



**CARLOW  
COLLEGE**  
ST. PATRICK'S

**TITLE: ASSESSMENT OF LEARNERS POLICY**

<b>Effective Date</b>	07 June 2017	<b>Version</b>	02
<b>Approved By</b>	Academic Council	<b>Date Approved</b>	07 June 2017
		<b>Review Date</b>	07 June 2020 <i>or as required</i>
<b>Superseded or Obsolete Policy / Procedure(s)</b>		<b>Owner</b>	
QA Handbook 2011 – Related Sections		Office of the Registrar	

**1. Purpose of Policy**

Carlow College, St. Patrick's (hereafter Carlow College) recognises the centrality of learner assessment to the educational endeavour and to processes of progression and recognition for individual learners. The *Assessment of Learners Policy* sets out the purposes and scope of assessment practice in the College the related administrative procedures and regulations applying to the conduct of learner assessment leading to certification.

Quality Assured Learner Assessment is a key component of Quality Assured Educational Programmes and is core to the design and provision of the educational programmes which are at the heart of the College's mission.

The key regulatory requirements relevant to this Policy are:

- the National Framework of Educational Qualifications (2003);
- the Framework for Qualifications of the European Higher Education Area (2005);
- the role and functioning of Quality and Qualifications Ireland as the degree awarding body for Carlow College.

**2: Scope of Policy**

The provisions and application of this Policy is mandatory on all College personnel engaged with Learner Assessment, whether in a direct or in an administrative capacity.

### **3: Policy Statement**

#### *3.1 Purposes of Learner Assessment*

Learner assessment may serve to identify the current knowledge of a learner, support the development of their learning, and provide a measure of learner achievement of prescribed learning outcomes. In all cases assessment is to be conducted within the context of specific modules. Accordingly, diagnostic, formative and summative assessment practices must relate to the identified learner outcomes for the given module, the specified transferable skills and knowledge for the programme, and the related stage on the National Framework of Qualifications. It is particularly important that learners experience a wide range of assessment, that the diversity of the student body is taken into account when designing assessment strategies and that opportunities for active student involvement in assessment are present.

Learner Assessment enables recognition of Learner achievement of learning outcomes and all modules must be assessed. A student may not be deemed to have achieved the required learning outcomes for a given module without undertaking related summative assessment or assessments.

A learner may not be permitted to progress from one stage of a programme to a higher stage of a programme without having displayed, through appropriate assessment, the achievement of the required learning outcomes.

#### *3.2 Credibility and Security of Learner Assessment Procedures*

The creditability and security of assessment procedures is core to value placed on assessment outcomes by internal and external audiences. All assessment for certification must be subject to external review.

Module assessment details must be provided to all learners in advance of their taking a given module. The rationale under-pinning assessment modes and their relationship to module and programme learning outcomes must be detailed for learners. All assessments must be criterion based and grading criteria must be available to learners in advance. Learners must also be aware of the consequences of late or missed assessment components.

When diagnostic and formative assessment is under-taken, it's purposes are best achieved through timely and appropriate feedback. This is particularly important during the first year of a learner's programme.

The administration of summative examination procedures, including such matters as the setting of exam papers, arrangements for the sitting of exams, the procedures for maintaining of the security of examinations scripts, the recording of results, the holding of Boards of Examinations, and procedures for the Appeal of Assessment decisions are set down in in College Regulations.

#### *3.3 Review and Development of Learner Assessment*

It is important that the assessment types, materials, tasks, practice etc. are reviewed to ensure that they remain appropriate to the module and programme as these develop. Accordingly, procedures for review and renew of assessment modes and weighting should be conducted periodically. These procedures should include feedback on assessment from learners and from external examiners.

#### **4: Roles and Responsibilities**

The Office of the Registrar and Vice President for Academic Affairs holds responsibility for all matters, including Quality Assurance, in relation to Learning Assessment. In this role, it is supported by the relevant College Committees, including the Teaching, Learning and Assessment Committee. The Office reports to the President, the Academic Council and the Board of Governors.

#### **Associated Documentation**

- Regulations in Relation to Assessment and Standards

#### **5: Monitoring and Review**

The Teaching, Learning and Assessment Committee will monitor the implementation of the Assessment of Learners Policy annually and provide a report to the Vice President for Academic Affairs / Registrar. It will review the Policy at the direction of the Vice President for Academic Affairs / Registrar, but at a minimum of every three years and provide a report with recommendations to the Vice President for Academic Affairs / Registrar and the Academic Council.