



**etb**

Bord Oideachais agus  
Oiliúna Thiobraid Árann  
*Tipperary Education and  
Training Board*

**Tipperary ETB**

# **Learner Guide to Assessment**

**All you need to know about assessment for certified courses**

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Produced by the QA Office

**Plain English**  
Approved by NALA



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Bord Oideachais agus  
Oiliúna Thiobraid Árann  
*Tipperary Education and  
Training Board*

# Learning Together

## Your Success

## Our Goal



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# 1 Introduction

## Assessment

As a learner on a Tipperary Education and Training Board (ETB) further education and training (FET) course that involves certification, assessment will be part of your journey. While you may be nervous about it, you can think about assessment as a way to show your teachers and yourself all the you have learned.

We cannot award you a certificate just for attending your course. You must show your efforts, progress and achievements through:

- formal written work such as an assignments or examinations, and
- practical assessments.

The group name for these assessments is a 'Portfolio of evidence'.

This guide will help you to understand:

- how we assess your work, and
- our assessment policies and procedures.

The guide starts by giving you information about assessment itself and the types and stages of assessment. It explains about marking and grading after you hand in your assessment work. We also explain what quality assurance standards we use.

It also explains how you can apply to:

- arrange assessment support
- get an extension to an assessment deadline
- repeat an assessment
- appeal a result
- appeal the assessment process.

## Examinations and repeats

If you are a learner on a QQI Level 4 to 6 course, then the sections on examinations and repeats will be important for you. If you are doing QQI level 1 to 3 courses, you can overlook them today though they may be useful in the future as you progress.

## **How to progress on to other courses**

The guide finishes by offering you some information on certification and progression options once you have completed your certified course with us.

## **Information about your qualification**

This guide should be particularly helpful if you are joining a FET course in one of our centres for the first time. It gives you all the assessment information you need to help you to achieve the qualification you want.

## **The language we use**

Throughout this document, 'you' means the learner and 'we' means Tipperary ETB. The 'centre' is where you attend or access your course. The term 'teacher' means teacher, tutor, trainer, instructor or adult educator. The assessor is the person who assesses your work. Sometimes the assessor is a different person to the module teacher.

(Please note that in our Quality Assurance policies and procedures, the teacher is called the 'Learning practitioner'.)

## **Latest version of this guide available online**

We will update this guide from time to time and the latest version will always be available on the [Learner supports](#) section of our website. Use this guide alongside any centre handbooks or support packs that your coordinator or teachers give you.



**Do you need  
help to read  
or understand  
this guide?**

## **Have a question or need help reading this guide?**

We welcome your questions. Talk to your centre staff if you have any questions or concerns. If you find reading difficult or simply have a question, please tell the staff in the centre and they will work to support your learning and assessment needs.

## 2 About assessment

### 2.1. What assessment is and why it is important

Assessment is an important part of your learning process. It gives you:

- the chance to show your understanding of your learning and coursework
- the chance to receive feedback from your teacher on your course progress
- insight into the standard you have reached.

If you have reached the standard, you will be awarded a result or grade or both and then the awarding body will issue you with a certificate showing this result or grade. (If you wish to know more about the awarding body, your coordinator or teacher will be glad to give you more information.)

### 2.2. When assessment will take place

You may be assessed:

- during your course,
- at the end of your course, or
- during **and** at the end of your course.

It depends on the module that you are doing. Your teacher will give you and your learner group an **assessment plan** which will let you know the dates of each of your assessments.

### 2.3. Assessment methods

There are many ways to assess what you have learned. For some assessments, you will be asked to show the practical skills that you have learned. For others, you must submit written work as part of continuous assessment or sit a timed examination.



**Part of your course may include practical assessment**

## QQI courses

For Quality and Qualifications Ireland (QQI) courses, there are 6 main assessment methods. These are also known as assessment techniques (see the following table). For other certificate courses, the assessment methods may be slightly different.

Assessment techniques for QQI courses	
<b>1. Skills demonstration</b>	A practical demonstration of tasks.
<b>2. Collection of work</b>	A selection of various pieces of work.
<b>3. Assignment</b>	A practical or research activity on a particular topic.
<b>4. Examination</b>	Theory-based or practical assessment that is time-based and supervised in class.
<b>5. Project</b>	An investigation of a topic or issue. This is longer than an assignment.
<b>6. Learner record</b>	A reflective record that reports learning experiences and activities.

## Most commonly used assessment techniques

### Levels 1-3

For QQI levels 1-3, assessment techniques numbered 1, 2 and 3 above are the most commonly used in assessment.

### Levels 4-6

For QQI levels 4-6, all of the above assessment techniques from 1 to 6 are used.

### For all learners

The assessments for all modules are different. In all cases, your teacher will let you know what way your module will be assessed before you do the assessment.

For most practical tasks or skills-based assessments, your assessor must record you (and/or your group) carrying out those skills, for example, using a video camera. This is part of the quality-assured assessment process in Tipperary ETB.



# How to handle the ‘Assessment brief’

## 2.4. Stages of the assessment process

### 1. Assessment brief

Your teacher will give you an assessment brief for continuous assessments.

The assessment brief is a document that tells you:

- the total mark (weighting or worth shown as a percentage)
- what you need to do (the instructions)
- how you need to present your work
- how your work will be marked and graded (the assessment criteria)
- the date by which you must submit your work.

It is important that you fully understand the instructions and information in the assessment brief so that you give yourself the best opportunity to do well. Pay particular attention to the percentage (%) marks awarded for each element. This will help guide you as to the amount of time and effort required. See a sample assessment brief (for QQI modules) on the next page.



**Part of your assessment will look at how you communicate and interact**

## SAMPLE ASSESSMENT BRIEF

<b>Component Title:</b>	Child Development and Play		
<b>Component Code:</b>	4N1111	<b>Level:</b>	4
<b>Assessor:</b>	Jane Bloggs		
<b>Assessment Technique:</b>	Collection of Work		
<b>Title of this Assessment Activity:</b>	Child Observation	<p style="color: red; text-align: center;">Here is how you can judge how much time and effort you need to put into your assessment work</p> <p style="color: red; text-align: center;">60% here, so substantial!</p>	
<b>Weighting regarding this brief in %:</b>	60%		
<b>Learning Outcomes Assessed:</b>	1,2,3,7 & 8		

### Assessment activity guidelines/instructions to learners:

You must complete a Child Observation and Evaluation. You can use the template provided to assist you. You must include the following as part of your evidence:

- Give a description of the 5 key stages of child development
- Identify at least 5 observation techniques and describe a situation where one technique is appropriate
- State the age of the child you are writing about (child must be aged between 0-6yrs)
- Your observation should cover the physical development of a child
- Identify and outline a skill demonstrated by the child during your observation
- Link the information you gather during your observation with the theory norms that you have learned about in class

Remember also, to do the following:

- Obtain permission and signature from a parent or main carer
- Acknowledge all sources of references used in your written work
- Take partial responsibility for own role and practice in supporting the needs of the child

These instructions tell you what to do.

