



# Guidelines and Procedures for Covid-19 Contingency Planning of Assessments

## Guidelines and Procedures for Covid-19 Contingency Planning of Assessments

Policy Area	FET Division
Version	1.1
Date	Created: March 2020 Revision: September 2020
Revision Details	
Monitored	
Responsibility	Director of FET
Approval	Quality Council
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## **Devised in Response to the Covid-19 Emergency Restrictions and Informed by QQI's Guiding Principles for Alternative Assessment, published on [www.qqi.ie](http://www.qqi.ie) on March 27<sup>th</sup> 2020<sup>1</sup>.**

### Introduction

*Guidelines and Procedures for Covid-19 Contingency Planning of Assessments* (Revision 1.1, September 2020) is an update to, and replaces Revision 1.0 of the Contingency Assessment Document (April 2020).

Contingency planning for Teaching, Learning and Assessment has been extended to incorporate the academic year 2020-2021, and as such, this document has been updated to reflect this extension.

As this document defines contingency planning at the beginning of an academic year rather than at the end of the academic year, there are certain elements which have been removed and others added to those in the original document.

Specifics in relation to *Safe Practices Guidelines for Online and Blended Assessment* (Revision 1.0, August 2020)<sup>2</sup> and its associated document *Assessment Online – Specific Instruction* (Revision 1.0, August 2020)<sup>3</sup> document practices and instructions on conducting, administration, storage and retrieval of online assessment.

Contingency in Assessment is focussed solely on providing alternatives to the Examination assessment technique. Two options are defined, one of conducting the assessment online, the other to replace the examination with an assignment.

Importantly, the option for “module learning outcomes, previously achieved through the completion of module assessments, to be incorporated into the achievement of the overall module”<sup>4</sup> has been removed, and it is no longer possible for weighting of assessments to be adjusted to incorporate this.

Secondly, in relation to work experience, as previously, the RPL option for learners who may not have the opportunity to complete their work placement as part of Work Experience may be suitable for *Recognition of Prior Learning (RPL)* for this part of their module, with the appropriate CV, reference and assignment being implemented as appropriate and detailed in the document.

This document goes on to define how it is possible, at programme level, to replace Work Experience/Work Practice module with a Career Planning or Personal and Professional Development in certain programmes, removing the requirement for a work placement in certain programmes.

The employment/work-based learning award pool for the listed programmes has been modified to include Career Planning at Level 4, and Personal and Professional Development at Levels 5 and 6. Modification is limited to the list of specific programmes.

Please note the exceptions and credit values associated, there are specific exceptions at levels 4, 5 and 6.

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

<sup>2</sup> [https://limerickandclareetb.sharepoint.com/sites/fetdivision/QAS/Templates/Assessment%20Online%20Guidelines/20\\_08\\_25\\_Assessment%20Online%20Guidelines.pdf](https://limerickandclareetb.sharepoint.com/sites/fetdivision/QAS/Templates/Assessment%20Online%20Guidelines/20_08_25_Assessment%20Online%20Guidelines.pdf)

<sup>3</sup> [https://limerickandclareetb.sharepoint.com/sites/fetdivision/QAS/Templates/Assessment%20Online%20Guidelines/20\\_08\\_25\\_Specific%20Instructions%20for%20Admin,%20Storage%20and%20Retrieval.pdf](https://limerickandclareetb.sharepoint.com/sites/fetdivision/QAS/Templates/Assessment%20Online%20Guidelines/20_08_25_Specific%20Instructions%20for%20Admin,%20Storage%20and%20Retrieval.pdf)

<sup>4</sup> *Guidelines and Procedures for Covid-19 Contingency Planning of Assessments* (Revision 1.0, April 2020)



## Rationale

- Contingency planning for alternate assessment applies to all assessments which **differs** from those assessments as defined in the relevant module descriptor.
- 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, the Limerick and Clare Education and Training Board Contingency Assessment arrangements mark a clear distinction between assessment for progression within a programme and assessment for the final stage of a programme which leads to an award in the National Framework of Qualifications (NFQ) (award stage assessment).
- 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, in order to be Quality Assured, must still comply with and adhere to Limerick and Clare Education and Training Board's *Assessment Procedures* available on [StaffCONNECT](#). Summative assessment events may be deferred where the learner does not require immediate assessment for the purposes of completing their programme of study leading to an award.
- 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.
- Choice of alternative assessment must be agreed between assessor and FET Centre management.
- Local development of alternative assessment must comply with these published guidelines and procedures.
- FET Centres should retain copies of alternative assessments applied for future Quality Assurance monitoring purposes.
- 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.
- 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 Assessments<sup>5</sup>.

