

# Teaching, Learning & Assessment Policy

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## 1. Introduction

Limerick and Clare Education and Training Board's College of FET<sup>1</sup> is committed to providing high quality lifelong learning which meets the needs of the community we serve. This commitment is reflected in the ETB's Vision Statement<sup>2</sup>:

*Limerick and Clare Education and Training Board plays a leading role in the provision of high-quality lifelong education, training and enterprise skills needs. We achieve this by providing caring, effective, innovative, flexible and inclusive pathways for all our learners, which are reflective of the diverse needs of our community.*

### 1.1 Purpose

This policy sets out the approach taken by Limerick and Clare Education and Training Board to Teaching, Learning and Assessment (TLA) in the ETB's College of FET ensuring inclusivity and equality of opportunity for our prospective and current learners and staff.

The purpose of the policy is to establish a comprehensive and cohesive framework that supports the delivery of high-quality education and training to a diverse population of learners across multiple campuses. This includes structures to support:

#### 1.1.1. Teaching

*Structured, Mandatory and Supplemental Professional Development:*

- Onboarding Training (Human Resources).
- LCETB Mandatory Training (Privacy Engine).
- Quality Assurance Training (Mandatory and Refresher).
- Additional Professional Learning and Development Opportunities.

*Promote Excellence in the Delivery of Quality Assured Curriculum:*

- Provision of Quality Assured Curriculum and Resources.
- Ensuring that teaching methodologies are informed by current research and best practices.
- Ensuring that delivery modes are informed by current research and best practices.
- Fostering a culture of continuous improvement and innovation in teaching practices.

#### 1.1.2. Learning

*Learner Engagement:*

- Supporting Learner Engagement.
- Supporting the Learner Voice.

*Learning Environment and Resources:*

- Providing Quality Learning Environments and Resources.
- Providing Appropriate Learner Supports.

#### 1.1.3. Assessment

*Ensure Fair and Consistent Assessment:*

- Implement assessment practices that are fair, consistent, and aligned with learning outcomes.
- Provide clear guidelines and criteria for assessment to ensure transparency and fairness.

<sup>1</sup> [Home \(collegeoffet.ie\)](http://collegeoffet.ie)

<sup>2</sup> [Framework | College of FET](#)

### Maintain Quality and Standards:

- Uphold high standards of teaching and learning through regular monitoring and review processes.
- Ensure that all programmes meet national and institutional quality assurance standards.

### 1.2 Scope

This is an overarching policy, which applies to **all Provision**<sup>3</sup> and Support Services within Limerick and Clare Education and Training Board's College of FET. Where this policy refers to an *awarding body*, this encompasses all awards made by any awarding body for whom Limerick and Clare Education and Training Board is an approved Provider, e.g., QQI, City & Guilds, CISCO, Cambridge, TUS, etc.

### 1.3 Implementation

The Quality Council of Limerick and Clare Education and Training Board's College of FET is ultimately responsible for the implementation of this policy.

## 2. Legislative and Policy Context

Limerick and Clare Education and Training Board has a **legal requirement** to put in place policies and procedures to ensure quality assured teaching, learning and assessment practices in the College of FET (Qualifications and Quality Assurance (Education and Training) Act, 2012).<sup>4</sup>

This Teaching, Learning and Assessment Policy is designed to support implementation of Limerick and Clare Education and Training Board's teaching, learning and assessment procedures and requirements as set out in:

- QQI's Core Statutory Quality Assurance Guidelines<sup>5</sup>.
- QQI's Quality Assuring Assessment Guidelines for Providers Revised (Version 2 - revised 2018\*)<sup>6</sup>.

The Quality Assurance Support Service provides regional Quality Assurance support to the authority's College of FET Campuses, while also offering development and management support for cross-campus Limerick and Clare Education and Training Board Quality Assurance processes<sup>7</sup>.

### 2.1 International Policy

EQAVET – European Quality Assurance in Vocational Education and Training<sup>8</sup> is a European-wide framework to support quality assurance in vocational education and training (VET).

The EQAVET Framework is based on a quality assurance and improvement cycle (planning, implementation, evaluation and review) and a selection of descriptors and indicators applicable to quality management at both VET-system and VET-provider levels.

<sup>3</sup> Apprenticeships may have policies and procedures particular to the individual programme. Where they exist, these will supersede the corresponding section of this policy document.

<sup>4</sup> [Qualifications and Quality Assurance \(Education and Training\) Act 2012 \(irishstatutebook.ie\)](http://www.legislation.gov.ie/eli/2012/133/act/en/html)

<sup>5</sup> [Core Statutory Quality Assurance Guidelines.pdf \(qqi.ie\)](http://www.qqi.ie/Portals/0/Quality-Assurance-Guidelines.pdf)

<sup>6</sup> [Quality Assuring Assessment Guidelines for Providers, Revised 2018\\* \(qqi.ie\)](http://www.qqi.ie/Portals/0/Quality-Assuring-Assessment-Guidelines-for-Providers-Revised-2018.pdf)

<sup>7</sup> [Quality Assurance | College of FET](http://www.qqi.ie/Portals/0/Quality-Assurance-College-of-FET.pdf)

<sup>8</sup> [https://ec.europa.eu/social/main.jsp?catId=1536&langId=en](http://ec.europa.eu/social/main.jsp?catId=1536&langId=en)

## 2.2 Internal Strategies and Frameworks

Limerick and Clare Education and Training Board's College of FET recognises the importance of a carefully considered Teaching, Learning and Assessment Policy spanning the diverse needs of the ETB, the variety of Campuses and the diversity of learners, provision and stakeholders. Because of this, a wide number of internal strategies, frameworks and policy documents inform the Teaching, Learning and Assessment Strategy and need to be read alongside this policy. These include, but are not limited to:

- [LCETB Public Sector Duty Values Statement and Assessment](#)
- [College of FET Strategic Framework](#)
- [College of FET Programme Delivery Development and Validation Policy](#)
- [College of FET Learner Support Framework](#)
- [College of FET Disability Awareness for FET Practitioners](#)
- [College of FET - Guidance on the Use of AI](#)
- [College of FET Quality Assurance Procedures and Forms](#)
- [College of FET Professional Development Action Plan](#)
- [College of FET Professional Learning Events - Calendar](#)
- [College of FET Digital Assessment Guidelines](#)
- [College of FET Access Transfer and Progression Policy](#)
- [College of FET Learner Management Information System Policy](#)
- [College of FET Learner Charter](#)

## 3. Teaching

### 3.1 Structured Professional Development

Across the College of FET, we are committed to fostering a culture of continuous professional learning and development for all staff. This commitment ensures that our learning practitioners and support staff are well equipped to deliver high-quality education and support services. The following section outlines our approach to professional learning and development, including onboarding training, mandatory training, quality assurance training, and opportunities for ongoing professional growth.

