

Digital Assessment for QQI Certification

Guidelines for Further Education and Training

The TEL and QA Support Services: Limerick and Clare Education and Training Board, May 2022



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Introduction

This document has been drafted following an extensive consultation process with all stakeholders. These guidelines apply only to assessment presented for QQI certification through digital means. While we would encourage everyone to adopt sustainable practices around the use of paper, we realise that some subjects are not suitable for digital assessment at this time. For our teaching staff involved in teaching those subjects you should continue to follow QA guidance for paper-based assessment. This document is only concerned with assessment using digital tools/resources. Digital assessment is recommended for all subjects taught remotely or in a mixed mode environment. We also recommend digital assessment for theory-based subjects at QQI levels 5 and 6. However, all QQI levels are accommodated in these recommendations. If you are unsure if digital assessment is for your learner group, please firstly refer to the requirements for assessment in your module descriptor. You can then contact tel@lcetb.ie for technical advice and guidance on digital assessment.

1.0 Definition of Digital Assessment

For the purposes of these guidelines, we define digital assessment as follows:

“Digital assessment, or computer-based assessment, is the use of information technology in educational assessment. Digital assessments may have elements of one or more of the following:

- Submission of digital evidence for certification purposes to a digital platform (e.g., Moodle, Teams) or secure digital storage location (e.g. OneDrive).
- At QQI levels 4-6, the submission and grading of all assignments/work through platform specific assignment tools (including the use of rubrics) and feedback components.
- Assessment feedback may (or may not) be enabled depending on your QQI level of certification and your chosen digital platform”.

Glossary of terms used in this document

Term:	Explanation:
Mixed-Mode Learning	Mixed-Mode Learning is a combination of physical face-to-face (in-centre) learning experience and synchronous online learning experience.
Remote Learning	Remote Learning is the replacement of all physical face-to-face (in-centre) learning experience with synchronous online learning experience.

2.0 Supported platforms for Digital Assessment

Limerick and Clare Education and Training Board supports the use of the following, which we refer to collectively as “platforms” for convenience:

1. A LMS (Learning Management System)- Moodle
2. A platform - Microsoft Teams
3. A cloud storage service - OneDrive. It has none of the purpose-built tools for teaching you would expect to find in Moodle and Teams: e.g., Assignments, grading, rubrics, feedback, forums/posts, live class functionality etc.

Prohibited practices

1. Under no circumstances can network drives or USB sticks be used for QQI assessment. Network drives are unfortunately open to accidental deletion of learner work (as has already been experienced by some centres). For USB sticks the risk of their loss, misplacement or corruption is too high and they have been designated a high risk for a potential GDPR breach by our organisation. From September 2022 learner evidence will not be accepted on USB sticks
2. Although we support the use of a range of other tools for formative assessment and learner feedback (e.g., Padlet, Flipgrid, Kahoot, Forms), these tools are not suitable and cannot be used for QQI summative assessment at this time. Moodle and Teams will give learners a consistent experience across FET

3. Where digital assessment, (e.g., submitted assignments and learner evidence e.g., for a skills demonstration) has been carried out on the platform, it is not permitted to print this assessment and present it in paper format. Please refer to current guidelines referring to the printing of assessor folders ([Portfolio Submission Checklist](#)).

We recommend that you do not use more than one platform with your classes. Two or more platforms can lead to confusion and anxiety for your learners. Learner feedback strongly indicates a preference for one platform choice for the entire course/module they undertake. Please bear this in mind when planning your delivery using our supported platforms. If you are co-teaching, please agree upon a single platform with your colleague(s) before classes commence. This decision should be made after a local consultation process.

3.0 First Step – Choose your platform

This should be completed in conjunction with your Provision line manager's direction. If you work across several strands of Provision, you will need to consult with each line manager for specific instructions in each case. The consultation process should consider the differing demands on the member of teaching staff, the ability of the learners, the IV and EA process for the centre and the technical advice from the TEL SS.

Moodle

Moodle is Limerick and Clare Education and Training Board's Further Education and Training Divisions Learning Management System. It is a comprehensive platform which enables learning practitioners to design and deliver fully Remote or Mixed-mode courses including access to learning resources (such as documents, presentations, videos, links etc.) and learning activities (such as assignments, quizzes, forums, chatrooms, video conferencing, interactive videos etc.). Our Moodle site which is hosted and supported with the help of SOLAS eCollege and Enovation Solutions can be accessed at <https://lcetbfet.etbonline.ie>.

