



GALWAY BUSINESS SCHOOL

Assessment Policy

QA Manual 2020

1.2 Rationale

The guidelines and procedures in this document refer to the programmes with curricula devised internally by Galway Business School (QQI). The assessment Policy has been designed to meet the regulations of assessment and examination of students on all programmes delivered by Galway Business School.

Assessment can be defined as any process that appraises an individual's knowledge, understanding, abilities or skills. Galway Business School is committed to ensuring that the assessment policy is,

- Unbiased and consistent with the standards formed by QQI and other relevant approved accreditation bodies.
- Compliant with the accreditation body's standards as related to the National Frameworks of Qualifications award type descriptors.
- Demonstrating that appropriate standards are being maintained in accordance with the European Standards and Guidelines for Quality Assurance.
- Generating valuable student learning activity.
- Providing a fair and transparent guideline for students to understand the assessment procedures.
- Contributing to the development of the learner by providing constructive and applicable feedback and adapting to evolving requirements.
- Providing an appropriate balance of formative and summative assessment.

1.3 Assessment Purpose

Galway Business School has implemented various methods to ensure that the learner understands the means by which they will be graded and what constitutes a pass or fail as well as clear criteria for the achievement of each grade. The means of grading are linked to the intended learning outcomes as presented to the learner. Also, that the learner knows the minimum requirements for academic progression and award qualification and is provided with timely, relevant, and appropriate feedback which enables performance improvement. In addition, every learner has the opportunity to evaluate the effectiveness of the teaching methods adopted.

Similarly when creating assessment methods, best practice and developments in assessment are included in topics for staff development ensuring that lecturers:

- Assign appropriate assessment in line with learning outcomes
- Provide criteria for the assessment, including a description of the weighting for the assignment and relevant due dates
- Encourage creativity and innovation in fulfilling the assignment

The language used in any assessment tool should be appropriate for the level and standard of the learners. When developing assessment tools, the following characteristics should be considered:

- Validity
- Reliability
- Transparency

Examiners when assessing the programme learning outcomes, should also focus on the range of assessable qualities developed by the National Qualifications Authority of Ireland (NQAI): Knowledge, Know-How and Skill and Competence.

1.4 Award Classification

GBS has adopted a percentage grading scheme similar to those used by its comparators from the private and public sector (e.g. GMIT, NUIG, Dorset College, etc.). This means that learners receive module results as a percentage, where the maximum mark attainable is 100%. In addition, the programme results are based on a credit-weighted mean value of the results from learners' award stage modules.

| | Classification of Level 8 degree programmes | Classification of Level 6 and Level 7 programmes | Minor Awards with less than 60 ECTS |
|---------------|--|---|--|
| 70% or higher | First-class honours | Distinctions | Pass |
| 60-69% | Second-class honours Grade 1 | Merit Grade 1 | Pass |
| 50-59% | Second-class honours Grade 2 | Merit Grade 2 | Pass |
| 40-49% | Pass | Pass | Pass |
| <40% | Fail | Fail | Fail |

1.5 Examination Board and Procedures

7.5.1 Internal Examiners Role

An Internal Examiner is a member of the GBS academic staff responsible for assessing students. The role of the Internal Examiner in consultation with the Examinations Officer is ensuring:

- Assessment instruments and marking criteria are consistent with the approved module descriptor
- Assessment instruments considering transparency, validity, and reliability
- The timing and weighting of assessments is in accordance with the approved programme schedule and the assessment schedule, as stipulated to learners is as per the approved module descriptor
- The implementation of learner feedback on their assessment performance
- Draft examination papers, model answers and a marking scheme are submitted to the Examinations Officer in line with requirements
- The consideration of all suggestions proposed by the external examiner(s)
- The examinations material for both first sitting and repeat papers are be submitted to the Examinations Officer several weeks prior to the first sitting examinations so that the Registrar can forward them to the Extern for approval.
- That assessment materials are submitted to the External Examiner following a standardised format. Each piece of assessment must specify:
 - the title of the programme(s)
 - the title of the subject/module
 - the names of the internal examiner(s)
 - time allowed (for examinations)
 - total number of questions
 - mandatory questions (if any)
 - the number of questions to answer
 - the marks awarded for each question
 - any special conditions
 - additional material that has been appended, or otherwise provided
- All examination papers, soft files, model answers, and marking schemes are password protected and securely retained and stored

- Learners are informed at the beginning of the term of the structure of the assessment. Any changes to that structure should be made known to student at least four weeks prior to the examination
- They are present at the examinations centre for the first 15 minutes of the examination and available throughout the examination
- Organisation of assessment correction
- They maintain a consistent approach when correcting, keeping in line with the model answers and the marking scheme
- Every examination script is marked anonymously
- Marks and written feedback are transferred to the relevant feedback sheet and annotations are made on the examination script
- Total module marks including any continuous assessment and exam results are collated
- The examination scripts, individual feedback sheets and overall Module Results Sheets are returned to the Examinations Officer who will ensure that no errors have occurred from marking assessments and examination scripts. The final mark is recorded on the marks sheet
- The continuous assessment marks of students not present for final examinations must also be recorded on the marks sheet. The marks sheet is the means of recording students' work for future years. A final grade of absent should be recorded for students absent from the final exam
- Organising a time for consultation with students to handle queries. Together with the role of rechecks, reviews and appeals
- Availability to meet extern examiners prior to the Board of Examiners meeting to discuss examination issues
- Attendance at the internal exam board meeting to ensure that the marks on the marks sheets are correctly recorded on the Examination Broadsheet

7.5.2 External Examiners Role, Nomination and Appointment

External examiners act as independent and impartial advisors providing Galway Business School with informed comment on the standards set and student achievement. It is, therefore, an integral and very important part of the School's quality assurance system. The School recognises that the main purposes of external examining are:

- To verify that the minimum learning outcomes, as assigned to a programme / module to which the external examiner has been appointed, have been met by the learners.
- To verify the actual attainment of learners using assessment material provided by the School.
- To ensure that the School's assessment processes are valid, reliable, consistent and fair and are fairly operated and in line with the School regulations.
- To ensure that the School's assessments conform to the assessment policies of QQI and to advise staff on necessary or desirable improvements in assessment processes and strategy.
- To pay particular attention to award stage assessment to ensure that the programme outcomes overall have been met and that the distribution of award grades are appropriate.
- To ensure that the overall programme outcomes are not affected significantly where minor changes have been made to the programme following validation.
- To adjudicate where students request a review of decisions of internal examiners or examination boards where necessary and appropriate.
- To report on these issues to the School and to advise the School on whether:
 - Particular students' performances have been judged properly against the awards standards of the National Framework of Qualifications.
 - The assessment process has measured Learning Outcomes appropriately.
 - The range of assessment and their type are suitable tools for the measurement of the learning outcomes.
 - In the opinion of the examiner the programme outcomes have been achieved by award stage learners.
 - To advise the School on overall design and structure of existing programmes on request.
- To attend the school at the beginning of each academic year. The purpose of this meeting is to discuss with the programme leader and academic team the assessment strategy for the year and where possible to view suggested continuous assessment tasks.
- To attend the School at the time of final determination of results and/or at such other times as may be determined by the School in consultation with the External Examiner for the purpose of assessing the standard of the programme and / or the standard of student performance.
- To ensure that quality is assured, External Examiners shall inspect all draft examination papers and propose modifications and amendments prior to final printing.
- To inspect any or all programme work, project work and assignments which form part of the continuous assessment material for any student and which affects the final module mark.