#### 3.1.1. Onboarding Training (Human Resources Department)

**Purpose:** To ensure that new staff members are effectively integrated into the college community and understand their roles, responsibilities, and the institutional culture.

**Elements:**

- **Orientation Programme:** Introduction to the ETB's mission, values, and strategic goals.
- **Role-Specific Training:** Detailed overview of job responsibilities and expectations.
- **ETB Policies and Procedures:** Comprehensive training on the ETB's policies, including health and safety, GDPR, code of conduct, systems and administrative procedures.
- **Support Resources:** Information on available resources and support services for staff.

**Implementation:**

- [Onboarding Training](#) is coordinated by the Human Resources department and must be completed within the first month of employment.

#### 3.1.2. LCETB Mandatory Training (Corporate Services Department)

**Purpose:** To ensure compliance with data protection regulations and to safeguard the privacy of all learners, staff, and stakeholders.

**Elements:**

- **Data Protection Training:** Comprehensive training on data protection principles and regulations, including GDPR compliance.
- **Information Security:** Best practices for protecting sensitive information and preventing data breaches.
- **Privacy Policies:** Overview of the college's privacy policies and procedures.

**Implementation:**

- All staff members are required to complete mandatory training through the [Privacy Engine](#) platform.
- Refresher courses must be undertaken annually to ensure ongoing compliance and awareness.

### 3.1.3. Mandatory Quality Assurance Induction Training (Quality Assurance Support Service)

**Purpose:** To maintain and enhance the quality of teaching, learning, and assessment through rigorous quality assured practices.

**Elements:**

- **Structure and Purpose of Key Organisations:** Training commences with Limerick and Clare Education and Training Board structures, policies, campuses and procedures and also includes information on the role of QQI.
- **Understanding the Standard:** Content focussed on enabling assessors to develop the skills required to assess learners in line with the standard of the award they are assessing.
- **Effective Assessment Design:** Developing effective assessment instruments for fair and consistent assessment of learners in line with best practice and utilising the UDL principles.
- **Continuous Improvement:** Strategies for using feedback to drive continuous improvement in educational practices.

**Implementation:**

- The College of FET QA Support Service facilitate QA Induction training at key points in the academic calendar to support learning practitioners in their roles. This training is mandatory for all new learning practitioners.
- The training focuses on effective assessments, quality assurance, understanding the standards, module descriptors, developing briefs and giving learner feedback. It is divided into two sessions both of which encourage engagement in reflective teaching and learning.
- All learning practitioners are required to complete Part One on Easy Generator. Learning practitioners can then choose the most appropriate session to attend for Part 2. If learning practitioners are delivering across different module levels, it may be more beneficial to attend Part 2 for Levels 4-6. The two Part 2 sessions are held on two separate days to facilitate those who wish to attend both sessions.
- This PL&D is considered an essential part of planning and preparation before teaching a class and learning practitioners are also encouraged to attend this training when provided as refresher training. This is facilitated in consultation with Provision Co-ordinators.

### 3.1.4. Mandatory Quality Assurance Induction Training (Quality Assurance Support Service)

**Purpose:** Before they can teach a **blended or fully online course**, learning practitioners will need to complete a series of PL&D badges as part of the Certificate in Fundamentals of Blended & Online Course Design. More information is available on StaffCONNECT from the [Technology Enhanced Learning Support Service](#).

### 3.1.5. Additional Professional Learning and Development Opportunities

**Purpose:** To support the ongoing professional growth and development of staff, ensuring they remain at the forefront of educational practice and innovation.

**Elements:**

- **Professional Development Programmes:** A range of programmes, including workshops, seminars, and conferences, focused on pedagogical skills, subject-specific knowledge, and educational technology.
- **Further Education Opportunities:** Support for staff pursuing further qualifications and advanced degrees relevant to their roles.
- **Reflective Practice:** Encouragement of reflective practice through peer observations, feedback sessions, and professional learning communities.
- **Innovation in Teaching:** Opportunities to participate in pilot projects and research initiatives aimed at enhancing teaching and learning.

**Implementation:**

- The College of FET allocates an annual budget for [Professional Learning and Development](#). Our PL&D support service works in collaboration with staff, co-ordinators, and other stakeholders to identify and organise professional learning opportunities in a range of priority areas. PL&D provide a calendar of events, send out monthly updates, conduct training needs analyses, monitor and evaluate opportunities, provide funding and support, and manage Erasmus+ staff projects, all with the aim of building a culture of learning within the organisation.
- The ETB provides individual staff professional development funding to attend external courses through an [Online Application Form](#) on StaffCONNECT.

## 3.2 Promote Excellence in Delivery of Quality Assured Curriculum:

Limerick and Clare ETB's College of FET is committed to providing quality assured programmes for learners in its various campuses.

### 3.2.1 Provision of Quality Assured Programmes and Curriculum

**Purpose:** To enhance the effectiveness of teaching and promote learner success by providing access to relevant, quality curriculum and resources which are embedded in a cycle of continuous improvement.

**Elements:**

- **Governance:** The FET Quality Council Sub-Group (Programme Governance) is responsible for the oversight, planning, co-ordination, development and quality of programmes across the College of FET while the FET Strategic Regional Planning Network (SRPN) facilitates integrated curriculum planning with a cross-provision and cross-campus development. See [Quality Assurance Governance \(sharepoint.com\)](#).
- **Programme Development:** All programme development applications are screened by the QA Support Service and reviewed by both the FET Quality Council Sub-group (Programme Governance) and FET Strategic Regional Planning Network (SRPN) to establish the need for new programme development.

