



**Tipperary**  
**ETB**

Bord Oideachais & Oiliúna Thiobraid Árann  
Tipperary Education & Training Board

**Marking Procedure**  
(for Further Education and Training)

Version 3.0

Created: August 2019  
**Last updated: June 2024**

## Marking Procedure

---

<b>Policy Area</b>	Assessment of Learners
<b>Procedure Reference No.</b>	-
<b>Version</b>	V 3.0
<b>Date Created and Approved</b>	August 2019
<b>Approved by</b>	QA Governance Group
<b>Last Updated</b>	-
<b>Procedure Review Date</b>	June 2026
<b>Summary of Amendments</b>	<p><b>Change:</b> new Tipperary ETB Template applied</p> <p><b>Change:</b> work that is identified as plagiarised is now referred to the ETB's Academic Misconduct Procedure (not the former Plagiarism Code of Conduct which is rescinded).</p> <p><b>New:</b> on pre-marking processes (section 2)</p> <p><b>New:</b> requirement for assessor review of borderline grade (section 4).</p> <p><b>New:</b> the IV process will verify that borderline grades have been reviewed by the assessor (section 5)</p> <p><b>New:</b> section on marking late submissions (section 7)</p> <p><b>New:</b> section on feedback to learners on marked assessment and importance of early marking and feedback to support good academic integrity (section 8)</p> <p><b>New:</b> section on post-assessment (section 9)</p>
<b>Document Owner</b>	Development, Support & Quality Department (via QA Office)
<b>Document Owner Contact</b>	<a href="mailto:qualityoffice@tipperaryetb.ie">qualityoffice@tipperaryetb.ie</a>

## Acronyms

---

<b>DSQ</b>	Development, Support and Quality (Department)
<b>EA</b>	External Authentication
<b>ETB</b>	Education and Training Board
<b>FET</b>	Further Education and Training
<b>IV</b>	Internal Verification
<b>NFQ</b>	National Framework of Qualifications
<b>SMT</b>	Senior Management Team
<b>QA</b>	Quality Assurance
<b>QCI</b>	Qualification and Quality Ireland

## Definitions

---

<p><b>Locally devised and managed assessment</b></p>	<p>Local assessment <b>is</b> where the assessor has responsibility for the devising, administration and monitoring of the module’s assessment instruments and related documentation (marking scheme(s) and outline solutions(s)) that are to be used to assess the learner group.</p> <p>Key to local assessment is that the assessor has ‘ownership’ of the assessment tools. This means that they develop them in line with the information contained in the module (eg vocational slant) and also in line with the needs/focus of the learner group. Further, it means that the assessor has the autonomy to make future modifications to the assessment instruments as per self or peer evaluation, learner feedback and EA feedback.</p>
--	--

## Table of Contents

---

1.	Introduction.....	5
1.1	Purpose .....	5
1.2	Scope .....	5
1.3	Responsibilities for Implementation .....	5
1.4	Other Relevant Policies, Procedures, Guidelines .....	5
2.	Pre-marking .....	6
3.	Conducting Marking .....	6
4.	Assessor Review of Borderline Grades.....	7
5.	Evidencing and Verification of Assessor-Review of Borderline Grades .....	9
6.	Cancelled Answers in Examinations .....	10
7.	Marking Late Submissions .....	10
8.	Feedback to learners on marked assessments.....	10
9.	Post Marking.....	11
10.	Internal Monitoring and Review of this Procedure.....	11
11.	Evidence of Implementation of this Procedure .....	11
12.	Monitoring of Effectiveness Evidence of this Procedure .....	11
	Appendix A: Sample Marked Learner Evidence .....	12

## 1. Introduction

---

Marking accurately, transparently, fairly and consistently is essential part of Tipperary ETB's quality assured assessment process.

### 1.1 Purpose

The purpose of this document is to:

- describe the minimal QA requirements for the marking process of learner assessment evidence.
- describe the process to be applied by assessors when the marking process results in a learner achieving a result that is a borderline grade.

### 1.2 Scope

This procedure applies to Qualification and Quality Ireland (QQI) Further Education and Training (FET) programmes that use the system of locally<sup>1</sup> devised and managed assessments. Whilst the focus is primarily on levels 4 to 6 programmes that use numerical marking systems, some content applies to levels 1 to 3 programmes.

