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*Cavan and Monaghan
Education and Training Board*



QAES

QUALITY ASSURANCE AND
ENHANCEMENT SERVICE

Assessment Reference Framework

Assessment Submission Deadlines: Short-Term Extensions

Version	Reviewed by	Approved by	Modification Date	Ratification Date
2.0	QA Working Group	FET Management & Quality Council	06.08.19	09.08.19
2.1	QA Working Group		18.06.24	

Drafted by: ETBI National Assessment Procedures Handbook Working Group September 2017

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QQI Assessment Principles

Quality assured assessment ensures that in criterion referenced assessment “learners are assessed and the assessment judgment is made based on whether the learner has reached the required national standards of knowledge, skill and competence for the award” (QQI, 2013 p.5). Central to quality assured assessment is the assumption that learners are assessed in a fair and consistent manner in line with the award standard. Quality assured assessment ensures adherence to the principles of assessment.

The following sets forth the principles of assessment which apply to this document: these principles are based on the QQI (2013) principles for assessment.

Validity - does it measure what it is supposed to measure?

This is a key principle which underpins assessment and means that a valid assessment should measure what it is supposed to measure. An assessment is valid when it:

- Is fit for or appropriate to the purpose i.e., a practical assessment should be used to assess practical skills
- Allows the Learner to produce evidence which can be measured against the standards
- Facilitates reliable assessment decisions by Assessors
- Is accessible to all candidates who are potentially able to achieve it.

Reliability – would it give the same result under similar conditions?

This refers to the accuracy with which an assessment measures the skill or attainment it is designed to measure. An assessment which is unreliable cannot be valid. A reliable assessment consistently gives the same result under similar conditions and produces reliable assessment decisions. To be reliable, an assessment must:

- Be based on valid assessment techniques
- Ensure evidence is generated under consistently applied conditions of assessment
- Ensure reliability of Learner evidence
- Produce consistent decisions across the range of Assessors applying the assessment in different situations and contexts and with different groups of Learners
- Be consistent over time

Fairness – does it provide equity of opportunity for Learners?

A fair assessment in addition to being valid and reliable provides equity of opportunity for Learners. Unfairness in assessment is based on unequal opportunities i.e., lack of resources or equipment, inappropriate techniques, inexperienced Assessors. For assessment procedures and practices to be fair and equitable for Learners, the influence of these factors must be taken into account in the design and implementation of assessment.

Quality - *is it quality assured?*

Quality is a key principle in ensuring the credibility and status of QQI awards. Quality will be assured through the publication of national award standards, the providers own quality assurance, the establishment of an assessment framework, programme validation, the process of self-evaluation, monitoring and the application of an ongoing quality assurance cycle within centres.

Transparency – *is there a clear and transparent assessment process in place?*

A transparent assessment policy and guidelines will ensure clarity and understanding by all relevant stakeholders. This will include clear and unambiguous definitions and requirements with regards to fairness, consistency, validity and reliability.

Complementarity - *acknowledges the separate and distinct roles of the provider and QQI*

The principle of complementarity acknowledges the separate and distinct roles of the provider and QQI in the context of their explicit responsibilities relating to assessment as outlined in the Qualifications Act (2012).

Further details are to be found on pages 5 and 6 of the Quality Assurance Assessment Guidelines for Providers (revised 2013).

1. Definitions

For the purpose of this document Learning Practitioner refers to tutor/teacher/adult educator, resource person, instructor or equivalent.

1.1 Assessment Deadlines

Assessment deadlines are planned in advance of assessment and adhere to the assessment plan for the programme or module. Learners MUST be made aware of assessment deadlines including submission dates for assessment evidence and dates of practical assessments (e.g. examination, skills demonstration, etc.) prior to, or as soon as is feasibly possible, in the programme or module (e.g. assessment plan, notice boards, etc.). These assessment deadlines should allow the learner adequate time in which to fully complete the assessment tasks.

1.2 Missed Assessment Deadlines

The term missed assessment deadlines refers to:

- Failure to submit assessment evidence (**without an extenuating circumstance or approved extension**) on or in advance of agreed assessment deadline, and/or
- Failure to attend a practical assessment (e.g. Examination, Skills Demonstration, etc.).

Missed Assessment Deadlines can be categorised as “Expected” (see Section 4) or “Unexpected” (see Section 5).

