



Ollscoil
Teicneolaíochta
an Atlantaigh

Atlantic
Technological
University

Marks and Standards

Version 1.0

The rules and regulations for assessment of student learning contained in this document apply for the academic year 2022-23. A more comprehensive document is in development. Until such point as it is approved by Academic Council those rules and regulations in the Galway-Mayo Institute of Technology Marks and Standards (Appendix A) which are not covered by this document and not contradictory to this document shall apply. In instances that there is any doubt, uncertainty, or apparent conflict as to whether a particular regulation, policy or procedure applies in any given case such questions will be resolved by the Registrars.

Revision History:

Date of this revision: 01 September 2022	Date of next review: Three years from date issued
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Version Number/ Revision Number	Revision Date	Summary of Changes	Changes marked
1.0	01 Sep 2022	New Examination Regulations agreed by the three Academic councils of the legacy Institutes of Technology GMIT, LyIT and IT Sligo in relation to Exam regulations prior to the commencement of the ATU on 01 April 2022.	N/A New document

Consultation History:

Version Number/ Revision Number	Consultation Date	Names of Parties in Consultation	Summary of Changes
1.0	Various consultation with three legacy Academic Councils in the Academic year 2020-2021.	Academic Council of IT Sligo Academic Council of GMIT Academic Council of LyIT	N/A -New Document

Approval:

This document requires the following approvals:

Version	Approved By:	Date
1.0	Approved by ATU Governing Body through approval of the continuity arrangements for the Quality Assurance Enhancement Framework	X

Quality Assurance:

Date Approved: 01 April 2022	Date Policy to take effect: Start of Academic year 2022-2023	Date Policy to be Reviewed: Three years from date of issue
Written by:	Billy Bennett, Michael Hannon, Michèle Glacken	
Approved by:	Endorsed by three legacy Academic Councils	
Approving Authority:	Governing Body	
Head of Function responsible:	ATU Registrar	
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Website – Staff Hub	<input checked="" type="checkbox"/>
Website – Student Hub	<input checked="" type="checkbox"/>
Other: - Internal Use Only	<input type="checkbox"/>

This Policy was approved by the Governing Body on X. It shall be reviewed and, as necessary, amended by the University annually. All amendments shall be recorded on the revision history section above.

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1. Purpose

This Marks and Standards sets out the rules and regulations for the assessment of students learning and to ensure that all candidates are treated fairly and in a consistent manner.

2. Scope

The examination regulations in this policy relate to marks awarded for modules, for stages of a programme and for entire programmes, based on the assessment of the learning as specified in the Approved Programme Schedules (APS). This policy sets out the core examination regulations for the Atlantic Technical University and is supported by legacy policy, guidelines and procedures in each of the three colleges until such time as it is replaced by a consolidated Quality Assurance Enhancement Framework (QAEF).

3. Definitions:

Not Applicable

4. Policy

4.1 External Regulatory Framework

As part of the Bologna process, the European Qualifications Framework (EQF) was devised to make qualifications more transferable and understandable across countries and systems. Within this system, programmes are designed in accordance with the European Credit Transfer System (ECTS). Irish Higher Education Institutes (HEIs) work within the National Framework of Qualifications (NFQ), which is aligned to the EQF.

Within the European Higher Education Area (EHEA), The Standards and Guidelines (ESG) for Quality Assurance in the European Higher Education Area is the benchmark for higher education quality assurance in Europe. ESG espouses that "Assessment is consistent, fairly applied to all students, and carried out in accordance with the stated procedures" (Standard 1.3).

Quality and Qualifications Ireland (QQI), through the Qualifications and Quality Assurance (Education and Training) Act 2012, require Institutions to establish procedures which are fair and consistent for the assessment of enrolled students and which follow standards determined by QQI in the context of the NFQ.

4.2 Guiding Principles

The following general principles provide a framework to guide and inform the exam regulations component of Marks & Standards.

- a.) The design of programmes has primacy in the writing and selection of modules forming part of a programme;
- b.) The responsibility for the design, monitoring and development of a programme rests with the Programme Board;
- c.) The credit weightings of modules will be 5 ECTS or multiples thereof;
- d.) Examination Boards can consider the totality of a student's overall performance in making decisions on progression, award eligibility and award classification.
- e.) The ATU is committed to the review of Mark and Standards once during the lifecycle of each Academic Council.

- f.) The primary purpose of student assessment is to infer the level of attainment of the module and programme intended learning outcomes. Assessment should also promote effective learning and teaching.
- g.) Examiners and all members of Exam Boards, both individually and collectively, have a responsibility to ensure the integrity and success of the assessment process, and to act in a fair, objective, consistent and professional manner.
- h.) Performance at the first attempt in modules in a given stage may be used to compensate in the same stage, provided no module in the stage has been failed outright. A pass earned in this way is referred to as a pass by compensation and is credit bearing.
Progression is stage based - there are mechanisms for student progression from one stage to another, including carrying of modules and 'pass by compensation'.
- i.) Results are provisional until ratified by Academic Council
- j.) Students have a right to avail of repeat assessment opportunities in accordance with Marks and Standards.

4.3 Policy

AREA	POLICY
APPROVED PROGRAMM SCHEDULE (APS)	The APS identifies the modules that are Mandatory, Elective or Optional. Any special regulations relating to individual modules are set out in the APS.
MINIMUM PASS MARK	The minimum pass mark is 40% on all modules, unless in respect of any special regulations stipulated in the APS.
PROGRESSION	A "Stage" is based on the Academic Year, which is normally 60 credits. There are no pre-requisites or barriers to progression when progressing within a stage.
EXEMPTIONS	In order to complete the examination stage concerned, a candidate must obtain a pass in all required modules. A candidate obtains exemptions when modules are passed.
PROGRESSION WITH FAILED MODULES	Usually referred to as "Carrying", or "Progress & Carry" Progression will be allowed with failed credit in up to 10 ECTS from one stage to the next, within certain parameters: (i) Candidates must not have any previous deficits from prior years; (ii) No outstanding ECTS can be carried from one award to another award.
PASS BY COMPENSATION	Performance at the first attempt in modules in a given stage may be used to compensate in the same stage, provided no module in the stage has achieved a mark of less than 35%. A pass earned in this way is referred to as a pass by compensation and is credit bearing.

	<p>Pass by compensation is permissible in all years. A pass by compensation does not affect eligibility for an award.</p> <p>Compensation of a student's performance in a stage can only be applied to enable the student to progress to the next stage or to enable the student to be considered for an award, provided the stage in question is the final stage of an award.</p> <p>Compensation is applied only to module aggregate marks in modules up to one-third of the credits in the stage, provided double the credit-weighted deficiency of marks is available from within the remaining passed modules, as defined on the Approved Programme Schedule.</p> <p>Compensation can only occur where the student has achieved a mark >35.0% and 39%.</p>																
AWARD CLASSIFICATION	<p>A student in an award stage, who has achieved a minimum of 50 ECTS, will be permitted to repeat the failed module(s) {including any modules failed within the compensation range} without adversely impacting the award classification subject to the following conditions:</p> <ul style="list-style-type: none"> • the honours classification can be obtained following one (only) further opportunity to repeat the failed module/s; • the student has otherwise achieved all of the credits required for the award; • the module result will be capped at 40%; and • the student's GPA will be calculated after the students has had the attempt to repeat the failed module/s. <p>In reviewing the totality of student performance for the purposes of determining an award classification, the Examination Boards will consider the following guidelines:</p> <ul style="list-style-type: none"> • the student is within one percentage point on their overall average of the next grade classification; • the student has marks over the new threshold in at least 50% of the credits. 																
AWARD CLASSIFICATIONS / GRADES	<p>Calculation of the award classifications shall be based on the Grade Point Average (GPA) (Percentage Average) with any classification higher than 'Pass' normally based on first attempt marks in the final stage of a programme.</p> <table border="1" data-bbox="568 1697 1150 1888"> <thead> <tr> <th>Classification (Level 6/7)</th> <th>Threshold GPA</th> </tr> </thead> <tbody> <tr> <td>Distinction (DT)</td> <td>Minimum 70.0%</td> </tr> <tr> <td>Merit Grade 1 (M1)</td> <td>Minimum 60.0%</td> </tr> <tr> <td>Merit Grade 2 (M2)</td> <td>Minimum 50.0%</td> </tr> <tr> <td>Pass (PS)</td> <td>Minimum 40.0%</td> </tr> </tbody> </table> <table border="1" data-bbox="568 1928 1198 2040"> <thead> <tr> <th>Classification (Level 8)</th> <th>Threshold GPA</th> </tr> </thead> <tbody> <tr> <td>First-class Hons (H1)</td> <td>Minimum 70.0%</td> </tr> <tr> <td>Second-class Hons Grade</td> <td>Minimum 60.0%</td> </tr> </tbody> </table>	Classification (Level 6/7)	Threshold GPA	Distinction (DT)	Minimum 70.0%	Merit Grade 1 (M1)	Minimum 60.0%	Merit Grade 2 (M2)	Minimum 50.0%	Pass (PS)	Minimum 40.0%	Classification (Level 8)	Threshold GPA	First-class Hons (H1)	Minimum 70.0%	Second-class Hons Grade	Minimum 60.0%
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REPEATING FOR PROFESSIONAL BODY MEMBERSHIP	<p>A student who has passed, but failed to meet the threshold for professional body membership shall have the right to improve examination performance in order to meet the threshold.</p> <p>The student's transcript will record the pass mark attained at the first sitting/ attempt.</p>																								
NUMBER OF REPEAT OPPORTUNITIES	<p>There is no entitlement to a repeat paper/assessment after 6 instances of the examination/assessment have taken place.</p> <p>Where a student does not attempt the Final Assessment, the student will be deemed Not Present (NP) for that module. A NP will be recorded on the broadsheet.</p>																								
EXAMINATION BOARDS	<p>Pre-examination boards are preparatory examination boards that occur at department level, to complete records and consider preliminary recommendations to the Examination Board.</p> <p>Examination Boards are the formal examination boards where progression and awards are determined. {Protocol for the roles and responsibilities of Examination Boards for the M&S document}</p>																								
RECHECKS, REVIEWS AND APPEALS	<p>Processes for Rechecks, Reviews and Appeals are normally conducted after Summer and Autumn Repeat Examinations.</p>																								
DEFERRAL OF	<p>A Candidate encountering a problem during the academic year, or</p>																								

EXAMINATIONS	<p>during an examination session, preventing them from taking an examination may apply for an examination deferral.</p> <p>Examination boards may also propose deferrals on behalf of student(s).</p> <p>Grounds for deferrals include illness, bereavement and other special circumstances.</p>
WITHHOLDING MARKS	<p>A mark or grade may be withheld in the following circumstances:</p> <ul style="list-style-type: none"> a.) Personal health or discipline issues b.) Failed Element (FE). If a candidate fails a 'must-pass' component of a module, but has a passing grade overall, then the mark can be withheld until the candidate makes good on the Failed Element. c.) Alleged breach of assessment regulations

5. Review

The ATU is committed to the review of Mark and Standards once during the lifecycle of each Academic Council.