Moodle allows the addition of people to specific EA and IV roles to access the learner work during periods of certification.

Moodle is recommended for QQI levels 4-6

Teams

Microsoft Teams enables learning practitioners to create collaborative classrooms. It brings together classroom chat, a files area where resources can be shared and edited, a Classroom Notebook for collaboration and individual learner work and an assignment area where learners can post completed assignments for feedback and grading. The meeting function can also be used to run a live (synchronous) class where learners take part in classes remotely. Teams can be accessed by downloading the Teams App or at <https://teams.microsoft.com> using the MS Edge browser.

Teams allows the addition of IV staff as owners of the team to carry out the IV process. The designated person can then add EAs to the team to access the learner work during periods of certification.

Teams is recommended for QQI Levels 1-6

OneDrive

OneDrive is a Cloud based file storage service provided by Microsoft. It allows the creation of folders that can send learners requests for submission of work. It allows the setting of permissions at the folder level to allow the EA and IV access to the work during periods of certification.

OneDrive is recommended only for courses where the volume of files, or the file types submitted by the learners are unmanageable in a Teams or Moodle environment for marking and grading e.g., Photoshop files used in multimedia courses. From September 2022 you must apply for permission to use OneDrive with your classes before they commence. Unlike Moodle or Teams One Drive does not have in-built features designed for assessment therefore it should only be used for assessment in exceptional circumstances. [Use the Application form here to apply to use OneDrive.](#)

3.1 Instructions for the use of Moodle

QQI Levels 4-6 assignments and skills demonstrations: Learning Practitioners who are new to Moodle should log in to Moodle and fill out the [Course Request form](#). The Moodle site administrator will create a blank course and assign it to the Learning Practitioner. The course and gradebook should be completely set up before learners are enrolled on the course. The gradebook should align with module descriptor marking sheets and be organised to separate accreditation/summative grades from practice/formative grades.

Teaching Staff who have previously created a course or courses in Moodle can reuse the content from existing courses by one of three methods

1. **Reuse an existing course:** You can reuse the same course every year without copying. In this case, before you enrol new learners you need to ensure that
 - All previous learners have been unenrolled from the course
 - All previous learners information, threads in forums etc. are deleted permanently from the course.
2. **Create a copy of an existing course:** Using the copy course feature yourself you can create a copy of a course without copying the learner data. If you use this option, you must ensure that the 'Include Learner Data' option is set to 'no' and that the 'include enrolments' tick box is ticked for teacher role only not for student role.
3. **Request a copy of an existing course:** Using the Course Request form on the Moodle homepage. In this case the Moodle Administrator will copy the course for you ensuring the content is copied but no learner data is copied.

You need to ensure that the URL of the course you want to copy is included in the request. If you are unsure about the process involved in options 1 or 2 above, please use this option.

There is also an option to import some but not all content from an existing course to a new one. Whichever option you choose please check that previous learner data is not included before you begin enrolling new learners on the course. If you have any queries or require support with the process email tel@lcetb.ie.

Using Teams within Moodle for live (synchronous) classes

Learning practitioners using Moodle as their chosen platform will have access to and can use the Teams plugin within Moodle to run live (synchronous) classes. In such circumstances where your chosen platform is Moodle but your live classes use the Teams Plugin then all your assessment and class related activity must be carried out in Moodle. Use of Teams within Moodle is restricted to the use of the Teams plugin for live classes only.

Collection of video evidence in Moodle

All videos recorded for the purposes of skills demonstrations must be stored in a secure location on LCETB's organisational OneDrive/SharePoint portal. This will typically be a folder set up by the tutor on their LCETB OneDrive (for external devices recording video) or a folder created automatically in SharePoint/OneDrive (for recordings collected through recorded meetings using the Teams plugin in Moodle). Regardless of how the evidence has been originally collected, by external device or through a Teams plugin recording all evidence must be stored in the same place. Video files on SharePoint can be moved across folders within SharePoint to accommodate this. Videos of learner evidence should never be downloaded, copied or stored on any personal or centre devices. Videos should be linked from their folder location in SharePoint/OneDrive to the relevant course on Moodle. Please consult our instructional videos on Stream for the management of video evidence here.