- **Programme Delivery Approvals:** Requests to deliver programmes and/or modules are made through the FET Quality Council Sub-Group (Programme Governance) for minor awards and through the FET Strategic Regional Planning Network (SRPN) for major and special purpose awards.
- **Programme Delivery:** All College of FET Learning Practitioners have access to the suite of current validated programmes located in the [Programmes](#) section of the QA site on StaffCONNECT.

**Implementation:**

- Both the FET Quality Council Sub-group (Programme Governance) and the FET Strategic Regional Planning Network (SRPN) meet six times per year to review and approve requests for programme development and delivery.
- The FET Quality Assurance Support Service publishes a Quality Assurance Newsletter, distributed to all staff via email and the StaffCONNECT SharePoint site.
- Learning Practitioners must only use the current version of a validated programme, located in the [Programmes](#) section of the QA site on StaffCONNECT.

### 3.2.2. Teaching Methodologies.

**Purpose:** To accommodate diverse learning styles, enhance engagement, and improve educational outcomes for all learners across a variety of levels.

**Elements:**

- **Diverse Instructional Strategies:** Learning Practitioners are encouraged to incorporate a mix of instructional methods, including, but not limited to, classroom-based instruction, group work, group projects, field trips, hands-on activities, and digital learning tools.
- **Inclusive Learning Environments:** In line with the SOLAS FET strategy, learning practitioners are encouraged to apply the principles of UDL to their teaching practice to support learners with different learning needs, abilities and interests.
- **Technology Enhanced Learning:** Learning Practitioners are supported in integrating technology into their teaching to enhance learning experiences.
- **Professional Learning and Development:** Regular professional development opportunities are provided for staff to support the implementation of innovative teaching methodologies – see [3.1.4. Additional Professional Learning and Development Opportunities.](#)

**Implementation:**

- The [Technology Enhanced Learning Support Service](#) supports teaching staff in using technology for education by identifying the technology tools best suited to learning. TEL support the use of these tools through licensing and training, and provide support to staff with any issues or help that they need in getting technology-enhanced learning to work for them and their learners. They can be contacted by email at [tel@lcetb.ie](mailto:tel@lcetb.ie).
- SOLAS and ETBI have developed the [Universal Design for Learning Guidance for FET Practitioners](#) resource and [Professional Learning and Development](#) provides an overview of how to access training to support practitioners in implementation.

### 3.2.3. Delivery Modes:

**Purpose:** To support teaching through diverse delivery modes, including in-person, online, and blended learning in order to accommodate the varied needs and learning preferences of all learners.

**Elements:**

- **In-Person:** This includes classroom-based instruction: Traditional face-to-face teaching in a physical classroom setting. Workshops and Seminars: Interactive sessions that may include guest speakers, hands-on activities, and group discussions. Laboratory and Practical Sessions: Hands-on, experiential learning in specialised facilities.
- **Blended Learning** refers to the type of programme where teaching, learning and assessment occur using a mix of on-site and online learning, with online components taking place synchronously, asynchronously or in combination. Blended learning **always** includes an on-campus/physical face-to-face component.
- **Fully Online Learning** refers to a type of programme where all teaching occurs entirely online, either synchronously or asynchronously or in combination. Importantly, learners can complete their programme of study from a distance with no in-person or on-site requirements.

**Implementation:**

- There are a variety of delivery modes available across the College of FET. Practitioners can apply for **Remote and Mixed-Mode Learning** and **Modules for Blended and Fully Online** by sending a request to the QA Support Service using the MS Form: [QA Governance of Remote & Mixed-Mode Learning & Modules for Blended & Fully Online 2024-25](#)
- Learning practitioners may request the use of alternative assessment(s) under the ETB's quality assured governance of curriculum processes. If staff wish to change the current mode of assessment from an examination to an assignment, the [Request for Alternative Assessment](#) form must be completed and submitted **in advance**, along with any assessment briefs and assessment material (for this assessment only). Each request will be reviewed by the Quality Assurance Support Service, and any agreed changes will be made to the module descriptor. See also Section [5. Assessment](#).
- Each staff member is assigned a Microsoft 365 account with Limerick and Clare Education and Training Board. Under this license, they are provided with software tools that each perform a certain task or series of tasks required for their job.
- [Moodle](#) and [Teams](#) are the only two supported Virtual Learning Environments (VLEs)/platforms that must be used by our learning practitioners and learners, to communicate, run live classes, create content, upload and correct assignments, and participate in group work.
- The College of FET is committed to ensuring that all learners have a consistent learning experience with regard to the use of Virtual Learning Environments.
- Learning practitioners are provided with support on the setting up of the platforms via the [Digital Assessment Guidelines](#). See [QA Site/Assessment of Learners/Other Assessment Supports and Resources](#).
- The [Technology Enhanced Learning Support Service](#) and the Campus-based Digital Champions are available locally to provide advice and support.

3.2.4. Foster a culture of continuous improvement and innovation in teaching practice.

**Purpose:** To enhance the learner experience, including engagement and learning outcomes, through the regular evaluation and refinement of teaching practices based on feedback, research, educational requirements, and current curriculum trends.

**Elements:**

- Structured feedback and evaluation methodologies which collect learner input in a consistent and transparent way which is accessible to all learners.
- Feedback from external authentication and Results Approval Panel processes.
- Monitoring and tracking of performance metrics such as grade changes over time to assess learner progress and the impact of teaching methodologies and Professional Learning and Development inputs.
- Professional Learning and Development to support the roll-out of new curriculum and methodologies.

**Implementation**

- The **College of FET Learner Voice Policy** commits the College to seek and respond to structured, consistent and transparent feedback processes in the classrooms across the College of FET through annual surveys, mid-course and end of course evaluations. The feedback is used to refine course design and delivery and is an essential element of provision planning for the College of FET. See [Learner Voice](#)
- The College of FET Quality Review Framework provides a consistent approach to reflecting on and assessing the quality of the College of FET activities through a self-monitoring process of Quality Improvement Planning, Self-Evaluation, and Curriculum Review processes. See [Quality Review Framework and Child Safeguarding](#)
- The QA Support Service Guidelines and Procedures for the Planning of QQI External Authentication in the College of FET includes an External Authentication Report to provide a feedback loop to the Quality Assurance Support Service. See [Assessment Templates](#)
- The College of FET Results Approval Panel Procedure commits to the agreement by the Quality Council Sub-Groups to agree professional development events to build capacity in the College of FET as identified in the external authentication and/or Results Approval Process. See [Results Approval Panel Procedure and Forms](#)

## 4. Learning

### 4.1 Learner Engagement

**Purpose:** To create dynamic, inclusive learning environments that prioritise the active participation and meaningful engagement of learners across the College of FET.