- Together with the Programme Leader responsible for ensuring that such material is collated in good time.
- Requested to attend a meeting in the School or other location for the purposes of:
 - Induction of new appointees as External Examiners
 - Discussion of issues in relation to External Examiners in the context of Quality Assurance
 - Other general matters relating to examinations including requests for reviews of assessments by learners as they arise
- On termination of their period of appointment the examiner will be required to give a final report detailing their overall impressions of the programmes, any issues they feel are important and discussion on the response of the School to issues raised during the course of their appointment.
- External Examiners are requested to declare any circumstances, which may constitute a conflict of interest with the School or with an Examinee.
- Requested where a conflict of interest is identified, the External Examiner may not be involved in any consideration of that particular Examinee.

It shall be the School's task to respond to any observations made by the External Examiners in an appropriate manner. The school recognises that the External examining process is one part of the overall quality assurance system. It acts in harmony with the internal quality systems and is integrated with them. It ensures that the standards are maintained that the assessment strategy is being implemented. On request it acts as a quality driver, advising the school on developments in the disciplinary field or in assessment. Finally, by the stature of the appointees it enhances the reputation of the school and guarantees the quality of its graduates.

7.5.2.1 Nomination of External Examiners

Galway Business School implements the following process when nominating an external examiner:

- 1 The Academic Council of Galway Business School approves the terms of office and appointment of persons to act as External Examiners to its programmes.
- 2 The Academic Council shall request the Registrar to seek nominations for persons to act as External Examiners. The Council may also nominate persons to act as External Examiners.

- 3 The Registrar shall consult with QQI and programme leaders as to suitable persons for nomination as External Examiners. The nomination of external examiners shall be made before May 1st of the year of appointment.
- 4 Persons nominated as external examiners shall be acknowledged experts in the community of practice within the programmes broad area of discipline. They shall be qualified and experienced senior practitioners within higher education with knowledge of best practice in assessment processes and the standards of the NFQ. Alternatively, they can be industrial, commercial or management professionals with acknowledged experience within their profession. Ideally the latter would also have some higher education practice experience or an involvement with their professional organizations.

The overarching criterion for nomination of an External Examiner is that they can provide an independent, knowledgeable, informed viewpoint in regard of the ongoing assessment of students on a programme of study.

In order that no perception of impropriety or conflict of interest may arise, the External Examiner must be financially and socially independent of Galway Business School and shall conform to the following conditions:

- External examiners may be drawn from academic life and, where appropriate, from business, industry and professional practice.
- External Examiners should be professionally qualified where this is the normal practice for the industry.
- External examiners drawn from business, industry or professional practice should be in current practice and of senior standing in their fields.
- All External examiners should normally be suitably qualified with a minimum of a Master's degree or an advanced professional qualification. They should have both current and relevant experience in the areas of industry, education or research or profession practice.
- In order to ensure the independence of the role of external examiner, restrictions must be placed on the selection of External Examiners. The following persons will be ineligible for appointment:
 - Persons who are currently employed or contracted or hold office at Galway Business School in any capacity, shall be ineligible for appointment as External Examiner.
 - Persons who might be likely to financially gain as a result of decisions as an External Examiner are ineligible for appointment.

- Members of the Governing Body of the School.
- Spouses, partners and children of persons in these categories are likewise ineligible.
- All such persons shall be ineligible for appointment as External Examiner until a period of five years has elapsed after terminating the formal relationship with the School.
- In the event of a spouse, partner or child accepting employment at or enrolling on relevant programs in the School or its subsidiaries, the External Examiner must resign their position.

7.5.2.2 Appointment of External Examiners

External Examiners for QQI programmes are appointed by GBS under Section 23 of the Qualifications (Education and Training) Act 2012. It is a role of the Academic Council to appoint external examiners. The Academic Council shall satisfy itself that persons nominated for appointment will normally satisfy the criteria for appointment as detailed in Criteria for Nomination and restriction on eligibility set out below. In exceptional circumstances, where it is proposed to nominate a person who does not satisfy these formal criteria for appointment, this shall be clearly noted on the External Examiner nomination form and reasons given for the nomination.

The Academic Council shall approve the appointment of as many persons as it deems necessary to act as External Examiners for the School for such periods as it decides, in accordance with Section 4 of these procedures. Approval of appointments of External Examiners will normally be completed by the end of May of the year preceding their term of office.

Following approval of nominations by the Academic Council of the School and the Registrar, the Managing Director shall issue a letter of appointment to the External Examiner, along with a contract to be signed by the External Examiner which shall include, inter alia:

- External Examiners: Duties and responsibilities
- Term of office
- Reporting relationships and requirements, including standard report form and the terminal report
- Fees payable by the School
- Conditions relating to other appointments
- Termination of contract procedures
- Conflict of Interest declaration.

The External Examiner shall be appointed from the date of signing of the Contract by the External Examiner and the Managing Director. The term of office shall normally be for a period of four years but in exceptional circumstances, the appointment may be extended by one further year. The circumstances shall be reported to the Academic Council which shall decide on the extension. The School will ensure that team of external examiners are not appointed for the same period. This will mean that there will be no point, except initially, where a completely new set of examiners will be required.

The Registrar shall maintain a register of External Examiners appointments and periods of tenure. The register shall be available to learners and the names of external examiners together with the internal examiners will be included on all formal final examinations.

Following appointment, the Registrar shall ensure that the External Examiner receives adequate additional documentation to enable him/her to understand the examination systems operated by the School. Such documentation might include:

- Quality assurance policies and procedures of the School
- Relevant documentation relating to the NFQ, Assessment policy of QQI and Effective Practice Guidelines for External Examiners.
- Programme submissions with validation reports, module descriptors and programme schedules.
- Contact details for relevant programme leaders.
- Assessment and examination procedures.
- Examination rules and regulations.

In addition the Programme Leader shall ensure that the External Examiner is provided with adequate documentation to enable her/him to carry out the functions of External Examiner, including:

- Staff lists indicating module / programme allocations
- Draft examination papers and related material
- Previous examination papers as appropriate.
- Previous external examiners reports
- Significant continuous assessment items

On appointment the School will invite the External Examiners to visit the School to become familiar with its operations; to discuss his/her responsibilities as External Examiners and to determine the

requirements of the External Examiner. They will be briefed on the duties of external examiners, on the requirements of the School and QQI and also on the detail of the programmes. Where necessary and feasible they will be supported in acquainting themselves with the outcomes based approach and with the standards of the NFQ. They would also meet with staff on the relevant programmes to discuss assessment strategy for the coming year. This in particular would include briefing on continuous assessment tasks and schedule.

Where an external examiner has ceased to carry out their duties or where they have been carried out in a desultory or inefficient way, or they may be removed by decision of the Academic Council. This may also occur in situations where the External Examiner does not provide adequate and timely report. This decision can only be made following a report from the Registrar to the Council and following adequate notice to the external examiner involved.

7.5.2.3 Number of External Examiners

Galway Business School ensures:

- Sufficient External Examiners are appointed so that it can be satisfied that the standard of its programmes and student performance can be adequately moderated and that the assessment, examination and determination of award processes are being fairly conducted. Consideration is also given to ensure that there is a sufficient range of expertise to cover the academic topics involved.
- External Examiners are appointed to particular programmes, however in some cases they may be appointed to examine particular specialist modules e.g. Finance.
- Where External Examiners are appointed on a programme basis, there shall be at least two External Examiners appointed for each programme. As far as possible these externals will bring a different set of experiences and qualifications to bear on the programmes and complement each other.

