

Marks and Standards Policy

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Purpose	To define a fair and consistent marks and standards policy for the assessment of learners
Policy Author	Office of Registrar
Policy Owner	Office of Registrar
Intended Audience	Registrar, Heads of Faculty and Departments, all Academic Staff, administrative staff with responsibilities outlined in IADT Examinations Procedures document, all students
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Related Documents	<i>Refer to References for details</i>
Related Forms	<ul style="list-style-type: none"> N/A

Document Version History

Previous Version	Notes about revisions	Replaced by
Marks & Standards V1, 2002		Marks & Standards V1.2, 2010
Marks & Standards V1.2, 2010		Marks & Standards V2.2, 2015
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Marks & Standards V3.2, 2018		Marks & Standards V4.1 2025
Marks & Standards V4, 2024	<ul style="list-style-type: none"> • Updating the format of document, addition of Document Version History Policy • Updated to reflect necessary changes for the implementation of Semesterisation • Removal of the section on Pass by Compensation (originally Section 14 in v3.2) and all references to Pass by Compensation, throughout the document • Replaced “term” with “semester” as applicable • Additional necessary updates to text to ensure appropriate language and terminology is used. • URLs checked and updated as required • Section 1 - Introduction Updated to reflect DAB Status • Section 1.2 - Maximum number of external examiners added • Section 5 - Added reference to the location of programme schedule (in programme documents) • Section 7 - Alpha grading system <ul style="list-style-type: none"> ○ Inserted additional Award (3 yr, 180 ECTS) ○ Removed Grade “DP” (Pass by compensation) and updated “D” grade to 1.50 & Credits awarded: Yes ○ Added reference to RPL • Section 9.2 - Added sentence about including capped module grade and capped Award. [See V4.2] • Section 9.3 - Clarified eligibility for an award by inserting “And” • Section 9.3.3 - Replaced “levels”/“level” with “stages”/“stage” as applicable • Section 10, 11, 12 - Various updates and additions to the text of the section on Examination Board Meetings / Broadsheets of Results to include online convening of meetings and meeting membership • Section 15 - Updated Publication of Results to confirm results <i>will</i> be published through electronic means. • Section 18 - Repeat Assessments – sentence starting “a candidate must” updated to add NP and reflect D grades 	
Marks & Standards V4.1 2025	<p>Note: In Academic Year 2024-25, a semesterised academic calendar was piloted, with the introduction of Semester 1 and Semester 2 Exam Boards. The original Marks and Standards (2018) still applied for this academic year, but the new M&S rules were considered to establish how they would work in a semesterised environment, without disadvantaging students. The following amendments have been applied based on the experiences learned throughout the year and 3 exam boards (include Autumn Repeats)</p> <ul style="list-style-type: none"> • General updates throughout the document to clarify language and context • Addition of reference to accommodation for students with disabilities • 8 Progression Arrangements – Update related to semesterisation • 8.1 Progress with credit deficit – updates, including conditions and change requirements (to only <u>1 module</u> (to a max of 10 ECTS) • 9 Award Classifications – New section 9.3.6 reference to Special Purpose Awards/Micro-Creds under Award Classifications 	Marks & Standards V4.2 2025

	<ul style="list-style-type: none"> • 10 Results Collation Meeting – updates to provide clarification on process • 11 Examination Board Meeting – updates in relation to Semesterisation and provide clarification on process • 12 Broadsheet of results - updates in relation to Semesterisation and provide clarification on process • 14 Borderline cases – reference to clarify process by Results Collation Meeting in advance of Exam Board • 17 Assessment Appeals - updates in relation to Semesterisation and provide clarification on process (including reference to Correction of Errors) • 18 Repeat Assessments – General updates and added information in relation to Semesterisation and to clarify process, including max number of credits that can be repeated • Appendix 1 – References updated • Appendix 2 – New: Glossary of terms • Appendix 3 – New: Exam Board Terminology 	
<p>Marks & Standards V4.2 2025</p>	<ul style="list-style-type: none"> • Removal of automatic capping of award classifications for repeated modules in award year. (Following proposal approved at Academic Council December 2025) • Update to wording of Eligibility for an award (9.1) for clarification. 	

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1. Purpose

The purpose of this document is to define a fair and consistent marks and standards policy for the assessment of learners in the Institute of Art, Design & Technology, IADT.

