assessor to indicate that they have viewed and considered the evidence.</p> <p>This would facilitate the giving of learner feedback on assessment performance. It also has the added advantage of clearly showing how assessment grades were awarded.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
<p>d) Were the results computed correctly?</p> <p>Check the totals, to ensure the points awarded are totted correctly.</p> <p>Check script totals to ensure they were totted up correctly.</p> <p>Check where results were transcribed/transferred to other records that it was done correctly, which may include the following: from the evidence to the individual assessment sheets; from assessment sheets to summary assessment sheets</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
<p>e) Were assessment sheets signed by the assessor?</p> <p>View the individual assessment / marking sheets and summary assessment sheets (as appropriate to the assessment type) and confirm that they were signed and dated by the assessor.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
<p>f) Is there a completed and signed assessor report on file?</p> <p>For the assessment event being peer reviewed check that the Assessor's part of the Assessment Supervisors and Assessors Report was completed and signed by the assessor.</p> <p>Please note: Not all assessment events require an assessment supervisor report e.g. portfolio assessments.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

Section 3: Verification of Marking Results of Assessment Evidence / Materials

Please review the following considerations when determining accuracy of marking results:	Compliance	Comments / Action Points
a) Were all the results awarded in line with the assessment criteria? Review the assessment evidence against the assessment criteria to determine in your opinion if results awarded were consistent with the assessment criteria. If the peer reviewer's opinion is that the results awarded were not in line with the assessment criteria, the peer reviewer and assessor should discuss each other's interpretation of the assessment criteria within the context of the learner evidence.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
b) Was there a range of results for this class / group of learners? If there is a range of results for the class tick the Yes box, if there is not a range of results tick the No box. Comment as to where the clustered results were i.e. successful or unsuccessful (referrals)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
c) Overall, did you agree with the assessor's decisions? If Peer Reviewer shares the same view as the assessor regarding marks awarded for each assessment point. Outline the areas where your opinions differ and comment as appropriate, indicating the specific learners and assessment points that relate to this difference.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

Section 4: Details of Persons Met in Conducting the Peer Review of Assessment Results

4.1 Assessor Details: Must meet with Assessor			
Name of Assessor:		Position / Function:	
4.2 Additional Person: May meet with the following as part of an exit / summary feedback meeting: Programme Co-ordinator, Training Manager, QAS Committee Member, Internal Verifier etc.			
Name of Person:		Position / Function:	
4.3 Feedback Received: After the discussion with the Assessor regarding the assessment decisions, outline feedback received from the assessor. This could include the feedback regarding the design of the test instruments e.g. phraseology, marking / scoring criteria, etc			

Section 5: Summary of Findings & Recommendations

5.1 Summary of Peer Review Findings:

This should be an overall summary reflecting on:

- what went well
- what were minor issues that were highlighted and addressed on the day
- what were the major issues i.e. non-conformance that require either corrective or preventative actions
- what issues will require follow-up

5.2 Continuous Improvements Recommendations:

Following the peer review process, were there any continuous improvement recommendations including suggested improvements?

If there are then these should be discussed on the day with the assessor and where present on the day, additional persons as detailed in Section 4.2.

5.3 Are there any Corrective/ Preventative Action Arising? ☐ Yes ☐ No

Section 6: Signatures

Peer Reviewer's Name:		Assessor's Name:	
Peer Reviewer Signature:		Assessor's Signature:	
Date:		Date:	

Copies of this report should be given to the Assessor and to the QA Monitoring & Review Committee. The completed report needs to be retained for external authentication, monitoring, results approval and certification audits purposes.

Notification of Assessment Event

developed by Central Remedial Clinic

Electronic copies of this form should be submitted to the relevant Programme Co-ordinator and to the Quality Assurance Committee at least 5 days prior to the scheduled date of the assessment event.

All **Skills Demonstrations** must be administered / assessed in an assessment event.

A notifiable assessment event for Skills Demonstrations is defined as having:

- A min. of 3 learners participating in the assessment event
- A min. of 3 observable tasks being demonstrated
- Duration of the assessment event must take at least one hour.

A notifiable assessment event for portfolios is defined as:

- When the complete portfolio is scheduled to be assessed by the assessor



1.1 Course Details:

Course / Programme Name:		Course /Programme Code:	
Training Location:			
Notified by:		Notification Date:	
The date when QA Committee were notified of the assessment event.			

1.2 Assessment Details:

Module Title:		Module Code:	
Type of Assessment:	<input type="radio"/> Skills demonstrations <input type="radio"/> Completed portfolio(s) to be assessed		
Assessment Title: (if different to Module Title)		Assessment Date: (or projected completion date for portfolios)	
Trainer/Teacher Name:		Scheduled Time: (only applicable for skills demonstrations)	
		Repeat Assessment:	<input type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Assessment Logistics:

Number of Learners:	
Insert numbers expected to attend assessment event or submitting completed portfolios.	
Schedule Peer Review:	<input type="checkbox"/> Y <input type="checkbox"/> N
CRC's QAM sampling requirements = 1 assessment event per trainer per annum)	

Comments / Assessment Support / Special Accomodation:

Best practise is to submit notification as early as possible.

Learner Appeal of Assessment Results

developed by Central Remedial Clinic



Learners appealing an assessment result must complete all sections in this form.

