

Assessments, Submissions, Plagiarism, Appeals & Deadlines

Policy & Procedure

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QA Academic Committee

Approved By: Tony O' Brien

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CEO

This policy pertains to **Northridge House Education and Research Centre at St Luke's Cork**, hereafter referred to as the Centre.

1. Purpose of Policy

The policy will ensure that all learners undertaking QQI courses are aware of the regulations regarding the assessment, submission, plagiarism, appeals and deadlines of assignments within the Centre. The learner will be aware of what is required when submitting assignments and of the implications for failing to meet these requirements. The policy will cover, assessment deadlines, late submissions, compassionate consideration, repeat assessments, appeals procedures, and assessment malpractice. The policy will facilitate the centre in achieving and maintaining the standard of training as set out in our Quality Assurance Policy.

2. Definitions

QQI – Quality & Qualifications Ireland

External QQI Authenticator – External individual who according to the QQI Guidelines for Providers, is to ensure fairness, consistency and validity of assessment and ensure accurate and quality assured learner results.

3. Scope of Policy

This policy applies to all learners undertaking QQI courses and the staff of the Centre.

4. Policy Statement

Policy Statement Submissions

Each individual assessment component of each QQI Module has a specific Assessment Brief assigned to it. Each brief is distributed to each learner on the module in question and time is allocated at commencement of the programme for the tutor to clarify the expectations required for a successful outcome. Two copies are distributed to each Learner, and one is kept by the Learner for reference and the other is signed by the Learner and returned to the office.

Each learner Brief (see Appendix A) sets out the following criteria for the learner.

- Component Name, Module Code and Level
- The Assessment Techniques
- The weighting of this Assessment Component as part of the overall Assessment Mark
- A Title
- Guidelines
 - If Written (Format)
 - Size of Font
 - Type of font
 - Spacing
 - Referencing Methodology
- Competency (Outcome) Requirements/ Expectations
- Resources Available to the Learner
- Assessment Criteria – as set out.
 - In text
 - In box format with associate maximum mark per Assessment Criteria

Each Assessment Submission will also include the

- Learner submitted work (if written)
 - Signed Submission Form (Appendix B) which includes.
 - Learners Name
 - Title of Module
 - Title of Topic or Theme
 - Date Submitted
 - Signature of Learner in Submission

- Signature of Administration on Receipt of Work
- Declaration of own authorship
- If Video Evidence of Skill based Assessment, it will be submitted by Tutor / Camera Assistant
- Signed, dated, and named Assessment Brief.

Assessment Deadline

The Assessment Deadline Relating to the submission of designated course work for the QQI Module being undertaken is set out as follows. Dates are set for each aspect of course work that must be submitted or undertaken or assessed by the Course Tutor. These deadlines are fixed. If, under the grounds of Compassionate Consideration as outlined below, a Learner may have a reason for a submission delay the Learner must contact the course Tutor at the Centre at the earliest possible opportunity prior to the submission deadline.

Compassionate Consideration

The Centre will consider the rescheduling of assessment arrangements and deadlines for submission to facilitate learners who, through no fault of their own, require compassionate consideration. The following factors are considered as being likely to merit Compassionate Consideration, subject to confirmation, clarification and as required in some cases, medical certification:

- A physical Injury or Emotional trauma arising prior to project assessment submission deadline or prior to other scheduled written or practical examination.
- A physical disability or disabling condition
- Recent bereavement or serious illness of significant other
- Severe accident
- Substantial Domestic Crisis
- Other extenuating circumstances. (that are agreed in discussion by the learner with the DOE)

The Centre will consider the specific nature of each Compassionate Consideration request made and will decide (based on evidence) on fair procedure relating to each case. The Centre is aware of the need for flexibility in terms of compassionate consideration and will balance this need for flexibility with the essential requirement to maintain the integrity and fairness of the assessment process. The

Learner Request for Extension to Assessment Submission Deadline Form must be completed (See Appendix E Form 1) The tutor must be contacted also prior to the final initial submission date. A new date will be set by the Tutor and that deadline must be achieved.

Learners may only submit late assignments if they have Tutor Approval and have completed the Form (Appendix E Form 1). This form must be returned to the Centre's administrator.

In some circumstances extensions to submission deadlines may also be afforded to students who have completed a Special Requirements Form (Appendix C Form 3) at the beginning of their course as outlined in the Equality and Accessibility Policy (ED 8).

Repeat of Assessment.

