

PROCEDURES FOR THE ASSESSMENT OF LEARNERS AND APPEALS

TABLE OF CONTENTS

1. Introduction	48
2. The Assessment Plan	48
a) Purpose of Assessment	49
b) Methods of Assessment.....	49
c) Provision of Feedback to Learners	50
d) Assessment Schedule.....	50
e) Assessment Criteria	50
f) Grading and Marking Conventions to be Employed.....	51
g) Receipting Assessment and Late Submissions.....	51
h) Consequences of Assessment for Progression and Award	51
3. Assessment Regulations	52
a) Learner Responsibilities	52
b) Breaches of Assessment Regulations	53
c) Assessment Regulations Committee.....	53
4. Rechecks, Reviews and Appeals Procedures	54
a) Purpose of the Procedure	54
b) Procedure Overview	54
5. Notes for Internal Examiners and the Internal Examiners Meeting	58
a) Internal Examiners.....	58
b) Internal Examiners Meeting	59
6. Procedures for External Examiners	59
a) Nomination	59
b) Approval.....	60
c) Appointment	60

d) Number of External Examiners	60
e) Assessment.....	60
f) Board of Examiners.....	60
Glossary	64
Appendix V: Assessment Recheck Form	65
Appendix VI: Assessment Review Form	67
Appendix VII: Appeal Form	69
Appendix VIII: Duties of External Examiners and Criteria for the Appointment of External Examiners	71
Appendix IX: Report Form for External Examiners	74
Appendix X: Assessment Criteria	80
Appendix XI: Record of Assignments	82
Appendix XII: Assignment Deadline Extension Request Form	84

1. INTRODUCTION

The procedures outlined below will guide the NCGE and the appropriate Boards in respect of the assessment of learners.

The purpose of these procedures is to ensure that NCGE operates assessment methods that are:

- Fair and consistent.
- Compliant with the validating body's standard in respect of the National Framework of Qualifications.
- Effective in measuring learners' attainment of the intended learning outcomes.

and that:

- Provide feedback to learners that enables them to improve their performance.
- Encourage creativity in demonstrating achievement of the intended learning outcomes.

These procedures apply to all programmes offered by the NCGE.

2. THE ASSESSMENT PLAN

Each Programme will have an assessment plan which includes the following:

- a) Purpose of assessment.
- b) Methods of assessment.
- c) Provision of feedback to learner.
- d) Assessment schedule – weighting and timing of assessments.
- e) Assessment criteria.
- f) Grading and marking conventions to be employed.
- g) Receipting of assessments and late submissions.
- h) Consequences of assessment for progression and award.

a) Purpose of Assessment

The purpose of assessment employed by a programme should be clear and provided to learners. The rationale for the assessment should be understood by all programme staff and learners.

b) Methods of Assessment

The Centre will allow for the employment of formative and summative assessment. Formative assessment has benefits for learning and teaching but does not contribute to the overall mark. In summative assessment, the learner's performance is judged against the learning outcomes.

Assessment techniques can be grouped together under generic titles such as progress reports, learning journal, project work, assignments, skills demonstrations and work based learning. In designing new programmes and reviewing existing programmes, assessment techniques will be examined against best practice in order to improve the assessment techniques employed.

Assessment instruments can have a summative and formative element. An assessment instrument should:

- Allow for the recognition of the different levels of achievement (Appendix X).
- Provide an objective measure of the learner's achievement of the learning outcomes.
- Have high content validity i.e. measures the achievement of a learning outcome.
- Have high reliability. An assessment method that is reliable and measures what it is supposed to measure will ensure that different examiners award the same mark for learners' work (inter-rater reliability) and that examiners will award the same mark when they score the work on a number of occasions (test-retest reliability).

c) Provision of Feedback to Learners

The provision of feedback must be planned and occur in a standardised way to learners through assessment instruments. Information on when and how assessment judgments will be communicated to learners will be outlined. The reasons for using a particular assessment instrument will be provided to learners. Assessment instruments should be designed with learner feedback in mind. It should be evident to a learner why a certain mark was achieved. It should also be clear as to how a learner can improve his/her mark. The feedback should identify the learner's strengths as well as his/her weaknesses. The learner must be made aware of both how and when the assessment judgment will be made known.

d) Assessment Schedule

A schedule of assessment is an outline of the assessment requirements for the Programme. The assessment schedule states the:

- Title of the programme/module.
- Percentage of marks for the work.
- Dates when assignments will be handed out.
- Date for handing in completed work.
- Learners should be made aware of submission dates for assignments at the beginning of a programme.

e) Assessment Criteria

Assessment criteria define the knowledge, skills and competencies that the learner is required to achieve for a particular grade band (Appendix X). Assessment criteria should be developed for each programme/module to take account of variations in content and the level of the award.