Follow the instructions closely.

Read and understand them.

**Presentation:** Present your work with an introduction, main body and conclusion. Include a cover page and the signed brief

Marking information is next.

### Assessment Criteria:

You will be assessed under the following criteria:	Maximum mark/grade:
Description of 5 key stages of child development	10 marks
Identification of 5 observation techniques	10 marks
Description of a situation where one technique is appropriate	10 marks

Completed observation record	10 marks
Identification of skills demonstrated by the child during the observation	10 marks
Information gathered is linked to the norms	10 marks

**The deadline date will be written here. In this example, you have 2 months to complete the work for this assessment.**

**Issue Date: 3 February 2022**

**Submission Date: 3 April 2022**

**These are statements that you must agree to. Your teacher or coordinator will help you to understand what they mean.**

<b>Learner declarations</b>	<input checked="" type="checkbox"/>
I understand TETB's policy and procedure on assessment deadlines	
I have been informed to keep a copy of my work before I submit it for assessment ( <i>except practical items</i> )	
I understand TETB's policy and procedure around assessment malpractice	
All work presented in this portfolio is entirely my own and sources of information have been acknowledged as appropriate	

**You will have to sign and date here when you hand in your work.**

**Learner Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **2. Draft work and feedback**

You should take all opportunities to show your draft work to your teacher for **feedback** before the final deadline. Feedback is important as it will help you to improve your work.

## **3. Submit**

You will then submit your final assessments to your teachers by the deadline. They will tell you how to submit them.

## **4. Marking and grading**

Your teacher will mark and grade your assessment(s).

## **5. Quality checks and validation**

The final grade awarded by your teacher for each module will be checked and approved through the following quality checks.

- a. Your marks will be validated by someone within Tipperary ETB who is not your teacher.  
(This is known as Internal Verification)
- b. External authenticators will check to make sure that the standards are met. External authenticators are people who are expert in the subject matter and who don't work directly for your centre
- c. Our Results Approval Panel will review learner results and approve those that reach the standard. After this, your centre will tell you your final grade(s).

## **6. Statement of results**

You will get a statement of your results from your centre.

## **7. Appeals**

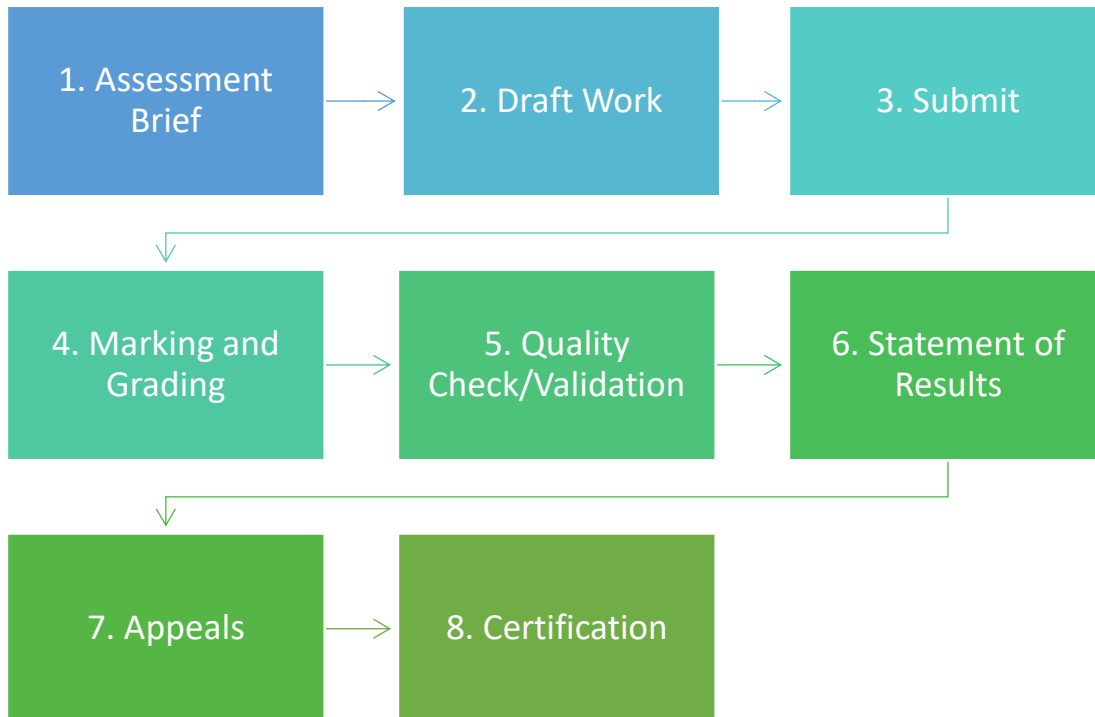
If you are unhappy with either your result or the assessment process, you may appeal either or both of them and have them rechecked. See the section 2.17 on [learner assessment appeals](#).

## 8. Certification

The awarding body will issue your certificate to your centre coordinator. Your coordinator will then let you know of the arrangements to receive your certificate for example with a graduation ceremony or in the post.

### Graphic showing stages of assessment

This graphic shows the stages of assessment.



The awarding body will issue your certificate to your centre coordinator

## 2.5. Marks and grading

### How assessments are graded

Work on your exams, assignments, learner journals and other assessments is marked against specific assessment criteria. They follow the standards of the awarding body.



#### QQI Awards and how they are graded

QQI awards are graded and classified as follows.

##### Awards at levels 1, 2 and 3

Where a learner has achieved all learning outcomes these are classified as:

- 'Successful'.

When a learner has not achieved the minimum standards for an award, the grade is recorded as:

- 'Referred', or
- 'Unsuccessful'.

##### Awards at levels 4, 5 and 6

Where the learner has achieved the standards within the grading criteria, these are classified as:

- 'Pass', or
- 'Merit', or
- 'Distinction'.

The table below shows the % results for each grade.

QQI Grading

Percentage	Grade
80 – 100%	Distinction
65 – 79%	Merit
50 – 64%	Pass
0 – 49%	Unsuccessful

## Other awarding bodies

For other awarding bodies (such as City and Guilds, ICDL and Cambridge), grading may be different and your coordinator or teacher will explain this to you.

### 2.6. Feedback in assessment

Your teacher will regularly give you feedback as you progress throughout your course. This feedback may be written, verbal or both. For example, they may give you feedback:

- as part of class, group discussions or other activities
- when you submit draft work
- as part of the learner review process.

This feedback will be constructive and supportive. It will help you identify areas within your course that you can improve. So, it is important that you understand and apply the feedback given.



