



CARLOW COLLEGE
ST. PATRICK'S

Regulations in Relation to Assessment and Standards

February 2018

Teaching, Learning and Assessment
Committee

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1 Introduction

Carlow College, St Patrick's (hereafter Carlow College) recognises that the credibility of its qualifications relies on the validity and reliability of its procedures for the assessment of learners at institutional, programme and modular levels.

The regulations and guidelines contained in this document relate to the assessment of all modules and taught programmes that lead to a Carlow College award at levels 7, 8 and 9 of the National Framework of Qualifications (NFQ).

This document should be used in conjunction with *Quality and Qualifications Ireland Assessment and Standards* (Revised 2013). The principles and guidelines identified in this document provide the foundation for Carlow College's assessment procedures.

The **Principles** contained within the Quality and Qualifications Ireland (QQI) document are organised under six themes:

1. Learners are responsible for demonstrating their learning achievement;
2. Assessment supports standards based on learning outcomes;
3. Assessment promotes and supports both effective learning and teaching;
4. Assessment procedures are credible;
5. Assessment methods are reviewed and renewed as necessary to adapt to evolving requirements;
6. Learners are well informed about how and why they are assessed.

The **Guidelines** are elaborated in the QQI document under the following headings:

1. Introduction: which refers to *The Standards and Guidelines for Quality Assurance in the European Higher Education Area* (as revised and endorsed by the Bologna Follow-up group in September 2014);
2. The Meaning of Fairness
3. The Meaning of Consistency
4. Student assessment procedures are expected to be designed to measure the achievement of the intended learning outcomes and other programme objectives
5. Student assessment procedures are expected to be appropriate for their purpose, whether diagnostic, formative or summative
6. Student assessment procedures are expected to have clear and published criteria for Marking
7. Student assessment procedures are expected to be undertaken by those who understand the role of assessment in the progression of students towards the achievement of the knowledge and skills associated with their intended qualification
8. Student assessment procedures are expected to not, where possible, rely on the judgements of single examiners
9. Student assessment procedures are expected to take account of all the possible consequences of examination regulations

10. Student assessment procedures are expected to have clear regulations covering student absence, illness and other mitigating circumstances
11. Student assessment procedures are expected to ensure that assessments are conducted securely in accordance with stated procedures Assessment procedures should be secure, confidential and compliant with Data Protection and applicable Freedom of Information legislation
12. Student assessment procedures are expected to be subject to administrative verification checks to ensure the accuracy of the procedures
13. Records are maintained to facilitate monitoring and reviews
14. There are procedures for the promulgation of assessment results
15. There are procedures for appeals and complaints by learners
16. The provider appoints at least one independent expert external examiner for each award programme
17. Students should be clearly informed about the assessment strategy being used for their programme, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance

Responsibility

The Office of the Registrar has overall responsibility for the conduct of assessments in Carlow College and shall, in particular, ensure effective implementation of procedures approved by the Academic Council regarding conduct of assessments.

2 Examinations

2.1 Procedures for the Setting, Holding and Correction of Final Examinations

2.1.1 Rules and Regulations for College Examinations

1. Candidates must be present at the Examination Hall ten minutes before the commencement time of the examination. Full-time and part-time students must have their current College I.D. cards with them.
2. There will be no admittance to the Examination Hall thirty minutes after the examination has begun. No candidates may leave the Examination Hall until half the stated examination time has elapsed. No candidates may leave the Examination Hall during the final thirty minutes of the examination.
3. Strict silence must be observed on entry to the Examination Hall and in the course of the examination. Should a candidate need the attention of the invigilator, he/she must raise a hand without leaving his/her seat.
4. Candidates may not leave and return to the Examination Hall during an examination unless accompanied by an invigilator. When leaving the Hall, for whatever reason, due consideration should be given to other candidates doing examinations.
5. No cheating: candidates shall not by any improper means obtain, or endeavour to obtain, assistance in their work. Neither shall they give, or endeavour to give, assistance to any other candidate, or commit any breach of good order.
6. It is the responsibility of candidates to ensure that they have all necessary writing materials. Pencil cases should be placed on the floor when not in use.
7. Should a candidate miss an examination paper through illness, a deferral request form must be completed and this, along with a doctor's certificate, should be furnished to the office of the Registrar.
8. Upon completion of the examination, the candidate should leave the script(s) on his/her own desk for collection by the invigilator. The candidate should raise a hand to indicate that the examination has been completed. The candidate should wait for the invigilator to collect the script before leaving the Examination Hall.
9. It is the responsibility of the candidate to ensure that the cover page of each script is appropriately filled in.
10. No food or drink is permitted in the Examination Hall. Where necessary, a glass of water will be provided by the invigilators.
11. Candidates must ensure that all mobile phones and other electronic devices are fully switched off and are placed under their chairs for the duration of the examination. Subsequent discovery of a device in the possession of a candidate will result in the forfeiting of the examination. Should a mobile phone ring the candidate will forfeit the examination and will be obliged to re-sit at the next scheduled sitting of the examination.
12. A candidate who commits any infringement of the rules governing examinations is liable to disqualification from the particular examination, to immediate expulsion from the Examination Hall, and to such further penalty as may be determined by the Examinations Disciplinary Board, comprising the Registrar and two Programme

Chairs. Candidates who have been granted additional arrangements under Reasonable Accommodations are required to comply with the agreed terms.

13. In the event of an emergency, candidates should remain seated in silence and follow the instructions of staff and invigilators.

(Updated February 2018)

2.1.2 Rules and Regulations for Performance Examinations

1. Learners should perform in a professional manner with due respect for examiner(s) and other learners.
2. Nothing should be brought into the exam room without prior agreement of the examiner(s) and/or lecturer(s).
3. Mobile phones and electronic devices are normally not permitted in examinations except in cases where a student requires the device in order to play a backing track or to display notation/chords. In all instances, devices should be switched to “Airplane Mode”.
4. Instruments and equipment should not be altered or added to without prior notice.
5. Learners’ electrical musical equipment is not permitted without prior consent.
6. For ‘Classical’ and ‘Contemporary’ performance, sheet music may be permitted by prior agreement with the lecturer but it must be free from extra-published notation and directions unless prior approval has been obtained from the lecturer. Lettered names are not permitted on staff notation. For ‘Traditional’ performance, sheet music may not be permitted in the assessment.
7. Examiners and accompanists are not permitted to prompt the examinee during the course of the assessment.
8. Learners should produce journal notes for group and solo performances in accordance with the guidelines for producing journal notes. Journal notes must be submitted in advance to the relevant lecture.
9. For group performance examinations, candidates should wear appropriate black clothing, unless otherwise advised by the lecturer.
10. For solo examinations, learners and accompanying participants should be dressed professionally and appropriately to the context of the performance. Any queries should be addressed to the lecturer prior to the exam.
11. Learners should notify the technician of all requirements in advance of the examination.
12. Candidates should note that sound-checks are not to be used for rehearsal. The time allocated should be used efficiently for the performer(s) to familiarise themselves with the performance space and bring about the optimum audio requirements.
13. Learners should arrive promptly for their sound-check (where applicable) at the allocated time. Candidates should present at the venue 15 minutes prior to the commencement of the examination to prepare, tune and/or warm-up as appropriate.
14. Attendance sheets (two copies) should be signed by all examination candidates.
15. Performance assessments may not be recorded by learners or audience members.
16. Late entry or re-entry to the performance space will only be permitted during a suitable break in the performance.

(Updated 10 July 2017)

2.1.3 Procedure Around Setting of Exam Papers and Timetabling of Exam Sessions

Examination papers for Summer and Autumn Exams are set by the relevant assessors in accordance with *Carlow College: Guidelines for Examination Papers* (2013–14). Following proof-reading by Programme Board Chairs and typesetting by the Central Administration Office, they are sent to the relevant external examiners for comment. Comments are sent back to the Office of the Registrar and changes are made in consultation with the relevant assessors and the Central Administration Office. Final exam papers are stored securely by the Central Administration Office in soft and hard copies.

The timetable for the examination session is drawn up by the Office of the Registrar in conjunction with the Exams Officer, Head of Student Services and the Central Administration Office. Learners, assessors, administrators, support and maintenance staff are given, one month prior to each examination session, full details of the time, location and duration of examinations.

The Academic Resource Office identifies the appropriate reasonable accommodations to be made and organises the venues, invigilators and scribes for same.

All invigilators are informed, at least one month or more, prior to each examination session of the *Roles and Responsibilities for Exam Invigilation and Invigilator Duties*.

Learners are informed, one month prior to each examination session, of the regulations for examinations, the consequences of breaches in the regulations. and the procedures for requesting re-checks and/or reviews of assessment marks.

2.1.4 Assessor Guidelines for Setting Examination Papers

Following notification, assessors are requested to forward examination papers for Summer and Autumn examinations in their various modules to the relevant Programme Board Chair who will then forward them to the Central Administration Office for formatting. The Vice President for Academic Affairs and Registrar may request to see the finalised papers before they are forwarded for approval to the External Examiners.

In drawing up examination papers assessors are asked to adhere to the following guidelines:

1. All ten credit subject examinations must be three hours in duration. All five credit subject examinations must be one-and-a-half hours in length.
2. With the exception of non-standard papers, students must answer four questions in the ten-credit subject and two questions in the five-credit subject. There may be exam papers where the number of questions will vary because the mode of delivery requires a different format. Please consult with your Programme Board Chair if you believe this to be the case. **In the subjects English and History at third and fourth year, students will be asked to answer three questions.**
3. When two lecturers are involved in the delivery of a Module the examination paper should be divided into two sections covering both semesters. In the normal course of events the learner will be required to answer two questions from each section. Where a single lecturer is responsible for the examination of a Module the format of the exam paper is left to the discretion of the lecturer in consultation with the relevant Programme Board Chair.
4. The total number of questions on the paper will not normally be more than ten with five questions in each section. The opportunity to answer an a) or b) within one question is not ruled out. For a five-credit subject the number of questions will not normally exceed five.
5. On all examination papers, questions must be representative of the topics covered on the course.
6. Topics that have been covered in essay questions **must not** be repeated in examination questions.
7. Assessor(s) must provide an examination paper for each level and stage of the module they teach. This applies to those setting papers for Humanities degree subjects and for Applied Studies in Social Care and Citizenship and Community Studies subjects which have BA/ BA Hons learners sharing classes. BA and BA Hons papers must be set for **all** Humanities subjects for stages I, II and III. Learners on the English and History Programme must take the Honours paper.
8. It is essential that the questions must be set at the particular level: that a level 8 question must demand more of the student than a level 7. So, for example, a third year BA Hons (level 8) paper must be more demanding than the BA third year paper; the 4th year BA Hons (level 8) should be more demanding than the third year BA Hons (level 8).
9. Please also be aware that summer examination questions cannot be re-used verbatim for the autumn repeat papers. While the topic areas should remain broadly consistent, the questions must differ from those asked in the summer sitting.

10. Autumn examination papers should be submitted at the same time as the examination papers for the summer sittings.
11. Where a Module is shared between lecturers they should liaise with each other, re: the questions and a complete paper should be submitted. Individual questions should not be submitted.

(January 2014)

2.1.5 Guidelines for the Security of Examination Papers and Scripts

The following outlines the guidelines to ensure the logistics and security of the transport, distribution and retention of the correct examination papers and scripts to and from the examination venue:

1. The Examinations Officer maintains the security and distribution of examination papers in advance of each examination session.
2. Each Lead Invigilator delivers the sealed packets of examination papers to the Examination Room on the morning or afternoon of the scheduled examinations.
3. The Exams Officer or Lead Invigilator checks the examination paper against the venue Examination Timetable prior to the examination session.
4. The Exams Officer or Lead Invigilator for each venue collects the sealed packets of examination papers and other materials required for the examination from the Central Administration Office, at least thirty minutes prior to the scheduled start of the examination.
5. The Exams Officer or Lead Invigilator transports the examination papers directly to the venue.
6. The Lead Invigilator organises the distribution and collection of the examination papers, and other required materials, to and from the learners.
7. Upon completion of the exam, the Lead Invigilator brings the examination scripts, in sealed packets, directly to the Central Administration Office.
8. The Lead Invigilator signs each examination packet into the Examination Script Log.
9. The Central Administration Office retains the sealed envelopes awaiting collection by the internal examiner.
10. The Internal Examiner signs the sealed envelope on the Examination Script Log.
11. In cases where the internal examiner requests that a non-member of staff collect the paper on their behalf, they must send this request in writing to the Administration Office and the nominated person must present photo ID when signing out the examination scripts.

(Updated 10 July 2017)

2.1.6 Invigilator Responsibilities

Invigilators should familiarise themselves with Carlow College's *Rules and Regulations for College Examinations* and should adhere STRICTLY to the following guidelines:

1. Invigilators should exercise a constant surveillance over the examination and must not absent themselves at any point during the examination hall except in agreed circumstances. Invigilators should not engage in chatter with each other, read papers or student exam scripts or do anything which distracts the learners who are sitting the examinations.
2. Invigilators should insist on a culture of silence from the moment students enter the examination hall. They should warn learners that their names will be entered in the Examination Incidents' Book should they refuse to stay silent and after a warning has not been acted upon they should proceed to note learners' names.
3. Invigilators should carry out their duties so as to cause minimum distraction to candidates. There should be one invigilator at the front of the hall and one at the back during an examination. Invigilators should circulate the hall but not overly so. Invigilators are asked to wear soft shoes on wooden floors.
4. Invigilators must be at the examination hall where they are to invigilate at least thirty minutes before the commencement of the examination.
5. Invigilators must ensure that the examination question papers are laid out on the appropriate desks or otherwise distributed in such a way that each candidate may commence the examination at the exact time advertised.
6. Invigilators do not answer queries concerning the content of any question paper. Any serious query re the examination paper will be brought to the immediate attention of Examinations Officer, Dr Candice Condon.
7. No candidate may leave the examination hall save for urgent reasons and with the express permission of the invigilator. The candidate must be accompanied during his or her absence by an invigilator.
8. Invigilators must accompany candidates to the toilet. The invigilator must also mark their initials and indicate the time in the margin of the answer booklet whenever they accompany a candidate to the toilet.
9. Invigilators will inform, via the Front Office, the appropriate Examinations Officer and the Facilities Manager of any learner requiring medical attention during the examination.
10. Any candidate who impinges the rules will be reported to the Registrar and may be brought before the Examinations Disciplinary Board (comprising the Registrar and two Programme Board Chairs). Mobile phones should be switched off and placed under candidates' seats. If a mobile phone rings during the examination, the learner will forfeit that paper and will have to re-sit at the next available sitting.
11. If there are reasonable grounds for believing that a candidate is acting irregularly, invigilators should make each other aware of the situation and immediately report the matter to the Examinations Officer, Dr Candice Condon. A close watch should thereafter be maintained on the candidate concerned but not in such a way as to disturb any of the candidates in the hall. Only in exceptional circumstances should the

candidate be required to leave the examination hall. The matter should be entered in the Examinations Incident Book and reported verbally and in writing, without delay, to the Registrar.