Assessment criteria can be presented in broad terms to help assess projects and assignments etc.

- Developing assessment criteria will add to the objectivity in scoring and improve validity and reliability.
- The validity of assessment will be enhanced by developing assessment criteria that closely match the particular knowledge, skills and competencies, and level of the programme being assessed.

- The assessment criteria should be clear to both learners and tutors and published prior to assigning the work.

f) Grading and Marking Conventions to be employed

Learners should be provided with grading and marking conventions employed by a programme in advance of the assessment taking place. The grading and marking conventions should follow the HETAC (2001) procedures on marks and standards which are currently being revised at present. The conventions employed by a programme must be clear and understood by all the Internal Examiners involved in the programme.

g) Receipting Assignments and Late Submissions

Receipting assignments can be useful in getting learners to complete work on time.

- Learners must retain a copy of submitted work.
- A formal mechanism for considering requests for extensions to deadlines for major assessments should be in place. It is recommended that requests for extensions be made in writing prior to the submission date, preferably at least one week before the date.
- A clear policy for dealing with work that is submitted after the deadline must be devised. It is recommended that the total marks achieved by a learner should be reduced by 15% if submitted late. Work is deemed late when a learner misses a deadline without having requested an extension in writing in advance of the deadline. The Board of Examiners and External Examiner(s) should be informed where penalties have been applied.

h) Consequences of Assessment for Progression and Reward

Learners should be informed of the consequences of assessment for progression and reward. This information should be provided as early as possible prior to the commencement of a programme.

3. ASSESSMENT REGULATIONS

a) Learner Responsibilities

A learner must familiarise him/herself with:

- Assessment regulations and procedures.
- Appeals procedures, rechecks and review procedures.
- The assessment schedule for a programme.
- Penalties for work submitted late.
- Assessment criteria used to mark submitted work.
- Guidelines for referencing.

The learner handbook provided to learners should contain all this information.

In addition, a learner must:

- Notify the Module/Course Coordinator if s/he is unable to attend a workshop/ use a learning environment or submit assignments. A written notification and explanation is required and in the case of assignments, a medical certificate (if due to illness) is also required.
- Complete all programme assignments as required.
- Fulfill the formative and summative assessment requirements.
- Comply with guidelines on assessment procedures.
- Retain a copy of submitted work.

A learner is expected to:

- Advise the Module/Course Coordinator of any ambiguity in the requirements of an assignment.
- Advise the Module/Course Coordinator at the earliest possible time of any circumstances preventing him/her from completing an assignment in the time allocated.

b) Breaches of Assessment Regulations

Plagiarism is defined as presenting, as one's own, words or ideas of someone else without proper acknowledgement. There are three types of plagiarism.

- Direct copying of a text from a book/article/fellow learners' work etc. without acknowledgement.
- Claiming individual ideas derived from a book etc. as one's own and incorporating them into one's work without acknowledging the source of these ideas.
- Overly depending on the work of one or more other sources without proper acknowledgement of the source.

c) Assessment Regulations Committee

An Assessment Regulations Committee will be established for each programme in the event of a reported breach of NCGE's assessment regulations.

The membership of the Committee should include the:

- Director.
- Coordinator of the Programme.
- Module/Course Coordinator.
- Programme/Module Tutor.
- An Independent Representative.

The Board of Examiners will be advised of a course of action by the Assessment Regulations Committee. The learner will be able to seek an appeal of the decision of the Board (see under 4 (b) iii, concerning appeals procedures). Where it is proven that a learner is guilty of a breach, it is recommended that the learner is required to resubmit the assessment.

4. RECHECKS, REVIEWS AND APPEALS PROCEDURES

a) Purpose of the Procedure

It is the policy of the NCGE that arrangements in relation to rechecks, reviews and appeals in relation to assessment matters are fair, transparent and dealt with in a timely manner.

b) Procedure Overview

NCGE requires that any complaint or disagreement arising in relation to any result for the purposes of a HETAC award will be resolved through the procedures below. The following are the levels at which decisions are taken in relation to learners' performance on assignments:

- Allocation of marks/grades.
- Adoption of provisional results.
- Recheck.
- Review.
- Appeal.

These levels involve a hierarchy of decision making and the decision taken at any one level can be altered at the following level.

i. Procedures to be followed to request a recheck

A learner wishing to have the marks awarded for a programme re-examined should seek a recheck.