Dún Laoghaire Institute of Art, Design and Technology is a designated awarding body since 1 January 2020 following amendment to the Regional Technical Colleges (RTC) Acts (*note 1*) by commencement order [S.I. No. 540/2019 - Qualifications and Quality Assurance \(Education and Training\) \(Amendment\) Act 2019 \(Commencement\) \(No. 2\) Order 2019 \(irishstatutebook.ie\)](#).

As a designated awarding body, IADT has authority in law to make awards up to and including level 9 in the [Irish National Framework of Qualifications \(NFQ\)](#). This is comparable to level 7 in the European Quality Framework (EQF). IADT can thus offer first or second cycle degrees within the Qualifications Framework of the European Higher Education Area without further external authorisation or accreditation. Information pertaining to specific awards offered by IADT are also included in the [Irish Register of Qualifications \(IRQ\)](#) which comprises details on specific programmes, qualifications and their associated reference level in the EQF.

This document is required under section 10 (f) of The Regional Technical Colleges Act ((1992) as amended by the Institutes of Technology Act (2006)) and section 84 of the Qualifications and Quality Assurance Act (2012) with reference to section 23 (e) of the Qualifications (Education and Training) Act 1999 – repealed by the 2012 Act.

The policy is to be used in conjunction with the [QQI Assessment and Standards \(Revised 2022\)](#) document which has been formally adopted Academic Council. The QQI document is comprised of four main parts:

- Foundations – Section 2
- Sectoral Conventions for Assessment – Section 3
- Protocols – Section 4
- Interpretations (of key terms) – Section 5

The QQI principles and guidelines are accepted as the foundation on which the Institute's Marks and Standards stand.

1.1 Principles

The **principles** are organised under six themes:

- 1 Marks and Standards shall be consistent with the [National Framework of Qualifications \(NFQ\)](#)
- 2 Learners are responsible for demonstrating their learning achievement.
- 3 Assessment supports standards based on learning outcomes.
- 4 Assessment promotes and supports both effective learning and teaching.
- 5 Assessment procedures are credible.
- 6 Assessment methods are reviewed and renewed as necessary to adapt to evolving requirements.
- 7 Learners are well informed about how and why they are assessed.

1.2 Guidelines

The **guidelines** are elaborated in the [[QQI Assessment and Standards \(Revised 2022\)](#)]¹ under the following headings:

- 1 Introduction – The [Standards and Guidelines for Quality Assurance in the European Higher Education Area](#)² (abbreviated as ‘ESG’ in this document) state that ‘students should be assessed using published criteria, regulations and procedures which are applied consistently’ (Standard 1.3 ESG)
- 2 The Meaning of Fairness³
IADT is responsible for establishing assessment procedures which are fair.
- 3 The Meaning of Consistency⁴
IADT is responsible for establishing assessment procedures which are consistent
- 4 Outline assessment guidelines are set out in the applicable Programme Document. Each programme, has a Programme Handbook, produced by the relevant Department, which includes the assessment procedures and marking criteria.
- 5 Student assessment procedures are expected to be designed to measure the achievement of the intended learning outcomes and other programme objectives⁵.
- 6 Student assessment procedures are expected to be appropriate for their purpose, whether diagnostic, formative or summative⁶.
- 7 Student assessment procedures are expected to have clear and published criteria for marking⁷.
- 8 Student assessment procedures are expected to be undertaken by those who understand the role of assessment in the progression of students towards the achievement of the knowledge and skills associated with their intended qualification⁸.
- 9 Student assessment procedures are expected to not, where possible, rely on the judgements of single examiners.
- 10 Student assessment procedures are expected to take account of all the possible consequences of examination regulations⁹.
- 11 Student assessment procedures are expected to have clear regulations covering student absence, illness and other mitigating circumstances¹⁰.