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<sup>5</sup> <https://www.qqi.ie/Downloads/Guiding%20Principles%20for%20Alternative%20Assessment%20%28COVID-19%29.pdf>



## 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.

### **Where Examination is a defined Assessment Instrument in Module Descriptor.**

#### **Option 1 - Procedure for Conducting an Online Examination**

##### **Part A - Online Examination with a Webcam**

##### **Part B - Take-home Examination/Open Book Examination**

#### **Option 2 - An Assignment in Lieu of an Examination**

This 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.

### **Work Experience/Work Placement Contingency**

#### **Option 1 – RPL option in lieu of work placement in Work Experience Module**

Learners who may not have the opportunity to complete their work placement as part of Work Experience 5N1356/6N1946 may be suitable for *Recognition of Prior Learning (RPL)* for this part of their module

For example, if a learner has not commenced or is unable to commence work placement, the learner would 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 that will be an essay comprised of an organisational/business profile and an overview of their role in the organisation/business.

#### **Option 2 – Replacement of Work Experience/Work Practice module with additional Career Planning or Personal and Professional Development in certain programmes.**

The employment/work-based learning award pool for the listed courses has been modified to include Career Planning at Level 4, and Personal and Professional Development at Levels 5 and 6. Modification limited to list of specific programmes.

Please note exceptions and credit values associated, there are specific exceptions at levels 4, 5 and 6.



## 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 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 available on [StaffCONNECT](#)
- 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 [03 Assessment Cover Sheet](#) must still 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 *Safe Practices Guidelines for Online and Blended Assessment* (Revision 1.0, August 2020)
- 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.

Limerick and Clare Education and Training Board 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 students are no longer grouped in exam halls, where the usual examination rules and monitoring apply.

### **Do online students cheat?**

Research indicates that online students are no more likely to cheat on assessments than campus-based students. This is because the same opportunities exist for cheating on homework, take-home assignments, essays, group-work, etc. So, your students 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 students are used to being monitored under exam conditions. Students 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 students 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 students, through sharing your own values and motivations. Students 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 students who are already under stress with too much choice
- Assume that your students will access information on the internet and talk to other students, 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 students to acknowledge all their sources, not just books and journals, but also people they have consulted
- Students are used to practicing (for example, consulting past papers). Give opportunities for them to practice any new assessment formats.



**Make use of online tools:**

- Consider simple proctoring 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 students, 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 students. 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.



## 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 Limerick and Clare Education and Training Board's *Assessment Procedures* available on [StaffCONNECT](#).

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.

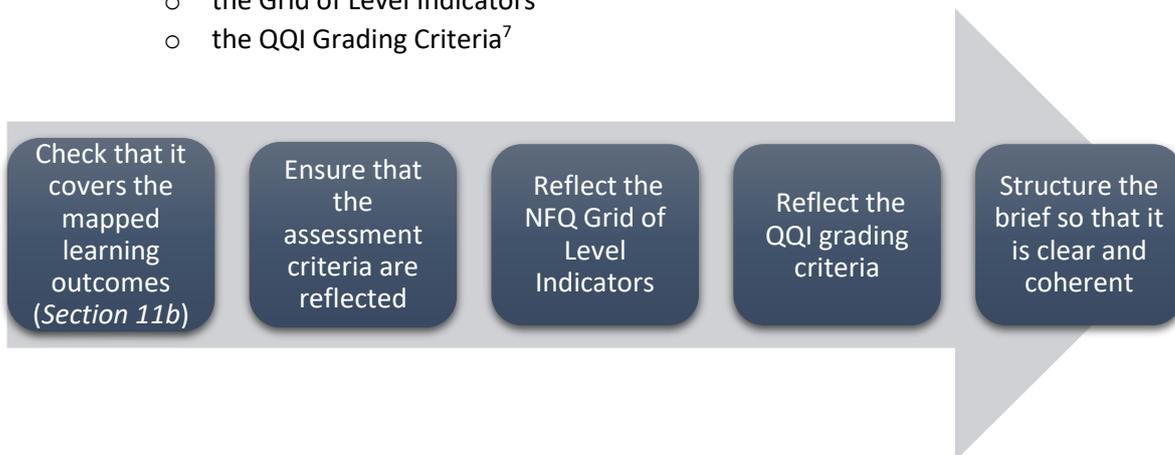
### **Designing the Alternative Assessment**

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).