- The NCGE will aim to complete all rechecks within 20 days, where recheck requests have been received by the Coordinator of the Programme not later than ten working days after the results have been sent to learners.
- The recheck will be coordinated by the Coordinator of the Programme and carried out by the Internal Examiner.
- A request for a recheck must be made on the Assessment Recheck Form (Appendix V) and signed by the learner concerned.
- The fee for a recheck shall be €35 per Module, which in the event of a successful recheck, will be refunded.
- The Coordinator of the Programme will inform the learner in writing of the outcome of the recheck.

ii. *Procedures to be followed to request a review*

A learner who wishes to have the marks awarded for a particular programme, module (or modules) re-examined should seek a review of the relevant module(s). The grounds for a review include:

- The examination regulations have not been properly employed.
- The assessment regulations are not adequate to cover the learner's case.
- Exceptional circumstances have arisen which were not considered by the Board of Examiners. Normally, the Coordinator of the Programme should be notified of such circumstances when they occur.

Procedures

- The NCGE will endeavour to complete all reviews within 20 days, where review requests have been received by the Coordinator of the Programme not later than ten working days after the results have been sent out by the NCGE.
- Only a written request for a review made on the Assessment Review Form (Appendix VI) and signed by the learner concerned will be considered.
- A request for a review must state the grounds on which the review is based.
- The learner must supply evidence in support of his/her request.
- The fee for a review shall be €45, and in the event of a successful review this will be refunded.

Membership of a Review Board should include:

- Chair: Director.
- Coordinator of the Programme.
- Tutor and Module Coordinator.
- Representative not involved in the delivery of the programme/module.

The role of a Review Board is to:

- Consider requests for a review received by the Coordinator of the Programme, and to decide whether a review should be granted.
- Consider the evidence presented to it and decide the outcome of the review when a review is granted.

- Consult with a number of relevant personnel in carrying out a review. The Review Board may look for a re-marking of an assignment to be undertaken by an Internal Examiner.
- Make decisions concerning the outcome of a review and this will be by majority vote. In the event of a tie, the Chair will have the casting vote.

Review Outcome:

- The learner will be informed by the Coordinator of the Programme, in writing by registered post, of the outcome of the review.
- A learner dissatisfied with the outcome of a review may appeal the decision of the Review Board.
- Where appropriate, the Coordinator of the Programme will advise HETAC of the outcome of the review.
- The Coordinator of the Programme will notify the appropriate Tutor and Module Coordinator of the outcome of the review.

iii. *Procedures to be followed to request an appeal*

A learner can appeal the outcome of a review on the grounds that the review did not properly address his/her case.

Procedures

- A request for an appeal must be received by the Coordinator of the Programme not later than the date specified in the letter from the Review Board.
- Only a written request for an appeal made on the Appeal Form (Appendix VII) and signed by the learner concerned will be considered.
- A request for an appeal must state the grounds for the appeal being sought.
- The learner must supply evidence in support of his/her request.
- The fee for an appeal is €60, which is refundable where the appeal is successful.

The Coordinator of the Programme, in consultation with the Director, will decide whether an Appeal Board should be established.

Membership of an Appeal Board should include:

- Chair: An independent representative who has considerable experience in working in higher education and who has been nominated by the Director.
- An independent experienced External Examiner.
- A member of staff who has had no involvement in the case.

The function of the Appeal Board is to:

- Consider the report of the relevant Review Board.
- Ask the learner to address it on the circumstances of the appeal. [Note: The learner may be accompanied by a person of his/her choice].
- Seek (through the Chair) information or advice, as it considers necessary.
- Decide the outcome of the appeal.

All decisions of an Appeals Board shall be by majority vote. In the event of a tie, the Chair will have the casting vote. The learner will be informed in writing, by registered post, of the outcome by the Director. All decisions of the Appeal Board are final. The Director shall notify the Coordinator of the Programme of the outcome of the appeal.

5. NOTES FOR INTERNAL EXAMINERS AND THE INTERNAL EXAMINERS MEETING

a) Internal Examiners

All Internal Examiners will be provided with the following guidelines:

- Learners must receive a receipt for all submitted assignments.
- Feedback on assignments must be provided to learners in accordance with the assessment instrument.
- External Examiners should have the details of the nature of assignments prior to the distribution of assignments to learners.
- Internal Examiners must advise the Coordinator of the Programme of any deviations from normal practice.
- Internal Examiners must ensure that all assignments and marking schemes are securely retained.
- Learners must receive details of assignments in advance of the assignment being distributed.
- The Internal Examiner must confirm that the assignments received correspond with attendance sheets.
- In marking assignments, the Internal Examiner must follow a consistent approach in keeping with the guidelines provided and the marking scheme.
- The marks allocated for each assignment must be transferred to the relevant marks sheet.
- The Internal Examiner must ensure that marks sheets are submitted to the Coordinator of the Programme prior to the Board of Examiners meeting.
- Internal Examiners must make assignments and assessment material available, as required, to the External Examiner(s).
- Internal Examiners may be required to meet the External Examiner(s) prior to the Board of Examiners meeting to discuss examination issues.
- Internal Examiners must attend the Board of Examiners meeting.
- Corrected assessment material must be retained for one year following the meeting of the relevant Board of Examiners.
- Corrected assignments must be given to the Coordinator of the Programme for storage.

