



ICHAS

Section 7– Policies and Procedures on Teaching, Learning & Assessment

Subject:	Policy on Marking, Grading and Certification in Assessment		
Applicable Standard	QQI Core	Assessment of Learners	
Date Approved by Board of Directors:			July 2019
Policy Version	1/2019	Date due for Revision	February 2024

CONTEXT

ICHAS programmes are organised in clearly defined stages. To be eligible to progress to a particular stage, a student is normally required to demonstrate achievement of the minimum intended learning outcomes of all the preceding stages. Grading is only applied to the overall award and not to individual modules. The Grading system at ICHAS is aligned with the QQI Assessment and Standards, Revised 2013, which describes the classifications available for major awards (made by QQI or by recognised institutions under delegated authority) in the National Framework of Qualifications (NFQ).

POLICY STATEMENT

Grading is conceived as an assessment process and therefore principles that applies to assessment also apply to grading. Grading is based on specified criteria which are aligned to the validated modular and programmatic learning outcomes. Grades are awarded based on a student's performance and are not based on the application of any normative referencing such as a grade-range quota.

Similarly, explicit marking criteria (i.e. the broad learning outcome knowledge and skills requirements which are taken into account in awarding assessment marks) are necessary in order to enable consistent standards of marking and judgment to be maintained. They can also provide Students with a clear statement of what is expected of them and provide guidance on how performance can be improved. The aim of the ICHAS Policy on Marking, Grading and Certification in Assessment is to ensure accuracy and consistency of marking, for the individual Student and within the unit.

Students are entitled by right to receive certification on completion of an Award. Certification of programme's leading to awards on the NFQ validated by QQI are

made by QQI. Students will receive transcripts indicating learning attainments on completion of programmes from the college.

SCOPE

Applies To	Staff	Students	Both	
	✓			
Responsible for Implementation	Lecturer, Programme Director, Director of Studies, Internal Moderation Committee, Board of Examiner, External Examiner			
Responsible for Monitoring & Review	Vice President (Corporate Affairs)	Vice President (Academic Affairs)	Registrar	Quality Assurance & Enhancement Officer
		✓		✓

DEFINITIONS

QQI (2013) defines Grading as follows

“Grading is an assessment process. Everything that applies to assessment applies to grading. Grading should be criterion-referenced (based on learning outcome criteria). Grades should be awarded on the individual’s performance. They should never be norm-referenced (e.g. have quotas for each grade).”

The following definitions and typology of marking are relevant in this context:

“Major types of marking scales are holistic scales, where a single overall score is given, analytic scales, where separate scores are given for different aspects of performance, and primary-trait scales, where scores are based on specific features that distinguish between better and worse performance on a given task.” (Davis, 2018)

It should be noted that holistic scales are the most usual form of marking applied in the College.

RELEVANT GUIDELINES/ POLICIES INFORMING THIS POLICY

- Davis, L., (2018) ‘Analytic, Holistic, and Primary Trait Marking Scales’ Available at <https://onlinelibrary.wiley.com/doi/abs/10.1002/9781118784235.eelt0365> (Downloaded June 01, 2019)
- Core Statutory Quality Assurance Guidelines (QQI, 2016)
- 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).
- Quality and Qualifications Ireland (2016) Sector Specific Statutory Quality Assurance Guidelines Developed By QQI For Independent/Private Providers Coming To QQI On A Voluntary Basis
- Government of Ireland (2012) Qualifications & Quality Assurance (Education and Training Act

- Quality and Qualifications Ireland (2018) Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes
- Quality and Qualifications Ireland (2013) Assessment and Standards, Revised 2013
- Quality and Qualifications Ireland (revised 2018) Quality Assuring Assessment: Guidelines for Providers

Linked Policies or Procedures

Linked Policies	Policy on Teaching & Learning Policy on Work Based Learning Policy on Assessment of Learners Policy on Fitness to Practice Policy on Mitigating/ Extenuating Circumstances Policy on Reasonable Accommodation Policy on Appeals
Linked Procedures	Procedures associated with Teaching & Learning Procedures associated with Work Based Learning Procedures associated with Assessment of Learners Procedures associated with Marking, Grading and Certification in Assessment Procedures associated with Fitness to Practice Procedures associated with Mitigating/ Extenuating Circumstances Procedures associated with Reasonable Accommodation Procedures associated with Appeals