#### 4.1.1 Learner Information and Data

**Elements:**

- Learners and potential learners receive the necessary information, advice, guidance and support required to enable their successful participation and engagement with FET provision appropriate to their needs and aspirations.
- The College of FET provides learners with course information in a range of formats, including the College of FET website and Campus landing pages, social media, print and digital information.
- College of FET learners are registered and are clear on their rights and responsibilities on commencement of their course.

**Implementation:**

- The [College of FET](#) website and campus landing pages provide a comprehensive information resource to prospective and current learners and community partners. This resource provides updates on college events, news, and achievements, ensuring that both prospective and current learners stay informed and connected.
- The [Further Education and Training Course Hub](#) (FETCH) provides potential learners with a national, searchable database of FET provision as well as providing information on setting up a [FETCH Account](#).
- Learners are recruited and inducted to provision in line with the guidance outlined in the [College of FET Access, Transfer and Progression Policy](#).
- All learners are registered in line with the [College of FET Learner Management Information System Policy](#).
- The [College of FET Learner Charter](#) outlines the rights and responsibilities of College of FET learners.

#### 4.1.2 Supporting the Learner Voice

**Elements:**

- The College of FET is dedicated to creating an inclusive, safe, and supportive learning environment.
- The College of FET gives learners the chance to provide formal feedback, aiding them in actively planning and assessing their learning.
- Learners receive continuous feedback on their progress throughout their course. This guidance from learning practitioners helps clarify expectations, encourages self-reflection, and motivates learners, fostering a supportive learning atmosphere.
- Learners are involved in the development, delivery, and review of services, as well as in evaluating our service delivery.

**Implementation:**

- The [College of FET Learner Voice Policy](#) commits the College to seek and respond to structured, consistent and transparent feedback processes in the classrooms and workshops across the College of FET through annual surveys, mid-course and end of course evaluations. The feedback is used to refine course design and delivery, and is an essential element of provision planning for the College of FET.
- Learners provide feedback through mid-course and end-of-course evaluations and feedback informs service improvement and policy development.
- Learners are recruited and inducted to provision in line with the guidance outlined in the [College of FET Access, Transfer and Progression Policy](#).
- Embedded within the [College of FET Learner Charter](#), a number of policies outline the mechanisms the college has provided to ensure a safe place of learning, to appeal decisions, make complaints or seek information including [FET Learner Code of Conduct](#) [FET Anti-Bullying Policy](#) [FET Learner Disciplinary Procedure](#) and [FET Learner Complaints Procedure](#).
- Systems and processes are in place to support [Child Safeguarding](#).

#### 4.2 Learning Environment and Resources:

**Purpose:** To provide an inclusive and supportive learning environment which respects and values diversity, ensuring accessibility for all learners, ensuring that they have an opportunity to meet their learning goals.

#### 4.2.1 Quality Learning Environments and Resources

##### Elements:

- Further Education and Training is offered at the ETB's 28 multi-campus College of FET locations as well as over 300 participating community locations across the Limerick and Clare region every year.
- All Campus locations meet occupational and safety standards, and, as far as is reasonably possible given the age and protected status of some of the FET Campuses, access is provided for people with disabilities and others with additional requirements.
- As far as possible, the College of FET ensures that learners have access to:
  - Modern Classrooms: Equipped with up-to-date technology, flexible seating, and adequate lighting to enhance learning.
  - Laboratories and Workshops: Well-equipped spaces for practical, hands-on learning experiences.
  - Libraries and Study Areas: Quiet, resource-rich environments with access to digital media and research tools.
  - Technology Infrastructure: Reliable Wi-Fi, computer labs, and access to online learning platforms and resources.
  - Common Areas: Comfortable and welcoming spaces for social interaction and collaboration.

##### Implementation:

- Limerick and Clare Education and Training Board has an overall Estates Strategy under the Capital and Procurement Department while at Campus Level, all FET Campuses have a facilities management structure in place. An ongoing capital investment process is funded by SOLAS.
- The College of FET operate a **Bring Your Own Device Policy** with an attendant **Device Equity Guidelines** whereby learners can borrow a device if required for the duration of their course by registering with the Active Inclusion Support Service [AISS](#).
- All registered learners have access to the Microsoft suite of tools (Microsoft 365) including Word, Excel, PowerPoint, Teams, OneDrive, Outlook, etc. Learners can download these tools from the online space onto their own device. Learners can access and use Moodle once they have been set up on the ETB's Moodle site.

#### 4.2.2 Providing Appropriate Learning Supports

##### Elements:

- The College of FET is committed to its responsibilities under Public Sector Duty which are to promote equality, prevent discrimination, and protect the human rights of all learners and staff, ensuring a fair and inclusive educational environment.
- Focus is on learners from across the nine grounds included in equality legislation and on the potential impact of those at risk of poverty or social exclusion (the tenth ground). The nine grounds in the equality legislation are: gender (including gender identity); civil status; family status (including lone parents and carers); age; disability; sexual orientation; race; religion; and membership of the Traveller community.
- Learner Support is recognised as a whole-service responsibility, embracing initial contact by learners with any member of Limerick and Clare Education and Training Board's College of FET staff through telephone, face-to-face, leaflets, letters, brochures, social media and web contact.