End



Draft Academic Code of Practice No.3
Student Assessment: Marks & Standards

Academic Year 2019/2020

As approved by the
Academic Council on 17th June 2019
and by the Governing Body on 27th June 2019

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SECTION 1 | INTRODUCTION

1.1 NATURE AND SCOPE

This Code specifies Galway-Mayo Institute of Technology's procedures for the recording, aggregation and validation of student assessment results in each academic year, for the purposes of determining student academic standing, eligibility for progression, eligibility for an award and award classification. In particular, it outlines the responsibilities of Examiners (Internal and External) in this context and the procedural framework within which these responsibilities are to be exercised and decisions made.

The Code applies to all students of Galway-Mayo Institute of Technology (GMIT), registered on programmes approved under authority delegated from the Quality and Qualifications Authority of Ireland (QQI).

The Code forms part of GMIT's Quality Assurance Framework and should be read in conjunction with the Institute's other Codes of Academic Practice. The Code is consistent with the framework established by the Qualifications and Quality Assurance (Education and Training) Act 2012.

The Code of Practice is divided into: Section 1, which deals with the regulatory context of assessment and the general guiding principles; Section 2, which deals with roles and responsibilities; Section 3, which deals with procedures and regulations and Section 4, which contains appendices.

The effectiveness of the procedures outlined in the Code will be formally reviewed and evaluated on an annual basis by the Academic Council, based on the experience of implementation and evolving external demands. Each year the Vice President for Academic Affairs & Registrar (hereafter referred to as Registrar) will issue a formal invitation to all members of the Institute to provide feedback and make recommendations for improvement. They can do so by informing their Head of Department, Head of Academic Unit, or by writing directly to the Registrar. The revised code will be adopted by Academic Council.

1.2 EXTERNAL REGULATORY FRAMEWORK

- (a) The Qualifications and Quality Assurance (Education and Training) Act 2012, Section 53(4)(ii), requires GMIT to establish procedures which are fair and consistent for the assessment of enrolled students and which are in compliance with standards determined by QQI in the context of the National Framework of Qualifications (NFQ).
- (b) The *Standards and Guidelines for Quality Assurance in the European Higher Education Area*¹, which has become a benchmark for higher education quality assurance in Europe, states that 'Assessment is consistent, fairly applied to all students, and carried out in accordance with the stated procedures' (Standard 1.3)
- (c) QQI guideline documents² provide a framework for implementing the National Framework of Qualifications (NFQ) and for applying the European Higher Education Area standard in relation to assessment. It complements the European Higher Education Area guidelines in the context of the Irish higher education and training system.

1.3 GENERAL GUIDING PRINCIPLES

The general design principles that underpin and inform this Code of Practice are:

¹ *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG). (2015). Brussels, Belgium, available at http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

² *Assessments and Standards*, Quality and Qualifications Ireland, Revised 2013, available at: http://www.qqi.ie/Publications/Assessment_and_Standards%20Revised%202013.pdf

- (a) *The design of programmes has primacy in the design and selection of modules forming part of a programme.*

A programme is a coherent, integrated process by which students may acquire knowledge, skill or competence (expressed as 'intended learning outcomes'), leading to an award in accordance with the requirements of the National Qualifications Framework. It is normally comprised of modules and it may be delivered in integrated stages.

- (b) *The responsibility for the design, monitoring and development of a programme rests with the Programme Board.*

Programme design must comply with the quality assurance requirements of the *Code of Practice No. 2: Validation, Monitoring & Review* and within these boundaries the Programme Board will have the flexibility to seek to incorporate such arrangements relating to assessment, progression and award classification as are deemed appropriate, subject to the approval of the Academic Council.

- (c) *A stage is considered to be an academic year. Student progression is stage-based with no student normally permitted to carry forward unearned credits to the next stage.*

A programme stage is normally an academic year, comprising 60 ECTS credits.

- (d) *The credit weighting of modules will be 5 ECTS credits or multiples thereof.*

- (e) *Progression & Award Boards can consider the totality of a student's overall academic performance in making decisions on progression, award eligibility and award classification.*

The primary purpose of student assessment is to infer the level of attainment of the module and programme intended learning outcomes. Assessment should also promote effective learning and teaching.

Examiners and all members of Progression and Award Boards, both individually and collectively, have a responsibility to ensure the integrity and success of the assessment process, and to act in a fair, objective, consistent and professional manner.

Decisions about students' results and academic performance (including progression, award eligibility and award classification) are made by the Progression and Award Board on the recommendations of Internal and External Examiners. The Board will have discretion in relation to borderline performance and exceptional cases, in the context of the totality of the student's overall performance at each stage.

Students are required to take examinations as they fall due – at the first available opportunity.

The principle of *pass by compensation* will apply for purposes of progression and award in accordance with the arrangements and constraints specified in this Code.

Award classification will be based on first-attempt results.

Decisions of the Progression and Award Board are provisional until ratified by the Academic Council at their next meeting following the Progression and Award Board.

Students have a right to a repeat assessment in accordance with the arrangements and constraints specified in this Code.

All individuals processing personal data are expected to do so in compliance with data protection legislation and in particular with GMIT's Data Protection Policy

SECTION 2 | ROLES AND RESPONSIBILITIES IN RELATION TO ASSESSMENT

2.1 ROLE AND RESPONSIBILITIES OF THE OFFICE OF ACADEMIC AFFAIRS

The Registrar is responsible for the overall integrity of the assessment process. In particular it shall be the responsibility of the Office of Academic Affairs, in collaboration with the management of Academic Units, to put the necessary arrangements in place to ensure that:

- (a) External Examiners are appointed on a timely basis and, upon appointment, are provided with the programme documentation, which includes the indicative programme assessment strategy, and subsequently with any changes and amendments relating to the programme documentation.
- (b) The official examination timetable is communicated to students four weeks in advance of the commencement of the examination session.
- (c) Students are informed of the Institute's regulations for the conduct of examinations through the Institute's Code of Student Conduct³.
- (d) Accommodation arrangements are made for holding the examinations, including arrangements for students with special needs in accordance with the Institute's policy on the Provision of Reasonable Accommodations for Examinations and Assessments⁴.
- (e) Examination papers are printed in sufficient time and securely stored to enable other organisational arrangements associated with holding the examinations to be carried out on schedule and in an orderly manner.
- (f) An examination register is provided as the official record of the attendance of each candidate registered for the examination.
- (g) Invigilators are provided during each examination and at each examination centre.
- (h) Arrangements are made for holding meetings of Progression and Award Boards, including the provision of completed Broadsheets of Results or other reports.
- (i) Arrangements are made to issue provisional results of examinations to students.
- (j) Arrangements are in place in Academic Units for the secure storage of all documents and examination scripts for the required period of time⁵ after the Progression and Award Board meeting, as per Institute arrangements.
- (k) Clear guidelines are in place to ensure the secure handling, transmission and storage of assessment material at every stage of the assessment process⁶.
- (l) A staff member must declare any conflict of interest that may arise, or that may be perceived to arise (see Appendix 13 for Declaration of Conflict of Interests form). The Registrar shall advise on any appropriate course of action.
- (m) In the event of an allegation of a substantial breach in process which could potentially compromise the integrity of examinations, the Registrar may seek the advice of the Standing Committee of Academic Council.

2.2 ROLES AND RESPONSIBILITIES OF INTERNAL EXAMINERS

³ GMTI Code of Student Conduct available at: <http://www.gmit.ie/general/quality-assurance-framework>

⁴ GMTI Policy on the Provision of Reasonable Accommodations for Examinations and Assessments available at: <http://www.gmit.ie/general/quality-assurance-framework>

⁵ Currently nine months

⁶ Protocol for the Secure Preparation of Examination Materials available at:

<https://galwaymayoinstitute.sharepoint.com/sites/GMIT/registrar/SitePages/Home.aspx>

2.2.1 General Responsibilities

Assessment is a core element of the responsibility of an Internal Examiner. In discharging this responsibility, an Internal Examiner shall have a duty of care in the preparation of assessments and compilation of accurate marks. The Internal Examiner is expected to apply high ethical standards including fairness, objectivity and consistency.

Internal Examiners should be familiar with the provisions of all academic codes of practice and should individually and collectively ensure and promote the integrity of the assessments and examination processes.

Internal Examiners are expected to prepare reliable and valid assessments as a basis for inferring the standards of knowledge, skill or competence achieved by students relative to module and programme intended learning outcomes.

Internal Examiners are expected to participate in an annual review of assessment and examination procedures to help effect continuous improvement in the process.

In discharging his/her duties, an Internal Examiner must inform his/her Head of Department or Head of Academic Unit about any conflict of interest that may arise or that may be perceived to arise. The Registrar should be informed by the Head and shall advise on the appropriate course of action.

2.2.2 Specific duties in relation to assessment

The Internal Examiner has a responsibility to contribute the necessary module assessment information to the Programme Board which is responsible for the Programme Manual editorial. The Programme Manual should be provided to each student in advance of delivery.

A module must be viewed in its entirety and all assessment methods, irrespective of individual weighting, must be of equal validity and merit. Continuous assessment should therefore, where practical, be subject to the same quality assurance rigour as terminal examination papers.

- (a) At the start of the module or programme stage the student shall be informed about why (module learning outcomes), how (module descriptor) and when (indicative continuous assessment schedule) he/she is assessed.
- (b) Any *individual* assessment element which carries a weighting of 40% or the equivalent of two credits or more should be reviewed by the External Examiner in advance. In all other cases moderation should be in accordance with prior agreement with the External Examiner.

This policy and practice has been informed by the relevant QQI guidelines⁷, to wit:

“The external examiner should not be involved in the review of routine continuous assessment tasks. If continuous assessment is a key part of assessment for an award (e.g. the major thesis or any element which is assessed only through continuous assessment), then it should be reviewed by the external examiner”.

- (c) Assessments shall be issued to the student as per the indicative programme continuous assessment schedule and provide the student with the following minimum information about each assignment:

⁷ Effective Practice Guidelines for External Examining, Quality and Qualification Ireland, Revised February 2015, available at: <http://www.qqi.ie/Publications/Effective> Practice Guidelines for External Examining Revised February 2015.pdf

- Continuous assessment weighting for the assessment.
 - Assessment criteria and marking scheme.
 - Assessment issue date.
 - Assessment submission date, time and place.
 - Instructions to candidates.
 - Any additional information to support the assessment.
- (d) Each student shall be provided with their provisional results of continuous assessment performance on a timely basis. Where there is a terminal examination or other module final assessment the results shall be provided to the student normally no later than one week before the terminal examination.
 - (e) Prepare final assessment tests (i.e. examination papers, together with marking schemes, outline answers and model or indicative solutions as per Institute arrangements) and submit to the Institute, for onward transmission to the External Examiners according to the agreed schedule in the Operations Calendar and procedures in the Academic Unit.
 - (f) Agree the final version of the examination paper and a marking scheme with the External Examiners.
 - (g) Exercise due care that the final version of the examination paper contains no errors or any unclear instruction and submit it for reproduction and distribution, as per Institute arrangements.
 - (h) Collect all completed examination scripts, sign for receipt, and correct. Allocate marks in accordance with the approved marking scheme, exercising due care in compiling the final mark to ensure accuracy, consistency and fairness.
 - (i) Allocate marks to all continuous assessment elements and examinations in accordance with the Approved Programme Schedule.
 - (j) Maintain accurate records of continuous assessment and examination results and enter results on the Institute's Academic Information System as per Institute arrangements. A result must be recorded on *Web-for-Faculty* for every registered student except where he/she has deferred the overall year. Enter NP for a student where the student has submitted neither exam script(s) nor assessment(s). Where the student has submitted either assessment(s) or exam script(s) then the mark(s) attained should be entered.
 - (k) Sign the module *Web-for-Faculty Final Grade Worksheet* print-out or the *Composite Gradable Component Display* print-out and the module *Examination Attendance Register*.
 - (l) Select a representative sample of examination scripts, and samples of other assessment material as appropriate, for review by the External Examiner(s). The sample should include scripts and other assessment material for high, medium and low performing students, and for borderline cases. This sample, together with all other scripts and all other assessment material, should be made available for the External Examiner(s) in accordance with Institute and Academic Unit arrangements. Copies of the examination paper as presented to candidates, guidance, indicative or sample model solutions, and marking schemes should also be provided to the External Examiners.
 - (m) Make available the examination scripts/artifacts and associated provisional marks for the External Examiner(s) to review as per Institute arrangements.
 - (n) Agree all continuous assessment and examination marks for each student with the External Examiner(s).
 - (o) Attend meetings of the Progression and Award Board.
 - (p) Be available on the designated dates and at the appointed times for consultation with students in relation to academic performance.
 - (q) Submit for safekeeping and archiving, in accordance with the local departmental arrangements, all examination papers, marking schemes, and all continuous assessment material, where appropriate, with supporting documentation.
 - (r) Participate in an annual review of assessment and examination procedures to effect continuous improvement in the assessment process.

2.3 ROLES AND RESPONSIBILITIES OF EXTERNAL EXAMINERS

2.3.1 General Responsibilities

External Examiners are normally appointed on a disciplinary basis, with a minimum of two appointees per award. Additional module External Examiners may be appointed as deemed necessary. External Examiners may have responsibilities across programmes and awards in the event that a module for which they have responsibility is common to more than one programme.

External Examiners have a responsibility to assure standards, both in the particular modules and in the overall programme and award to which they are appointed, subject to the requirements of the Institute's Quality Assurance Framework (QAF).

Where a conflict of interest arises or is perceived to arise, an External Examiner shall inform the Academic Council through the Registrar. The Academic Council shall advise whether the External Examiner be required to stand aside.

2.3.2 Specific Responsibilities

- (a) Recommend approval or make such recommendations for amending continuous assessments as outlined in 2.3.3 (b), or examination papers as outlined in 2.3.4 (c), as deemed appropriate, in order to ensure the consistency and fairness of the assessment and maintain academic standards.
- (b) Review an adequate sample of assessment material for each module including final examination scripts and continuous assessment work, where practicable, and on this basis, agree the final student marks with the respective Internal Examiner(s). This process can be carried out in a variety of ways, including by correspondence, in accordance with Academic Unit arrangements. Normally the External Examiner visit to the Institute will take place at the time of determination of final stage results.
- (c) Attend one Progression and Award Board meeting annually. Sign the module *Web-for-Faculty Final Grade Worksheet* print-out or the *Composite Gradable Component Display* print-out, or the module *Examination Attendance Register* with the record of marks, or a spreadsheet, as provided by the Internal Examiner.
- (d) Prepare an annual report for the Institute, addressing the maintenance of academic standards, classification of awards and the comparability of standards with other relevant institutions and submit to the Registrar as per Institute arrangements.

2.3.3 Prior to or during the delivery of a module

- (a) Familiarise themselves with the programme documentation, and any changes and amendments relating to the programme documentation.
- (b) Any *individual* assessment element which carries a weighting of 40% or more should be moderated by the External Examiner in advance. In all other cases, moderation should be in accordance with prior agreement with the External Examiner.

This policy and practice has been informed by the relevant QQI guidelines⁸, to wit:

⁸ Effective Practice Guidelines for External Examining, Quality and Qualification Ireland, Revised February 2015 available at: <http://www.qqi.ie/Publications/Effective> Practice Guidelines for External Examining Revised February 2015.pdf

“The external examiner should not be involved in the review of routine continuous assessment tasks. If continuous assessment is a key part of assessment for an award (e.g. the major thesis or any element which is assessed only through continuous assessment), then it should be reviewed by the external examiner”.

2.3.4 Prior to examinations

- (a) Review the drafts of all examination papers, marking schemes and model or indicative solutions where appropriate.
- (b) Ensure that the examinations adequately reflect the module and programme learning outcomes and the Approved Programme Schedule.
- (c) Agree with the Internal Examiner on the final form of an examination paper before it is sent for printing.

2.3.5 After examinations

- (a) Agree with the respective Internal Examiner(s), the final mark to be awarded to a student for each module delivered during the academic year.
- (b) Review class performance for each module, and borderline cases by module and programme.
- (c) If requested, carry out a review of marks awarded in any assessment in accordance with the procedures (see Appendix 4).
- (d) Contribute to an annual review of assessment and examination procedures to effect continuous improvement in the process.

2.4 SPECIAL ARRANGEMENTS

Where oral or performance-based examinations constitute a substantial part of the assessment procedure, the Internal Examiner and External Examiner(s) shall together examine the candidates concerned. The Internal Examiner and External Examiner(s) may agree that, where special circumstances so require, the assessment can be conducted in the absence of the External Examiner. The examination performance may be recorded for subsequent review by the External Examiner(s). In such circumstances a minimum of two internal examiners should together examine the candidates concerned.

2.5 ROLE AND RESPONSIBILITIES OF THE PROGRAMME BOARD

The Programme Board is responsible for the academic design, monitoring and development of the programme leading to a named award, and those modules devised with intended learning outcomes that support the programme learning outcomes.

2.5.1 General responsibilities in relation to programme outcomes and module assessment

- (a) The Programme Board shall prepare an indicative continuous assessment schedule, by stage, in advance of the stage delivery. The continuous assessment schedule for each stage shall be communicated to the student at the start of the stage delivery.
- (b) The Programme Board has a role in ensuring that all regulations as marked on the Approved Programme Schedule are adhered to.

2.5.2 Preparation for the Progression and Award Board Meeting

It is reasonable for the Programme Board to convene in advance of a Progression and Award Board meeting to discuss issues in relation to student performance. The External Examiner(s) can be invited to attend this meeting. The minutes of this meeting may be tabled at the meeting of the Progression and Award Board.

The Programme Board is not empowered to change a student's mark or make any decisions about the performance of students.

2.6 ROLE AND RESPONSIBILITIES OF THE PROGRESSION AND AWARD BOARD (PAB)

2.6.1 General

The Progression and Award Board has sole responsibility for decisions on student progression, eligibility for an award, and the classification of awards. It is accountable to the Academic Council, and its decisions remain provisional until approved by the Academic Council.

The meetings of the PAB will be conducted in a spirit of collegiality. Active participation of all members shall be invited and facilitated. Adequate time shall be provided to enable the board fulfil its responsibility and to consider fully all relevant issues in a satisfactory manner.

2.6.2 Confidentiality

The proceedings and deliberations of the Progression and Award Board are strictly confidential. Documents, information or opinions considered, conveyed, or expressed at the Board meeting in relation to Board decisions, may not be disclosed, subject to the requirements of data protection legislation and the Freedom of Information Act in respect of personal records.

2.6.3 Frequency of meetings

Progression and Award Boards shall normally meet after examination sessions in accordance with a schedule of dates decided by the Registrar. A meeting of a Progression and Award Board can be convened by the Registrar outside of examination sessions, where required, with due notice (normally three days) given to members for preparation.

2.6.4 Membership

For each named award the Progression and Award Board shall consist of:

- (a) The Internal Examiners involved in the delivery and assessment of modules contributing to a programme that leads to the named award.
- (b) The External Examiners appointed for the named award.
- (c) The Head of Academic Unit and Head of Department within whose functional area the module is delivered and/or assessed.
- (d) The Chairperson.
- (e) The President and Registrar may attend any such meeting in an advisory capacity in relation to this Code of Practice.

Normally the quorum should include the Secretary of the Board, and normally a minimum of half of Internal Examiners to deliberate upon the assessment findings presented. It is always preferable that the External Examiners are in attendance.

Members of the Progression and Award Board shall individually and collectively have responsibility for the overall integrity of the process and are expected to act in a fair, objective, consistent and professional manner.

2.6.5 Chairperson

The Chairperson of the Progression and Award Board shall be the President or the Registrar or the Registrar's nominee. The nominee of the Registrar shall be a suitably qualified and experienced academic.

The responsibilities of the Chairperson are to:

- (a) Determine that the Progression and Award Board meeting has been properly convened for each examination session, notwithstanding the absence of one or more members.
- (b) Conduct the meeting in a formal and deliberative way to ensure that the responsibilities of the Progression and Award Board in relation to each student are carried out. Normally decisions should be reached by consensus.
- (c) Seek consensus on student performance and/or award classification. In the absence of consensus, conduct a vote of the Progression and Award Board. A majority vote shall prevail, and the Chairperson shall have a casting vote in the case of a tie.

2.6.6 Secretary

The Secretary of the Progression and Award Board shall be either the Head of Academic Unit or his/her nominee for the named award. The nominee of the Head of Academic Unit shall normally be a Head of Department or a suitably qualified academic.

It is the responsibility of the Secretary to:

- (a) Present a *Broadsheet of Examination Results* for each programme by stage, which indicates the final marks awarded to each student in each module, the student's overall result and the credits awarded in the stage.
- (b) Make available the decisions of any disciplinary, Recheck, Review and Appeal process in relation to a student's results, and student requests for exit awards.
- (c) Ensure all Progression and Award Board decisions, in relation to each student, are recorded on the *Broadsheet of Examination Results* (using the codes as per Appendix 2) or entered in the minutes of the meeting as appropriate, and are reflected in amendments made to the Institute's Academic Information System.
- (d) Ensure that decisions to amend module marks are entered on the *Broadsheet of Examination Results*, the reasons are entered into the minutes, and are reflected in amendments made to the Institute's Academic Information System.
- (e) Ensure that Examiner dissent from a decision of the Board is entered in the minutes if the Examiner(s) so wishes it.
- (f) Ensure that the attending members sign the *Broadsheet of Examination Results*.
- (g) Ensure that minutes of the meeting are maintained and forwarded within one week of the meeting of the Board to the Registrar after signing by the Chairman and Secretary.
- (h) Ensure that the *Broadsheet of Examination Results* are lodged in the Registrar's Office within the timeframe indicated in the Operations Calendar.
- (i) The Secretary may be assisted by an administrator in carrying out his/her role.

2.6.7 Responsibilities of the Progression and Award Board

The specific responsibilities of the Progression and Award Board are:

- (a) To confirm that all marks recorded on the Broadsheets for each student are accurate and have been agreed by the Internal and External Examiners.
- (b) To confirm the marks at each stage and eligibility for progression to the next stage for each

student.

- (c) To determine eligibility for an award and to recommend the appropriate award classification for each student.
- (d) To consider on a case-by-case basis student borderline performance, impaired performance and exceptional circumstances, for the purposes of determining eligibility for progression, eligibility for an award, and for award classification.