Videos recorded through Teams have a lifespan of 14 months. After this time, they will be deleted. Please contact tel@lcebtb.ie if you have a specific request for your video evidence to be stored for longer.

Grading in Moodle

The full functionality of the Moodle marking instruments should be used for the grading of **all pieces of work*** using either Rubrics, advanced marking guides or direct marking.

Moodle marking instruments

Direct Marking is the practice of inputting the grade for the piece of work in Moodle without a breakdown (through the use of a rubric or advanced marking guide) of how the learner achieved that grade. It should be supported by a learning practitioners own detailed

learner marking scheme which is uploaded to Moodle, or by the creation of an advanced marking guide on Moodle.

An Advanced Marking Guide is a tool within Moodle that allows you to create a bespoke detailed learner marking scheme to breakdown the grading within an assignment.

A Rubric is a tool within Moodle that allows you to create criteria for the evaluation of an assignment. It shows the learner very clearly what is required of them to achieve high marks. It standardises grading, saves time for the learning practitioner and may be used and shared with other learning practitioners. We recommend the use of Rubrics in as many situations as possible. If you are having difficulty creating a rubric please contact tel@lcebtb.ie for help and support. You will find a [Rubric Community of practice here](#). You will find a [Stream channel dedicated to Rubrics here](#).

[Please note: File size limits for uploading to Moodle are currently set at 2GB per file.](#)

Supporting QA Documentation

Supporting documentation is laid out in the Specific Instructions for Admin, Storage and Retrieval. ***Exam results sheets should be scanned and uploaded to the private topic/grading centre outlined in the guidance document.** [Click here to view this document](#)

Supporting Moodle Video tutorials on Stream

The TEL support service has created a [Moodle channel on Microsoft Stream](#) to take you through the setting up of your Moodle course to be compliant with these digital assessment guidelines. All the videos are short (6 minutes or less) and numbered to allow you to follow them sequentially from start to finish. We would ask that after you watch each one you carry out the corresponding actions on your course in Moodle. Follow up workshops and support are available through tel@lcebtb.ie.

3.2 Instructions for the Use of Teams

QQI Levels 1-3 collection of work/skills demonstrations: a designated person in each provision (this could be the Co-ordinator, a member of the resource staff etc.) creates an assessment team, a private channel is created for each learning practitioner, and all

assessment material is organised in a predetermined file and folders structure in that folder. EAs and IVs access the team and its channels during the authentication process. If teaching QQI levels 1-3, please check with the line manager to see who is responsible for setting up the team and assigning your private channel for the storage and assessment of digital evidence.

QQI Levels 4-6 assignments and skills demonstrations: Learning Practitioners create their own class team. They use the assignments feature for learner submission and grading of **all pieces of work***. Rubrics are strongly recommended in place of traditional paper-based assessor marking schemes for learner work. The IV and EA processes are accessed through the Gradebook view. All digital evidence is stored securely on a private channel in the Team, named and linked to the assignments.

Collection of Video Evidence in Teams

All videos recorded for the purposes of skills demonstrations must be stored in a secure location on LCETB's organisational OneDrive/SharePoint portal. This will typically be a folder set up by the tutor on their LCETB OneDrive (for external devices recording video) or a folder created automatically within Teams on OneDrive/SharePoint (for recordings collected through recorded meetings in a Class Team). Regardless of how the evidence has been originally collected, by external device or through a Teams recording all evidence must be stored in the same place. Video files on SharePoint can be moved across folders within SharePoint to accommodate this organising of evidence. Videos of learner evidence should never be downloaded, copied or stored on any personal or centre devices. Please consult our [instructional video on Stream for the management of video evidence here.](#)

Videos recorded through Teams have a lifespan of 14 months. After this time they will be deleted. Please contact tel@lctb.ie if you have a specific request for your video evidence to be stored for longer.

Grading in Teams

For levels 4-6 all work for a module should be graded within the Teams Grading environment. Teams marking instruments include **Direct Marking** and **Rubrics**.