**There are a wide variety of courses on offer from Tipperary Education and Training Board**

## 2.7. What learners can expect from assessment

When you join a course in a Tipperary ETB centre, the following image shows you what you can expect from the assessment process.

**What learners can expect in assessment**

- Your assessors to be fully trained and are competent to mark your work
- All the equipment, facilities and materials used in your assessment to be fit for purpose
- Your assessments to be conducted and supervised according to regulations
- You will be told about assessment regulations and what happens if you don't follow these
- All your assessments to be stored securely
- You may be accommodated if you require any special adaptations for assessments (reasonable accommodation)
- You will be told about assessment requirements for your course, including procedures for repeating exams
- You will receive adequate notice of assessment dates and deadlines
- You will receive timely and constructive feedback to maximise your chances of success in your assessment
- You have the right to appeal the assessment process or the results or grades awarded



## 2.8. Learner responsibilities around assessment

We expect you to take responsibility around assessment. This includes what is shown in this image.

**Learner responsibilities in assessment**

- Attend and participate in all classes
- Know the dates for assessment deadlines and submit on time
- Understand plagiarism and other forms of assessment malpractice
- Arrive on time for examinations
- Attend feedback and review sessions. Ask for additional information or feedback if needed
- Keep copies of all your assessment work
- Take responsibility if you have missed classes
- Prepare for a participate fully in assessments
- Know the assessment regulations, including exam rules
- Submit your own work. Reference your research sources correctly and accurately
- Use feedback given by your teacher to improve your work

## 2.9. Attendance and assessment

If you have a good attendance record, it means that you will have the best chance of achieving good results and grades. If you are absent, we expect you to make every effort to catch up. It is important that you know that centres keep and review attendance records. If you are absent a lot, you may not achieve the grades you need to get your certification.



Here is a picture of recent graduates

## 2.10. Technology and assessment

We use a range of technologies in Tipperary ETB centres. Depending on the course you are doing, you may be able use different technologies to support the assessment process. For example, technology may be used to:

- Help you receive and submit your assessment(s)
- Record skills or practical tasks
- Store the evidence of your assessment
- Give you feedback on your continuous assessment(s).

Your teacher will tell you what technologies you will need for your assessment, and they will show you how to use them.

## 2.11. 'Authentication of learner evidence'

Teachers must be confident that the assessments produced are entirely the work of the learner. This is called 'Authentication of learner evidence'. We ask you to sign a declaration to confirm that your work is entirely done by you.

Learners do this by signing the assessment brief which has a statement as follows: 'All work presented in this portfolio is entirely my own and I have acknowledged sources of information as appropriate'.

## Malpractice and how to avoid it

## 2.12. Learner malpractice in assessment

### What assessment malpractice is

'Assessment malpractice' is anything that goes against the rules of our assessment process. Assessment malpractice can be accidental or deliberate.

### Examples of learner assessment malpractice

Examples of learner assessment malpractice can include:

- plagiarism (copying other people's work – see next page)
- breaching (breaking) assessment rules
- inappropriate behaviour during exams – like cheating, disrupting, using tools that are forbidden
- using online services to write parts or all your essay, project or anything else
- any other behaviour that jeopardises the assessment process.

### How we treat learner assessment malpractice

If we suspect any learner assessment malpractice, we will take it very seriously and we will investigate it. Senior management in Tipperary ETB and in some cases the awarding body may also be involved.

If learner assessment malpractice is found, the centre will impose sanctions on the learner(s) involved. The type of sanctions will depend on the severity of the malpractice and the requirements of the awarding body. Sanctions may include:

- written warning
- zero marks (0) for any piece of assessment where malpractice is found
- we will not submit your results to the awarding body. This means that we will not request certification for you
- disqualification from the assessment, or the centre
- being barred from the awarding body's qualifications or assessments for a set time.

## What plagiarism is

Plagiarism means submitting any work for assessment that is not your own work or words.

There are many ways that you can plagiarise and sometimes you may not even realise you are doing so. Look at some of the examples below:

### Examples of plagiarism in assessment

#### 1. Not your own work

Handing in assessment work that has not been completed by you as your own work.

#### 2. Using someone else's work

Submitting another learner's work as your own, with or without their knowledge.

#### 3. Copying from the internet or elsewhere

Buying or getting an assignment from the internet or another source and handing it in as your own work.

#### 4. Reusing material you submitted earlier

Using part of an assignment that you previously submitted and putting it in a new assignment without saying where it came from (self-plagiarism).

#### 5. Copying without saying where you got the material

Copying sections word-for-word from published work in books, journals, the internet or other sources without using quotation marks and saying where they came from.

#### 6. Summarising someone else's ideas without crediting them

Paraphrasing or summarising another person's idea or work but not saying whose it is or where you got it from.

#### 7. Altering material slightly then copying

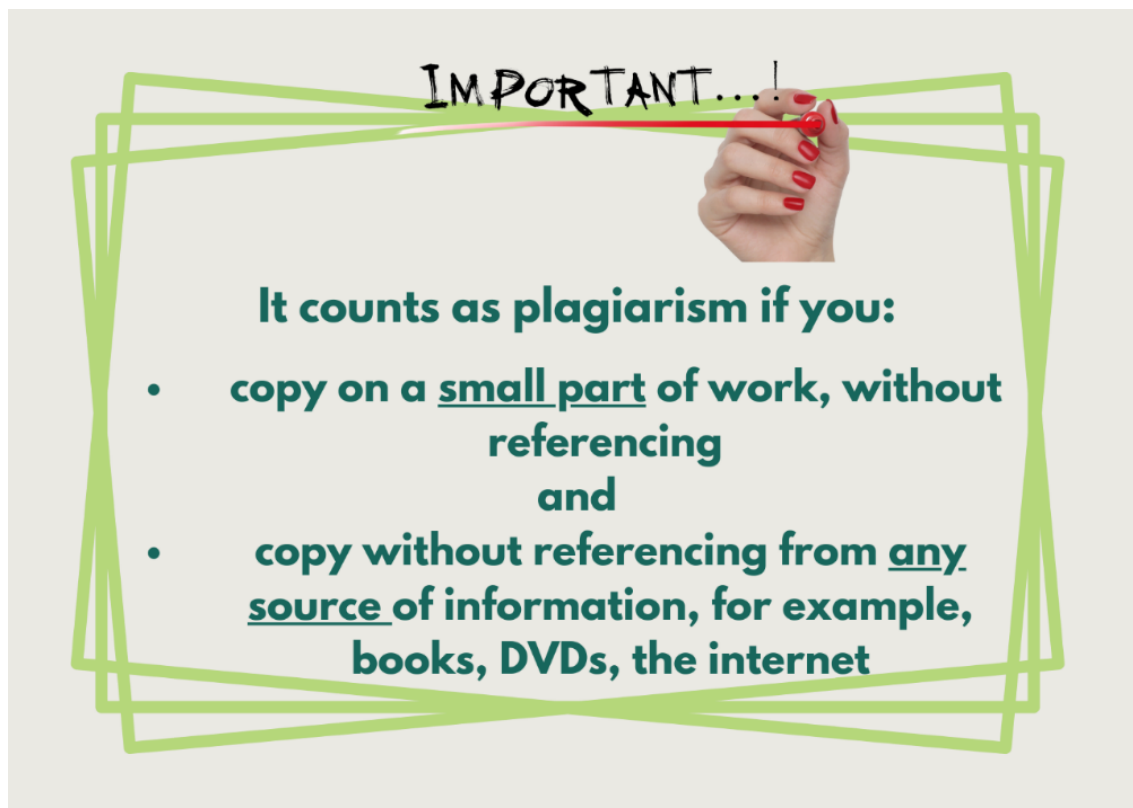
Changing some of the words but keeping the structure of the sentence and not saying whose it is or where you got it from.