12. Invigilators must ensure that candidates do not remove examination script books or part thereof from the examination hall.
13. Candidates may not take exam papers from the exam hall unless the full examination time has elapsed.
14. Invigilators will announce to the candidates when ten minutes remain of the examination.
15. At the end of the examination all examination answer books should be collected by the invigilators and signed in to the Central Administration Office for collection by the appropriate Lecturer.
16. In the event of a fire, the College fire drill will be followed.
17. If there is any external interference with the examination the Registrar and the Facilities Manager should be informed immediately.

(Updated February 2018)

2.1.7 Guidelines for the Invigilation of Examinations

The following are the procedures with respect to invigilation of written examinations:

- All examinations should have a sufficient number of invigilators;
- A Lead Invigilator is assigned to each examination venue;
- Invigilators receive appropriate training of their roles and responsibilities which is recorded for their reference;
- Invigilators must make known to the Lead Invigilator, where applicable, or to the Examinations Officer, if they have any conflict of interest;
- Invigilators are responsible for the activities in the examination venue;
- Invigilators provide clear instruction to the learners regarding the examinations which are taking place;
- Invigilators should ensure that all examination regulations are adhered to.

Protocols are in place to provide guidance to invigilators during the examinations in dealing with:

- Any breach of examination regulations and to minimise the disruption to other learners
- Incidents where the allocation of additional examination time may be justified;
- Learners who are disruptive to the proper conduct of the examination for other examinees;
- Examination irregularity reports are completed after each Examination and given to the Examinations Officer and, where deemed necessary, the Vice President for Academic Affairs / Registrar.

(Updated 10 July 2017)

2.1.8 Guidelines for Dealing with Breach of Examinations Regulations

A candidate who commits any infringement or a breach of examination regulations of the rules governing examinations is liable to the rulings of the following section:

1. Where an Invigilator suspects a candidate of cheating, the Lead Invigilator, or at least one other Invigilator, will be informed and asked to confirm their suspicions. The candidate will be warned that a report will be made to the Examinations Officer and recorded in the Examinations Incident Book. Any unauthorised material will be removed from the candidate, who will be allowed to finish the examination. A written report will be made by the Invigilators in the Examinations Incident Book and to the Examinations Officer.
2. A candidate who has been given a verbal warning by the Invigilator that a report will be made to the Examinations Officer will be informed in writing by the Vice President for Academic Affairs / Registrar that the candidate may submit a written statement, before the matter is considered by the Examinations Disciplinary Board.
3. The Examinations Officer may request a report from the Chair of the relevant Programme Board.
4. Each alleged case of cheating will be considered in the first instance by the Examinations Officer and the Chair of the relevant Programme Board or his/her nominee and the Vice President of Academic Affairs / Registrar, who will invite the candidate to a meeting to discuss the matter, unless the Programme Chair or Vice President of Academic Affairs / Registrar is responsible for the examination in question, in which case the Vice President for Academic Affairs / Registrar may nominate another Chair to act. In the event of the Examinations Officer being unable to act, the Vice President for Academic Affairs / Registrar will nominate an alternate.
5. An Internal Examiner, who, when marking examination scripts, suspects that cheating has taken place, will consult the Chair of the Programme Board. If the Chair considers that there is evidence that cheating has occurred, he/she will make a written report to the Examinations Officer and will warn the candidate that this report has been made. The Chair will also inform the candidate in writing that he/she may submit a written statement to the Examinations Officer.
6. The corresponding reports will be considered by the Examinations Officer and the relevant Programme Board Chair who will invite the candidate to a meeting to discuss the matter.
7. Following the meeting with the Examinations Officer and relevant Programme Board Chair, or nominee, if it is considered that there is not a case to answer, the matter will end there and the Examinations Officer will so inform the candidate and where relevant the Chair of the Programme Board.
8. If it is considered by the Examinations Officer and the relevant Programme Board Chair or nominee that there is a case to answer, the Examinations Officer will refer the matter to the Vice President for Academic Affairs / Registrar and will accordingly inform in writing both the candidate and, when involved, the relevant Programme Board Chair.
9. The Vice President for Academic Affairs / Registrar and the Examinations Disciplinary Board will consider the matter and provide the candidate with an opportunity to present

an explanation in writing or orally; if they conclude that cheating has occurred, they will determine an appropriate penalty.

10. Any lesser penalty than the above, may, include one or more of the following:
 - (a) assigning a mark of zero for the particular examination concerned;
 - (b) assigning a mark of zero for all or part of the course/unit/module of which the examination was a component part;
 - (c) setting aside all or part of the overall examination while permitting the candidate to take the examination again at the next available opportunity or in the following year;
 - (d) suspension of the candidate from the College for a period not exceeding two years;
 - (e) permanent exclusion from the College in case of personation.
11. The penalty will be notified in writing to the candidate by the Vice President for Academic Affairs / Registrar who will also inform the Programme Board Chair where involved.
12. If the Vice President for Academic Affairs / Registrar and the Chair of the Examinations Disciplinary Board is for any reason unable to act, he/she will nominate a member of the Disciplinary Board to act on their behalf.

(Updated 10 July 2017)

2.1.9 Guidelines for Dealing with Unauthorised Material in Invigilated Examinations

Learners are informed in advance of every Examination that having unauthorised material in the examination venue will result in disciplinary action:

1. Unauthorised material may include, but is not restricted to, paper, smart devices, USB storage devices, electronic dictionaries, pencil cases, any handwritten materials or notes contained on the physical person.
2. Spot checks for unauthorised materials are carried out during every examination by invigilators and any such items are confiscated and reported to the Examinations Officer / Academic Resource Officer.
3. A learner found in possession of unauthorised materials and/or copying from another learner and alleged to be in violation of examination regulations must be reported to the Examinations Officer.
4. Mobile phones are permitted in the examination but must be turned off and placed on the floor. Any breach will result in the immediate confiscation of the phone and expulsion from the Examinations Hall/Room.

(Updated 10 July 2017)

2.1.10 Assessor Guidelines for the Correction of Final Examinations and Submission of Results

1. All exam / continuous assessment/attendance results should be returned to the Central Administration Office no later than one week after the date of each exam
2. All results must be submitted at least one week before the Internal Exam Board Meeting. This is to allow the Office of the Registrar to compile the broadsheets for the Internal Exam Board Meeting.
3. All assessors are asked to return each set of Green & White Sheets as they are completed to aid compilation of Broadsheet of Results. In order to assist the Internal Examination Board Meetings, it is imperative that all staff complete the “Autumn Coursework Form”. The name(s) of learners that have not achieved a pass mark and what coursework they need to undertake for the Autumn Examinations must be included on this form. This information should be obtained from your completed White Sheet. This form should then be submitted to the Central Administration Office along with Green & White Sheets. Where a module is shared between lecturers, one lecturer needs to take responsibility for completing this form along with the Green & White Sheets. The purpose of this procedure is to help speed up the duration of the Exam Board Meeting.
4. In order to assist the Central Administration Office at this busy time of year, please ensure when returning scripts / continuous assessment pieces that each set of scripts are in alphabetical order (i.e. Byrne, Condon etc.).
5. Please note that the Extern Examiner requires a representative sample of a High, Middle and Low marks in each module. Lecturers should have their sample compiled on return of their examination scripts. Please ensure that the High, Middle and Low form is completed.
6. All assessors are requested to attend their relevant Exam Board Meeting(s). Please inform the Secretary, Office of the Registrar if you can/cannot attend this meeting.

Guide to Marking Scripts/Completion of Green & White Sheets

Marking Examination Scripts

- Please put a tick in red ink at the end of each page of the Examination Script to indicate that you have read this page.
- Mark each question out of 100% and write the mark given at the end of the question. You should also add a very brief rationale for your mark at the end of each question.
- Record this same mark given in the appropriate ‘boxes’ in the Front Cover Page of the student’s Examination Script.
- Please note that learners may see the Examination Script.

Completion of Green and White Sheets

Green Sheet:

- Enter the % mark for each question into the corresponding question column on the excel sheet.
- As the formulas have been set up in advance the last three columns will automatically add up (total, average & total marks).

White Sheet:

- When the Green Sheet is completed, the total mark (final column) then needs to be copied into the final exam mark column on the White Sheet.
- When pasting the marks, please right click your mouse and select PASTE SPECIAL and CLICK VALUES.
- Please ensure when copying the marks from the Green Sheet that they correspond with the learners' name on the White Sheet. Sometimes there may be a slightly different layout on the White Sheet.
- Do not round up marks on the Green Sheet. Copy marks as they are.
- Marks for Attendance/Continuous Assessment/Coursework should be inputted in the relevant column on the White Sheet, if not already entered.

If you have any queries about this system, please contact the Central Administration Office who will be happy to answer your query.

(Updated April 2017)

2.1.11 Marking Guidelines

General Guidelines for Marking Students' Answers in Final Written Examinations

MARKING BANDS

<u>Bachelor of Arts</u>		<u>Bachelor of Arts (Hons)</u>	
Pass:	40%	Pass:	40%
Merit (Grade 2):	50%	Second Class Honours (Grade 2):	50%
Merit (Grade 1):	60%	Second Class Honours (Grade 1):	60%
Distinction:	70% +	First Class Honours:	70%+

MARKING GUIDELINES

(First Class Honours/ Distinction: 70+)

High First Class Honours/ Distinction	:	76+ (High) (a mark in excess of 80 is rare)
Mid First Class Honours/ Distinction	:	74 (Mid)
Low First Class Honours/ Distinction	:	72 (Low)

(Second Class Honours Grade 1/ Merit Grade 1: 60+)

Second Class Honours Grade 1/ Merit Grade 1	:	68 (High)
Second Class Honours Grade 1/ Merit Grade 1	:	64 (Mid)
Second Class Honours Grade 1/ Merit Grade 1	:	62 (Low)

(Second Class Honours Grade 2/ Merit Grade 2: 50+)

Second Class Honours Grade 2/ Merit Grade 2	:	58 (High)
Second Class Honours Grade 2/ Merit Grade 2	:	54 (Mid)
Second Class Honours Grade 2/ Merit Grade 2	:	52 (Low)

(Compensation: 35+)

Compensation	:	37
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(Fail: 34-)

Complete Fail	:	32 (a mark less than 20 is rare)
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2.1.12 Marking Assessment Criteria

MARKING ASSESSMENT CRITERIA: GUIDELINES

Award Classification	Mark	Definition
<i>(B.A. Hons): 1st Class Honours</i> <i>(B.A.): Distinction</i>	70+	<p>EXCELLENT</p> <p>Outstanding performance. There are different ways of obtaining a first-class mark. First class answers are ones that are exceptionally good for an undergraduate, and which excel on several of the following criteria.</p> <ul style="list-style-type: none"> ▪ Comprehensive and accurate coverage addressing the question ▪ Critical evaluation ▪ Clarity of argument and expression ▪ Integration of a range of materials ▪ Depth of insight into theoretical issues ▪ Originality of exposition or treatment
===== <i>Class Honours: Grade I</i>	60+	<p>===== 2nd VERY GOOD</p> <p>Highly competent performance. Excellence in one or more of the above areas should be in addition to the following qualities expected of a 2:1</p> <ul style="list-style-type: none"> ▪ Accurate and well-informed ▪ Comprehensive coverage ▪ Well-organised and structured ▪ Addresses the question ▪ Evidence of advanced reading ▪ Evidence of evaluation of material ▪ Very good understanding of the material
<i>Merit Grade 1</i>		

<i>Class Honours: Grade II/</i>	50+	GOOD
<i>Merit Grade II</i>		<ul style="list-style-type: none"> ▪ Clearly presented <p>Generally sound work. These answers show an acceptable level of competence as indicated by the following qualities:</p> <ul style="list-style-type: none"> ▪ Generally accurate, though perhaps with some omissions ▪ A good answer to the questions, largely things based on required reading and course notes ▪ Clear presentation ▪ Development of arguments not always complete

<i>Pass</i>	40+	FAIR
		<p>Performance meets the minimum criteria. Recognition of what question is getting at. A fair level of competence is displayed</p> <ul style="list-style-type: none"> ▪ A coherent presentation of ideas and opinions ▪ Evidence of limited essential reading ▪ Limited competence with critical or linguistic concepts ▪ A general sense of historical context ▪ Some detailed allusion to relevant texts ▪ Composition without major faults of spelling, punctuation

At lower end of pass scale answers tend to be weak in one or more of the following areas:

- Minimal appropriate or accurate material

- Cursory coverage of the basic material but with some errors, omissions or irrelevancies
- Loose structure
- Poor development of arguments

Compensatable

35+

FAIL

Pass (35+)

More work required before pass can be awarded. An attempt at the question but seriously lacking in content.

- Some appropriate material, but poor coverage
- Disorganised or sketchy essay
- Inappropriate material
- Lack of argument or evidence

Outright fail (-35)

>35

FAIL

Considerable further work required. Misunderstanding of the basic material

- Complete failure to answer the question
- Totally inadequate information
- Incoherent presentation

2.2 Guidelines for Internal and External Validation of Exam Results

2.2.1 Programme Internal Examination Board Meetings

The Internal Examination Board meets once all the examination scripts and continuous assessment elements have been marked and results broadsheets have been compiled by the Office of the Registrar. The Board is comprised of all module assessors of the programme. Therefore, all assessors are strongly encouraged to be in attendance. The meeting is chaired by the Vice President for Academic Affairs / Registrar.

The meeting of the Internal Examination Board shall agree a draft broadsheet of results which will record the result achieved by each learner at each stage. In cases where the result of a learner is disputed, a consensus decision of the members is to be sought. In cases where this consensus cannot be arrived at, the Chair of the Internal Examination Board will have the final decision. Decisions will adhere to the following regulations and to *QQI Assessment and Standards* (Rev. 2013). A minute will be kept of the meeting and this can be made available to the External Exam Board Meeting.

The Internal Examination Board Meeting will only consider those learners who have fulfilled all the requirements of the modules for which they are being presented and who have completed the requisite modules to pass the given stage. The Internal Examinations Board Meeting will not consider any learner who has modules outstanding from a previous stage. No results will issue in regard of any learner who has not fulfilled the requirements of the module or stage for which they are being presented. No information regarding results will be communicated to learners until a decision of a subsequent exam board meeting has determined the status of those results.

The Examinations Board may consider a learner who presents for module exemption under the terms of Recognition of Prior Learning as set out in the College policy and procedure document.

Classification of Stage and Award

The classification of a learner who has been deemed by the examinations board to have passed at Higher Certificate and Bachelor Degree level shall be:

Pass: 40%+

Merit grade II: 50%+

Merit grade I: 60%+

Distinction: 70%+

The classification of a learner who has been deemed by the examinations board to have passed at Honours Bachelor Degree level shall be:

Pass: 40%+

Second Class Honours, Grade II: 50%+

Second Class Honours, Grade I: 60%+

First Class Honours: 70%+

Honours classification, or any classification higher than ‘Pass’, shall be made based on first attempt grades. Necessary procedures to allow consistent treatment of a repeat grade as a first attempt grade, where exceptional mitigating circumstances exist, shall not compromise this principle.