**Implementation:**

- Implementation of the Public Sector Duty across the College of FET is based on the [Public Sector Duty](#) Values Statement with the Values' Statements of Respect, Inclusion, Social justice and Empowerment acting as benchmarks for the ETB's planning and review cycle.
- The [College of FET Learner Support Framework](#) outlines the structures and processes, which Limerick and Clare Education and Training Board's College of FET has put in place, to ensure all learners (and potential learners) receive the necessary information, advice, guidance and support required to ensure their successful participation and engagement with FET provision appropriate to their needs and aspirations. This is further defined in the College of FET Access, Transfer and Progression Policy. Learners can register for a suite of supports by speaking to their guidance counsellor or provision co-ordinator who will take them through the registration process, either [Online](#) or by emailing [learnersupport@lcetb.ie](mailto:learnersupport@lcetb.ie).
- The College of FET is committed to period dignity, providing free and accessible menstrual products to ensure all learners can participate fully and confidently in their education.
- Each College of FET Campus has a learner mental health and wellbeing team, and operate within the [College of FET Learner Mental Health and Wellbeing Framework](#) designed to support the ETB's College of FET; providing leadership and resources to promote and support Learner Mental Health and Wellbeing including access to counselling.
- The [College of FET ESOL and Migrant Learner Framework](#) provides for the development of structures to support the planning and delivery of inclusive, effective teaching, learning and assessment to migrant learners who are accessing a wide range of FET programmes, including ESOL.
- The College of FET aims to create an environment where a disability or health need (including a mental health need) is not a barrier to learning and all individuals have the opportunity to achieve their full potential: [College of FET Disability Awareness Information](#).
- A number of resources are available to support good academic integrity practice in the College of FET, some of which have been developed internally in our ETB such as the [College of FET Guidance on AI Use \(Assessment of Learners/Academic Integrity\)](#) while others are national resources/publications. The QA Support Service also offer Professional Learning and Development in [Academic Writing and Referencing](#) which is available to all our campuses when required. Contact [qa@lcetb.ie](mailto:qa@lcetb.ie).
- **Artificial Intelligence:** The College of FET supports the responsible and ethical use of generative AI. Our key advice to learning practitioners is to be clear with learners what is permissible use of AI in their assignments, activities and other tasks, and how they should acknowledge that use (see [College of FET Guidance on AI Use in Assessment of Learners/Academic Integrity](#)).

## 5. Assessment

Assessment is the process of judging learner achievement in relation to the standards of knowledge, skill and competence so that the successful learner may receive an award (QQI, 2018). This definition from QQI underpins all assessment practices in the College of FET.

### 5.1 Ensure Fair and Consistent Assessment:

**Purpose:** The College of FET approach to assessment (which forms part of the QA Induction Professional Development Training) is that:

- Formative and summative assessment are seen as integral to the learning process.
- Summative assessment should always be planned, even if it takes place informally.
- Assessment must be conducted with an awareness of emotional aspect; over assessment must be avoided through integration of tasks.
- Assessment must follow a quality process – clarity and transparency are essential (validity, reliability, sufficiency and fairness – i.e., the QQI Principles of Assessment).
- The College of FET Supports the Principles of Assessment OF/FOR/AS Learning<sup>9</sup>.

5.1.1 Implement assessment practices that are fair, consistent, and aligned with learning outcomes.

#### Elements:

- **Clear Assessment Criteria:** Clearly defined expectations and standards for assessment tasks.
- **Assessment Design:** Ensuring assessments are valid, reliable, and aligned with learning outcomes.
- **Feedback Mechanisms:** Offering timely and constructive feedback to learners on their performance.
- **Fairness:** Ensuring assessments are free from bias and accommodate diverse learner needs.
- **Consistency:** Applying assessment standards consistently across all learners and courses.
- **Repeat of Assessment:** All learners must be given an opportunity to apply to repeat an assessment.
- **Appeals:** Providing a transparent process for learners to appeal assessment outcomes.
- **Training for Assessors:** Ensuring assessors are trained and competent in assessment practices.
- **Record-Keeping:** Maintaining accurate records of assessment results and feedback.
- **Continuous Improvement:** Regularly reviewing and improving assessment practices based on feedback and evaluation.
- **Alternative Assessment:** Options are available to both practitioners and learners and to maintain equity **it is important that learners are informed of both options.**  
Practitioners may submit a formal request to replace an examination with an assignment. Any such request must adhere to the QQI Principles of Assessment and align with Section [1.1.3. Assessment](#) of this policy document. The [Request for Alternative Assessment](#) form must be completed and submitted **in advance**, along with any assessment briefs and assessment material (for this assessment only). Each request will be reviewed by the Quality Assurance Support Service, and any agreed changes will be made to the module descriptor.

<sup>9</sup> [Assessment OF/FOR/AS Learning - National Forum for the Enhancement of Teaching and Learning in Higher Education](#)

- All alternative assessment methods must:
  - Be fair and equitable for all learners;
  - Demonstrate consistency and alignment with the relevant learning outcomes;
  - Provide clear guidelines and criteria to ensure transparency and fairness;
  - Uphold the required standards of quality and integrity.
- Careful consideration must be given to preserving the integrity of each assessment. As some modules transition towards more assignment-based assessments, particular attention should be paid to ensuring that assessment design is robust and resistant to potential misuse of AI.
- Where approval is granted, two options will be included in the module descriptor:
  - Option 1: The original assessment techniques;
  - Option 2: The approved alternative assessment, incorporating some of the original assessment techniques.

### Implementation:

Each of these points are supported by a number of resources (internal and external) and training opportunities in the College of FET to ensure fair and consistent assessment of learners and adequate support for assessors and can be accessed through the [College of FET Quality Assurance StaffCONNECT Site](#).

