



lyit

Institiúid Teicneolaíochta Leitir Ceannainn
Letterkenny Institute of Technology

Section 9

LYIT Marks and Standards 2011

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APPLICABILITY

This version of LYIT's Marks and Standards document shall apply to all examinations leading to Letterkenny Institute of Technology awards, to be held in the academic year 2011/12 and subsequent academic years, unless and until amended by the Institute's Academic Council. LYIT is empowered to make its own higher education awards under delegated authority from HETAC for all taught programmes to level 9 on the National Framework of Qualifications (NFQ). The version of LYIT's Marks and Standards document that is currently in force is available electronically as Section 9 of the Institute's Quality Assurance Handbook via the Institute's website www.lyit.ie

PART A : RESPONSIBILITIES

A1. Registrar

The Institute's Registrar shall have overall responsibility for the conduct of examinations at an Institute level and shall, in particular, ensure:-

- the proper conduct of examinations, including invigilation
- the maximum security in all matters pertaining to examinations
- that appropriate accommodation arrangements are made for each learner for examinations
- that learners are provided with the information relevant to them with regard to the conduct and regulation of examinations.

A2. Head of School

The relevant Head of School shall have overall responsibility for the conduct of examinations at School level and shall, in particular, ensure:-

- that examination question papers and appropriate marking schemes are prepared by Intern Examiners, sent in good time for approval by Extern Examiners and printed in good time for examinations
- that examination answer scripts are examined by Intern and Extern Examiners and that results for each learner are made available for meetings of Boards of Examiners
- that accurate records in regard to continuous assessment are maintained and made available to Extern Examiners
- proper arrangements for holding meetings of Boards of Examiners are in place
- oversight of Institute and School processes and criteria for examining proposals for withholding a learner's mark(s)/results in exceptional circumstances from the purview of the Board of Examiners
- oversight of Institute and School processes and criteria for examining proposals to permit learners in exceptional circumstances to carry failed modules into the next stage of a programme
- timely transmission of the recommendations of meetings of Boards of Examiners to the Institute's Academic Council.

A3. Intern Examiners

The role of Intern Examiners shall be as follows:-

- To consult with the appropriate Extern Examiner(s) in the drafting of examination papers by providing to the Extern Examiner(s), in good time before the printing of examination papers, draft question papers, together with appropriate marking schemes and worked solutions to numerical questions involving quantitative data.
- To take account of all suggestions, criticisms, deletions, additions and amendments proposed by the Extern Examiner(s).
- To submit examination papers and marking schemes, as approved by the Extern Examiner(s), to the relevant Head of School, or to the person nominated thereby for this purpose.
- To retain all examination material in a secure manner and ensure that all communications in relations to examinations by telephone, email, etc should be restricted to logistics and operational matters.

- To submit to the relevant Head of School, or to the person nominated thereby for this purpose, a copy of the record of marks awarded and ensure that the marks awarded for each learner are entered through the web-based MIS interface.
- To make available all examination and assessment material for scrutiny as required by the Extern Examiner(s).
- To consult with the Extern Examiner(s) prior to the meeting of the Board of Examiners, and to agree the marks proposed to be awarded to each learner.
- To attend all meetings in relation to examination process and particularly the meetings of the Board of Examiners.

Intern Examiners are normally required to meet in the days prior to the Board of Examiners to review and discuss their findings, ensure that they are accurate and prepare the draft broadsheet of results for presentation to the Board of Examiners. The authority at such meetings rests with the individual Intern Examiner and, for each, extends to the specific elements which he or she has assessed. Such a meeting may influence, but not compel, Intern Examiners to review their assessment findings. In contrast to the Board of Examiners' meeting, it would be inappropriate for a pre-board meeting to replace the recommendation of an individual Intern Examiner with that of its own.

Additional detail on the role of the Intern Examiner is included in Section 7 Examination Procedures of the Institute's Quality Assurance Handbook.

