

Policy Identifier: Academic Assessment and Academic Progression

Policy Title:	Academic Assessment and Academic Progression Policy
Description:	This policy applies to the academic assessment and academic progression of all students taking undergraduate and postgraduate degree and diploma courses offered by Marino Institute of Education which are accredited by the University of Dublin or Trinity College Dublin.
Author (Position)	Registrar & Vice President for Academic Affairs
Version:	2
Approved by:	MIE Governing Body
Policy Approval Date:	May 2020
Date of Next Policy Review:	April 2023 (or as necessary)

Academic Assessment and Academic Progression Policy

1 Context

Marino Institute of Education (MIE) is committed to ensuring that its assessment of students is student-centred, contributes to student learning and demonstrates that students have fulfilled the learning outcomes of the programmes and achieved the standard required for the award they seek. Assessment systems are in place to support academic progress through courses and to uphold the integrity of academic standards and awards. All foundation, undergraduate and postgraduate degree and diploma courses offered by MIE are accredited by the University of Dublin or Trinity College Dublin (hereafter referred to as Trinity), and adhere to the standards and guidelines set by Quality and Qualifications Ireland (QQI). This policy should be read in conjunction with the MIE [Assessment Handbook](#).

2 Purpose

This policy aims to ensure that assessment design and implementation is valid, reliable, consistent and equitable, that it takes a programme focus, and is well-planned and coordinated. The policy seeks to ensure that student progression is based on the attainment of academic standards as outlined in the MIE [Assessment Handbook](#).

3 Benefits

- 3.1 The academic standards and integrity of the MIE programmes and University of Dublin or Trinity awards are upheld.
- 3.2 External benchmarking is provided by the cohort of External Examiners and periodic assessment by Trinity, as a Designated Awarding Body (DAB) under the [Qualifications and Quality Assurance \(Education and Training\) Act, 2012](#). MIE is enabled to assure its students and its external stakeholders of the quality of the programmes of study provided and of the academic awards made by Trinity as the DAB¹.
- 3.3 Students are informed through the assessment procedures about their learning and progress in relation to achieving the course/module learning outcomes.

¹ See [Quality Policy Statement](#)

- 3.4 The assessment procedures and the related rules for academic progression promote and support a culture of reflection by staff and students on effective teaching and learning and quality assurance within MIE.

4 Scope

- 4.1 This policy applies to the assessment and progression of all students taking foundation, undergraduate and postgraduate degree and diploma courses offered by MIE and accredited by the University of Dublin or Trinity.
- 4.2 It applies to all programmes delivered in MIE.
- 4.3 It does not apply to students studying abroad on MIE approved exchange programmes (the regulations of the exchange institutions apply in these instances).

5 Principles

- 5.1 The principle of inclusivity underpins the design and delivery of assessment methodologies to ensure equitable access and participation in assessment activities by all students.
- 5.2 Assessment design and implementation is valid, fair and transparent, and supports demonstrable achievement of learning outcomes.
- 5.3 Students are fully informed about assessment requirements and marking criteria to support their achievement.
- 5.4 There is a balanced assessment programme and assessment methods are sufficiently diverse to assess a wide range of learning and learning styles².
- 5.5 Published programme handbooks (see [Section 8](#)) ensure transparency in programme/module assessment methodologies and criteria.
- 5.6 Timely, clear, effective and supportive feedback to students is an integral part of the assessment process.
- 5.7 Academic progression requires students to obtain the required academic credit for each year of their programme through satisfactory completion of course requirements.

² See [Assessment Handbook](#)

- 5.8 The integrity of assessment practices is supported by clear, fair, consistent and fitness-for-purpose complaints and appeals process³.
- 5.9 Assessment practices are reviewed and renewed as necessary (including with the involvement of learners) to remain fit for purpose.

6 Policy

- 6.1 Students are required to meet the academic requirements of their programme of study and to adhere to the rules and regulations as set out in the [Course Handbooks](#) and [Assessment Handbook](#) in order to progress academically.
- 6.2 In order to progress to the next year of study, students must complete all required assessment components for modules that constitute their programme of study as laid out in the relevant Course Handbook (see [Section 8](#)) and satisfy the rules and regulations of the Institute in relation to assessment. Completion includes the submission of assignments, attendance at examinations⁴ and/or completion of placements or practicals⁵.
- 6.3 Students will normally not be permitted to progress to the next stage until they are deemed to have met the academic requirements of their programme of study.
- 6.4 In exceptional circumstances, a student may be awarded an Exit award⁶.
- 6.5 MIE has safeguards in place to minimise the risk of bias and error in the marking process⁷. Such safeguards will include anonymous marking of formal examinations, double marking of examination scripts and/or the use of rubrics⁶.
- 6.6 Trinity selects and appoints External Examiners⁸ to ensure that academic standards are being maintained, regulations followed, and to make recommendations on the assessment process, curricula, programme resourcing, and the quality of teaching and learning.

