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1 Preamble.

- 1.1 The centrality of assessments to quality training is well recognised in the Higher Education literature. The main function of assessment is to measure learner learning on named standards and outcomes. In order to do so rigorously and effectively, assessments must be fair, consistent and fit-for-purpose.
- 1.2 The quality assurance of assessments needs to be mindful that assessments are central to public trust and confidence in programmes of learning. In professional programmes they also serve to judge the suitability of learners to progress to professional practice.
- 1.3 Qualifications are envisaged as based on standards of knowledge, skill or competence to be acquired by learners. Linking qualifications and awards to the National Framework of Qualifications [NFQ], the QQI Award Standards describe the standard to be achieved before an award can be made or recognised by QQI. In professional training, standards for Professional Awards are determined by the Professional Body IACP. It is envisaged that the statutory body CORU will become involved in standard setting for Professional Awards in the near future.
- 1.4 Learning Outcomes express these standards at Programme level. The purpose of assessment is to enable learners to demonstrate that they have achieved the learning outcomes of their programme of study, and therefore have achieved the standard required for the award they seek. The centrality of assessment can be seen in this structure.
- 1.5 The Quality Assurance framework for assessment in Higher Education is established in core QQI and related policy documents. This document addresses the requirements of QQI Quality Assurance suite, QQI Assessments and Standards and External Examining, as well as the requirement of ENQA Standards and Guidelines for Quality Assurance in the European Higher Education Area Part One that learners are assessed using published criteria, regulations and procedures, which are applied consistently.

1.6 Quality assurance of assessment is not a static process. Its focus is not only on assessing whether processes are working, but also on how well they are working and how they could work better. This is a Quality enhancement approach that aims for continuous improvement. It is a cyclical, reflexive process that requires planning, acting, reviewing and changing.

2 Principles.

2.1 The overarching principles of assessment are as follow:

2.1.1 Learners are responsible for demonstrating their learning achievement

2.1.1.1 This requires that:

- Learners are clear about assessment conditions and about their responsibility in assessment;
- Academic integrity is supported; and
- The programme offers genuine learning opportunities (or in the case of RPL genuine assessment of past learning).

2.1.2 Assessment supports standards based on learning outcomes.

2.1.2.1 This requires that:

- Learners achieve their awards and award classification based on criterion referenced assessment of learning outcomes [LOs]; and
- That programme learning outcomes, module learning outcomes and QQI Awards standard are consistent and aligned appropriately.

2.1.3 Assessment promotes and supports effective learning and teaching.

2.1.3.1 This requires that:

- Teaching, learning, assessment and Learning Outcomes are integrated across modules and programmes;
- Assessments are fair and transparent; and
- Assessments, whether summative, formative or diagnostic, support learning.

2.1.4 Assessment procedures are credible.

2.1.4.1 This requires that:

- Assessment is fit for purpose;
- Assessment is and is seen to be fair and consistent;

- Those who assess and examine are appropriate and well informed about the programme and its objectives; and
- That assessment regulations are communicated clearly to all involved.

2.1.5 Assessment methods are reviewed and renewed as necessary to adapt to evolving requirements.

2.1.5.1 This requires that:

- Reviews of programme pay specific attention to the effectiveness of assessment methods, and
- Reviews of programme pay specific attention to opportunities for quality enhancement.

2.1.6 Learners are well informed about how and why they are assessed.

2.1.6.1 The aim of assessment is “to educate and improve learner performance, not merely to audit it” (Wiggins, 1998, p.7). To this end, it should be clear to learners why a particular assessment is used in a particular situation.

2.1.6.2 This requires that:

- The Teaching, Learning and Assessment strategy should be communicated to learners. Learners are well informed about how and why they are assessed; and
- That learners are given opportunities for review of assessment tasks and feedback on their performance.

2.2 The operational principles on which IICP College’s assessment are based are as follows:

2.2.1 Assessments should be designed to measure the achievement of the intended learning outcomes and other programme objectives.

2.2.2 Assessments should be appropriate for their purpose, whether diagnostic, formative or summative.

2.2.3 Assessments must have clear and published criteria for marking.

2.2.4 Assessments must be undertaken by people who understand the role of assessment in the progression of learners towards the achievement of the knowledge and skills associated with their intended qualification.

- 2.2.5 Assessments where possible must not rely on the judgements of single examiners.
- 2.2.6 Assessments must take account of all the possible consequences of examination regulations.
- 2.2.7 Assessments must have clear regulations covering learner absence, illness and other mitigating circumstances.
- 2.2.8 Assessments must be conducted securely in accordance with the College's stated procedures.
- 2.2.9 Assessments must be subject to administrative verification checks to ensure the accuracy of the procedures.

3 Roles and responsibilities.

3.1 The roles and responsibilities associated with the different assessment tasks are as follows:

| Quality assurance strategy | Responsibility |
|--|--|
| 1. Programme Design: Alignment of Teaching and Learning [T & L], LOs and assessments | Senior Management Team, Programme Board |
| 2. Documented marking criteria. | Academic Council / Senior Management Team / QA Manager |
| 3. Learner progression regulations | Academic Council. All Programme Boards for programme-specific regulations |
| 4. Information Provision on assessments for learners (Information on assessment regulations and feedback on assessments) | Faculty / Programme Boards |
| 5. Quality Assurance of teaching staff/ internal assessors. | Human Resources / Senior Management Team |
| 6. Documented procedures covering learner absence, illness and other mitigating circumstances | Academic Council / Senior Management Team / QA Manager (Regulations) Registry / Head of Academic Studies / Faculty (operating procedures) |
| 7. Moderation of assessment tasks | Member of Senior Academic Team, (Registrar, the Head of Academic Studies) |
| 8. Moderation of assessment results | Member of Senior Academic Team (Registrar, the Head of Academic Studies) |

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| 9. Examination board | Academic Council / Registrar / Programme Board, External Examiner |
| 10. External examiner policy, contractual arrangements, report forms etc. | Registrar, External Examiner |
| 11. Teaching and learning strategies (College / programme) | AC, Senior Management Team (College strategy) Head of Academic Studies / Programme Board, Programme Leader / Co-ordinator (Programme Strategy) |
| 12. Procedures for appeals and complaints by learners | AC, Senior Management Team, Registrar, QA Manager (College strategy) Registrar, Head of Academic Studies, Programme Board, Programme Leader (Programme Strategy) |
| 13. Assessment tasks have associated robust arrangements against Academic misconduct. | AC, Senior Management Team (College strategy), Programme Board, |
| 14. Annual review | AC, Senior Management Team, Programme Boards, Support staff. |
| 15. Learner feedback | Registrar, Programme Board, Support staff |
| 16. Learner Review Meetings | Head of Academic Studies, Faculty, Support staff |
| 17. Quality Enhancement activities | All boards and roles |

4 Policy.

4.1 Quality Assurance and Enhancement of assessments requires the following:

4.1.1 The academic and administrative processes undertaken to ensure that assessments:

- Are appropriate to and valid for the learning outcomes of the relevant module/programme;
- Are conducted and marked fairly, by staff qualified to do so and in accordance with documented procedure; and
- Results, including feedback, are accurately processed in a timely manner.