A4. Extern Examiners

Extern Examiners are appointed by the Institute's Academic Council to ensure adequacy of examinations standards and in particular that learners have achieved the standards of knowledge, skill and competence set out in the relevant HETAC Standard. Extern Examiners should ensure that the appropriate standards with regard to award classification are applied and that comparability of standards between institutions should be achieved and maintained as far as is feasible.

Extern Examiners are normally appointed as Programme Extern Examiners, with responsibility for an entire programme, or a range of programmes. Where the number of learners on a programme is large, a Programme Extern Examiner may be appointed for specific stage(s) of the programme. In these cases the Extern Examiner(s) concerned should deal with all modules in the relevant stage(s) of the programme(s), and should approach the task with a view to ensuring that each learner's performance in the programme as a whole is properly assessed, without undue emphasis on individual module performance, subject to the requirements of the Institute's Marks and Standards and other assessment related quality assurance procedures.

In some Level 8 and Level 9 programmes, and in some other programmes, Extern Examiners may be appointed as Module Extern Examiners, with responsibility in relation to specific modules. Module Extern Examiners are required to ensure that each learner's overall performance in the programme as a whole is properly assessed, without undue emphasis on performance in an individual module for which they have been appointed, subject to the requirements of the Institute's Marks and Standards and other assessment related quality assurance procedures.

Specific duties of Extern Examiners include

- It shall be the duty of Extern Examiners to see the drafts of all examination question papers, marking schemes, worked solutions etc., before the question papers are sent for printing. Extern Examiners shall have the right to make such suggestions, criticisms, deletions, additions and amendments as they deem appropriate.
- The Institute requires that Extern Examiners see a representative sample of examination material presented by learners, including borderline cases. The sample, which should be drawn on a basis agreed between the Intern and Extern Examiner(s), should include sufficient material to enable the Extern Examiner(s) to form a judgement as to the appropriateness of the marking at all levels of classification.
- All Programme Extern Examiners and Module Extern Examiners will normally be required to visit the Institute twice in each academic year. These visits will, normally, take place at the time of determination of first semester and second semester results in January and June, and it should conform to the arrangements made in this regard by each School. Extern Examiners should endeavour to discharge by correspondence as much of their work (including finalisation of examination papers and/or other tests) as it is feasible to perform in this manner.

Where oral/performance based examinations constitute a substantial part of the assessment procedure and are conducted in the absence of an Extern Examiner(s), the proceedings of any such examination or assessment conducted entirely by Intern Examiners should be recorded on video or audio-tape and an appropriate sample of the recordings sent to the Extern Examiner(s), or, if the Extern Examiner(s) so require, retained in the institution for scrutiny by the Extern Examiner(s). Alternatively, where special circumstances so require, the Intern and Extern Examiner(s) together may examine a representative sample of the learners concerned.

When visiting the Institute, the duties of Extern Examiners shall be as follows:-

- to review borderline cases;
- to agree with the respective Intern Examiner(s) the proposed final marks for consideration by the appropriate Board of Examiners;
- to attend appropriate meeting(s) of the Board of Examiners as required.

Extern Examiners are required to submit to the Institute's Registrar, not later than 1st October in each year, a full report on the examinations with which they are involved. One report covering the academic year will normally be sufficient. The report should be submitted in accordance with the standard Extern Examiner Report Form supplied by the Institute.

Extern Examiners are required to acknowledge receipt of examination and assessment material received. All communications between the Institute and Extern Examiners pertaining to examination content shall be by registered mail, or other secure means of delivery as approved by the Registrar. Senders should ensure that all such mail is securely sealed, whether circulated internally or through the post. Use of telephone, email, etc should be restricted to logistics and operational matters.

A5. Learner Responsibilities

Only learners who have satisfactorily attended or otherwise pursued or followed a programme of study or instruction approved by the Institute, and who have met all programme requirements, including satisfactory

completion of prescribed coursework and projects within prescribed deadlines, shall be admitted to the examinations or other tests.