Section 1: General Details

1.1 Learner & Course Details:

Learner Name:		Learner PPSN:	
Course Name:		Course Code:	
Training Location:			
Appealing: (tick relevant type)	<input type="radio"/> Provisional Results	<input type="radio"/> Final Results	Results Date: (Publication of Results)

Section 2: Associated Module(s) for Appeal

2.1 Please clearly identify the Modules(s) for which the appeal is being made

2.2 Specify Grounds for Appeal Please tick relevant box(es)

You must specify the grounds on which the appeal is sought.
A Learner may appeal against an assessment result on the following grounds only:

☐ **Administrative error or a material irregularity in assessment procedure**

You believe your performance was adversely affected by an irregularity in how the assessment was conducted. For example, inaccurate information on assessment brief or faulty IT equipment etc.

You believe due process was not followed and seek verification that your work was assessed in accordance with CRC's Quality & Assurance procedures and that the process was fair and consistent.

☐ **Personal Grounds**

An appeal on personal grounds, i.e. relating to personal or psychological problems, must be supported by documentary evidence provided by a recognised professional (e.g. psychologist, counsellor, social worker).

☐ **Medical Grounds**

An appeal on medical grounds must be supported by appropriate signed and dated medical certification on headed paper.

☐ **Other Extenuating Circumstances**

If you are seeking an appeal on the grounds of extenuating circumstances relating to other factors such as the death of a relative or other incident, written evidence must be submitted.

Section 3: Statement in Support of Appeal

3.1 Please provide a statement in the space below to support your case for appeal. This application must contain all the information that you wish to have taken into account in the appeal.

If necessary, you may attach a separate sheet.

Section 4: Declaration

4.1 By signing below, I'm confirming that all the information contained in this form is true and accurate.

Learner
Signature:

Date:

Learner can find more information on how to make an appeal in the **Learner Handbook**.

Full details of the CRC's Data Protection Policy is available at: <http://www.crc.ac.uk/About-us/Information-for-staff/Data-protection-policy>

FOR OFFICE USE ONLY

Date of receipt: _____

Reasonable Accommodation in Assessment

developed by Central Remedial Clinic



In order to ensure fairness and consistency across all assessment activities, learners can apply for reasonable accommodation in relation to their assessment whilst ensuring that the assessment remains valid and reliable.

Section 1: General Details

1.1 Learner & Course Details:

Learner Name:		Date of Request	
Course Name:		Course Code:	
Identify Module(s): <small>(which you are requesting the reasonable accommodation for)</small>			<input type="radio"/> All Modules <small>(tick above if your request relates to all modules)</small>

Section 2: Accommodation(s) Being Sought

2.1 Assessment Type(s):

- ☐ Collection of Work
- ☐ Portfolio Work
- ☐ Skills Demonstrations
- ☐ All of the above

Other:

2.2 Please specify which accommodation(s) you are seeking:

- ☐ Separate Room / Space
- ☐ Split Sessions
- ☐ Scribes / Readers
- ☐ Sign Language Interpreter
- ☐ Rest Breaks
- ☐ Adaptive Equipment / Software
- ☐ Audio Recordings
- ☐ Use of Assistive Technology
- ☐ Additional Time
- ☐ Modified Presentation of Assessment,
e.g. enlargements

The CRC Reasonable Accommodation Policy has more details on each these accommodations.

2.3 Reason for Requesting Reasonable Accommodation(s) Please provide details

Section 3: Documentation

3.1 Are you enclosing any supporting evidence or documentation along with this application?

☐ Yes ☐ No

Section 4: Declaration

4.1 By signing below, I'm confirming that all the information contained in this form is true and accurate.

Learner
Signature:

Date:

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[illegible]

Learner Application for Extension

developed by Central Remedial Clinic



We will endeavor to facilitate all requests, however, extensions are provided at the sole discretion of the CRC.

Learner Instructions: Please complete all sections of this form and return it to the Programme Coordinator along with any supporting relevant evidence / documentation.

Section 1: General Details

1.1 Learner & Course Details:

Learner Name:		Date of Request	
Course Name:		Course Code:	
Identify Module(s): <small>(which you are requesting an extension for)</small>			<input type="radio"/> All Modules <small>(tick above if your request relates to all modules)</small>

Section 2: Details of Extenuating / Mitigating Circumstances

2.1 Please tick the box which best describes your extenuating circumstances:

- ☐ Physical illness / injury
☐ Family Illness
☐ Bereavement

☐ Victim of crime

Other:

Appropriate supporting evidence should be supplied if relevant.

2.2 Reasons for Requiring the Extension Please provide details as to why you are requesting an extension

Section 3: Documentation

3.1 Supporting relevant evidence / documentation included?

☐ Yes ☐ No ☐ Not Applicable

Details:

--

Section 4: Declaration

4.1 By signing below, I'm confirming that all the information contained in this form is true and accurate.

Learner
Signature:

Date:

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Receipt Date:	Evidence Attached: <i>(Supporting Documents Included)</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No
Application Reviewed by: <i>(Name & Title)</i>			
Application Determination:	<input type="checkbox"/> Approved <input type="checkbox"/> Declined	Notification Date: <i>(Date applicant notified of outcome)</i>	
Notification Method: <i>(How was Learner notified of outcome?)</i>	<input type="checkbox"/> Phone <input type="checkbox"/> Email <input type="checkbox"/> Letter	Is there an additional cost to the provision of a learner extension being granted?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p><i>I can confirm that:</i></p> <ul style="list-style-type: none"> • If granted, the granting of an extension will not give the learner in question an unfair assessment advantage over other learners undertaking assessments. • There is sound evidence to grant or decline the application for a Learner Extension. • I will inform the learner immediately of the decision regarding the Learner Extension decision. 			
Signature:	Date:		

Outline details of the extenuating circumstances and of the outcome for the application: