



Repeat of Assessment Procedure

Division	Further Education and Training
Policy Area	Quality Assurance_ Assessment Policy
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Introduction

The purpose of this document is to outline Limerick and Clare Education and Training Board's Procedure with respect to the repeat of assessments for learners engaged in QQI accredited FE courses.

This document will be incorporated into the Limerick and Clare Education and Training Board Teaching, Learning and Assessment Policy when developed.

Scope

This Procedure applies to QQI programmes undertaken by learners in Limerick and Clare ETB's FE provision. Some programmes, such as Early Learning and Care (ELC), Craft Apprenticeships and Consortium-led Apprenticeships have programme specific requirements which supersede those outlined in this document. See Appendix below. This also applies to other awarding bodies such as City and Guilds. Learners must be informed of the relevant Procedure at course induction¹.

This Procedure applies to skills demonstrations and examinations only.

Repeats will occur at element level and not at module level e.g. a learner can repeat an examination for a module only and will not have to repeat all assessments in that module.

Learners who have been found guilty of assessment malpractice may not invoke their right to repeat the assessment.

¹ Induction refers to Orientation or similar before commencement of the course.

Roles and Responsibilities

All Staff

All staff involved in the assessment process, have a responsibility for ensuring the integrity and validity of the Limerick and Clare Education and Training Board's assessment system. All staff must ensure that they are aware of policies and procedure in relation to:

- planning for assessment
- conducting of assessment
- conclusion of assessment

All staff involved in the assessment process must ensure that the assessment process is conducted in line with quality assurance policies and procedures.

Learners must be informed at induction or at any given opportunity of repeat/resubmission dates, deadlines, assessment times, venue and also the consequences of forgoing the assessment opportunity.

Where a learner cannot submit, or sit, an assessment due to illness, bereavement, etc. they should refer to the relevant procedure in Limerick and Clare Education and Training Board's Assessment Procedures. This absence may require an application for Compassionate Consideration in Extenuating Circumstances.

The Provision Co-ordinator

The Provision Co-ordinator is required to adhere to the roles and responsibilities outlined above for all staff.

The Provision Co-ordinator must also ensure that all assessors are made aware of their roles and responsibilities in relation to the assessment process, assessment procedures and the repeat of assessments.

The Provision Co-ordinator must ensure that a Repeats Schedule is prepared at the start of the academic year.

The Assessor

The assessor is required to adhere to the roles and responsibilities outlined above for all staff. Additionally, the assessor must be aware of the policies and procedures in relation to the assessment process and the repeat of assessments.

The assessor will communicate with the learner to discuss the viability and process for the repeat assessment.

New assessment instruments must be prepared for all repeat assessments, adhering to the QQI Assessment Principles.

Information to Learners

Learners will be informed about the following at induction to the course and at appropriate times throughout delivery:

- Limerick and Clare Education and Training Board's [Assessment Procedures](#), in particular those related to Compassionate Consideration, Short Term Extensions and Examinations and Appeal of Assessment Results and Assessment Process.
- This Procedure in relation to Repeat of Assessments.

Learners will receive timely and constructive feedback on their assessments, appropriate to the nature of the assessment, i.e. formative or summative.

Learners will receive their provisional result/mark for all assessment tasks within a reasonable timeframe, to allow them to avail of the opportunity to repeat if appropriate.

Learners will be given the opportunity to apply to repeat a skills demonstration or examination in line with the Repeats Schedule prepared by Provision. This is prepared at local level by Provision.