Entries by examination candidates who have not complied with all appropriate Institute requirements will be regarded as provisional. Any recommendations by a Board of Examiners in respect of the result of any such candidate will be regarded as provisional until such time as the candidate has complied with the appropriate requirements. LYIT shall not grant an award to any candidate whose result is regarded as provisional.

A6. Board of Examiners

After each examination session, the Intern and Extern Examiners shall meet together as a Board of Examiners under the chairmanship of the Institute's Registrar, or by a member of the Institute's staff nominated for that purpose by the Registrar. The nominee of the Registrar shall normally be an independent Head of School or Head of Department. Only those Intern Examiners who have participated in the examinations for a given award, together with the Head of School and Head of Department concerned, and such Extern Examiners as the Institute shall deem appropriate, shall participate in the meeting of the Board of Examiners. The Head of School or Head of Department will act as Secretary to the Board.

A Board of Examiners may act notwithstanding the absence of one or more members, provided that the Chairman of the Board is satisfied that the meeting has been duly convened and that the members present at the meeting constitute an appropriate attendance for the proper discharge of the Board's responsibilities.

Normally, decisions should be reached by consensus. However, where a consensus cannot be achieved, the members of the Board of Examiners shall arrive at a decision via a simple majority.

In the case of programmes organised on the basis of semesters, and in which an examination stage includes the results from more than one semester, the powers of the Board of Examiners in the non award stage of the programme shall include the consideration of, and the determination of recommendations in relation to, the results of all semesters not previously considered by the Board of Examiners. In the award stage of a programme the results from the first semester in that stage may be re-considered at the end of the award stage by the Board of Examiners where the learners overall results are close to an award boundary. The duties and functions of Extern Examiners in such programmes should be construed accordingly.

The proceedings and deliberations of Boards of Examiners are strictly confidential; under no circumstances should any person attending a meeting of a Board of Examiners disclose to any other person a decision of the Board or any document, information or opinion considered, conveyed or expressed at the meeting. The Chairman of the Board of Examiners may however cause to be issued the provisional list of results, and may, as necessary and as decided by the Board, communicate appropriately with the Institute's Academic Council with regard to any matter requiring such communication, arising out of the proceedings of the Board of Examiners.

At the meeting of the Board of Examiners, a Broudsheet of Results shall be endorsed which shall record the total marks awarded to each learner in each Examination Module and which shall indicate, in relation to each learner's overall result, as to whether the learner has passed, or has passed with Merit (indicating the

grade of Merit), or has passed with Distinction, or has passed with Honours (indicating the grade of Honours), or has failed. Any other overall result should be recorded in accordance with the following table:

Result Code	Result	<i>Effect on Number of Exam Attempts</i>
EXE	Exemption(s) Granted	<i>Counted as an Attempt</i>
ABS	Absent from Examination	<i>Counted as an Attempt</i>
FAIL	Fail	<i>Counted as an Attempt</i>
DEF	Deferral of Result(s)	<i>Not Counted as an Attempt</i>
WDRW	Withdrew from Programme	<i>Counted as an Attempt</i>
WHLD	Learner's Result(s) Withheld	<i>School to Decide</i>

In the case of a learner who fails, recommendations of exemptions, if any, should be indicated. A pass by compensation should be recorded in all Institute documentation in the same manner as passes other than by compensation.

In the event of disagreement between Examiners with regard to the mark which should be awarded to a learner in any Examination Module, which shall not have been resolved between them prior to the meeting of the Board of Examiners, an Extern Examiner who continues to dissent at the meeting, may choose to have a dissenting opinion recorded on the Broadsheet of Results.

Any dissenting opinion by an Extern Examiner which shall have been recorded upon the Broadsheet of Results shall be brought to the attention of the Institute's Academic Council by the Chairman.

Meetings of Boards of Examiners should allow for full and frank discussion of all borderline cases before a final decision is made. That final decision should be based on the cumulative evidence presented rather than on the view of one Intern or Extern Examiner.