Pass by Compensation

If a learner receives a mark which is 5% or less than the pass mark of 40% the Examinations Board may consider that module to be passed by compensation, provided the surplus of marks in completed modules passed is at least double the marks that are needed in the failed module. The results of all modules in the stage must be from first attempts. The Internal Examinations Board may consider a learner to pass by compensation to the amount of 20 credits in a 60-credit stage, provided that no fail mark is more than 5% below the pass mark indicated. Compensation does not change the original result. Instead, it enables progression and allows the allocation of credit.

Compensation may be applied only to enable a learner to pass a stage (at the award stage, a learner who passes by compensation remains eligible for honours etc.). Compensation does not change the result of the modules passed in that way. When reporting module passes by compensation (on the Europass Diploma Supplement), the actual result is returned, e.g. 37% or D, along with an indication that the module pass has been granted by compensation.

Stage Progression

A learner who is deemed eligible to progress from one stage to the next must have passed the current stage in which they have been presented at the examinations board. Learners may be permitted, in exceptional circumstances, on foot of a decision of the Examinations Board, to carry a failed module while progressing to the next stage once that module is not a pre-requisite for any module taken at the next stage. In principle, no learner should be permitted to carry forward more than 10 credits in a 60-credit stage. Normally, learners are required to pass a carried module in the stage into which it is carried.

Progression to new level

A learner seeking progression from BA, Level 7, to BA (Hons) Level 8 of any programme must achieve an overall grade of 50% or greater at the first sitting and on the first attempt to be able to progress. Learners who fail module(s) at their first sitting can only repeat those modules(s) in order to achieve their BA award and cannot progress to BA (Hons.) programme.

2.2.2 Guidelines on the Duties and Responsibilities of External Examiners

Guidelines on the Duties and Responsibilities of External Examiners

The QQI document *Effective Practice Guidelines for External Examining* (Rev. 2015) defines the main functions of the external examiner as follows:

- (a) Review the appropriateness of the minimum intended programme learning outcomes (i.e. the programme's basic educational goal), and other programme objectives. These should accord with the relevant awards standards and any other standards the programme is designed to satisfy, e.g. professional standards;
- (b) Probe the actual attainment of learners (actual programme learning outcomes) using information agreed with and supplied by the provider;
- (c) Compare and contrast both the minimum intended programme learning outcomes and the actual attainment of learners with the relevant awards standards, with the National Framework of Qualifications, and with corresponding data from other programmes in the same discipline in other higher education institutions in Ireland and beyond;
- (d) Determine whether or not the applied procedures for assessment are valid, reliable, fair and consistent;
- (e) Review the appropriateness of the programme assessment strategy and the assessment procedures and, flowing from this, consider subsidiary module assessment strategies;
- (f) Review key assessment tasks prior to their assignment in light of the programme and module assessment strategies and learners' prerequisite (prior) learning. Where key tasks include key continuous assessment tasks, it might not be feasible to review them prior to assignment, but they should still be reviewed by the external examiner;
- (g) Report findings and recommendations to the provider.

To facilitate the external examiner in carrying out these duties, Carlow College undertakes to:

- Ensure that the external examiner is provided with all relevant programme and module descriptors outlining learning outcomes and assessment strategies;
- Ensure that the external examiner has access to the relevant QQI documentation on Assessment and Standards;
- Ensure that the external examiner is provided with all relevant assessment criteria and rubrics;
- Ensure that the external examiner is sent details of key assessment tasks, in particular, examination papers (and their associated marking schemes), to review before the assignment is set;
- Ensure that the external examiner is given access to the full range of assessed material and statistics relating to same as well as sufficient samples of work achieving high, middle and low grades;
- Facilitate the examiner on his/her visit to the College and attendance at the QQI External Exam Board Meeting;

- Ensure that the findings and recommendations of the external examiner are systematically addressed by the College's quality assurance system and are considered as important inputs into programme's quality assurance cycles and related processes.

Newly appointed external examiners will additionally be provided with:

- Carlow College policies relating to external examining, assessment, plagiarism etc.;
- Carlow College, St Patrick's Strategic Plan with mission and context of the College;
- Copies of recent external examiner reports for the programme and/or discipline.

Carlow College determines the number of external examiners by the needs of each programme and the number of individual disciplines covered by each programme. When a programme has a number of examiners with specialist subject expertise, one of these examiners will be additionally asked to act as examiner for the programme.

The Report of the External Examiner

The external examiner is required to provide both verbal and written feedback using formal and informal channels of communication. The Vice President for Academic Affairs / Registrar is the principal point of contact and should, in the first instance oversee the induction of new external examiners. Comments and recommendations arising out of the review of assessment components, primarily exam papers, should be communicated to the Vice President for Academic Affairs / Registrar.

It is useful for external examiners to meet with Programme Board Chairs when they visit the College to view learner assessments *in situ*. Meetings with individual lecturers can also be arranged at this time and it is envisaged that informal meetings of this kind may also follow the External Exam Board Meeting.

External examiners are expected to attend the External Exam Board Meeting and deliver a verbal report on their findings.

Formal feedback, in the format of a written report, constitutes the official record. The external examiners are asked to submit this report within three weeks of the External Exam Board Meeting and to follow the Carlow College Template for External Examiners' Reports.

External Examiners' Reports are securely retained by Carlow College and contribute to both quality assurance/enhancement and institutional research activities. Recommendations of the external examiner are discussed at the September meeting of the relevant programme board. Responses and actions taken are recorded in the annual Programme Monitoring Reports by the Programme Board Chair. The external examiner is provided with a timely, considered response to his/her comments and recommendations, including information on any actions taken by the programme.

2.2.3 Sample Cover Sheet for External Examiner

REPRESENTATIVE SAMPLE OF MARKING BY INTERN EXAMINERS

Bachelor of Arts/ Bachelor of Arts (Hons) in Humanities/ BA (Hons) in English & History — 100 Mark Subjects

Course: _____

Stage: _____

Subject: _____

Extern Examiner: _____

Intern Examiner(s): _____

		<i>Continuous Assessment</i>			<i>Essays/ Projects</i>			<i>Final Written Examination</i>			<i>Overall Mark</i>	
<i>Id. No.</i>	<i>Student's Name</i>		<i>C.A.</i>	<i>Marks out of 20</i>	<i>Essay</i>	<i>Marks out of 20</i>		<i>Average Final Exam.</i>	<i>Marks out of 60</i>		<i>Marks out of 100</i>	<i>%</i>
			<i>%</i>		<i>%</i>			<i>%</i>				
		High										
		Mid										
		Low										

2.2.4 Programme External Examination Board

Membership

The External Examination Board comprises all assessors (internal and external) who have a role in the assessment of relevant module and programme stages, along with the relevant external examiners, programme coordinators and the relevant academic managers. Membership should include Academic Advisors and others who may have relevant contributions to make in respect of decisions about learner eligibility to progress. The board is chaired by the Vice President of Academic Affairs / Registrar.

The relevant programme external examiners should be present at any meeting where recommendations for the granting of higher education and training awards are made. There may be rare and exceptional circumstances in which an external examiner is unable to attend the meeting of the board of examiners, but has nevertheless visited the provider's premises, examined the assessment findings, agrees with the recommendations recorded on the draft broadsheet of results, and has provided a written report to be read out at the examination board meeting. The external examiner may then be represented at the meeting (of the board of examiners) by a suitable person. He/she must be independent of the provider and will report on the meeting directly to the external examiner.

Meetings

The dates of boards of examiners' meetings should be arranged in good time and in consultation with external examiners. Dates should be notified to all involved, including QQI where appropriate.

A board of examiners cannot base its decisions on incomplete results. Therefore, all preparatory work should be completed in good time for the meeting. The following material should be available to the board of examiners' meeting:

- the programme assessment strategy and approved programme schedule
- the draft broadsheet of results
- any further information to be considered by the board of examiners

The proceedings and deliberations of meetings of boards of examiners are strictly confidential. Excepting legitimate reporting requirements, no person who has attended or observed a meeting of a board of examiners may disclose to any other person a decision of the board or any document, information or opinion considered, conveyed or expressed at the meeting.

Decision-making Process

The board of examiners' meeting is formal and deliberative. Normally, decisions should be reached by consensus. In the event of a disagreement between the board of examiners and an individual assessor, the board of examiners may replace an assessor's recommendation with its own. It should, however, record this disagreement in the minutes of its meeting. Formalising a dissenting view in this way should not be done lightly. In the event of an irresolvable disagreement between the board of examiners and the external examiner, the board of examiners' decision should be final. The disagreement should be recorded in the minutes of the meeting, in the external examiner's report, and in an attachment to the broadsheet of results.

The board will hear reports from External examiners present at the meeting. Any recommendation by an external examiner to make changes or adjustments must be recorded.

Where the external examiner believes there has been a systemic error, all recommended adjustments must be applied to all learners who are affected. Such adjustments must be accompanied with a rationale and must be recorded in the minutes of the meeting.

The board of examiners should satisfy itself that learners have been appropriately graded and classified. This information should be recorded on a broadsheet of results and signed by the members of the board.

The minutes of boards of examiners' meetings should be recorded in accordance with the provider's guidelines for recording formal meetings of deliberative committees.

2.2.5 Programme Regulations on Student Progression

Regulations on Student Progression

M.A. in THERAPEUTIC CHILD CARE (PC802)		Level 9
Stage 1	Stage 2	
Learners who successfully complete all modules and an individual assessment in Stage One may progress to Stage 2.	The minimum requirement for successful completing of the MA is a pass mark (40%) overall.	

B.A. (HONOURS) IN HUMANITIES (PC410)			Level 8
Stage 1	Stage 2	Stage 3	Stage 4
A PASS mark (40%+) at Stage 1 is required for progression to Stage 2.	A PASS mark (40%+) at Stage 2 is required for progression to Stage 3.	<p>A PASS mark (40%) is required for progression to Stage 4.</p> <p>Note: Learners undertaking Catechetics & Placement at Stage 3 must obtain a PASS mark (40%) in both the academic and practical component of this module in order to obtain a PASS mark overall.</p>	<p>Learners achieving a 40 – 49% mark overall will be awarded a PASS.</p> <p>Learners achieving a 50 – 59% mark overall will be awarded a 2nd Class Honours (Grade 2).</p> <p>Learners achieving a 60 – 69% mark overall will be awarded a 2nd Class Honours (Grade 1).</p> <p>Learners achieving a 70%+ mark overall will be awarded a 1st Class Honours.</p>

			Note: Learners undertaking Catechetics & Placement at Stage 4 must obtain a PASS mark (40%) in both the academic and practical component of this module in order to obtain a PASS mark overall.
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B.A. (HONOURS) IN ENGLISH & HISTORY (PC411)			Level 8
Stage 1	Stage 2	Stage 3	Stage 4
A PASS mark (40%+) at Stage 1 is required for progression to Stage 2.	A PASS mark (40%+) at Stage 2 is required for progression to Stage 3.	A PASS mark (40%) is required for progression to Stage 4.	<p>Learners achieving a 40 – 49% mark overall will be awarded a PASS.</p> <p>Learners achieving a 50 – 59% mark overall will be awarded a 2nd Class Honours (Grade 2).</p> <p>Learners achieving a 60 – 69% mark overall will be awarded a 2nd Class Honours (Grade 1).</p> <p>Learners achieving a 70%+ mark overall will be awarded a 1st Class Honours.</p>
B.A. (HONOURS) IN CITIZENSHIP & COMMUNITY STUDIES (PC405)			Level 8
Stage 1	Stage 2	Stage 3	Stage 4
A PASS mark (40%+) at Stage 1 is required for	A PASS mark (40%+) at Stage 2 is required for		

progression to Stage 2.	progression to Stage 3.	A PASS mark (40%) is required for progression to Stage 4.	<p>Learners achieving a 40 – 49% mark overall will be awarded a PASS.</p> <p>Learners achieving a 50 – 59% mark overall will be awarded a 2nd Class Honours (Grade 2).</p> <p>Learners achieving a 60 – 69% mark overall will be awarded a 2nd Class Honours (Grade 1).</p> <p>Learners achieving a 70%+ mark overall will be awarded a 1st Class Honours.</p>
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B.A. IN APPLIED SOCIAL STUDIES IN SOCIAL CARE (PC404)			Level 7	B.A. (HONOURS) IN APPLIED SOCIAL STUDIES IN SOCIAL CARE	Level 8
Stage 1	Stage 2	Stage 3	Stage 4		
A PASS mark (40%+) at Stage 1 is required for progression to Stage 2.	A PASS mark (40%+) <i>and</i> successful completion of placement at Stage 2 is required for progression to Stage 3.	<p>A mark of 50%+ <i>and</i> successful completion of placement is required for progression to the B.A. (Honours) in B.A. (Honours) in Applied Social Studies in Social Care (Level 8) programme.</p> <p>A PASS mark (40%) <i>and</i> successful completion of placement is required for the AWARD of B.A. in Applied Social Studies in Social Care.</p>	<p>Learners achieving a 40 – 49% mark overall will be awarded a PASS.</p> <p>Learners achieving a 50 – 59% mark overall will be awarded a 2nd Class Honours (Grade 2).</p> <p>Learners achieving a 60 – 69% mark overall will be awarded a 2nd Class Honours (Grade 1).</p> <p>Learners achieving a 70%+ mark overall will be awarded a 1st Class Honours.</p>		

B.A. in HUMANITIES (PC402)		Level 7
Stage 1	Stage 2	Stage 3
A PASS mark (40%+) at Stage 1 is required for progression to Stage 2.	A PASS mark (40%+) at Stage 2 is required for progression to Stage 3.	<p>A mark of 50%+ is required for progression to the B.A. (Honours) in Humanities (Level 8) programme.</p> <p>A PASS mark (40%) is required for the AWARD of B.A. in Humanities.</p> <p>Note: Learners undertaking Catechetics & Placement at Stage 3 must obtain a PASS mark (40%) in both the academic and practical component of this module in order to obtain a PASS mark overall.</p>

2.2.6 Notification of Results to QQI

Following the meeting of the External Exam Board, the original (signed) broadsheet of results is sent to QQI, notifying it of results and recommendations for awards to be made. A broadsheet of results should be returned for each 60-credit stage of a programme. If the programme is staged into semesters, one broadsheet of results may cover two semester stages. If the total credit is not a multiple of 60, the final broadsheet may cover less than 60 credits. Repeat supplemental assessment results should be returned on a separate broadsheet of results.

There must be an overall result (pass, exempt, withheld etc.) for every learner whose name is included on the broadsheet.

Notification of any legitimate changes of results (e.g. arising from a formal appeal process) should be sent to QQI on the date on which broadsheets are returned or within two weeks of that date, and always well in advance of the relevant conferring date to ensure the correct result appears on the award parchment.

The following table summarises the result codes recorded on broadsheets.