This procedure does not provide guidance on *how* to create quality assured marking schemes or rubrics. This guidance is available in Tipperary ETB's [Devising Assessments: Guidelines for Assessors](#).

### 1.3 Responsibilities for Implementation

Responsibilities for implementation of this procedure are as follows:

- **Assessors** are required to mark all learner assessment evidence following quality assured process in advance of submitting the learner's work to the authentication process.
- **Internal Verification staff** have responsibility for verifying that all borderline grades have undergone review by the assessor.
- The FET **Senior Management Team (SMT)** is responsible for oversight of quality assurance procedures and practices.
- The **FET QA Office** monitors this procedure to ensure it is effective and up-to-date.

### 1.4 Other Relevant Policies, Procedures, Guidelines

- [Devising Assessments: Guidelines for Assessors](#)

---

<sup>1</sup> See definition of local assessment on page 3.

- [Academic Misconduct Procedure](#)

## 2. Pre-marking

---

- 2.1 Marking schemes are a requirement of the QQI assessment process and must be created and used for marking purposes for each assessment brief or examination. (A detailed marking rubric may also act as a marking scheme).
- 2.2 Marking schemes must be created in line with the assessment criteria (on the learner marking sheet) and must follow the module's assessment guidelines.
- 2.3 The design of marking schemes must ensure that each assessment criterion is broken down into further assessment points. Each assessment point or descriptor must be appropriately weighted, and must meet the standard of the NFQ level being assessed.
- 2.4 Marking schemes must include marks for all assessment tasks asked in the assessment brief or examination.
- 2.5 Marking schemes must follow the minimum standard of presentation prescribed in [Tipperary ETB's Marking Scheme Template](#).

## 3. Conducting Marking

---

- 3.1 Marking practice by assessors must be applied **using a standards-based** approach with careful consideration given to the meaning of assessment criteria and their assessment points and the current NFQ level of the module.
- 3.2 Where a learner has produced written evidence, **place a mark** (for example tick/date/initial/allocated mark), using a **green pen**, on **all pages** submitted by the learner for assessment purposes.
- 3.3 In addition, when a learner has written something that results in a mark being awarded, this **mark should be written by the assessor beside the evidence** (paragraph/sentence/bullet point/graphic/diary entry/etc.) being awarded the mark. An example of this is shown in the [appendix](#).

In practice, this would mean that when an assessor adds up all of the marks indicated on the assessment evidence, the total mark will equal the total mark on the marking sheet for this piece of evidence. It does not necessarily mean that every individual mark recorded on the assessment evidence will also be individually recorded on the marking sheet. For example, a learner has completed a project. The project's marking scheme may indicate that a learner

will be awarded 5 marks each for up to three references for appropriate legislation (15 marks in total, therefore). The assessor may record 5 marks for including a correct reference in the introduction, 5 marks in the main body of the project and finally 5 marks in the conclusion. 15 marks will be recorded on the marking sheet but on the assessment evidence there will be three sets of 5 marks beside the evidence.

- 3.4 Ensure **all parts of learner assessment evidence is marked**, including digital evidence, when determining the learners overall mark and grade.
- 3.5 Assessors are asked to **desist from recording comments** on the assessment evidence. (Commentary can be noted on draft work).
- 3.6 Where a learner has produced **practical pieces** for the purposes of certification, for example, artwork or pieces of furniture, place mark or stamp on the back of the piece, (somewhere it will not deface the piece) or on any supporting documentation.
- 3.7 **Transfer** all recorded marks from the marking scheme to the module's marking sheet. Ensure accurate transfer.
- 3.8 **Sign** the module's marking sheets as an endorsement of the marks/grade and include **in the front** of the learner portfolio of assessment evidence.
- 3.9 Where an assessor identifies **plagiarised work**, this should be noted on the learner's script and any appropriate amendments made to the mark, as per [Academic Misconduct Procedure](#). Ensure visibility for the authentication process.

#### 4. Assessor Review of Borderline Grades

---

Where a learner attains a mark which places them borderline between grades, the assessor must complete a further reflection and review of the grade(s) given. This is to ensure that the marking strategy has genuinely identified those learners who:

- i. have achieved (or not) the learning outcomes to an **acceptable** level ie Pass and Unsuccessful grades,
- ii. have achieved the learning outcomes to a **good** standard ie Merit grade,
- iii. have achieved **outstanding** standards ie Distinction grades.