Where student assessment performances are being considered for a named award, the Progression and Award Board members should interpret this Code of Practice in such a manner that the evidence presented regarding each candidate demonstrates, beyond reasonable doubt in the assessment performance, an entitlement to the award and the award classification.

2.6.8 Conduct of Meeting

- (a) The Chair shall invite the members to confirm the results as agreed by the Internal and External Examiners, and to have a member (normally the Programme Chair) read out the overall result for each student by stage.
- (b) The Chair shall invite a review of the marks of a module in the event of issues of accuracy, or amendments to the marks as requested by the External Examiners.
- (c) The Chair shall invite the Head of Department, on a case-by-case basis, to bring to the attention of the Board reports, as specified by Institute procedures, on the impairment of student performance.
- (d) The Chair shall invite a review of borderline performance on a case-by-case basis.
- (e) The Chair shall invite the Board to consider the results of Rechecks and Reviews, and the outcomes of Appeals.
- (f) Members of the Progression and Award Board attending the meeting shall sign the *Broadsheet of Examination Results* presented at the meeting, and/or attendance sheets if electronic broadsheets are used.

2.6.9 After the Meeting

- (a) No entries on an agreed *Broadsheet of Examination Results* may be changed without approval of the Registrar.
- (b) The Secretary shall ensure the *Broadsheet of Examination Results* is lodged in the Registrar's Office within the timeframe indicated in the Operations Calendar.
- (c) The Secretary shall ensure that minutes of the meeting are forwarded, within one week of the meeting of the Board, to the Registrar after signing by the Chairman and Secretary.

2.7 ROLE AND RESPONSIBILITIES OF THE ACADEMIC COUNCIL

The Registrar shall seek the formal ratification of the results by the Academic Council.

SECTION 3 | REGULATIONS AND PROCEDURES

3.1 STUDENT PROGRESSION

A student is entitled to progress from one stage to the next once he/she has fulfilled all conditions specified on the Approved Programme Schedule and has been awarded the requisite number of credits at the stage.

3.2 PASS BY COMPENSATION

Performance at the first attempt in modules in a given stage may be used to compensate in the same stage, provided no module in the stage has been failed outright. A pass earned in this way is referred to as a *pass by compensation* and is credit bearing.

Compensation of a student's performance in a stage can only be applied to enable the student to progress to the next stage or to enable the student to be considered for an award, provided the stage in question is the final stage of an award.

A student compensates failed module performance from the overall performances of other modules within a stage, provided that:

- (a) Compensation is applied only to module aggregate marks in modules up to one third of the credits in the stage, provided double the credit weighted deficiency of marks is available from within the remaining passed modules, as defined on the Approved Programme Schedule.
- (b) The aggregate marks in the failed module(s) lies not more than five marks below the minimum pass mark for the module(s), normally 40%.
- (c) Compensation only applies to first attempts of all modules within the stage.
- (d) All other modules within the stage have been passed.
- (e) A student may not gain an exemption in a module through compensation.
- (f) All modules in a stage are eligible for the application of compensation rules unless stated otherwise on the Approved Programme Schedule.
- (g) A student who passes by compensation at an award stage remains eligible for an award performance level classification.
- (h) Where the student has taken an additional elective module as outlined on the Approved Programme Schedule for a given stage, at a particular examination session, the mark included in the compensation calculation shall be based on the higher or highest available in the electives taken, or as specified on the Approved Programme Schedule.
- (i) A student will only be considered for compensation when he/she presents with all the required credits of a stage.
- (j) The student's overall stage result will be stated in the same manner as passing without compensation, but the original module marks will remain on the *Broadsheet of Examination Results* and in any transcript of results, including the European Diploma Supplement.

Compensation rules will be applied automatically where student performances meet the conditions specified.

3.3 MODULES INELIGIBLE FOR COMPENSATION

All modules are eligible to be considered for compensation unless stated otherwise on the Approved Programme Schedule.

The classification of a module as ineligible for compensation should be the exception. Where this is

deemed necessary the following criteria apply:

- The Programme Board must prepare a rationale for the designation of a module to be ineligible for compensation.
- The designation must be approved at the programme initial validation, or subsequently by a Programmatic Review or by the Standards Committee.

3.4 BORDERLINE PERFORMANCE

A borderline performance arises where a student's mark in a module lies close to the pass mark, or the student's overall result lies close to the transition point between pass and fail or between classifications of awards.

The Progression and Award Board will have discretion on a case-by-case basis to consider the totality of the student's overall performance in the stage, and on this basis to recommend that a borderline mark or marks be amended to allow the candidate to pass the stage or to re-classify an award.

- (a) The Progression and Award Board meeting should allow for full and frank discussion of all borderline cases prior to any decision being made. The Board should treat each case fairly and consistently. Furthermore, the Board should exercise its discretion with prudence.
- (b) At the award stage, the general overriding criterion, to be applied by the Progression and Award Board, is that the student has demonstrated beyond reasonable doubt an entitlement to the result under consideration, on the basis of overall performance in the context of the programme learning outcomes.
- (c) In reviewing the totality of student performance for purposes of determining an award classification, the Progression and Award Board will normally exercise its discretion and consider either of the following guidelines:
 - i. The student is within one percentage point on their overall average of the next grade classification.
 - ii. The student has marks over the new threshold in at least 50% of the credits.

The Progression and Award Board borderline decisions shall be amended on the *Broadsheet of Examination Results* and reasons recorded in the minutes.

3.5 IMPAIRED PERFORMANCE

Impaired examination performance refers to circumstances which may have adversely affected a student's performance and results in a particular examination/assessment. It may arise as a result of bereavement, accident or injury, illness or other personal circumstances, but not as a result of personal culpability (see Appendix 5). A Progression and Award Board will have the discretion to consider impaired performance on a case-by-case basis. The Board will consider such cases in a fair, equitable, consistent and reasonable manner, applying the concept of 'reasonable accommodation' with prudence. The module and/or programme intended learning outcomes, and the totality of the student's performance, provide reference points for the Board in arriving at decisions.

The Board may decide *inter alia*:

- i. To take no action.

- ii. To amend the student's marks.
- iii. To void the student's marks and the attempt, and to award a defer result.

3.6 EXCEPTIONAL CIRCUMSTANCES

The Progression and Award Board (PAB) has discretion to consider student performance in the context of exceptional circumstance on a case-by-case basis. The determination of what constitutes exceptional circumstance is a matter for the PAB.

The PAB will consider any such cases in a fair, equitable, and reasonable manner, applying the concept of 'reasonable accommodation' with prudence. The intended module learning outcomes or the intended programme learning outcomes, and the totality of student performance, provide reference points for the Board in arriving at decisions.

When it is deemed that exceptional circumstances exist, the PAB may decide, inter alia:

- i. to take no action;
- ii. to award the student a defer;
- iii. to amend the student's marks;
- iv. to void the student's marks and the attempt, and to award a defer;
- v. to recommend progression carrying a credit deficit, up to a maximum of ten credits at a stage.

The nature of the exceptional circumstance and the reason for the PAB decision in each case must be recorded in the minutes of the meeting.

3.7 REPEAT ASSESSMENT

- (a) Students who fail a module will be provided with an opportunity to repeat the continuous assessment elements *as part of* the next normal delivery period of the module.
- (b) Students may be provided with an opportunity to repeat the continuous assessment elements *prior* to the next delivery period of the module to the extent that this is practicable and accords with the Approved Programme Schedule and the learning outcomes, subject to the agreement of the External Examiner.
- (c) Students should be informed at the start of the module about the arrangements relating to repeat continuous assessment elements.
- (d) Students will be provided with an opportunity to repeat the examination element in any module within the academic year.
- (e) In the case of a student opting to repeat the examination prior to the next delivery period of the module, marks awarded on the basis of continuous assessment elements shall, normally, be carried forward and shall be aggregated with the marks scored in the repeat sitting of the examination to determine the total marks to be awarded.
- (f) In the case of a module in which the examination is the dominant assessment element (normally accounting for at least 60% of the aggregate marks) and in which the aggregate results of a student repeating the examination are liable to be jeopardised by the carry-forward of poor marks awarded in respect of continuous assessment elements, the Internal Examiner may, having due regard to the provisions of the Approved Programme Schedule and the Module Descriptor requirements and in agreement with the External Examiner(s), devise appropriate alternative arrangements in lieu of these assessment elements.
- (g) The mark or grade recorded for any module passed at the second or subsequent attempt in a re-sit or supplementary examination shall be the new mark or grade. A student shall have the right to improve examination performance in any module including for progression or to gain professional membership entitlements but has no entitlement to repeat to gain honours award classification.

- (h) An attempt is defined as a module examination sitting, regardless of the registration status of the student, unless a Defer has been granted. Beyond four attempts, examination papers will only be provided if the module continues to be delivered. The Head of Department will decide on an appropriate equivalent module if the module in question is no longer offered.
- (i) Normally a student cannot substitute a Defer result in an elective module with an attempt in another elective module in that stage for the purpose of award classification.

3.8 AWARDS

An award shall only be made upon consideration of the Progression and Award Board for the named award in question using the following regulations:

- (a) Eligibility for an award will only be considered when the student has completed all the credit requirements for each stage of the programme as defined by the Approved Programme Schedule.
- (b) All awards other than research degrees, minor awards, and supplemental awards shall normally be classified. Special purpose awards which have a volume of at least 60 credits and are comparable to a major award (at the same National Qualification Framework level) may be classified in accordance with the convention for the relevant award, otherwise awards of this type shall be unclassified.
- (c) Determination of the award classification shall be based on the credit-weighted average marks in the final stage or as defined on the Approved Programme Schedules. The classification thresholds for awards at Levels 6, 7, 8, 9 and for awards by research and thesis are outlined in tables 3.1 - 3.5 in Appendix 3.
- (d) Award classification levels above a 'Pass' performance shall be based on first-attempt pass grades.
- (e) Posthumous and Aegrotat awards may be made.
- (f) There exists no right to repeat the stage for the purpose of obtaining a higher classification.
- (g) Where the credits for a module are gained by compensation, the compensated mark shall be used for the purpose of classifying the award.
- (h) Where the student has taken an additional elective module at a particular examination session, the mark included in the award classification calculation shall be based on the higher or highest available in the electives taken, or as specified on the Approved Programme Schedule.
- (i) Modules successfully completed while studying abroad will only be considered in determining eligibility for, and the classification of, an award in accordance with approved agreements. Guidance in this regard is set out in Appendix 11.
- (j) Modules exempted through the Recognition of Prior Learning process (see Code of Academic Practice No. 6 on Recognition of Prior Learning, RPL⁹) are not considered in determining the classification of an award.
- (k) Registered full-time students who choose to terminate their studies, may request single-module certification for all modules that they have passed, or may request an appropriate embedded award if they satisfy the specified requirements (see Appendix 9).

In particular circumstances, registered students who have not terminated their studies may request to be considered for an appropriate embedded award.

3.9 CALCULATION OF THE AWARD CLASSIFICATION

The Approved Programme Schedule is the basis along, with the *Programme Assessment Strategy*, for calculating award classifications and recording other assessment results, granting exemption(s) for modules and implementing *pass by compensation* for programme stages.

