

 The Irish Agriculture and Food Development Authority	
Teagasc Assessment Policy	
Address Queries to	Head of CDSU
Next Revision	2027
Written by	Joe Hanlon/Brian Morrissey/James Maher
Proposed by:	Quality and Results Committee
Approved by Academic Council	14/01/2025

1. Purpose of the Policy

The purpose of this document is to provide an overarching policy on assessment in Teagasc training programmes for all stakeholders.

2. Applicability

The Policy applies to all Teagasc Education training programmes, all staff engaged in delivery and assessment and to all learners engaged in these programmes. It includes all forms of assessment, including formative and summative.

It includes:

- All courses leading to a QQI award
- Any Teagasc training where assessment is an integral part of the course whether accredited or un-accredited.

This Policy will be:

- Published on the Teagasc public website and referenced in documents where relevant

3. Policy Statement

It is Teagasc Education policy that learners are assessed to a standard, applied fairly, transparently, consistently, with a valid, reliable and learner centred approach.

Standards are determined through the learning outcomes as described in the QQI award standards and recognised by industry and aligned with the National Framework of Qualifications.

The following principles underpin the Teagasc Assessment Policy:

1. Fairness:

- Assessments are fair and unbiased, accommodating the diverse needs of all learners.
- Learners have equal opportunities to demonstrate their knowledge, skills, and competencies in ways that align with the learning outcomes of their program.

2. Transparency:

- Assessment criteria, methods, and schedules are clearly communicated to learners at the beginning of the program.
- Feedback on assessments is provided promptly to support learners' development and understanding of their performance.

3. Consistency:

- Assessment practices are consistent across different programs, levels, and locations, adhering to standards set by Quality and Qualifications Ireland (QQI) and other relevant accrediting bodies.
- Internal and external authentication processes are in place to ensure consistent and accurate grading.

4. Validity:

- Assessments accurately measure the intended learning outcomes and competencies, appropriate for the program's level and content.
- A variety of assessment methods are used to accommodate different learning styles and provide a comprehensive evaluation of the learner's abilities.

5. Reliability:

- Assessments produce consistent results over time and across different assessors.
- Clear marking schemes and assessment guidelines are in place to ensure reliable and objective evaluation.

6. Learner - Centered Approach:

- Assessments are designed to support and enhance the learning process, providing opportunities for learners to engage actively and reflect on their progress.
- Feedback is constructive, specific, and aimed at promoting continuous improvement and further learning.

As outlined in section 6 of the [Teagasc QA Manual](#), Teagasc provides leadership, monitoring, authentication and review of assessments.

Assessment provides the learner the opportunity to demonstrate the achievement of learning outcomes.

In order to achieve consistency and fairness in assessment each centre will ensure that it has security and integrity of assessment, guidelines on support procedures such as how to appeal an assessment, procedures on how to apply compensation.

4. Procedures that Support this policy

- a) Processes and procedures related to this policy are accessible via the Teagasc Education homepage under Quality Assurance. <https://www.teagasc.ie/education/quality-assurance-and-policies/>
- b) Staff delivering Teagasc training programmes must be aware of this policy, and implement its procedures.
- c) At the start of Teagasc programmes, learners must be made aware of this policy, its procedures and impacts.
- d) This policy recognises that all stakeholders (staff and learners) have a role in the assessment process and as such they must have regard to this policy.
- e) This policy will be reviewed from time to time and as and when necessary.

5. Definitions and Terms

QQI	Quality and Qualifications Ireland (www.qqi.ie)
Learners	Any person registered on a Teagasc training programme
Formative	Formative assessment is assessment for learning and normally doesn't count towards a learner's final grade.
Summative	Summative assessment is formal assessment in Teagasc and is conducted as directed by the module specification assessment section.

6. Revision History

Revision date	Version	Summary of Changes
28/01/2025	0.8	Minor edits to correct typos. Definition included for Formative and Summative included in the glossary.
18/01/2024	0.6	Revised by CDSU (Joe, James and Brian)
13/06/2023	0.5	Rewritten by Joe Hanlon and James Maher
25/06/2020	0.4	Reviewed by Joe Hanlon
27/01/2020	0.3	Reviewed by Joe Hanlon
27/05/2019	0.2	Reviewed by Joe Hanlon
23/05/2019	0.1	Revision of existing policy