- Internal Examiners must carry out their role in respect of rechecks, reviews and appeals.

b) Internal Examiner Meeting

The function of the Internal Examiners meeting is to approve the grade/results awarded to learners. The results approved at the meeting are provisional pending approval by the External Examiner and the Board of Examiners. The Internal Examiners meeting is convened no later than two months after the submission date of the final assignment.

Membership of an Internal Examiners meeting should include:

- Chair: Coordinator of the Programme.
- Director of NCGE.
- Module/Course Coordinator (Internal Examiner).
- Module Tutor (Internal Examiner).
- Secretary.

Once the results have been approved provisionally, they are sent to the External Examiner and Board of Examiners for approval.

6. PROCEDURES FOR EXTERNAL EXAMINERS

a) Nomination

- For new providers, HETAC nominates the External Examiner for the first three years of a programme.
- For programmes running more than 3 years, the Director (with HETAC approval) approves the appointment of persons to act as External Examiners to Programmes offered by the NCGE, where appropriate. The Director will ensure that persons appointed to act as External Examiners are competent to fulfil this role. The Director will approve procedures required for the appointment of the External Examiner.
- The Director will seek nominations for a person(s) to act as External Examiner(s). The Director may also nominate and approve persons to act as External Examiners. The Director may also seek nominations from other individuals or bodies as appropriate.

- The Coordinator of the Programme may contact the person proposed for nomination to seek her/his consent to be nominated and determine her/his availability to act as External Examiner.

b) Approval

The Director will satisfy him/herself that persons nominated for appointment as External Examiner satisfy the criteria for appointment as enclosed in Appendix VIII.

c) Appointment

Following approval of nominations, the Director will issue a letter of appointment to the External Examiner, along with a contract to be signed by the External Examiner which shall include:

- Duties and responsibilities.
- Term of office.
- Reporting relationships.
- Reporting requirements.
- Fees payable.
- Conflict of interest declaration.

The External Examiner will be appointed from the date of signing of the contract by the External Examiner and the Director. The term of office will be for a period of three years. In exceptional circumstances, the appointment may be extended by one further year. Normally, the term of office shall commence on 1st September of the academic year in which the External Examiner is appointed. The Coordinator of the Programme will maintain a register of External Examiners' appointments and periods of tenure. If it is necessary to terminate the contract of appointment, the Coordinator of the Programme will advise the Director, detailing the reasons for the proposed termination. The Director will notify the External Examiner in writing.

Following appointment, the Coordinator of the Programme will ensure that the External Examiner receives appropriate documentation to enable him/her to understand the assessment systems operated by NCGE.

Such documentation may include:

- Quality Assurance procedures.
- Programme/Module documentation.
- Assessment procedures and schedules.
- Rules and regulations.
- Award structures.

d) Number of External Examiners

The NCGE shall ensure that sufficient External Examiners are appointed so that it can be satisfied that:

- Its programmes and learners performances are to a certain standard.
- The assessment and award processes are fair and consistent.

e) Assessment

External Examiners will attend NCGE when results have been decided and on other occasions as appropriate. S/he will advise if the assessment procedures are fair and consistent and in accordance with the appropriate standards and s/he will ensure that all significant elements of the programme(s) have been adequately assessed.

External Examiners will decide, in consultation with the Coordinator of the Programme:

- The marked assignments s/he wishes to consider.
- The nature and content of other assessment material s/he wishes to consider.

The Coordinator of the Programme will ensure that all material required is provided to the External Examiner. Where an External Examiner wishes to carry out a viva-voce on learners and has consulted with Internal Examiners s/he shall notify NCGE in good time in order to allow the appropriate arrangements to be made.

f) Boards of Examiners

Meetings of the Board of Examiners are held for the purpose of agreeing learners' results and are convened by NCGE. The External Examiner will attend NCGE on the

day prior to the meeting of the Board of Examiners, or as agreed by NCGE and the External Examiner.

The purpose is to:

- Review the proposed results for the programme as a whole.
- Review programme performance with Internal Examiners, including marked assignments, project work or continuous assessment material, as required.
- Review borderline cases and, if necessary, interview learners.
- Carry out a viva-voce examination, if required.
- Agree with the respective Internal Examiner(s) the proposed final marks/grades for consideration by the Board of Examiners.

The Board of Examiners will be chaired by the Director.

The External Examiner shall indicate on the programme marks sheet any individual assignments, project work, or continuous assessment material reviewed by her/him as part of the assessment process, together with any adjustment to the marks/grades as proposed by the Internal Examiner.

