



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

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

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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) March 27<sup>th</sup> 2020<sup>1</sup>.

### Introduction

*Guidelines and Procedures for Covid-19 Contingency Planning of Assessments* (Revision 1.5, September 2022) is an update to, and replaces Revision 1.4 of the Contingency Assessment Document (September 2021).

**Contingency planning for Teaching, Learning and Assessment has been extended to incorporate the academic year 2022-2023, expiring 30<sup>th</sup> June 2023, and as such, this document has been updated to reflect this extension.**

Contingency in Assessment is focussed solely on providing alternatives to the Examination assessment technique. **One option is now available to learners, to replace the examination with an assignment. Assignments in lieu of Skills Demonstrations may be used only as a Covid-19 emergency measure and in prior consultation with QASS.**

In relation to work experience, as previously, there is the RPL option for learners who may not have the opportunity to complete their work placement as part of Work Experience and may be suitable for *Recognition of Prior Learning (RPL)* for this part of their module, with the appropriate CV, reference or self-declaration and assignment being implemented as appropriate. **However, as work placement providers are generally open and Covid-19 restrictions have lifted, this option is only for use in exceptional circumstances related to Covid-19 e.g. lockdown, certified long Covid or Covid related illnesses, vocationally specific reasons etc. Prior consultation with QASS is required.**

QQI's Policies and Standards Committee has agreed to extend the current arrangements for a further 10 months to the end of June 2023. This includes the Covid-19 related extension of the temporary modifications to the Common Awards System (CAS) i.e. where the Personal and Professional Development module was included in the Work Experience/Work Practice pool of modules in certain awards. These modifications are to cater for situations where a learner is unable, for valid reasons arising from Covid-19, to meet the certificate requirements for the major award (e.g. to complete a 15 credit work experience module) but can meet the overall outcomes by alternative means. QQI intends to gather feedback on the use and impact of these temporary modifications to inform future planning and decision making.

This extension of temporary modifications is intended to respond to exceptional circumstances, where Covid-19 presents a clear risk to the successful achievement of the work-related element of an impacted CAS award. The list of impacted CAS awards is available in the [Covid-19 Contingency Modifications to CAS Awards](#) folder.

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<sup>1</sup> <https://www.qqi.ie/Downloads/Guiding%20Principles%20for%20Alternative%20Assessment%20%28COVID-19%29%2018-11-20.pdf>

## 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](#).
- Through the use of Work Placement Forms (Forms WP1-5<sup>2</sup>), the organisation is required to ensure that the alternative component/method of delivery is only utilised where:
  - its use is appropriate to the programme and learner cohort concerned;
  - the relevant programme and award learning outcomes can still be achieved
  - there is no possibility of attaining placement in an appropriate setting due to impact of Covid-19.
- 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.
- Where learners defer or postpone placement, only in exceptional circumstances related to Covid-19, 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>3</sup>.

<sup>2</sup> WP5 is the only Form currently required, unless otherwise instructed throughout the year

<sup>3</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**

#### **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.

***Reminder - Assignments in lieu of Skills Demonstrations may be used only as a Covid-19 related emergency measure and in prior consultation with QASS.***

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

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

***Reminder – Option 1 is only for use in exceptional circumstances related to Covid-19***

Learners who may not have the opportunity to complete their work placement as part of Work Experience 5N1356/6N1946, due to exceptional circumstances related to Covid-19, 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. In the case where a learner was self-employed and is unable to get a reference from a past employer, they will need to complete the self-declaration document.

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.

If the learner is undertaking a course of study at L6, having progressed from L5, then they can use the placement undertaken for Work Experience at L5, provided it is in the same vocational area and is within the last 5 years. This must be a full placement, meeting the hours as defined in the programme descriptor i.e. 60/120 hours of placement. They must also do a CV, Reference letter from Employer and Assignment. Again, this is only for use in exceptional circumstances related to Covid-19.

