Title	Core Statutory Quality Assurance (QA) Guidelines Statutory QA Guidelines – Assessment Section
Description	This is the assessment section of the core statutory guidelines for all FET providers. Providers must ensure their own policies and procedures meet the guidelines
User	VET Providers and staff when developing their assessment policies and procedures
Goal	To guide providers in the development of their quality assured assessment framework
Objective	To provide clarity around the specific requirements that need to be met in relation to assessment of learners
Method	These are available to providers on www.qqi.ie
Recommended Use	All FET providers must follow these guidelines when reviewing/developing their quality assured policies and procedures
When	When providers are reviewing/developing their policies and procedures in relation to assessment for learners
Language	English
Further links	QQI Core Statutory Quality Assurance (QA) Guidelines Statutory QA Guidelines available at http://www.qqi.ie/Publications/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf

Core Statutory Quality Assurance (QA) Guidelines Statutory QA Guidelines developed by QQI for use by all Providers

Section 6 ASSESSMENT OF LEARNERS

"The provider's assessment framework establishes the provider's philosophy on, and approach to, the assessment of learners in both formal assessments (where it leads to certification) and in in-house assessment. It also addresses the administration of assessment by the provider.

6.1 Assessment of learning achievement

The assessment framework incorporates procedures and systems for the security and integrity of the assessment process, to include:

a) Assessment materials (test/task briefs, exams briefs etc.)
b) Assessment processes (supervision of tests etc.)
c) Learner work (assignments, practical tests, exam scripts, project work etc.)
d) Records of learner assessment maintained by the provider

The assessment of learners measures or infers the achievement of learning. Assessment is fair and consistent, carried out professionally at all times and takes into account the extensive knowledge that exists about testing and examination processes. Feedback on, and analysis of, assessment also provides valuable information for providers about the effectiveness of the programme, teaching and learner supports.

Policies and procedures related to the assessment of learners address:

i) Learner responsibility for demonstrating learning achievement
ii) How assessment supports standards based on learning outcomes
iii) How assessment promotes and supports effective learning and teaching
iv) The credibility and security of assessment procedures
v) The regulation of assessment methods, ensuring that they are reviewed and renewed as necessary with the involvement of learners to adapt to evolving requirements
vi) The assessment of learners at appropriate points in the programme and ensure that feedback on the outcomes of assessment is provided to students in a timely and appropriate manner
vii) Learners are informed about how and why they are assessed and provided with feedback on assessment
viii) Learners are involved in the periodic review of assessment procedures

The processes for assessment, complaints and appeals meet the same standards of fairness, consistency and fitness-for-purpose as assessment in general. In particular, they are straightforward, efficient, timely and transparent." *Core Statutory Quality Assurance (QA) Guidelines Statutory QA Guidelines developed by QQI for use by all Providers, April 2016/QG1-V1 © QQI, Section 6, page 15*