Please see below – External Examiners Report Template



GALWAY BUSINESS SCHOOL

External Examiner's Report

| | | | | | |
|--|--|--------------|---------------|---------------|---------------|
| Date | | | | | |
| Programme Details | Programme Reference ¹ | | | | |
| | Award Title: | | | | |
| | Area Of Specialisation (ISCED CODE): | | | | |
| | Main Modes of Delivery Offered: | | | | |
| | Stage (1,2,3,4,..., or Award Stage): | | | | |
| | Semester (if applicable indicate whether first or Second): | | | | |
| Classification Distribution and Trend | | Current Year | Previous Year | Previous Year | Previous Year |
| | % H1/D | | | | |
| | % H21/M1 | | | | |
| | % H22/M2 | | | | |
| | % P | | | | |
| Completion Rate Data | Number who started the programme | | | | |
| | Number who started the stage | | | | |
| | Number who completed the stage (i.e. attempted final stage examinations) | | | | |
| External Examiner Details | Name | | | | |
| | Main Employment | | | | |
| | Email address | | | | |
| | Other contact details | | | | |

¹ The provider should complete the factual parts of the cover sheet before forwarding the template to the external examiner.

In presenting opinions under the following headings the external examiner should make national and international comparisons.

The text in blue italics is explanatory material and may be deleted by the external examiner when completing the report.

- **The Evidence Considered**

The purpose of this section is to indicate how well informed the external examiner is about the provider, the programme and its context. Summarise the documentary evidence considered (see HETAC's Effective Practice Guideline for External Examining 2009) and any visits, meetings and interviews with learners and academic staff and others.

- **Minimum Intended Programme Learning Outcomes**

The purpose of this section is to comment on the educational objectives including their explicitness, appropriateness and consistency standards with the relevant awards standards and the National Framework of Qualifications. If there are gaps these should be identified. If the standard is too low this must be stated explicitly so that it can be addressed.

- **Actual Attainment of Learners**

This section should present external examiner's informed perception of the actual attainment of learners (knowledge, skill and competence). This is the most important finding of the external examining process. This should be based on consideration of:

- *The provider's assessment instruments (e.g. assessment strategies, examination papers, marking schemes), procedures and findings*
- *Representative samples of learner responses to assessment tasks (e.g. examination scripts, dissertations, etc.)*
- *Interviews with learners*
- *Benchmarking data prepared by the provider*
- *Any other appropriate evidence*

In presenting those perceptions the external examiner should make national and international comparisons. Opinions (e.g. satisfaction with the actual attainment) should be explained (e.g. by outlining the rationale and criteria).

- **The Programme**

Often external examiners' experience of the programme might lead to suggestions about particular aspects of the programme. This might involve the curriculum or the approach to teaching and learning. This section should identify some notable strengths and areas for improvement. It is not intended that the external examiner would attempt to systematically review the programme.

- **Assessment Procedures**

The external examiner plays a vital role in the ongoing quality assurance and enhancement of assessment. This section should address:

- *The quality of the assessment instruments (programme and module strategies, examination papers, dissertation guidelines, etc.) and scoring rubrics/schemes etc.*
- *The fairness, consistency and fitness for purpose (valid, reliable, authentic, robust) of assessment procedures.*
- *The reliability of the provider's benchmarking of its assessment procedures.*

- **Trends**

Evidence concerning the extent to which teaching, learning and assessment arrangements have changed in response to the feedback provided by previous external examiner reports; and Progress on recommendations in recent external examiner and other relevant reports on the programme.

- **Conclusions and Recommendations**

External examiners' signature, date

7.5.2.4 Reporting Arrangements

- Following the assessment / examination, the External Examiner shall provide a report to the Registrar of the School by 1st October of each year, or at such other times as may be specified by the School. This report will be on a standard report form provided by the school and will be called the External Examiner's Report.
- The External Examiner may, in addition, submit a special written report to the Registrar on such other matters as (s)he deems appropriate, and may request that such matters be treated on a confidential basis.
- The Registrar shall provide a copy of the pro forma External Examiner's Report to the Managing Director.
- The Registrar will circulate the external examiners report to the programme leaders and the relevant academic staff.
- The Registrar shall provide a copy of the External Examiner's report to the Academic Council.
- The Academic Council shall consider the External Examiners reports at an early stage in the first term and shall ask the Programme Boards to report on any issue raised by the reports.
- Where issues have been raised the Registrar shall report on progress to the external examiners.

1.6 Assessment Strategy

Learners should understand the motivation behind any chosen assessment tool. Feedback is imperative to the learning process. Assessment tools should be constructed with consideration to learner feedback. Feedback should be clear: how a grade was obtained ought to be obvious; as should what the learner needs to do in order to improve their performance. All feedback should be given to students in a timely manner, enabling student improvement to occur within the module.

Assessment for the subject/module should be discussed at the beginning of the term. The policy and procedures for assessment and reassessment must be made explicit and clear to learners. Learners should be made aware of what the assessment and reassessment will be, how it will be marked, when it will be assigned in detail, the due date, and the penalty associated with late submission. Assessment due dates should not overlap any more than necessary, and the design and scheduling of assessment tasks should be coordinated by the Programme Board. Assignments must also be approved at Programme Board level and by the Examinations Board before being given to students. Assignments must be approved by the relevant External Examiner. Students are provided with an Assessment Schedule at the start of term.

7.6.1 Assessment Techniques

Acceptable assessment techniques come in a variety of forms:

- Diagnostic assessment is used to show a learner's preparedness for a module or programme. This identifies - for both learner and lecturer - any strengths or weaknesses relating to knowledge, skills, competences or other issues at the start of the programme. Particular strengths may lead to a formal consideration of accreditation of prior learning.
- Formative assessment has a developmental purpose and is designed to help learners learn more effectively by giving them feedback on their performance, and on how it can be improved and/or maintained.
- Summative assessment is used to indicate the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme.

An assessment process for a particular module can, and often does, involve more than one of these assessment techniques. Within a programme, use of a range of assessment types enables students

to demonstrate their capabilities and achievements in a multifaceted manner with respect to learning outcomes. Diversity of assessment practice is to be expected and welcomed in order to test a wide range of outcomes. Our educational philosophy encourages the use of continuous assessment within a module/subject. Therefore assessments may be consecutively formative and summative.

7.6.2 Continuous Assessment & Criteria

The majority of programmes offered in Galway Business School feature some element of continuous assessment (CA). One or several of the following forms of assessment instruments are used to measure student performance and gain an insight into their knowledge, skills and competences:

- Written Essays
- Examination papers (including open book)
- Research Projects (Primary and Secondary Research)
- Individual and Group Projects
- Case Study Analysis, including Virtual Games
- Direct observation
- Presentations
- Quantitative Reasoning
- Structured practical assessments
- Online exercises, including MCQs, discussion forums, wikis and blogs
- Self-assessment (which may be conducted on-line)
- Thesis/Dissertation Project

Internal examiners are required to ensure that they are fully aware of the weighting attached to the continuous assessment elements in each of the modules or subject delivered. As there are many forms of continuous assessment it is critical that the methods chosen remain consistent with the requirements of the approved module descriptors. Internal Examiners are also required to align to the intended learning outcomes of the assignment to the programme level and stage.

7.6.2.1 *Assessment Criteria*

Assessment is a compelling force for motivating students' efforts and improving overall programme standards. Conversely, it may lower student effort and standards if executed incorrectly. Therefore assessment criteria should cover the learning outcomes in a way that promotes analysis, synthesis, and evaluation at the appropriate level.

The purpose of assessment criteria is to establish clear and unambiguous standards of achievement, and to provide a method of measuring the outcomes of student learning. By following the guidelines set out in the National Qualifications Framework, Galway Business School aims to:

- Promote transparency in the assessment process.
- Promote consistency and fairness in marking.
- Promote understanding of the way in which the assessment process works between staff and students, and between markers.
- Help promote discussion about standards.
- Help provide feedback to students.
- Demonstrate to the outside world the standards that students have achieved.

7.6.3 **Implementation of the Assessment Process**

For all internally set assessments a template is provided by the Programme Board to the lecturers to ensure consistency across individual programmes. Each student must be given clear and unambiguous written assessment specifications.