¹ https://www.qqi.ie/sites/default/files/2022-09/assessment_and_standards-revised-2022.pdf

² http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

³ [QQI Assessment and Standards \(Revised 2022\), 2.2.2](#)

⁴ Ibid 2.2.3

⁵ Ibid 2.2.4

⁶ Ibid 2.2.5

⁷ Ibid 2.2.6

⁸ Ibid 2.2.7

⁹ Ibid 2.2.9

¹⁰ Ibid 2.2.10

- 12 Student assessment procedures are expected to ensure that assessments are conducted securely in accordance with stated procedures. Assessment procedures should be secure, confidential and compliant with Data Protection and applicable Freedom of Information legislation¹¹.
- 13 Student assessment procedures are expected to be subject to administrative verification checks to ensure the accuracy of the procedures¹².
- 14 Records are maintained to facilitate monitoring and reviews¹³.
- 15 There are procedures for the dissemination of assessment results. Assessment results (or, where necessary, provisional results) should be communicated to learners as soon as possible after assessment¹⁴.
- 16 There are procedures for appeals and complaints by learners¹⁵.
- 17 IADT appoints at least one independent expert external examiner (and a maximum of two) for each major award programme¹⁶.
- 18 Students should be clearly informed about the assessment strategy being used for their programme, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance. The required information should be publicly accessible (e.g. on the web and in a handbook)¹⁷.

1.3 Sectoral Conventions for Assessment

The Sectoral Conventions for Assessment comprise a set of regulations and benchmarks which, in the interest of fairness and consistency, are agreed upon at sectoral level. These conventions are incorporated within this Marks and Standards policy document (see section 9).

The assessment protocols, as outlined in the QQI¹⁸ document help to establish the Institute's assessment procedures, in particular the sections on exemption from studying a module (RPL) and progression with credit deficit

2 Scope

These Marks and Standards apply to all assessments conducted in IADT, leading to all accredited awards.

These regulations apply to both undergraduate and postgraduate learners and apply to assessments held in the academic year in which they were ratified by Academic Council and subsequent academic years, unless amended by Academic Council, with the approval of the Governing Body.

Marks and Standards for Joint Awards may vary and will be defined in the legal agreements for each of such awards.

¹¹ [ibid 2.2.11](#)

¹² [ibid 2.2.12](#)

¹³ [Ibid 2.2.13](#)

¹⁴ [Ibid 2.2.14](#)

¹⁵ [Ibid 2.2.15](#)

¹⁶ [Ibid 2.2.16](#)

¹⁷ [Ibid 2.2.17](#)

¹⁸ [QQI Assessment and Standards \(Revised 2022\)](#)

3 Definitions

- Learner assessment (specifically the assessment of learning) involves drawing inferences (by, for example, judgement, estimation, or evaluation) of a learner's knowledge, skill and/or competence by comparison with agreed award standards based on appropriate evidence.
- Learning outcomes required are specified by the award standards as agreed and published by IADT.
- Standards are classified exclusively based on criterion-referenced assessment of learning outcomes.
- The semester assessment should be construed to include reference, as appropriate, to written, aural and oral assessment, assessment of coursework, practical skills assessment, and project work. It should include assessment of theses, dissertations and similar work, as well as other forms of assessment of performance that may have been approved or prescribed by the Academic Council of the Institute.

4 General Requirements for Assessments and Awards

Only candidates who are in good standing with the Institute's policies, as approved by the Academic Council and who, in general, have met all programme requirements, will be considered at Examination Board meetings.

The granting of an award by IADT will be based on the performance of a candidate in appropriate assessments. Such assessments must have been set or prescribed by the Institute and must have been approved and monitored by External Examiners in accordance with procedures approved by the Academic Council.

5 Programme Schedules

The approved programme schedule, which is included in the Programme Document, provides an overview of the programme. The details provided include:

- Name of programme
- Name of award
- NFQ level of programme
- The total number of credits to be awarded
- The credits available for each module, per semester and per stage, and the contribution to the grade of each of the module's components
- Requirements which must be fulfilled for learners to progress from one stage to another and to complete the programme successfully

The award conferred is determined by reference to the approved programme on which the learner was registered. The approved programme schedule is a summary of some of the information that is included in the programme assessment strategy.

5.1 Programme Modules

The programme schedule sets out the modules for each programme that must be satisfactorily completed to be eligible for an award (except where equivalence has been established through RPL or for credit gained abroad by Erasmus students).

Modules are categorised as **mandatory**, **elective** or **optional**. The following provisions apply to the

various categories of modules.

- **Mandatory modules** – each candidate must present and gain credits in mandatory modules.
- **Elective modules** – the award structure consists of one or more mandatory and several elective modules, each candidate must present and gain credits in all mandatory modules and in a prescribed number of elective modules. The number of elective modules required is prescribed in the approved course schedule.
- **Optional modules** – learners may gain additional credit for optional modules which do not form part of their programme of study, these modules are supernumerary and are not used in GPA calculation.