Where the External Examiner proposes amendments to the results of learners s/he shall consult with the Internal Examiner concerned and the Coordinator of the Programme in advance of the meeting of the Board of Examiners. Efforts should be made to achieve consensus in relation to such amendments.

At the Board of Examiners' meeting, the External Examiner may comment on matters relating to learner performance, programme performance as necessary. The Board of Examiners will consider these comments.

Broadsheet of Results

The External Examiner may request to have her/his dissenting opinion on any matter recorded on the appropriate Broadsheet. The External Examiner will sign the Broadsheet of Results. Such a signature indicates that the External Examiner participated in the Board of Examiners as a member of the Board.

Reporting Arrangements

The External Examiner will provide a report to the Director on 1st September of each year on the form provided (Appendix IX). The Coordinator of the Programme will provide a copy of the External Examiner's report to the appropriate staff and invite comments and details of any action to be taken, in response to the report. The Coordinator of the Programme will then forward a copy of these comments to the External Examiner in order to provide feedback to him/her and also to the Director. On completion of his/her term of office, the External Examiner will submit a report to the Director on his/her opinion of the standards of the programme and the overall performance of learners.

GLOSSARY

- Learner:* An individual who has enrolled on a programme offered by the NCGE.
- Grade:* The classification of results into: honours, distinction, merit, pass, fail and the classification of results into pass/fail.
- Marks/grades:* The numerical score/percentage assigned to any work, element or part of a programme by an examiner(s) which in his/her/their opinion reflects the learner's achievement in that work.
- Result:* The decision taken by a Board of Examiners in relation to a learner's eligibility for an award.
- Recheck:* The marks awarded for a programme can be the subject of a recheck. A recheck is carried out to ensure that there have been no arithmetical or clerical errors.
- Review:* The re-consideration of a decision made by an examination board in light of additional information presented by a learner in relation to the assessment process.
- Appeal:* Re-consideration by the appeal board of the outcome of a review.
- Outcome:* A decision in relation to a recheck, review or appeal.

APPENDIX V: ASSESSMENT RECHECK FORM

NCGE
ASSESSMENT RECHECK FORM

To be completed by the learner

Learner's Name: _____

Address: _____

Email Address: _____

Phone Number (Daytime): _____ Phone Number (Evening): _____

Programme: _____

Module: _____

Assignment(s) for which recheck is requested: _____

Date of Application: _____

Signature: _____

Please send this completed form and a bank draft, cheque or postal order for the sum of €35 per Module must be enclosed in an envelope and sent to:

Coordinator of the Programme,
National Centre for Guidance in Education,
1st Floor, 42/43 Prussia Street,
Dublin 7

Office Use Only

Date Received: _____

Application: _____

Fee Submitted: _____ Amount: € _____

APPENDIX VI: ASSESSMENT REVIEW FORM

NCGE
ASSESSMENT REVIEW FORM

To be completed by the learner

Learner's Name: _____

Address: _____

Email Address: _____

Phone Number (Daytime): _____ Phone Number (Evening): _____

Programme: _____

Module: _____

Basis of Review

Please tick on which basis you are requesting a review (please tick one or more boxes)

a) The assessment regulations have not been properly employed

b) My case is not adequately covered by NCGE regulations

c) Exceptional circumstances arose which the Board of Examiners was not aware of

Please explain precise factual grounds : _____

Date of Application: _____

Signature: _____

Please send this completed form and a bank draft, cheque or postal order for the sum of €45 per Module to:

Coordinator of the Programme,
National Centre for Guidance in Education,
1st Floor, 42/43 Prussia Street
Dublin 7

Office Use Only

Date Received: _____

Application: _____

Fee Submitted: _____ Amount: € _____

APPENDIX VII: APPEAL FORM

NCGE
APPEAL FORM

To be completed by the learner

Learner's Name: _____

Address: _____

Email Address: _____

Phone Number (Daytime): _____ Phone Number (Evening): _____

Programme: _____

Module: _____

Date of Application: _____

Signature: _____

Grounds for an Appeal

Please tick on which basis you are requesting an Appeal (please tick one or more boxes)

An appeal of an assessment result shall be considered:

- a) The review undertaken by the review board did not properly address my case
- b) The review board was unaware of exceptional circumstances when its decision was taken.

You must set out the reasons for your appeal in a statement addressed to the Appeals Committee. The statement with this completed form and a bank draft, cheque or postal order for the sum of €60 per Module must be enclosed in an envelope and sent to:

Coordinator of the Programme,
National Centre for Guidance in Education,
1st Floor, 42/43 Prussia Street,
Dublin 7

Please note:

- Copies of any written material you provide, including this form, will be made available to assessors during appeal proceedings.
- Where medical evidence is being relied upon, appropriate certification by a Medical Practitioner should be attached.
- A separate form must be filled out for each Module appealed.