⁹ Code of Academic Practice No. 6 on Recognition of Prior Learning, RPL, <http://www.gmit.ie/general/quality-assurance-framework>

Award classifications are based on the credit-weighted mean of the contributing modules. The Programme Assessment Strategy should detail the approach to assessment

Normally, the contributing modules are those at the award stage. In this case at least one of those may be a *capstone module* (e.g. a final year project). A portion of results from earlier stages may also be used to contribute to the award classification. If this is the case, it should be explained by the Programme Assessment Strategy and noted as a Special Regulation on the Approved Programme Schedule.

A	B	C	D
The following table demonstrates the calculation of a credit-weighted mean. Module	ECTS Credits	Module Result (%)	Calculation of contribution to overall grade (B x C)
Maths	5	60%	300
English	15	55%	825
French	10	85%	850
German	10	40%	400
Economics	20	77%	1540
GPA = D (Total)	60		3915
GPA = D (Total)/60 mean results (%)		Credit-weighted	3915 /60 = 65.25

3.10 STATUS OF DECISIONS ON STUDENT PERFORMANCE

All student module marks and awards agreed by the Progression and Award Board remain provisional until they are ratified by the Academic Council.

In communicating the decisions of the Progression and Award Board to the student, the following shall apply:

- (a) The examination results as agreed by the Progression and Award Board shall normally be released via *Web-for-Student* as per the Institute's Operations Calendar.
- (b) The status of the student module marks and awards shall accompany all communications.
- (c) After ratification of the results at award stage, the official Diploma Supplement shall be issued to the students.

3.11 RECHECK, REVIEW AND APPEAL

The processes of Recheck, Review and Appeal are available to the student once they have been notified of their results via *Web-for-Student*. The definitions and procedures are outlined in Appendix 4.

3.12 EXAMINATION SESSIONS

Normally, there shall be three examination sessions in each Academic Year designated Winter, Summer and Autumn. A special examination session may be arranged upon approval by the Registrar.

3.13 WITHHELD RESULTS

A provisional result will not be issued in the case of any candidate who is not in good standing with the Institute or whose result is in dispute and has been withheld by the Progression and Award Board and/or Academic Council.

3.14 EXAMINATION DEFERRAL

- (a) A student encountering a problem during the academic year, or during an examination session, preventing him/her from taking an examination may apply for an examination deferral. The student should complete an *Examination Deferral Form* and submit it to the relevant Head of Department, together with any relevant supporting documentation.
- (b) The Head of Department will forward deferral requests made prior to the commencement of an examination session to the Registrar for a decision, together with any relevant supporting documentation.
- (c) The Head of Department will normally bring deferral requests made after the commencement of an examination session to the Progression and Award Board for decision, together with any relevant supporting documentation.
- (d) Where a student has been granted an examination deferral, results should be released as outlined in Appendix 12.

3.15 FAILED ELEMENTS

- i) In relation to 'failed elements' or 'must-pass' components
If a student fails a 'must-pass' component of a module, then the module is deemed to be failed.'
 - (ii) An attempt is lost, meaning the candidate is not eligible to be considered for compensation.
 - (iii) The module may be repeated by repeating the failed element only.
 - (iv) 'FE' should be input against the module on WFF.
 - (v) The module must be identified on the APS as having a failed element component.
 - (vi) Where possible, modules should be designed, using intended learning outcomes and assessment methodologies, so that failed elements are unnecessary.

3.16 HOLD ON RESULTS

A 'Hold' may be placed on a student's record, normally due to non-compliance with the Fees Policy, defers etc.

A student with a hold placed on their results will be allowed sit examinations/assessments in the current academic year but will not be allowed to:

- (i) gain access to their results
- (ii) progress to the next year/stage if in a non-award year
- (iii) graduate if in an award year

3.17 CONTINGENCY EXAMINATION PAPERS

Should a paper, prepared for an examination, be compromised it must be replaced. A new

paper will be prepared and reviewed in accordance with Institute policy. In the event that a repeat paper is available it may be used in place of the compromised paper.

3.18 REVOCATION OF AN AWARD

- (a) Where, subsequent to a student being conferred with an award, it is discovered that the graduate was in breach of GMIT's Examination Regulations or that the basis for the award was invalid, the award may be revoked by the Institute.
- (b) The Academic Council may revoke any award made by the Institute and all privileges connected therewith if it shall be discovered, at any time and proven to the satisfaction of the Institute, that the award is found to have been obtained by fraud or deception, including unfair practice and plagiarism.
- (c) Where the Revocation of Award Policy is invoked, the following processes will apply:
 - i. The Assistant Registrar will investigate the claim leading to the policy being invoked.
 - ii. Where it is determined by the Assistant Registrar that there may be a case to answer for breach of GMIT's Examination Regulations, the graduate will be offered the opportunity to present at a Disciplinary Committee to answer the case.
 - iii. The Disciplinary Committee will make a decision as to whether or not the award should be revoked.
 - iv. The graduate will have a Right of Appeal to the Governing Body Appeals Board.
 - v. Where the Disciplinary Committee decision to revoke the award is made or upheld by the Governing Body Appeals Board, the Academic Council may propose to Governing Body that an award be revoked by the Institute.

Governing Body approval is required before the Vice President for Academic Affairs and Registrar's Office can revoke the award.

SECTION 4 | APPENDICES

APPENDIX 1: DEFINITIONS AND TERMS

The following definitions and terms shall apply to all assessment activities:

Academic Level Award

That which is conferred, granted or given by an awarding body and which records that a student has acquired a particular standard of knowledge, skill or competence (Qualifications and Quality Assurance Act 2012) in the context of the National Framework of Qualifications.

Aegrotat Award

An aegrotat award may be made where a student in the later stages of a programme of study dies or is unable due to serious illness or other grave circumstances to complete assessments for the award of the degree to which they were registered. In making a recommendation to the Academic Council for an aegrotat award, a Programme Board would take account of the candidate's performance during the programme of study and other relevant evidence which would demonstrate that had the student completed the assessments they would clearly have reached a standard for the award of a degree. An aegrotat award is unclassified.

Aggregate Module Mark

The aggregate mark in a module is the mark awarded when all continuous assessment element marks and final examination marks have been compiled.

Assessment of the Student

An evaluation of the student learning on a module, during or at the end of the module delivery, is termed student assessment. Assessments are designed as per the module assessment strategy to test the attainment of the intended learning outcomes of the module in terms of knowledge, know-how and skill, and competence. Assessment on the Approved Programme Schedule is classified as *Continuous Assessment, Project, Practical and Final Exam*.

The term assessment shall be construed to include, inter alia:

- (a) Written, aural and oral tests of knowledge, know-how and skill, and competence.
- (b) Tests of practical skill and competence.
- (c) Project work.
- (d) Assessment of theses, dissertations and similar work, and such other forms of assessment of performance as may have been approved or prescribed by the Academic Council.
- (e) Continuous Assessment.

Awarding Body

A body which makes an award (Qualifications and Quality Assurance Act 2012).

Award of European Credit Transfer System (ECTS) Credits

Where a student obtains a pass in a module within a programme, ECTS credits will be awarded and the student is not required to repeat that module.

Award Standards

Award standards identify the expected outcomes of learning, inclusive of all education and training,

for a particular award-type. They are published by QQI¹⁰ Programme Outcomes, described in terms of knowledge, know-how and skill, and competence, are what is expected from a student who is to receive an award and these must be consonant with the QQI standards. They include specific standards for named awards in particular subjects or fields of learning or generic standards where specific disciplinary standards have yet to be published. Students holding awards of the same award-type should have comparable standards of knowledge, skill and competence.

Capstone

Capstone modules are designed to provide an opportunity for students to integrate learning attained in other modules. An example of a capstone module is the process by which a student produces a dissertation under supervision.

Classification of Awards

The classification of an award is based on performance in at least 60 credits taken at the academic level of the award of a particular programme, unless stated otherwise in the Approved Programme Schedule.

Continuous Assessment

Continuous Assessment (CA) is work completed by the student to meet, in whole or in part, the assessment strategy for the learning outcomes of a module. CA consists of, inter alia, written tests, assignments, practical exercises and tests, projects and presentations, and is classified as *Continuous Assessment*, *Project*, or *Practical* on the Approved Programme Schedule.

Compensation

An unsatisfactory student performance in a module in a particular stage is compensated for with satisfactory performance in other modules in the stage for the purpose of completing the programme stage in question.

Embedded Awards

Students who are, or have been, registered on either an ab initio bachelor degree programme or an ab initio four-year honours bachelor degree programme, who do not continue their studies, may apply to have a Higher Certificate or Bachelor Degree awarded respectively as appropriate, provided they meet the learning outcomes of the award, have earned sufficient ECTS credits, and such an embedded award has been approved by the Academic Council. Registered students who have not terminated their studies may request to be considered for an appropriate embedded award in particular circumstances.

European Credit Transfer System (ECTS)

ECTS is a student-centred system for credit accumulation and transfer based on the transparency of learning outcomes and learning processes. ECTS credits are based on the workload students need in order to achieve expected learning outcomes.

Examinations

The term examination refers to the terminal assessment of the student after module delivery. On the Approved Programme Schedule it is classified as *Final Exam*.

External Examiner

External Examiners are normally appointed on a disciplinary basis, with a minimum of two appointees per award. Additional module External Examiners may be appointed as

¹⁰ <https://www.qqi.ie/Pages/Active-NFQ-Standards-for-HE.aspx>

deemed necessary. External Examiners may have responsibilities across programmes and awards in the event that a module for which they have responsibility is common to more than one programme.

The External Examiners have a responsibility to assure standards both in the particular modules and in the overall programme and award to which they are appointed, subject to the requirements of the Institute’s Quality Assurance Framework (QAF).

Failed Elements or Must-pass components

If a student fails a ‘must-pass’ component of a module, then the module is deemed to be failed.

Grading System

A numeric percentage grading system will be employed, with 40% being the minimum pass standard, unless a higher figure is explicitly stated in the Approved Programme Schedule. Marks will be awarded as a percentage of those available for each element of the module and then compiled into a final result using the algorithm specified in the Approved Programme Schedule.

Module grading normally aligns with the following indicative description of performances.

Classification of Level 6/7	Classification of Level 8	Percentage Point Value (PPA) boundary values	Description
Distinction	First-class honours	70 - 100%	Achievement indicates that required for a Pass and in most respects is significantly and consistently beyond this
Merit Grade 1	Second-class honours, Grade 1	60 - 69%	Achievement indicates that required for a Pass and in many respects is significantly beyond this
Merit Grade 2	Second-class honours, Grade 2	50 - 59%	Achievement indicates that required for a Pass and in some respects is significantly beyond this
Pass	Pass	40 - 49%	Attains all the minimum intended programme learning outcomes
Marginal Fail	Marginal Fail	35-39%	Has not attained all the minimum intended programme learning outcomes. May be eligible for compensation.

Fail	Fail	0-34%	Has not attained all the minimum intended programme learning outcomes
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General requirements for granting awards

The granting of an award under delegated authority from QQI shall be on the basis of the performance of a candidate in assessments set or prescribed by GMIT and approved and monitored by External Examiners in accordance with procedures approved by the Academic Council.

