

### 2.2.8 Repeat of Assessment

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### Purpose

The aim of this procedure is to detail Kildare and Wicklow ETB's procedure with respect to the repeat of assessments for learners enrolled in QQI accredited courses. It provides equitable opportunities for academic advancement while upholding the integrity of assessment standards.

### Scope

This procedure is applicable to all learners enrolled in QQI accredited programmes delivered by Kildare and Wicklow ETB, where Learning Outcomes are assessed. Certain programmes, including Early Learning and Care (ELC), Apprenticeship programmes, and other programmes delivered by other awarding bodies have specific requirements that take precedence over the requirement in this document. Learners will be informed of the relevant repeat procedures during their course induction. This policy applies to courses at QQI levels 4,5,6.

### Guidelines on the feasibility for Repeat of Assessment for each Assessment Technique

Guidelines have been developed to support this policy. The guidelines are organised by assessment technique, with each section outlining specific considerations and requirements relevant to that assessment criteria. For each assessment type, the guidelines highlight factors such as feasibility, resource implications and recommendations to ensure quality assurance standards. This structured approach is intended to assist Coordinators and Learning Practitioners in making informed, consistent decisions regarding repeat of assessments, ensuring alignment with Policy 2.2.8 Repeat of Assessment and the broader Quality Assurance Framework.

### Information to Learners

All information regarding repeat assessments should be provided to learners in line with KWETB's procedures 2.1 Communications concerning assessment: Learners should be made aware of these procedures at Induction and throughout delivery.

- 2.2.6 Compassionate Consideration
- 2.2.7 Deadlines, Short-term Extensions and Deferrals
- 2.2.3 Assessment Appeals
- 2.2.8 Repeat of Assessment

### Compassionate Consideration

If a learner cannot submit or sit an assessment due to illness, bereavement, etc, they should refer to procedure 2.2.6 Compassionate Consideration.

### Feedback

Learners should receive timely and constructive feedback both formative and summative on their assessments as set out in procedure 1.3.9 Feedback to Learners.

## **Conditions of Repeat Assessment**

### Opportunities for Repeat and Resubmission

Learners should be offered the opportunity to repeat and resubmit an assessment.

Learners are given the opportunity to repeat the assessment task once only (i.e. two assessment opportunities in total).

### Unsuccessful in Assessment

If a learner is unsuccessful in passing an assessment activity, resulting in not meeting all the Learning Outcomes, the learner should be offered the opportunity to repeat and resubmit an equivalent assessment.

### Conditions for Repeat Assessments

Repeat assessments should be conducted under the same or similar conditions as the original assessment event.

### Repeated Assessment Grade

If a learner is granted approval by the Coordinator/Manager/Principal to repeat an assessment, the grade achieved in the repeat must be capped at a maximum of 50% or associated grade which represents a Pass mark. This applies regardless of the actual score attained in the repeated assessment attempt.

### Notification of Repeat/Resubmission Details

Learners should be informed of the dates, deadlines, and times for repeat and resubmission of assessments. The minimum timeline for a repeat activity to conclude is one week before RAP. Dates of repeat activity should be selected by the centre manager for their centre, ensuring that it meets the criteria set out in this policy and is clearly communicated to learners. In some cases, due to timelines, learners will have to be submitted for a different certification period. The **maximum timeframe** for a repeat activity is six months from the original certification period.

## Grounds for Repeating / Resubmitting an Assessment

Where appropriate, learners can repeat an assessment only if they have not successfully passed an assessment and would otherwise be referred. Repeating an assessment is not permitted for the purpose of improving a learner's grade.

Learners may only repeat an assessment for a module in which they have not achieved success. This option is available only when they have previously submitted the assessment and have not attained at least 50% of the marks available for that assessment task.

## Roles and Responsibilities

### All Staff

*Awareness* – all staff should be familiar with the policies and procedures related to 1.3.3 Planning, Conducting and Concluding Assessment.