Result Code	Result	Effect on Number of Exam Attempts	Recorded on Broadsheet
EXE	Exemption(s) Granted	Counted as an Attempt	Overall EXE – note the number of the exemptions in space provided (boxes) EXE
EXE module repeat	EXE in module/subject result box to indicate modules passed in previous session		Applicable to the overall result – normally further EXE or PASS or FAIL etc.
Absent	Absent from Examination	Counted as an attempt	ABS
Fail	Fail	Counted as an Attempt	Fail is only recorded in the overall result when a learner has achieved no exemptions
Deferral	Deferral of Result(s) A Board of Examiners may, in the case of illness or bereavement, recommend that a final decision on a candidate's result be deferred to enable the candidate to complete specific outstanding requirements of the course or examination	Not Counted as an Attempt	DEF in overall result

Withdrew	Withdrew from Course. The provider normally has evidence stipulated in its procedures that the learner has withdrawn from the programme	Counted as an Attempt	WDRW
Withheld	Learner's Result(s) Withheld	Provider to determine – attempt or otherwise	WHLD

2.2.7 Summary Guidelines for the Collation and Dissemination of Examination Results

Summary Guidelines for the Collation and Dissemination of Examination Results

The collection, organising and distribution of examination results will be carried out in a fair and consistent manner as defined by the *Quality Assuring Assessment Guidelines for Providers Revised 2013*. The following conditions to be approved out:

- All assessments are evaluated and marked by the relevant internal examiners in a fair and consistent manner.
- The results of all elements of assessment are recorded in a timely fashion.
- Learners are informed of the results for each element of formative and summative assessment in a timely manner.
- The internal examiners are required to review learner results to ensure the results of all elements of assessment have been included prior to the Examination Board Meeting.
- An external examiner should review a representative sample of assessments (formative and summative) to ensure consistency.
- The external and internal examiners will agree the final mark to be awarded for each module.
- The College's Assessment and Standards have clear terms of reference which include the authority and membership of the Examination Board.
- An Examination Board is held to determine the learner results for each programme.
- Each learner's results are considered and agreed at the Examination Board Meeting.
- Any changes to learner results agreed at the Examination Board will be made to the learner's examination record.
- Access to the results element of the learner's record is then restricted.
- Changes to the ratified results of a learner can only be made with signed approval by the Registrar on a change to broadsheet form.
- Provisional results are published and notified to the learners after the formal Examination Board Meeting.
- Results are provided to learners in compliance with the Carlow College *Data Protection Policy* and relevant Data Protection legislation:
 - Learner results are available online;
 - To comply with data protection learner results are not placed on public notice boards;
 - Learners can print off copies of their results from the online system;
 - Learner results are not given over the phone;
 - Learner results are not given to any third party, unless written authorisation by the learner is provided;

- Learner results/awards are final once ratified by the External Examination Board.

2.2.8 Procedures for Processing Exam Results for Learners with Holds on Their Accounts

Procedures for Processing Examination Results for Learners with Holds on Their Accounts

Outstanding Fees Hold

Official Transcripts are withheld until fees are paid in full. This includes any learner who takes a repeat subject for which they have not registered and paid. Any learner with outstanding fees will be unable to Graduate.

Registration Fees Outstanding:

- Hold code for registration fees outstanding is RF.
- System will not allow student to register on any further stages, courses until fees are paid in full.
- The result will still appear on a Broadsheet and can go through an Exam Board.
- The learner can be manually added during the checking process by the Admissions Office.

Examination (repeat) Fees Outstanding:

- Hold code for examination fees outstanding is EF.
- System will not allow student to register on any further stages, courses.
- The result will still appear on a Broadsheet and can go through an Exam Board.
- The learner can be manually added during the checking process by the Examinations Office.

Disciplinary Hold:

Any examination results hold arising from a Disciplinary enquiry is given the code of ER. This code has the same effect as the codes detailed above.

NOTE:

When learners in the above situations are put through Examination Disciplinary Boards, they should be processed as normal and *not* given an overall result of **Withheld**. If they go through an Examination Board with an overall **WH**, a Change to Broadsheet will be required to change this overall result.

A list of all learners with a Hold on their accounts will be sent to the Admissions Office in June and September.

The Central Administration Office and Admissions Office should give learners verbal confirmation of results if there is a hold on their account but no written certification of results should be provided until such time as the hold is removed. **Where the hold is disciplinary no information should be given verbally or otherwise.**

(Updated 10 July 2017)

2.3 Deferrals, Re-Checks and Appeals

2.3.1 Procedure for requesting a deferral of exams.

Procedure for Requesting a Deferral of Exams

This procedure allows learners to bring to the attention of the Examinations Officer any circumstances which could adversely affect their examination performance, e.g. illness, bereavement, accident, independently vouched personal circumstances, etc.

The Examinations Officer will consult with relevant Programme Board Chair, the Academic Advisor and the Office of the Registrar before making a final decision as to the validity of the application and whether it is sufficient grounds for examination deferral. If an examination is deferred, this means that the next available sitting is regarded as the first attempt at the examination. Learners should be aware that if an exam is deferred to the Autumn sitting, they will not have the opportunity of a second attempt within the academic year and this may have implications for their progression.

This procedure should not be used for situations where examinations are missed due to learners' mismanagement of their examination schedule (e.g. late for exam, mixing up dates or venues, etc.), issues related to student disability which have already been dealt with by the Academic Resource Officer or issues covered by the Examination Appeals process. Please note final examinations cannot be waived or replaced with other types of assessment.

To apply for a deferral of final examination, you must:

1. Complete the Examination Deferral Request Form describing in as much detail as possible the grounds on which you are seeking a deferral of examinations (please note the information provided will be treated in strict confidence).
2. Attach independent, authoritative documentation to support these grounds:
 - a) The attached evidence must be presented on headed notepaper, signed and dated.
 - b) Submissions made on medical grounds should be in the form of a letter or detailed certificate provided by the health professional. It must include the following information:
 - Dates affected by extenuating circumstances
 - Medical reason for seeking deferral
 - c) The evidence presented must demonstrate that the extenuating circumstances affected or are likely to affect the student during the period of the final examinations.

NOTE: Applications submitted *after* the examination results are issued will only be considered in exceptional circumstances.

If you are successful in obtaining the deferral, it is your responsibility to ensure that you are registered with the Central Administrations Office for the next available sitting of the examination.

(Updated 10 July 2017)

2.3.2 Examination Deferral Request Form

EXAMINATION DEFERRAL REQUEST FORM

To be completed by the student and emailed to the Examinations Officer, Dr Candice Condon (ccondon@carlowcollege.ie). All information provided will be respected and treated in confidence.

****Please note, an exam deferral will only be considered upon receiving medical evidence of illness****

If a deferral is given, the candidate will sit the exam at the next scheduled exam sitting.

TO BE COMPLETED BY LEARNER:

LEARNER NAME: _____ LEARNER NUMBER: _____

PROGRAMME: _____ STAGE: _____

NAME OF ACADEMIC ADVISOR: _____

Please indicate why this form is being completed by ticking the appropriate box or boxes:

- Request for **deferral of exam before the exam has occurred.**
 Request for **deferral of exam after the exam has occurred.**

Date(s) of Scheduled Examination:

Details of specific examinations affected:

Date: _____ Module: _____ Details: _____

Nature of circumstances (Please attach documentary evidence):

FOR OFFICIAL USE ONLY

Date Request Received: _____

Request Granted: **YES** **NO**

Student Notified: **YES** **NO**

Administration Notified: **YES** **NO**

Signed: _____ **Date:** _____

**Exams Officer
Office of the Registrar**

2.3.3 Procedures for Requesting a Re-check or Review of Assessment Results

Procedures for Requesting a Re-Check or Review of Assessment Results

The following procedures deal with learner requests for a re-check or review of a mark awarded to them for any or all summative assessment components contributing to their module or stage grade, progression or degree award. This includes, but is not limited to, examinations, essays, dissertations, portfolios and practical work. These procedures are in compliance with *QQI Assessment and Standards* (Revised 2013).

Definitions

Re-check: The administrative operation of re-checking the recording and addition of marks for a module and/or stage.

Review: The detailed re-consideration of the assessment decision of all or part of the examined material by both internal and external examiners.

Procedure

Upon receipt of a continuous assessment mark during the academic year, the learner is encouraged to make contact with the relevant assessor, should there be any concern about the mark awarded. If, after the mark has been explained, the student remains unhappy, the assessor should arrange for the assignment to be reviewed by the external examiner prior to the QQI Summer Examination Board Meeting.

Following the issue of end of year results in June, learners who are concerned about one of their results or who simply wish to get feedback can make a request to view their script(s). This should be made in writing to the Programme Board Chair. Assessors involved in the specific assessment task(s) are available to meet individual learners by appointment, to review their scripts etc. Such consultations aim to:

- Give formative feedback to learners, especially to those who need to repeat.
- Explain the basis of the learner's grade/mark against the assessment criteria, especially where the learner believes that the assessor may have made an error in grading the work.

It is the practice of this College to initially recommend this route to learners who may be contemplating lodging a request for a formal review of their examination results. Learners who wish to request a formal re-check or review of their examination results may do so in accordance with procedure set out below.

To Request a Re-Check

A request for a re-check must be submitted in writing to the Office of the Registrar not later than five working days after the examination results have been posted. Only a written request for a re-check signed by the candidate will be considered. A small fee will be charged for the re-check that will be refunded to the candidate in the event that the re-check results in a positive upward change in mark.

To Request a Review

A request for a review of examination material must be submitted in writing to the Office of the Registrar not later than ten working days after the examination results have been posted. Only a written request for a re-check signed by the candidate will be considered. A fee of will

be charged for the review that will be refunded to the candidate in the event that the review results in an upgrade of the mark.

Grounds for review must be specified under three headings:

1. That there were compassionate or extenuating circumstances that may have affected the results which were not known at the time of assessment.
2. That evaluation of assessed material was erroneous.
3. That there were procedural or administrative errors in the assessment or the processing of assessment results.

An appeal by a candidate on the basis that a result in all, or in part, was below their projected expectation may not be considered as reasonable ground for appeal for a review unless said result is demonstrably out of sequence with other components assessed within or across modules.

Candidates who are considered by the Office of the Registrar as having reasonable grounds for appeal for re-check or review of assessed material must not assume a favourable outcome to that appeal and that results may be reviewed downward as well as upward.

Communication of Outcomes of Appeals for Reviews and Re-Checks

The outcome of an appeal for review or re-check considered by the Office of the Registrar will be communicated in writing to the candidate prior to the sitting of a repeat examination or the opportunity to present material for reassessment. Candidates should register for repeat examinations and/or prepare for reassessment of material.

3 Continuous Assessment

3.1 Guidelines on the Planning, Setting and Administration of Continuous Assessment

Module Assessment

A module is a discreet, self-contained course of study. This is comprised of an expressed amount of learning activity articulated in terms of learning outcomes explicitly linked to assessment tasks. The assessment of all modules takes place under two headings, continuous assessment and terminal examinations.

The assessment of a module determines an overall mark for that module. Therefore, a learner is not required to attain the minimum standard of 40% in any one assessed component in order to achieve a pass grade in the module. The learner must, however, complete all the module assessment components in order to be considered for an overall grade on that module.

Continuous assessment comprises formal essays, tutorial assignments, projects, group work, presentations, journals, reports, portfolios etc as set out in the particular module descriptor. The allocation of marks to module work must be as specified in the module descriptor.

The submission/schedule dates for all course work for a module must be communicated to the learner at the beginning of the module start date or within a reasonable time frame for achievement. Any later changes to submission/schedule dates must be communicated to the learner within a reasonable time frame for achievement. The assigning of grades to continuous assessment must be in line with the approved marking band criteria as laid out in the *Marking Guidelines* (see below).

Modules where practice and placement constitutes the overwhelming portion of allocated marks are assessed as per published guidelines in the *Irish Association of Social Care Educators Practice Placement Manual*.

Learners who register in order to repeat a module cannot carry forward any element of module work from their previous attempt(s) at that module. Learners will normally be required to re-attend all taught components of the module in order to be reassessed.

Late Submission Penalties

Penalties are incurred when the submission date of module work is after 5pm on the designated submission date. Module work which is submitted after the date of submission will incur the following penalties:

Week one: (1-5 working days late):

Day 1: -5%. Days 2-5 -10%.

Week two: (6-10 working days late)

Day 6: -15%. Days 7-10 -20%.

Week three: (more than 10 working days late)

Loss of Half of total % mark.

Absence, Illness and Other Mitigating Circumstances

There are procedures in place to deal with students who miss deadlines for submission or are absent from class due to illness and other mitigating circumstances (these are outlined in the *Academic Advisor Guidelines*).

3.1.2 Academic Advisor Guidelines

Role and Purpose of the Academic Advisor

The Academic Advisor role is an integral part of the Teaching, Learning and Assessment Strategy at Carlow College, St. Patrick's. Through our *Teaching and Learning Policy* we are committed to providing adequate guidance and support to enable access and educational progression for our diverse learner population. The role of the Academic Advisor (AA) is to act as the link person or first point of contact between academic programmes and individual learners. An AA is assigned to each programme stage and is generally a full-time member of academic staff.

The function of the AA is to provide support and guidance on academic matters, course-related queries, and concerns, with a view to maximising learner retention, engagement, progression and achievement. A key area of focus for the AA role is to identify and deal with early signs of learner difficulties. This is achieved through the monitoring of a range of learner issues such as attendance, extension requests, non-submission of assignments, poor grades and plagiarism scores.

Tasks of the Academic Advisor

- To meet with learners to discuss queries relating to academic performance.
- To deal with learner requests for extensions on submissions.
- To provide information on the selection of appropriate modules, programme pathways, and related aspects of the educational experience.
- Where appropriate, to direct learners to Student Support Services and other learner resources.
- Where appropriate, to direct learners to the College Counselling Service.
- To monitor learner attendance and to make written contact with learners at risk of withdrawal.
- To monitor extension requests, non-submission of assignments, poor grades and plagiarism scores.
- To write learner references as required. This task may also fall to other lecturers depending on learner requests.
- To meet other AAs at the beginning and end of the academic year to ensure standardisation of procedures and to review common concerns/feedback from learners.
- Where appropriate, to inform Programme Board and Exam Board meetings of matters relevant to learner progress.
- To write a 'Report on Learner Progress' for submission to Programme Board Chairs at the end of each term. This report forms part of the handover process with the AA for the subsequent year.

3.1.3 Academic Advisor Report on Learner Progress



**CARLOW
COLLEGE**
ST. PATRICK'S

ACADEMIC ADVISOR REPORT ON LEARNER PROGRESS

Tick programme, stage and term

PROGRAMME:

Applied Social Studies

Citizenship & Community Studies

BA in Humanities

BA Hons in Humanities

English and History

STAGE:

1

2

3

4

TERM:

Term 1

Term 2

ESSAY EXTENSIONS:

	Fulltime	ACCS
Number of extension requests received		
Number of extensions granted with documentation		
Number of extensions granted without documentation		
Reasons given		
Assignments and dates		
Non-submission/Late submission (without extension request)		

ATTENDANCE:

	Fulltime	ACCS
*Poor attendance at week 4		
**Poor attendance at week 8		
Letters sent		

*More than 2 lectures missed in a module

**More than 4 lectures missed in a module

ELECTIVES: (Humanities and English and History)

	Fulltime	ACCS
Number of students who changed electives		
Details of changes		

ONE-TO ONE MEETINGS:

	Fulltime	ACCS
Number		
Issues		

FAIL GRADES:

	Fulltime	ACCS
Number		
Assignment		

PENALTIES IMPOSED:

	Fulltime	ACCS
Number		
Assignment		

REQUEST FOR REFERENCES:

	Fulltime	ACCS
Number		
Purpose		

This report to be completed by Academic Advisors at the end of Term 1 and Term 2 and forwarded to Programme Board Chairs.