If the learner has previously worked in the industry in a recognised setting (e.g. ECCE setting, Nursing Home), then they can use this placement for Work Experience provided it is within the last 5 years and meets the duration requirements of the programme i.e. 60/120 hours. They must do the CV and Reference Letter from this Employer. Again, this is only for use in exceptional circumstances related to Covid-19.

## **Option 2 –Revision of Award Structures**

The employment/work-based learning award pool for some Programmes has been modified to include Career Preparation and Planning at Level 4 and Personal and Professional Development at Levels 5 and 6 and is in place where learners have achieved certification (full awards) up to and including 30<sup>th</sup> June 2023. Modifications are limited to a specific list, see [ETB Programme Modifications List](#) for revision details. The new [Career Preparation and Planning Module 4N21060](#) is also available for some Programmes.

Centres must complete the relevant [Work Placement Form](#) (WP5) in advance of delivery. This is the only Form that needs to be completed unless otherwise advised during the year. All Forms must be submitted to QASS for screening and for inclusion at the next Programme Governance Meeting.

## 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 or one per folder of work. 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;
- Have cognisance of Universal Design for Learning guidelines.
- 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, within reason and adhering to the organisation’s guidelines on submission of assessment.

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.



## Procedure for Designing and Implementing an Assignment in Lieu of an Examination

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 must follow the procedures as set out below to ensure quality and equity of the assessment.

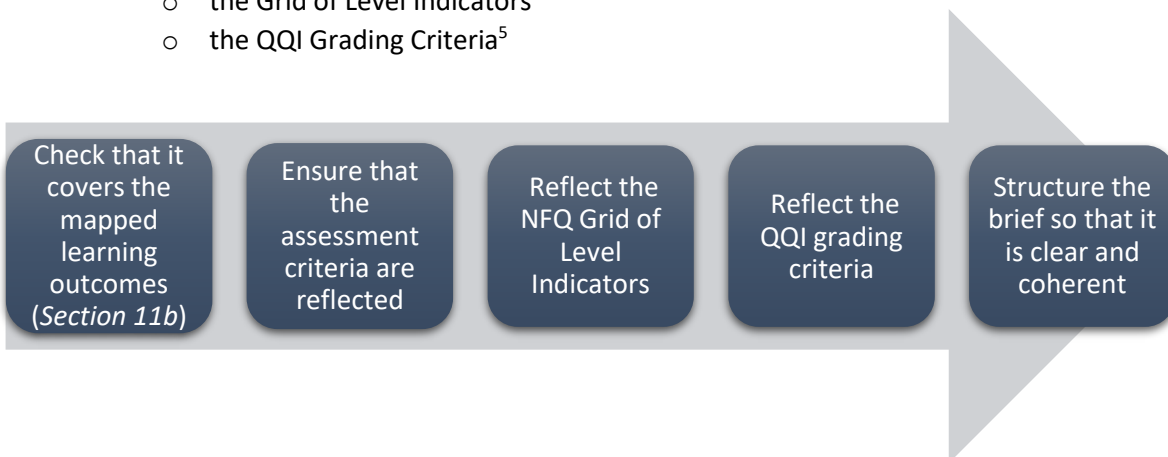
### **Designing the Alternative Assessment**

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>4</sup>
- the QQI Grading Criteria<sup>5</sup>



<sup>4</sup> <https://www.qqi.ie/Downloads/NFQLevelindicators.pdf>

<sup>5</sup> [https://www.qqi.ie/Downloads/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers%20Revised%202013.pdf#search=quality assuring assessment guidelines%2A](https://www.qqi.ie/Downloads/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers%20Revised%202013.pdf#search=quality%20assuring%20assessment%20guidelines%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 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*.
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.

### **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 the platform used. 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 - *this option is only for use in exceptional circumstances related to Covid-19*

The Work Experience module is a generic module and was designed to suit all forms of vocational work experience. Learners who have fully completed their work placement will finish and submit their diaries and Supervisor's Reports as per assessor instructions.