Impaired examination performance

Impaired examination performance may arise as a result of bereavement, accident or injury, illness or other personal circumstances. Impaired examination performance does not arise as a result of personal culpability.

Internal Examiner

An Internal Examiner is any person involved in the direct assessment of the standards of knowledge, know-how and skill, and competence to be achieved by registered students.

Model Solutions and Marking Scheme

Each assessment element and examination will have a model or indicative solution and proposed marking scheme.

Module

A module is a self-contained formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria. Each module will have a credit weighting of 5 ECTS credits or multiples thereof. In the case of full-time students, modules may be delivered across the full academic year or within a semester

Module Assessment Strategy

A module assessment strategy links the module learning outcomes and the assessment instruments showing which learning outcomes are assessed by which combination of assessment instruments. Each combination of assessments details how the learning outcomes are assessed.

Module Descriptor

Each module has a unique module descriptor that states the title, host department, level, credits, leader, description, intended learning outcomes, pre- and co-requisites, indicative learning content, assessment elements and weightings, educational activities and durations, teaching and learning strategies and learning resources.

Named Awards

The particular awards, within an award-type are named with respect to a field of learning. Standards for named awards include reference to knowledge, skill and competence within a specified field of learning. 'Named award' describes the awards that will be made by the awarding bodies and appear on the official parchments/testimonial documentation. All references in this document to the awards of QQI refer to its named awards.

Posthumous Award

A posthumous award may be awarded where a student dies prior to completion of their programme of study but too early to qualify for an aegrotat award and may be presented to next-of-kin at conferring or other appropriate ceremony.

Programme

A programme of education and training means a process by which a student acquires knowledge, skill or competence and includes a course of study, a course of instruction and an apprenticeship (Qualifications and Quality Assurance Act 2012)

The volume of credits required for an award is determined by the programme and is normally as follows:

Award	Level 6	Level 7	Level 8
Higher Certificate	120		
Ordinary Bachelor Degree	120	180 60	
Honours Bachelor Degree	120	60	240 60
		180	60

Programme Assessment Strategy

A Programme Assessment Strategy outlines the relationships between each programme outcome, the intended learning outcomes of the modules, and the assessment elements of the constituent modules.

Repeated modules

The mark or grade recorded for any module passed at the second or subsequent attempt in a re-sit or supplementary examination shall be the new mark or grade. A student shall have the right to improve examination performance in any module to gain progression or professional membership entitlements, but under current national regulations he/she is not allowed to repeat for honours award classification.

Semester

An academic year may be divided into two semesters, each of which shall be sixteen weeks in length. Each semester will comprise thirteen weeks of teaching, two weeks of revision and examinations and one week of marking and decision-making.

Stage

For a full-time undergraduate student, a stage is that part of the programme which is delivered within one academic year. Where a programme is semesterised, both semesters comprise the stage. For a part-time student, the stage may be delivered over two or more academic years.

Each programme is described by a number of Approved Programme Schedules, each of which defines the modules attached to a specific stage. A student who has been awarded 60 ECTS credits in any stage of a programme is entitled to progress to the next stage of the programme. The number of stages and credits per stage in a programme leading to an award is normally as follows:

Award	Stage 1	Stage 2	Stage 3	Stage 4
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Higher Certificate	60	60		
Ordinary Bachelor Degree	60	60	60	
Honours Bachelor Degree	60	60	60	60

Student Workload and ECTS Credits

Within the ECTS, the annual student workload is 60 ECTS credits. In each Academic Year subject to the performance criteria for progression, a full-time student is required to register for 60 credits, excluding any modules that have to be repeated.

The total student module workload is determined by the number of ECTS credits assigned to a module. Modules assigned the same number of credits require the same extent of student engagement. The workload is independent of the academic level of the module.

The credits and associated total workloads for modules, stage and awards are normally as follows:

Item	Credits	Notional Hours
Module	5	125 - 150
Module	10	250 - 300
Stage	60	1500 - 1800
Higher Certificate	120	3000 - 4500
Ordinary Bachelor Degree	180	4500 - 5400
Honours Bachelor Degree	240	6000 - 7200

APPENDIX 2: BROADSHEET OF EXAMINATION RESULTS - CODES FOR NON-NUMERIC GRADES

Circumstance	Module Result	Academic Standing
1. If a student has withdrawn:		
(a) From the entire programme prior to completing any exams	W for each module	WD
(b) After completing one or more modules	Enter results obtained and W for subjects not completed	EX (if module(s) passed) FL (if no modules are passed) DE (if any module deferred)
2. Defer of Programme:		
(a) If student has deferred their programme (reg. Status of DE) and has not completed any exams	Enter nothing	Enter nothing
(b) If student has deferred their programme (reg. status of DE) and has completed one or more modules	Enter result(s) obtained and W for the rest	EX (if module(s) passed) FL (if no modules are passed) DE (if any module deferred)
(c) If a student has interrupted their studies (reg. status of IS) before completing any modules	W for each module	WD
(d) If a student has interrupted their studies (reg. status of IS) after completing one or more modules	Enter result(s) obtained and W for the rest	EX (if module(s) passed) FL (if no modules are passed) DE (if any module deferred)
3. If a student is not present at exam for one or more module(s), having been in attendance during the year	Enter result(s) obtained and NP for the rest	AB if NP entered against all modules EX (if module(s) passed) FL (if no modules are passed) DE (if any module deferred)
4. If a student is repeating and is carrying exemptions from a previous sitting:		
(a) Fails all repeat modules	Actual mark/grade	FL
(b) Passes at least one module in the repeat sitting	Actual mark/grade	EX
5. Withholding a result	WH in module(s) where result is withheld	WH
6. Defer of examinations:		
If a student defers examinations in one or more modules	Enter result(s) obtained and I in modules where exams are deferred.	DE (where all other modules have been passed or are within compensation range) EX (where one or more modules have been failed and grades are outside of compensation range)
7. If a module is failed on the basis of failing a 'must-pass' component ²	Enter FE for the module where a 'must pass' component has been failed	EX (if module(s) passed) FL (if no modules are passed) DE (if any module deferred)

Note: Where a module has been passed by compensation, the original module marks, with a 'p' following the grade to denote the module has been passed by compensation, will remain on the Broadsheet of Results.

APPENDIX 3: CLASSIFICATION OF AWARDS

Table 3.1:

Classification of Higher Certificate (level 6) and Bachelor Degree (level 7) Awards

Award Classification	Broadsheet Entry	Overall Average mark (%)
Pass	PS	≥ 40
Merit Grade 2	M2	≥ 50
Merit Grade 1	M1	≥ 60
Distinction	DT	≥ 70

Table 3.2:

Classification of Honours Bachelor Degree (level 8) and Higher Diploma (level 8) Awards

Award Classification	Broadsheet Entry	Overall Average mark (%)
Pass	PS	≥ 40
Second Class honours, Grade 2	22	≥ 50
Second Class honours, Grade 1	21	≥ 60
First Class honours	H1	≥ 70

Table 3.3:

Classification of Postgraduate Diploma (level 9) Award

Award Classification	Broadsheet Entry	Overall Average mark (%)
Pass	PS	≥ 40
Merit	MR	≥ 60
Distinction	DT	≥ 70

Table 3.4:

Classification of Taught Master Degree (level 9) Award

Award Classification	Broadsheet Entry	Overall Average mark (%)
Pass	PS	≥ 40
Second Class honours	H2	≥ 60
First Class honours	H1	≥ 70

Table 3.5:

Classification of Research and Thesis Degree Award

Award Classification	Broadsheet Entry	Average mark (%)
Unclassified	RC	Recognised as equivalent to an honours classification for progression and employment purposes.

Classification of TU Qualified Masters Degree (level 9) Award

Awards may be classified (in line with the Award Classification of Taught Master Degree Award - see Table 3.4 above) or unclassified (in line with Classification of Research and Thesis Degree Award - see Table 3.5 above). The classification of the award should be clarified at the programme design and validation stage.

Classification of Minor, Special Purpose and Supplemental Awards

Special-purpose awards which have a volume of at least 60 credits, and are comparable to a major award (at the same NFQ level), may be classified in accordance with the convention for the relevant major award. Otherwise, awards of this type shall be unclassified (QQI, 2013)¹¹

Classification of Aegrotat and Posthumous Awards

Aegrotat and posthumous awards shall be unclassified.

¹¹ Assessments and Standards, Quality and Qualifications Ireland, Revised 2013, available at: http://www.qqi.ie/Publications/Assessment_and_Standards%20Revised%202013.pdf

APPENDIX 4: EXAMINATIONS RECHECK, REVIEW AND APPEAL

1.1 PURPOSE

The purpose of this document is to specify fair and transparent procedures for dealing with the recheck and review of marks or grades awarded to students within the assessment process, and the appeal of these outcomes.

It is the policy of GMIT as a community devoted to teaching, learning and research:

- (a) To recognise the rights of any student to seek a Recheck, Review or an Appeal.
- (b) To provide arrangements for requests for Rechecks, Reviews and Appeals which ensure that they are dealt with in a fair and transparent manner.
- (c) To implement these procedures in a timely manner after each examination session, following the issuing of provisional results by the Progression and Award Board.

1.2 DEFINITIONS

Recheck means the administrative procedure of checking and ensuring that all parts of an examination have been marked and that no error occurred in the recording, collating or combining of marks which determined the result. This process is carried out by the Internal Examiner.

Review means the re-marking of the examination script and, if deemed necessary, of all relevant assessment material, by the External Examiner or by another suitably qualified person.

Appeal means the consideration of extraneous or anomalous matters relating to examinations, excluding the content and marking of examination scripts.

1.3 CONSULTATION DAYS

After every examination session, each Academic Unit shall arrange at least one consultation day, on specific dates as suggested in the Operations Calendar, when examination scripts will be made available for inspection by students under supervision by the lecturer. Schools will notify their students of the specific dates of consultation days.

The responsibility for availing of the opportunity to view an examination script lies with the student.

Examination scripts may not be copied (e.g. by using a mobile phone camera), written on or altered in any way. Students may not take notes or remove scripts from the room.

If, after viewing the script, the student notices any errors relating to the recording, collating or aggregation of marks he/she may seek to have the error corrected in line with the Institute's recheck procedure.

The viewing of scripts on consultation days does not affect a student's right to request a copy of their script.

2.1 PROCEDURES FOR RECHECK

No fee shall be payable for a Recheck requested on a formal consultation day.

- (a) Students are encouraged to attend a formal consultation with the Internal Examiner and may request a Recheck during the consultation.

- (b) Students who cannot attend a formal consultation with the Internal Examiner, may make a formal request for a Recheck in writing to the relevant Head of Department within seven days of the date of publication of results. In exceptional circumstances, a later request may be accepted by the Head of Department or Head of Academic Unit up to fourteen days after the results are published on *Web-for-Student*. However, a student who submits a request for a Recheck outside of the consultation process in June should be aware that they may not receive the outcome of the Recheck until the following September.
- (c) A Recheck will normally be carried out by the Internal Examiner. Where the Internal Examiner is not available, a substitute shall be appointed by the Head of Department or Head of Academic Unit.
- (d) Where a request for a Recheck has been submitted in writing to the Head of Department, he/she or nominee, shall communicate the result of a Recheck, in writing, to the student.
- (e) If a change in the result is recommended, the Head of Department, or nominee, shall communicate the change to the External Examiner, the Registrar and the Progression and Award Board at its next meeting.
- (f) The Registrar shall make the necessary arrangements to have the result amended.