3.1.4 Procedures for Granting Assignment Extensions



PROCEDURES FOR GRANTING ASSIGNMENT EXTENSIONS

1. Learners with documented proof of reason for extension:

Students request an assignment extension by completing an **Extension Request Form**, attaching documentation and emailing it to their Academic Advisor. If approved, the Advisor's email response and form are copied to admin@carlowcollege.ie.

2. Learners without documented proof of reason for extension:

Learners who feel that they have serious and compelling reasons to be granted an extension but lack documentary evidence may approach their Academic Advisor by email. The Advisor may then request the learner to come for an appointment. If the Advisor decides that an extension is merited, he/she will complete an **Extension Request Form** and inform the Central Administration Office. Only one extension per year can be granted without documentation.

Academic Advisors can grant extensions of between 1-3 weeks' duration. Longer extensions can only be granted by Programme Board Chairs.

PROCEDURES REGARDING ABSENCE FROM CLASS

1. Learners with documented proof of reason for absence:

Learners with documented proof of absence do not need to contact their Academic Advisor but must submit an **Absence Form** and their document(s) to the Central Administration Office.

The learner will be marked absent by their lecturers/tutors but these absences will be amended to 'certified absence' by Central Administration. Attendance sheets must be submitted by lecturers to the Central Administration Office at mid-term and at the close of each term for processing.

2. Learners without documented proof of reason for absence:

Learners who feel that they have serious and compelling reasons to be excused from tutorials or classes where an attendance record has been taken for which no documentary evidence is available may approach their Academic Advisor by email.

The Advisor may then request the student to come for an appointment. If the Advisor decides that the learner is to be excused, then he/she will complete an **Absence Form** and inform the Central Administration Office who will amend the attendance sheets as above.

3. Prolonged Absences

In the case of prolonged absences by a learner, such as a hospital stay, the Academic Advisor will email the relevant lecturers and tutors to advise them of this having due regard to confidentiality and the treatment of the learner's sensitive personal information.

3.1.5 Extension Request Form

EXTENSION REQUEST FORM

To be completed by the learner and emailed to the relevant Academic Advisor. All information provided will be respected and treated in confidence.

TO BE COMPLETED BY LEARNER:

LEARNER NAME: _____ LEARNER NUMBER: _____

PROGRAMME: _____ STAGE: _____

Please indicate why this form is being completed by ticking the appropriate box or boxes:

Request for **extension to coursework deadline** beyond the date it is due

Request for **extension to dissertation / portfolio deadline** beyond the date it is due

Date(s) Absent from College: _____

Details of specific deadlines/ in-class assessments/ examinations affected:

Date: _____ Module: _____ Details: _____

Nature of circumstances: _____

(Please attach documentary evidence)

FOR OFFICIAL USE ONLY

Date Explanation / Request Received: _____

Request Granted: YES NO

Date of Extension: _____

Note: AAs can grant extensions of between 1-3 weeks' duration. Longer extensions can only be granted by Programme Board Chairs.

Learner Notified: YES NO

Lecturer Notified: YES NO

Signed: _____ **Date:** _____

Academic Advisor

3.1.6 Absence Form (Documented)

ABSENCE FORM

For use by learners with documented proof of reason for absence ONLY

Learners with documented proof of reason for absence should complete this form, attach their documentation and submit to the Central Administration Office. The Central Administration Office will amend the absence to a certified absence. All information provided will be respected and treated in confidence. Do not contact the stage Academic Advisor.

NOTE: Learners who feel that they have serious and compelling reasons to be excused from tutorials or classes where an attendance record has been taken, for which no documentary evidence is available, should not complete this form. Contact the relevant Academic Advisor by email to arrange an appointment.

TO BE COMPLETED BY LEARNER:

LEARNER NAME: _____ LEARNER NUMBER: _____

PROGRAMME: _____ STAGE: _____

Please indicate why this form is being completed by ticking the appropriate box or boxes:

Explanation for **absence from lecture or tutorial** (with documented proof)

Explanation for **absence from in-class assessment** (with documented proof)

Date(s) Absent from College: _____

Details of specific lectures or tutorials/ in-class assessments/ examinations affected:

Date: _____ Module: _____ Details: _____

Date: _____ Module: _____ Details: _____

Date: _____ Module: _____ Details: _____

Nature of circumstances (Please attach documentary evidence):

FOR OFFICIAL USE ONLY

Date explanation received: _____

Documentary evidence received: YES NO

Attendance roll amended: YES NO

Signed: _____ Date: _____

Central Administration Office

3.1.7 Absence Form (Undocumented)

ABSENCE FORM – UNDOCUMENTED ABSENCES

For use by Academic Advisors where no documentary evidence is available regarding learner absence(s)

Learners who feel that they have serious and compelling reasons to be excused from tutorials or classes where an attendance record has been taken, for which no documentary evidence is available, are advised to contact their Academic Advisor by email to arrange an appointment.

NOTE: Learners with documented proof of reason for absence should not contact their Academic Advisor. They should complete the standard Absence Form, attach their documentation and submit both to the Central Administration Office. The Central Administration Office will amend the absence to a certified one.

TO BE COMPLETED BY ACADEMIC ADVISOR:

LEARNER NAME: _____ LEARNER NUMBER: _____

PROGRAMME: _____ STAGE: _____

Please indicate why this form is being completed by ticking the appropriate box or boxes:

Explanation for **absence from lecture or tutorial**

Explanation for **absence from in-class assessment**

Date(s) Absent from College: _____

Details of specific lectures or tutorials/ in-class assessments/ examinations affected:

Date: _____ Module: _____ Details: _____

Date: _____ Module: _____ Details: _____

Date: _____ Module: _____ Details: _____

Nature of circumstances:

FOR OFFICIAL USE ONLY

Date meeting took place with student: _____

Circumstances for absence accepted: YES NO

Central Administration Office informed and attendance updated: YES NO

Signed: _____ Date: _____

Academic Advisor

3.2 Guidelines on Submission, Correction and Marking of Continuous Assessment

3.2.1 Learner Guide to Presentation and Submission of Essays

Guide to Presentation & Submission of Essays

The writing of essays is an extremely important element of the learning process at third level. Essays test understanding by asking you to select and re-organise relevant material in order to produce your own answer to a set question. It is one of the most effective means that lecturers and tutors have to test a student's comprehension of a topic.

At the start of the academic year you will receive a schedule of dates by which you have to submit essays in different modules. You are expected to take responsibility for your own time-management and produce the essays by the stated deadlines.

Guidelines for Submitting Assignments:

Moodle

Carlow College uses the e-learning platform known as MOODLE. Lecturers upload module material such as notes, reading lists and assignment details to their relevant module pages and this can then be accessed by learners wherever they are. The interactive features of MOODLE allow learners to become more involved in their own learning. At the start of the academic year learners are given the MOODLE enrolment keys for their modules and are required to login with learner number and password in order to access the pages. Learners are also required to use MOODLE to upload their essays and other written work for submission through the anti-plagiarism software TURNITIN (see below). Learners who require help with login or other problems can email moodle@carlowcollege.ie with their query.

The assignment should then be placed in **one clear plastic pocket** and placed in the submission box located in the Central Administration Office or posted to the Central Administration Office by **4.00 p.m. on the submission date specified** unless otherwise stipulated via official departmental notification.

Assignments not submitted in this manner will be considered as late submissions and incur penalties via loss of marks (see *Penalties for Late Submissions*). Only assignments officially stamped and recorded by the Central Administration Office will be considered as official submissions and forwarded to the relevant lecturer. Learners should obtain a certificate of postage where they submit materials by post. Where an assignment is emailed, the onus is on the learner to call to the Central Administration Office to sign the Student Declaration on the Assignment Submission Form. Assignments will not be forwarded for correction until the Student Declaration is signed by the learner.

Presentation of Assignments/Projects:

- Any special instructions about presentation given to you by your lecturer should be carefully followed. In particular it should be noted that the citing and referencing of sources in essays and other written assignments should conform to the relevant Referencing Style Guide.
 - **Note:** Failure to use the correct referencing system or incorrect use of the system will result in a penalty of up to 5% of marks deducted from your essay result.
- Recommended word limits should be observed. Very short work or work that exceeds the recommended length by more than 20% may be returned for revision.

- Additional material will not be accepted after the submission date.
- Learners should ensure that they have retained “hard copies” of every piece of work submitted as original submissions are held in the Central Administration Office for inspection by the External Examiner.

3.2.2 Referencing Penalty System

REFERENCING PENALTY SYSTEM

At Carlow College all academic submissions must be referenced using the appropriate referencing system as indicated for each academic programme.¹

Programme:	Referencing System Used:	Key Elements:
BA/BA (Hons) in English and History	Modern Humanities Research Association (MHRA) Style Guide	Numerical Footnotes & Bibliography
BA/BA (Hons) in Humanities	Modern Humanities Research Association (MHRA) Style Guide	Numerical Footnotes & Bibliography
BA/BA (Hons) in Applied Social Studies in Social Care	Harvard Referencing System	In-text citations (Author, Date) and Reference List
BA (Hons) in Citizenship and Community Studies	Harvard Referencing System	In-text citations (Author, Date) and Reference List

The correct referencing system is clearly indicated in the relevant Programme Handbook.

Learners may incur up to a 5% penalty for incorrect referencing and the demonstration of poor bibliographical skills.

Referencing Penalties:

Guidelines for stages 2-4 across all Programmes and Stage 1 across all Programmes from the beginning of term two only.

Penalty Applied	Description	Examples
5%	No evidence that an appropriate referencing system has been used.	Missing bibliography/referencing list. No in-text citations/footnotes included.
4%	Very limited demonstration of an understanding of the appropriate referencing system in use.	Combination of MHRA and Harvard referencing systems presented in a single submission. Incorrect referencing system used e.g. MHRA system used for Social Care Programme submissions and vice versa.

¹ Exceptions may arise in certain subjects for example, a psychology module on the BA (Hons) in Humanities Programme may accept the MHRA or Harvard referencing systems.

		<p>Where the precise source of material is not clearly provided in the appropriate format in a significant number of instances.</p> <p>Incorrect format used throughout the submission for footnotes/in-text citations, quotations, bibliography/reference list.</p>
3%	Attempt made at implementing the appropriate referencing system with errors.	<p>Evidence of key elements associated with MHRA or Harvard referencing systems with consistent errors in format.</p> <p>Insufficient in-text citations/footnotes.</p> <p>Incorrect format used in the presentation of bibliography/reference list.</p> <p>Where the precise source of material is not clearly provided in the appropriate format in many instances throughout the submission</p>
2%	Good demonstration of understanding of referencing system with some errors.	<p>Clear use of the key elements associated with MHRA or Harvard referencing systems with some errors in format.</p> <p>Where the precise source of material is not clearly provided in the appropriate format in some instances throughout the submission</p>
1%	Very good demonstration of understanding of referencing system with minor errors.	<p>Minor technical errors in referencing format</p> <p>Some faults in the presentation of bibliography/reference list</p> <p>Where the precise source of material is not clearly provided in the appropriate format in a few isolated instances.</p>

3.2.3 Essay Marking Assessment Criteria

MARKING ASSESSMENT CRITERIA: GUIDELINES

Award Classification	Mark	Definition
<p><i>(B.A. Hons): 1st Class Honours</i></p> <p><i>(B.A.): Distinction</i></p>	70+	<p>EXCELLENT</p> <p>Outstanding performance. There are different ways of obtaining a first-class mark. First class answers are ones that are exceptionally good for an undergraduate, and which excel on several of the following criteria.</p> <ul style="list-style-type: none"> ▪ Comprehensive and accurate coverage addressing the question ▪ Critical evaluation ▪ Clarity of argument and expression ▪ Integration of a range of materials ▪ Depth of insight into theoretical issues ▪ Originality of exposition or treatment
<p>===== <i>Class Honours: Grade I</i></p> <p><i>Merit Grade 1</i></p>	60+	<p style="text-align: right;">===== 2nd</p> <p>VERY GOOD</p> <p>Highly competent performance. Excellence in one or more of the above areas should be in addition to the following qualities expected of a 2:1</p> <ul style="list-style-type: none"> ▪ Accurate and well-informed ▪ Comprehensive coverage ▪ Well-organised and structured ▪ Addresses the question ▪ Evidence of advanced reading ▪ Evidence of evaluation of material ▪ Very good understanding of the material

<i>Class Honours: Grade II/</i>	50+	GOOD
<i>Merit Grade II</i>		<ul style="list-style-type: none"> ▪ Clearly presented <p>Generally sound work. These answers show an acceptable level of competence as indicated by the following qualities:</p> <ul style="list-style-type: none"> ▪ Generally accurate, though perhaps with some omissions ▪ A good answer to the questions, largely things based on required reading and course notes ▪ Clear presentation ▪ Development of arguments not always complete

<i>Pass</i>	40+	FAIR
		<p>Performance meets the minimum criteria. Recognition of what question is getting at. A fair level of competence is displayed</p> <ul style="list-style-type: none"> ▪ A coherent presentation of ideas and opinions ▪ Evidence of limited essential reading ▪ Limited competence with critical or linguistic concepts ▪ A general sense of historical context ▪ Some detailed allusion to relevant texts ▪ Composition without major faults of spelling, punctuation

At lower end of pass scale answers tend to be weak in one or more of the following areas:

- Minimal appropriate or accurate material

- Cursory coverage of the basic material but with some errors, omissions or irrelevancies
- Loose structure
- Poor development of arguments

Compensatable

35+

FAIL

Pass (35+)

More work required before pass can be awarded. An attempt at the question but seriously lacking in content.