The Broadsheet(s) of Results shall be signed by the Chairman and Secretary of the meeting, and by all of the Examiners (Extern and Intern) present at the meeting. It shall be forwarded by the Secretary of the Board of Examiners to the Registrar at the earliest opportunity.

Where clear-cut recommendations emerge at a meeting of a Board of Examiners, the Chairman of the Board of Examiners may cause a provisional list of results to be issued by the Institute. The Institute may not issue a provisional result in the case of any learner whose result is in dispute, indeterminate, the subject of a recorded dissenting opinion, or whose entry is regarded as provisional; the name of any such learner may not be included in any provisional list of results issued by the Institute, nor should any information in relation to results be communicated to any such learner pending an Institute decision thereon.

The following guidelines should be followed with a view to arriving at definite recommendations.

- a)** In the case of learners in the first year of a programme and particularly the first semester, the Board of Examiners should accord the learners a greater degree of latitude, given reasonable grounds, and the Board of Examiners should endeavour to make a firm recommendation on the matter.
- b)** In the case of other non-award examination stages, the learner should, normally, be accorded the benefit of the doubt, given reasonable grounds, and the Board of Examiners should endeavour to make a firm recommendation on the matter.

c) In the case of final (award stage) examinations, Institute's Marks and Standards should be interpreted in such a manner as to require the learner to have demonstrated beyond reasonable doubt an entitlement, on the basis of examination performance, to the result being sought.

A Board of Examiners may, in the case of illness, bereavement or other unavoidable circumstances that have been verified and are deemed significant in terms of the learners assessment performance, recommend that a final decision on a learner's result be deferred to enable the learner to complete specific outstanding requirements of the programme or examination.

The Board of Examiners must be cognisant of fairness to all learners in granting individual learners deferrals. Fairness in this context relates to the normal requirement for full-time candidates to take all modules in the relevant examination session consistent with Certificate of Programme Approval to be eligible for: a pass by compensation, or at the award stage for an honours classification.

A7. Academic Council

Section 10 of the RTC Act 1992 provides for the establishment and for the operation of an Academic Council. The Academic Council has two main functions viz.:

- to assist the Governing Body in the planning, co-ordination, development and overseeing of the educational work of the college, and
- to protect, maintain and develop the academic standards of the courses and the activities of the college.

Under the Qualifications (Education and Training) Act 1999 the Institute shall "establish procedures for the purpose of further improving and maintaining the quality of education and training which is provided, organised or procured by" the Institute.

The Academic Council publishes the Institute's Quality Assurance Handbook which encompasses a set of procedures aimed at improving the academic standards at LYIT. Marks and Standards is an important section of the handbook focused on the outcome of examinations.

Examinations results become approved when the Academic Council endorses the recommendations of a duly constituted meeting of a Board of Examiners, the results thereby approved shall be final and appropriate awards shall be granted by the Institute on foot thereof.

PART B: GENERAL MARKS AND STANDARDS

B1 General Regulations

The granting of a higher certificate, ordinary degree, honours degree or other LYIT awards under delegated authority from HETAC shall be on the basis of a learner's performance in examinations or other tests of knowledge or ability which have been set or prescribed by the Institute and which have been approved and monitored by Extern Examiner(s) appointed by the Institute.

The term "examination" in these Marks and Standards should be construed to include reference, as appropriate, to written and oral examinations, assessment of coursework, project-work, etc., examination of theses, dissertations and similar work, and such other forms of assessment of learners' performance as may have been approved or prescribed by the Institute in relation to any programme of study or instruction, and cognate expressions should be construed accordingly.

B2. Programme Schedule

Where the Institute has adopted a Programme Schedule in relation to an approved programme, the provisions of that Schedule are deemed to form part of the Marks and Standards applying to the programme.

Any special regulation, which is indicated in a Programme Schedule as applying to a particular programme, is deemed to apply to the examinations relating to that programme, notwithstanding anything to the contrary in the provisions of the Institute's Marks and Standards. No special regulations shall apply unless the Institute has actually adopted such regulations and incorporated them in the Certificate of Programme Approval issued in relation to the programme concerned.