- Every Assignment / Examination should have assessment criteria stating:
 - Module name, code and name of assessor(s).
 - The nature of the coursework in detail.
 - Date of issue and date assessment is due.
 - Exactly what the examiner/ assessor is looking for.
 - Exactly how many marks should be awarded for the appropriate text/section.
 - Weighting of the assessment.
 - Specific deliverable(s) I.E. Word count, date of issue, date of submission should be included.

- Penalties for late submission / non-submission
- The GBS plagiarism policy.
- Reassessment procedures.
- The marking scheme/assessment criteria are lodged with the Examinations Officer at the same time as the assignment / examination paper which are reviewed by the Programme Board.
- For QQI assessment, the assessment material is prepared by the lecturer under direction from the Programme Board. Assessment briefs are internally verified.
- All QQI assessments must be sent to the External Examiner for final approval.

Assessments are given to learners with submission dates and in standardised format. Exams are held in the school and supervised by independent trained invigilators. Exam papers are corrected by the lecturer and internally verified.

7.6.3.1 Submission of Assignments

Learners should be informed of:

- The date of issue of each assessment requirement.
- The date and time by which each assessment should be submitted.
- The mechanism for submission of assessment.

In some instances deadline extensions may be inevitable as assessment can sometimes only be completed after specific material has been covered in class. Some flexibility is required for deadlines and students should not be penalised for any adjustments to the assumed schedule.

Learners submit the form entitled '*Learner Declaration of Academic Integrity*' with their assignment. Learners must submit their assignments in soft copy to assignments@galwaybusinessschool.ie. This applies also to late submissions.

Please see Section 7.12 for Galway Business School Learner Declaration of Academic Integrity Form

7.6.3.2 Student Responsibilities

- Learners must ensure they have paid all examination and programme fees in advance of the examination session. The policy is detailed in the Student Handbook.
- Learners must be familiar with all information relevant to assessments and examinations.
- Learners must be aware of the date, time and location of examinations.
- Learners must be present in an examination hall 15 minutes prior to examination commencement.
- Learners must obey examination and assessment regulations.
- Learners must abide by assessment deadlines.
- Learners must make requests for extensions as soon as they are aware they may need an extension and must submit supporting documentation, i.e. medical certificates, and/or a description of the extenuating circumstances which led to the request for the extension.

7.6.3.3 Late Submission

Assessment will be accepted if it is received after the specified submission date ONLY if there is a valid and approved reason for late submission. Whenever possible, learners should inform the lecturer and/or Registrar before the submission deadline, of a likely late assessment submission and of the reason for late submission by completing and handing in a Mitigating Circumstances & Special Cases Form to the Academic Co-ordinator. Although not exhaustive, valid reasons for late submission are:

- Illness or bereavement.
- Unavailability of key resources required for the completion of the work (this situation should be reported as soon as possible and ideally before submission dates).
- Commitments of students which could not reasonably be predicted.

In the second case above, a serious difficulty may require an extension to the submission deadline applicable to all students. If this is the case, students should be informed of the new deadline in writing as soon as possible. Academic staff may exercise discretion with respect to other extenuating circumstances which may arise. All assessments received within agreed deadlines will be assessed in the normal way.

All information relating to late submission of assessment as detailed above should be placed in the student's file. For example: medical certificates; written statements citing reasons for late submission; new negotiated deadlines, etc.

7.6.3.4 Penalties for Late Submission

Late submission is where an assessment is submitted after the specified due date and a deadline extension form has not been submitted. Assessments received late, after the specified submission deadline, will be deducted by 5% for every week delayed up to six weeks.. After six weeks, the assignment is considered fail and must be repeated and capped at 40%.

Please see below - Galway Business School Mitigating Circumstances & Special Cases Form



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Mitigation Circumstances & Special Cases Request Form

| Student Details | | | | | |
|--|--------------------------|----------------------------------|--------------------------|--------------------------|---|
| Full Name | | | | | |
| Scheme of Study | | | | | |
| Mode of attendance | | Type of Degree (e.g. BA, BSc) | | | |
| Nature of Request | | | | | |
| Grounds for Request | | | | | |
| Date of Original Deadline | | Length of Extension | | | |
| View of Institution for the Case presented: | | | | | |
| Supplementary Evidence as defined by Standing Orders (Please Tick) | Copies of Correspondence | Medical Evidence | Statement from Student | Letters from Employers | Death Certificate (for close bereavement) |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Case Presented by: | | | | | |
| Signed: | | | Date: | | |

7.6.4 General Reassessment Policy

Students may be reassessed in any module where a fail or compensation pass grade is obtained, by repeating that module. Where a module examination is attempted by a student more than once, the student will be capped at 40% in subsequent attempts. Learners will be informed at the start of the module about the arrangements in relation to repeat continuous assessment elements 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 reassessment will ensure that the module learning outcomes are attained before the learner progresses to the next stage of the programme.

It is School policy that all examinations of an individual module (initial sitting and repeat attempts) are of similar academic standard. Therefore, where practicable, students participating in repeat examinations of a particular modular assessment should do so under the same assessment criteria as for the first attempt. The School will strive to provide learners who fail a module with an opportunity to repeat the continuous assessment, project and/or practical work elements prior to the subsequent Examinations Board. This facility may be provided to learners, when appropriate, without the necessity of a repeat attendance at a module.

In the case of a repeat learner taking a module where all of the 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. Arrangements for such alternative continuous assessment shall be determined by the Programme Board and communicated to students. Such determination will be subject to maintaining academic standards and, in general, ensuring that equivalent module learning outcomes are assessed. 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 the elements where the learner failed to achieve a passing mark.

7.6.4.1 Group Work

The general policy on group work is as follows. In the case of a student who must repeat the group work element of continuous assessment, the School may again devise, with the agreement of the Extern Examiner(s), alternative assessment arrangements that cover equivalent learning outcomes in lieu of the group work assessment. Students will have the opportunity to resubmit this alternative piece of assessment by the end of the subsequent examination series.

Further opportunities for repeating such elements are dependent on reasonable availability of module or reassessment opportunities. Repeat attendance in a module is where the learner has the opportunity to attend all classes, tutorials, workshops 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 Examinations Board of learners undertaking a repeat attendance.

7.6.4.2 Examinations

In the case of a learner repeating an end-of-semester examination, marks awarded on the basis of continuous assessments 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. 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.

The reassessment strategy for each module will be worded as follows and will be made explicit in each module descriptor in the programme document.

Opportunities to repeat failed assessments (exams or continuous assessments) are organised in the following way:

- a) Repeat examinations are held in February and June of each year, two weeks after the finish date of each semester. Students must present for the next examination period.
- b) Repeat continuous assessments will have to be submitted before the end of the next examination period.
- c) Any student failing group work will have to submit an alternative equivalent piece of assessment approved by the Programme Board and the External Examiner.

The Programme Board will have ultimate discretion on reassessment approaches in each module.

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.

1.7 Examination Standards and Regulations / Moderation

The examination paper is drafted by the Internal Examiner. All draft examination papers must be set according to the GBS standards and must be consistent with previous examination papers in the same subject/ module. Whilst ownership of the paper remains with the Internal Examiner, all papers are reviewed by the designated External Examiner. Once drafted by the Internal Examiner, the exams and marking schemes are then forwarded to the External Examiner for review and approval. The reviews of the External Examiner are seriously considered by both the Internal and External Examiner, and the paper and/or marking scheme is amended if/as necessary by the examiner. The final draft of the paper and marking scheme is stored in the Examination Office.

The security of examination papers and scripts is carefully monitored and secured by the Examinations Officer. Exam Papers are password protected and only the Examinations Officer and the Registrar have access. A secure location is provided to store examination scripts until they are sent to the External Examiners for approval or collected by the Internal Examiners and Examinations Officer.

All internal examinations are written on dedicated examination booklets provided by Galway Business School. The School employs a number of experienced Invigilators for exam supervision to ensure full compliance with the exam procedures.