- Some appropriate material, but poor coverage
- Disorganised or sketchy essay
- Inappropriate material
- Lack of argument or evidence

Outright fail (-35)

>35

FAIL

Considerable further work required. Misunderstanding of the basic material

- Complete failure to answer the question
- Totally inadequate information
- Incoherent presentation

3.2.4 Sample Journal Marking Guidelines

JOURNAL MARKING GUIDE (As used on Community Studies Module)

<i>Grade</i>	<i>Knowledge, Comprehension & Analysis</i>	<i>Reflective thinking</i>	<i>Structure, Writing and Presentation</i>
70-100%	<ul style="list-style-type: none"> • Demonstrates an excellent understanding of module content. • Familiar with broad context surrounding topic. • Shows critical insight and In-depth analysis. • Shows evidence of original thinking. • Achieved a broad range of learning outcomes. • Exceptional range of reading evident. • Own independent research evident. 	<ul style="list-style-type: none"> • Extremely reflective approach to the module content. • Critically engages with own thoughts and ideas in relation to the core concepts discussed in the module. • Relates module content to own experience. • Excellent self-awareness as a learner. 	<ul style="list-style-type: none"> • Assignment is very well laid out and presented. • Writing clear, fluent & accurate. • Good use of vocabulary. • Flowing academic and reflective writing style. • Accurate referencing and bibliography. • Logical structure. • Adheres to assignment guidelines.
60-69%	<ul style="list-style-type: none"> • Demonstrates a very good understanding of the core topics presented in the module. • Achieved many of the learning outcomes. • Demonstrates some critical awareness. • Analytical insight evident. • Evidence of reading course materials. 	<ul style="list-style-type: none"> • Reflects on module content. • Acknowledges own thoughts and perspectives in relation to the module content. • Reflection supported by examples. • Very good level of self-awareness as a learner. 	<ul style="list-style-type: none"> • Logical progression from one point to the next point. • Good use of paragraphs. • Clear and well-constructed sentences. • Accurate referencing and bibliography. • Adheres to assignment guidelines.
40-59%	<ul style="list-style-type: none"> • Demonstrates some understanding of the module content. • Has achieved a limited range of learning outcomes. 	<ul style="list-style-type: none"> • Reflective approach to learning evident, however does not reflect at a deep level. • Tends to provide a descriptive account rather than engage in critical reflection. • Has some insight into own experience as a learner. 	<ul style="list-style-type: none"> • Some grammatical, stylistic and spelling errors. • Some inaccuracies in referencing use of quotations and bibliography. • Structure or format may be inconsistent throughout the assignment.

	<ul style="list-style-type: none"> • Tendency to provide a descriptive overview of module content and class discussion. • Little analysis, synthesis of ideas or evaluation. • Some broad generalisations made with no reference to evidence. 	<ul style="list-style-type: none"> • May include personal detail that is not relevant. 	<ul style="list-style-type: none"> • Does not adhere to the presentation guidelines.
0-39%	<ul style="list-style-type: none"> • No evidence of understanding module content. • Discussion may be inconsistent and contradictory and does not relate clearly to the module content. • No analysis or sense of what the course material means. • Has not met the intended learning outcomes. 	<ul style="list-style-type: none"> • Little/no evidence of reflection. • No reference to own thoughts, opinions or perspective in relation to core module content. • Does not reflect on module content in relation to experience as a learner. 	<ul style="list-style-type: none"> • Overall structure is not clear. • Journal is difficult to read. • Significant spelling errors and poor use of punctuation. • Lack of fluency. • Limited communication of ideas. • No referencing or bibliography. • Exceeds/falls short of required word count.

3.2.5 Sample Facilitation Marking Template

FACILITATION MARKING TEMPLATE (As used on Community Studies Module)

Learner:

Presentation	Feedback	Marks
Visual Aids (Powerpoint / Flip Chart / Other materials etc Clearly / well used)		/10
Pacing (speech clear, not too fast or slow, & content delivered evenly)	Time:	/10
Engaging (good use of eye contact, audience connection)		/10

Content	Feedback	Marks
Objectives & Overview (clearly stated)		/10
Structure of Presentation / Facilitation (does the presentation adhere to the guidelines and is it clearly organised)		/10
Facilitation activity (what type of activity is undertaken, does it engage all students)		/25
Academic Content (background reading and in-depth knowledge)		/25

3.2.6 Sample Group Presentation Marking Criteria

GROUP PRESENTATION GRADING RUBRIC (As used on module: Women and the Church in Medieval and Early Modern Europe)

Criteria	Excellent 10	Very Good 8	Satisfactory 6	Needs Improvement 4
Evidence of Teamwork	<p>Clear evidence of teamwork presented</p> <p>Tasks equally divided between team members</p> <p>Assigned task performed by each member</p> <p>All members assist in presenting and/or answering questions</p>	<p>Adequate evidence of teamwork presented</p> <p>Tasks fairly equally divided between team members</p> <p>Assigned task performed by most members</p> <p>Most members assist in presenting and/or answering questions</p>	<p>Some evidence of teamwork presented</p> <p>Some division of labour evident.</p> <p>Assigned task performed by some members</p> <p>Some members assist in presenting and/or answering questions</p>	<p>Little evidence of teamwork presented</p> <p>Tasks unequally divided between team members</p> <p>Assigned task performed by only one or two members</p> <p>A minority of members assist in presenting and/or answering questions</p>
Appropriateness of material	<p>Excellent understanding of the links between the presentation and the seminar topic</p> <p>Frequent links made to the seminar topic</p> <p>Little or no inappropriate material included</p> <p>Audience left with an excellent summary of the topic</p>	<p>Very good understanding of the links between the presentation and the seminar topic</p> <p>Many links made to the seminar topic</p> <p>Only a small quantity of inappropriate material included</p> <p>Audience left with a good summary of the topic</p>	<p>Adequate understanding of the links between the presentation and the seminar topic</p> <p>Some links made to the seminar topic</p> <p>Tendency of some presentations to include inappropriate material</p> <p>Audience left with a vague idea of the topic</p>	<p>Little understanding of the links between the presentation and the seminar topic</p> <p>Few links made to the seminar topic</p> <p>Much inappropriate material included</p> <p>Audience left with no clear understanding of the topic</p>

Level of research evident	<p>Excellent level of research and preparation evident</p> <p>First-rate sources identified and used – both primary and secondary</p> <p>Evidence is synthesized very skillfully and critically appraised</p> <p>Material presented is very comprehensive</p>	<p>Very good level of research and preparation evident</p> <p>Many good sources identified and used - both primary and secondary</p> <p>Evidence is synthesized skillfully and often critically appraised</p> <p>Material presented is comprehensive</p>	<p>Adequate level of research and preparation evident</p> <p>Some good sources identified and used - both primary and secondary</p> <p>Evidence is rarely synthesized or critically appraised</p> <p>Material presented is not fully comprehensive</p>	<p>Poor level of research and preparation evident</p> <p>A few good sources identified and used - both primary and secondary</p> <p>Evidence is not synthesized or critically appraised</p> <p>Material presented is not comprehensive</p>
Standard of presentation	<p>Professional delivery with good eye contact and clear articulation</p> <p>Excellent PowerPoint and/or handout</p> <p>Excellent time-keeping</p> <p>Very smooth transition between different components</p>	<p>Fluid delivery with good eye contact and clear voice</p> <p>Very good PowerPoint and/or handout</p> <p>Very good time-keeping</p> <p>Smooth transition between different components</p>	<p>Occasionally faltering delivery with some eye contact and occasionally hard to hear</p> <p>Adequate PowerPoint and/or handout</p> <p>Some problems with time-keeping</p> <p>Choppy transition between different components</p>	<p>Frequently faltering delivery with little eye contact and often hard to hear</p> <p>Inadequate PowerPoint and/or handout</p> <p>Problematic time-keeping</p> <p>Incoherent transitions</p>

3.2.7 Guidelines on Feedback to Support Teaching and Learning

Guidelines on Feedback to Support Teaching and Learning

Feedback is a core teaching activity which provides information to learners so that they know what performance standards are expected of them and what steps they can take to address any shortfalls. The *Carlow College Assessment Policy* (2017) stresses the importance of the timely delivery of constructive and consistent feedback to students. In order to achieve best practice in feedback, lecturers and assessors are expected to abide by the following guidelines:

- Module and assessment information must inform learners when, where and how feedback is offered on the module/assessment concerned.
- Each assessment task should be covered by clear marking criteria. Learners must be given these criteria and feedback must make reference to the criteria.
- Essay feedback must be provided in a timely manner so that learners have the opportunity to reflect on it and address any problem areas in the next assignment/essay.

Class sizes under 10 – feedback should be delivered within a week (5 working days);

Class sizes between 10 and 20 – feedback should be delivered within two weeks (10 working days);

Class sizes between 20 and 30 – feedback should be delivered within three weeks (15 working days);

Class sizes between 30 and 40 – feedback should be delivered within four weeks (20 working days)

Class sizes between 40 and 50 – feedback should be delivered within five weeks (25 working days)

Class sizes over 50 – every effort should be made to deliver feedback within six weeks (30 working days)

- If feedback delivery is delayed, a new date should be agreed with the PB Chair and learners should be given the new due date.
- Feedback must be relevant to the achievement of the module's learning outcomes.
- Feedback must be appropriate to the level of the learner and to the nature the learning activity.
- Lecturers should exploit the benefits of technology to deliver prompt, clear and accessible feedback.
- Lecturers should also create opportunities to deliver feedback informally during non-assessed activities.
- Learners must be encouraged and supported to engage with feedback, to develop their ability to reflect on their attainment and follow up on any suggested mechanisms for improvement.

- When marking exam scripts, assessors should provide brief feedback on the determination of the mark. Scripts must be made available for students to view and there must be opportunities for students to discuss exam performance with assessors.

3.3 Academic Integrity

3.3.1 Carlow College *Plagiarism Policy*



**CARLOW
COLLEGE**
ST. PATRICK'S

TITLE: *PLAGIARISM POLICY*

Effective Date	27 September 2017	Version	03
Approved By	Academic Council	Date Approved	27 September 2017
		Review Date	27 September 2017 <i>or as required</i>
Superseded or Obsolete Policy / Procedure(s)		Owner	
01 <i>Policy on Plagiarism, Quality Assurance Handbook</i> (2011)		Office of the Registrar	

1. Purpose of Policy

The purpose of this document is to set out the policy on plagiarism adopted by Carlow College, St. Patrick's (hereafter Carlow College). This *Plagiarism Policy* is informed by *QQI Assessment and Standards* (revised 2013). The aim underpinning the Policy is to foster academic integrity in learners. A key requirement is that appropriate acknowledgement is made for the contributions of others to any work submitted for assessment.

2. Definitions

Plagiarism is passing off the work of others as one's own. It is defined by the act not the intention, so even careless accidental copying or inadequate referencing are still classed as plagiarism, for it gives the false impression that the learner is the author and denies the genuine author their due acknowledgement.

Examples:

- Using phrases or sentences that a learner has come across elsewhere
- Copying word-for-word directly from a text published or electronic without the use of quotation marks.
- Paraphrasing the words from a text without a reference.
- Using text downloaded/purchased from the Internet

In addition to examples involving the written word, the copying and submission of other types of information, without attribution, is also classed as plagiarism. This includes, but is not limited to: diagrams, graphics, photographs, music and video files and experimental data.

3. Scope of Policy

This Policy is applicable to all learners in relation to work submitted for credit.

4. Policy Statement

Carlow College recognises that learners do not enter the institution with a full understanding of academic writing, values or practices. Explicit teaching of academic referencing occurs at various points in the degree programmes, e.g., as part of the Academic Skills module and when assignments are set. The method of attributing sources required by the College is in the form of standard and consistent referencing and bibliographic conventions, footnotes and end-notes. Learners must sign a confirmation of authorship on the Continuous Assessment Submission Form which must be included in all submissions.

Learners at Carlow College are required to submit work through a text-matching software system called *Turnitin*. This software allows learners to view *Originality Reports* which indicate if referencing has been done correctly. *Turnitin* may also be used to detect plagiarism. No specific college-wide similarity limit has been set. Each lecturer assesses whether the level of similarity recorded breaches a threshold for plagiarism relevant to the specific assignment (see Appendix 2: *Guidelines for Using Turnitin*).

The College recognises that there are different levels of plagiarism and that account must be taken of misunderstanding by learners of the correct conventions of referencing at the start of the Degree programmes. However, learners who engage in serious/repeated incidents of plagiarism will be subject to academic sanctions, including a reduced or fail grade for an assignment (see Appendix 1: *Procedures for Dealing with Plagiarism*)

5. Roles and Responsibilities

The Office of the Registrar holds responsibility for all matters, including Quality Assurance, in relation to plagiarism. In this role, the Office is supported by the Assistant Registrars, Programme Board Chairs, Academic Advisors and lecturing staff across all programmes.

6. Associated Documentation

- Appendix 1: Procedures for Dealing with Plagiarism
- Appendix 1.1: Plagiarism Report Form
- Appendix 2: Guidelines for Using *Turnitin* at Carlow College, St. Patrick's

7. Monitoring and Review

The Policy will be subject to continuous assessment and evaluation. Staff and learners will receive refresher training at regular intervals. The Policy will be formally reviewed on an annual basis by the Office of the Registrar.

3.3.2 Procedures for Dealing with Plagiarism

Procedures for Dealing with Plagiarism

The lecturer should carefully consider the evidence of plagiarism. Indicators and/or proof of plagiarism may include, but are not limited to one or more of the following:

- An excessively high similarity score in *Turnitin*;
- Identification of the source of the materials used by the learner without proper attribution, or represented as the learner's own work;
- A demonstrably marked difference in the writing style of the learner, as compared to previous work, or variations in font, grammar and spelling from section to section;
- Written testimony from others regarding a learner's use of academically dishonest means to complete the assignment;
- First hand observation of the learner engaging in plagiarism;
- An unusual or suspicious degree of similarity in work submitted by different learners;
- Admission by the learner that s/he has plagiarised.

It is acknowledged that cases of plagiarism are rarely the same and some are far more serious than others. Seriousness varies according to the learner and the assignment. First year undergraduate learners are arguably still learning what academic integrity means but as they progress, learners are accountable to the highest standards of scholarship. Seriousness also involves the intent to deceive or not. Soft plagiarism is a pedagogical issue while hard plagiarism is an ethical one. Plagiarism is then viewed as minor, moderate and serious.

As soon as possible after the discovery of the alleged plagiarism, taking account of the context and nature of the case, the following course of action may be taken:

- Direct discussion with the learner to provide further advice about correct citation protocols and how to avoid plagiarism in the future. The learner may be required to re-submit the work / assignment with or without any of the sanctions listed below:
 - a) Resubmission of the work / assignment without penalty;
 - b) Resubmission of the work / assignment with a penalty of a mark reduction of 5% or 10%;
 - c) Resubmission of the work / assignment with a capping of the grade / mark to a pass / 40%.

In all cases where a lecturer imposes a penalty in relation to plagiarism a *Plagiarism Record Form* should be filled in (see Appendix 1.1). This form should be emailed to the Office of the Registrar, the Programme Board Chair and the relevant Academic Advisor.

Where a single offence or a pattern of offences by a learner is deemed by the Registrar to potentially threaten or compromise the integrity of the learner's achievement of the required learning outcomes and standards of the programme, the Registrar may bring the case for consideration to the Academic Council.

Appeals by a learner in relation to plagiarism may be made to the Registrar within two weeks of the application of a sanction. The grounds for appeal may relate to (i) the decision as to whether plagiarism occurred and (ii) the penalty imposed. On receiving an appeal, the Registrar will adjudicate on the matter. The result of the appeal will be conveyed to both parties.