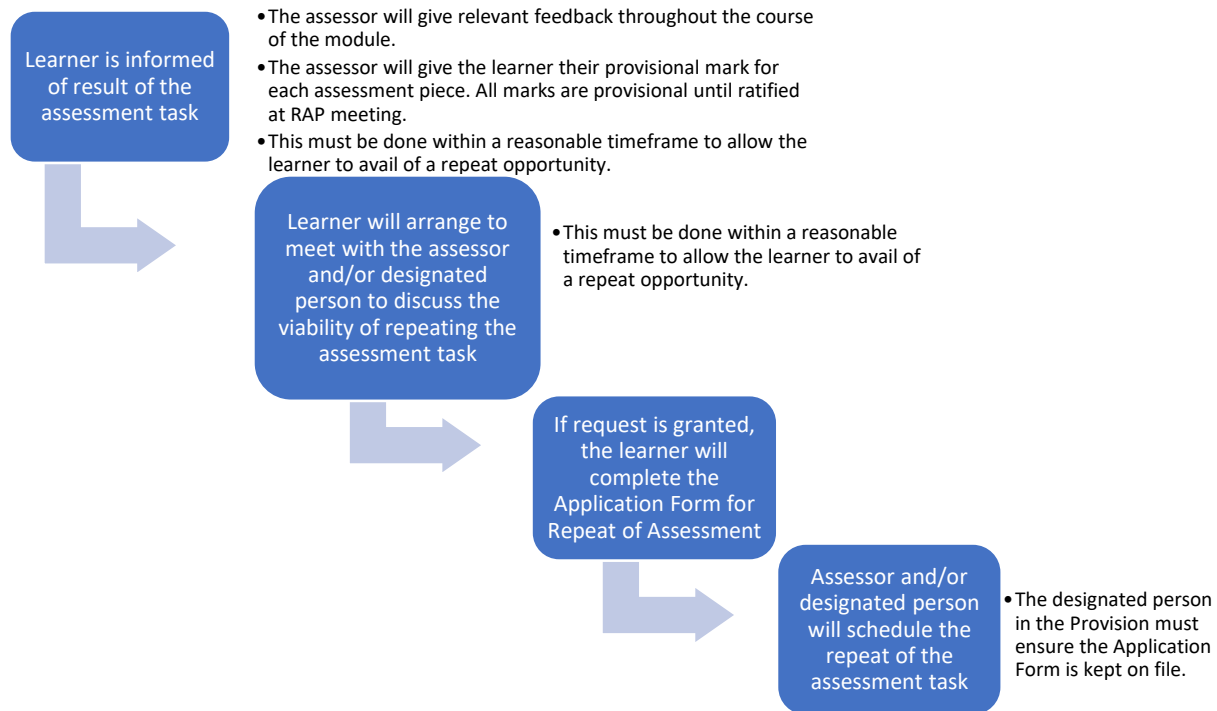
Learners will NOT be permitted to repeat an assessment task when they have already passed, in order to improve their grade.

Criteria for Repeating Assessments

1. All learners must be given the opportunity to apply to repeat a skills demonstration or examination where they fail this assessment piece that results in not meeting all the MIMLOs and/or not achieving 50% of the assessment mark, in any of the QQI programme modules in which they have engaged.
2. Learners will be given the opportunity to repeat the assessment task once {i.e. two (2) assessment opportunities in total}.
3. Repeats will occur at element level and not at module level for example, a learner can repeat an examination for a module only and will not have to repeat all assessments in that module if otherwise successful.
4. Learners are NOT permitted to repeat an assessment task when they have already passed, in order to improve their grade.
5. Assessors must develop new assessment instruments for the repeat assessment, ensuring that the standard remains the same as the initial assessment.
6. The Provision and the learner will follow the Repeats Procedure as outlined below.
7. Where the learner has repeated an assessment task, all evidence submitted must be marked and graded in accordance with the standard of the award and as such, learner marks must not be capped. *See Section "Repeat when Assessment Task and/or Deadline Submission has been missed" for exception to this criterion.*
8. Where possible, the repeat assessment opportunity should be made available as soon as possible to the learner. For example, where the unsuccessful assessment task took place early on during the course, then the learner should be given the opportunity to repeat as soon as possible within the duration of that course.
9. Where the learner has been unsuccessful in an assessment task towards the end of the course, and there is not time for a repeat assessment task to be undertaken, then the learner must be given the opportunity to repeat the task at the next reasonable assessment opportunity.

10. Where a learner has been unsuccessful in an assessment task and is hoping to progress onto another programme, every effort for a repeat opportunity must be made by Provision and the learner so as not to impede progression.
11. Repeat assessments will be conducted in the same or similar conditions as the original assessment event.
12. Repeat assessments must uphold the QQI Principles of Assessment - validity, fairness, reliability, quality assurance and transparency.

Repeats Procedure



Repeat when Assessment Task and/or Submission Deadline has been missed

If a learner does not attend for a scheduled examination or skills demonstration and /or has missed the submission deadline for an assessment task and has not informed the teacher of any extenuating circumstances (i.e., the learner has not applied for Compassionate Consideration or a Short-term Extension in line with Limerick and Clare Education and Training Board's Assessment Procedures), then this will be deemed a missed first assessment opportunity.