Direct Marking is the practise of inputting the grade for the piece of work in Teams without a breakdown (using a rubric) of how the learner achieved that grade. If it is used it should be supported by a learning practitioners own detailed learner marking scheme which is uploaded to Teams.

A Rubric is a tool within Teams that allows you to create criteria for the evaluation of an assignment. It shows the learner very clearly what is required of them to achieve high marks. It standardises grading, saves time for the learning practitioner and may be used and shared with other learning practitioners. We recommend the use of Rubrics in as many situations as possible. If you are having difficulty creating a rubric please contact tel@lcteb.ie for help and support. You will find a [Rubric Community of practice here](#). You will find a [Stream channel dedicated to Rubrics here](#).

Please note: File size limits for uploading to Teams are currently set at 250GB per file.

Supporting Video Tutorials on Stream

The TEL support service has created [a Teams channel on Microsoft Stream](#) to take you through the setting up of your Microsoft Class Team to be compliant with these digital assessment guidelines. All the videos are short (7 minutes or less) and numbered to allow you to follow them sequentially from start to finish. We would ask that after you watch each one you carry out the corresponding actions on your own Class Team. Follow up workshops and support are available through tel@lcteb.ie.

Supporting QA Documentation

Supporting documentation is laid out in the Specific Instructions for Admin, Storage and Retrieval. ***Exam results sheets should be scanned and uploaded to the private folder outlined in the guidance document.** [Click here to view this document](#)

3.3 Instructions for the use of OneDrive

Teaching staff are responsible for setting up their own class folder in OneDrive. This folder's permissions should be restricted to the learning practitioner with sub folders set up for each

learner. These learner folders should be restricted to the specific named learner and the learning practitioner only.

Requests for submission of work should be created by the learning practitioner so that the learner can submit their digital evidence to their named sub folder. Learners should only share their work using the “People in Limerick and Clare ETB with the link” option as this has no expiry for sharing. If they use “Anyone with a link”, which is the first default option, then the link will expire after a defined period from the sharing date. **After that time the learning practitioner will no longer have access to the learner's work.**

Please note: File size limits for uploading to OneDrive are currently set at 250GB per file. If your learners file sizes are greater than 250GB please contact tel@lcetb.ie for help and support.

Supporting QA Documentation

Supporting documentation is laid out in the Specific Instructions for Admin, Storage and Retrieval. [Click here to view this document](#)

3.4 Special Circumstances

The following will be added to over time to accommodate specific queries that arise and are important to address regarding their impact on digital assessment.

Late joining learners

Learners who join a class later in the term must be added to original Teams/Moodle course and their Assignments. This is always the case even if the original Assignment(s) deadlines have passed. It is possible to allow new learners to submit through altering the “Assign to” and “Due date” settings in the original Assignments on Teams. User/group overrides can be implemented to give access to assignments after a due date on Moodle. It is not allowed to create duplicate Assignments for one or more learners separate to the main assignments. It is not allowed to create a new Team or Moodle course to accommodate new learners to a class. Assignments set up in Teams should be configured from the beginning to be assigned to future learners who join the team. See example below:

Edit student assignment settings

- Don't assign to students added to this class in the future.
- Assign to all students added to this class in the future.

Cancel

Done

Merging of classes during the semester

On occasion it may happen that two classes being taught the same module by the same teacher may be merged into one class. In this instance, if two separate Moodle courses, two Teams or two OneDrive locations have already been created and submitted to by the two groups, they should be retained and continued. Each should be submitted for certification as originally planned. It is not permitted to download, move or change the location of the original submitted learner evidence.

Digital Exams for QQI Assessment

*Examinations are to be carried out in person in centre. Exams cannot be carried out remotely. Only in extraordinary circumstances can you apply for permission to do this and only with approval can you proceed. [Apply to run online exams here](#). All Exam results should be entered, and the evidence uploaded if possible/ or the paper exams clearly signposted to the supported platform being used (Moodle or Teams or OneDrive). For Moodle, exams should ideally be graded online in the Moodle Grading Centre. For Teams the exam should be set up as an assignment, the learners should submit a PDF/Microsoft Word exam cover sheet containing their names, module, module code and exam name to the assignment. The learning practitioner can then add the resulting grade from the paper-based exam to the created Assignment. Paper based exams should be retained for the certification process.