3.3.3 Plagiarism Report Form

Plagiarism Report Form



Directions:

This form should be completed in all cases where a lecturer has imposed a plagiarism penalty.

Once completed, it should be emailed to the Office of the Registrar and the relevant Programme Board Chair and Academic Advisor.

Form:

Name of Learner	
Stage	
Programme	
Academic Advisor	
Name of Lecturer	
Name of Module	
Assignment type and title	
Summary of the type and quantity of plagiarised material detected	
Penalty imposed	
Date	

3.3.4 Guidelines for Using Turnitin at Carlow College, St Patrick's

Guidelines for Using *Turnitin* at Carlow College, St. Patrick's



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Learners

Most written assignments are required to be submitted through *Turnitin*.² Assignments are submitted through the *Turnitin* link set up on the relevant module's Moodle page. Learners who are enrolled on a module are able to access the link. The lecturer will set up a 'test link' and a 'final submission' link.

Learners are given the opportunity to make a test submission before the assignment's deadline. This submission will generate an *Originality Report*. This is the result of the comparison between the submitted work and open websites on the internet as well as *Turnitin*'s own database of previously submitted papers. The percentage of matched material is represented by a 'score' between 1 and 100.

The similarity score does not tell the learner if an essay is plagiarised, it just records how much is matching to published material. **There is no correct score.** A high score does not necessarily indicate plagiarism. It may indicate an overly high level of quotations from primary or secondary sources. This might be bad essay writing practice but if the material is correctly referenced, there is no issue of plagiarism. A low score, on the other hand, does not mean there has not been plagiarism. If an assignment scores 10%, but that 10% is unreferenced material, then it means that 10% of the assignment has been plagiarised, and that is clearly problematic.

Following the test submission, learners have the opportunity to look at their *Originality Reports* and make changes to the assignment if they wish. Changing the essay solely in order to lower the score is counter-productive and misses the point of *Turnitin*. Learners should concentrate on developing good academic referencing skills and honing their ability to use their own voice in their written work.

Assignments must be submitted through the final submission link before the assignment deadline. A hard copy of the assignment, showing a *Turnitin* number, must also be submitted to Administration.

Lecturers

Lecturers should set up the *Turnitin* links on their relevant Moodle page in good time, preferably at least four weeks before the assignment is due. A 'test link' should be set up which allows learners to see *Originality Reports* and a 'final submission link' which also allows learners to see *Originality Reports*. Assignments submitted through the 'final submission link' are the ones to be graded. Lecturers are encouraged to use settings which exclude quotations, bibliography and small matches such as common phrases.

² Lecturers may decide that specific pieces of personal/reflective/creative writing do not need to be processed through *Turnitin* and will advise the class if this is the case.

Lecturers should avoid giving learners the impression that there is a ‘threshold’ for the similarity score above which assignments will be considered to be ‘plagiarised’. It is more helpful to give learners examples of good quotation and referencing techniques.

Turnitin can assist in the detection of plagiarism as it is faster and more effective than investigating for the original sources through conventional search engines (i.e. Google). However, the lecturer must use his or her own judgement in determining whether a learner has plagiarised material in their assignment.

Procedures to be followed if plagiarism is detected are covered in the *Plagiarism Policy* (2017).

4 Dissertation and Seminar

4.1 Dissertation Aims, Objectives and Learning Outcomes

FOURTH YEAR DISSERTATION AND SEMINAR: AIMS, PROCEDURES AND OUTCOMES

The aim of the Dissertation module in terms of the Humanities and English and History learner is to direct, demonstrate and model the skills necessary for the production of independent research, thinking and writing. Learners will display initiative in selecting a subject for a dissertation and preparing a proposal. They will write a dissertation according to the standards of their chosen discipline, as well as presenting and defending a paper to their peers and lecturers in the course of the year.

The aim of the module in terms of the learner of Social Care and Citizenship and Community Studies is to prepare and guide the learner through each stage of the research process. Learners need to identify an appropriate research topic, locate it within the relevant literature, develop an appropriate, ethically sound methodological approach, and then gather the empirical data in their chosen dissertation topic. Learners must also present a paper to their peers and lecturers in the course of the year.

Seminar Learning Outcomes:

Having completed the Seminar, the learner will be able to:

1. Display an integrated understanding of their discipline.
2. Demonstrate their capacity for independent learning through active participation in staff-learner seminars and presentations in those seminars.
3. Display the interpersonal and communication skills necessary to partake in academic fora of debate.

Dissertation Learning Outcomes:

Having completed the Dissertation, the learner will be able to:

1. Demonstrate critical discernment in choosing a research area.
2. Illustrate the critical skills necessary to organise a large body of data in a manner which displays a sophisticated level of writing competency.
3. Develop a deeper critical understanding of the specific academic discipline they have chosen, including both a more profound knowledge of empirical studies within the field (where applicable) and a greater sophistication in their theoretical understanding and skills.
4. Demonstrate an academic work ethic in meeting deadlines and commitments while exploring their topic, and displaying competent judgement and creative intelligence when working under the guidance of a supervisor.

4.2 Assessment Breakdown

Assessment:

Humanities/English and History:

Dissertation (80% of Marks) (7,500 – 10,000 words maximum)

Seminar (20% of Marks)

Social Care/ Citizenship and Community Studies:

Proposal 10%

Seminar 10%

Dissertation 80% (8,000-10,000 words)

4.3 Dissertation Co-ordinator

Dissertation Co-ordinator

The Dissertation Co-ordinator is a member of the College staff who directs and co-ordinates the Seminar and Dissertation. Two co-ordinators are chosen, one for English and History and Humanities and one for Social Care and Citizenship and Community Studies.

The Dissertation Co-ordinator will oversee the fair and appropriate division of supervisory roles between members of the lecturing staff. She/he will notify learners about their supervisor, will schedule the seminars, will co-ordinate the results and liaise with Central Administration Office about the results. The Dissertation Co-ordinator is a member of the relevant Programme Boards and will report to PB meetings as appropriate

Since the Dissertation Co-ordinator and Final Year Academic Advisor will not be the same person, they will need to cooperate closely and have their responsibilities clearly defined, in particular from a learner's perspective. Any extensions, or difficulties in regard to presentations, should remain within the competence of the Final Year Academic Advisor

4.4 The Role of the Supervisor

The final dissertation is the product of the independent effort of the fourth-year learner. However, dissertations should be supervised, read and graded by a single member of staff entitled the Supervisor. The Supervisor's role is to direct research questions and reading. It is the responsibility of the learner to contact their nominated supervisor in the first instance and agree on a schedule of meetings. In the course of the academic year the pace of submission of written work should be at the discretion of the Supervisor. However, it is suggested that all learners regularly meet with their Supervisors, whether part-time or full-time members of staff.

4.5 Procedure (Humanities & English and History)

The Dissertation Co-ordinator arranges a preparatory session with all Third-Year learners in the run up to Easter. Learners are then asked to fill in a Dissertation Proposal Form and an Ethics Checklist for Learners. The Proposal includes a draft title, a thesis statement outlining the research questions to be explored and a provisional bibliography of primary and secondary sources. In preparing their proposal the learner can consult with a potential Supervisor who will advise the learner about the viability of the topic chosen, as well as suggesting possible avenues for initial research and investigation. The Dissertation Co-ordinator, however, makes the final decision on the allocation of dissertation supervising. In this, he/she is guided by the relevant Programme Board Chair and their knowledge of individual staff workload. Ideally no lecturer should supervise more than five dissertation learners.

If the learner has answered YES to any of the statements on the Ethics Checklist, they are required to make contact with the Dissertation Co-ordinator who will assist them further in developing appropriate safeguards to continue with their research project.

Third-year learners are informed before the summer break about their dissertation supervisor. Occasionally, a learner may be asked to reconsider their topic or take advice from a potential supervisor about the viability of the proposed topic. Learners are encouraged to do preparatory reading over the summer and to meet with their supervisor in the first two weeks of their final year to decide on a schedule of work. The submission date for the written dissertation will be communicated at this time.

The Dissertation Co-Ordinator will organise and deliver a number of workshop sessions with fourth year students during the first term. These will cover research and presentation skills.

Learners will be informed about the date of their presentation as soon as possible. Seminar presentations will be of half an hour's duration, consisting of roughly a twenty-minute presentation of an academic paper, and ten minutes of staff and learner questioning. This presentation and defence comprises 20% of the overall mark for a dissertation. The Seminar mark awarded should be arrived at by consensus between the Supervisor; other members of the lecturing staff, with special consideration given to fellow colleagues with expertise in the area; and the Dissertation Co-ordinator. The Dissertation Oral Presentation rubric should be used. Following the seminar, the Supervisor should meet with the learner to give feedback on their performance.

It is mandatory for learners to attend all presentations in their group and their attendance is monitored.

4.6 Procedure (Applied Social Studies in Social Care/Citizenship and Community Studies)

All learners complete a Research Methods module in third year. They do a literature review on a subject of their choice as part of their assessment. They are also invited to submit a statement of Research Area of Interest before the end of the second term, if they are intending to return to complete an honours degree.

At the beginning of the Stage 4 academic year all learners have to finalise their statement of Research Area of Interest which requires them to identify their research topic, proposed working title, source of data and reasons for choosing the topic. They are also required to fill in an Ethics Checklist. If the learner has answered YES to any of the statements on the Ethics Checklist, they are required to make contact with the Dissertation Co-ordinator who will assist them further in developing appropriate safeguards to continue with their research project.

The Dissertation Co-ordinator and Programme Board Chairs agree the distribution of dissertation supervision and the list of learners, supervisors and tutorial groups is put on Moodle. The Dissertation Co-ordinator sends out a Dissertation progress and submission dates plan for the year to lecturers and learners.

The Dissertation Co-ordinator delivers a lecture each week to the class group covering each stage of the research process and, in addition, tutorials are run by the dissertation supervisors for learners under their supervision. This is a key element of support.

The first piece of written work that learners submit is the Research Proposal in October with an assessment weighting of 10%. The supervisor corrects these and gives feedback to the learners. At this stage the Ethics Checklist for Learners is submitted. If the learner has answered YES to any of the statements on the Ethics Checklist, they are required to make contact with their supervisor who will assist them further in developing appropriate safeguards to continue with their research project.

For the remainder of the term learners work on their literature review. Learners submit their draft literature review by the end of term and they receive a guide mark and feedback from the supervisor.

In the second term students prepare and carry out their own research. In mid- February learners give a presentation on their research to date assessed at 10%. Two supervisors with their learners come together for the presentations. The presentation is normally of 10 minutes' duration. Learners receive feedback from both other learners and supervisors. Learners are graded with an agreed mark by both supervisors who fill in the *Research Presentation marking sheet*

It is mandatory for all students to attend the seminars which normally take place over two weeks.

4.7 Dissertation Submission and Grading Guidelines

On or before the submission date the learner will submit an electronic copy of their dissertation through Turnitin and one paperbound copy, with relevant cover page at the Library Desk (the learner must also complete a Declaration Form which should be inserted after the cover page). The Library charges a fee of three euro for the binding of dissertations. The date of submission of the dissertation will be documented at the library desk. **Extensions on the submission date can only be granted by the Stage 4 Academic Advisor who will liaise with the Dissertation Co-ordinator and supervisor.**

The Dissertation Co-ordinator distributes the dissertations to the relevant supervisors for marking. Assessors should use the relevant Dissertation Marking Rubric and marks should be entered on the relevant Dissertation Assessment Sheet

To ensure balance in the assessment, a sample of dissertations should be second-read by a lecturer in the appropriate area. In the event that the supervisor and second reader cannot agree, or differ by 10% or more in their assessment, the Dissertation should go to an External Examiner. In the case of difficulties between a learner and their supervisor the Dissertation Co-ordinator should ensure that the dissertation is second-read.

4.8 Dissertation Proposal Form (Humanities and English and History)

Humanities/English and History
Dissertation Proposal Form 2017-18

Learner's Name:

Programme:

Subject Area:

Dissertation Title

Thesis Statement (About 300 words):

Bibliography

Primary Sources

Secondary Sources

4.9 Statement of Research Area of Interest (ASSSC and C&C)

Applied Social Studies in Social Care/Citizenship and Community Studies

Statement of Research Area of Interest 2017-18

Learner's Name:

Programme:

Research Topic

Proposed Working title:

Source/Location of Primary Data:

Reason for choosing this topic:

4.10 Ethics Checklist for Learners



ETHICS CHECKLIST FOR LEARNERS/RESEARCHERS

This form is intended as an initial checklist for s proposing to undertake research involving human or animal participants.

<i>Learner/Researcher Name</i>	
<i>Learner ID Number</i>	
<i>Course Name</i>	
<i>Supervisor Name</i>	
<i>Dissertation Title</i>	

Checklist

	YES	NO
1. Are any of your proposed participants vulnerable or unable to provide informed consent (e.g., individuals under the age of eighteen years, members of a self-help group, prison populations, intellectually challenged persons)?		
2. Will your proposed research require the cooperation of a gatekeeper* for initial access to participants? (e.g., learners at a school, residents of a nursing home)		
3. Will your proposed research involve collection of data relating to sensitive topics? (e.g., sexual activity, drug use, suicide, abuse or discrimination)		
4. Are pain or discomfort likely to result from your proposed research?		
5. Could your topic induce psychological stress or anxiety or cause harm or negative consequences beyond the risks encountered in daily life?		
6. Does your proposed research involve deception?		
7. Will it be necessary for participants to take part in your proposed research without their knowledge and consent at the time? (e.g., covert observations of people)		

	YES	NO
8. Will your proposed research involve the gathering of data about unlawful activity?		
9. Does your proposed research involve access to, or the collection of, sensitive/confidential data from other organisations?		
10. Will your proposed research involve prolonged or repetitive testing of individuals or groups?		
11. Will your research fail to meet the guidelines of the <i>Data Protection Legislation</i> ?		

If you have answered YES to any of the above questions, please make contact with your dissertation supervisor who will assist you further in developing appropriate safeguards to continue with your research project.

Please attach any survey/interview questions, schedules you propose using for your research.

Please attach letters seeking consent (Appendix 3 and 4) to work with external organisations.

Signed:

Date:

Office Use Only

REAC ref number:

Decision:

* Gatekeeping is the process of allowing or denying another person access to someone or something (Holloway and Wheeler, 2002).