1.3 Short-term extension

The term short-term extension refers to a **defined** timeframe which an assessment deadline will be extended for in the case of extenuating circumstances (see 2.4). The recommended maximum acceptable extension is two (2) working days. If the circumstances are expected to extend beyond a short-term extension, the procedures for *Assessment Deadlines: Compassionate Consideration in Extenuating Circumstances* should be followed.

1.4 Examples of extenuating circumstances (Short-term extension)

Extenuating circumstances are situations or events which unexpectedly interfere with a learner’s ability to complete or sit an element of assessment. Extenuating circumstances which **may** be considered include, but are not limited to:

- Personal illness (with medical certificate)
- Illness/care of child or dependent relative (with medical certificate)
- Extreme bad weather
- Other extenuating circumstances may be considered under Compassionate Consideration application, see *Assessment Deadlines: Compassionate Consideration in Extenuating Circumstances* procedure

Relevant evidence/documentation from a qualified professional practitioner (e.g. medical practitioner) should support an application (but will not guarantee an assessment extension).

2. Assessment Deadlines Roles and Responsibilities

2.1 The Programme Co-ordinator

The Programme Co-ordinator must ensure that the Learning Practitioner and the learner are made aware of their responsibilities in relation to assessment deadlines (e.g. Learner Handbook¹, Notices, etc.).

In the event of a missed assessment deadline, the Programme Co-ordinator or designated person is responsible for the management of the application to extend the deadline.

2.2 The Learning Practitioner

Assessment deadlines are identified by the Learning Practitioner and communicated to learners in advance of assessment (notice boards, etc.) and included in the programme assessment plan (QA requirement), which is also made available to the learners. Learners are expected to present assessment evidence on or in advance of the deadline identified by the Learning Practitioner unless there are extenuating circumstances.

Where a learner attempts to submit assessment evidence after a deadline, the Learning Practitioner **must not** accept the assessment evidence unless there are **proven** extenuating circumstances and either a Short-term Extension Application or Compassionate Consideration Application have been granted. Both Short-term Extension Application and Compassionate Consideration Application must be processed by the Programme Co-Ordinator or designated person.

2.3 The Learner

Assessment deadlines are communicated to learners in advance of the assessment deadline (assessment plan, notice boards, etc.).

At the commencement of the programme, all learners should sign a **Learner Contract** (where possible) which declares their responsibility in relation to meeting assessment deadlines and consequences for same (Learner Handbook).

Important: The learner is responsible for the submission of assessment evidence for an assessment activity within the deadline specified (**on** or **in advance** of the deadline).

¹ The *Learner Handbook* is currently under development

It is therefore the responsibility of the learner to advise their tutor in advance if they are unable to make this deadline.

3. “EXPECTED” Missed Assessment Deadline Procedure

Any expected missed assessment deadlines should follow the process outlined below.

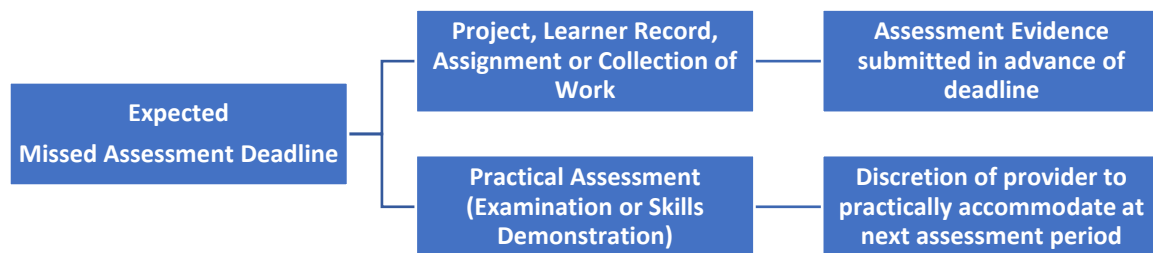


Figure 1.1 Expected Missed Assessment Deadlines Procedure

“Expected” missed assessment deadlines **include**, but are not limited to: court appearance, job interview, medical appointment, wedding, graduation, family event, pre-planned event, etc.

Assessment Deadlines are planned in advance of a programme or module and assessment deadlines are detailed on the Assessment Plan (QA requirement) for the programme and/or module.

On occasion, prior to the commencement of the course/programme or once the assessment plan has been distributed to learners, the learner may discover that there is a planned assessment deadline which s/he is unable to meet (for example, due to a clash of dates, where an appointment/arrangement had been made prior to the publication of an assessment deadline). The following procedure should be followed in relation to an expected missed assessment deadline (see Figure 1.1).