- Candidates must ensure that they are correctly registered on their programme, aware of the date, time and place of the examination, and aware of the relevant policies. Students are made aware of the registration dates and must ensure they are registered.
- All candidates are required to bring their identification cards to the examination hall and are advised to arrive at the hall at least 15 minutes prior to the start of the examination. Candidates without a valid School ID card will be asked to produce another form of valid photo identification.
- Candidates are not allowed to eat or drink in the exam hall.
- Candidates who arrive late are only allowed to enter within 30 minutes of the start of the exam, at the discretion of the Invigilator. Candidates are not allowed to leave the exam hall within the first 30 minutes of the exam. Once a candidate has handed in their exam booklet and left the hall, they will not be allowed to return. Candidates may not leave the exam hall in the final 30 minutes.
- Candidates are advised both when 30 and 15 minutes remain in the exam.

- Candidates are required to leave all personal effects in a dedicated separate room (i.e. jackets, bags, coats, handbags, mobile phones, all electronic devices etc.). Candidates must not have mobile phones on their person during the exam and must ensure that they are turned off if left in the dedicated room. Candidates are advised not to bring any valuables to the exam hall, if they do, they do so at their own risk.
- Unless stated on the exam paper, calculators and handheld electronic dictionaries are not permitted in the exam hall.
- Dictionaries used during an examination must be paper based and they should only provide translations. They will be checked by an Invigilator.
- A standard set of announcements is read out by the Invigilator prior to the commencement of each exam.
- Candidates must not speak to or communicate with any other candidate. If a candidate has a question, the candidate must raise his/her hand to speak with the Invigilator.
- Candidates must stop writing when the end of the examination is announced.
- Writing after the end of the examination could result in the loss of marks, removal of exam, and/or a disciplinary action.
- Any unruly or disruptive behaviour may result in the candidate being removed from the examination and he/she may not be allowed to complete his/her exam.
- Once a candidate has completed his/her exam, he/she should raise his/her hand and an Invigilator will come to him/her to collect all exam material. If the exam has finished candidates are requested to remain seated until all exam scripts have been collected by an Invigilator.
- Once the examination period is closed all examination documentation is completed by the Invigilator and together with all exam material is stored securely for collection and distribution by the Examinations Officer to the Internal Examiners.

7.7.1 Failure to Attend an Examination

Any candidate who fails to attend for any examination, who arrives late, or who leaves early for any reason other than that they have completed the examination, is required to send a written explanation to the Registrar immediately. A medical certificate must be supplied in addition to the explanation if the absence was due to illness. All students must sit final examinations.

7.7.2 Breaches of Examination Regulations

Any breach of examination regulations of Galway Business School is a serious academic offence and will not be tolerated by the School. All such breaches or attempts to cheat will be brought to the attention of the Examinations Board. Examples of breaches and cheating include but are not limited to the following:

- Using an unauthorised text, set of notes, books, electronic aid, or any other non- approved material during an examination.
- Obtaining a copy of the examination before its authorised release.
- Acquiring help from or providing help to another student where such collaboration is not permitted.
- Hiring or outsourcing someone to complete an assessment.
- Attempting to or actually handing in work completed before the time of the examination.
- Any act of dishonesty in relation to the administering, taking, and/or evaluating of the exam.

1.8 Assessment Correction and Feedback

7.8.1 Marking of Scripts

The lecturer should ensure that assessments are marked and returned to learners as soon as possible, but normally no later than two weeks after the submission date. Learners must be informed when they can expect return of assessment, and should also be told if there will be any delay in the return of assessment. Where there is a delay, students must be informed of a new return date.

7.8.2 Double Marking Policy

For QQI, assessments are corrected by the module lecturer. Subsequently, double marking is carried out internally, whereby 10% of the overall assessments including any borderline cases are selected for double marking. A sample of double-marked assessments are then sent to the External Examiner for further verification. The sample includes sufficient material to enable the External Examiner to form a judgment as to the appropriateness of the marking at all levels of classifications.

7.8.3 Feedback

The method for returning marked assessments should also be made clear to students. All assessments must be uploaded to Moodle. Lecturers upload feedback on learners' work on Moodle within 3 weeks from the submission. The feedback includes provisional, indicative grades which will be ratified by the Board of Examiners. Learners should also be made aware of any further information or assistance that the lecturer has organised to aid students who may have failed an assessment. Feedback on the final examination is provided only upon learner's request.

7.8.4 Recording of Assessment Marks

GBS ensures that the recording of assessment marks is an efficient and secure process. The number of people who have access to the recording of assessment marks is limited. All records with assessment marks are password protected.

- Lecturers record the assessment marks for their modules through Moodle
- Access to assessment marks is restricted to the module lecturers and appropriate administration and management personnel
- The Examination officer exports the assessment results into an appropriate format that allows for the production of the broadsheet for the consideration of the Board of Examiners
- The exported broadsheet is saved on the school's intranet with access restricted to the administrative and management personnel who have direct involvement with the assessment function

1.9 Progression Eligibility

A learner must demonstrate achievement of all MIMLOs of modules equivalent to 60ECTS credits, including all mandatory modules, to be eligible to progress onto the next stage of a programme. However, there are the following exceptions to this:

- Pass by compensation
- Exemption from part of the programme
- Progress carrying the failed modules to be passed during the subsequent stage (maximum of 10ECTS).

7.9.1 Compensation

Any candidate, who fails, may re-sit final examinations and re-submit coursework. Such a candidate may be awarded a degree based on their overall marks in all subjects including the resit subjects. The only exceptions to this rule occur in the case of candidates who may be compensated.

7.9.1.1 Compensation and Carrying rules for QQI-approved programmes

Compensation will only be applied in cases where its application enables the student to pass the module as a whole. Performance at the first attempt in a given semester (of at least 30 credits) may be used to compensate in the same semester, provided no module in the semester has been failed outright (mark less than 35%). The pass standard for a module is 40%. However, a student with marks of less than 40% in one or more modules will be deemed to have passed the semester provided (a) the aggregate mark for all modules of the semester is at least 40%; (b) the mark in every module is 35% or more; (c) the module(s) with marks in the range 35-39% totals 10 ECTS or less per semester and (d) the stage aggregate of credit-weighted excesses of percentage marks over 40 is greater than or equal to the stage aggregate of credit-weighted deficit of marks under 40.

Compensation may be applied only to enable a learner to pass a semester or stage (at the award stage) a learner who passes by compensation remains eligible for honours. Compensation does not change the result of the modules passed. When reporting module passes by compensation, the actual result is returned, the mark for the module will appear on transcripts with a grade of Pass by Compensation. Students who have a compensatable grade on a given module will be allowed to resubmit continuous assessment or resit an examination to improve their result.

7.9.2 Rules for Carrying

A student can carry up to 10 credits from one year to the next (from year 1 to year 2, and from year 2 to year 3). The following criteria must be met and followed for a learner to be eligible to carry a module:

- A prerequisite module cannot be carried
- The maximum missing credits that can be carried is 10 ECTS per 60 ECTS credit stage
- The learner must get an overall pass in each module to be able to carry
- Learners can only carry a module if the aggregate of the other modules reaches a pass grade
- Learners can repeat any failed element of a module once module marks have been adjudicated by a Board of Examiners and are officially released
- The learner can repeat failed exam at the next available opportunity but the overall grade will be capped at 40%

7.9.3 Exemption from part of a programme

Generally, exemptions are allowed at any stage of a programme in line with QQI Assessment and Standards (QQI, 2013). The process of granting exemptions, and the grounds for which exemptions can be granted, are outlined in Section 4.3.4 Recognition of Prior Learning.

1.10 Appeals, Re-checks and Reviews

It is a requirement of Galway Business School that any complaint or dispute arising in relation to any result for the purposes of a QQI award shall be resolved promptly as set out in the procedures set out below.