Office Use Only

Date Appeal Received: _____

Application: _____

Letter: _____

Certs: _____

Fee Submitted: _____ Amount: € _____

**APPENDIX VIII: DUTIES OF EXTERNAL EXAMINERS AND CRITERIA
FOR THE APPOINTMENT OF EXTERNAL EXAMINERS**

a) Duties of the External Examiners

1a General

External Examiners are appointed by NCGE to ensure that assessment standards are adequate.

2a Programme External Examiners

External Examiners will be appointed as External Examiners, with responsibility for a programme. A team of two External Examiners may be appointed to each programme. The External Examiner(s) should deal with all modules in a programme, and should ensure that each learner's performance is properly assessed.

3a Duties of the External Examiners

The duty of External Examiners will be to view the drafts of assignments, marking schemes, etc. External Examiners will have the right to make suggestions, additions and amendments as they deem fit.

NCGE requires that External Examiners view a representative sample of assignments presented by learners, including borderline cases. The Internal and External Examiners should endeavour to achieve a consensus.

3b Visit to NCGE

All External Examiners will be required to visit NCGE once/twice in each academic year depending on the requirements of the programme. When visiting the NCGE, the duties of External Examiners will be to:

- Review the proposed results for the programme as a whole.
- Review programme performance with Internal Examiners, including assignments, project work or continuous assessment material, as required.
- Review borderline cases and, if necessary, interview such learners.
- Carry out a viva-voce examination, if required.

- Agree with the appropriate Internal Examiner(s) the proposed final marks/grades for consideration by the appropriate Board of Examiners.
- Attend meeting(s) of the Board of Examiners as required.

3c External Examiners' Reports

External Examiners will be required to submit to the Director, not later than the first of September of each year, a full report on the assessment process with which they are involved. One report for each academic year will be sufficient. The standard report form should be used.

3d Communications between the NCGE and External Examiners

External Examiners are asked to acknowledge receipt of assessment material. All distance communications between NCGE and External Examiners will be by registered mail, or other secure means of delivery.

b) Criteria for the Nomination and Appointment of External Examiners

- 1 An External Examiner nominated for appointment will be a person of academic or professional distinction whose association with a particular programme(s) will enhance the standing of the programme(s).
- 2 External Examiners will be drawn from academic life and, where appropriate, from business, industry and professional practice.
- 3 External Examiners will be suitably qualified. They should have current and relevant experience in the areas of education or research.

An External Examiner drawn from academic life should hold an academic qualification, in the relevant discipline, at a higher level than that of the programme(s) to which s/he has been nominated.

Timescale: External Examiners should not exceed more than one appointment period (3 years) on a programme and not more than two appointment periods.

APPENDIX IX: REPORT FORM FOR EXTERNAL EXAMINERS

Report Form for External Examiners

External Examiner: _____ Address: _____

Programme: _____

Module(s): _____

Date of Visit: _____

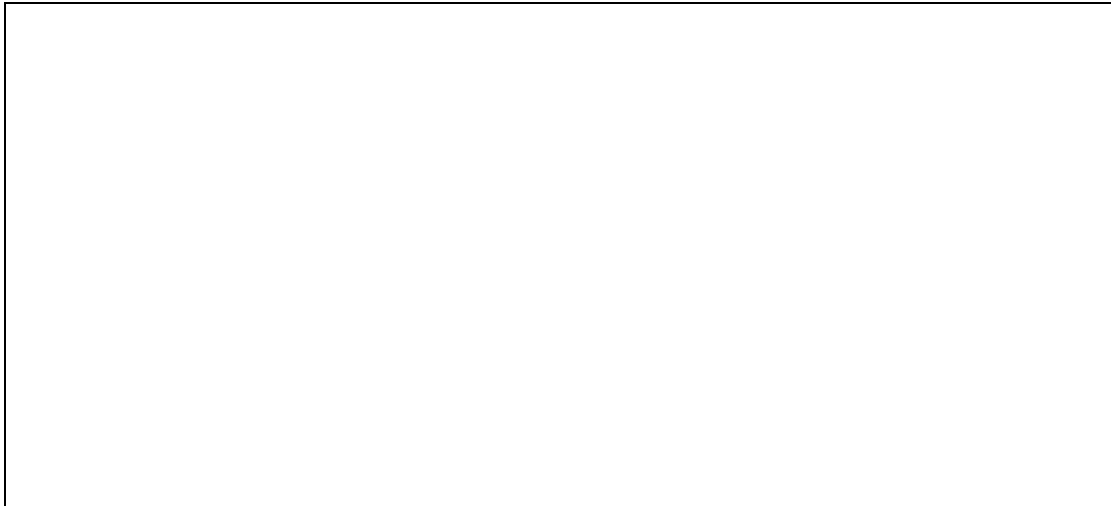
1. Did you receive the appropriate programme documentation?
YES NO
2. Did the programmes meet its stated aims and learning outcomes?
YES NO
3. Did you have the opportunity to comment on the assignments?
YES NO
4. Were your comments taken into consideration?
YES NO
5. Did you receive a representative sample of assignments and other material presented for assessment?
YES NO
6. Were you given sufficient time for moderation? YES NO
7. Did you have access to all the assessed programme assignments that you needed to see?
YES NO
8. Was the standard of marking in the assessed programme assignments satisfactory?
YES NO

