



lmetb

*Bord Oideachais agus
Oiliúna Lú agus na Mí*
Louth and Meath Education
and Training Board

Revised LMETB Assessment Repeats Policy

Arna chomhchistiú ag Rialtas na hÉireann agus ag an Aontas Eorpach.
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an Aontas Eorpach

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Revised LMETB Assessment Repeats Policy	
Purpose	To outline the rules governing repeats of assessments in QQI accredited courses for learners who have not achieved the minimum pass standard in a module ¹ .
Scope	<p>Subject to the necessary resources being available, this procedure covers all programmes and courses offered by LMETB Centres or by organisations funded by LMETB to provide Further Education and Training (FET) in respect of QQI Awards.</p> <p>For non-QQI Awards, the procedures of the relevant awarding body apply. Learners must be informed of the relevant procedure at course induction.</p> <p>Some programmes, such as the Early Learning and Care (ELC), Craft Apprenticeships and Consortium-Led Apprenticeships, have programme specific requirements which supersede those outlined in this document (see appendices in this document). As LMETB offers additional Craft and Consortium-Led Apprenticeships, this policy will be amended as necessary to reflect those programme-specific requirements.</p> <p>This procedure deals with repeating assessments where the learner has failed the overall module. The LMETB Assessment Deadline Process deals with deferring assessments due to unanticipated events.</p>
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Related Policies	LMETB Assessment Deadlines Process

	LMETB Assessment Appeals Process
Audience & Communication	Applicable to all staff and learners of LMETB. This procedure is available on the LMETB website and in Learner Handbooks.
Policy/Procedure Owner & Implementation	The procedure owner is the Chief Executive of LMETB. It is the responsibility of the individual FET Centres management to ensure the policy and procedure is implemented.
Monitoring, Evaluation & Continuous Improvement	The Quality Assurance and Enhancement Service is responsible for keeping the policy and procedure up to date and for ensuring that only approved versions of the policy and procedure are accessible via the LMETB website. The Quality Assurance and Enhancement Service must periodically review this policy.

¹ QQI outline the requirement for a Repeats Procedure in their document, [‘Quality Assuring Assessment Guidelines for Providers’ 2013 \(Version 2 Revised 2018\), \(p.12\)](#)

Issue Number	Effective Date	Amendments	Reason for Amendments

1. Glossary of Terms

Centre	The Centre refers to any LMETB college, FET centre or LMETB Training Centre.
Centre Management	The centre management refers to the FET Centre Manager/Coordinator, Centre Director, Principal or Deputy Principal in any LMETB College, FET centre or LMETB Training Centre. In the event of the absence of a centre manager, an appropriate designated person should be assigned.
Internal Assessor	The Internal Assessor is the Learning Practitioner who is teaching the class and setting the assessment tasks.
Learning Practitioner	The term 'learning practitioner' refers to all teaching staff and includes teachers, tutors, Adult Educators, instructors, learning practitioners, etc. In terms of assessment practices, the Learning Practitioner is regarded as the Internal Assessor , that is the person assessing the learner's work and grading accordingly.

2. Responsibility

At the start of the programme each Centre has a responsibility to communicate to learners as to whether they offer learners an opportunity to repeat an assessment during or immediately after completion of their course of study. Learners must be informed at course induction or at any given opportunity of repeat/resubmission dates, deadlines, assessment times, venue and also of the consequences of foregoing the assessment opportunity.

It is important that learners are informed that Centres may not be able to facilitate repeats of all assessment techniques due to time constraints or if they do not have the necessary staffing and resources in place to support such a facility.

Where such resources are available, Centres must inform learners of the possibility to repeat an assessment where the required standard has not been attained and must facilitate the repeat assessment process. The Repeats Schedule will be prepared at local level with the provision. Relevant centre staff should communicate with the learner to discuss the viability and process for the repeat assessment.