- Decisions are taken concerning candidates' examination and performance at the following points: allocation of marks, adoption of provisional results, recheck, review, and appeal.
- These checkpoints create a hierarchy of decision-making where the decision taken at any level may be changed at the next level, without referring to the previous level. The decision-making entity at any particular level has full powers in relation to any decision that is brought before it.
- Candidates contemplating a recheck, review or appeal of a piece of assessment are encouraged to discuss the matter with the appropriate lecturer before submitting such requests, to ensure that they fully understand the context of the result achieved.

Galway Business School is committed to ensuring their assessment procedures are accurate and fair. However, we understand that students may sometimes have occasion to query the learner feedback they receive for assessments. All queries, rechecks, reviews, and appeals, (as defined below) will be addressed in a fair, transparent and timely fashion.

7.10.1 Re-checks

This is the administrative operation of checking (again) the recording and combination of component scores for the module and/or stage (QQI Assessment and Standards, 2013). A recheck is carried out to ensure that there have been no arithmetical or administrative errors, that the marks awarded are appropriate and that all the marks to which the student is entitled have been included in the final total. A student wishing to have the marks awarded for any module re-examined should seek a recheck of the relevant module.

The steps to request a re-check are as follows:

- All requests for a re-check must be in writing by email to the Academic Coordinator and accompanied by the appropriate fee (€15.00 per module).
- The fee in the event of a successful recheck will be refunded. The candidate should supply any details that he/she believes will help expedite the recheck.

- A request for a re-check must be made within 5 days of the dissemination of assessment results.
- The school will complete the Re-check process within 5 days of receiving it.
- All recheck requests are coordinated by the Academic Coordinator
- Re-checks are completed by the Examinations Officer for that programme, except in the case of a conflict of module interest where another Examinations Officer within the school will be appointed to carry out the re-check
- The Academic Coordinator will inform the student in writing of the outcome of the re-check within 5 working days of its completion.

7.10.2 Reviews

The review is the reconsideration of the assessment decision, either by the original assessor or by other competent persons or the Board of Examiners. Learners are required to state the grounds for the requested review. The grounds for review will normally be that the learner suspects that the assessment was erroneous in some respect (QQI Assessment and Standards, 2013). A request for a review must state the grounds upon which the review is sought and the candidate must supply evidence in support of his/her request.

Reviews can only be made concerning the assessment process and not marks attained.

The steps for a review are as follows:

- A review can happen even if a re-check of marks has not been requested. A re-check of marks should also be carried out in such instances.
- All requests for a review must be in writing on the appropriate form and accompanied by the appropriate fee (€50.00 which is refunded in the event of a review being successful).
- A request for a review must state the grounds upon which the review is sought and the candidate must supply evidence in support of his/her request.
- A review must be made within 10 working days of a request has taken place.
- The school will complete the review process within 10 working days of receiving it.
- All review requests are coordinated by the Registrar.
- The review panel is made up of the independent senior academic staff not involved in the assessment, Head of Teaching and Learning and the Registrar.
- The Internal Examiners report to the Examination Board / Board of Examiners.

- The Registrar will inform the learner in writing of the outcome of the review within 5 working days.

7.10.3 Appeals

The appeal is a request for a review of a decision of an academic body charged with decisions on learner progression assessment and awards (QAA Code of Practice 2015). A learner can appeal the outcome of the review within 10 working days on the grounds that the review did not properly address his/her case. The following Appeals process marks the internal point of finality for a learner's right to question the school's decision-making process. The introduction of new material that could have been included in the submission of the review will not be valid grounds for an appeal.

An appeal is a reconsideration by the Appeal Board of the outcome of a review. Grounds for an appeal include:

- The examination regulations of the School were not implemented correctly
- The assessment task is not relevant to the intended programme learning outcomes
- Medical or compassionate circumstances exist which may not have been known to or considered by the Board of Examiners. Compassionate circumstances must be notified in writing to the Registrar when they occur.

Excluded grounds for appeal:

- Failure to adhere to the stated appeals procedures
- Disagreement with a decision
- The academic judgement of the Examiner or Board of Examiners
- Any circumstances other than those stated in the submission of the written appeal (not including any new evidence arising after the submission deadline)
- Evidence-based on third party hearsay

Appeals Procedure:

- An appeal can only happen after a review has taken place.
- All requests for an appeal must be in writing through the Registrar's Office and accompanied by the appropriate fee (€50.00 refundable if the appeal is successful).

- Appeals must be made in writing within 10 working days of the notified decision under review having been issued to the learner.
- Late declaration of an appeal will only be considered where evidence is produced that circumstances or valid reasons prevented the learner from filling the appeal form within the stated timeframe (e.g. medical certification).
- Appeals can only be made in relation to exam process and not marks attained.
- The Academic Council will consider cases brought on the grounds of substantial irregularity in the conduct of examination or assessment.
- The Academic Council may invite non-members of the Board to consult or present information pertaining to the appeal should the need arise.
- Decision making will be based on the majority and will either communicate sufficient or insufficient grounds to uphold the appeal and will be required to agree on remedial action to be taken.
- The quorum Academic Council will convene approximately two weeks following the relevant Board of Examiners meeting and will communicate outcomes of any appeal to the learner by post on the first working day after its meeting.
- Learners are advised as per QQI Assessment and Standards, Revised 2013, QQI does not have a role to play in a learner's appeal of the provider's assessment decisions.

1.11 Work Placement

GBS will facilitate work placement as an optional component on some of its programmes. The work placement will be a 30 ECTS module assessed by learning portfolio (20%) and independent applied research project (80%). The assessment of work placement will, therefore:

- Be graded by appropriate GBS academic staff
- Incorporate an assessment by the workplace provider of the learner's performance. This element of the assessment will require a nominated individual within the workplace to assess the performance of the learner, provide feedback to the learner, and grade the learner.

All learners enrolled in a programme with the work experience component will receive the Work Experience Project Handbook in Stage 1 of their programme. The handbook provides the detail of assessment requirements for the module and relevant timelines. In addition, it outlines the responsibilities of learners, work providers and the module leader with regards to this module.

1.12 Academic Integrity & Plagiarism

The reputation of Galway Business School and of its graduates depends on upholding the highest standards of learning and research. Learners have a right to be assessed on the quality of their own work and have the corresponding duty to present only their own work for assessment. In this context, 'work' means ideas and concepts as well as their specific expression in words, formula, code, designs, images, sounds and other forms. Learners are expected to have read the GBS' statement on academic integrity, plagiarism and referencing techniques for work that is submitted for assessment. In order to avoid any suspicion of plagiarism, a learner should:

- In accordance with the GBS' recommended practice, cite the sources of all quotations, paraphrases, summaries of information, tables, diagrams or other material in which intellectual property rights may reside.
- When paraphrasing the work of others, use their own words and sentence structures
- Provide a complete bibliography of all works and sources used in the preparation of projects, essays or other assignments.
- Ensure the originality, independence and integrity of their individual submission, even if it has emerged from the context of group study.

7.12.1 Academic Integrity

In an academic context, we show respect for the work of others and demonstrate our professionalism by being honest and trustworthy and acting with fairness, respect and responsibility. Practices that undermine or damage academic integrity are unacceptable, and individuals who are found to have engaged in such practices will have appropriate action taken against them.

Practices that breach standards of academic integrity include:

- Submitting other peoples' work as your own, irrespective of whether you commissioned or paid for the work
- Buying or commissioning work via professional agencies
- Submitting the same or similar work for more than one assessment
- Falsifying research results, data, interviews or other research material
- Providing false information to obtain unjustified concessions

7.12.2 Plagiarism

Plagiarism is the act of taking and using another person's work and presenting it as your own without adequate reference. It includes:

- Reproducing the work of another, even with small changes, without appropriate acknowledgement or referencing, whether the work reproduced is from books, journals, articles, TV programmes, the Internet, lecture notes, and so on, without the use of quotation or citing the source.
- Collusion by a group of learners to produce/present an assessment or a substantial part thereof, when the examiner required individual research and outcome.