The Programme Schedule for each approved programme sets out the approved Examination Modules for the programme. An Examination Module may consist of one or more Component Modules.

Examination Modules are categorised as Mandatory, Elective, Group Elective and Optional. The following provisions apply to the various categories of Examination Modules for the purpose of completing any examination stage leading to an Institute award:-

Mandatory: Each learner must present and pass in all Mandatory Examination Modules.

Elective: Where the programme structure consists of one or more Mandatory Examination Modules and several Elective Examination Modules, each learner must present and pass in all Mandatory Examination Modules and in a prescribed number of Elective Examination Modules. The number of Elective Examination Modules required is prescribed in the Programme Schedule.

Group Elective: Where the programme structure consists of one or more Mandatory Examination Modules and several Elective Examination Modules, each learner must present and pass in all Mandatory Examination Modules and in the required number of Elective Examination Modules in one of the Elective Groups prescribed in the Programme Schedule.

Optional: Performance in Optional Examination Modules is not taken into account in determining a learner's overall result.

The Programme Schedule indicates the Examination Modules, and combinations of Examination Modules, approved by the Institute in respect of each programme. (No other Examination Module nor combination of Examination Modules is approved by the Institute for the purpose of proceeding to the award to which the Programme Schedule refers).

Normally, no result shall be approved in respect of any learner presenting in an Examination Module or in a combination of Examination Modules which has not been approved by the Institute.

B3. Credit

The Credit for a particular Examination Module is based on the workload required of learners to achieve the expected learning outcomes. Workload indicates the time learners typically need to complete all learning activities (such as lectures, seminars, projects, practical work, self-study and examinations) required to achieve the expected learning outcomes.

60 credits are attached to the workload of a full-time year of formal learning (academic year or stage) and the associated learning outcomes. 30 credits are attached to the workload for a semester's learning. In most cases, learner workload ranges from 1,200 to 1,500 hours for an academic year, whereby one credit corresponds to 20 to 25 hours of work.

B4. Marks and Credit Allocation

The maximum mark for each Examination Module shall be 100.

The allocation of marks to each Component Module and to each examination element, shall be as indicated in the Programme Schedule.

The allocation and weighting of credits as between the various Examination Modules is designed to ensure that the programme aims and learning outcomes are properly reflected and realised in the application of compensation and in the calculation of eligibility for Honours, Distinction and Merit.

Normally, the credits attached to Examination Modules shall be in multiples of 5 credits.

B5. Minimum Pass Mark

The minimum mark required for a pass in any Examination Module shall be 40% of the maximum marks available for that Examination Module. In any case where the Programme Schedule provides for a minimum pass mark other than 40%, the minimum pass mark must be indicated clearly on the Broadsheet of Results; in default of such indication, the minimum pass mark is assumed to be 40%.

In each Examination Module which consists of component modules the marks awarded to each learner shall be the total of the marks scored in the various examination elements.

B6. Repeat Assessment

In the case of a learner who has omitted to perform a satisfactory proportion of continuous assessment tests in any Examination Module, or who has been awarded such low marks for continuous assessment that a pass in the Examination Module as a whole is unlikely, the relevant School should devise processes to make it clear to the learner of this situation in good time to enable the learner to take appropriate action before the final examination. Important in this regard is the provision of an assessment schedule and timely feedback to learners on the outcomes of assessment tasks.

Learners should be informed at the start of the module about the arrangements in relation to repeat assessment such as assignments, projects, and practical work.

Learners who fail a module will be required to repeat a significant element of the module assessment to achieve a pass.

The Institute will strive to provide learners who fail a module with an opportunity to repeat the continuous assessment, project and/or practical work elements during the next delivery period of the module. This facility may be provided to learners, when appropriate, without the necessity of a repeat attendance. Further opportunities for repeating such elements are likely to be limited.