Learners should make themselves aware of the policies and procedures relating to repeating assessments.

Where a learner cannot submit, or sit, an assessment due to illness, bereavement, etc. they should refer to the relevant procedure in LMETB's Assessment Deadlines Process. Such an absence might require an application for compassionate consideration in extenuating circumstances.

In certain circumstances in some Centres, learners may be allowed to repeat modules or an entire programme in a subsequent year, subject to:

- the same programme being run in the subsequent year
- places being available on that programme
- a successful application, via the respective centre's admission process by the learner.

3. Grounds for Repeating Assessments

Assessments

Opportunities to repeat assessment activities are dependent on the nature of the activity and the practical and/or operational issues involved. Therefore, it may not be possible due to time and resource constraints to facilitate repeats of **all** assessment activities.

A learner who has been unsuccessful in a module in a centre where repeats are facilitated will be offered the opportunity to re-sit an assessment at the next available assessment opportunity that presents in the centre. This may or may not be within the current academic year or duration of the course, whichever is applicable.

Learners will be given the opportunity to repeat the assessment activity on **one occasion only**. Repeats are classed as the second and final attempt following the initial assessment submission, grading and feedback.

Where a learner receives an unsuccessful grade (less than 50%) in the overall module on a first attempt in an assessment activity (examination/skills demonstration) learners can apply to repeat.

A learner cannot repeat to improve their grade. They can apply to repeat an assessment activity only when they receive an unsuccessful grade in the overall module. For example, if a learner fails an examination but because of the marks achieved in another assessment e.g. portfolio they achieve an overall pass grade for the module they cannot repeat the examination.

Where the learner has repeated an assessment task (examination), all evidence submitted must be marked and graded in accordance with the standard of the award and as such learner marks must not be capped.

Where practical, the repeat assessment opportunity should be made available as soon as possible to the learner. For example, where the unsuccessful assessment task took place early on during the course, the learner should be given the opportunity to repeat as soon as possible within the duration of that course.

Repeat assessments should be conducted in the same conditions as the original assessment event, upholding the QQI Principles of Assessment with respect to validity, fairness, reliability, quality assurance and transparency. All Reasonable Accommodations for approved learners on repeat assessments must continue while maintaining the assessment standards of the relevant awarding body.

Other Assessment Activities

With respect to other assessment activities, e.g. Skills Demonstration, Assignments, Projects, Collection of Work and Learner Record, learners may be allowed to repeat these assessment activities in order to pass the module within the duration of the course/academic year only where a centre has the resources and staffing in place to accommodate the repeat request.

For centres that do not have the staffing and resources in place to facilitate repeats of assessment activities other than examinations, every effort should be made by Learning Practitioners to give timely and constructive feedback to learners throughout their course.

Please note:

- It is good practice for learners to be given the opportunity to participate in mock examinations and practise skills demonstrations with feedback provided in advance of the assessment activity
- It is best practice for the Learning Practitioner to give feedback on the draft of an assignment. Draft submission deadlines must be observed by learners to ensure enough time for the Learning Practitioner to review the draft. The number of drafts to be reviewed is at the discretion of the learning practitioner.

Revised CAS Modules and Any Programmes Assessed by MIMLOs

For revised QQI CAS (Common Awards System) modules¹ and Programme Derived Award Standards (PDAS) programmes, learners must achieve **all** Minimum Intended Module Learning Outcomes (MIMLOs) in order to pass the module. In some revised CAS modules, a MIMLO may be assessed through **only one assessment technique**. This means that if a learner is unsuccessful in that single assessment, they will not achieve the corresponding MIMLO and, as a result, will **fail the module**.

Therefore, centres are advised to exercise professional judgement and, where it is deemed reasonable and educationally appropriate, allow learners to **repeat an assessment technique** that is directly linked to a specific MIMLO. This approach provides the learner with the opportunity to achieve that MIMLO and consequently pass the overall module. A holistic approach to assessment, with a number of opportunities provided to achieve a MIMLO across a programme of study, is recommended.