9. Did you participate in any viva voce examinations?
YES NO
10. Did you attend the Board of Examiners meeting?
YES NO
11. Was the conduct of these meetings satisfactory?
YES NO
12. Were you satisfied that all learners were dealt with fairly and objectively?
YES NO
13. Were the standards achieved comparable with previous years?
YES NO

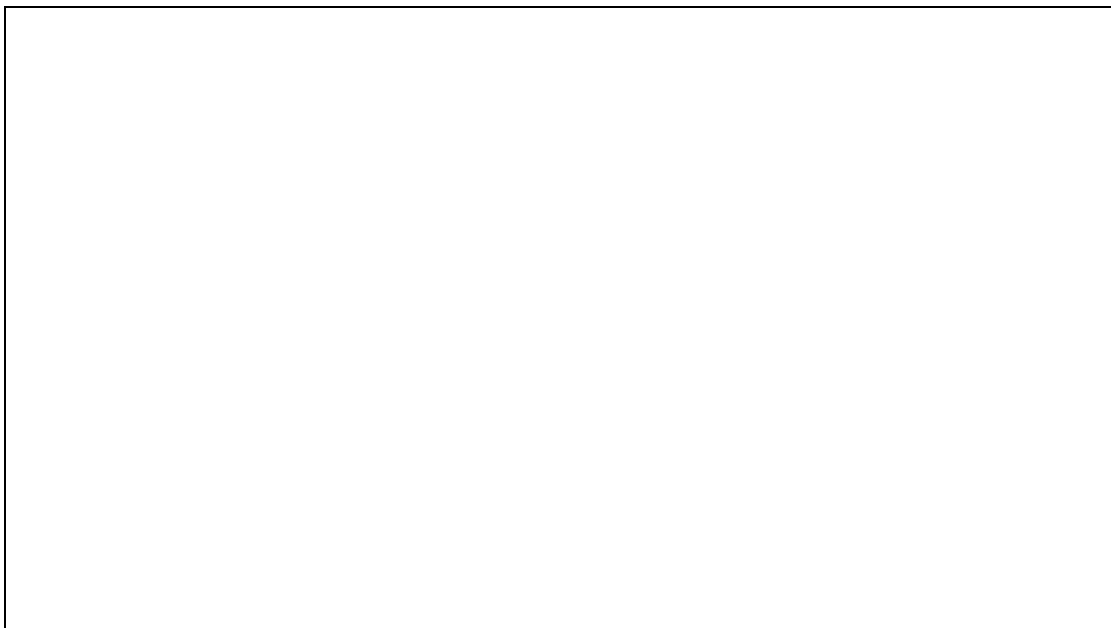
Please comment on the questions to which you answered no to on previous pages.

A large, empty rectangular box with a thin black border, intended for the user to provide comments on questions they answered 'no' to on previous pages.