## Examples of plagiarism in assessment

### 8. Using material without saying who created it

Using graphics, audio or visual materials, or both, and not saying who created them or where you got them from.

(Taken from the [Referencing Handbook for the Further and Education and Training \(FET\) Sector](#), p.15.)



## How to avoid plagiarism

You can easily fall into the trap of plagiarism by not knowing how to avoid it. Your teacher will tell you about the resources and supports in place to recognise plagiarism and therefore help you avoid it. As a learner you are responsible for doing your best to understand plagiarism and how to learn to avoid it.

### 1. Understand what it is

Understand what counts as plagiarism. [The Referencing Handbook](#) for the Further Education and Training sector gives more details.

### 2. Learn how to source and reference

Get to know how to give your sources and references properly. The [Referencing Handbook](#) also shows you how to do this.

## How to avoid plagiarism

### 3. Ask if unsure

Check with your teacher if you are unsure.

### 4. Use software

Use any software packages available that can help you detect plagiarism.

### 5. Know our policy

Understand the Tipperary ETB's [Plagiarism Code of Practice](#).

QR Code



**Keep copies  
of your work**

### 2.13. Learner assessment evidence

Keep copies of all your assessment work **before** you submit it to your teacher because we do not usually return assessment work once submitted. If you wish to have your assessments returned, you must contact your centre about how to organise this.

However, practical items or craft portfolios can be returned to you. Your centre will provide you with arrangements for collection following the certification process.

Once you submit your assessment, we store it securely.

For QQI assessments, once the learner appeals process for all the learners has concluded, we securely dispose of learner assessment evidence. For other awarding bodies, (like City and Guilds), we keep the assessment evidence in line with their policies.

## More information on Tipperary ETB's Secure Storage of Assessment

[Secure storage of assessment procedure](#)

QR Code



### 2.14. Assessment supports

#### Adaptations in assessment

##### What is 'reasonable accommodation in assessment'?

'Reasonable accommodation in assessment' means that we can adapt the assessment to meet the needs of learners with specific disabilities who would otherwise find the assessment to be unfair. The particular arrangements that need to be made are then called 'reasonable accommodations'.

Here are some examples of reasonable accommodations that we can consider:

- learners with a learning difficulty
- learners who are deaf or have a hearing impairment
- blind or visually impaired learners
- learners with a physical difficulty
- learners with a mental health condition, sensorial or behavioural difficulties, or all of these.

Here are some examples of where we cannot provide reasonable accommodation in assessment, as these are not classed as disabilities:

- learners who have English language support needs
- learners who have literacy needs.

## The steps involved in a reasonable accommodation application

1. Learner, or someone else on their behalf, applies for reasonable accommodation in writing. They include supporting evidence.
2. Course coordinator processes the application.
3. Course coordinator tells learner what the decision is.

## Result of application

Successful	Unsuccessful
Reasonable accommodation in assessment is granted.	Reasonable accommodation in assessment is not granted
	Learner can appeal this decision in writing – this must be done within 5 days.

## Examples of adaptations to assessment

### Examples of adaptations

Reasonable accommodation in assessment may include the following adaptations in assessment:

• Rest breaks	• Modified presentation of assessments such as printed on yellow paper, or, larger in size
• Separate exam room	• Exam reading pen
• Reader	• More time given to complete assessment
• Scribe (person who writes your answers for you)	• Sign language interpreter

Reasonable accommodation is granted so that a learner can have an opportunity to show their knowledge, skill and competence fairly. Even though adaptations may be made to the assessment, you still must show all the same skills linked to the assessment as everyone else. This makes sure that your grade can be compared to everyone else's and have the same meaning. It makes the assessments fair for all.



## How to apply for reasonable accommodation in assessment

Your centre handles all arrangements for reasonable accommodation.

### How to apply for reasonable accommodation in assessment

#### Fill in the form

At the start of the course, you must apply in writing using the form [Reasonable accommodation in assessment application and approval form](#)

#### QR Code



Send the completed form to the course coordinator or teacher. If you are under 18 years, a parent or guardian can apply on your behalf.

#### Supporting evidence

You must attach supporting evidence of your need for reasonable accommodations. This evidence may be from, for example, a:

- medical report
- report from an educational psychologist
- report from an occupational therapist.

#### QR Code



A letter with your GP's opinion is not enough. We may consider other reports – see the [list of eligibility criteria](#) for details.

## Appeals

Your teacher or coordinator will tell you within 8 working days if you will be granted reasonable accommodation in assessment. If you aren't, you will get a letter telling you why not. If you are unhappy with your centre's decision, you can appeal within 5 working days from the date on this letter.

### How to appeal reasonable accommodation in assessment

- [Reasonable accommodation in assessment appeal form](#)

#### QR Code



## More information

If you need more information, you should talk to your teacher or coordinator in your centre. You can also get more details about reasonable accommodation in assessment by looking at the information on our website. Please note that information in this document is the main document that centres use, so you may find it quite technical and detailed.

### More information on reasonable accommodation in assessment

- [Reasonable accommodation in assessment procedure](#)

QR Code



**Know your  
deadlines!**

## 2.15. Assessment deadlines

Each teacher for each of your modules sets the assessment deadlines for continuous assessment and examinations. It is very important that you know your assessment deadlines and submit your work on time. You may not be given the opportunity to repeat an exam or to resubmit your work.

If you know that you have an event coming up on the day of the deadline (for example, family wedding, medical appointment), then you must plan to submit your work **before** the deadline.

Therefore, if you miss an assessment submission date or examinations or both, you may have to forfeit the marks. This means you may lose the marks for the particular submission. This could affect your results, final certification or both.



In general, we cannot accept late submissions. In exceptional circumstances, you may be able to submit late submissions. If you have shown us the exceptional circumstances, you must still let your teacher know of these as soon as possible.