4.1.2 The academic and administrative steps taken ensure that:

- The outcomes of learners' assessments are valid and reliable;
- The College's assessment arrangements meet regulatory requirements; and
- The College identifies and utilises opportunities for the enhancement of its assessment approach and practices.

4.2 All assessments for validated programmes awarded by QQI are consistent with and informed by Assessment and Standards (Revised 2013)¹ [A & S]. The approved programme schedule, programme validation documents and learner handbooks of each programme provide details of the application of the Assessment and Standards to individual programmes.

4.3 All assessments are consistent with the following documents:

- QQI Assessment and Standards (amended 2013);
- QQI Policy on Monitoring (QQI, 2014);
- QQI Effective Practice Guidelines for External Examining (QQI, Revised February 2015);
- QQI Core QA Guidelines;
- QQI Sector-Specific Quality Assurance Guidelines for Private and Independent Providers;
- QQI Sector-Specific Quality Assurance Guidelines for Private and Independent Providers (QQI, 2016);
- QQI Topic Specific Quality Assurance Guidelines for Blended Learning.
- QQI Access, Transfer and Progression Policy Restatement (2015)².

¹ QQI *Assessment and Standards* (2013) Available from https://www.qqi.ie/Publications/Publications/Assessment_and_Standards%20Revised%202013.pdf (Accessed 28 November 2018).

² QQI *Policy Restatement: Policy and Criteria for Access, Transfer and Progression in relation to Learners for Providers of Further and Higher Education and Training* (2015). Available at: <https://www.qqi.ie/Downloads/ATP%20Policy%20Restatement%20FINAL%202018.pdf> (Accessed 28 October 2018)

4.4 Integrating Assessments into programme design:

4.4.1 IICP College's approach integrates assessments into all aspects of programme design. As illustrated in figure 1, all assessments are linked with the components of programme design, in particular:

- Award Title and Level;
- Programme Learning Outcomes;
- Module Learning Outcomes;
- Credits;
- Curriculum;
- Teaching and learning strategy.

4.5 Each programme is characterised by:

4.5.1 *Programme Design:*

- The programme design links programme learning outcomes with module learning outcomes, curriculum, credits and assessments (See figure 1).

4.5.2 *Programme Teaching and Learning Strategy:*

- IICP College sees teaching, learning and assessment as intricately linked. The College supports a range of teaching and learning strategies and utilises different forms of assessment for different purposes.

4.5.3 *Approved Programme Schedule:*

- The Approved Programme Schedule, including special regulations, applies to all assessments. The course schedule sets out the approved Examination Subjects for each stage of a programme, as well as the maximum mark and the allocation of marks between assessments.

4.5.4 *Programme Learning Outcomes:*

- Each programme has specified programme and module learning outcomes. Programme learning outcomes are statements of the knowledge, skills or competencies that a graduate is expected to demonstrate on completion of a specified stage of learning. The level and standard vary according to the level of the award on the National Framework of Qualifications [NFQ]. Learning Outcomes link programmes

with specified Awards and Award Levels through demonstrating their consistency with QQI Award Standards (and thereby the NFQ) as part of the programme validation and re-validation processes.

4.5.5 *Module Learning Outcomes:*

- A module learning outcome is a statement of what the learner is expected to be able to do on successful completion of the module. These LOs define what a learner must be able to do in order to pass the module in terms of demonstrating their knowledge, understanding, skills and/or competences. Module learning outcomes, taken together, deliver the programme learning outcomes.

4.5.6 *Programme Assessment Strategy:*

- The programme assessment strategy is informed by QQI Assessment and Standards, 2013, ESG³ (2015) and IACP Course Accreditation Criteria. Each programme assessment strategy supports and promotes learning through linking programme assessment to (i) curriculum, teaching and learning and (ii) programme and module learning outcomes.
- The Programme Assessment Strategy articulates (i) programme assessment plan, policy procedures and tools, (ii) arrangements against academic impropriety (such as plagiarism and cheating) (ii) arrangements for their fair and consistent implementation by assessors and examiners.
- The design of assessment tasks and criteria within each module is informed by the Programme Assessment Strategy.
- Both formative and summative methods of assessment are aligned to learning outcomes and designed to support learners in assessing their own progression.
- Assessments are moderated internally by a member of the Senior Management Team (Registrar, the Head of Academic Studies, Programme Co-ordinators) and a selection of assessment moderated independently by the external examiner.

³ European Association for Quality Assurance in Higher Education (ENQA), et. al (2015), *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*, 2nd edn, Available at https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf (Accessed 28 November 2018).

- The strategy outlines the processes in place to ensure rigour, fairness and consistency.
- The strategy integrates constituent modules so that the intended programme learning outcomes are supported.
- Crucially, the assessment strategy ensures the provision of appropriate feedback to learners on their progress.

4.5.7 Programme Learner Handbooks:

- Programme Learner Handbooks / welcome packs contain assessment tasks and criteria, allowing learners time for planning their course work.

4.6 Criteria for assessments. The following criteria apply to all assessment tasks:

4.6.1 *Specific assessment tasks designed to test attainment of the learning outcomes are fair and consistent, unbiased and do not discriminate.*

- IICP College establishes robust arrangements for the fair and consistent application of assessment regulations, including assessing suitability in assessment decision making. Fairness requires consistency, and therefore assessment (including tasks, criteria, procedures and inferences) do not advantage or disadvantage any learner or group of learners through different applications of its assessment regulations.

4.6.2 *Specific assessment tasks designed to test attainment of the learning outcomes are fit for purpose.*

- Consistency requires that comparable performance levels are reflected in comparable marks. This does not require that the same assessment methods are used in determining assessment results in a particular assessment; merely that there is similarity of outcome. Consequently, IICP College ensures that there is a comparability of assessment methodologies within a subject. For example, an RPL candidate will always have a different learning pathway to their results than a learner, and it is the College's responsibility to ensure that these assessment methodologies are comparable. If an assessment practice does not allow

for such variations then it is not fit for purpose, then the IICP College will act to change that practice.

4.7 Forms of Assessment. IICP College uses the following Forms of Assessment which are interrelated and complementary:

4.7.1 *Formative Assessment* is used during the learning process in identifying strengths, weaknesses and knowledge gaps. This functions as assessment for learning, providing information for both teachers and learners who can modify activities to improve attainment. It includes, continuous, peer and self-assessment. The provision of feedback, both individual and generic, is a central feature.

- When the purpose of assessment is formative it may aim not only to determine whether the primary learning objective has been achieved but also the learner's attitude to learning and learning-related knowledge, skill and competence more generally. An assessment that is valid for summative purposes may not necessarily be valid for formative purposes. Self-assessment involves self-reflection, which is a core feature of Counselling and Psychotherapy professional training.

4.7.2 *Summative Assessment* is used to acknowledge, record and report on learners' overall achievement at a given point. This functions as an assessment of learning.