Assessors must be confident that the grades awarded are not just the inevitable result of the marking scheme used.

A borderline grade is where the mark is **plus or minus 2%** off the grade eg 78 or 79% and 81 or 82%.

- 4.1 Locate the [QQI Grading Criteria](#) (and see figure 1).
- 4.2 Compare the learner’s work in its entirety against the grade descriptor statements.

For example, if the marking results in the learner receiving 80%, you must check how the learner’s work compares to the statements that match the description of a Distinction grade (80-100%).

In other words, you must be confident the standard of portfolio of assessment evidence is of an ‘excellent’ standard, that the portfolio evidence shows fluent and confident use of vocational language, that the standard is such that the evidence clearly shows an in-depth understanding of the subject-matter shown, and so on. Compare the evidence against the Merit standard statements also.

Pass	Merit	Distinction
<p><b>A Pass indicates that the learner has:</b></p> <ul style="list-style-type: none"> <li>▪ achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard</li> <li>▪ used the language of the vocational/specialised area competently</li> <li>▪ attempted to apply the theory and concepts appropriately</li> <li>▪ provided sufficient evidence which has relevance and clarity.</li> </ul>	<p><b>A Merit indicates that the learner has:</b></p> <ul style="list-style-type: none"> <li>▪ achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved</li> <li>▪ used the language of the vocational/specialised area with a degree of fluency</li> <li>▪ expressed and developed ideas clearly</li> <li>▪ demonstrated initiative, evaluation and analytical skills</li> <li>▪ presented coherent and comprehensive evidence.</li> </ul>	<p><b>A Distinction indicates that the learner has:</b></p> <ul style="list-style-type: none"> <li>▪ achieved the learning outcomes as outlined in the minor award - a distinction implies that an excellent standard has been achieved</li> <li>▪ used the language of the vocational/specialised area fluently and confidently</li> <li>▪ demonstration-depth understanding of the subject matter</li> <li>▪ demonstrated a high level of initiative, evaluation skills</li> <li>▪ demonstrated analytical and reflective thinking</li> <li>▪ expressed and developed ideas clearly, systematically and comprehensively</li> <li>▪ presented coherent, detailed and focused evidence</li> </ul>

Figure 1: QQI’s Grading Criteria<sup>2</sup>

- 4.3 Where the assessor identifies an anomaly following this comparison, a review of the marking of the learner’s assessment evidence must take place, and, the marks amended to reflect the actual grade that represents the learner’s assessment performance.
- 4.4 It’s important to remember that the QBS, QQI’s certification system, defaults to the automatic rounding up of all final results with a decimal place appended eg

<sup>2</sup> Taken from: <https://www.qqi.ie/sites/default/files/2021-10/quality-assuring-assessment-guidelines-for-providers-revised-2013.pdf>



79.1% will default to a Distinction grade on data entry to the QBS. Therefore, the assessor will need to be clear about the correct grade and adjust the decimal accordingly, to avoid the awarding of an incorrect grade by the system.

## 5. Evidencing and Verification of Assessor-Review of Borderline Grades

5.1 The assessor should complete their review (of the grade) using a template similar to the one below:

<b>Learner's current result:</b>		<b>Learner's current grade:</b>	
Refer to the statements below of the relevant grade you are reviewing and tick to confirm if you are satisfied that the result/grade above matches the grade descriptions below:			
<b>Pass</b>			
	Achieved the LOs as outlined in the minor award to the acceptable minimum standard		
	Used the language of the vocational/specialised area competently		
	Attempted to apply the theory and concepts appropriately		
	Provided sufficient evidence which has relevance and clarity		
<b>Merit</b>			
	Achieved the LOs as outlined in the minor award to a good standard		
	Used the language of the vocational/specialised area with a degree of fluency		
	Expressed and developed ideas clearly		
	Demonstrated initiative, evaluation and analytical skills		
	Provided coherent and comprehensive evidence		
<b>Distinction</b>			
	Achieved the LOs as outlined in the minor award to an excellent standard		
	Used the language of the vocational/specialised area fluently and confidently		
	Demonstrated in-depth understanding of the subject-matter		
	Demonstrated a high level of initiative and evaluation skills		
	Demonstrated analytical and reflective thinking		
	Expressed and developed ideas clearly and comprehensively		
	Provided coherent, detailed and focused evidence		
<b>Notes by assessor, (if needed):</b>			
<b>Learner's reviewed result:</b>		<b>Learner's reviewed grade:</b>	
<b>Assessor Signature:</b>			

5.2 This review document should be signed by the assessor and presented with the learner's portfolio of evidence for the Internal Verification (IV) and External Authentication (EA) processes (where the review has taken place).