7.12.3 Dissemination of Policy

Administration staff delivering a Learner Induction session must refer learners to, and explain, the GBS' academic integrity and plagiarism policy. Programme documentation ('Student Handbook' and 'Learner Guide: Academic Skills Development') will recommend an appropriate referencing system required by the discipline.

7.12.4 The process aimed at protecting against plagiarism when submitting assessments

Assessment submitted physically or online, will not be accepted or graded unless accompanied by a completed 'Learner Declaration of Academic Integrity' form [see Form below]. A learner who does not include such a declaration will be required to resubmit according to the School module assessment procedures with a completed 'Learner Declaration of Academic Integrity' form. The work of any learner that does not include such a Declaration will not be marked.

Submitted assessments and projects will be subjected to electronic review by Turnitin and analysed electronically for plagiarised passages etc.

7.12.5 Reporting cases of alleged breaches of academic integrity and/or plagiarism

The following text on the process for dealing with alleged breaches of academic integrity and plagiarism is outlined in the flowchart on page 178.

If the academic staff member to whom the assessment is submitted is satisfied that there is a case to answer, he/she must complete a report in writing [below] to the Registrar.

The report must include:

- The relevant material (essays, code, diagrams, video, audio, web pages, reports, dissertations, learning logs etc.) including a web link for Internet sources.
- Breaches of academic integrity: an explanation as to how the learner's submitted work constitutes a practice that breaches academic integrity and/or plagiarism.
- Plagiarism: a brief textual analysis – for example, identical work, or proportion of work, from different learners; presenting others' work as the learners' own; absent or misleading references. Any alleged breaches of academic integrity or plagiarism offence may be referred directly to the Registrar. In a case, that is considered to be the first offence, an interview may be arranged between the learner and the GBS' representatives (lecturer on the modules, Programme leader and Registrar) to allow the learner concerned to respond to the allegation of a breach, or breaches, of academic integrity and/or plagiarism. Normally this interview will be conducted face to face, but it may, in exceptional circumstances, be conducted electronically.

In the case of a second offence, i.e. where a learner has already been sanctioned at GBS, his/her case will immediately be referred to the GBS Disciplinary Committee. Notification of such action must also be sent to the Registrar for noting at Programme Board meeting. All communication with the learner will be recorded and copies retained by all relevant parties initially. If the allegation of breaches of academic integrity or plagiarism is not upheld by the Disciplinary Committee all official records of the alleged offence must be destroyed/deleted. If the allegation is upheld by the Disciplinary Committee the records will not be destroyed and will be retained.

7.12.6 Learner interview process

Prior to an interview being arranged, the learner's record must be checked at the central level to ensure there is no previous academic integrity or plagiarism offence. Where a learner's record shows no previous breach of academic integrity or plagiarism, and an alleged breach is being dealt with at module level, an interview will be held with that learner so that they may answer the allegation. This interview may be concluded face to face or, in exceptional circumstances, electronically.

The interview panel will involve, at a minimum, the Registrar and another academic member of staff (for example, the staff member who identified the alleged breach).

As part of the interview process, the learner will be asked if they have ever had any allegation of plagiarism or breach of academic integrity upheld before, either in GBS or elsewhere. It will be explained to the learner how they have allegedly breached the academic integrity and plagiarism policy. Learners are then afforded the opportunity to explain how they did not breach the policy or outline any extenuating or mitigating circumstances involved in their case. Records of the interview must be kept; these records may be electronic or paper-based.

The learner is entitled to bring an observer to the face-to-face interview, or involve an observer in the interview process taking place electronically. In the case of a face-to-face interview or a synchronous electronic interview, the interview panel must be notified, at least 48 hours in advance, of such a planned observers attendance, including the name of the observer and their relationship to the learner. In the case of an asynchronous interview being held electronically, the interview panel must be informed that an observer will be involved in the interview process, including the name of the observer and their relationship to the learner. This observer may not be a legal representative (see point below).

The learner can i preffered waive the interview with the panel and have the matter referred to the GBS' Disciplinary Committee. The matter must be referred to the GBS' Disciplinary Committee if the learner retains legal representation, for example, a solicitor.

Records of the interview and all communication with the learner must be retained initially. If the allegation of breach of academic integrity or plagiarism is not upheld, all records of the alleged instance must be destroyed/deleted. If the allegation is upheld, the records will not be destroyed and will be retained.

7.12.7 Penalties

All penalties for breaching academic integrity and/or plagiarism will be greater than the penalty for submitting poor work or none. If the allegation is upheld, local penalties may include:

- A zero mark for an assessment component and a requirement to re-sit the assessment component. Additional work may be imposed.
- A zero mark for the complete assessment and a requirement to re-sit the completed assessment. Additional work may be imposed.
- A zero mark for the module and the requirement to repeat the module in the following academic session. Additional work may be imposed.

The full implication of the penalty must be made clear to the learner, including potential impact for progression and/or award.

A record of sanctions must be kept with Registrar. Notification of the sanction must be noted at the Programme Board meeting. Where the allegation is upheld at the local level, a flag will be added to the centrally-held learner record to ensure that, should the second event of this nature occur, even if in a different module, the first incident would be visible. If, when this flag is being added, it is found that the learner had not declared a previous finding, the matter will immediately be referred to the Disciplinary Committee for consideration of both the plagiarism/breach of academic integrity issue and dishonesty in not declaring the previous offence. If the interviewing panel believes that the range of available local sanctions is not sufficient, the matter will be referred to the GBS Disciplinary Committee and record of action kept with the Registrar. Notification of such action must also be noted at the Programme Board meeting. If the allegation is not upheld at the Disciplinary Committee, all officials' records of the alleged instance must be destroyed/deleted.

Some further guidance on penalties is included below.

The local penalty for breaching the GBS Academic Integrity and Plagiarism Policy will be proportionate to the nature and scale of the offence. Offences committed in later years of an undergraduate programme will generally be regarded as more serious than similar offences in earlier years. Graduate learners are generally expected to have a much greater understanding of academic integrity and plagiarism and the consequences of breach than undergraduates are. In extreme cases, the GBS Disciplinary Committee may impose higher sanctions, including suspensions from GBS for a year, or permanent exclusion from the school.

| Sample Offences | Possible Penalty |
|---|--|
| The first occasion of unattributed copying by a learner | A zero mark for an assessment component and a requirement to re-sit the assessment components. Additional work may be imposed. |
| Minor plagiarism (e.g., on the scale of one or two short unattributed phrases or sentences within a larger body of work) or associated unacceptable practices. | A zero mark for an assessment component and a requirement to re-sit the assessment components. Additional work may be imposed. |
| Significant plagiarism (e.g. on the scale of more than two unattributed phrases or sentences) or associated unacceptable practices, especially within an assignment with a significant weighted contribution to the overall module mark | A zero mark the complete assessment and a requirement to re-sit the complete assessment. Additional work may be imposed. |

7.12.8 Outcome and right to appeal

Learners should be informed of the decision promptly in writing and should be informed at this stage that they have the right to appeal the local penalty imposed by the module leader by appealing to the GBS' Disciplinary Committee.

7.12.9 Process in respect of learner BRP

Research misconduct means fabrication, falsification, plagiarism, or other questionable research practices that seriously deviate from those that are commonly accepted within the research community for proposing, conducting, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data. Allegations of research misconduct are reported to the Registrar.

A judgement as to whether or not plagiarism has occurred is integral to the examination of research reports submitted for formal assessment. The recommendations of the Registrar reflect the outcome of this evaluation.