4.11 Oral Presentation Criteria (Humanities and English and History)

Dissertation Oral Presentation Criteria

Humanities and English and History programmes

Levels of Achievement					
CRITERIA	FAIL	PASS	2.2	2.1	DISTINCTION
Development of Topic	<p>Little information conveyed. Disconnected or disorganized ideas. Meaning frequently unclear due to recurrent errors.</p>	<p>Some understanding of topic shown. Some links and connections made between ideas. Points are usually developed with minimum detail. Information is usually relevant.</p>	<p>Good understanding of topic shown. Links and connections between ideas made clear. Information was relevant and expressed in own words. Points were developed with sufficient and appropriate details</p>	<p>A very good understanding of the topic shown. Links and connections between ideas made clear. Information was relevant and well expressed in own words. Points were well-organised and developed with sufficient and appropriate details.</p>	<p>Very informative, original ideas and perspective, very creative. Very wide ranging in its perspective. Deft use of sophisticated concepts and terminology.</p>
Ability to engage and involve audience	<p>Incomprehensible use of language and sentences, with a very poor use of vocabulary and syntax.</p> <p>Halting, fragmented, with unnatural pauses, making it difficult to follow.</p> <p>Very little information conveyed in a disconnected and haphazard fashion.</p>	<p>Some eye contact was made.</p> <p>Techniques used to engage audience were minimal, or mainly ineffective.</p> <p>Presenter occasionally spoke clearly and at a good pace.</p>	<p>An interesting approach taken to topic. Speaker used techniques such as visual aids and props, anecdote, surprising facts, direct audience participation. Presenter usually spoke clearly to ensure audience comprehension. Delivery was usually fluent.</p>	<p>Speaker monitored audience and adapted presentation accordingly. An interesting or original approach taken to the topic. Speaker used techniques such as visual aids and props, anecdote, humour, surprising facts, direct audience participation.</p> <p>Presenter spoke clearly and at a good pace to ensure audience comprehension. Delivery was fluent and expressive.</p>	<p>Very difficult concepts clearly explained. Excellent use of appropriate examples, or illustrations. No mispronunciations of technical vocabulary. Kept the audience engaged with a difficult and demanding presentation.</p>

Conclusion of topic	<p>Very elementary or basic conclusion attempted.</p> <p>Listener seriously doubts the conclusions drawn.</p> <p>There may well be no conclusion.</p>	<p>An attempt was made to conclude the presentation.</p>	<p>The presentation was summed up clearly.</p> <p>You had a sense you had reached the end and some outcome was delivered and assessed.</p>	<p>The presentation was summed up clearly and effectively, with key points emphasised.</p> <p>There was an evaluation and assessment of the material.</p>	<p>Summed up in a very cohesive way the overall argument of the thesis and the major strategies by which this has been achieved.</p> <p>Has realistic and convincing perspective on the topic that indicates high levels of judgement and balance.</p>
Answering questions from audience	<p>Poor grasp of the import of questions.</p> <p>Does not answer the question at all.</p> <p>Very confused and unclear about what they understand about the topic and what they attempt to convey to the listeners.</p>	<p>Not all questions could be answered.</p> <p>Questions answered with difficulty, but a basic knowledge of the topic was demonstrated.</p>	<p>Most questions answered.</p> <p>Answers showed good knowledge and understanding of the topic.</p> <p>Language was mainly correct.</p>	<p>Questions answered with little difficulty.</p> <p>Very good knowledge of the topic was demonstrated.</p> <p>Language was correct and fluent.</p>	<p>Highly responsive to what the audience asked and needed.</p> <p>Displayed high levels of dexterity in grasping the import of questions asked.</p> <p>Demonstrated remarkable ease in marshalling key arguments and information to address questions effectively and sufficiently.</p> <p>Consistently clarified, restated, and responded to questions: succeeded in a comprehensive answering.</p>

4.12 Guidelines for Research Proposal (ASSSC and C&C)

Guidelines for Research Proposal

B.A. (Hons.) Applied Social Studies/Citizenship and Community Studies

Length:1200 words

Submission Date:

Title

The title of your project should be short, accurate and clear. A single sentence containing around 10 words or less is best.

Introduction (5% of word count))

General introduction to the research project, its context and location. Reasons for interest in this topic.

Statement of the problem (5%)

What is it that your research is examining? Here state what the aim of your research is.

Mini Literature Review (60%)

This section should review some of the main literature relevant to your proposed research topic. What have you found out to date from your reading? Who are the key writers? What are the key issues being written about? The relevant readings should be discussed as well as their main findings. It should form the framework for the research you will carry out.

The theoretical framework relevant to the area of study should also be briefly discussed.

Research Question(s) (5%)

Set out two to three specific research questions that will act as a guide for the research as a whole. These specific areas will act as objectives that need to be addressed in order for the overall topic to be examined thoroughly.

RESEARCH METHODOLOGY (25%)

This is a key section in that it sets out the overall approach you intend to take and the specific data collection methods you intend to use. You need to justify your choices stating why you feel they are right for this research project. You should also refer to ethical considerations that need to be discussed.

4.13 Research Presentation Marking Sheet (ASSSC and C&C)

Research Presentation Marking Sheet

B.A. (Hons.) Applied Social Studies/Citizenship and Community Studies

Learner Name:

Overall Mark:

Marking sheet:

Aspect of presentation	Comment	Mark
Clarity of research area: The learner to outline their research question and topic of research		/20
Literature Review: To present a summary of the key literature that will inform and guide the learner's research		/30
Methodology: To outline the methods the learner intends to use in their research explaining why they have chosen these. An awareness of ethical considerations should be displayed.		/30
Quality of presentation: The learner should attempt to engage their audience (eye contact, clarity of speech, being prepared). There should be a clear introduction and a good overall structure within the time allotted.		/20
Overall Mark		/100

4.14 Dissertation Cover Sheet



CARLOW COLLEGE
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CARLOW

Name:

Programme:

Title of Dissertation:

Supervisor:

Date Presented:

Turnitin ID:

4.15 Dissertation Declaration



DISSERTATION DECLARATION

I declare that this dissertation has not been submitted as an exercise for a degree at this or any other college or university and it is entirely my own work.

I agree to deposit this thesis in Carlow College, St. Patrick's open access repository or allow the library to do so on my behalf, subject to Irish Copyright Legislation and Carlow College, St. Patrick's Library conditions of use and acknowledgement.

SIGNED: _____

NAME IN PRINT: _____

4.16 Dissertation Assessment Sheet and Rubric (Humanities and English and History)

UNDERGRADUATE DISSERTATION ASSESSMENT SHEET

Humanities and English and History programmes

Programme					
Learner's Name					
Dissertation Title					
Supervisor's Name					
Assessor (Please Tick)	Supervisor	<input type="checkbox"/>	2 nd Reader	<input type="checkbox"/>	External Examiner

Criteria	Max Mark	Mark	Criteria	Comment
Abstract & Introduction	15		<ul style="list-style-type: none"> • Clear, concise and synoptic abstract • Clearly defined thesis question. • Clear objectives, rationale & framework for study • Wide use of relevant primary sources (History) • Wide use of primary source(s) • Intelligent summary of literature with explanation and review on literature relevance. • Descriptive chapter outline 	
Chapters	40		<ul style="list-style-type: none"> • Clearly structured chapters • Relevant issues and themes identified and analysed • Number and breadth and relevance of sources/citations. • Development of argument/point – skilled expression of ideas • Clear and logical research • Sophisticated Writing • Critical evaluation • Findings clearly defined • Accurate footnotes 	

			<ul style="list-style-type: none"> • Accurate spelling and grammar 	
Conclusion	20		<ul style="list-style-type: none"> • Identification and analysis of key findings • Definitive answer to thesis question • Evidence of critical thinking 	
Bibliography	5		<ul style="list-style-type: none"> • Detailed bibliography (including primary sources for history) • MHRA guidelines accurately followed 	
Presentation	20		See Presentation Rubric	

OVERALL COMMENT

TOTAL MARKS AWARDED

Supervisor

Second Reader

AGREED MARK

Signature.....

Date.....

UNDERGRADUATE DISSERTATION MARKING RUBRIC

Humanities and English and History programmes

This marking rubric should be used by examiners to aid the completion of the marking sheet above. It clearly shows the expectations for each band of mark. This table has been produced to act as an aid to students, supervisors and second readers of Undergraduate Dissertations.

Indicative Grade	Dissertations in this category will generally fulfil the following criteria:
1.1 (80+%)	<ul style="list-style-type: none"> • Be an exceptional dissertation • Provides insights, based on research objectives, and contributes to knowledge • Is clearly based on independent thinking • Has focused on primary sources (particularly relevant to history) • Is superbly written, referenced and structured • Reflects depth of insight and confidence of understanding, and real critical analysis • Also must contain requirements from column 1.1 (70+%) below.
1.1 (70+%)	<ul style="list-style-type: none"> • Critical acumen displayed in selecting a unique and innovative research topic • Contributes to knowledge in the field • High use of relevant primary source(s) • Intelligent use of secondary sources • Independent research demonstrated • Well written, referenced and structured • Critical thinking and analytical skills displayed • Research question identified in the introduction, examined in chapters and solved in the conclusion • Comprehensive presentation of research themes and findings • Interdisciplinary approach (Humanities) • All deadlines were met
2.1 (60%-69%)	<ul style="list-style-type: none"> • Critical acumen in selecting a novel approach to a research topic • Brings something new to the field of study • Relevant primary source(s) used • Relevant and wide range of secondary sources • Critical analytical and evaluative skills displayed • High-level of writing competency • Clear presentation of research themes, analysis and findings • Independent research • Conclusions clearly presented
2.2 (50-59%)	<ul style="list-style-type: none"> • Selection of a suitable research topic that displays some originality • Some primary source(s) used • Strong use of secondary sources • Good understanding of research/dissertation questions

	<ul style="list-style-type: none"> • Good chapter structure • Descriptive with adequate critical analysis shown • Limited independent research • Low interdisciplinary skills (Humanities) • Reasonable level of writing competency • Research clearly presented • Clear conclusion presented
Pass 40-49	<ul style="list-style-type: none"> • Reasonable attempt at dissertation • Selection of a topic that is relevant to student's degree • Limited use of primary and secondary sources • Show work which is broadly relevant • Some good written expression but may lack clarity • Weak critical analytical skills • Grammar and punctuation errors • Not all research objectives met • Structure of work unclear • Gaps in conclusions • Deadlines not met
Fail (>40%)	<ul style="list-style-type: none"> • Vague or unclear topic • No primary sources used • Weak secondary sources • Use of irrelevant sources • Weak analytical skills – no reference to research aims • Failure to write clearly to present arguments/points • Weak conclusion or no conclusion • Spelling, grammar and punctuation errors • Work shows lack of understanding • Late submissions

4.17 Dissertation Assessment Sheet and Rubric (ASSSC & C&C)

UNDERGRADUATE DISSERTATION ASSESSMENT SHEET
Social Care and Citizenship and Community Studies Programmes

Programme					
Learner's name					
Dissertation Title					
Supervisor					
Assessor (Please Tick)	Supervisor		2 nd Reader		External Examiner

Criteria	Max Mark	Mark	Criteria	Comment
Abstract & Introduction	5		<ul style="list-style-type: none"> • Clear, concise and synoptic abstract • Clear objectives, rationale & framework for study • Good chapter outline 	
Literature Review	20		<ul style="list-style-type: none"> • Identification of research question • Extent and understanding of existing literature • Number, breadth & relevance of citations • Synthesis and summary of literature • Relevance of literature to research question 	
Methodology	20		<ul style="list-style-type: none"> • Description, suitability & 	

			<p>rationale of research process</p> <ul style="list-style-type: none"> • Philosophy of method defended • Transparent sampling procedures • Ethical consideration 	
Presentation of Results	10		<ul style="list-style-type: none"> • Diagrammatical description of data where appropriate • Relevant issues & themes identified • Data exploration and mining 	
Interpretation, Analysis & Discussion	25		<ul style="list-style-type: none"> • Identification and analysis of key findings • Argument using relevant referenced material • Connection & integration of literature • Limitations identified & discussed • Synthesis & critical thinking evident 	
Conclusion & Recommendations	10		<ul style="list-style-type: none"> • Good summary & explanation of research • Link between objectives and outcomes • Evidence of learner's critical thinking 	
Organization & Presentation	10		<ul style="list-style-type: none"> • Clear & logical research structure & process evident 	

			<ul style="list-style-type: none"> • Excellent use of language. • Skillful presentation & accurate application of academic conventions • Clarity of expression & ideas • Accurate spelling & use of grammar • Accuracy & resenation of reference list/ bibliography 	

OVERALL COMMENT

TOTAL MARKS AWARDED

Supervisor

Second Reader

AGREED MARK

Signature.....

Date.....

UNDERGRADUATE DISSERTATION MARKING RUBRIC

Social Care and Citizenship and Community Studies Programmes

This marking rubric should be used by examiners to aid the completion of the marking sheet above. It clearly shows the expectations for each band of mark. This table has been produced to act as an aid to learners, supervisors and second readers of Undergraduate Dissertations.

Indicative Grade	Dissertations in this category will generally fulfil the following criteria:
1.1 (80+%)	<ul style="list-style-type: none"> <input type="checkbox"/> Be an exceptional dissertation, <input type="checkbox"/> Provides insights, based on research objectives, and contributes to knowledge <input type="checkbox"/> Is clearly based on independent thinking <input type="checkbox"/> Handles methodologies with a high degree of competence or develops an innovative methodology <input type="checkbox"/> Is superbly written, referenced and structured <input type="checkbox"/> Reflects depth of insight and confidence of understanding, and real critical analysis
1.1 (70%-79%)	<ul style="list-style-type: none"> <input type="checkbox"/> Show evidence of original and independent thinking <input type="checkbox"/> Show a strong ability to critically analyze and evaluate <input type="checkbox"/> Indicate extensive secondary and primary research <input type="checkbox"/> Have excellent clarity of written expression <input type="checkbox"/> State research objectives which are then met <input type="checkbox"/> Be an excellent piece of work - present outstanding work
2.1 (60%-69%)	<ul style="list-style-type: none"> <input type="checkbox"/> Have evidence of some critical analysis <input type="checkbox"/> Engage in analysis of data <input type="checkbox"/> State research objectives which are then met <input type="checkbox"/> Have clear written expression <input type="checkbox"/> Display a high level of competence <input type="checkbox"/> Be well organized
2.2 (50%-59%)	<ul style="list-style-type: none"> <input type="checkbox"/> Be adequate but have a limited scope of analysis <input type="checkbox"/> Show competent work which is broadly relevant <input type="checkbox"/> Be somewhat lacking in organization <input type="checkbox"/> Perhaps lack breadth of references <input type="checkbox"/> Have written expression which may at times lack clarity and there may be grammar, punctuation and spelling errors <input type="checkbox"/> Show competence in analysis of data <input type="checkbox"/> State research objectives but perhaps all are not met
Pass (40%-49%)	<ul style="list-style-type: none"> <input type="checkbox"/> Be an adequate attempt to gather and analyze relevant secondary and primary material <input type="checkbox"/> Show some knowledge of the material

	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate some understanding <input type="checkbox"/> Problems with focus and structure <input type="checkbox"/> Adequate standard of written English with numerous faults in terms of grammar and syntax <input type="checkbox"/> Shows that the research process has been completed <input type="checkbox"/> Research objectives are not clear
Fail (>40%)	<ul style="list-style-type: none"> <input type="checkbox"/> Have limited or inappropriate research <input type="checkbox"/> Show a lack of understanding <input type="checkbox"/> Have poor written expression and abundant language errors <input type="checkbox"/> Fail to articulate and address research question properly <input type="checkbox"/> Display poor analysis <input type="checkbox"/> Be very limited in scope <input type="checkbox"/> Unrealistic research objectives which are not met