### **Exceptional circumstances**

If you miss an assessment deadline or cannot attend the exam on the date, due to reasons beyond your control, you may be entitled to an extension under 'Compassionate Consideration'. However, your circumstances must be exceptional. Talk to your teacher. An extension will give you more time to complete an assessment or to sit an exam later.

### **Examples of exceptional circumstances**

Exceptional circumstances would be if you:

- suffered a bereavement
- were hospitalised.

We may also regard it as exceptional circumstances if you had something serious happen that it was beyond your control, and this prevented you from:

- submitting an assessment on time
- doing the examination on the date.

### **What to do if you miss a deadline or exam due to exceptional circumstances**

You should contact your teacher **as soon as possible** to explain why you need an extension. You will need to provide proof of your exceptional circumstances.

### **How marks are awarded for compassionate consideration**

Your work will be marked as normal. Your result will not be affected.

## 2.16. Academic skills development

The following are useful resources that will help to support your academic skills development.

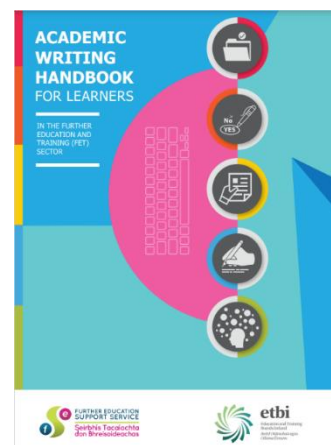
### The Academic Writing Handbook

The [Academic Writing Handbook](#) is a useful guide to help you to develop good academic writing skills.

This is important for preparing and presenting work for assessment.

The handbook:

- gives guidance on how to plan and draft your written piece of work
- shows you how to review and proofread your work before you submit it to your teacher.



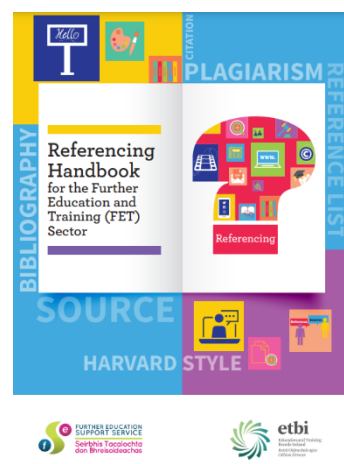
### The Referencing Handbook

The [Referencing Handbook](#) is an essential resource for learners, particularly if you are studying Level 5 and 6 courses.

This handbook explains:

- the importance of referencing
- what plagiarism (copying) is
- how to go about referencing the different sources of information.

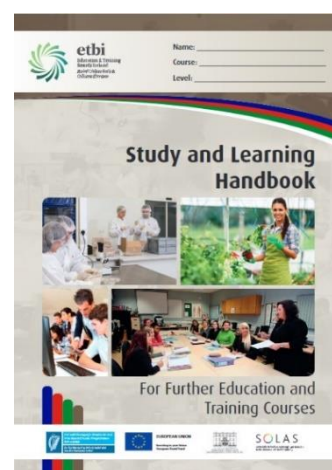
It is important that learners know how to use references in their written work for assessment purposes.



### Study and Learning Handbook

The [Study and Learning Handbook](#) for further education and training courses helps show you how to be successful in your studies. This handbook looks at:

- individual learning styles
- strengths and weaknesses
- useful study tips and other supports.



## The FET Digital Library

The [FET Digital Library](#) offers a range of resources, tutorials and guides and useful links that will help develop your academic skills.

See screenshot below. (Remember, FET stands for Further Education and Training.)

The screenshot shows the ETBI FET Digital Library website. At the top left is the ETBI logo (Education and Training Boards Ireland) and the text 'etbi Education and Training Boards Ireland Bord na Gleanais agus na Treanúcháin Ollscoile Éireann'. To the right, 'FET Digital Library' is highlighted in a red box. Below the logo is a navigation bar with links: Home, About, Resources, Core Skills, Library Skills, Subject Guides, Tutorials, Inside FET, and Covid-19. The main content area is titled 'ETBI FET Digital Library'. On the left, a 'What's New' section lists updates for 18<sup>th</sup> November (more eBooks added, some available through ProQuest eBook Central platform) and 17<sup>th</sup> November (a page added to the Electrical Subject Guide, some eBooks added to the eBook Central platform, and a webinar in the ETBI webinar series, 'Creating a Learning Community in FET: Community of Practice'). On the right, a welcome message states: 'Welcome to the FET Digital Library. This site intends to offer resources, tutorials and guides and useful links to support learners and practitioners. Please check back on a regular basis for new sections and pages'. Below the message is a photograph of a library aisle. At the bottom, a cookie notification states: 'We use cookies and records your IP address for usage statistics. Privacy Notification OK'. A red arrow points from the 'FET Digital Library' header to the 'Academic Writing' menu item in the left sidebar.

# When and how you can appeal

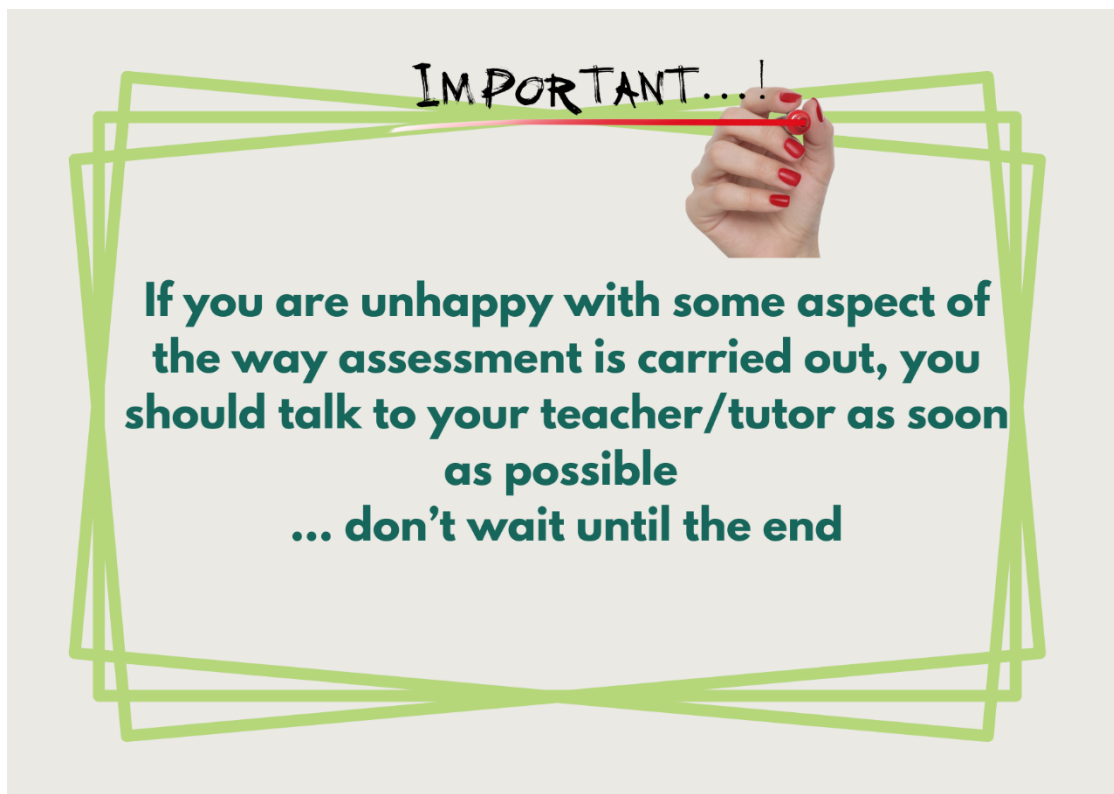
## 2.17. Learner assessment appeals

### What is an assessment appeal?

You can make an appeal if you:

