

## Glossary

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<b>Assignment</b>	<p>An assignment is an exercise carried out in response to a brief with specific guidelines as to what should be included. An assignment is usually of short duration and may be carried out over a specified period of time.</p>
<b>Assessment</b>	<p>The Process by which evidence of performance is collected and compared with the standards of knowledge skill or competence and a judgement made on learner achievement of the standards.</p>
<b>Assessment Instrument</b>	<p>An assessment instrument is the specific activity/task or question(s) devised by the assessor based on the specified assessment technique.</p>
<b>Assessment Technique</b>	<p>An assessment technique is a valid and reliable way of assessing learner evidence for a particular range of learning outcomes. For QQI assessments the following techniques are used:</p>
<b>Assessment Technique</b>	<p>An assessment technique is a valid and reliable way of assessing learner evidence for a particular range of learning outcomes, e.g. practical skills should be assessment in a practical manner ego by a skills demonstration.</p>
<b>Assessor</b>	<p>The assessor devises assessment instruments/marking schemes and assessment criteria, provides opportunity for learners to generate evidence, judges learner evidence and makes an assessment decision.</p>
<b>Award</b>	<p>That which is conferred, granted or given by an awarding body and which records that a learner has acquired a standard of knowledge, skill or competence.</p>
<b>Award type</b>	<p>Refers to a class of named awards sharing common features and level. These include major, minor, special purpose and supplemental award types. Different award types reflect</p>

different purposes of award and allow for the recognition of all learning achievement.

**Awarding Body**

means a body which makes an award e.g. QQI or City & Guilds

**Competence**

One of the framework strands (outcomes of knowledge, skill and competence). It refers to the Process of governing the application of knowledge to a set of tasks that is typically acquired by practice and reflection. It is the effective and creative demonstration and deployment of knowledge and skill in human situations. Such situations could comprise general, social and civic ones as well as specific occupational ones.

**Criterion referenced assessment**

Criterion-referenced assessment has set criteria to be achieved; meeting/not meeting these criteria, is the most important aspect. The driving test is a good example of a criterion-referenced assessment. The standards of knowledge, skill and competence are specified in the Award Specification and learners reach them or fail to do so. FET awards are criterion referenced.

**Examination**

An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.

**Examination - Aural**

An aural examination assesses listening and interpretation skills.

**Examination – Interview Style**

An interview style examination assesses assessing learning through verbal questioning, one-to-one or in a group.

**Examination - Oral**

An oral examination assesses the ability to speak effectively in the vernacular or other languages.

<b>Examination - Practical</b>	A practical examination assesses specified practical skills demonstrated in a set period of time under restricted conditions.
<b>Examination - Theory</b>	A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.
<b>External authentication</b>	The means by which learners, providers, assessors and QQI will be independently assured that the application of the provider's assessment procedures is carried out effectively.
<b>External authenticator</b>	Appointed by providers to provide independent authentication of fair and consistent assessment in line with QQI requirements.
<b>Formative assessment</b>	Formative assessment informs a learner how to improve their learning and is generally carried out in the early stages of, or during, a programme. Formative assessment provides feedback on a learner's work, and is not necessarily used for certification purposes. The emphasis in formative assessment is on encouraging more understanding by learners of their respective strengths, weaknesses and gaps in knowledge
<b>Further Education and Training</b>	Education and training other than primary or post primary or higher education and training.
<b>Internal verification</b>	The Process by which learners will be assured that the provider's assessment procedures are applied in a consistent manner across the provider's assessment activities.
<b>Knowledge</b>	One of the framework strands (outcomes of knowledge, skill and competence). It is the form of outcome commonly identified with declarative knowledge i.e. the cognitive representation of ideas, events or happenings...It can comprise description, memory, understanding, thinking, analysis, synthesis, debate and research.
<b>Learner</b>	A person who is acquiring or who has acquired knowledge, skill or competence.

**Learner Record**

A learner record is the learner's self-reported and self-reflective record in which he/she describes specific learning experiences, activities, responses and skills acquired.

**Major award**

A major award is the principal class of award made at each level. It represents a significant volume of learning outcomes. A major award will prepare learners for employment, participation in society and community and access to higher levels of education and training e.g. Level 5 Certificate in Childcare

**Minor award**

A **minor award** is an award that is derived from, and **must** link to, at least one major award. Minor awards are smaller than their parent major award(s). Achievement of a minor award provides for recognition of learning that has relevance and value in its own right e.g. Word Processing, Safety and Health at Work. In the FET awarding system, they are referred to as components.

**National Framework of Qualifications**

The single nationally and internationally accepted entity through which all learning achievements may be measured and related to each other in a coherent way and which defines the relationship between all education and training awards. The Framework has 10 levels, reflecting all learning from introductory to doctorate levels.

**Outcomes**

Identify what the learner is able to do on successful completion of a learning experience.

**Portfolio / Collection of Work**

A portfolio or collection of work is a collection and/or selection of pieces of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes. The collection may be self-generated or may be generated in response to a particular brief or tasks/activities devised by the assessor.

**Programme**

A programme is a learning experience designed and offered by a provider based on predetermined national standards and leading to a QQI award.

**Project**

A project is a response to a brief devised by the assessor. A project is usually carried out over an extended period of time. Projects may involve research, require investigation of a topic, issue or problem or may involve process such as a design task, a performance or practical activity or production of an artefact or event. A project may be group/individual endeavour.

**Provider**

An organisation that provides, organises or procures a programme of education and training e.g. Cork Education & Training Board

**Quality Assurance**

The system(s) put in place by a provider to maintain and improve the quality of its programme(s).

**Recognition of Prior Learning (RPL)**

Recognition of Prior Learning i.e. recognition of learning that has taken place but not necessarily been assessed or measured prior to entering a programme. Such prior learning may have been acquired through formal, non-formal or informal routes.

**Skill**

One of the framework strands (of knowledge, skill and competence outcomes). It reflects know-how and skill and involves demonstration by the learner of ability in terms of mastery of skill or application of knowledge. The level and degree of skill are reflected in the level indicators in the framework.

**Skills Demonstration**

A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.

<b>Special Purpose</b>	A special-purpose award is made for specific relatively narrow purposes. It does not have to link to a major award e.g. Fork Lift Truck Driving.
<b>Standards</b>	Standards identify the knowledge, skill and/or competence that <b>must</b> be attained in order to achieve an award.
<b>Summative assessment</b>	Summative assessment is generally carried out at the end of a programme or 'unit' of learning, e.g. written examination. It is comprehensive in nature and is generally used for certification purposes. It is based on the cumulative learning experience that takes place in a programme or 'unit'. Assessment undertaken for the purpose of submitting authenticated results to QQI for the purpose of requesting an award is summative assessment.
<b>Supplemental Award</b>	A supplemental award is an award to recognise learning which involves updating/ up-skilling and/or continuing education and training with specific regard to occupations e.g. Gas Installation