The Centre will continue to work towards ensuring that all learners can achieve a satisfactory or higher level of success at the assessment phase of programs. Should a learner fail to achieve a pass grade at least on a particular program assessment the Centre will be open to allowing the Learner involved to repeat a specific assessment to achieve a pass grade. This arrangement will be subject to maintaining the overall integrity of the assessment process, while at the same time ensuring that learners can be facilitated in their efforts to successfully complete the QQI modules.

Late Submission of Materials for Assessment

The grounds for such late submission are listed above in compassionate considerations section. The Centre is willing to submit at the next submission date to QQI and only at that date. The Centre is not able to submit material after that opportunity has passed.

Academic Integrity

The Centre is committed to supporting approaches to effective learning, teaching and assessment which uphold academic integrity. The following is a link to QQI resources interim for both staff and students who are interested in academic integrity,



Academic Integrity
Resources for websi

Assessment Malpractice

The Centre understands that most assessment submissions will constitute the honest work and the genuine, valid efforts of individual learners. In the event of suspicion of Malpractice at the assessment phase on the part of a learner, the Centre will expedite an investigation and make findings so that the integrity of the overall assessment process is maintained. The Centre will be able to carry out this investigation from within the expertise of our own results approval panel, however, the Centre will engage the services on an identified independent adjudicator, if deemed necessary.

Plagiarism is the "wrongful appropriation" and "stealing and publication" of another author's "language, thoughts, ideas, or expressions" and the representation of them as one's own original work. Plagiarism is considered academic dishonesty and may lead to failing to complete the course.

Plagiarism is when other people's writing, words or ideas are presented as one's own. Examples of plagiarism include:

Quoting or summarizing material without crediting the source. The source of material may be books, magazines, websites, films, newspapers, television programs, films, photos, drawings, charts, or graphs.

Copying or using work done by another student. Buying completed work on the Internet /downloading a paper from a free site, or by getting someone else to do the work for you.

Self-plagiarism, is the presentation of work previously submitted in a different course. It is not acceptable to present work that has been submitted previously for an awarded grade.

Examples of potential malpractice activity include:

- Learner Plagiarism (this includes copying another's work either partly or wholly or copying significant sections from either the internet or books/journals and attempting to pass this off as the learner's own work.
- Impersonation of another Learner
- Collusion presenting assignment work as if it was the learner's own work while they collaborated/colluded with other(s).
- Collaboration with others may be a requirement of the course but the individual's work within a group will be defined and clearly assessed
- Fabrication of Submission Evidence this can be falsification of data such as creating false quotations or bogus data
- Alteration of Results

- Wrongly obtaining secure assessment material (Examination Information)
- Any other covert attempt to undermine the assessment process.

Learners written material for submission must not involve “cutting and pasting” from other individuals work or from website will not be accepted. A Learner may of course mention the work of published authors, but it should be clearly sourced, and the author / references named clearly. Learners receive a copy of Academic Terms and Referencing guide at the commencement of their programme and are advised to refer to this and their tutor if unsure of correct referencing. Learners are made aware that work submitted in bullet points may not be accepted by the tutor depending on the assignment. The tutor will inform Learners of this.

Learners are encouraged to submit written materials for a review by their tutor prior to final submission. If plagiarism is found during this review, the tutor will inform the learner of same. Each Learner will be asked to name and source the material that the tutor is concerned about. The Centre uses anti plagiarism software to ensure fairness for all learners. Learners will be informed that if they submit material that is plagiarized for their final submission that the tutor will have no option but to fail their work. In the case of identified plagiarism, the Centre reserves the right not to afford a Learner a further opportunity to resubmit.

Any learner concerns about any aspect of understanding this policy must be directed to tutor or the Director of Education. Learners will be encouraged to do this.

The Centre will ensure that any investigation of Malpractice or Plagiarism will be completed in a manner and within a time frame that will not impact adversely on a learner against whom an unproven allegation of malpractice is made.

All submitted work must be clearly referenced. Web site references must be dated, all students, in signing the course submission form, are stating that the work submitted is their own, is not plagiarised and is free from fabrication or collusion in all respects.

The Centre prides itself on being supportive and encourages learners to share difficulties at their earliest convenience so the Centre may be able to accommodate changes and provide further assistance.

Appeals

Informal Appeal

When **provisional grades** are provided, learners can contact the Centre administrator who will arrange a meeting with the course tutor and Director of Education for informal review. If the learner

is unsatisfied with the feedback at this stage, they can commence the formal appeals process. This process is included in the Learner Handbook and discussed at induction at the start of each course.