- 5.3 The IV process will look for evidence of assessor review of borderline grades.
- 5.4 This document should also follow into the EA process for the EA to consider and held as part of the learner assessment record.

## 6. Cancelled Answers in Examinations

---

- 6.1 The assessor can consider any cancelled answers in examination scripts for borderline grades when reviewing the learner's portfolio against the [QQI Grading Criteria](#).
- 6.2 Cancelled answers cannot be considered for non-examination techniques eg learner record, project etc.

## 7. Marking Late Submissions

---

- 7.1 In the case of late submission of work for assessment without an approved extension of the assessment deadline, the work should not be accepted for marking.

**Note:** learner information on assessment deadlines and compassionate consideration is essential to avoid late submissions by learners.

## 8. Feedback to learners on marked assessments

---

- 8.1 Formal feedback on assessment is a key aspect of assessment for learning. It is important for enabling learner development and progression. Feedback on assessment should be given to learners as soon as possible to enable them to review progress and to identify areas for improvement in future work. Early marking and provision of learner feedback is critical to detect academic misconduct and provide the necessary learner supports.
- 8.2 All learners should receive formal feedback, including the assessor's provisional mark:
- After every assessment technique
  - As soon as possible
  - To a max of 15 working days for longer courses (pro-rata shorter courses)
  - If the assessor has exceptional circumstances and cannot complete timely feedback, agree feedback deadline with the FET line manager.

## 9. Post Marking

---

- 9.1 Marking schemes must be continually monitored by the assessor and modifications made using feedback from the internal verifier, the external authenticator any other internal monitoring process, along with changes to factors that impact the assessment and marking scheme eg legislation, technology etc. Important information can also be gleaned from marked learner evidence and results obtained in terms of identifying potential weakness in the marking schemes.

## 10. Internal Monitoring and Review of this Procedure

---

The FET QA Office is responsible for monitoring and evaluating the effectiveness of this policy and ensuring its compliance with standards and relevance practice and programme changes. Monitoring and review are supported by the relevant QA governance groups and informed by stakeholder's feedback.

The review schedule is shown on the table on page 2.

## 11. Evidence of Implementation of this Procedure

---

Evidence to confirm implementation of this procedure may include, for example:

- Implementation of marking
- Review of borderline grades
- Internal verification process
- External authentication process
- Other monitoring/review processes.

## 12. Monitoring of Effectiveness Evidence of this Procedure

---

The following can be considered when evaluating the effective implementation of this procedure, for example:

- Evaluating and reviewing feedback from assessors,
- Evaluating IV process and reports,
- Evaluating EA process and reports, and, grade change recommendations.

**Appendix A: Sample Marked Learner Evidence**

Section B

Q3 a Ethical guidelines are rules on how the psychologist should treat the public. Set of principles used to guide us and protect your ~~from~~ mental health and privacy. (4)

b. Informed consent → Make sure the person gives consent to participate. ✓  
 Deception → Misleading the participant is unethical (6)  
 Right to withdraw → participant has the right to withdraw <sup>at</sup> any point and take their data.

c. Freud introduced the world to the talking cure. He believed there was 3 layers to the mind which was your conscious which is thoughts/perception your preconious which was your memory and then unconscious which is where you put all fear/anxieties and all negative thoughts from childhood. He believed bringing stuff from the unconscious to conscious can help the client overcome these things. He also thought dream analysis ~~can~~ could help too. He believed the first 5 years of a child's life are most important and that many problems as an adult can be traced back to childhood traumas trapped in the ~~un~~ unconscious. Although he has been discredited and judged over his belief on children's sexual urges he has done a lot of good for modern psychology with his thoughts on the unconscious mind and introducing the talking cure. (2)