5.2 Assessment of Joint Projects

Where two or more candidates present a joint project, the individual contribution and performance of each candidate should be assessed, and individual grades awarded accordingly. This does not preclude assessment of the outcome of a team’s achievement, nor does it preclude formative assessment of a team and formative feedback to the team.

Accommodations for Students with Disabilities

Reasonable accommodation will be made to allow students with disabilities the opportunity to demonstrate their knowledge, skills, and competencies on an equal basis with their peers¹⁹.

6 Responsibility for Assessments

The Registrar has overall responsibility for the standard of assessment and ensures effective implementation of procedures approved by the Academic Council.

7 Alpha Grading System

IADT uses the alpha grading system for assessment, which incorporates a calculation of an overall grade point average (GPA). This system uses a specified number of credits at specific levels per award as its basis. It applies to all learners on accredited programmes in IADT.

The following list indicates the number and level of credits required to obtain a major award. In the case of add-on awards, credits obtained in previous qualifications may be used to meet entry requirements.

Major Award	Level 6	Level 7	Level 8	Level 9 PGD	Level 9 Masters
Higher Certificate	120				
Ordinary Degree	180				
Honours Bachelor's Degree - Add-on	60				
Honours Bachelor’s Degree – Ab initio (3 years)	180				
Honours Bachelor's Degree - Ab initio (4 years)	240				
Higher Diploma	60				
Postgraduate Diploma	60				
Masters – Add-On/RPL	30				
Masters	90				

¹⁹ Policy, Procedures & Guidelines for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities (see <https://iadt.ie/about/iadt-policies-procedures>)

Masters (FilmEU)	120
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A grade, representative of the quality of a learner’s performance in a particular module, is awarded at the end of each module for which a learner is registered, using the following categories:

Grade	Grade Point Value	Credits awarded	Description
A	4.00	Yes	
B+	3.50	Yes	
B	3.00	Yes	
B-	2.75	Yes	
C+	2.50	Yes	
C	2.00	Yes	
D	1.50	Yes	A D grade can be a passing grade where the overall GPA is 2.00 or higher but can be a failing grade where the overall GPA is less than 2.00
F	0.00	No	Fail
PS		Yes	Pass in 'Pass/Fail' Module (not used in GPA calculation)
FL		No	Fail in 'Pass/Fail' Module (not used in GPA calculation)
X		Yes	Exempted from module requirements because of previous equivalent learning (RPL) (not used in GPA calculation)
I/IA		No	Deferral of result (to Autumn or next academic year)
W		No	Withdrew
NP		No	Not Present
WH		No	Withhold Result
N		No	Module no longer offered

This information should be present on broadsheets considered by the Examination Board.

The aggregate performance of an individual learner is represented by the GPA in the assessment for each stage of the programme followed. To determine the GPA, the following calculation is carried out:

- A grade point value is assigned to the alpha grade a learner has gained for each module, as listed above
- The grade point value is multiplied by the credits allocated to that module to arrive at a grade credit score for each module
- The appropriate grade credit scores are then added together and divided by the credits for the stage to arrive at the GPA

In the case of a module being awarded a grade of X (learning outcomes have been achieved previously, having already taken this module or via RPL) and PS (Pass/Fail module), credits gained are not included in the calculation of GPA.

7.1 Indicative GPA

An indicative GPA is a GPA determined at any point in time within a stage based on the grade credit score at that time divided by credits attempted to date (excluding any module not used in GPA calculation).

7.2 GPA for Award Classification

The GPA for award classification is defined as the cumulative GPA for the award stage, unless defined in an alternative way in the approved programme schedule for a particular programme.

8 Progression Arrangements

Progression from Semester 1 to Semester 2 is automatic for students in good standing with the institute.

Progression to a subsequent stage of a programme is dependent on the attainment of:

- 60 credits (as defined in the approved programme schedule)

AND

- A minimum GPA of 2.00

8.1 Progress with Credit Deficit

In exceptional circumstances, and at the discretion of the Examination Board, a candidate may be allowed to proceed to the subsequent stage (except for an award stage) of a programme without having attained 60 credits. It is required that the Head of Department will detail the exceptional circumstances that apply to the Examination Board.

Such candidates must have:

- attained at least 50 credits
 - and have a minimum GPA of 2.00
- only 1 module, to a maximum of 10 credits can be carried from one stage into the next

Conditions:

- The module must be completed externally, within Semester 1 (dates will be defined by the Department), and submitted for Semester 1 Exam Board.
- Modules carried forward to a subsequent stage must not be prerequisites for that stage.
- Students cannot proceed with credit deficit into an award year.