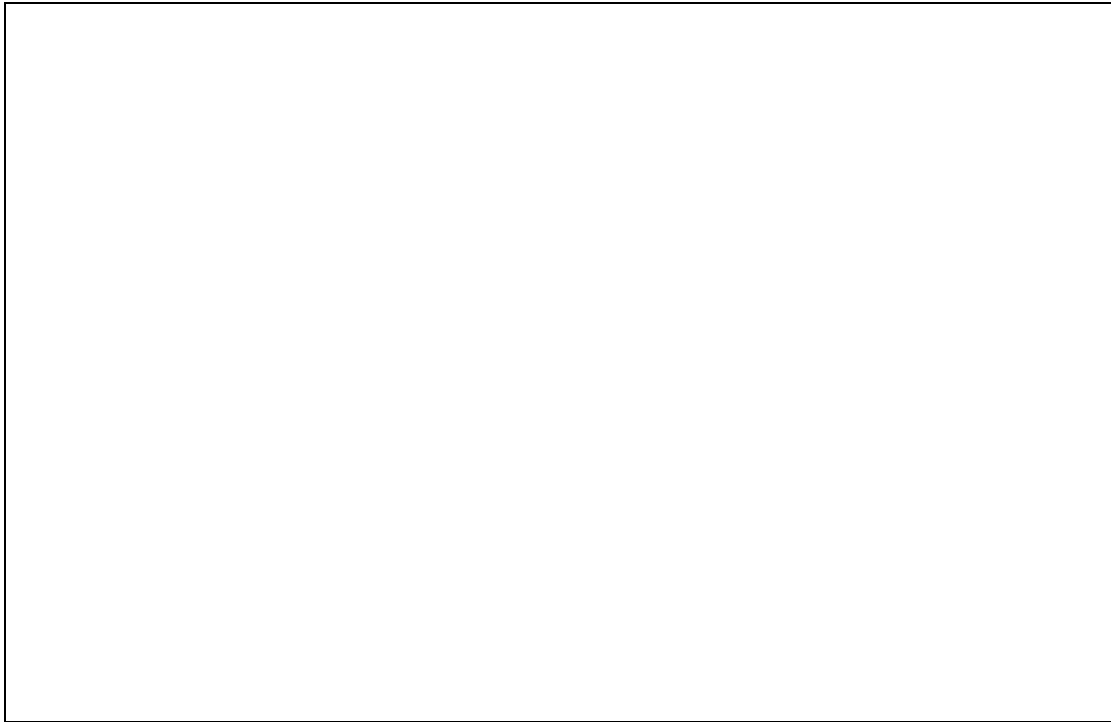
Please comment on the standard and relevance of the Programme(s) in national or international terms.



Please comment on the appropriateness of the assessment methodologies in the programmes/modules you examined.



External Examiners' reports are important to ensure the continued standard of NCGE's programmes. Please provide suggestions for improvement.



Please note that this report will be seen by a number of people (inside and outside of NCGE) with responsibilities related to Quality Assurance.

The National Centre for Guidance in Education is subject to the Freedom of Information Acts 1997-2003.

APPENDIX X: ASSESSMENT CRITERIA

Percentage	Level 8/9
80-100	Demonstrates an excellent comprehension of the topic and displays very good critical analysis through developed argument. The topic is very well summarised and the important aspects are identified and clearly explained. The extension of the knowledge to other fields is well understood and there is evidence that the knowledge acquired is applied to the learner's context. A strong commitment to independent study is evident and all references are well integrated within the work and correctly acknowledged. The written work is highly literate and any relevant data is well presented and well integrated within the work.
70-79	Demonstrates a very good comprehension of the topic and displays good critical analysis through developed argument. The topic is well summarised and the important aspects are identified and explained. The extension of the knowledge to other fields is adequately addressed. A commitment to independent study is evident and all references are well integrated within the work and correctly acknowledged. The written work is highly literate and includes appropriate data presentation.
60-69	Demonstrates a good comprehension of the topic and some critical analysis of the topic. The topic is summarised and many of the important aspects are identified and explained. The extension of the knowledge to other fields is somewhat addressed. A commitment to independent study is evident, however, not all references are well integrated within the work and correctly acknowledged. The written work is of a logical format and is well presented.
50-59 Pass – 50%	Demonstrates a fair knowledge and comprehension of the theory, concepts and methods of the topic. The work is summarised and some important aspects have been identified. There is little commitment to independent study and there is not much evidence that the required reading has been consulted. The required structure and presentation formats have been followed.
40-49	Demonstrates only a superficial comprehension of the topic. Little evidence of independent learning exists. The work does not conform to a logical format and includes some spelling, punctuation, and grammatical errors.
30-39	Demonstrates a very superficial comprehension of the topic. The work is weak with many spelling, punctuation, and grammatical errors.
0-29	Demonstrates almost no knowledge of the basic facts. The work is very poorly presented with many spelling, punctuation, and grammatical errors.

APPENDIX XI: RECORD OF ASSIGNMENTS

NCGE
RECORD OF ASSIGNMENTS (SAMPLE)

Centre:
 Programme:
 Module:
 Assessment Title:
 Module Coordinator/Tutor:

No.	Learner's Name	Assignment 1 Date submitted	Assignment 2 Date Submitted	Assignment 3 Date Submitted	Notes
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

APPENDIX XII: ASSIGNMENT DEADLINE EXTENSION REQUEST FORM

NCGE

ASSIGNMENT DEADLINE EXTENSION REQUEST FORM

Must be submitted 1 week prior to the submission deadline

To be completed by the learner

Learner's Name: _____

Centre: _____

Programme: _____

Module: _____

Assignment Title: _____

Tutor's Name: _____

Original Submission Date: _____

Reasons for Request:

To be completed by the Module/Course Coordinator and Tutor

Request Approved: Yes: ____ No: ____

Decision:

Date of decision:

Signatures:

As far as possible, the learner will be informed of the outcome within 2 days of receiving the request.