Repeat attendance in a module is where the learner has the opportunity to attend all classes, tutorials, practicals etc. and the mark they achieve at the end of the module is based solely on the repeat attendance. The School will advise learners on the merits or otherwise of a repeat attendance and will retain a record for the Board of Examiners of learners undertaking a repeat attendance.

In the case of a learner repeating an examination, marks awarded on the basis of continuous assessment, practical, project or laboratory examinations, etc., shall, normally, be carried forward from the original examination to the repeat examination and shall be aggregated with the marks scored in the latter to determine the total marks to be awarded in respect of the repeat examination. However, in the case of a learner repeating an examination following a repeat attendance, only the marks awarded as a result of the repeat assessment and examination shall be considered.

In the case of a repeat learner taking a module where the majority of marks are for the final examination and whose results are liable to be jeopardised by the carry forward of poor continuous assessment marks, the School may devise with the agreement of the Extern Examiner(s), having due regard to the provisions of the Programme Schedule, alternative assessment arrangements in lieu of the Continuous Assessment. The results of such learners at the repeat examination shall be based on the marks awarded for the alternative assessment combined with the other repeated examination elements.

In the case of a repeat learner taking a module where the majority of marks are for Continuous Assessment then the School may devise with the agreement of the Extern Examiner(s) alternative assessment arrangements in lieu of the module assessment. Learners who fail a module of this type are required to repeat the equivalent of a significant proportion of the assessment for the module addressing those elements of the module assessment as deemed appropriate by the School, including elements where the learner failed to achieve a passing mark. The results for such a learner following the repeat assessment shall be based on

the marks awarded for the alternative assessment combined with marks carried forward from any elements of the module assessment that the learner was not requested to repeat.

At the end of the examination session the School will advise learners who have failed to achieve a pass in one or more modules of all outstanding assessment tasks to be completed.

B7. Assessment of Joint Projects

Where two or more learners present a joint project, the individual contribution and performance of each learner should be assessed, and individual marks awarded accordingly.

B8. Withholding Marks

It is the right of the School, with the agreement of the Head of School, for any reason (personal, health, discipline, or otherwise) before, during or after the process of presenting a learner's performance in one or more examination modules to withhold that learner's results or part thereof from the purview of the Board of Examiners. It is further a matter for the School whether it will present such a learner again, and if it does so, under what circumstances e.g. as a first attempt or otherwise.

B9. Component Modules and Examination Elements

Where an Examination Module consists of more than one Component Module, these are normally examined separately and the marks scored in the Component Modules are aggregated to determine the learner's overall performance in the Examination Module.

The provision for a School to withhold a learner's performance from the purview of the Board of Examiners shall apply to the situation of extreme weakness/failed element where this special regulation has been agreed at the programme approval stage and incorporated in the Certificate of Programme Approval. A mark can only be withheld in these circumstances provided that the consequences of such extreme weakness in an otherwise satisfactory performance have been notified in advance to all learners by the School.

B10. Pass by Compensation

Performance at the first attempt in a given semester/stage (of at least 30 credits) may be used to compensate in the same semester/stage, provided no module in the semester/stage has been failed outright (mark < 35%). Compensation may only be applied in respect of one third of the credits for a particular semester/stage (e.g. 10 credits for a 30 credit semester). For full-time candidates all modules in the semester/stage must be taken in the relevant examination session consistent with the Certificate of Programme Approval.

A further limitation on compensation is that the excess gross marks above the pass standard obtained in Examination Modules requiring to be passed must be at least double the deficiency in the Examination Modules(s) being considered for compensation where the credits attaching to the modules are the same. Where the credits for modules are not the same then eligibility for compensation requires the semester/stage aggregate of credit-weighted excesses of percentage marks (over 40) is greater than or equal to twice the semester/stage aggregate of credit-weighted deficits of marks (under 40).

Example: A learner's marks in a particular semester are Module A - 46%, Module B - 36%, Module C - 37%, and Module D - 40%. The credits attaching to these four modules are 15, 5, 5 and 5 respectively. This learner is eligible to compensate as the aggregate of credit-weighted excess of marks $6 \times 15 (=90)$ is more than twice the aggregate of credit-weighted deficit of marks $4 \times 5 + 3 \times 5 (=35)$.