Formal Appeal

Formal appeals to the Centre must be lodged using the Learner Appeal Form (Appendix D). Appeal Forms may be requested in person or by telephone from the Centre, the phone number is 021 4536551 or can be accessed on the Centre website. On receiving an Appeals Form, learners must complete a signed copy of the form and return it to the address shown on the form no later than the date stated on the letter accompanying the form. The request for appeal must state the grounds for appeal and supply evidence in support of the request.

Any appeal will be carried out by an independent assessor (i.e., not the assessor who marked the learners submitted work).

Centre Appeals Process

The following procedures are in accordance with the Centre's Quality Policies. Learners who wish to appeal a final grade must lodge their appeal to the Centre within 7 days of the date of receipt of results. There is a €50 appeal fee required to cover administration costs. This fee is refunded if the appeal is successful. **If the completed Appeal Form and payment are not received by post within 7 days there is no means of appealing the grade, and it shall constitute the final grade awarded to that Learner.**

A suitably qualified external authenticator is appointed and reviews the learners submitted material, appeals form and marking sheet.

The potential outcomes of the appeals process are as follows:

- Result upgrade or downgrade
- No grade changes

The Director of Education will inform the learner in writing of the outcome of the appeal within 15 working days. The relevant tutor will also be notified of the outcome within this timeframe.

In the event that a Learners appeal has not concluded prior to the submission date for certification, this Learners assessment will be submitted at the next available submission date

5. Roles and Responsibilities

It is the Learners responsibility to ensure that all expectations set out in this policy are met.

It is the Tutors responsibility to inform Learners of this policy and to identify where a Learner has not met the requirements in this policy.

It is the Director of Educations responsibility to determine the correct course of action in the event where a Learner is suspected of breaching the rules as set out in this policy.

6. Associated Documentation

Assignment Brief (Appendix A, Sample)

Submission Form (F6) (Appendix B)

Special Requirements Form (F3) (Appendix C)

Learner Appeal Form (F5) (Appendix D)

Learner Extension Request Form (F1) (Appendix E)

7. Referenced Policies

Quality Assurance Policy (ED 18)

Equality and Accessibility Policy (ED 8)

8. Monitoring and Review

This policy will be reviewed 3 yearly or more frequently as required

Appendix A – Sample Assignment Brief

Assessment Brief 1

Date Issued:

Date Due:

Component Title: Care Skills

Module Code: 5N2770

Level: 5

Assessment Technique: Learner Reflective and skills achievement journal

Weighting: 60 %

Title: Construct a Learner journal of experience showing how those experiences enabled the learner to gain competences in the care skills module over the entire period of Clinical Practice

Guidelines:

The learner will assemble a written journal focusing on the skills gained it will be completed from the work location. **Daily entries will be maintained** for each day of care and itemised to prove the clinical competency was being utilised.

The learner will do this in the following ways:

Reflection-on-action requires the learner to think about the events of the day and write up the events in their A5 handwritten journal.

The Learner can produce a well-constructed handwritten journal which has no word limit. Neatly hand write or use your journal as a draft for word processed final journal. This word-processed evidence will be submitted in Arial Font, Size 12, 1.5 Line Spacing.

- Demonstrate initiative in searching and retrieving information for your journal.
- Relate key issues in the literature / or websites to your work practice.
- Identify the role of HIQA and HSE in maintaining standards.
- Show insights gained from carrying out care work.
- Examine the contribution you made to the resident's wellbeing.
- On each of your pages/entries indicate which clinical practice competence you have achieved

There are 31 QQI Learning Competences to be completed by the end of the clinical practice of 120 hours, e.g., some days multiple elements-tasks will enable the learner to be confident of showing

lots of learning outcomes and will be observed by your HCA buddy or RN observer-supervisor. Some elements of care practice may require a very specific outcome to be demonstrated.

On your references page show primary and secondary sources utilising authentic media e.g., books, journals, websites, and news media as topically appropriate.

Key resources will be:

- Discussions with lead tutor, and referral to course material
- Discussion with group member who are sharing learning in your location.
- Staff employed in the area of interest / or those with professional expertise in the topic.
- Government and Policy documents directly prescribed to affect provision of older adult services within your sphere of practice.
- Centres of international excellence who published widely to demonstrate innovation in provision of care.
- HIQA National Standards for Older People

Use the Harvard system of referencing to document and acknowledge all sources consulted.