The subsequent sitting will be then considered a repeat and thus a second and final assessment opportunity. This assessment piece will then be capped at 50% (pass grade) i.e. the maximum mark a learner can achieve is 50%.

Assessment Appeals

The learner has the right to appeal their module result, in line with [Assessment Appeals Procedure Results or Process V1.2.pdf](#)

Appendix 1 - Programme Specific Information

Early Learning and Care Programme (ELC)

- Learners must be given the opportunity to apply to repeat any assessment task in which they were unsuccessful, based on the criteria outlined in Sections 6 and 7 of the ELC Assessment Policy.
- Where a learner has been unsuccessful in an assessment task or tasks at stage 1/level 5 of the programme and is hoping to progress into stage 2/level 6 of the programme, then they must be given the opportunity to repeat that/those tasks before the start of stage 2, or as early as possible after the start of stage 2.
- A learner cannot successfully complete stage 2/level 6 of the programme until they have successfully achieved all MIPLOs associated with stage 1/level 5. That means in effect, that they must have achieved at least a cumulative grade of at least 50% for each module and thus passed all programme modules at stage 1/level 5 in order to engage with, and successfully complete stage 2/level 6 of the ELC programme.

The assessor must be satisfied that a learner has met all of the MIPLOs either before requesting certification for them at level 5, or allowing them to progress to stage 2 of the programme.

A table is included at the end of each module to allow easy identification of the MIPLOs which have been met in the module, to facilitate a provider assuring themselves that the MIPLOs have been met.

Please see [ELC Assessment Policy](#)

Appendix 2 - Programme Specific Information

Consortium Led Apprenticeship Programmes

QAPs Section 7.2.2 Provider Regulations for Apprentices Repeating Assessments:

Key information is as follows (based on a three Stage programme. For a two Stage programme disregard reference to Stage 3):

- a. Apprentices must achieve a pass or higher in Stage 1 to progress to Stage 2.
- b. Apprentices who fail to achieve a pass or higher in all modules of Stage 1 will be afforded the opportunity to repeat the individual assessment(s) in which they were unsuccessful prior to the start of Stage 2. An apprentice who has passed a module will not be afforded a repeat opportunity in order to obtain a higher grade.
- c. Apprentices must achieve a pass or higher in Stage 2 to progress to Stage 3 (where applicable).
- d. Apprentices who fail to achieve a pass or higher in all modules of Stage 2 will be afforded the opportunity to repeat the individual assessment(s) in which they were unsuccessful prior to the start of Stage 3. An apprentice who has passed a module will not be afforded a repeat opportunity in order to obtain a higher grade.
- e. Apprentices must achieve a pass or higher in the award Stages to receive the major award.
- f. Apprentices who fail to achieve a pass or higher in all modules of Stage 3 (where applicable) will be afforded the opportunity to repeat the individual assessment(s) in which they were unsuccessful. An apprentice who has passed a module will not be afforded a repeat opportunity in order to obtain a higher grade.
- g. Each element of assessment in each module must be passed in order to pass the module.
- h. Each module assessment can be attempted twice. If an apprentice fails to reach the pass mark in the two attempts, they are deemed to have failed the programme and their apprenticeship will be terminated.
- i. **For assignment submissions the following rules apply:**
 - (i) If an apprentice fails a submitted assignment, then this will be deemed a failed first attempt.
 - (ii) If an apprentice fails to submit an assignment by the submission due date without having informed the teacher of any extenuating circumstances (i.e., the apprentice has not applied for Compassionate Consideration or a Short-term Extension in line with Limerick and Clare Education and Training Board's Assessment Procedures) then this will be deemed a failed first attempt at the assignment.
 - (iii) In the case of (i) and (ii) above, the apprentice will be afforded the opportunity to repeat the assignment by means of a second assignment brief.