### **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 Indicators<sup>6</sup>
- the QQI Grading Criteria<sup>7</sup>



<sup>6</sup> <https://www.qqi.ie/Downloads/NFQLevelindicators.pdf>

<sup>7</sup> [https://www.qqi.ie/Downloads/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers%20Revised%202013.pdf#search=quality assuring assessment guidelines%20](https://www.qqi.ie/Downloads/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers%20Revised%202013.pdf#search=quality%20assuring%20assessment%20guidelines%20)



### **Structuring the Brief:**

Begin structuring the alternative brief by downloading and populating the [04 Assessment Brief](#) template from StaffCONNECT. 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 Assessments](#) in Appendix 1 of this document and the Word Count Guidelines available on [StaffCONNECT](#).
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 an [03 Assessment Cover Sheet](#). 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 1 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 Limerick and Clare ETB's [08 Secure Storage Procedure \(Part-time\)](#) and [08 Secure Storage Procedure \(Full-time\)](#).



## Work Experience/Placement Contingency Plan

### Option 1 – RPL option in lieu of work placement in Work Experience Module

Learners who may not have the opportunity to complete their work placement as part of Work Experience 5N1356/6N1946 may be suitable for *Recognition of Prior Learning (RPL)* for this part of their module

For example, if a learner has not commenced or is unable to commence work placement, the learner would 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 that will be an essay comprised of an organisational/business profile and an overview of their role in the organisation/business

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 students have **completed** Work Experience/Work Placement but cannot have it signed-off by the workplace supervisors due to closures;

Recommendations:

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 assessor that the full work experience/work placement requirement of the module has been fully completed.

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*

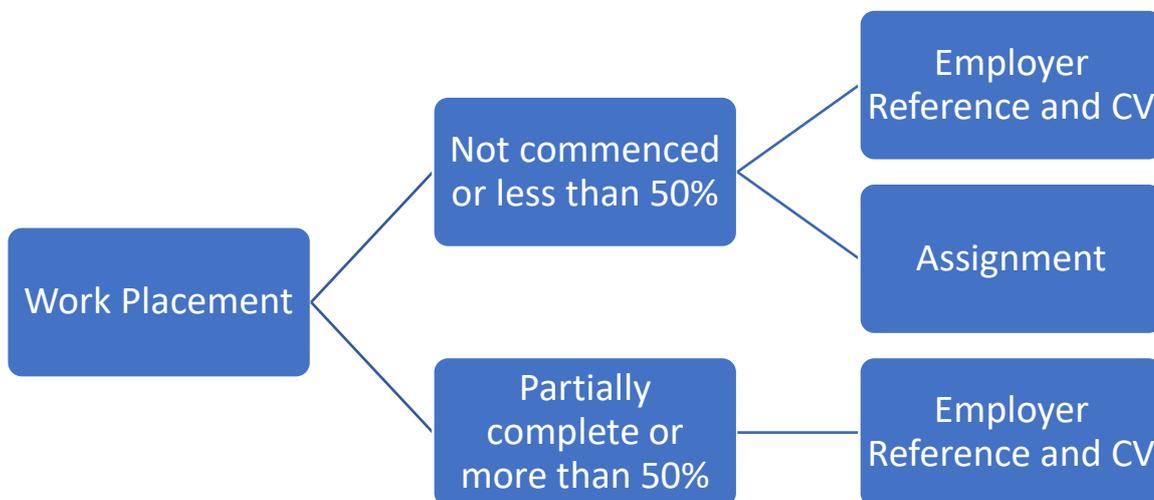
If a learner has completed at least 50% of their work placement then they must supply an up-to-date CV accompanied by a reference or letter from an employer. This employer does not have to be the employer where they did their partial work placement but must be **current**, i.e. be from within the last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

*Process for RPL of Work Placement*





## Option 2 – Replacement of Work Experience/Work Practice module with additional Career Planning or Personal and Professional Development in certain programmes.

In response to the COVID 19 emergency, Limerick and Clare ETB have requested that for the academic year 2020/2021 that QQI give permission to add another elective to the work placement pool in certain awards, effectively making a placement elective rather than mandatory for those awards;-

- Expand the employment/work-based learning award pool for the listed courses at level 4 from the current two module choices of 4N1168 Work Experience and 4N1170 work practice to a three-module pool that includes 4N1109 Career Planning.
- Expand the employment/work-based learning award pool for the listed courses at level 5 from the current two module choices of 5N1356 Work Experience and 5N1433 Work Practice to a three-module pool that includes 5N2985 Personal and Professional Development.
- Expand the employment/work-based learning award pool for the listed courses at level 6 from the current two module choices of 6N1946 Work Experience and 6N1947 Work Practice to a three-module pool that includes 6N1949 Personal and Professional Development.