2.2 PROCEDURES FOR REVIEW

- (a) A formal request for a Review shall be made by a student, using the appropriate application form available to download at student.gmit.ie (Appendix 6).
- (b) The Review shall be granted subject to the payment of a fee, charged on a per module basis. The amount of the fee is determined on an annual basis and shall be displayed with examination results. As a result of any Review, the marks or grade awarded may be increased or decreased. The fee(s) shall be returned to the student if the Review results in the marks or grade being increased.
- (c) Such a request must be made within seven days of the release of final examination results, or seven days following the notification of the outcome of a recheck.
- (d) The Registrar shall notify the Head of Academic Unit of each request for an examination review.
- (e) The Head of Academic Unit shall arrange to have the script, marking scheme, and paper sent to the External Examiner and inform the Internal Examiner that a review is being carried out.
- (f) In the event that the External Examiner has previously reviewed the examination script or other assessment material, another suitably qualified independent expert nominated by the Head of Academic Unit and approved by the Registrar should be appointed to carry out the review.
- (g) The Review should be carried out in a timely manner. During the summer period, the result may not be available until early September.
- (h) Where the reviewer, preferably the External Examiner, recommends a change in the marks or grade awarded, an explanation shall be provided. The mark awarded by the Reviewer in the Review shall prevail.
- (i) The Head of Academic Unit shall notify the Registrar of the outcome of the Review.
- (j) The Registrar shall inform the appellant of the outcome of the Review. The fee(s) will be returned if a Review results in the mark being increased. The result of a review is the final decision in relation to the marking of scripts.
- (k) A change of result arising from the Review shall be amended on the *Broadsheet of Examination Results* by the Registrar. The Registrar shall inform the subsequent Progression and Award Board meeting about the outcome of the Review and shall formally note the outcome. Any further related issues should be considered.
- (l) Students are advised that a Review may not be successful and, in this context, where an examination has been failed they should avail of the opportunity to re-sit the examination, on the understanding that this action will not prejudice the Review in any way.
- (m) In the event of a significant change in marks or grades arising from a review, a further review of a sample of scripts may be initiated by the Internal Examiner and/or the Head of Academic Unit. If a recurring discrepancy is identified in the sample of reviews, all papers in that module shall be reviewed.
- (n) In exceptional circumstances, where there is evidence of substantive irregularity in the

conduct of an examination or other substantial reason and where a review has not already taken place, the Registrar may initiate a review of marks or grades awarded to individual students or to all students in a particular module.

2.3 PROCEDURES FOR APPEAL

Applications for Appeal are dealt with by the Institute's Examinations Appeals Board (EAB) which has no function in relation to the marking of scripts or other assessment material.

- (a) A formal request for an Appeal shall be made by a student using the appropriate application form available to download at <http://student.gmit.ie/useful-student-documents>
- (b) The request is made by writing to the Registrar and forwarding the appropriate fee, which is refundable if the Appeal is successful.
- (c) Such a request must be made within seven days of the release of final examination results, or seven days following notification of the outcome of a Recheck or Review.
- (d) A request for an Appeal must clearly identify the grounds on which the Appeal is being sought and contain all information which the student requires to be taken into account. The Examinations Appeals Board has no function in relation to the actual marking of scripts. All appeals are considered on the grounds on which it is based in accordance with the principles of natural justice. Students may request an appeal to the EAB, including inter alia where one of the following criteria are met:
 - i. New evidence has become available which could not have been provided to the Progression and Award Board meeting or evidence which for valid reasons was withheld from the Progression and Award Board. (Evidence that a student chooses to withhold from the Progression and Award Board will not normally constitute new evidence at an appeal. However, if the student demonstrates valid reasons to the satisfaction of the Examination Appeals Board, then that evidence will be admissible).
 - ii. The examination was not conducted in accordance with the current regulations as approved by Academic Council.
 - iii. There was a material administrative error or material irregularity in assessment procedures which had made a real and substantial difference to the appellant's results.
- (e) The Registrar shall have the authority to determine the legitimacy of submitting the appeal to the EAB. In the event that the Registrar perceives a conflict of interest, the Registrar may ask the President to make the determination.
- (f) An Examinations Appeals Board will not consider requests that contain allegations against a member of staff or another student. Requests for an appeal that contain such allegations will be returned to the appellant by the Registrar while informing him/her of the procedure(s) that can be followed to have such allegations and / or requests dealt with appropriately.
- (g) Meetings of the Examinations Appeals Board shall be convened by the Registrar
- (h) The Appeal should be completed on a timely basis.
- (i) Where an Examinations Appeals Board meets on more than one occasion to consider a case, membership of the Examinations Appeals Board will remain the same, where possible, until consideration of the case has concluded.
- (j) The Registrar shall communicate the result of the Appeal, in writing, to the student.

2.3.1 Membership of the Examinations Appeals Board.

The membership of an Examinations Appeals Board shall be as follows:

- (a) A Chairperson appointed by the President.
- (b) One suitably experienced Head of Academic Units/Department selected by the Registrar from the Academic Council, having regard to conflict of interest or any previous involvement.
- (c) One academic staff member, selected by the Registrar from the Academic Council, having regard to conflict of interest or any previous involvement.
- (d) A suitably qualified independent person, as deemed necessary, nominated by the Registrar, normally an External Examiner.

A quorum shall consist of four persons including the Chairperson and the suitably qualified independent person.

2.3.2 Conduct of the Appeal Process

- (a) The appellant shall be invited to make representation at the meeting of the Examinations Appeals Board. In the event that the appellant chooses to avail of this opportunity, the appellant may be accompanied by a person of their choice, such as the President of the Students' Union, a college chaplain, a student Counsellor, a friend or a parent.
- (b) The Examinations Appeals Board shall consider the request, all the information provided, and the reasons stated for the appeal. It may seek further information or advice from such persons as it considers necessary, including the Internal and External Examiner(s).
- (c) The Examinations Appeals Board shall decide the outcome of the Appeal.
This may include, inter alia:
 - Grant a defer
 - Grant a defer plus progression to the next stage
 - Dismiss the appeal
 - Amend the result in the context of the overall award
- (d) All decisions of an Examinations Appeals Board shall be by majority vote. In the event of a tie, the Chairperson shall have a casting vote. The deliberations should remain confidential.
- (e) The Chairperson shall inform the Registrar of the outcome of an Appeal and the reasons, and the Registrar will communicate the result to the appellant in writing.
- (f) Formal processing of any Appeal will be completed on a timely basis.
- (g) The Registrar shall inform the appellant of the outcome of an Appeal and notify the Academic Council.
- (h) The Registrar shall also inform the Progression and Award Board at its subsequent meeting and the relevant Head of Academic Unit.
- (i) No further Appeal will lie within the Institute in respect of the circumstances of the Appeal.

3.0 REPORTING TO ACADEMIC COUNCIL

The Registrar shall prepare, and present to Academic Council, a summary report on the number of rechecks, reviews and appeals carried out each year.

APPENDIX 5: PROCEDURES FOR CONSIDERATION OF IMPAIRED EXAMINATION PERFORMANCE

The procedures that students must follow to apply for impaired performance consideration are outlined below:

1.1 PROCEDURE FOR APPLICATION FOR CONSIDERATION OF IMPAIRED EXAMINATION PERFORMANCE

- (a) Normally, it is the student's responsibility to apply for consideration of impaired examination performance.
- (b) He/she should complete and submit a *Personal Circumstances Form (PCF)* to the relevant Head of Department no later than three working days after the last scheduled examination. The PCF must be accompanied by a form of appropriate documentary evidence regarding the circumstances. Examples of acceptable documentary evidence include a death notice, a medical doctor's certificate, a letter from the Institute's Counsellor and/or from any person qualified to provide expert opinion in the circumstance.
- (c) PCF forms should be available from the Academic Unit, from the Counsellor and on the Institute website. Students may request assistance of the Students Union/College Counsellor in completing their submission.
- (d) Students are advised to keep a record of all documentation submitted.
- (e) Once the PCF has been submitted with the appropriate documentary evidence, there is no obligation on the student to discuss the issue further with the Head of Department. It is entirely at the discretion of the student whether they choose to do so.
- (f) The Head of Department will be responsible for bringing the application to the attention of the Progression and Award Board. At all times, necessary confidentiality regarding the student's circumstances, and respect for the professional opinion expressed in supporting documentation, will be observed.

2.1 ILLNESS DURING AN EXAMINATION

In the event that a student falls ill during an examination, rendering him/her unable to finish the examination, she/he should be referred to the medical centre. Invigilators must log the incident. Thereafter, the student should complete and submit a PCF to the Head of Department within three working days after the last scheduled examination.

2.2 INABILITY TO ATTEND AN EXAMINATION

In the event of an issue arising during the examination session rendering a student unable to attend an examination - for example, severe weather conditions preventing a student from travelling to the examination centre - he/she should complete and submit a Deferral form to the Head of Department within three working days after the last scheduled examination.

In this circumstance, students are advised to contact the Internal Examiner, the Programme Chair or the Head of Department as soon as possible after the event, to explain the situation.

2.3 ISSUES RELATING TO CONTINUOUS ASSESSMENT

Issues of impaired performance related to continuous assessment should generally be dealt with between the module lecturer and the student, in accordance with programme requirements, Institute codes of practice and related policies, and departmental arrangements. The advice of the Head of Department

and/or the Programme Board should normally be sought.

In the case of modules in which continuous assessment, project and/or practical work is the dominant element (e.g. 60%), and in particular if the assessment centres on a single piece of work, impaired performance issues should be dealt with using the procedure outlined above - namely the student should submit a PCF to the Head of Department within three working days after the assessment submission date.

3.1 REVIEW OF THE PROCESS

The Registrar's Office will undertake a review of the process at least once during the lifetime of each Academic Council. In particular, the Registrar will seek to ensure that the procedure is applied in a fair, equitable, consistent and reasonable manner - and to assure the Academic Council accordingly.

APPENDIX 6: EXAMINATION REVIEW REQUEST FORM

Receipt No: _____ No _____



Formal Request for an Examination Review

Examination Review Fee: €50 per module

Please complete this form LEGIBLY in BLOCK LETTERS and return to the Office of the Vice President for Academic Affairs & Registrar, GMIT, Dublin Road, Galway with appropriate fee.

You must complete all sections of this form

1

Name _____

Student Number _____

Home Address _____

Telephone Number(s) _____

Email _____

The outcome of the review will be emailed to the above address.

2

Academic Unit/ & Department _____

Programme / Year _____

Module(s) requested for review: (i) _____ (ii) _____

(iii) _____ (iv) _____ (v) _____

(vi) _____ (vii) _____ (viii) _____

Candidate's Signature: _____

Date: _____

For office use only

Received by the Office of Vice President for Academic Affairs & Registrar: _____

Copied to Academic Unit _____

Received outcome of review from Academic Unit _____ Notified Student

_____ Notified Exams / OAA (if necessary) _____

APPENDIX 7: EXAMINATION APPEAL REQUEST FORM

Receipt No: _____ No _____
 Received: _____



Formal Request for an Examination Appeal Examination Appeal Fee: €50

Please complete this form LEGIBLY in BLOCK LETTERS and return to the Registrar’s Office, GMIT, Dublin Road, Galway with appropriate fee.