7.12.10 Retrospective detection of plagiarism and/or breaches of academic integrity

In cases where a breach of academic integrity and/or plagiarism is alleged subsequent to the awarding of credit, GBS will invoke this policy or the policy Academic Integrity and Plagiarism. In situations where allegations are upheld and the offence is serious, GBS may revoke the credits or award given.



GALWAY BUSINESS SCHOOL

LEARNER DECLARATION OF ACADEMIC INTEGRITY

Learners may be required to submit work for assessment in a variety of means, for example, physical submission or electronic submission as per the lecturer's instructions. In all cases, learners must make a declaration of academic integrity, either by physically completing such a declaration and submitting it with their assignment or engaging appropriately with the electronic version of the declaration. Assignments submitted such that the form has not included, or the electronic equivalent has been circumvented, will not be accepted.

Declaration

| | | | |
|---------------------------|--|---------------------------|--|
| Full Name: | | Learner ID number: | |
| Programme Studied: | | Module Code | |
| Assignment Title | | Submission Date: | |

I understand that the GBS regards breaches of academic integrity and plagiarism as grave and serious.

I have read and understood the GBS Academic and Plagiarism Policy. I accept the penalties that may be imposed should I engage in practice or practices that breach this policy.

I have identified and included the source of all facts, ideas, opinions and viewpoints of others in the assignment references. Direct quotations, paraphrasing, discussion of ideas from books, journal articles, internet sources, module text, or any other source whatsoever are acknowledged and the sources cited are identified in the assignment references.

I declare that this material, which I now submit for assessment, is entirely my own work and has not been taken from the work of others save and to the extent that such work has been cited and acknowledges within the text of my own work.

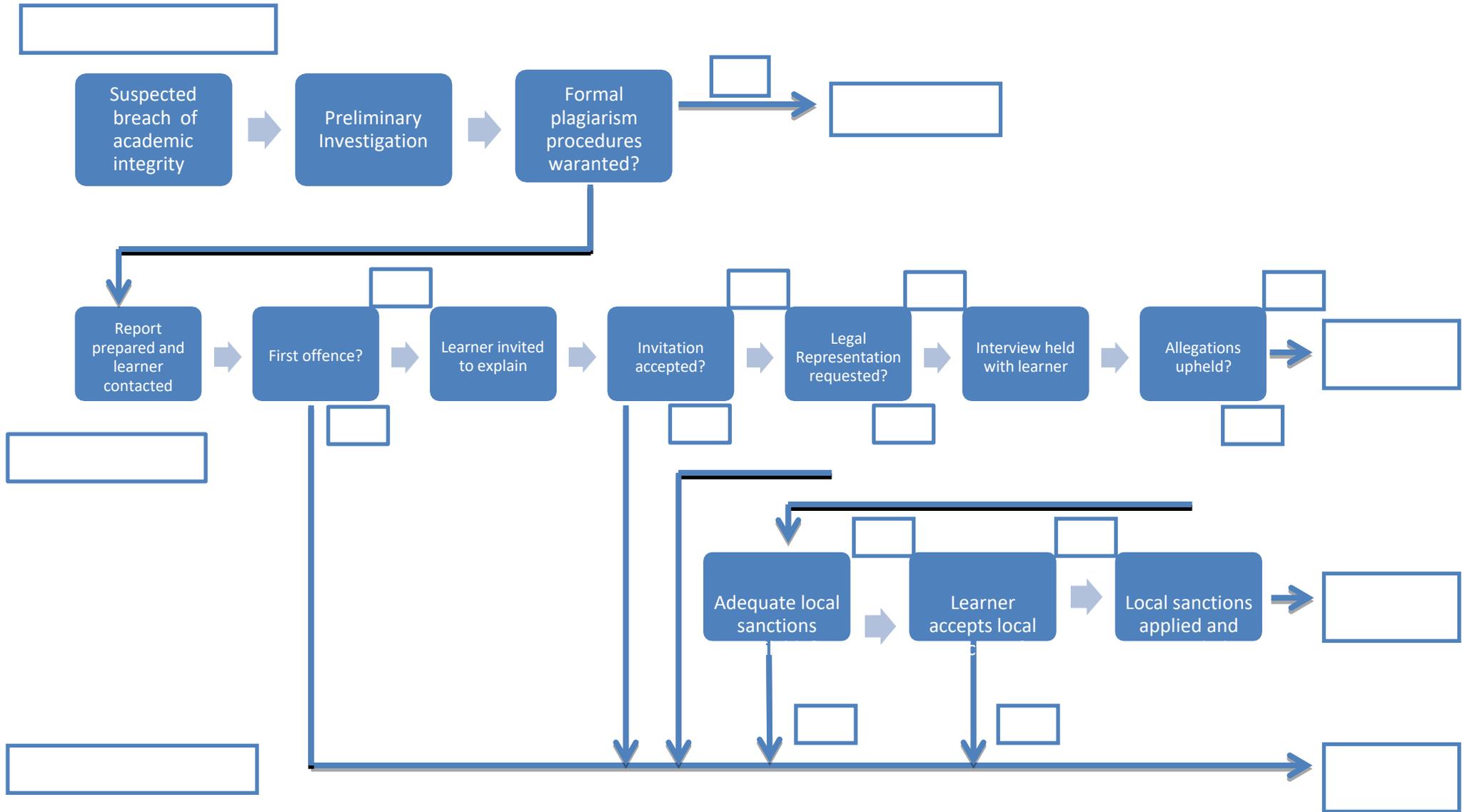
I have used the GBS referencing guidelines and/or the appropriate referencing system recommended in the assignment guidelines and/or programme documentation.

By signing this form or by submitting material online with this form attached, I confirm that this assignment, or any part of it, has not been previously submitted by me or any other person for assessment on this or any other course of study.

By signing this form or by submitting material online with this form attached, I confirm that I have read and understood the GBS Academic Integrity and Plagiarism Policy.

| | | | |
|----------------|-------|--------------|-------|
| Signed: | | Date: | |
|----------------|-------|--------------|-------|

GBS Alleged Breach of Academic Integrity Process





GALWAY BUSINESS SCHOOL

REPORT OF ALLEGED BREACH OF ACADEMIC INTEGRITY/PLAGIARISM

| | | | |
|---|--|------------------------|--|
| Student Name: | | Student Number: | |
| Date: | | Programme: | |
| Year | | Module: | |
| Lecturer | | | |
| SECTION A: ALLEGED BREACH OF ACADEMIC INTEGRITY | | | |
| Indicate as appropriate | | | |
| Submission of work not the learner's own irrespective of whether the learner paid for or commissioned this work. | | | |
| Commissioning or buying of work via professional agencies | | | |
| Submission of same/similar work for more than one assessment | | | |
| Falsification of research results, data, interview or any other research procedure | | | |
| Provision of false information to obtain unjustified concessions | | | |
| Other (Provide a description of the breach of academic integrity): | | | |
| SECTION B: SUSPECTED PLAGIARISM | | | |
| Indicate as appropriate | | | |
| Reproduction of work (even with small changes) of another, sourced from books, journals, articles, multimedia files, lecture notes, the Internet, etc., without appropriate acknowledgement to the author(s) of that work | | | |
| Collusion by a group of learners to present an assessment, or a substantial part thereof, when the assessment required individual research and outcomes to be presented. | | | |
| Other (Provide a description of other alleged plagiarism activities): | | | |
| SECTION C: | | | |
| Describe the alleged breach or suspected plagiarism involved, providing excerpts or examples as appropriate which demonstrate or represent the same. | | | |
| | | | |
| SECTION D: | | | |
| Attach a relevant material (in the appropriate format) relating to the alleged breach of academic integrity or suspected plagiarism. | | | |

1.13 Review of Assessment Policy

The Assessment Policy and relevant procedures are reviewed by the Quality Assurance Committee and Academic Council on an annual basis.