3.1 Submission of learner assessment evidence with a specific assessment deadline (e.g. Project, Learner Record, Assignment or Collection of Work)

In the case of an expected missed assessment deadlines, the learner is responsible for submitting assessment evidence (Project, Learner Record, Assignment or Collection of Work) in advance of the assessment deadline, unless there are extenuating circumstances. In such cases, the learner may apply for Compassionate Consideration due to extenuating circumstances (see [Assessment Deadlines: Compassionate Consideration in Extenuating Circumstances](#) procedure).

4. “UNEXPECTED” Missed Assessment Deadlines Procedure

“Unexpected” missed assessment deadlines **include**, but are not limited to: illness (with medical certificate), involvement in an accident, etc. For further details relating to extenuating circumstances, see Section 2.3.

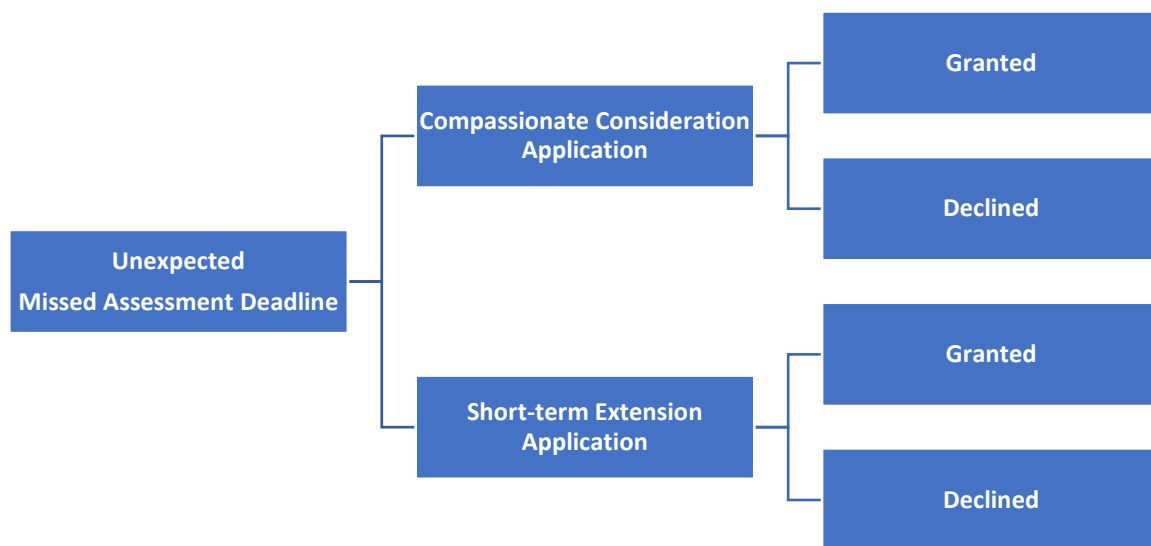


Figure 1.2 Unexpected Missed Assessment Deadlines Procedure

Assessment Deadlines are planned in advance of a programme or module and assessment deadlines are detailed on the Assessment Plan for the programme and/or module.

In the event that, due to unforeseen circumstances, a learner may have missed an assessment deadline or may be aware that s/he will miss an impending assessment deadline, the learner may apply for (see Figure 1.2):

1. Assessment Deadlines: Short-term extensions (see Section 5.1)
- or

2. Assessment Deadlines: Compassionate Consideration in extenuating circumstances (see [*Assessment Deadlines: Compassionate Consideration in Extenuating Circumstances*](#) procedure) using the appropriate application form.