### Level 4

All validated LCETB L4 Programmes were submitted as part of a request to include Career Planning 4N1109 in the Work Experience/Work Practice pool. There is a total of 10 programme descriptors included for amendment.

Exception: The following L4 programme was not included as Career Planning 4N1109 is already a compulsory module and Work Experience / Work Practice cannot be replaced:

4M0857          Employment Skills

Exception: The following L4 Programmes are not included due to the vocational nature of the award area or as noted below:

4M2014          Early Childhood Education and Care Support

Important Note: The credit value associated with Career Planning is 10 credits. Choice of Career Planning for Level 4 programmes will require the addition of another module of at least 5 credits, as the Work Experience module is 15 credits.



## Level 5

All validated LCETB L5 Programmes were submitted as part of a request to include Personal and Professional Development 5N2985 in the Work Experience/Work Practice pool. There is a total of 68 programme descriptors included for amendment.

Exceptions: The following L5 Programmes are not included due to the vocational nature of the award area or as noted below:

5M2009	Early Childhood Care and Education
5M3782	Health Service Skills
5M4339	Healthcare Support
5M4349	Nursing Studies
5M2586	Horticulture (Work Practice 5N1433 mandatory module)
5M2088	Professional Cookery (Work Practice 5N1433 mandatory module)

### Exceptions:

Currently, the Assessment Instrument Specification (AIS) for Training Provision delivery for 5N2985 Personal and Professional Development has not been developed.

## Level 6

Most validated LCETB L6 Programmes have Personal and Professional Development 6N1949 already included in pool of modules or as a compulsory module.

### Exceptions:

The following are the only applicable programmes which do not conform to this structure and were requested to be amended

6M4029	Art
6M3479	Beauty Therapy
6M3507	Equine Breeding

The following are also not included for reasons stated:

6M4334	Horticulture (no compulsory requirement for Work Experience / Work Practice)
6M2007	Early Childhood Care and Education (due to the vocational nature of the award area)



## Appendix 1

### 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), Limerick and Clare ETB's Assessment Procedures and Templates, 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 – [AssignmentAssignment]

Assessment Title	<b>Exercise and Fitness Alternative Assignment (in lieu of Examination)</b>		
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 the 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 Assessment Cover Sheet L4-6 must accompany this work, to confirm authorship of work.**

## MARKING SCHEME - [AssignmentAssignment]



Assessment Title	<b>Exercise and Fitness Alternative Assignment</b>		
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
<b>Part 1 (10 Marks)</b>  Exercise to music session Circuit training session Flexibility session Body conditioning session Resistance session	Skeleton parts and functions	Muscle Groups	5 marks each session x 2 areas	
	1 mark	1 mark		
	1	1		
	1	1		
	1	1		
	1	1		
	1	1		
Subtotal Part 1			10 Marks	
<b>Part 2 (20 Marks)</b>				
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 – [AssignmentAssignment]

Assessment Title	<b>Child Development Alternative Brief (in lieu of Examination)</b>		
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 Ainsworths 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. 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 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 - [AssignmentAssignment]

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

Assessment Criteria	Max Mark	Learner Mark
<b>Part 1</b>		
<ul style="list-style-type: none"> <li>Child Development defined</li> </ul>	2	
<ul style="list-style-type: none"> <li><b>Two</b> examples given of primitive reflexes found in newborn babies</li> </ul>	2 (1 mark each)	
<ul style="list-style-type: none"> <li>Normative development explained</li> </ul>	2	
<ul style="list-style-type: none"> <li><b>Two</b> examples given on how childcare worker can promote social development</li> </ul>	2 (1 mark each)	
<ul style="list-style-type: none"> <li>The term role-play described</li> </ul>	2	
<ul style="list-style-type: none"> <li><b>Two</b> activities given for each of the following               <ul style="list-style-type: none"> <li>Fine Motor Development</li> <li>Emotional Development</li> </ul> </li> </ul>	2 (0.5 marks each)	
<ul style="list-style-type: none"> <li><b>Two</b> causes of language delay identified</li> </ul>	2 (1 mark each)	
<ul style="list-style-type: none"> <li><b>Four</b> examples discussed regarding development of a bond with a baby</li> </ul>	2 (0.5 marks each)	
<ul style="list-style-type: none"> <li>Nature v Nurture explained</li> </ul>	2	
<ul style="list-style-type: none"> <li>Object permanence explained</li> </ul>	2	
<b>Part 2</b>		
<ul style="list-style-type: none"> <li>Introduction</li> </ul>	3	
<ul style="list-style-type: none"> <li>Child Observation explained</li> </ul>	5	
<ul style="list-style-type: none"> <li><b>Five</b> reasons given for why a childcare worker should observe a pre-school child</li> </ul>	5 (1 mark each)	
<ul style="list-style-type: none"> <li><b>Four</b> observation techniques given</li> </ul>	4 (1 mark each)	
<ul style="list-style-type: none"> <li>Description of when these observation methods should be used</li> </ul>	8 (2 marks each)	
<ul style="list-style-type: none"> <li><b>Four</b> roles given when planning activities</li> </ul>	4 (1 mark each)	
<ul style="list-style-type: none"> <li><b>One</b> theorist identified for each of the following:               <ul style="list-style-type: none"> <li>Physical Development</li> </ul> </li> </ul>	3 (1 mark each)	