Progression under these circumstances is conditional, and candidates must complete any outstanding assessments before an Examination Board can consider the results of the subsequent stage.

9 Award Classifications

9.1 Eligibility for an Award

To be eligible for an award at Pass classification, a candidate must:

- Pass all the assessment requirements, credits and other requirements for the programme as specified in the programme schedule

AND

- Pass the final assessment by attaining a minimum GPA of 2.00, in accordance with these Marks and Standards

To be eligible for consideration for an award, a candidate must:

- Pass all assessment requirements, credits and other requirements for the programme specified in the course schedule in accordance with these Marks and Standards

AND

- Have attained an appropriate award GPA in accordance with the requirements in the tables below

9.3.1 Higher Certificate (Level 6) and Ordinary Bachelor's Degree (Level 7)

Classification:	GPA boundary value	Description
Distinction	3.25	Indicative Descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Merit Grade 1	3.00	Indicative Descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Merit Grade 2	2.50	Indicative Descriptor: Achievement includes that required for a Pass and in some respects is significantly beyond this
Pass	2.00	Definitive Descriptor: Attains all the minimum intended programme learning outcomes

9.3.2 Bachelor Honours Degree (Level 8)

Classification	GPA boundary value	Description
First class Honours	3.25	Indicative Descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Second class Honours, Grade 1	3.00	Indicative Descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Second class Honours, Grade 2	2.50	Indicative Descriptor: Achievement includes that required for a Pass and in some respects is significantly beyond this
Pass	2.00	Definitive Descriptor: Attains all the minimum intended programme learning outcomes

Awards other than Pass are stated on the results of the final year assessment only.
At stages other than award stage, classification will be at Pass level only.

9.3.3 Postgraduate Diploma (Level 9)

Classification	GPA boundary value	Description
Distinction	3.25	Indicative Descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Merit	3.00	Indicative Descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Pass	2.00	Definitive Descriptor: Attains all the minimum intended programme learning outcomes

9.3.4 Master's Degree - Taught (Level 9)

Classification	GPA boundary value	Indicative description
First Class Honours	3.25	Indicative Descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Second Class Honours	3.00	Indicative Descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Pass	2.00	Definitive Descriptor: Attains all the minimum intended programme learning outcomes

9.3.5 Master's Degree – Research (Level 9)

The Degree of Master (Research) is of Honours standard and is awarded without classification. In the case of successful candidates, the broadsheet of results should be annotated, Recommended and signed by the assessor(s) concerned.

Classification	GPA boundary value	Description
Unclassified <i>(Recognised as equivalent to an honour classification for progression and employment purposes)</i>	N/A	Definitive Descriptor: Attains all the minimum intended learning outcomes for the relevant research degree programme

9.3.6 Special-purpose Awards/Micro-credentials

Special-purpose/micro-credential awards which have a volume of less than 60 credits will be unclassified.

9.4 Other Broadsheet Result Categories

Other overall broadsheets result categories include:

Result Code	Result
ABS	Absent from assessment
EXE	Exempt from further assessment in a module*
FAIL	Fail
DEF	Deferral of result(s)
WDRW	Withdrew from programme
WHLD	Learner's result(s) withheld

*Modules passed will accrue for the purposes of progression or award and will not be retaken.

10 Results Collation Meeting prior to Examination Board meeting (Internal Results Meeting)

The purpose of the Results Collation Meeting is the preparation of the decisions on the results to be read into the record at the Exam Board Meeting.

The Programme Team (including Head of Department, Programme Chair and teaching staff and on occasion external examiners invited by the Head of Department, Department Exams Officer) will meet to consider module results for each learner prior to the meeting of the Examination Board. This is called the Internal Results Meeting. The Programme Team may consist of:

- Head of Department
- Programme Chair
- Teaching staff
- External Examiners invited by HOD
- Department Exams Officer

The completed module marks sheet will include the following for each candidate:

- The allocation of marks for written, continuous assessment, and if relevant, oral, practical, and projects, in accordance with the terms of the programme schedule
- The overall grade awarded to each candidate and agreed upon by the internal and external examiners for that module
- A draft broadsheet may be supplied by the Exams Office for the purposes of the Results Collation Meeting and checking against sub-component grading and overall academic standing/award classification.
- It is recommended that, where a grade change is advised by the Programme Team which may affect a student's award classification, the meeting refer to the GPA calculator to ensure that the desired outcome is achieved. The GPA calculator is available at Grade Point Average and Progression – IADT²⁰.