However, learners who may not have the opportunity to complete their work placement as part of Work Experience 5N1356/6N1946, due to exceptional circumstances related to Covid-19, 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

The following points illustrate examples of when to use RPL in lieu of work placement (Skills Demonstration) in Work Experience modules 5N1356 and 6N1946:

- 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.
- In the case where a learner was self-employed and is unable to get a reference from a past employer, they will need to complete the self-declaration document. 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.
- If the learner is undertaking a course of study at L6, having progressed from L5, then they can use the placement undertaken for Work Experience at L5, provided it is in the same vocational area, is within the last 5 years and fulfils the number of hours stated on the programme descriptor for that award. They must also do a CV, Reference letter from Employer and Assignment, as per these Guidelines and Procedures for Covid-19 Contingency Planning of Assessments.
- If the learner has previously worked in the industry in a recognised setting (e.g. ECCE setting, Nursing Home), then they can use this placement for Work Experience provided it is within the last 5 years and fulfils the number of hours stated on the programme descriptor for that award. They must do the CV and Reference letter from this Employer, again as per this Contingency Assessments document.

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.

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 as outlined below.

### **Three potential scenarios:**

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

### *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.

In the case where a learner was self-employed and is unable to get a reference from a past employer, they will need to complete the self-declaration document.

Template documents have been created for the reference and self-declaration and can be found on [StaffConnect – Work Experience Folder – Alternative Assessment Documents L5 and L6](#)

### *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.

In the case where a learner was self-employed and is unable to get a reference from a past employer, they will need to complete the self-declaration document.

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/self-declaration 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.

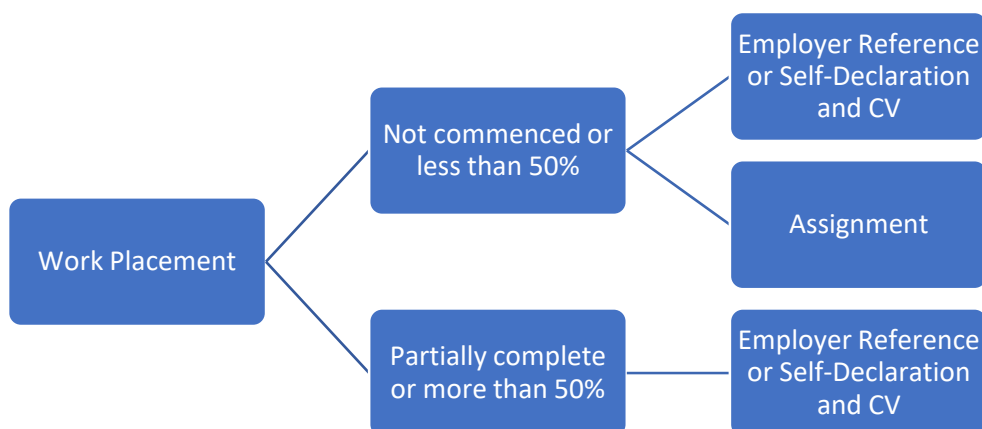
### *Learners have completed work placement*

Where students have **completed** Work Experience/Work Placement but cannot have it signed-off by the workplace supervisors due to exceptional circumstances related to Covid-19;

Recommendations:

1. Email or transcribed telephone reference from workplace supervisor.
2. Where a supervisor's report cannot be retrieved from the workplace due to Covid-19 circumstances, that work placement to be assessed by the liaising assessor completing the supervisor's report form. Learners will be required to formally notify assessor that the full work experience/work placement requirement of the module has been fully completed.

### *Process for RPL of Work Placement*



## Option 2 - Revision of Award Structure

In response to the COVID-19 contingency period, Limerick and Clare ETB requested that QQI give permission to modify the structure of awards as appropriate. The following are the continuing agreements with QQI and will continue until 30<sup>th</sup> June 2023 i.e. learners must be certified and achieving their full award before this time.