*Contingency measures under the direction of QQI governance will decide if the current exceptions remain in place beyond June 2023.

Recording of video evidence using external centre devices

Only centre owned equipment should be used for the recording of learner video evidence, learning practitioners should never use their own personal devices. The learning practitioner should book the device through their centre in advance of the date(s) they require it. On, or ideally before the day of the class the learning practitioner should collect the device, check that it is fully charged and that there is adequate storage for the recordings about to be made. Once they have made the recordings the learning practitioner should upload the recordings from the centre device to a pre-prepared folder location on OneDrive/SharePoint.

The uploaded videos should then be checked and seen to have uploaded correctly before the original versions are deleted from the centre device. This uploading and deletion should be carried out as quickly as possible, ideally within a week. It is the responsibility of each learning practitioner to upload their own recordings in a timely fashion that accommodates other learning practitioners to use the device and guarantees the privacy and security of the original recordings of their learners. Omitting to delete the original recordings is not only a nuisance for other potential device users but is a potential GDPR breach.

4.0 The Roadmap

The direction that is proposed will need time and training for many of our staff. TEL and QA are committed to supporting our teaching staff through training and one to one clinics and support. We have created a roadmap with important points along the way by which we hope you can see how we will arrive at the final destination i.e., everyone working on digital assessment as we have described in this document and creating a seamless and predictable experience for learners, teaching staff and those involved with the certification process (IVs and EAs).

Digital Assessment Roadmap for QQI Certification



Target 1 September 2022:

- All learning practitioners delivering QQI levels 1-6 digitally certified classes using Moodle, Teams, or OneDrive will choose one of those platforms at the beginning of the academic year
- Learners using LCETB loaned devices or in centre devices will use one of our supported platforms (e.g. their personal space on OneDrive) to store all their course work (drafts/research/copies of handouts etc.). Learners will no longer use the local computer drive (C), local network drives in centre (e.g., D) or portable USB drives. OneDrive is a secure location that is backed up. Lost files can be retrieved from here. They cannot be recovered from misplaced USB keys, replaced centre computers or purged local network drives. Learners take full responsibility for their own course files stored on their own personal laptop or personal computer at home
- All learning practitioners using LCETB loaned devices or in centre devices will use one of our supported platforms (e.g. their personal space on OneDrive) to store all their work-related files. Learning Practitioners will not use a local computer drive (C) in centres, local network drives in centre (e.g., D) or portable USB drives. OneDrive is a

secure location that is backed up. Lost files can be retrieved from here. They cannot be recovered from misplaced USB keys, replaced centre computers or purged local network drives. Learning practitioners take full responsibility for course files stored on their own personal laptop or personal computer at home

- No network drives or USB sticks will be in use across the organisation for accredited or unaccredited work for protection of information, privacy and reduction of GDPR breach risk

Target 2 September 2023:

- Learners undertaking digital assessment for QQI levels 4-6 will submit all assignments through the assignment functions in Moodle or Teams
- All learning practitioners will use the assignment functions in Moodle or Teams to grade and return feedback on learner work for digital assessment
- Assignments cannot be submitted via email, post, printed copy or by any other way outside of the assignment function in Moodle or Teams
- Teaching staff using OneDrive will set requests for learner assignment submissions to a pre-existing prescribed folder structure in OneDrive

Target 3 September 2024:

- Rubrics are created for each assignment on Moodle or Teams that are set for all theory based Modules for QQI levels 4 and above. All assignments are graded using Rubrics, except where the assessment of learning outcomes do not lend themselves to Rubrics, (e.g. yes/no type criteria). In this case advanced marking guides are used in Moodle. Direct grading is used in Teams with learner marking schemes uploaded to support certification processes

Target 4 September 2025:

- All Digital Assessment for QQI levels 1-6 use either Teams, Moodle, or OneDrive
- All Assessment paperwork is presented in digital format

5.0 Where to get help and support

Your line manager is your first port of call with any issues or concerns you may have in setting up your class in the correct way for certification. It is then recommended that you contact TEL or QA for a support clinic, and if inputs from both teams are required, then colleagues from both support services will be present to answer your questions and support you.

Contact:

tel@lcebtb.ie

qa@lcebtb.ie