*Compliance* – All staff involved in the assessment process should ensure that it aligns with the Quality Assurance Policies and Procedures as set out in the KWETB Quality Assurance Framework.

*Communication* – All staff should ensure that learners are informed about repeat opportunity dates, deadlines, and assessment times.

### The Centre Coordinator

*Adherence* – The Centre Coordinator should ensure that they follow the roles and responsibilities as set out for all staff.

*Oversight* – The Centre Coordinator should ensure that all Learning Practitioners are aware of their roles and responsibilities regarding the assessment process, assessment procedures and the offering of repeat of assessments.

*Scheduling* - The Centre Coordinator should ensure that the Repeats Schedule, is prepared at the planning stage of the course. If a learner has not succeeded in an assessment task and wishes to progress to another programme, the centre must make every effort to offer a repeat opportunity to ensure the learner's progression is not delayed or hindered.

### Academic Integrity

Learners undertaking a repeat activity are required to adhere to KWETB Academic Integrity guidelines, as outlined in Procedure 2.2.4 Academic Integrity and Assessment Malpractice. All submitted work must reflect the learner's own effort.

### The Learning Practitioner

*Adherence* – The Learning Practitioner should follow the roles and responsibilities outlined for all staff.

*Awareness* – The Learning Practitioner should be aware of the policies and procedures related to the assessment process and the repeat of assessments.

*Communication* – The Learning Practitioner should communicate the repeat assessment process to learners.

*Preparation* – The Learning Practitioner should prepare repeat assessments in accordance with QQI Assessment Principles. All repeat assessments must uphold the QQI Principles of Assessment – validity, fairness, reliability, quality assurance and transparency.

#### The Learner

*Engagement* – The learner should ensure that they engage with all available learning supports.

*Timelines* – The learner should ensure that they meet all deadlines for repeat application and assessment.

### **Procedure 2.2.8 Repeat of Assessment**

1.	The Centre Coordinator should ensure that opportunities for repeat of assessment activity are included in the Centre Assessment Plan.
2.	When devising assessment, the Learning Practitioner should ensure that they devise an alternative assessment/assignment/examination.
3.	The Learning Practitioner should give relevant feedback to the learner throughout the course.
4.	The Centre Coordinator should ensure that learners are informed of the availability of the opportunity to repeat an assessment activity.
5.	The Learning Practitioner should give the learner their provisional result for each assessment task. This must be done within a reasonable timeframe.
6.	The Learner should arrange to meet with the Learning Practitioner and/or the designated person to discuss the viability of repeating an assessment task.
7.	If the request is granted, the Learner should complete the application form to repeat an assessment. This should be done within ten days of the result being issued.
8.	If the request is granted, the Centre Coordinator or designated person should schedule the repeat of the assessment task.
9.	The Learning Practitioner should ensure that the learner evidence is graded in accordance with the original criteria for the assessment activity.

10.	The Learning Practitioner should ensure that the learner is informed of the result of the repeat assessment activity.
11.	The Centre Coordinator should ensure that all records are kept on the learners file and that the original assessment and repeat assessment are retained and available to the Internal Verifier for recording and to the External Authenticator if necessary.
12.	The Centre Coordinator should ensure that the result is sent for Results Approval and the result is submitted to the QBS.

### Link to other Policies/Procedures

1.3.3	Planning, Conducting and Concluding Assessment
1.3.9	Feedback to Learners
1.3.10	Internal Verification
1.3.11	External Authentication
2.1.2	Learner Induction
2.1.4	Information to Learners
2.2.6	Compassionate Consideration
2.2.7	Deadlines, Short-term extensions and deferrals
2.2.4	Academic Integrity and Assessment Malpractice

### Resources

Resources	<ul style="list-style-type: none"> <li>• <a href="#">Link to Repeat Application Form – to be inserted</a></li> <li>• <a href="#">Link to Feasibility Guidelines to be inserted</a></li> </ul>
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