- are unhappy with the grades that you have been awarded for your module(s)
- believe that there were irregularities or inequalities in the way that the assessment was carried out.

Your appeal will go directly to Tipperary ETB who will organise an independent review.



## When to appeal


You can submit an assessment appeal once you have received your final statement of results. You must submit the appeal within the deadline given to you. We will not accept late appeals.

## How to appeal

To make an appeal, you must complete and return this [Learner appeals application form](#). This form will be sent to you with your final statement of results.

## Who to appeal to

You must send your completed Learner appeals application form back to your centre.

Who to appeal to	
<p><a href="#">Learner appeals application form:</a></p> <p><a href="http://tipperary.etb.ie/further-education/adult-guidance-in-education-service/">http://tipperary.etb.ie/further-education/adult-guidance-in-education-service/</a></p>	<p>QR Code</p> 

## How the appeal is conducted

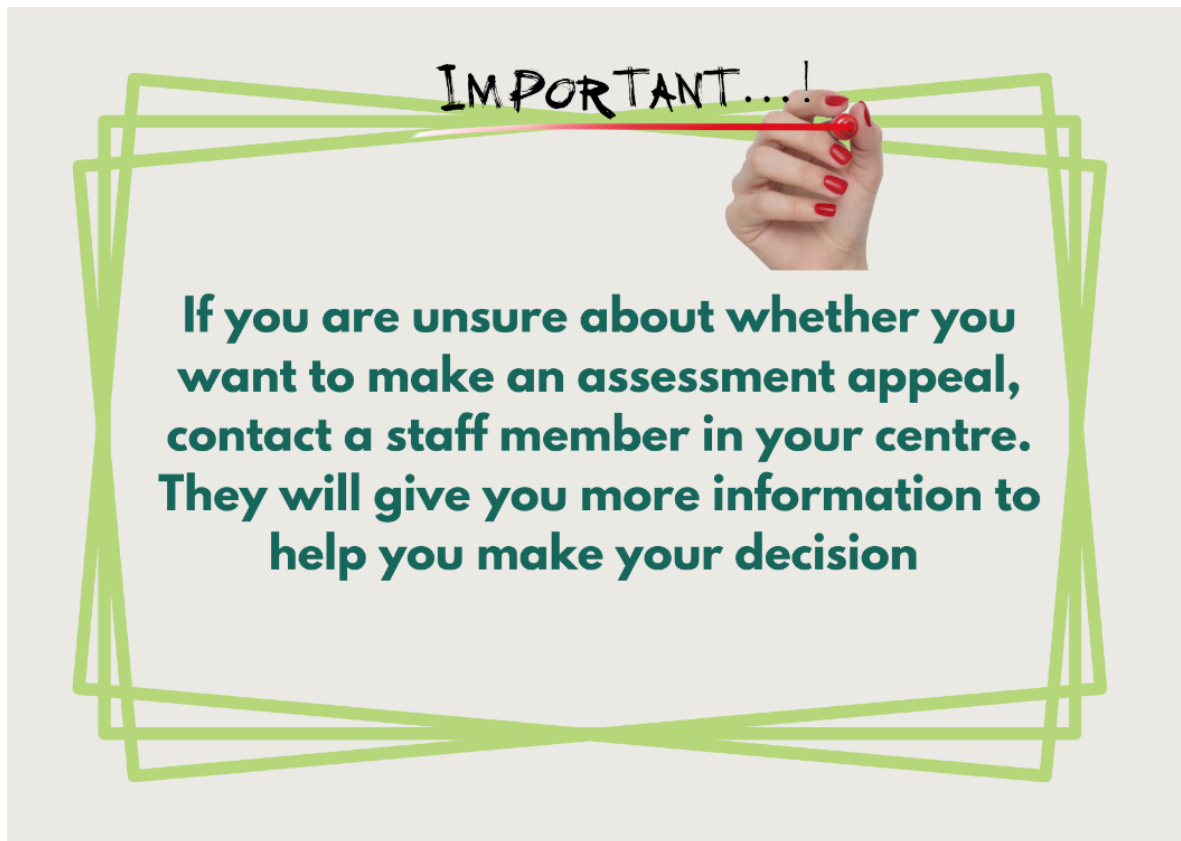
If you are appealing the grade you got, a new external examiner will review your assessment evidence and marks.

If your appeal is about the assessment process, members of Tipperary ETB's management will review the details of your appeal. They will check whether or not procedures were followed. They may involve external independent experts in this process.

Once the appeal is completed, the centre will contact you to tell you the outcome (result).

## Costs of appeals

There will be costs associated with processing learner appeals as external experts are usually involved. There may also be administration costs. The costs will vary according to the type and number of appeals that you are making and the awarding body regulations. Your centre will tell you about the costs involved.



### More information

If you need more information, you should talk to your teacher or coordinator in your centre.

You can also get more details about the learner appeals process by looking at the procedure on our website. Please note that information in this document is the main document that centres use so you may find it more technical and detailed.

#### Make a learner appeal

[Learner Appeals procedure:](#)

<http://tipperary.etb.ie/further-education/adult-guidance-in-education-service/>

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## **The next two sections are only for those doing QQI Level 4 to 6 courses**

The next two sections apply only to learners who are doing QQI Level 4 to 6 courses. They are:

- 2.18 Examinations
- 2.19 Repeats.

### **2.18. Examinations**

If you are a learner on a QQI Level 4 to 6 course, you may have to sit timetabled and supervised examinations. You need to be aware of the following rules for examinations.

#### **Learner instructions for examinations**

##### **Phones and internet-enabled devices must be switched off**

1. Mobile phones and any internet-enabled devices must be switched off and placed in the designated area. If a learner is found to have a mobile phone or internet-enabled device that is turned on, it will be:
  - taken from you
  - recorded as an examination rule breach
  - investigated.

Penalties may be imposed on you for this.