4.1 Short-term Extension Application Procedure

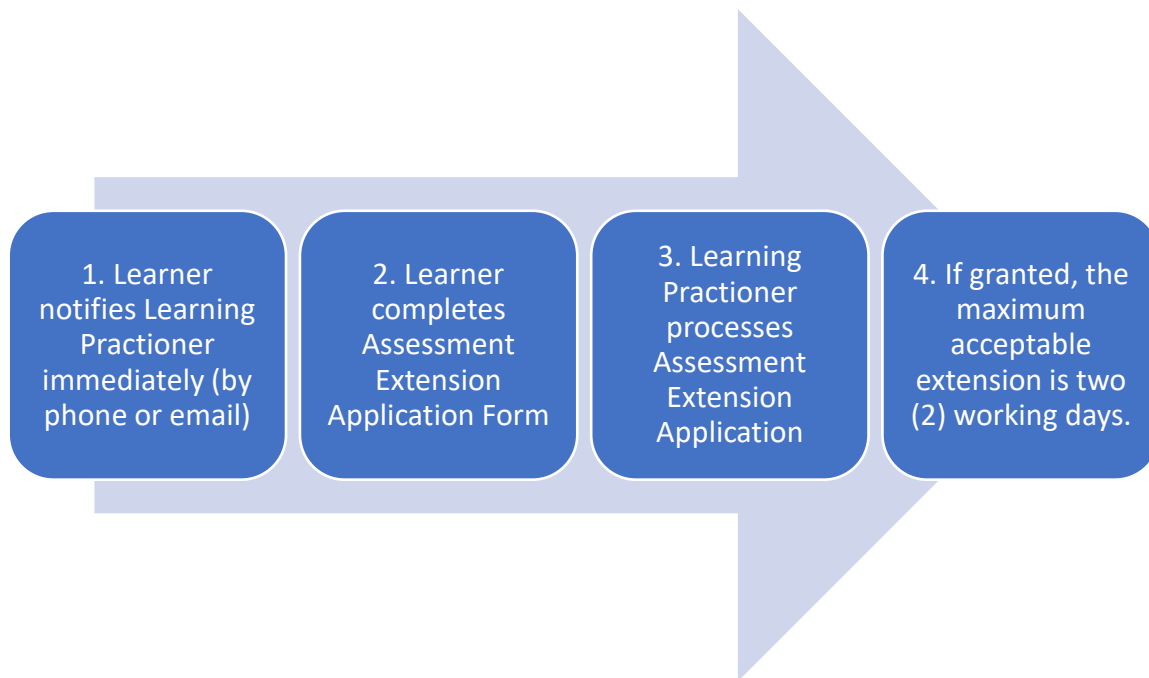


Figure 1.3 Assessment Extension Application Procedure

In the event that a learner may be aware that s/he will miss an impending assessment deadline or has missed an assessment deadline, the following procedure must take place within a **defined timeframe** (recommended maximum of two (2) working days (see Figure 1.3). If there are extenuating circumstances, which will extend beyond the **defined timeframe**, the learner should proceed to the [Assessment Deadlines: Compassionate Consideration in extenuating circumstances](#) procedure.

1. Learner notifies Programme Coordinator or designated other normally Learning Practitioner immediately (by phone or email)

In the event that a learner *may miss* an impending assessment deadline or *has missed* an assessment deadline, the learner must notify the Programme Coordinator or Learning Practitioner immediately (by phone or email). The designated person will give due consideration to the learner. In some cases (where assessment evidence is required in hard copy), the learner *may* be eligible to submit the assessment evidence via email or other electronic method and subsequently submit the hard copy evidence (Assignment, Project, Collection of Work or Learner Record). (If the Programme Co-ordinator agrees that the assessment evidence sent via email (or other electronic method) is acceptable, the learner does not need to proceed with the Missed Assessment Deadline application.)

2. Learner completes Assessment Extension Application Form

The learner must complete an **Assessment Extension Application Form (Part A)**. Where *relevant evidence/documentation is available*, the learner must submit the evidence to the Programme Co-ordinator/Learning Practitioner.

3. Programme Co-ordinator/Learning Practitioner processes Assessment Extension Application

The Programme Co-ordinator /Learning Practitioner must complete **Assessment Extension Application Form (Part B)** and process the application based on the circumstances and evidence (if any). The Programme Co-ordinator/Learning Practitioner must either grant or decline the application for an extension of assessment deadline. It is at the discretion of the Programme Co-ordinator/Learning Practitioner to grant or refuse an extension. A learner can appeal the outcome (see Section 6).

4. If granted, the maximum acceptable extension as per the defined timeframe (recommended two (2) working days).

If an Assessment Extension is granted:

Learner Evidence (Project, Learner Record, Assignment or Collection of Work): Where the application is successful, the learner evidence is accepted by the Programme Co-ordinator/Learning Practitioner and **should be marked and graded in accordance with the standards for the award**. The actual marks and grade awarded are determined solely on the basis of the evidence submitted in accordance with the standards for the award. **There is no mark/grade penalty under this procedure.**

In the case of unexpected missed assessment of a practical assessment (**Skills Demonstration/ Practical Examination**), it is at the discretion of the provider as to whether the provider can practically accommodate the learner at a re-sit at the next assessment period.