4.8 Information for learners on assessments. IICP College ensures that the assessment requirements are made known to learners.

4.8.1 Learners need to know what they are expected to learn and demonstrate, so that they understand the criteria they are being judged against. To support their learning, they also need to know what they could have done differently in order to improve their performance. Learning outcomes and marking schemes assist in communicating these to learners and assessors, and also in ensuring fairness and consistency in marking.

4.8.2 Consequently, learners are clearly informed about:

- The timing and number of assessments planned;

- Which learning outcomes are being assessed by different assessments;
- The method of assessment;
- The criteria they will need to address;
- The marking descriptors;
- Any issues of reasonable adjustment, such as word count limits and extension to deadlines;
- The **Programme Final Submission Date**, that is the date by which all assessments must be submitted in order to ensure that they are available to the next Examination Board; Learners must keep this date in mind when applying for extensions of coursework.
- How and when feedback will be provided;
- The rights to appeal/review, including what can they do if they are not satisfied with their results;
- How to apply for a Recognition (RPL/RCC) process to demonstrate equivalent learning.

4.8.3 Timely feedback is provided on all assessments in order to assist learners identify the strengths and weaknesses in their work.

4.8.4 IICP College has in place a policy on Information Provision to learners regarding assessment, to ensure that it fulfils its responsibilities in this regard.

4.9 Purpose of assessment:

4.9.1 IICP College utilises assessments for a range of purposes, such as:

- Determining entitlement to a qualification;
- Confirming a learner's progress;
- Identifying gaps in learning;
- Providing a learning opportunity;
- Informing the evaluation of the quality of a programme of education and training;
- Recognising non-formal and experiential learning;
- Supporting the learner to monitor their own progress;
- Determining eligibility to enrol on a programme;

4.10 Quality Assuring Assessment:

4.10.1 IICP College has a range of quality assurance mechanisms for the assessment process, which include, centrally, the following:

| Quality Assurance strategy | Description of activities | Timing | Responsibility | Documented process |
|--|---|---|--|--|
| 1. Programme Design: Alignment of Teaching and Learning [T & L], LOs and assessments | Ensure cohesion / supported learning. | Annual Review (minor change to programme) | Senior Management Team, Programme Board | Assessment strategy; New Programme Validation; Programme revalidation /Design. |
| 2. Documented marking criteria. | Published criteria for marking assessment tasks informs learners, assessors and examiners of how marks are derived. | Beginning of the academic year | Academic Council / Senior Management Team / QA Manager | Assessment Policy; Examination Board Regulations. |
| 3. Learner progression regulations | Decisions on progression are made by Examination boards, and AC. | Examination Boards | Programme Board | Assessment Policy; Examination Board Policy. |
| 4. Information Provision on assessments for learners (Information on assessment regulations and feedback on assessments) | Published criteria for Learner Progression informs learners and academic staff of general criteria in this regard. | Throughout the academic year | Academic Council / Senior Academic Team | Academic Council; Assessment Policy; Examination Board Policy. |
| 5. Quality Assurance of teaching staff/ internal assessors. | Ensure rigour and consistency of assessments. Ensures that assessments underpin awards. | Throughout the year | Human Resources / Senior Management Team | Induction of teaching staff. Performance review of teaching staff. |

| Quality Assurance strategy | Description of activities | Timing | Responsibility | Documented process |
|---|---|--|---|--|
| 6. Documented procedures covering learner absence, illness and other mitigating circumstances | Ensures that there are clear regulations covering learner absence, illness and other mitigating circumstances | Beginning of the year | Academic Council / Senior Management Team / QA Manager | QAM Deferral, Withdrawal, Mitigating Circumstances policies. |
| 7. Moderation of assessment tasks | Academic and administrative verification checks to ensure the accuracy of assessment procedures and to take account of all the possible consequences of examination regulations | (Usually) Beginning of year | Member of Senior Management Team (Registrar, the Head of Academic Studies, Programme Leader / Co-Ordinator) | QAM Assessment Policy Moderation of assessment material and results Policy |
| 8. Moderation of assessment results | Academic and administrative verification checks to ensure the accuracy of assessment results | Prior to Examination Boards | Member of Senior Management Team (Registrar, the Head of Academic Studies) | Assessment Policy Moderation of assessment material and results Policy |
| 9. Examination board | Assessment Results | Twice yearly | Senior Management Team, Programme Board, External Examiner | Examination Board Policy |
| 10. External examiner policy, contractual arrangements, report forms etc. | Programme Monitoring, assessment results | Beginning of year and after exam boards. | Senior Management Team, External Examiner | External Examiner Policy. |

| Quality Assurance strategy | Description of activities | Timing | Responsibility | Documented process |
|---|--|----------------------|---|--|
| 11. Teaching and learning strategies (College / programme) | Strategy allows review at faculty / management / AC level | Beginning of year | AC, Senior Management Team (College strategy) Programme Board. | College: Teaching and Learning Strategy Programme: Validation / Re-validation documents |
| 12. Procedures for appeals and complaints by learners | Academic and administrative checks ensure the fairness and consistency of assessment procedures and results | All year | AC, Senior Management Team, (College strategy) Programme Board. | Examination results: review, recheck and appeal policy. Complaints Policy. |
| 13. Assessment tasks have associated robust arrangements against Academic misconduct. | Academic and administrative practices and procedures support good academic practice and respond to incidences of breach of accepted standards. | All year | Senior Management Team (College strategy) Programme Board/ | Academic and Professional Conduct Academic and Professional Misconduct |
| 14. Annual review | Yearend reflections on programme | End of year | Senior Management Team, Programme Board, Support staff. | Programme Monitoring Policy |
| 15. Learner feedback | Written / group feedback | End of module / year | Programme Board, Support staff | Programme Monitoring Policy |
| 16. Learner Review Meetings | Group / individual feedback | | Programme Board, Support staff | Programme Monitoring Policy |
| 17. Quality Enhancement activities | This is wide-ranging, addressing: What lessons have we learned and what will we change in order to improve? | All year | Senior Management Team, Programme Board, Support staff. | IICP College approach to QA |

4.11 Programme design.

4.11.1 Programme Design and Review, contained in IICP College New Programme Development and IICP College Programmatic Review Policies respectively, ensure the alignment of Teaching and Learning [T & L], Learning Outcomes [LOs] and assessments.

4.11.2 Assessment tasks and procedures conform with the following criteria:

- Assessment procedures are designed to measure the achievement of the intended learning outcomes and other programme objectives;
- Assessment procedures are appropriate for their purpose, whether diagnostic, formative or summative;
- Assessment procedures use clear and published criteria for marking;
- Assessment procedures are undertaken by people who understand the role of assessment in the progression of learners towards the achievement of the knowledge and skills associated with their intended qualification;
- Assessment procedures, where possible, do not rely on the judgements of single examiners;
- Assessment procedures take account of all the possible consequences of examination regulations;
- Assessment procedures have clear regulations covering learner absence, illness and other mitigating circumstances;
- Assessment procedures ensure that assessments are conducted securely in accordance with documented procedures;
- Assessment procedures are subject to administrative verification checks to ensure the accuracy of the procedures;
- The timing of assessments take into account the Academic Calendar, in particular the time taken for moderation and the dates of the Examination Boards. In particular, the Learner Handbook will contain the **Programme Final Submission Date**, that is the final date for submission of an assessment in order that it is presented to the next Examination Board.