<ul style="list-style-type: none"><li>▪ Cognitive Development</li><li>▪ Linguistic Development</li></ul>		
<ul style="list-style-type: none"><li>• Importance of family in promoting emotional development discussed</li></ul>	2	
<ul style="list-style-type: none"><li>• Mary Ainsworth theory explained</li></ul>	3	
<ul style="list-style-type: none"><li>• Conclusion</li></ul>	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 – [AssignmentAssignment]

Assessment Title	<b>Word Processing Alternative Assessment 1 (in lieu of Examination 1)</b>		
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

Follow the **Specific Assessment Instructions** below completing all tasks in the order they occur in the brief.

Save your work regularly and back-up the resulting documents.

You will be creating two word processed documents – an **Information Leaflet** and a **Booking Form**.

Begin by creating a folder on your device called **YourName\_WordAssignment1** then download the two attached work files into this folder.

### Presentation of Evidence

'Print to file' where instructed in the brief and save all files for uploading to Moodle.

Screenshot where instructed and save these files with the given filenames for uploading to Moodle.

### Assessment/Performance Criteria and Marks

The practical assessments for this module make up 80% of the overall module marks and are divided into two parts:

- Part 1: 46.7% (this brief)
- Part 2: 33.3% (brief to follow)

### 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:



## **Document 1 – Information Leaflet**

You have been asked to create an **Information Leaflet** for the Public Relations Department of Balbec 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 Balbec College as follows: enter the text **Balbec 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 *Balbec* to the dictionary.
6. Insert a footer containing **YourName**.
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 Opt.
8. Add the following address to the top left hand corner of the document:

Balbec College  
Pearce Road  
Kilmallock  
Co. Limerick  
Tel. 063 55574  
Email: [admin@balbeccollege.ie](mailto:admin@balbeccollege.ie)
9. Change the spacing after on the Email line to 12pt.
10. **Save** the document as a **template** called **Balbec College**. **Print to file** using the same filename and close Ms Word.
11. Open a **copy** of the template **Balbec College**.
12. Add the following text after the email line; clear all formatting before typing and change the spacing after to Opt, 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 **YourName\_HelpScreen**.
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 **YourName\_InformationLeaflet** and **print to file**.

## ***Document 2 – Booking Form***



You have been asked to create **Booking Form** for Balbec College.

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

1. Save the blank document to your folder as **YourName\_Booking**.
2. Copy the **Balbec 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 spilt 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 **YourName\_BookingComplete** and **print to file**.

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



## ASSESSMENT BRIEF – [AssignmentAssignment]

Assessment Title	<b>Safety and Health at Work Alternative Assessment (in lieu of Examination)</b>		
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
<b>General Assessment Instructions:</b> <ul style="list-style-type: none"><li>• There are two parts to this assignment – please ensure you fully answer both</li><li>• 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</li><li>• Please read the <b>Specific Assessment Instructions</b> below carefully before proceeding.</li></ul>
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.  <b>Note:</b> 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.>>  <b>A signed Assessment Cover Sheet L4-6 must accompany this work, to confirm authorship of work.</b>

### 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 **YourName\_HealthAndSafetyEssay**

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## 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 **YourName\_HealthAndSafetyReport**

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



## ASSESSMENT BRIEF – [AssignmentAssignment]

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



## MARKING SCHEME - [AssignmentAssignment]

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

Assessment Criteria	Max Mark	Learner Mark
<b>Part 1</b>		
Reference/verification of employment from a previous employer (Compulsory requirement)	10	
<b>Part 2</b>		
Essay		
• Organisation/Business Profile	10	
• Role in the organisation/business	10	
• 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 31<sup>st</sup> 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 31<sup>st</sup> 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 31<sup>st</sup> 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 31<sup>st</sup> 2020]

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