Following the format outlined below:

The journal has learners Name, Title of Module, Reflective journal

- Sections Will be heading with Date / Time / event, setting the scene.
- Submitted as an A4 stapled word-processed final document (not ring or folder bound) with QAI document attached to the front of the work.

In completing this learner journal be sure to:

- Use the language associated with Care of the Older Person
- Demonstrate sound grounding in their chosen area.
- Demonstrate initiative and imagination, express ideas in simple language.
- Completion of a subjective assessment by your supervisor will be carried out and identified on a separate form (no marks allocated)

Assessment criteria

The Learner's work will be marked as follows:

Planning and Presentation

- Clear identification of at “least three skills” learned gained from active experience.
- Coherent journal outlining the process of the learning.
- Structure includes days, weekly entries of key learning elements.
- Use of appropriate evidence of learning from doing.
- Sources clearly acknowledged; References included.

Content

- The use of Gibbs reflective framework clearly identified.
- Key issues itemised for each step in the process.
- Demonstration of insight into lives of people in care

Evidence based practice.

- Appropriate use of primary and secondary sources
- Chosen material relevant to client group.
- Range of media sources used; findings presented clearly.
- Application illustrated.

Analysis

- Conclusions show evidence of critical thinking.
- Reflection and evaluation of the learning process

Assessment Criteria	Maximum Mark

A. Efficient preparation for and execution of each task	15
B. Effective communication with client(s) during each task	
C. Clear ability to report and/or respond to questions and communicate with other members of the healthcare team.	15
D. Comprehensive understanding and implementation of health and safety requirements	15
	15

Name (Block Capitals): _____

Signature: _____

Date: _____

Appendix B SUBMISSION FORM

	Signed	Date
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Student Full Name		DOB:	
Course Name		Project / Journal/Other	
QQI Course Number		Course Tutor	
Date Work Submitted		No. of Words	
Administration			
Tutor			
Internal Verifier			

On submitting the appended course work, I the undersigned wish to declare that the assignment work submitted and attached to this Statement of Authorship is my original work, free from plagiarism.

In particular I can confirm that the work submitted is not that of another learner nor has another learner completed or part- completed any of the attached assignment work. Where the work of others is being used as part of the attached submission, it is clearly referenced.

I confirm that all evidence generated within the scope of the work has been genuinely sourced and honestly presented, free from fabrication in all respects.

I also confirm that I have not been party to any unfair advantage within the overall assessment process for this QQI programme. My approach and conduct during the assessment phase of the programme has at all times been honest and appropriate to the requirements of fair participation within the QQI Award System, as outlined by Northridge House Education & Research Centre.

All submitted materials for this course will not be held by the Education Centre beyond the date when certificates are issued. The Centre advises all students to keep copies of materials as decided.

Student Signature _____ **Date** _____

STUDENT PRINT NAME _____ *Your personal information is required for certification by QQI and will not be shared with any other third parties.*

Appendix C Special Requirements Form

Student Name		
Course		
Start Date		
Special Requirement(s) Tick as Appropriate		
Mobility/Access:	Diabetes:	
Hearing Assistance:	Autistic Spectrum:	
Vision:	Dyslexia:	
Allergens:	Other:	
Additional Information		
<u>Please provide as much information about your requirements as possible:</u>		

Student Signature: _____

Date: _____

For Office Use Only	
Form Received By:	Date Received:
Action Taken:	

Further Action Required (If Any):

Appendix D Learner Appeal form

QI Learner Request for an Appeal of Assessment Result

Candidate Information

Candidate Name			
Candidate PPSN		Date of Birth	
Assessment Details			
QQI Module Name			
QQI Module Code			
Assessment Name			
QQI Certification Date			
Details of Appeal			
Assessors Name			
2nd Assessor Name(if applicable)			
Appeal Outcome & Details	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Revised Final Submission Deadline Date (if applicable)			
Director of Education Signature:		Date:	

Please find enclosed fee of €50. I understand that this fee is refundable if the appeal is successful.

_____ Signed _____ Date

Appendix E

QQI Learner Request for Extension to Assessment Submission Deadline

Please complete this Request Form and discuss the extension to the assessment deadline with your course tutor who will approve or disapprove your application. This form must be placed at the front of your assessment portfolio once approved.

Candidate Information			
Candidate Name			
Candidate PPSN		Date of Birth	
Assessment Details			
QQI Module Name			
QQI Module Code			
Assessment Name			
Reason for request to extend the submission deadline			
Assessor/Tutor Name			
Exemption Request Approved	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Revised Final Submission Deadline Date			

Tutor Signature: _____

Date: _____