**However, learners will no longer be able to avail of reduced work placement hours. Placement hours are as per the validated programme. Workplace competencies cannot be assessed in a simulated environment, unless specified in the module descriptor. Learners cannot delay or postpone their placement only in exceptional circumstances related to Covid-19 emergencies. They must be made aware of the consequences of this deferral (for CAO applications etc.)**

**WP Form 5 is currently the only WP to be completed unless otherwise advised during the year.**

### Level 4

For Programmes - 4M0855 ICT Skills, 4M1998 Retail Skills, 4M2010 General Learning, 4M2015 Hotel Front Office, 4M2063 Culinary Skills, 4M2070 Office Skills, 4M2895 Engineering skills, 4M4966 Sports & Recreation

- The Work Experience / Work Practice pool has been extended to include the temporary 15 credit module Career Preparation and Planning 4N21060
- To reflect the additional credits, it will include the two additional learning outcomes:  
LO 10: Identify the basic rights and responsibilities of employees and employers in a particular work context, to include health, safety and welfare at work, equality and pay-related matters.  
LO 11: Demonstrate an understanding of the importance of being able to work under direction in relation to a range of tasks relevant to a specific career.
- This module can only be used as part of a full award for the above named programmes, not as a standalone module.
- Certification of the full award must be achieved by the June 2023 certification period
- Use WP Form 5.

### For Programme – 4M0857 Employment Skills

- Given that 4N1109 Career Planning exists as a mandatory component, this component will remain in its current form. Learners will also have to secure work placements as part of Work Experience, following the structure of this award.

### For Programme – 4M2085 Catering Support (Work Practice)

- Return to pre Covid-19 arrangements as noted above.



## Level 5

### For Programmes – 5M2088 Professional Cookery, 5M2586 Horticulture (Work Practice)

- Return to pre Covid-19 arrangements as above

### For Programmes - 5M2768 Animal Care, 5M4468 Community Health Services, 5M2786 Community Care, 5M3782 Health Service Skills, 5M4732 Youth Work

- Personal and Professional Development module is inserted into these 5 ‘practice awards’ for non-vocational courses only (those not going to employment in this area)
- Decisions should be made on the basis of a full class cohort. Treat mixed groups as aiming for Employment.

### For Programmes – 5M4339 Healthcare Support, 5M4349 Nursing Studies

- Personal and Professional Development module is NOT in these awards.

## Level 6

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

### For Programmes – 6M2230 Furniture Design & Making, 6M3479 Beauty Therapy, 6M5127 Interior Design, 6M5128 Classical Acting, 6M4029 Art, 6M3505 Horsemanship, 6M3507 Equine Breeding

- Personal and Professional Development has been included in these programmes.
- There is a change in credit value in final pool of modules for Interior Design.
- In this new structure, learners cannot do PPD and WE/WP in level 6.
- Use Form WP 5.

### **Please note**

1. All changes to programme structures are only applicable to learners being certified by 30<sup>th</sup> June 2023
2. Learners must be achieving their full award up to and including the June 2023 certification period in order to avail of the contingency arrangements as outlined.
3. All delivery under such contingency modifications as outlined above must be included on the relevant WP Form (WP5) and submitted to QASS in advance.

## 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 – [Assignment]

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>	Skeleton parts and functions	Muscle Groups		
	1 mark	1 mark		
Exercise to music session	1 mark			
Circuit training session		1		
Flexibility session	1	1		
Body conditioning session	1	1		
Resistance session	1	1		
	1	1		
	1			
			5 marks each session x 2 areas	
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 – [Assignment]

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

### Instructions

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

#### Part 1 (10 marks)

You are required to write an essay (**presented in essay format**) of 750 words (+/- 10%) showing your understanding of the following statement.