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

If a learner does not attend for a scheduled examination or skills demonstration and /or has missed the submission deadline for an assessment task and has not informed the assessor of any extenuating

¹ Sectoral updating of 27 CAS modules (NFQ Levels 1-4) in 2025

circumstances (i.e., the learner has not applied for Compassionate Consideration or a Short-term Extension in line LMETB's Assessment Deadline Procedures), then this will be deemed a missed first assessment opportunity. The subsequent sitting will be then considered a repeat and thus a second and final assessment opportunity.

4. Application Process for Repeating Assessments

When learners receive their results, the Centre should remind learners of the LMETB Assessment Appeals and Assessment Repeats procedures.

Learners must apply within the specific Centres' specified number of days after results are issued, and pay, if applicable, the specified exam fees. The Application to Repeat an Assessment (see Appendix A) should be used.

Each Centre must:

- Process requests for repeats.
- Make all necessary arrangements for repeat assessments.
- Provide a different examination paper and brief for repeat examinations and skills demonstrations.
- Ensure that the repeat assessment process is conducted in accordance with LMETB Examinations Procedures.
- Record and communicate results arising from repeat assessments to the learner and process the certification on the QQI Business System (QBS).
- Ensure that if a learner has been found guilty of assessment malpractice and an **assessment malpractice outcome has been substantiated, then the learner** may not invoke their right to repeat the assessment. Please refer to LMETB's Assessment Misconduct Procedure for more details.

Appendix A: Application to Repeat an Assessment

Please complete this form if you wish to apply to repeat an assessment when the overall component has not been passed. You may not repeat to improve

your grade or if you do not pass only one element of the assessment for that component.

Please read the section of your learner handbook relating to repeating assessments.

Learner Name								
Address								
Telephone No								
Email Address								
Centre								
Course								
Component Code(s)								
Assessment Type	Examination		Assignment					
	Project		Learner Record					
	Skills Demonstration		Collection of Work					
Date Assessment First Completed								
Result in Overall Component								
Learner Signature								
Date	D	D	M	M	Y	Y	Y	Y

Office Use Only

Approved By								
Date	D	D	M	M	Y	Y	Y	Y

Appendix B: Programme Specific Information

Early Learning and Care (ELC) Programme

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

Please see [LMETB-FET-ELC-Repeats-Policy.pdf](#)

Appendix C: Programme Specific Information

Craft Apprenticeship

A Referral assessment result is recorded when an apprentice does not reach a Pass standard in an individual module assessment component. The grade is recorded as “Referral”.

- Set-down by the Labour Service Act 1987-Apprenticeship Rules 1997, Apprentices have an opportunity to attempt each off-the-job assessment on three occasions
- A minimum period of 5 days must elapse before an apprentice can attempt a re-sit of a referred module
- A referral, pass or credit grade can be achieved by learners who fulfill the assessment standards in their first attempt in Revision 2 programs
- A referral, pass, merit or distinction can be awarded to Revision 4, 5 and 6 programs
- Apprentices who successfully pass a referred assessment at a second/third or any subsequent attempt will only be awarded a Pass Grade across all versions of the curriculum. This would also legislate for granted fourth attempts.
- For Versions 1 and 2 The Pass Mark for the Theory, Practical, Drawing and Course Work modules is based on all essential points achieved.
- In Revision 4, 5 and 6 of Craft Apprenticeships, a pass mark is between 50 and 64, therefore the highest mark achievable for a repeat assessment is 64

Appendix D: Programme Specific Information

Consortium-Led Apprenticeships

Given the breadth of consortium-led apprenticeships, and in order to align with QQI's [Topic-specific-qa-guidelines-for-statutory-apprenticeship-programmes](#), requirements for individual consortium-led apprenticeships should be consulted for specific information on assessment repeat opportunities.