4.12 Documented marking criteria.

- 4.12.1 Learners must 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.
- 4.12.2 Learner assessment procedures have clear and published criteria for marking.

4.13 Documented procedures covering learner progression.

- 4.13.1 IICP College's Assessment Policy documents the College's regulations regarding learner progression.
- 4.13.2 The assessment strategy of an individual programme of study may be subject to both institution-wide regulations and programme-specific regulations, and, where this is so, learners are made aware of both sets of requirements.
- 4.13.3 Learners are responsible for ensuring that they understand and implement College regulations (including programme specific regulations), and that they are aware of the progression implications should they fail to do so.
- 4.13.4 IICP College provides clear and accessible guidelines to learners on progression requirements, and support to learners who are experiencing difficulty with progression.

4.14 Information provision to learners.

- 4.14.1 IICP College makes available to learners the College's policy *on Information Provision to learners*.
- 4.14.2 Timely feedback is provided on all assessments in order to assist learners identify the strengths and weaknesses in their work.
- 4.14.3 *Progression eligibility regulations:*
- Progression eligibility, as specified by the programme assessment strategy, approved programme schedule and IICP College's regulations, is clearly documented and made accessible to learners.

4.15 Quality Assurance of teaching staff.

4.15.1 Internal assessors are teaching staff of the College who teach NFQ level 6 to 9 courses, or on professional programmes. All such staff are inducted into the training programme in accordance with IICP College's Staff Induction Policy. Occasionally, staff from similar institutions may be appointed as an internal assessor on the basis of their knowledge, experience and qualifications and /or professional registration. External staff are offered an induction programme tailored to their particular task or tasks in the College.

4.16 Documented procedures covering learner absence, illness and other mitigating circumstances.

4.16.1 IICP College ensures that there are clear regulations covering learner absence, illness and other mitigating circumstances. These uphold the Principles and Guidelines for assessment, in particular in ensuring fairness and consistency in assessment, and the maintenance of academic standards.

4.17 Internal moderation of assessment tasks and material.

4.17.1 Internal moderation of assessment tasks and material underpin and support external moderation activities through corresponding internal measures, thereby safeguard certification and academic standards.

4.17.2 IICP College undertakes internal moderation of assessment tasks and material each year to ensure that the attainment of the level, standards and learning outcomes of a module or modules is appropriately examined by the assessment task aiming to assess them; that assessment materials meet the required standards; and that assessment material is consistent across tasks, classes, and years.

4.17.3 Assessment tasks and material are moderated prior to external moderation activities, in particular by External Examiner.

4.18 Internal moderation of assessment results.

4.18.1 Internal moderation of assessment results underpins and support external moderation activities through corresponding internal measures and thereby safeguard certification and the quality of awards.

4.18.2 IICP College undertakes internal moderation of assessment results each year to verify that assessment procedures have been applied consistently across assessment activities, and that results are accurately recorded and available to the examination board in the required format.

4.18.3 Assessment results are moderated prior to external moderation activities, in particular by External Examiner and Examination Boards.

4.19 Examination boards.

4.19.1 Meetings of boards of examiners are established to consider all assessment findings and to determine assessment results for each of the learners presented. Usually these are held twice yearly. These Boards occur in accordance with IICP College's Examination Boards Policy and Procedures.

4.20 External Examiner:

4.20.1 The central roles of the External Examiner are to assure academic standards and to advise on the quality of teaching, learning and assessment. The External Examiner confirms that the academic standards of programmes, modules and the awards to which they lead are consistent with the learning outcomes specified, and are comparable to those achieved in the subject area in equivalent Higher-Level institutions. Their roles, powers and responsibilities are set out in the External Examiners Policy.

4.20.2 External Examiners are appointed by the Academic Council, having considered the recommendations of the Programme Board.

4.21 Institutional and Programme Teaching, Learning and Assessment strategies.

4.21.1 The College Teaching, Learning and Assessment Strategy [T, L & A strategy] is designed to achieve the highest standards of educational resources, teaching practices and fair, consistent rigorous assessment methods.

4.21.2 T, L & A strategy is developed for each programme, and presented to independent experts at Programme Validation and Re-validation.

4.21.3 Programme Teaching and Learning Strategies are reviewed regularly.

4.22 Procedures for checking and reviewing results, and for appeals and complaints by learners.

4.22.1 IICP College has in place (i) administrative checks to ensure the accuracy, fairness and consistency of assessment procedures and results (ii) academic policies to ensure that the high standards of assessment procedures and practices of the College are adhered to, and a range of procedure for learners who wish to contest their results.

4.22.2 Learners can reasonably expect that:

- the College follows its published assessment procedures;
- those procedures are fair, consistent and fit-for-purpose;
- the College complies with its legal obligations in the conduct of its assessment procedures.

4.22.3 When a learner alleges that any of these expectations are not or have not been met, then he or she may request a recheck, and/or a review, and may then appeal.

4.22.4 Learners are informed through the College website about the complaints and appeals processes, including timelines and the acceptable grounds for complaint or appeal.

4.22.5 In the event of an appeal, no original decision maker will be involved in the adjudication of an appeal.

4.23 Assessment tasks have associated robust arrangements against Academic Misconduct.

4.23.1 IICP College has in place academic and administrative practices and procedures support good academic practice and respond to incidences of breach of accepted standards.

4.23.2 These are contained in the following IICP College Documents:

- Academic and Professional Conduct Policy.
- Academic and Professional Misconduct Policy.

4.24 Procedures for Certification

4.24.1 The outcomes of assessment decisions enable learner progression and certification. Learner achievement at progression stage is recognised through their assessment results, and at award stage is recognised through the provision of certification awards.

4.24.2 QQI issues certificates (parchments) to people who have reached the standard for a QQI award. The certificate is a formal confirmation by QQI that the named person has demonstrated the knowledge, skill and competence required to achieve the named award.

4.24.3 IICP College ensures that its certification processes interface with QQI certification processes. To this end, the College:

- Produces a schedule for examinations, boards and reviews/ appeals which ensure that results approval / exam board meetings occur before a target submission date.
- Ensures through its internal and external moderation activities that: learners are assessed in a rigorous, fair and consistent manner; that assessment results are documented and recorded appropriately; and that grades are assigned according to QQI requirements.
- Sets a date for submission of assessment results on QQI QBS system. This date is set by the Registrar following consultation with QQI's published "Certification Key Dates," and is communicated to all staff in good time.
- Following receipt of Certificates (Parchments) from QQI, the Registrar appoints a suitable staff member to carry out a review of (i) name and spelling of name, and (ii) Programme Title against the learner registration database. This occurs in good time prior to graduation in order that mistakes can be rectified in good time.