##### **Personal belongings must be out of your reach**

2. Bags and personal belongings including notes and folders must be placed out of the reach of each learner.

##### **Rules about when you can enter and leave exams are as follows**

3. No learner will be admitted to the examination if a quarter (25%) of the time set for the exam has already passed.
4. No learner will be allowed to leave the examination until 25% of the specified time for the examination has passed.
5. No learner will be allowed to leave the examination in the final 10 minutes.

**Learners who need temporarily to leave an exam should leave materials – and will be accompanied until they return**

6. Learners will not be permitted to temporarily leave the examination and return during the examination period unless the reason is genuine (like illness). Learners who are permitted to temporarily leave the examination will be in the care of the centre's Assessment Attendant.
7. When a learner temporarily leaves the examination, they must not take any examination materials with them.



**Part of your assessment could include a theory exam**

**If finished the exam, you cannot re-enter**

8. Learners who have finished their work and are permitted to leave the examination room must hand in their work before they leave the examination. These learners will not be allowed to re-enter the examination.  
You can't make up missed time at the end of the examination period.

**Silence is required during the exam**

9. There must be strict silence in the examination.

**Make sure you have the correct instructions**

10. You must make sure that you have the correct examination instructions (examination paper, task list, answer booklet, and so on).

### Raise your hand if you need to talk to the exam invigilator (supervisor)

11. Raise your hand to attract the attention of the invigilator during the examination.

### Complete the exam fairly and ethically

12. While in the examination, a learner must not do any of the following:

- use, or attempt to use, any book<sup>1</sup>, notes or paper (except the examination paper and such answer books, and so on, as have been supplied by the Invigilator)
- aid, or attempt to aid, another learner
- obtain, or attempt to obtain, aid from another learner, or Invigilator
- communicate, or attempt to communicate:
  - with another learner within the Centre
  - with a person outside the centre by electronic means.

13. A learner must not:

- take out, or attempt to take out, of the examination, any answer books, whether used or unused
- take out the examination paper (if applicable)
- damage the examination premises or its furniture.

### Know that if rules are broken – this is noted and there may be penalties

14. If a learner breaks any of the above rules, it will be recorded as a breach of the examination and will be investigated. Penalties may be imposed on the learner.

#### More information on Tipperary ETB's Examination procedure

[Examinations: planning, conducting and concluding procedure](#)

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<sup>1</sup> Exceptions include resources specifically required for the assessment event, for example, a dictionary, maths formulae and log table.

## **Use of a dictionary in an examination**

If English is not your first language, you may be able to apply to use a dictionary during examinations. Read about the specific conditions you must meet to be allowed to use a dictionary. See [Guidelines for Use of Dictionaries in Examinations](#). If this is allowed for your module or course, you will need to:

- a. ask for the relevant form to request to use the dictionary
- b. complete it
- c. get your teacher to sign it
- d. bring this form along with you and show it to your examination supervisor.

## **2.19. Repeats**

If you are not successful in your module, you may be offered repeat assessments. However, it depends on the module and a number of other factors. You may not repeat in order to improve a successful grade.

### **Repeat rules**

You cannot always repeat. Some assessments have special conditions or locations which mean you cannot repeat them. For example, practical assessments that require specialist or other facilities located outside of your centre, or, access to the workplace may be difficult to get.

For some courses (for example Early Learning and Care – ELC courses), there are special rules for repeat assessments. Your coordinator will let you know if there are repeat rules for your course.

### **Costs of repeats**

In certain cases, we may charge learners fees to repeat. For example, where there are transport needs or if special access is needed for specialised facilities. If this is the case, your centre will tell you how much it costs.

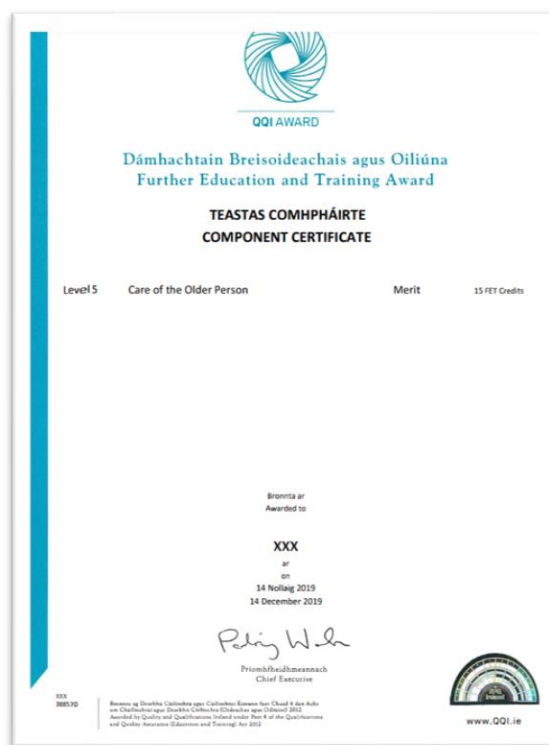
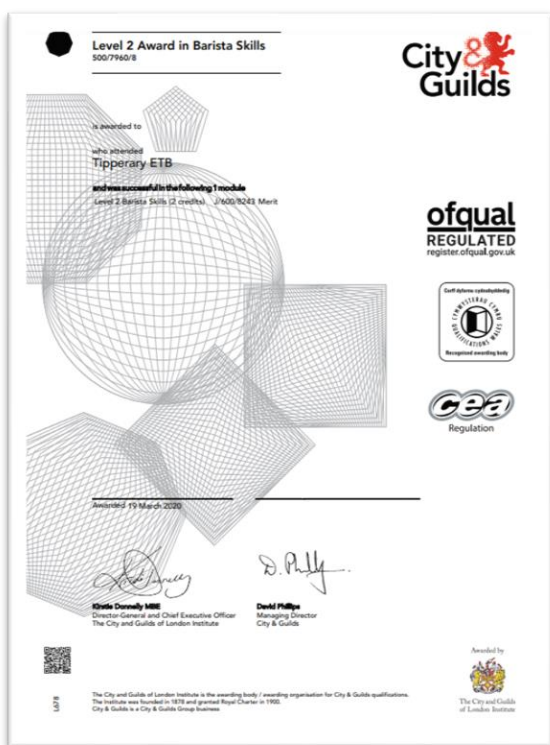
### 3 Certification and progression

#### 3.1 When certificates are issued

Once your results have been approved by Tipperary ETB's Results Approval Panel, you will receive a statement of your final results from your centre. Keep this statement safe until the award certificate is issued. You may need it to prove your qualification or results to employers or you may need it for entry to other courses.



Before you leave your course, make sure that your coordinator has your up-to-date postal address and contact information. Below are samples of certificates.



### 3.2 Lost certificates

You may be able to request a copy of lost certificates by contacting the awarding body directly. However, you may have to pay a fee to get your certificate replaced.

- For replacement QQI certificates, contact QQI.
- For other certified courses, contact your centre for information.