Any changes resulting from the Internal Collation Meeting should be made on Banner by the Department Exams Officer prior to signing off the grades to the Exams Officer.

11 Examination Board Meeting

There are 3 Examination Board Meetings per Academic Year:

- Semester 1 (Winter)
- Semester 2 (Summer)
- Repeat (Autumn)

Undergraduate/Semesterised programmes are presented at each Exam Board.

Postgraduate/Certificate/Micro-credential Programmes are presented at the most appropriate Exam Board. Updates on the progress of Masters by Research / PhD students are noted as applicable at appropriate Exam Board.

Exam Board Meetings typically take place online, via MS Teams using a secure invitation. Attendees must join via their IADT credentials. External Examiners/Representatives from partner institutes (e.g. partner FE Colleges, Film EU partner colleges etc) may be invited by the relevant Department and should be announced to verify their identity. (list?)

At meetings of the Examination Board, the results of candidates are presented and read into the record of the Institution. The Exam Board will typically be chaired by the Office of the Registrar or a nominated Head of Department, not associated with any of the candidates whose results are under consideration.

Examination Boards will consider results of learners at the end of each semester. In addition to the Registrar and their staff, membership of the Exam Board will consist of Heads of Department and Programme Chairs whose candidates' results are being presented.

The results will normally be presented to the Exam Board by the relevant Head of Department or Programme Chair. In addition, External Examiners or other specified persons, including those who may have relevant contributions to make in respect of decisions about learner eligibility to progress may be invited by the Registrar.

²⁰ <https://iadt.ie/for-students/exams-assessments/grade-point-average-gpa/>

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

The proceedings and deliberations of an Examination Board are strictly confidential. Under no circumstances should any person attending a meeting disclose to any other person deliberations of the Board or any document, information or opinion considered, conveyed, or expressed at the meeting **unless specifically requested to do so by the Board**. The Registrar may, however, agree that provisional results are issued prior to the presentation of results to Academic Council for approval.

Only recorded decisions of the Board meeting should be revealed, in accordance with Institute policy. Such results, once recommended, may not be adjusted at subsequent Examination Board meetings.

The Institute reserves the right, for any reason, (personal, health, discipline, or otherwise) to withhold presentation of a learner's results to the Academic Council. It is further a matter for the Institute whether it will present results from such a learner again to Academic Council, and if it does so, under what circumstances.

12 Broadsheets of Results

At the Examination Board meeting, a broadsheet of results will be endorsed which will record the grades awarded to each candidate in each module. It will also indicate GPA, academic standing and, in an award stage, award classification, as applicable to the Semester.

As Exam Board meetings are held online, a record of attendance and decisions is made through the official Exam Board minutes which form the basis of all actions in the future for each recorded student.

Any necessary amendments are made by the Exams Officer and recorded on their copy of the Broadsheet and in the minutes.

Results presented at each Exam Board are final, with the exception of final (award) year in Undergraduate / Semesterised programmes at Semester 1 Exam Board. For these students, Semester 1 results are provisional until Semester 2 Exam Board.

Results (grades or award classification) may be amended as a result of **Appeals Board** decisions. Such amendments will be noted as part of the Appeals Board minutes and a revised of the students' transcripts are made available to them via Parchment (Learner Portal for accessing and sharing digitally certified academic records online)

Exit Awards: as per the Exit Awards Policy, students may apply for an Exit award, and, if eligible, these are presented and considered at the appropriate Exam Board and recorded in the formal Minutes of the Meeting.

Exam Board Decisions

Semester 1 Exam Board decisions for failed modules in Undergraduate / Semesterised programmes are provisional until Semester 2 Exam Boards. This facilitates the Examination Board to take into consideration implications of the Semester 1 decisions in addition to and additional decisions in Semester 2.

14 Borderline Cases

An Examination Board may consider as a borderline case, any candidate presenting for an award, whose performance is considered borderline. When considering borderline cases, it is important to consider the learner's performance as a whole against the minimum intended learning outcomes. In general, a GPA may be considered borderline when it is within ± 0.05 points of an award classification boundary. Such consideration may be given provided the candidate has achieved full credits in all the prescribed modules. Such a candidate may have their classification adjusted at the discretion of the Examination Board.