4.24.4 All certified awards are certified by QQI. Graduates of the College are conferred with their QQI degree parchment and provided with academic transcripts and their European Diploma Supplement.

4.25 Annual Programme Review: Change cycle.

4.25.1 Regular monitoring of programmes occurs in the form of Annual Programme Reviews.

4.25.2 The Annual Programme Review for each programme critically analyses the activities of the programme and the approach it takes to achieve its objectives. It provides the faculty with the opportunities for self-evaluation, self-reflection and identification of issues for change.

4.25.3 Annual Programme review provides a dedicated space for the following reviews:

- Curriculum; Teaching, Learning and Assessments; Learning Outcomes; and Assessments;
- External Examiner reports;
- Changes/ activities arising from recommendations of the External Examiner;
- Learner feedback from multiple sources, and changes/ activities to address issues arising;
- Mechanisms for providing feedback to learners, on QA issues.

4.25.4 Any evolutionary changes identified (such as modification of assessment tasks, teaching methodologies or core texts) are recorded in the APQR for consideration and approval by the Academic Council.

4.25.5 This key monitoring activity is described in detail in IICP College's Monitoring Policy.

4.26 Quality Enhancement:

4.26.1 IICP College's quality framework places enhancement at the centre of programme and institutional approaches to assessment. IICP College reviews on a regular basis programme and subject assessment methodologies in order

to ensure that these provide the necessary flexibility of assessment procedures subject to the need to be fair, consistent, valid and reliable. In particular the College reviews the following policies:

- Recognition of prior learning;
- Mitigating circumstances;
- Special accommodation;
- Clarity of assessment tasks;
- Design and scheduling of assessment tasks;
- Availability and effectiveness of grading schemes;
- Appropriateness of facilities and equipment;
- Appropriateness of conditions for repeat assessments;
- Administrative verification checks to ensure the accuracy of the procedures (ESG);
- Record keeping.

5 Procedures: General Principles.

5.1 Assessment is integrated into IICP College's QA framework. IICP College's *Programme Assessment Strategies* set out the marking conventions for modules and programmes. IICP College's *Examination Board Policy and Procedures* detail the terms of reference and operating procedures of these Boards. IICP College's *Assessment Policy and Procedures* sets out the College's approach to marking and Award Classification. IICP College's *Information for Learners on Assessment* sets out how the College fulfils its responsibility for information provision to learners. IICP College's *Academic and Professional Policies and Procedures* set out the responsibilities and rights of learners, and mechanisms for their enforcement, in all assessment activities.

6 Procedures: Programme Design, Review and Planning:

6.1 Programme and module assessment strategies are designed as part of programme validation and re-validation processes as described in *New Programme Policy and Programmatic Review/ Revalidation policies*.

6.2 The Programme Assessment Strategy informs the design of assessment tasks and criteria.

6.3 A *Programme Assessment Strategy* is available for each programme.

6.3.1 The Assessment Strategy ensures that assessments are constructively aligned to learning outcomes; that is assessment activities appropriately assess specific learning outcomes.

6.3.2 A Programme Assessment Strategy is a living document that is reviewed and updated regularly. It details how each component assessment fits within the programme as a whole. The rationale for selecting the methods of assessment is clear to learners and staff, and that expectations made clear to learners.

6.3.3 A *Programme Assessment Strategy* should link Assessment to Teaching and Learning.

- The principles on which teaching and learning in IICP College are based are as follows:

6.3.3..1 There are sound teaching and learning strategies;

6.3.3..2 The teaching strategies support achievement of the intended programme/ module learning outcomes;

6.3.3..3 The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes;

6.3.3..4 The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload);

6.3.3..5 Learning is monitored/supervised;

6.3.3..6 Individualised guidance, support and timely formative feedback are regularly provided to enrolled learners as they progress within the programme.

6.3.4 *Developing assessments:*

- Assessments give learners the opportunity to demonstrate that they have attained the learning outcomes. Methods of assessment should be fit for this purpose. While assessments must remain within the parameters of the College's T, L & A strategy and the approved programme schedule, no specific method or set number of assessments are required.
- The Registrar, in consultation with the lecturers for each module, develops a *Programme Assessment Strategy*, which includes individual assessment tasks, criteria and guidelines for learners. The Programme Assessment Strategy must include:
 - Deadlines for assessment submission (where appropriate);
 - The contribution of each assessment marks to a learner's overall assessment;
 - The assessment criteria and how they relate to the intended learning outcomes;
 - Details of feedback that shall be provided and an indicative framework for providing feedback
 - The Programme Final Submission date – that is the last date by which assessments must be submitted in order to be considered by the next Examination Board.
- The *Programme Assessment Strategy* should:
 - Ensure that timing and weighting of assessment are planned for whole programmes across the calendar / academic year;
 - Avoid bunching wherever possible;
 - Avoid over-assessment.
- Documentation for each component assessment task should include the following:
 - How the assessment tasks reflect the stage of the programme, the weighting of the assessment overall and the level of the award;
 - The formative assessment opportunities associated with summative assessments;

- Marking scheme for all high stakes assessment tasks. This should document the criteria for each assessment task prior to distribution to learners;
- Produce a summary for learners of the assessment methods and weightings used in each module (as recorded in the programme validation document) that is available at the beginning of the programme.

7 Procedures: Marking and results.

7.1 Documented marking criteria:

- 7.1.1 IICP College has in place clearly documented regulations regarding the requirement for marking schemes for all high stakes assessment tasks. Marking schemes are required to document the criteria for each assessment task prior to distribution to learners.
- 7.1.2 The Programme Assessment Strategy produces a summary for learners of the assessment methods and weightings used in each module. This is made available to learners at the beginning of the programme.

7.2 Procedures: Progression eligibility

- 7.2.1 IICP College has in place clearly documented regulations regarding progression to assessment and progression through the programme.
- 7.2.2 Progression decisions are ultimately the responsibility of the Academic Council. At programme level, progression decisions are made by the Programme Board and Examination Board, and confirmed by the Academic Council.
- 7.2.3 All learners who by the given dates have satisfied College requirements and regulations, and all programme requirements, shall be eligible for assessment.
- 7.2.4 Where a learner has not satisfied College requirements, and/or College regulations, and/or all formal course requirements, the IICP College may not present that learner to examination board.

- 7.2.5 Progression requirements are clearly communicated to learners through the QA manual, programme documentation and the learners' website. These requirements are documented in Part 4 of the QA manual, section 7 of these *Assessment Regulations* and in IICP College policy: *Information for Learners on Assessment*.
- 7.2.6 The College, where practical, may communicate individually with learners whose progression may be in doubt due to outstanding fees or assessments, in order to assist them to take action to rectify the matter. This is intended to support and advise learners of the implications of non-compliance with College regulations and programme requirements.
- 7.2.7 Fairness in Progression Decisions. In all progression decisions IICP College acts fairly and justly. Consequently, the College has in place policies and procedures to manage any areas that might impact on progression. These are set out in IICP College's Assessment Policy.