- [Assessment Procedures and Forms](#):
  - Assessment Procedures support the fair and consistent assessment of learners, and all learning practitioners must ensure that their learners are fully informed about their entitlements with regard to assessment.
  - All Provisions must track their use of the procedures using the [Assessment Procedures Tracking Form](#) so their effectiveness can be monitored over time.
  - The new **Repeat of Assessment Procedure** was implemented in August 2024 and all learners must be afforded the opportunity to repeat an assessment task ONCE, i.e., two (2) assessment opportunities in total.
  - Repeat assessments will only be capped at 50% where the learner does not attend for a scheduled exam or skills demonstration and/or has missed a submission deadline without informing their learning practitioner of any extenuating circumstances.
  - Some programmes, such as Early Learning and Care (ELC), Craft Apprenticeships and Consortium-led Apprenticeships have programme-specific requirements which supersede those outlined in the main body of the Repeats Procedure and are detailed specifically in the relevant appendix of the procedure document.
- [Assessment Templates](#): Further detail in [Guidelines and Criteria for Assessment](#) below.
- [Assessment Forms \(Training Provision\)](#) (on QA StaffCONNECT site).
- QA Professional Development Training:
  - QA Induction Training provided twice a year. (Dates communicated to Co-ordinators via the Professional Learning & Development updates and the QA Newsletter).
  - Learner Feedback Training (available on request from the QA Support Service).
  - Academic Writing and Referencing Training (available on request from the QA Support Service).
  - Exam Writing Training (available on request from the QA Support Service).
- QQI Resources:

- [NFQ grid of level indicators | Quality and Qualifications Ireland \(qqi.ie\)](#).
- Grading Criteria for Awards (Levels 1-3 and Levels 4-6): [Quality Assuring Assessment Guidelines for Providers](#).
- Grading Statements for Levels 4-6 (also in the [Quality Assuring Assessment Guidelines for Providers](#)).
- [Other Assessment Supports and Resources](#) (on QA StaffCONNECT site).
- [Academic Integrity](#) resources (on QA StaffCONNECT site).
- The QA Support Service have a number of communication channels for imparting important information to learning practitioners. This includes the [MS Team The Learning Network](#), the RPL Team [CFET QASS RPL Network](#), the regular [QA Newsletters](#), as well as updates by email, QA briefings to provision, etc.

**Note:** Learning Practitioners delivering under the TQAS system may not be required to devise assessment instruments such as briefs and marking schemes. Each practitioner should ensure they check with their FET Campus TSO.

5.1.2 Provide clear guidelines and criteria for assessment to ensure transparency and fairness.

### Elements

- For consistency and clarity for learners, teaching staff, managers, Internal Verifiers and External Authenticators, the College of FET has a suite of Assessment Templates that must be used as part of the quality assured assessment process.
- The College of FET promotes accessible, inclusive and fair assessment practices for all learners, but where additional support is needed, adaptations to assessment are permissible through the Reasonable Accommodation in Assessment Procedure.
- There is a Guide to the Templates available which outlines how each template should be completed, and any changes made to templates at the start of an academic year will be detailed in the **Changes to LCETB Assessment Templates** document so that all changes are clearly highlighted for users. There is also a short **Guide to Completing the IV Report** available to assist Internal Verifiers.
- [Assessment Templates](#) (on QA StaffCONNECT site) contains all the above resources.

### Implementation

- All templates can be accessed by downloading them from the links in the tables on StaffCONNECT [Assessment Templates](#).
- There is a **separate set of templates for RPL**. Some of the templates normally used in the assessment process are not applicable when putting applicants through the RPL process and some additional templates are needed to capture RPL grades.
- The College of FET commits to providing a fair, transparent and quality-assured assessment process to protect the quality and value of the qualifications awarded. This includes College of FET Assessment Procedures on Reasonable Accommodation, Compassionate Consideration, Short Term Extensions and Recognition of Prior Learning (RPL).
- Reasonable accommodation in assessment will only be accommodated when a learner can demonstrate with appropriate evidence/documentation that, because of a specific need, they cannot compete on equal terms, under standard assessment conditions, with their peers.”

## 5.2 Maintain Quality and Standards:

**Purpose:** To ensure fairness, validity, and reliability in teaching, learning and assessment practices. This process supports the credibility of qualifications awarded, promotes transparency in educational practices, and enhances the overall educational experience by fostering accountability and continuous improvement.

The **Authentication Process** ensures fairness, consistency and validity of assessment and of the outcome of assessment i.e., learner results across each major, special purpose, or supplemental award. The Authentication Process will ensure that QQI receive accurate and quality assured learner results.

### 5.2.1 Uphold high standards of teaching, learning and assessment through rigorous authentication and review processes.

#### Elements:

- **Internal Verification (IV):** IV is the process by which a Provider's assessment policies and procedures relating to planning, managing and operationalising all aspects of assessment practices are internally monitored by the provider itself.
- **External Authentication (EA):** EA provides independent authoritative confirmation of fair and consistent assessment of learners in accordance with national standards. It establishes the credibility of the Provider's assessment processes and ensures that assessment results have been marked in a valid and reliable way and are compliant with the requirements for the award.
- **Results Approval Panel (RAP):** The purpose of the Results Approval Panel is to ensure that learner results are fully quality assured and signed off by the Provider prior to submission to QQI. Results from other awarding bodies are also noted at RAP meetings.
- **Appeals:** Learners are entitled to appeal an assessment result, the assessment process, or both. An appeal can only be made based on approved results.
  - **Approved results** are results which have been through all stages of the certification process and been approved for distribution to learners by the Results Approval Panel.
  - An **assessment result appeal** refers to the appeal of an approved result.
  - An **assessment process appeal** refers to the appeal by a learner based on the assessment conditions and/or process: the learner believes the assessment conditions and/or process negatively impacted their assessment performance.

#### Implementation:

- **IV:** Limerick and Clare Education and Training Board has a responsibility to ensure that Internal Verification takes place and is a quality assured process. This process is supported by the following which are available in the [Certification](#) section of the QA site on StaffCONNECT:
  - [IV Guidelines for QQI Assessment in FET](#)
  - [Certification Calendars for all Provision](#)
  - [QA Support Service IV Training](#) is also available on request from Provision.
- **EA:** Limerick and Clare Education and Training Board has a responsibility to ensure that External Authentication is a quality assured process.  
This is supported by the following:
  - [Guidelines and Procedures for the Planning of QQI External Authentication in FET:](#)
    - The Role of the EA

- Sampling
- Procedures for EA
- EA Reporting
- Roles and responsibilities for all stakeholders involved in the EA process
- EA process Risk Categorisation table
- Regular **QA Briefings** for External Authenticators
- Individual Campus support from a designated QA Support Officer
- EA Reports undergo a thematic review to identify key areas for future quality improvement. This forms part of the College of FET Quality Review Framework and is reported on to the FET Quality Council and FET Quality Council Sub-group (Quality Assurance).
- **RAP:** The purpose of the Results Approval Panel is to ensure that results are fully quality assured and signed off by the Provider prior to submission to the awarding body. This process is supported by the following which are available in the [RAP Procedure and Associated Documents](#) section of the QA site on StaffCONNECT:
  - Results Approval Panel Procedure
  - Summary Report to RAP template
  - Appeal of RAP Decision form.
 Agendas and RAP Reports from all RAP meetings are also held in this section of the QA site.
- **Appeals:** The External Appeals Office (which is located within the College of FET QA Support Service) manages all assessment appeals. This process is supported by the following which are available in the [Assessment Procedures and Forms](#) section of the QA site on StaffCONNECT:
  - Assessment Appeals Procedure – Results or Process
  - Assessment Appeals Procedure Forms
  - Information to learners during their course induction and regularly throughout the course as they are given their Provisional Results.