³ See [Student Complaints Procedure](#), [Appeals Policy \(Academic Progression\)](#), [Postgraduate Appeals Process](#), [Court of First Appeal Process](#), [Court of Second Appeal Process](#) and [Guidelines on Evidence in Support of an Ad Misericordiam Appeal](#)

⁴ See [Attendance Monitoring Procedure](#)

⁵ See [School Placement Handbook](#)

⁶ See [Assessment Handbook](#)

⁷ See [Guidelines on Writing and Marking Examination Papers & Assignments](#)

⁸ See [MIE Role of External Examiners](#)

- 6.7 Reasonable accommodations may be made for students with disabilities or who may be otherwise disadvantaged due to circumstances beyond their control⁹. Such accommodations will not compromise the academic integrity of the examination or assessment and will be in accordance with MIE's regulations and relevant national legislation.
- 6.8 Plagiarism, cheating, and fraudulent or dishonest behaviour are considered an offence against academic integrity and are subject to the disciplinary procedures of the Institute¹⁰.
- 6.9 All appeals in relation to examination results are considered in accordance with the provisions of the MIE [Assessment Handbook](#) and Appeals procedures¹¹.
- 6.10 Examination and assessment processes are reviewed for their effectiveness, drawing on the recommendations of External Examiners and other relevant sources.
- 6.11 Assessment design should ensure that assessment modes and methodologies are valid, reliable and equitable and aligned with programme and module learning outcomes.
- 6.12 Assessment design should ensure a range and balance of assessments across a programme, appropriate to the total credit weighting of the programme.
- 6.13 To facilitate student learning and development timely feedback on assessment outcomes should be provided to students enabling assessment as learning.

7 Responsibility

The Registrar and Vice President for Academic Affairs oversees the process of assessment and academic progression.

⁹ See [DAWN Examination Accommodations Principles, Guidelines and Procedures](#), [Code of Practice for Students with Disabilities](#) and [Consent to Disclose and Share Disability Information](#)

¹⁰ See [Procedure for Preventing and Responding to Cases of Suspected Plagiarism](#) and [Disciplinary Procedures in Respect of Students](#)

¹¹ See [Appeals Policy \(Academic Progression\)](#), [Postgraduate Appeals Process](#), [Court of First Appeal Process](#), [Court of Second Appeal Process](#) and [Guidelines on Evidence in Support of an Ad Misericordiam Appeal](#)

8 Related Documents

- 8.1 [QQI Green Paper Assessment of Learners and Learning](#)
- 8.2 [QQI Qualifications and Quality Assurance \(Education and Training\) Act, 2012, Section 56\(3\): Procedures for Access, Transfer and Progression in Relation to Learners.](#)
- 8.3 [Assessment Handbook](#)
- 8.4 [Quality Policy Statement](#)
- 8.5 [MIE Role of External Examiners](#)
- 8.6 [Guidelines on Writing and Marking Examination Papers & Assignments](#)
- 8.7 [Procedure for Preventing and Responding to Cases of Suspected Plagiarism](#)
- 8.8 [Appeals Policy \(Academic Progression\)](#)
- 8.9 [Court of First Appeal Process](#)
- 8.10 [Court of Second Appeal Process](#)
- 8.11 [Postgraduate Appeals Process](#)
- 8.12 [Guidelines on Evidence in Support of an Ad Misericordiam Appeal](#)
- 8.13 [DAWN Examination Accommodations Principles, Guidelines and Procedures](#)
- 8.14 [Student Complaints Procedure](#)
- 8.15 [Code of Practice for Students with Disabilities](#)
- 8.16 [Consent to Disclose and Share Disability Information](#)
- 8.17 [Disciplinary Procedures in Respect of Students](#)
- 8.18 [Attendance Monitoring Procedure](#)
- 8.19 [School Placement Handbook](#)
- 8.20 [Code of Governance](#)
- 8.21 [Matters Reserved for the Governing Body of MIE](#)
- 8.22 [Academic Council Terms of Reference](#)

8.23 Course Handbooks

- i. [Bachelor in Science Early Childhood Education Handbook](#)
- ii. [Bachelor in Science Education Studies Handbook](#)
- iii. [Bachelor in Education Handbook](#)
- iv. [Lámhleabhar Clair don Bhaitsiléir san Oideachas Trí Mheán na Gaeilge](#)
- v. [Master in Education Studies Handbook](#)
- vi. [Master in Education Studies Handbook Year 1 \(MES Visual Arts, MES Inquiry-based Learning, MES Leadership in Christian Education\)](#)
- vii. [Professional Diploma in Education Further Education Handbook](#)
- viii. [Professional Diploma in Education Further Education Educational Placement Handbook](#)
- ix. [Professional Master in Education Primary Teaching Handbook](#)
- x. [Trinity International Foundation Programme Handbook](#)