7.3 Progression Requirements: General.

7.3.1 In order to progress to a subsequent stage of the programme, a learner is required to satisfy the following criteria:

- Programme attendance requirements as set out in programme documentation and IICP College's Attendance Policy, must be met;
- The learner must have achieved a mark of at least 40% (pass mark) on each subject of that stage (other than where the compensation rule is applied);
 - The Examination Board may, however, allow learners to be permitted, on a case-by-case basis and under exceptional circumstances, to carry a failed module while progressing to the next stage, provided the module is not a prerequisite for any module in this stage and provided this is consistent with the requirements of the relevant programme assessment strategy. Normally, learners are required to pass a carried module in the stage into which it is carried. The maximum

missing credit is 16% of the credit for the stage, e.g. 10 credits per 60-credit stage.

- A learner must not have committed any serious act of indiscipline or committed a serious breach of the regulations of the College or any Professional body of which they are a member;
- A learner must have satisfied all College and programme requirements, including payment of fees and charges.

7.3.2 In addition to achievement on assessments, College and Programme requirements must be met in order to allow progression (section 7.2.4). Progression may be affected by the following College and Programme requirements:

- A learner fails to fulfil his or her responsibility in assessment, including adhering to submission requirements and presenting for an assessment;
- Attendance falls below minimum;
- Progression in clinical practice components has not been authorised (see *Readiness to Practise and Continuing with Clinical Placement Policies and procedures*);
- Mitigating circumstances: a learner's assessments are adversely affected by personal circumstances;
- There is a breach of organizational policy and practice or infringement of the code of conduct for learners;
- Academic impropriety;
- Payment of fees and charges have not been met;
- Coursework / assessments does not demonstrate achievement of the minimum pass standards.

7.4 Learner responsibility in assessment.

7.4.1 A learner is required to present him/herself at the time appointed for any required component of a programme of study. In addition, learners are required to submit course work for assessment in accordance with regulations, including due date.

7.4.2 It is the responsibility of the learner to ensure that they are aware of, understand and work within assessment regulations, documented in IICP College Policy on *Attendance*, and related policies.

7.4.3 The learner has a responsibility to inform him or herself of the programme information is contained in Assessment Regulations; Programme/ year handbooks and/or the College website. Occasionally, supplemental information on procedures may be provided by the College.

7.4.4 Relevant policies: Assessment Policy and Procedures; Information for Learners on Assessment; Coursework Submission Requirements; Learners Responsibility in assessment (Data Protection); Late submission of coursework policy; Mitigating Circumstances policy; Word Count policy; Fees policy; Programme-specific assessment brief.

7.4.5 Attendance.

7.4.5.1 Due to the professional standing of IICP College programmes, and the interactive and group learning of its education programmes, minimum attendance requirements of 85% or 90% attendance per module, depending on the programme, are in place on all programmes.

7.4.5.2 Particular requirements for each programme form part of the Programme Assessment Strategy, and are made clear to learners through programme documentation.

7.4.5.3 Learners are made fully aware that programme attendance requirements can impact on their progression.

7.4.5.4 It is expected and required that professional standards of attendance and punctuality are demonstrated by learners.

7.4.5.5 In the event that a learner will not be able to attend a training day they are required to contact the College in advance, where possible.

7.4.5.6 Relevant Policies: Mitigating Circumstances policy; Attendance policy; Assessment Regulations; Programme-specific regulations.

7.4.6 Progression with or entry into clinical practice component has not been authorised or clinical practice is affected by Continuing with Clinical Placement Policy concerns.

7.4.6.1 IICP College has a responsibility to protect the public, learners, placement providers and the College by providing a suitable framework for the effective management of Readiness to Practise and Continuing with Clinical Placement issues that may arise, either prior to or during a learner's programme of study.

7.4.6.2 In addition, and in accordance with the Learner's Charter, the College supports and guides learners who experience issues that may affect their ability to practise.

7.4.6.3 These requirements are implemented through the relevant policies: IICP College framework for monitoring and maintaining clinical practice requirements, readiness to practise procedure and continuing with clinical placement policy; and Policy and Procedure for Late Submission of Coursework.

7.4.7 Mitigating circumstances: a learner's assessments are adversely affected by personal circumstances (deferral).

7.4.7.1 IICP College is committed to making appropriate provisions for learners who may need special consideration in assessment while maintaining rigour and fairness in assessments.

7.4.7.2 Consequently, the College takes into consideration serious circumstances beyond the control of a learner which prevent them from meeting the requirements of their programme.

7.4.7.3 Policy and Procedures on Mitigating Circumstances are available to guide the learner through the application process.

7.4.7.4 These requirements are implemented through the Relevant Policies: Progression Regulations; Mitigating Circumstances; Deferral, Withdrawal, and Late Submission of Coursework.

7.4.8 Breach of Organisational policy and procedures or infringement of Learner's Code of Conduct.

7.4.8.1 Demonstrated breach of Learner Charter or College regulations may impact on progression. This is usually a decision made as part of the regulatory procedure, and may need confirmation by the Academic Council.

7.4.8.2 Relevant Policies: Learner's Code of Conduct, Academic and Professional Conduct Policy; Learner's Charter; Academic and Professional Misconduct Policy.

7.4.9 Breach of Standards of Academic and Professional Conduct.

7.4.9.1 IICP College has in place guides, structures and supports to facilitate learners to understand and apply good practice in academic and professional conduct.

7.4.9.2 Demonstrated breach of Academic and Professional conduct requirement may impact on progression. This is usually a decision made as part of the regulatory procedure, and may need confirmation by the Academic Council.

7.4.9.3 Relevant Policies: Learner's Code of Conduct, Academic and Professional Conduct Policy; Disciplinary Policy and Procedures; Academic and Professional Misconduct Policy.

7.4.10 Payment of fees and charges have not been met:

7.4.10.1 Failure to meet obligations regarding payments of fees and charges may impact on progression.

7.4.10.2 IICP College has in place a Fees Policy that clearly states the responsibilities of learners in this regard.

7.4.11 Coursework / assessments does not demonstrate achievement of the minimum pass standards.

7.4.11.1 Learners must normally have passed all the pieces of assessed work and handed in any required work due for submission in one year before they can start the subsequent year of the course.

7.4.11.2 Other than where precluded by special regulation, at the discretion of the examination board a module can be passed by compensation (using passes in other modules from the same stage). Pass by compensation means that a learner who has failed to attain the pass mark (40%) in a module but has achieved within the compensatable range (35-39%) may, at the discretion of the Examination Board, pass the examined module by compensation.

- 7.4.11.3 This rule is not automatically applied. Pass by compensation is at the discretion of the Examination Board.
- 7.4.11.4 The general principles for the operation of this rule are contained in section 8.5.1 (Results and Notification of Results: Compensation).
- 7.4.11.5 Programme and module assessment strategies take into account the application of this compensation rule.
- 7.4.11.6 The pass by compensation range is 35% - 39%.
- 7.4.11.7 The pass by compensation rule can only be applied to a full set of results as approved by the Board of Examiners in June and August.
- 7.4.11.8 The rule can only be applied in a first sitting. Therefore, it cannot be applied in a sitting of repeat attempts at passing a module.
- 7.4.11.9 The rule will not apply if any individual module results is a mark below 35%. In this case all module results below 40% must be repeated.
- 7.4.11.10 The rule can only be applied to a certain number of modules, as recorded in the programme assessment schedule.