PLEASE REFER TO STUDENT CODE OF CONDUCT FOR “PROCEDURES FOR APPEAL”

You must complete all sections of this form

1 Name _____
 Student Number _____
 Home Address _____
 Telephone Number(s) _____
 Personal Email _____

The outcome of the appeal will be emailed to the above address.

2 School/Department _____
 Programme _____ Year: _____ Level: _____

Module(s) requested for Appeal: _____ No. Credits: _____
 _____ No. Credits: _____
 _____ No. Credits: _____
 _____ No. Credits: _____

3. Grounds on which appeal is being sought: (Please tick)

- i. New evidence has become available which could not have been provided to the Progression and Awards Board meeting or evidence which for valid reasons was withheld from the Progression and Awards Board.
- ii. The examination was not conducted in accordance with the current regulations as approved by Academic Council.
- iii. There was a material administrative error or material irregularity in assessment procedures which had made a real and substantial difference to the appellant’s results
- iv. Other

Please note: The Examinations Appeals Board has no function in relation to the marking of examination scripts.

Please provide further particulars of your appeal, which you wish to have taken into account. Attach any supporting documentary evidence to this form.

4. Did you submit a Personal Circumstances Form (PCF) to your Head of Department in advance of receiving your results?

YES NO

If yes, was the information and supporting documentation the same as are being used in this appeal?

YES NO

The Registrar shall have the authority to determine the legitimacy of submitting the appeal to the Exam Appeals Board.

Reviewed by Registrar Date: _____

Proceed to EAB: YES NO

If no,
reason: _____

—

To be completed by Chairperson of the Examinations Appeals Board

- Allow the Appeal
 - Grant a defer in module(s)
 - Grant a defer plus progress to next stage
 - Amend the result in the context of the overall award
 - Other: _____
 -
 - Dismiss the Appeal
 - Reason: _____
-

Chairperson's Signature: _____

Date: _____

For official use only

School/Centre Notified of decision _____

Student Notified of decision _____

OAA / Exams Notified of decision _____

APPENDIX 8: EXAMINATIONS DEFER FORM



Examinations Deferral Form

To be completed by a student who, prior to any final examination session, encounters a problem preventing him/her from taking an examination.

Student's Name: _____ GMIT ID: _____

Contact No: _____

Programme: _____ Stage: _____

Module(s) defer requested in:

Reason for Requesting a defer:

Student Signature: _____ Date: _____

To be completed by Head of Department

Approved By Programme Board/Lecturer: Yes: No

Head of Department: _____ Date: _____
(Signature of Head of Department)

Please attach any relevant supporting documentation (including for example medical certs.).

Approved by Vice President for Academic Affairs & Registrar: _____

Date: _____

Alternatively, the Vice President for Academic Affairs & Registrar may email approval confirmation to the Head of Department

NOTE: Students who are granted an examination defer in one or more modules might not have access to their results in other modules until they have completed the deferred module(s)



APPENDIX 9: EXIT/EMBEDDED AWARDS PROCEDURE

Students who are, or have been, registered on either an *ab initio* bachelor degree programme or an *ab initio* four year honours bachelor degree programme, who do not continue their studies, may apply to have a Higher Certificate or Bachelor Degree awarded respectively as appropriate, provided they meet the learning outcomes of the award, have earned sufficient ECTS credits, and such an embedded award has been approved by the Academic Council.

In particular circumstances, registered students who have not terminated their studies may request to be considered for an appropriate embedded award.

(Academic Code of Practice No. 3 Student Assessment Marks and Standards)

- 1.1. A student wishing to apply for an Exit Award should make an application to his/her Head of Department using the relevant form
- 1.2. The Head of Department will:
 - Ascertain that the exit award is approved for the programme in question.
 - Confirm that the student has obtained the necessary ECTS credits to be eligible for the award (Higher Certificate or Bachelor degree).
 - Confirm that the student has met the learning outcomes of the award.
 - Confirm that the student is not progressing (except where the student is not exiting).

If all of the conditions set out in section 1.2 above have been met, the Head of Department will submit the application to the next sitting of the Progression and Award Board.

- 1.3. Following the recommendation of the PAB to grant the Exit Award the College/School/Centre will forward the student's details, along with the name of the award for which the student has been approved, to the Examinations Office and the Admissions Office.
- 1.4. The Examinations Office will include the award and the student details on the graduation list for the next graduation session.

APPENDIX 10: POLICY ON THE USE OF DICTIONARIES DURING TERMINAL EXAMINATIONS

1. Students are not permitted to bring dictionaries into examination centres for use during examinations. Students are equally not permitted to bring electronic dictionaries/translation devices into GMIT examination centres.
2. English dictionaries will be provided within GMIT examination centres for students, unless it is indicated on the cover sheet of the examination paper that students should not have access to such dictionaries.
3. Dictionaries other than English dictionaries will be provided to students taking a language module examination where it is clearly specified on the cover sheet of the examination paper.
4. Students should request an English dictionary, if required, from an invigilator/supervisor at the examination centre.
5. Where a dictionary has been used by a student it must be handed up along with the examination answer book upon completion of the examination.
6. Students using dictionaries in examination centres are not permitted to mark them in any way.
7. When a student is given an English dictionary for use during an examination, a label indicating its use will be placed on the student answer book so that examiners are aware that a dictionary has been used.

APPENDIX 11: GUIDANCE FOR RECORDING THE RESULTS OF STUDENTS STUDYING ABROAD

It is important to distinguish the situation of (i) eligibility for an award, from the situation of (ii) eligibility for progression.

(i) Eligibility for an Award

In the case of students opting to study for a full year (60 credits) abroad in an award year, the modules and related credits that they successfully complete while studying abroad will only be considered in determining eligibility for, and the classification of, an award where an agreement exists consistent with the Institute policy on *Collaborative Provision including Transnational Collaborative Provision and Joint Awards*¹².

In the case of students opting to study up to 30 credits abroad in an award year under an Erasmus Plus agreement or other such student mobility partnership agreement, the credits obtained may count towards the award in accordance with that agreement.

The details of recording results should be specified in each case in the relevant agreement.

(ii) Eligibility for Progression

Modules and related credits successfully completed by students while studying abroad may fulfil, or partly fulfil, the requirements for progression to the next stage of a programme, or for entry onto a follow-on programme at the next level.

This will be agreed with the student prior to their departure abroad and the details will be specified in a Learning Agreement.

(iii) Recording of Results

In situations where some or all of the modules studied abroad do not equate directly to specific modules on the relevant GMIT programme (but are deemed adequate to contribute to meeting the programme intended learning outcomes and to satisfy requirements for progression), and in order to facilitate GMIT's results recording process, students may be registered against 'Study Abroad' and have their composite results recorded against this. This is a catch-all device that aggregates the student's results in the modules studied abroad that are deemed not to have a direct equivalence on the programme.

The Head of Department will approve the credits to be assigned to 'Study Abroad' in each case. The grade entered for 'Study Abroad' will be the aggregated weighted average percentage achieved by the student in the related modules that were studied abroad.

'Study Abroad' will appear on the Broadsheet, the student's transcript and the European Diploma Supplement (EDS). Details of the actual modules taken by the student abroad, along with the grades achieved and credits earned in each module, may be recorded on the Banner student record system as 'Transfer Articulation'.

¹² GMIT Quality Assurance Policy for Collaborative Provision including Transnational Collaborative Provision and Joint Awards available at:
<http://www.gmit.ie/sites/default/files/public/directorate/docs/collaborativepolicy-web.pdf>

APPENDIX 12: GUIDANCE ON EXAMINATION DEFERS

Once the Progression and Award Board (PAB) have confirmed the granting of a defer to a student in one or more modules, the Board will then decide on one of the following options with respect to the student's overall performance:

1. Students with confirmed defers in all modules:
 - (a) Academic Standing: DE
 - (b) As the student has been granted defers in all modules their results will be considered as a 'first attempt' at their next sitting.

2. Students with a confirmed defer in one or more modules and who have passed in all other modules:
 - (a) Academic Standing: DE
 - (b) A '*school hold*' should be placed on the student's record preventing them from getting access to their results.
 - (c) As the student has been granted defers in one or more modules their results will be considered as a 'first attempt' at their next sitting.

3. Students with a confirmed defer in one or more modules but who also have a confirmed fail result in one or more of the other modules [i.e. confirmed module result in the range 0-34%]:
 - (a) Academic Standing: EX
 - (b) The student can access their results in the normal manner.
 - (c) The student may repeat the modules they have failed and the modules they had deferred at the next sitting. They are ineligible for compensation.

4. Students with a confirmed defer in one or more modules, and who also have a confirmed module result in the compensation range [35-39%] in up to 20 credits, and who have passed in all other modules:
 - (a) Academic Standing: DE
 - (b) A '*school hold*' should be placed on the student's record preventing them from getting access to their results.
 - (c) The student should be informed that they have been granted defers in one or more modules and that their results will be considered as a '*first attempt*' at their next sitting.
 - (d) The student should also be advised that they have module results falling within the compensation range, about the consequence of their not passing the deferred modules at their next sitting and of their not meeting any other criteria necessary for compensation to apply.

A PAB may exercise its discretion to ensure that a student is not potentially disadvantaged by the granting of a defer in a module. In this context, it is fair and reasonable that the Board consider any of the student's module results which are deemed to be borderline prior to confirming the result in the module.

APPENDIX 13: DECLARATION OF CONFLICT OF INTEREST

DECLARATION OF CONFLICT OF INTEREST IN RELATION TO INVOLVEMENT WITH THE EXAMINATION PROCESS

In accordance with the Academic Code of Practice No. 3 Student Assessment: Marks and Standards, in discharging his/her duties, an Internal Examiner or any other staff member must inform his/her Head of Department or Head of Academic Unit/Function about any conflict of interest that may arise or that may be perceived to arise. The Vice President for Academic Affairs & Registrar should be informed by the Head and shall advise on the appropriate course of action.

I _____

of the Department of _____

wish to state that the following student of the Institute

Name: _____

Student ID No: _____

Programme/Stage: _____

is so personally known to me that a conflict of interest may arise in the performance of my duties in relation to the examination process.

SIGNED: _____ DATE: _____

Name (Block Print): _____

Head of Academic Unit: _____

DATE: _____

Copy received by the Vice President for Academic Affairs & Registrar:

Date: _____

APPENDIX 14: ELIGIBILITY OF EXCHANGE STUDENTS TO BE CONSIDERED FOR A GMIT AWARD

Incoming exchange students opting to study for a full year (60 credits) in an award year at GMIT, under an *Erasmus Plus* agreement or other such mobility agreement, may be considered for an award in accordance with that agreement.

Incoming exchange students will only be considered in determining eligibility for, and the classification of, an award where:

- (i) Requirements for admission to the award stage of the programme have been met
- (ii) All requirements for the award have been satisfactorily completed
The agreement clearly states that the student may be eligible for an award

A joint award can only be made where a consortium agreement exists that provides for such an award.