### 5.3. Important Information (Learner Results and Assessor Feedback)

#### 5.3.1 Provisional Results:

**Provisional results must be issued to learners once assessments are marked and graded.** Learners must be informed that provisional results should not be considered as final results until after the authentication process, i.e., internal verification, external authentication, results approval and appeals.

Learners that do not pass a module(s) and receive an “Unsuccessful” grade must have their results recorded on QBS (QQI Business System) and be issued with this provisional result. This enables the learner to appeal their result.

#### 5.3.2 Timeline Requirements:

Assessment evidence must be marked and then submitted to the designated person in the Provision within two weeks of the final assessment submission deadline of the course.

Learners must be submitted for certification within three months of completing their course of study – this applies to all awarding bodies<sup>10</sup>.

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<sup>10</sup> Some awarding bodies are subject to delays outside of the control of normal certification processes.

### 5.3.3 Assessor Feedback:

Feedback should be extracted from IV and EA Reports and circulated via the assessor feedback template. Entire EA or IV Reports must not be sent on to all learning practitioners in a Campus.

## 6. Conclusion

This Teaching, Learning & Assessment Policy should be read in conjunction with the other policy documents, Support Service resources and any other materials referenced in this document as appropriate.

It is a working document and is subject to regular updating and review in the light of feedback received from staff, learners, outside interests and new educational developments.

All College of FET Staff are invited to recommend improvements arising from their experience. They can do so by informing their Provision Co-ordinator or contacting [ga@lcetb.ie](mailto:ga@lcetb.ie).

## 7. Appendices

### Appendix 1: Definitions

#### **Teaching**

Teaching can be defined as engagement with learners to enable their understanding and application of knowledge, concepts and processes. It includes design, content selection, delivery, assessment and reflection<sup>11</sup>.

#### **Learning**

Learning can be defined as the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something (Merriam-Webster dictionary).

#### **Assessment**

The Assessment Process is the process of judging learner achievement in relation to the standards of knowledge, skill and competence so that the successful learner may receive an award (QQI, 2018).

#### **Formative Assessment**

Formative assessment informs a learner how to improve their learning and is generally carried out in the early stages of, or during, a programme. Formative assessment provides feedback on a learner's work and is not necessarily used for certification purposes. The emphasis in formative assessment is on encouraging more understanding by learners of their respective strengths, weaknesses, and gaps in knowledge (QQI, 2013).

Assessment is formative when either formal or informal procedures are used to gather evidence of learning during the learning process and used to adapt teaching to meet student needs. The process permits teachers and students to collect information about student progress and to suggest adjustments to the teacher's approach to instruction and the student's approach to learning.

Assessment FOR learning (see 3.1.3.2) covers all aspects of formative assessment but has a particular focus on the student having an active role in his/her learning (National Council for Curriculum and Assessment, 2023)<sup>12</sup>.

#### **Assessment FOR Learning**

Assessment of learner's progress and achievement, the primary purpose of which is to support and enhance learning by adapting the educational process to meet the learner's needs. Learners are made aware of their strengths and weaknesses while being provided with adequate support to overcome learning difficulties (UNESCO, 2023).

#### **Summative Assessment**

Summative assessment is generally carried out at the end of a programme or 'unit' of learning, e.g., written examination. It is comprehensive in nature and is generally used for certification purposes. It is based on the cumulative learning experience that takes place in a programme or 'unit'.

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<sup>11</sup> [Teaching, learning, assessment, curriculum and pedagogy \(sun.ac.za\)](https://sun.ac.za)

<sup>12</sup> [Glossary | NCCA](https://ncca.ie/glossary/)

Assessment undertaken for the purpose of submitting authenticated results to QQI for the purpose of requesting an award is summative assessment (QQI, 2013).

Summative assessment is also termed Assessment OF Learning (see 3.1.3.3), to emphasise its nature as assessment of an activity that has occurred (i.e., after a period of learning). However, the term also emphasises a numeral aspect and it is often associated with a number or letter grade<sup>13</sup>.

Summative assessment is a specific type of assessment that evaluates learning and offers little opportunity for providing student feedback because of its positioning at the end of a learning unit. They are usually *high-stakes*, contributing to a large portion of a student's course grade (e.g., final exams) or an exam that has a high impact on a student's educational outcome<sup>14</sup>.

### **Assessment OF Learning**

Assessment of learner's achievement, the primary purpose of which is to provide information about what has been learned at a particular point in time. This process often involves the use of standardised tests or examinations (UNESCO, 2023).

### **Assessment AS Learning**

Another vital purpose of assessment is doing tasks that allow students to critically evaluate their own work, to be able to monitor themselves. Where learners make changes and consider actions to their work, based on this activity, they are now 'self-regulating' their work. These self-monitoring and self-regulating activities can be termed Assessment AS Learning.

### **Pedagogy**

This term refers to the study of the methods and activities of teaching (Cambridge Dictionary<sup>15</sup>). UNESCO defines pedagogy as 'The art and science of teaching, as a professional practice and as a field of academic study. It encompasses not only the practical application of teaching but also curriculum issues and the body of theory relating to how and why learning takes place'<sup>16</sup>.

### **Curriculum**

In the simplest terms, 'curriculum' is a description of what, why, how and how well students should learn in a systematic and intentional way. The curriculum is not an end in itself but rather a means to fostering quality learning. (Source: UNESCO IBE 2011).