7.5 Repeat Assessments.

- 7.5.1 Where a learner is judged to have failed an assessment outright or the compensation rule does not apply, then a learner may be entitled to resit or repeat that assessment. A learner who resits an examination or assessment, or sits the examinations over more than one session in their award year, will not qualify for an award at Honours, Merit or Distinction level and that learner will qualify only for a Pass level award. The examination board will consider any reasons that may have affected the learner's ability to reach the required standard and any genuinely exceptional circumstances which might justify waiving or modifying the normal application of these regulations. The Board will then decide what action to take. Where the Examination Board is satisfied that circumstances justify such action, an assessment may be regarded as deferred rather than failed.
- 7.5.2 Subject to the above decision of the Examination Board where a learner has failed a written project or examination, the learner will, where possible, be

given one opportunity to repeat a failed assessment before the beginning of the subsequent academic year.

7.5.3 Other than in exceptional cases, learners may not repeat more than two assessments per academic year.

7.5.4 Where a learner repeats an assessment and fails that assessment, subject to the discretion of the Examination Board the learner will be required to repeat that subject for that year. Learners may be required to attend teaching inputs for the required subjects.

7.5.5 Learners who are required to repeat any part of an academic year will be subject to the full fees for the whole of that Academic year.

7.5.6 In recording results, the following should be attended to:

7.5.6.1 Where a subject examination is attempted by a learner more than once, the best performance is reported.

7.5.6.2 The number of attempts at a particular subject will be recorded on the learner transcript.

7.5.6.3 A learner who resits an examination or assessment, or sits the examinations over more than one session, in the award year will not qualify for an award at Honours, Merit or Distinction level and that learner will qualify only for a pass level award.

7.6 Results and Notification of Results.

7.6.1 Learners are informed of the outcome by means of a transcript of results. In the first instance preliminary results are posted on Moodle. Means of notification of results post-examination board is dependent on individual programme circumstances Learners are notified by means of Moodle when results are available and how they will be communicated to learners.

7.6.2 Results are recorded in accordance with QQI Assessment and Standards.

7.6.3 Possible results:

7.6.3.1 *Compensation.* Compensation is at the discretion of the assessors and examiners, and final decisions regarding compensation are made by the Examination Board. Compensation is not an automatic right.

7.6.3.1.1 In order to be eligible for compensation the following conditions must be met:

- (i) Learner have been assessed for all stage subjects and no subject in the stage has been failed outright (below 35%);
- (ii) Results of all subjects in the stage are from first attempts;
- (iii) Any special regulation contained in the programme schedule has been applied;
- (iv) The overall stage-aggregate of credit weighted excesses of percentage marks (over 40) is greater than or equal to twice the stage aggregate of credit-weighted deficits of marks (under 40) and the potentially compensable results account for no more than one third of the credit for the stage: i.e. 20 credits in a 60 credit stage or 10 credits in a 30 credit stage;
- (v) Compensation may be applied only to enable a learner to pass a stage (at the award stage a learner who passes by compensation remains eligible for honours etc.). Compensation does not change the result of the subjects passed in that way. When reporting subject passes by compensation (on the Europass Diploma Supplement), the actual result is returned, e.g. 37% or D, along with an indication that the subject pass has been granted by compensation.”

7.6.3.2 *Fail*: If a learner fails a subject and cannot compensate, then the rules regarding repeated attempts apply.

7.6.3.3 *Exemptions (X)* If a learner passes some, but not all, of their Assessments, they will usually be required to repeat that stage. A learner may receive an exemption for a subject or subjects that they have passed. A subject from which a learner has previously gained an exemption will also be shown on the transcript of results.

7.6.3.4 *Deferred result (I)* A learner who resits an examination or assessment, or sits the examinations over more than one session will not qualify for an

award at Honours, Merit or Distinction level and that learner will qualify only for a pass level award. However, when a learner submits a valid and certified Application for Consideration of Mitigating Circumstances then, at the discretion of the Examination Board, a poor performance or absence from an assessment the examination board may defer their result, which allows the learner to take the assessment again and this be recorded as a first result.

7.6.3.5 *I – incomplete*. This may be equivalent to deferral.

7.6.3.6 *W – withdrew*.

7.6.3.7 *NP - not present*, absent from examination.

7.6.3.8 *WH - result withheld*. This may be done for discipline, personal, health, or any other legitimate reasons. It is a matter for the Examination Board to decide whether it will present such a learner again and, if it does so, under what circumstances, e.g. as a first attempt or otherwise.

8. Procedures: Quality Assurance of teaching staff/ internal assessors.

- 8.1. IICP College values and fosters quality teaching and therefore the professional development of its staff and faculty.
- 8.2. All staff are selected through a rigorous recruitment and selection process, as outlined in the College's recruitment and selection policy. In addition, the College is committed to an equal opportunity and discrimination-free policy at every selection stage, as documented in the equal opportunity policy.
- 8.3. New faculty members, as well as support and administrative staff, are actively engaged in an induction programme from the outset of their employment with IICP College, as per the Induction policy.
- 8.4. Ongoing quality assurance and professional development is planned through performance appraisal as per the College's Performance Review policy.

9. Procedures: Internal moderation of assessment tasks.

9.1. Effective moderation of assessment is fundamental to the ongoing development of academic quality. Moderation is undertaken to enable a reasonable level of assurance that assessment activities have been designed and implemented appropriately so that learners and staff can be confident that the results provided are valid and reliable. Internal moderation supports external moderation such as External Examiners and Examination Boards.

9.2. Internal Moderation

9.2.1. Each programme has internal moderation in place for assessment tasks.

9.2.2. Internal moderation of assessment results is carried out prior to examination board meetings.

9.2.3. Internal moderation of assessment results is carried out by a suitable senior member of the college prior to examination board meetings.

9.2.4. The Internal moderator carries out his / her review of the quality of the assessments before it is submitted for consideration to the External Examiner.

9.2.5. The responsibilities of the moderation focus on the review of the assessment task in the following terms:

9.2.5.1. Whether the attainment of the module's learning outcomes is appropriately assessed by the assessment task;

9.2.5.2. Whether the syllabus of the module is adequately covered by the assessment task;

9.2.5.3. Whether the marking scheme is appropriate;

9.2.5.4. The accuracy of the marking totals.

9.3. Moderation of assessment results

9.3.1. Internal moderation of assessment results is carried out by a suitable senior member of the college, prior to examination board meetings.