A pass earned in this way is referred to as a pass by compensation and is credit bearing.

Compensation may be applied only to enable a learner to pass a semester/stage (at the award stage, a learner who passes by compensation remains eligible for honours etc.). Compensation does not change the result of the modules passed. When reporting module passes by compensation (on the Europass Diploma Supplement), the actual result is returned, e.g. 37%, along with an indication that the module pass has been granted by compensation.

B11. Percentage Average

The Percentage Average for a semester/stage shall be calculated as the credit weighted mean value of the marks in the allowable modules consistent with the Programme Schedule.

B12. Exemptions

Subject to normal programme update and modification via periodic programmatic review or otherwise, modules passed shall accrue for the purposes of award and need not be retaken. This shall not apply in respect of any sub-unit of an examination module e.g. in respect of a component module within an examination module.

The passing of a module at any examination is governed by the right of the School in accordance with Institute and School criteria and processes to admit or re-admit learners to its examinations or to present or re-present such learners to the purview of the Board of Examiners for the purposes of awards.

Additional exemptions may be granted to a learner in respect of additional Examination Modules passed by virtue of further attempts at the examination. In order to complete the examination stage concerned, the learner must obtain a clear pass in all required Examination Modules. In recording exemptions on the Broadsheet of Results, in respect of attempts subsequent to a learner's first attempt at the examination, only the additional exemptions gained should be recorded in the overall result column; exemptions awarded by virtue of previous attempts should not be repeated in the overall result column on a current Broadsheet. They should however be recorded in the module mark column(s) as 'ex'.

B13. Waiver of Exemptions

A learner to whom exemptions have been granted, and who presents for further examination in any or all of the exempted Examination Modules, shall be deemed to have waived the exemptions granted. A learner exercising such right of waiver may be granted the benefit of compensation at the repeat examination. The waiver of exemptions cancels the original result(s) which cannot be restored for the purpose of further attempts at the examination.

B14. Progression

Subject to any special conditions in the Programme Schedule, there are three exceptions to the general requirement of passing all the required modules in order to progress to the next stage. These are

1. pass by compensation
2. exemption from part of the programme (with or without the allocation of a grade and credit)
3. eligibility to progress carrying the failed modules to be passed during the subsequent stage.

Learners can only gain exemption from studying modules through the Institute's procedure on the Recognition of Prior Learning contained in Section 11 of the Institute's Quality assurance Handbook.

Before progressing to the next stage, learners are required to pass all modules identified as essential prerequisites for progression, as specified in the Programme Schedule. In exceptional circumstances, a learner may proceed to the subsequent stage of a programme carrying failed modules provided at least 50 credits have been satisfactorily obtained at the level under examination. Progression under these circumstances will be in accordance with Institute and School processes and will only be permitted where evidence of reasonable performance is offered, and the learner avails of any opportunities to take scheduled repeat examinations. The performance in a second or subsequent examination stage by a learner, who has been admitted under this procedure, will not be considered at subsequent examination board meetings unless the learner has completed the requirements of the previous examination stage.

B15. Awards Classifications

Calculation of the award classifications shall be based on the Percentage Average with any classification higher than 'Pass' normally based on first attempt marks in the final stage of a programme.

For full-time candidates all modules in the final stage must be taken in the relevant examination session consistent with Certificate of Programme Approval.

Where the Certificate of Programme Approval permits the aggregation of marks from other stages of a programme then the Percentage Average shall be calculated on the basis of the weighting given to the various stages. In such instances only the marks obtained in the final stage are required to be first attempt marks.

The following tables describe the classifications available for major awards made by Letterkenny Institute of Technology (under delegated authority from HETAC) in the National Framework of Qualifications (NFQ).