5. Assessment Extension Appeals

The learner has the right to appeal the decision in relation to assessment deadlines application decision. Appeals must be made within a defined timeframe of two (2) working days of the decision. All appeals must be made in writing using the Appeals Application Form (see Appendix 2). The Appeals process is processed in line with CMETB appeals procedures.

6. References

QQI (2013) Quality Assuring Assessment Guidelines for Providers. Available at:

<https://www.qqi.ie/Downloads/Quality%20Assuring%20Assessment%20-%20Guidelines%20for%20Providers%2c%20Revised%202013.pdf>

APPENDIX 1: Assessment Submission Deadline: Short-term Extension

Part A: This section must be completed by the Learner.

Centre Name:	
Learner Name:	
Course Reference Number/Contract Number/Course Code (as applicable):	
Module(s):	
Programme Coordinator/Tutor Name:	
Types of Assessment: (Please Tick as Appropriate):	Skills Demonstration <input type="checkbox"/> Assignment <input type="checkbox"/> Project <input type="checkbox"/> Learner Record <input type="checkbox"/> Collection of Work <input type="checkbox"/>
Assessment Due Date:	
Reasons for requiring the extension:	
Supporting relevant evidence/documentation included:	Yes <input type="checkbox"/> No <input type="checkbox"/>
Learner Signature:	
Date:	

Learner Instructions: Please complete all sections of this application form and return it to the Programme Coordinator/Learning Practitioner with supporting relevant evidence/documentation from a qualified professional practitioner (see [Assessment Deadlines: Short-term Extensions](#) procedure for further details).

Part B: (Office Use) This section must be completed by the Programme Co-ordinator or Designated Person e.g. Learning Practitioner

Programme Co-ordinator/Learning Practitioner Name:	
Assessment Due Date:	
Date notified by Learner:	
Notified by:	Telephone <input type="checkbox"/> Email <input type="checkbox"/>
Receipt date of application:	

Criteria and Details	
<i>Details of extenuating circumstances</i>	
Application Determination:	Granted <input type="checkbox"/> Declined <input type="checkbox"/>
Declaration	
<p>I can confirm that:</p> <ul style="list-style-type: none"> ➤ There is sound evidence to grant or decline the application for an Assessment Extension ➤ If granted, the granting of an assessment extension will not give the learner in question an unfair assessment advantage over other learners undertaking the assessment <p>I will inform the learner immediately of the decision regarding the Assessment Extension decision</p>	
Signature:	
Date:	

Appendix 2: Appeal Application Form (should be completed within two working days of the decision being notified to the learner)

(Assessment Deadlines: Short-term Extension)

Part A: This section must be completed by the Learner.

Nature of Appeal:	Assessment Deadline
Centre Name:	
Learner Name:	
Course Reference Number/Contract Number/Course Code (as applicable):	
Date of Appeals Application:	
Reason for Appeal:	
Reason why decision was declined:	
Details of supporting evidence provided:	

Part B: (Office Use) This section must be completed by the relevant ETB Manager

Name:	
Receipt date of application:	
Application Determination:	I can confirm that a review of the Application has been completed and that the Appeal is: Granted <input type="checkbox"/> Declined <input type="checkbox"/>
Reason:	
Signature:	
Date:	

Policy	Section	Query for consultation	Change for Consultation
Assessment Submission Deadlines Short Term Extension	Intro		Introductory paragraph added as highlighted. Complete
Assessment Submission Deadlines Short Term Extension	1.1		Add a definition of assessment (summative as opposed to formative?) Not needed
Assessment Submission Deadlines Short Term Extension	1.2		'(Without an extenuating circumstance or approved extension) Complete
Assessment Submission Deadlines Short Term Extension	2.2	Would tutor/teacher suffice instead of learning practitioner Agreed to stick with nationally agreed terminology and use learning practitioner	
Assessment Submission Deadlines Short Term Extension	3		Typo in diagram to be amended 'accommodate' Complete
Assessment Submission Deadlines Short Term Extension	Appendix Fig 1.3	Anything from Evin's work showcased in Dec 2023 that could be included? Agreed not appropriate as this is only process for CI so not transferrable to other services.	