9.3.2. The function of internal moderation is to verify that assessment procedures have been applied consistently across assessment activities. In particular, this requires that moderation addresses the following criteria:

- Assessment procedures are adhered to;

- Learning has been assessed using the techniques and instruments as indicated in the validated programme;
- Assessment results are documented and recorded appropriately;
- Assessment evidence is available for all learners presented and that results are recorded, and grades are assigned according to QQI requirements;
- That marks are totalled, and percentage marks are calculated correctly;
- That percentage marks and grades awarded are consistent with QQI grading bands;
- That exemptions from assessment are correctly allowed and recorded.

10. QQI Sectoral Conventions on Assessment:

10.1. QQI Assessment and Standards, revised 2013, Section 3 outlines the sectoral conventions for Assessment. This section describes the manner in which IICP College ensures that it complies with these conventions.

10.2. Sectoral convention 1: Award Classifications

10.2.1. Unless a programme's schedule states otherwise, at the end of each stage other than the final one, the overall results possible are pass, fail, exemptions and deferred. At non-final examination stages, candidates' results may be declared with Honours, where the required standards have been met in relation to the examinations appropriate to the stage; such declaration is without prejudice to the final classification of a candidate's degree award, if any.

10.2.2. Classification of awards are criterion referenced (and not norm referenced).

10.2.3. For the purpose of Award Classification all marks must be credit weighted. Award Classification is based on credit weighted arithmetic mean scores.

10.2.4. At the Award stage, the pass grade is classified for learners who obtain the marks shown below at the first attempt of the examinations. The tables below describe the classifications available for major awards as set out in QQI *Assessment and Standards* revised 2013, Convention 1.

| Classification of Higher Certificates (Level 6) | | |
|--|-----|---|
| Distinction | 70% | Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this in most respects |
| Merit Grade 1 | 60% | Achievement includes that required for a Pass and in many respects is significantly beyond this. |
| Merit grade 2 | 50% | Achievement includes that required for a Pass and in some respects is significantly beyond this. |
| Pass | 40% | Attains all the minimum intended programme learning outcomes |

| Classification of Ordinary Bachelor's Degrees (Level 7) | | |
|--|-----|---|
| Distinction | 70% | Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this in most respects |
| Merit Grade 1 | 60% | Achievement includes that required for a Pass and in many respects is significantly beyond this. |
| Merit grade 2 | 50% | Achievement includes that required for a Pass and in some respects is significantly beyond this. |
| Pass | 40% | Attains all the minimum intended programme learning outcomes |

| Classification of Honours Bachelor's Degrees (Level 8) | | |
|---|-----|---|
| First-class honours | 70% | Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this in most respects |
| Second-class honours Grade 1 | 60% | Achievement includes that required for a Pass and in many respects is significantly beyond this. |
| Second-class honours Grade 2 | 50% | Achievement includes that required for a Pass and in some respects is significantly beyond this. |

| | | |
|------|-----|--|
| Pass | 40% | Attains all the minimum intended programme learning outcomes |
|------|-----|--|

| Classification of Postgraduate Diploma (Level 9) | | |
|---|-----|---|
| Distinction | 70% | Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this in most respects |
| Merit | 60% | Achievement includes that required for a Pass and in many respects is significantly beyond this. |
| Pass | 40% | Achievement includes that required for a Pass and in some respects is significantly beyond this. |

| Classification of Masters (Level 9) | | |
|--|-----|---|
| First-class honours | 70% | Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this in most respects |
| Second-class honours Grade 1 | 60% | Achievement includes that required for a Pass and in many respects is significantly beyond this. |
| Pass | 40% | Achievement includes that required for a Pass and in some respects is significantly beyond this. |

10.3. Sectoral Convention 2: Grading System and Convention 4: Percentage Grading System

10.3.1. QQI *Assessment and Standards* revised 2013, Convention 2 requires providers to adopt either the percentage grading system or the alphabetic grading. Programmes are validated with reference to the provider's grading system.

10.3.2. In IICP College results are given in percentages.

10.3.3. The percentage point average [PPA] for a stage is the credit-weighted mean of the Percentage point value [PPV] for the constituent modules.

10.3.4. Convention 4 requires that Percentage marks (p) and percentage point values (PPV) are given the definition in the following table:

| Description | Percentage mark (p) | Percentage point value (ppv) |
|--------------------|----------------------|------------------------------|
| Passing mark | $40 \leq p \leq 100$ | $40 \leq ppv \leq 100$ |
| | $35 \leq p < 40$ | $35 \leq ppv < 40$ |
| Outright Fail mark | $1. \leq p < 35$ | 0 |

10.4. *Sectoral Convention 5: Post-Award Achievement Required for an Additional Major Award at the Same Level.*

10.4.1. A graduate holding a higher education and training award may present for and, if successful, achieve a further major award at the same level within the same generic area of study, where the following conditions are met.

10.4.2. The new award must involve the attainment of new learning outcomes (i.e. post-award achievement).

10.4.3. If the area of specialisation of the post-award achievement is not substantially different and/or if the associated credit is insufficient for granting a new major award, the applicant may be granted a minor, special purpose or supplemental award or a single subject certificate, where allowed by the programme's validation.

10.4.4. The following table sets out the minimum volume of newly certified learning required of a candidate who is seeking to qualify for an additional major award at the same level within the same generic area of study. Repeating learning that is substantially equivalent to previously certified learning is not included in the calculation of post-award credit in the following table.

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

10.5. *Convention 6: ECTS Grade and Grade Interpretation Scheme (EGIS)*

10.5.1. Whenever the ECTS Grade and (if appropriate) the ECTS Grade Interpretation Scheme (EGIS) are implemented, it shall be on the basis of a sectoral or national convention.

10.5.2. The ECTS Grade is not yet implemented in Ireland. IICP College implements the ECTS User's Guide.

10.6. *Convention 7: Exceptions*

10.6.1. In exceptional circumstances where, for a particular programme, the legitimate requirements of external authorities conflict with one or more of the sectoral conventions and make their application impossible, an alternative arrangement may be used for that programme.

10.6.2. Such exceptions may result from the requirement of regulatory bodies and may affect IICP College programmes as the regulation of Counselling and Psychotherapy progresses.

10.6.3. Should such exceptional arrangements be required then they shall be identified on the Europass Diploma Supplement, described in the programme assessment strategy, and articulated during the programme validation / re-validation process.

1. Supporting Documentation.

Information for Learners: Policy on Unsatisfactory Work.

If any learner does not comply with IICP College's regulations or does not submit course work as required, then this may lead to her or his results not being presented to the examination board.

Learners may be provided with provisional results prior to the examination board meetings. However, the Examination Board will consider all marks awarded and comments made by internal and external assessors and will make the final decision on results.

Where a learner has not achieved a pass mark on an assessment, the learner will be given opportunities to repeat that assessment. On a case by case basis and at the discretion of the Programme Board, a learner may be required to repeat the assessment only, or to attend teaching inputs for the repeat subjects.

Where a learner has not achieved a pass mark on an assessment and repeats that assessment, or sits assessments over more than one session, they will not qualify for an award at Honours, Merit or Distinction level and that learner will qualify only for a Pass level award.

A learner will be provided with no more than 4 attempts at any assessment.

Learners who are required to repeat teaching inputs for a module will be subject to fees for that module.