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

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

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

#### Part 2 (20 marks)

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



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

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

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

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

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

### Presentation of Evidence

Both parts of this assignment must be word processed, font style Calibri, font 11 and 1.5 line spacing. Essay is to follow an essay format, report is to follow a report format. 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 - [Assignment]

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

Assessment Criteria	Max Mark	Learner Mark
<b>Part 1</b>		
• Child Development defined	2	
• <b>Two</b> examples given of primitive reflexes found in newborn babies	2 (1 mark each)	
• Normative development explained	2	
• <b>Two</b> examples given on how childcare worker can promote social development	2 (1 mark each)	
• The term role-play described	2	
• <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>	2 (0.5 marks each)	
• <b>Two</b> causes of language delay identified	2 (1 mark each)	
• <b>Four</b> examples discussed regarding development of a bond with a baby	2 (0.5 marks each)	
• Nature v Nurture explained	2	
• Object permanence explained	2	
<b>Part 2</b>		
• Introduction	3	
• Child Observation explained	5	
• <b>Five</b> reasons given for why a childcare worker should observe a pre-school child	5 (1 mark each)	
• <b>Four</b> observation techniques given	4 (1 mark each)	
• Description of when these observation methods should be used	8 (2 marks each)	
• <b>Four</b> roles given when planning activities	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> <li>▪ Cognitive Development</li> <li>▪ Linguistic Development</li> </ul> </li> </ul>	3 (1 mark each)	
<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 – [Assignment]

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 – [Assignment]

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
<p>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.</p> <p><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.</p>
Assessment/Performance Criteria and Marks
<p>This assignment is worth 40% of the overall marks for this module. Part 1 is worth 20% and Part 2 is worth 20%.</p>
Submission Details
<p>The assignment must be submitted by &lt;&lt;insert time if applicable&gt;&gt; on the submission date outlined at the top of this brief. &lt;&lt;Assessor to insert how the work will be submitted e.g. via email, Moodle etc.&gt;&gt;</p> <p><b>A signed Assessment Cover Sheet L4-6 must accompany this work, to confirm authorship of work.</b></p>



## 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 – [Assignment]

Assessment Title	<b>Work Experience Alternate 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	5N1356	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, using the template accompanying this brief. The experience of work must be substantial, verifiable and relevant to the vocational area. It must have been undertaken within the last 5 years.

In the case where a learner was self-employed and is unable to get a reference from a past employer, they will need to complete the self-declaration document using the template accompanying this brief.

#### **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?

Word count guideline 1500-1750 words, excluding appendices (Bibliography, Reference list, Charts etc.)

### 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:** parts of his 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 - [Assignment]

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 or self-declaration document. <b>This is a compulsory requirement</b> <i>Award full marks on submission of verifiable and current reference or self-declaration document.</i>	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/>



## Reference List

QQI (2021) *Covid-19 – Updates from QQI*. QQI. Available from <https://www.qqi.ie/Articles/Pages/COVID-19---Updates-from-QQI.aspx> [accessed September 12<sup>th</sup> 2022]

QQI (2020) *Building Confidence: Supports and Arrangements for the Tertiary Education Sector*. QQI. Available from <https://www.qqi.ie/Downloads/Building%20Confidence%201-10-20.pdf> [accessed September 12<sup>th</sup> 2022]

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%2018-11-20.pdf> [accessed September 12<sup>th</sup> 2022]

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> [Accessed 12<sup>th</sup> September 2022]

QQI (2017) *Policies and criteria for the validation of programmes of education and training*. QQI. Available from [gp-17-policies-and-criteria-for-the-validation-of-programmes-of-education-and-training.pdf \(qqi.ie\)](https://www.qqi.ie/Downloads/gp-17-policies-and-criteria-for-the-validation-of-programmes-of-education-and-training.pdf) [accessed September 12<sup>th</sup> 2022]

QQI (2018) *Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 Revised 2018)*. QQI. Available from <https://www.qqi.ie/sites/default/files/2021-10/quality-assuring-assessment-guidelines-for-providers-revised-2013.pdf> [Accessed September 12<sup>th</sup> 2022]

QQI (undated) *National Framework of Qualifications Grid of Level Indicators*. QQI. Available from [NFQLevelindicators.pdf \(qqi.ie\)](https://www.qqi.ie/Downloads/NFQLevelindicators.pdf) [Accessed September 12<sup>th</sup> 2022]