CEDEFOP define curriculum as the "inventory of activities implemented to design, organize and plan an education or training action, including definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers." (CEDEFOP 2011).

<sup>13</sup> [95-NF-2017-Expanding-our-Understanding-of-Assessment-and-Feedback-in-Irish-Higher-Education.pdf \(teachingandlearning.ie\)](https://teachingandlearning.ie/95-NF-2017-Expanding-our-Understanding-of-Assessment-and-Feedback-in-Irish-Higher-Education.pdf)

<sup>14</sup> [Summative Assessment Turnitin](#)

<sup>15</sup> [PEDAGOGY | English meaning - Cambridge Dictionary](#)

<sup>16</sup> [Pedagogy | International Bureau of Education \(unesco.org\)](#)

## Feedback

Feedback exists in any process, activity or information that enhances learning by providing students with the opportunity to reflect on their current or recent level of attainment. It can be provided individually or to groups. It can take many forms.<sup>17</sup>

Feedback is a process in which learners make sense of information about their performance and use it to enhance the quality of their work or learning strategies.<sup>18</sup>

## Universal Design for Learning

Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn, including Students with Disabilities. UDL aims to improve the educational experience of all students by introducing more flexible methods of teaching, assessment and service provision to cater for the diversity of learners in our classrooms<sup>19</sup>.

## Quality Assurance

Quality assurance (QA) is a term generally used to describe the processes that seek to ensure that the learning environment (including teaching and research) reaches an acceptable threshold of quality. QA is also used to describe the enhancement of education and training provision and the standards attained by learners (QQI, 2016)<sup>20</sup>.

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<sup>17</sup> <https://www.sheffield.ac.uk/apse/apo/quality/assessment/feedback>

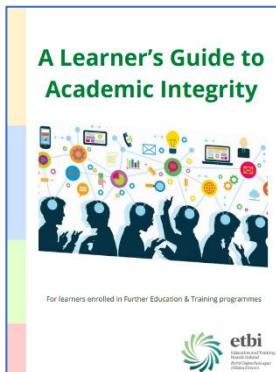
<sup>18</sup> [Framework-One-Page-Infographic.pdf](https://feedbackforlearning.org/) (feedbackforlearning.org)

<sup>19</sup> [Universal Design for Learning - AHEAD](#)

<sup>20</sup> [Core Statutory Quality Assurance Guidelines.pdf](https://www.qqi.ie/Portals/0/Files/Quality-Assurance/Quality-Assurance-Guidelines.pdf) (qqi.ie)

## Appendix 2: Useful Resources

### Academic Integrity



This ETBI guide aims to introduce academic integrity principles to the learner and can contribute to future learning and career progression. A working group was formed to carry out the writing, editing and production of this resource. This guide is the first of its kind; specifically focused on academic integrity for the FET learner.

This Academic Integrity FET Learner Guide has been led by ETBI and developed by working group members from ETBs.

[Academic Integrity - Avoiding Plagiarism - LibGuides at Education and Training Boards Ireland, ETBI](#)

[QQI Academic Integrity Video](#)

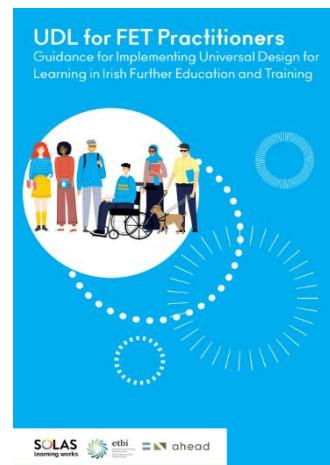
[NAIN Generative AI Guidelines for Educators 2023.pdf \(qqi.ie\)](#)

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### Universal Design for Learning

[UDL for FET Practitioners](#) is a toolkit which provides guidance for implementing Universal Design for Learning in Irish Further Education and Training.

The guide states *“this practical guidance document builds on existing good inclusion practices in the FET sector. It showcases impressive examples of good UDL practice already being implemented by innovative, thought-leading FET practitioners, whose initiative, drive and commitment to inclusive teaching and learning stand as an example of this vital learning resource for all. It also provides a vision for how practitioners can implement UDL together as part of their local and national FET communities – learning and sharing good practices as they evolve.”*



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### Equality, Diversity and Inclusion

The EDIT Project<sup>21</sup> – Embedding Equality, Diversity and Inclusion in the curriculum of the Technological University Sector, has recently published an [Inclusive Curriculum Toolkit](#) which FET practitioners may find beneficial. It is designed as a practical guide to support the TU sector to embed equality, diversity and inclusion in curriculum and related areas of practice.

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<sup>21</sup> Funded by the Higher Education Authority with TU partners MTU, SETU, TUS, ATU and Advance HE



It has been designed based on the EDIT Principles:



The toolkit is divided by the principles and includes case studies and guidance for using the toolkit in practice.

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AHEAD and Ireland's Disability Advisors Working Network (DAWN) also offer guidance on Reasonable Accommodation in learning through their reports on [Inclusive Learning and the Provision of Reasonable Accommodations - AHEAD](#) and [DAWN Reasonable Accommodations in Exams Guidelines](#).

[Release of Reasonable Accommodations in FET Scoping Survey Report - AHEAD](#)

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At a recent QQI conference [Rethinking assessment: inclusive assessment & standards in a dynamic and changing world](#), a case study was published by Limerick and Clare Education and Training Board's TEL Support Service on [Rubrics for Integrated Practical Assessments](#).

The case study outlined how rubrics developed for the National Hairdressing Apprenticeship supported assessors and apprentices in their understanding of how assessment criteria and thus module learning outcomes could be achieved.

[The conference link](#) contains all the presentations and recordings from the event as well as the case studies (written and video).

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A useful resource from Oxford University, [IncludED: A guide to designing inclusive assessments | Centre for Teaching and Learning \(ox.ac.uk\)](#). It states that 'Inclusive assessments focus on the ways in which assessment design can proactively minimise the likelihood of students being excluded, overlooked and/or disadvantaged through the ways in which they are assessed across their studies.' It further goes on to reiterate that 'inclusive assessment design is increasingly recognised as good educational practice and benefits all students' ([Hanesworth, 2019](#)).