- (iv) Repeat submissions will be marked and graded in accordance with the standard of the award and resulting marks will not be capped.
 - (v) If the apprentice fails this second submission **or** fails to submit this second assignment by the submission due date, then this will be deemed a failed second attempt.
 - (vi) This will result in the apprentice being terminated from the apprenticeship programme.
- j. Apprentices who are unsuccessful on their second attempt can appeal for a third and final attempt through the dual appeals system whereby they can appeal their apprenticeship termination with SOLAS.
- “Apprentices and their employers shall be notified by SOLAS of this termination in writing where applicable. Apprentices may appeal such termination and request a third and final assessment attempt to the Apprenticeship Appeals Committee. The time limit for making an appeal is 3 months from the date of termination. SOLAS retains absolute discretion to extend this time limit”* (SOLAS Apprenticeship Code of Practice for Employers and Apprentices, 2016).
- k. The above information will be communicated to apprentices in plain English during their induction, as part of their Apprentice Handbook and throughout each Stage by the teachers when they are given a new assessment brief.

Each module is graded as per table below:

Distinction	80% - 100%
Merit	65% - 79%
Pass	50% - 64%
Referred	0% - 49%

Examination Repeats:

As stated in point (h) above **“Each module assessment can be attempted twice”**. Repeats will occur at element level and not at module level, e.g., an apprentice can repeat an MCQ exam for a module only and will not have to repeat all assessments in the module. This means that if an apprentice fails an element of a module, regardless of the percentage weighting, then they will be accommodated to repeat this failed element only and will not be required to repeat the entire module.

If an apprentice does not attend for a scheduled examination and has not informed the teacher of any extenuating circumstances (i.e., the apprentice has not applied for Compassionate Consideration or a Short-term Extension in line with Limerick and Clare Education and Training Board’s Assessment Procedures) then this will be deemed a failed first attempt at the exam. The subsequent sitting will be then considered a repeat and thus a second and final attempt.

Repeat attempts will be marked and graded in accordance with the standard of the award and resulting marks will not be capped.

Failed elements will be tracked and monitored via the LMS for the programme and apprentices will be able to view their own grades in an individualised report which will protect their privacy.

These assessments will go through the same rigours of authentication as first attempts and will go through results approval via the National Examinations Board.

Repeats of Elements of an Integrated Practical Examinations:

Integrated examinations offer many benefits to the apprentice, not least, reducing the number of assessments in each Stage of the Programme. They do however offer up their own set of challenges due to complex marking and repeat arrangements. These complexities are addressed as follows:

- Each integrated examination is accompanied by an integrated marking rubric where total marks achieved per module are clearly outlined in the LMS.
- Where a module element of an integrated practical exam is failed the apprentice will be afforded the opportunity to repeat just this failed element. Standalone practical exams for each module within an integrated practical exam will be available where practicable with the programme-specific assessment requirements. Results from these repeats will not be capped.
- The assessment repeat strategy as per points (h) and (j) above in **Key Information**, applies to these module element repeats.

Where this applies, Health and Safety module elements of the integrated practical exams offer their own unique set of complexities as the practical application of health and safety can't be assessed in isolation. In most cases, the practical aspects of health and safety can only be adequately assessed when done in conjunction with other practical modules.

Repeats are addressed as follows:

- If the apprentice passes all module elements of an integrated practical exam except for the Health and Safety module, then the only way this can be re-assessed effectively is for the apprentice to repeat the full integrated exam. The apprentice however will not be re-marked for the previously passed elements of the integrated exam.

The assessment repeats strategy will be outlined to apprentices as part of guidelines on assessment for apprentices written in plain English. This will be explained at induction and by the teachers throughout the programme.

Application Form

APPLICATION FORM FOR REPEAT OF ASSESSMENT

This form must be submitted by the learner following a meeting between the learner and the assessor and/or designated person.

The form is kept on file by the Provision.

It should be made available for the Authentication Process, if required.

Part A This section must be completed by the learner	
Learner Name	
Assessor Name	
Provision Name & Campus	
Date of Application	

Module Name	
Module Code	
Element(s) of Module to be Repeated	
% of Module	

Rationale for Request

Part B
**This section must be completed by the assessor and/or relevant designated person
in the Provision**

Learner Name	
Receipt Date of Application	
PLSS Code / Ref. Number	

Was an Application Form submitted to avail of an Assessment Procedure Y N	
If yes	
Name of Assessment Procedure	
Date of Application	
Outcome (Granted/Denied)	

Repeat request Granted/Denied	
If granted, scheduled date of repeat	
If denied, include details	

Signature	
Date	