#### Lost certifications for QQI courses

[Requesting a replacement certificate | Quality and Qualifications Ireland \(qqi.ie\)](#)

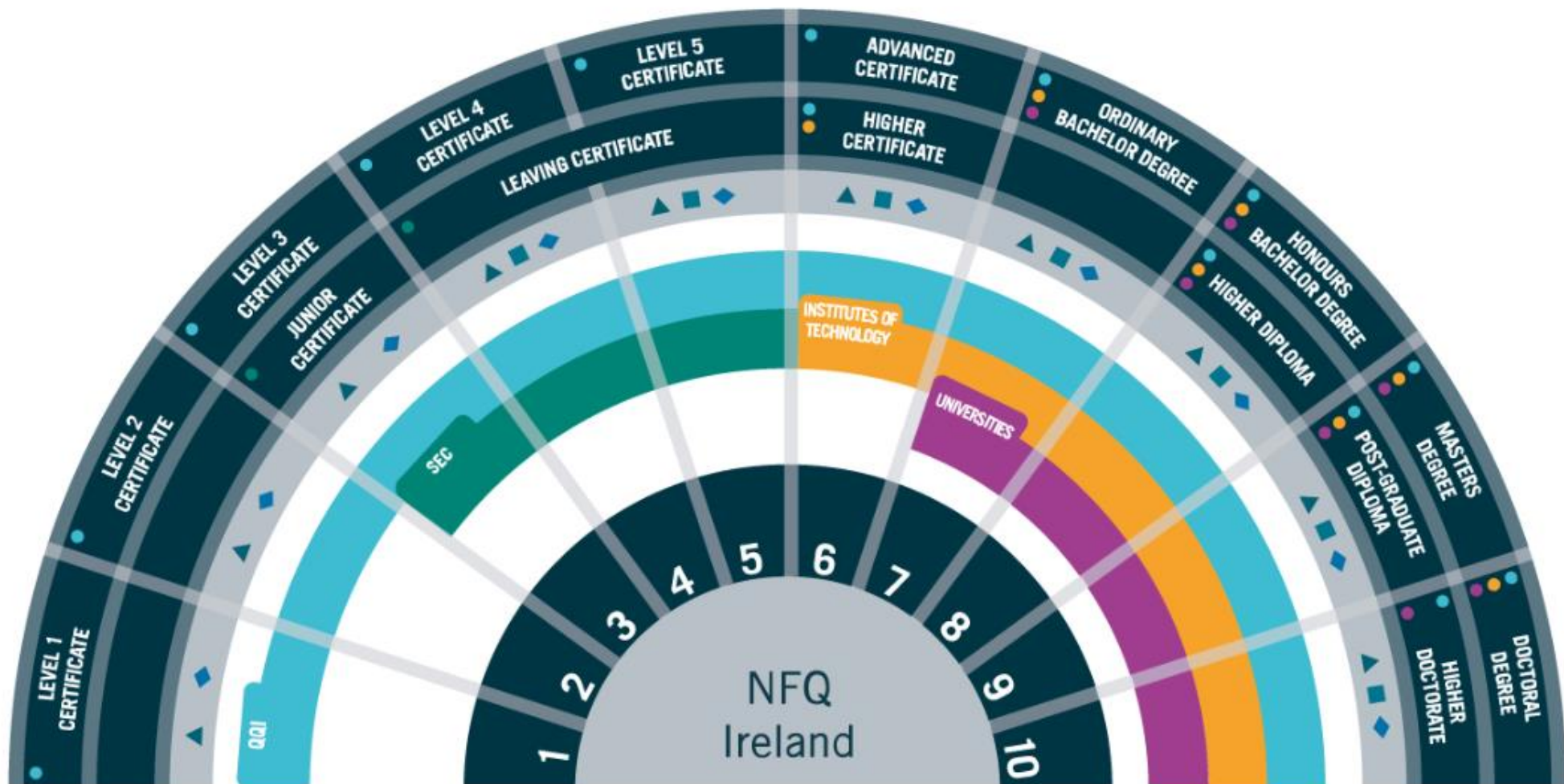
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### 3.3 Progression: the National Framework of Qualifications (NFQ)

The National Framework of Qualifications (NFQ) is a useful resource to know about as it classifies and compares qualifications. The NFQ has 10 levels, as shown in the fan diagram on the next page. Each level tells you about the range of knowledge, skill and competence required to achieve a particular qualification.

You can use the NFQ to find out more about courses that you are interested in and to help you make informed decisions when choosing a course. The NFQ also makes it easier for you to explain to others what qualifications you have and those you are working towards. This becomes important when you are considering further learning or when you are applying for a job – both in Ireland and abroad.



## More information on the NFQ

[National Framework of Qualifications | Quality and Qualifications Ireland \(qqi.ie\)](https://www.nfq.ie/)

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To make  
progress,  
know the entry  
requirements

### 3.4 Progression: Awareness of course requirements

Courses have different **entry requirements**. It is critical that you are aware of the requirements relating to the next course you are hoping to do. This will help you successfully plan and work to meet these criteria.

#### Grades and modules

If you are thinking about progressing to another course at a higher level while doing your current course, remember:

- there may be grades that you need to achieve
- there may be modules that you must have studied.



You need to know this information, so that you can aim to achieve this and progress to this course.



## Specific course requirements

Progression courses that you are interested in may have other specific course requirements and you should be aware of these also. For example, some higher education colleges require that the 120 credits for your QQI major award in Level 5 are achieved between 1 August and 31 July of any certification year.

## Employment requirements

Finally, if you want to enter employment, there may be requirements that you:

- pass all your modules
- complete a minimum number of work placement hours
- complete a particular set of modules.

### 3.5 Progression: Opportunities within Tipperary ETB

Tipperary ETB offers courses up to NFQ Level 6 in a variety of different areas.

If you are considering another course of study within the ETB, you can talk to your teacher, coordinator or career guidance person in your centre about options.

We also provide general progression options through services including The Adult Education Guidance and Information Service.

This service offers information to learners, and to the public, on local and national courses. One-to-one guidance is also available to specific target groups.



#### For more information on the Adult Guidance and Information Service

[Adult Guidance and Information Service – Tipperary Education and Training Board \(etb.ie\)](https://www.etb.ie/adult-guidance-and-information-service)

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### 3.6 Progression: Possibilities from NQF Level 5 courses to third level

Many learners aim to progress from Level 5 and Level 6 courses within Tipperary ETB to third level education in institutes of technology or universities. If you have access to a careers guidance counsellor, they may be able to help you if you wish to apply to third level.

Some Tipperary ETB QQI Level 5 courses have direct links to courses at third level in Ireland and the UK. If you are interested, discuss these options with:

- your course coordinator or teacher
- the Careers Guidance Counsellor
- Tipperary ETB's Adult Guidance and Information Officers.



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