Classification of Higher Certificates (Level 6) and Ordinary Bachelor's Degrees (Level 7)	Percentage Average Boundary Values	Description
Distinction	70%	Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Merit Grade 1	60%	Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Merit Grade 2	50%	Indicative descriptor: Achievement includes that required for a Pass and in some respects is significantly beyond this
Pass	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

Classification of Honours Bachelor's degrees (Level 8) and Higher Diplomas (Level 8)	Percentage Average Boundary Values	Description
First-class honours	70%	Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Second-class honours Grade 1	60%	Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Second-class honours Grade 2	50%	Indicative descriptor: Achievement includes that required for a Pass and in some respects is significantly beyond this
Pass	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

Classification of Postgraduate Diploma (Level 9)	Percentage Average Boundary Values	Description
Distinction	70%	Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Merit	60%	Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Pass	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

Classification of Taught Master's degrees (Level 9)	Percentage Average Boundary Values	Description
First-class honours	70%	Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Second-class honours	60%	Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Pass	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

Other unclassified awards	Percentage Average Boundary Values	Description
Unclassified	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

A 'Pass' classification of an award is a positive statement of achievement.

All awards made by Letterkenny Institute of Technology – other than minor awards and supplemental awards – shall be classified. However, in exceptional cases, where classification is not feasible, an award may be issued as an unclassified award.

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 relevant major award. Otherwise, awards of this type shall be unclassified.

LYIT shall furnish supplementary information about a learner's attainment via the Europass Diploma Supplement (EDS).

B16. Post Award Achievements

Subject to the following conditions, a graduate holding a higher education and training award may present for and, if successful, achieve a further major award at the same level within the same generic area of study. This must involve the attainment of new learning outcomes (i.e. post-award achievement).

If the area of specialisation of the post-award achievement is not substantially different, and/or if the associated credit is insufficient for granting a new major award, the applicant may be granted a minor, special-purpose or supplemental award or a Single Module Certificate.

The following table sets out the minimum volume of newly certified learning required of a learner who is seeking to qualify for an additional major award at the same level within the same generic area of study.

Note that repeating learning that is substantially equivalent to previously certified learning is not included in the calculation of post-award credit in the following table.

Award currently held	Additional award sought	Post-award credit for newly certified learning
Higher Certificate	Higher Certificate	A minimum of 60 credits at level 6
Ordinary Bachelor's Degree	Ordinary Bachelor's Degree	A minimum of 60 credits at level 7
Honours Bachelor's Degree	Honours Bachelor's Degree	A minimum of 120 credits, at least 60 of which are at level 8
Master's Degree	Master's Degree	A complete programme

Under no circumstances should a learner be presented for an examination module(s) previously passed.

B17. Academic Consultation Day

Following the issue of results, Intern Examiners involved in the specific assessment tasks should normally be available to meet individual learners on the Academic Consultation Day to review the learner's performance in the examinations.

Such consultations aim to:

- Explain the basis of the learner's mark in terms of the assessment criteria and the various elements of the examination.
- Give guidance to learners regarding future performance, repeats etc.

Academic Consultation Day takes place in the week following the issuing of the examination results. Such a consultation is distinct from the Institute's formal recheck, review and appeal procedures.

B18. Recheck, Review and Appeal

The Institute has in place a formal procedure for processing rechecks, reviews and appeals of examination results. This procedure is set out in Section 7 of the Institute's Quality Assurance Handbook on Examination Procedures.

A candidate contemplating a recheck of an examination paper may wish to discuss the matter with the appropriate lecturer during the Academic Consultation Day. Candidates considering a review of their examination results may wish to consult the relevant Head of School/Department regarding the scope of a review.

Recheck: the marks awarded for a particular module or part of a module can be the subject of a recheck. A recheck is carried out to ensure that there have been no arithmetical or clerical errors, that the marks awarded are appropriate and that all the marks to which the learner is entitled have been included in the final total.

Review: re-consideration of a decision of an Examination Board in the light of additional information provided by the candidate or the Registrar in relation to the examination process.

Appeal: re-consideration by the Appeal Board of the outcome of a review.