Any borderline cases should be reviewed at the Results Collation Meeting and decisions recorded at the Exam Board Meeting.

15 Publication of Results

The Registrar will ensure that results and award classifications, where appropriate, as agreed by the Exam Board will be issued by the Institute within the period as published in the Institute Academic Calendar. Results will be issued online through the Student Self-Service function on the IADT website. The Institute will not issue a result in the case of any candidate whose result is withheld nor should any information in relation to results be communicated to any such candidate pending an Academic Council decision thereon.

16 Deferral of Assessment Results

An Examination Board may, in the case of illness, bereavement or other serious situation, recommend that the final decision on a candidate's result be deferred to enable the candidate to complete specific outstanding requirements of the programme or assessment. As this recommendation can be significant in respect of the final award classification, such a recommendation may only be made when documentary evidence to support the request is available at the time of the meeting of the Examination Board. Only in exceptional cases will a recommendation of a deferral be made after this meeting, and in such cases, the approval of the Registrar is required.

17 Assessment Appeals

IADT has an *Assessment Appeals Policy and Procedure*²¹ in place in place for making application for an appeal of decisions of the Examination Board. An appeal will only be considered after results have been published. An Appeals Board meeting takes place after each Exam Board meeting in order to review appeals relating to results presented at the Exam Board recently concluded.

Correction of Errors are corrections made by the programme team and should only be submitted for results of the applicable semester exam board.

The deadlines for appeals and correction of errors are the same date, as published on the academic calendar.

18 Repeat Assessments

Repeat assessments are presented at the Repeat (Autumn) Examination Board, except for the results of progress with credit deficit modules results which should be presented at the Semester 1

²¹ Assessment Appeals Policy and Procedure (see <https://iadt.ie/about/iadt-policies-procedures>)

Examination Board

The maximum number of credits that can be repeated for presentation at the Repeat (Autumn) sitting is 30.

Any student who fails more than 30 credits across Semester 1 and Semester 2 will be required to repeat with attendance.

The repeat module will be capped at a C grade, ie grades higher than C, will be degraded to a C grade and recorded as such on the broadsheet of results. The number of times that a learner attempts a particular module will be recorded on Banner.

Learners who fail a module will normally be offered up a maximum three repeat attempts (4 attempts in total).

A candidate must repeat any F or NP grades attained. They must also repeat any D grades should they fall short of the GPA of 2.00.

It is Institute policy that the assessment of a module is of similar academic intensity and standard, if repeated. It follows that, where practicable, all learners participating in repeat assessments of a particular module do so under similar assessment criteria as pertained to the first attempt. Where continuous assessment or placement is an integral part of the assessment process, it may be necessary to repeat with attendance in the subsequent academic year.

However, alternative continuous assessment may be determined by the Examination Board. Arrangements for such alternative continuous assessment or practical, project or laboratory assessment will be determined. Such determination will be in line with the existing programme assessment strategy and will be subject to maintaining academic standards as indicated in the previous paragraph.

Semester 1 Exam Board Decisions re Repeated Modules

In the case where the Exam Board Recommendation for a failed module is a repeat project, the repeat project will not be issued to the student until after the Semester 2 Exam Boards. interfere with Semester 2 work. Repeat Projects are issued by the relevant Academic Department.

19 Application for Conferring of Award

When Academic Council endorses the recommendations of an Examination Board, the results approved will be final (except where the above regulations permit amendments) and the list of candidates deemed eligible for awards will be generated.

Appendices

Appendix 1: References

- [Institutes of Technology Acts, \(1992 – 2006, as amended\)](#)
- [S.I. No. 540/2019 - Qualifications and Quality Assurance \(Education and Training\) \(Amendment\) Act 2019 \(Commencement\) \(No. 2\) Order 2019 \(irishstatutebook.ie\)](#)
- [Qualifications and Quality Assurance \(Education and Training\) Act 2012](#)
- [Assessment and Standards, 2022, QQI](#)
- [National Framework of Qualifications](#)
- [Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 \(ESG\)](#)
- [Irish Register of Qualifications \(IRQ\)](#)
- [QQI Assessment and Standards \(Revised 2022\)](#)

IADT Resources and Policy and Procedures

All documents are available via the Policies & Procedures page on the IADT website:

<https://iadt.ie/about/iadt-policies-procedures>

- External Examiners Procedures
- Programme Board Policy and Procedures
- Assessment Appeals Policy and Procedures
- Academic Integrity Policy
- Aegrotat and Posthumous Awards Procedures
- Examination & Assessment Procedures and Regulations
- RPL Policy and Procedures
- Policy, Procedures & Guidelines for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities

A list of approved programme schedules and accompanying programme assessment strategies are available from the IADT website *Grade point average and Progression*, including GPA calculator <http://www.iadt.ie/study/current-student-info/exams-assessments/grade-point-average-gpa>

Appendix 2: Glossary of Useful Terms and abbreviations

Term	Description
Assessment	Assessment is the process where a learner's knowledge, skill and competence are measured against the programme / module learning outcomes. This is how a provider can know whether a learner has achieved the standard for a QQI award and, if they have, then to what extent i.e., the achievement is graded. e.g., Pass, Merit, Distinction, Honours etc.
Award	The qualifications on the NFQ are also called awards. An award is a formal statement given to a learner to verify that s/he has demonstrated the knowledge, skill and / or competence associated with a particular qualification. Awards are grouped into award classes, according to their column and purpose. (See list of IADT Award Classes below)
Award Stage	The final stage of a programme, where the learner can get the NFQ award, is called the award stage. If there is only one stage in the programme, then that is the award stage.
ECTS / Credits	The size / volume of a programme / award is measured in credits. A single credit is an estimate of how much time / effort a typical learner will have to put in to complete a part of the programme. A single credit is approximately 25 hours of learner effort. Therefore, a HET award / programme of 60 ECTS will require 1,800 hours to achieve
EQF	European Qualifications Framework
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area
Exit Award	Where an embedded programme leads to an award which is only used by learners who enrol onto, but don't complete, the principal programme, that award is called an exit only award i.e. it's for learners exiting the programme early. It gives them an opportunity to achieve an award rather than leave with nothing.
GPA	Grad Point Average
MIMLOS	Minimum Intended Module Learning Outcomes Just as the programme has MIPLOs, each module will have MIMLOs i.e. statements of what any learner who completes the module will be able to do.
MIPLOs	Minimum Intended Programme Learning Outcomes These are learning outcomes i.e. statements of what any learner who completes the programme will be able to do. These MIPLOs should be consistent with the relevant standard or award type descriptor of the NFQ award to which the programme is leading.
NFQ	National Framework of Qualifications
QQI	Quality and Qualifications Ireland
Stage	A long programme, e.g., a 3-year degree, will be designed to be delivered in stages. If there are stages like this, each one is usually one year long – Stage 1, Stage 2 etc. A short programme (e.g. Postgraduate programmes) will only have one stage.

IADT Awards

AWARD: An award is that which is conferred or granted by IADT and which records that a student has acquired a specified standard of knowledge, skill, and competence. The award is made when the required number of credits has successfully been accumulated, at appropriate levels, from approved modules, and over an appropriate period of time.

- **MAJOR AWARD:** A major award is the principal class of award made at a level.
- **MINOR AWARD:** A minor award recognises attainment of some of the learning outcomes of a (corresponding) major award.
- **SPECIAL PURPOSE AWARD:** A special purpose award is designed to meet specific, relatively narrow focused legislative, regulatory, economic, social, or personal learning requirements (Micro-Credential programmes are Special Purpose Awards).

Appendix 3: Exam Board Terminology

Student Status when Presenting Broadsheets

- **Semester 1 semesterised students**
 - Complete : Student has achieved all necessary for Semester 1
 - Incomplete: Student has not achieved necessary credits and Exam Board will make decision (see below)

- **Semester 2: Semesterised Students**
 - Pass and Progress: Student has achieved all necessary credits for the academic year, and may progress
 - Exempt – Student has not achieved necessary credits and Exam Board will make decision (see below)
 - Pass and Graduate – For Award Stage Semesterised students

- **Postgraduate Programmes (at applicable Semester)**
 - Pass and Graduate
 - Exempt – Student has not achieved necessary credits and Exam Board will make decision (see below)

Exam Board Decisions

Repeat with Attendance

Repeat Externally

Repeat Exam

Repeat Project

Progress with Credit Deficit

Defer to Autumn

Defer to next academic year

Letter of Confirmation

Exhausted all attempts letter

Grade Change