Quality Framework:

QUALITY ASSURANCE (QA)— Ensures Standards & Consistency. Our Assessment Regulations support the QA Framework in:

- Ensuring validity, fairness, and reliability of assessments.
- Maintenance of academic integrity, covering areas such as Fitness to Study/Practice
- Align with external standards (e.g., NFQ) & Facilitate alignment with PRSB.
- Guaranteed transparency in grading and feedback processes.

By enforcing the regulations within each programme, TU Dublin will safeguard the credibility and integrity of Awards while meeting Statutory/Regulatory compliance.

Quality Enhancement (QE)— Deliberate and Continuous Improvement. Our Assessment Regulations provide QE Framework to drive recursive improvement and innovation by:

- Supporting data-driven decision-making, e.g., from learning analytics and pass-rates to identify curriculum gaps.
- Encouraging application of diverse assessment methods.
- Promoting student feedback and loop closures to refine teaching and learning strategies.
- Incorporating Student Voice and stakeholder feedback to adapt policies and practice.

Taken together with the Educational Strategy and underpinning QA-QE Policies & Procedures, TU Dublin's Assessment Regulations enable a cycle of accountability and improvement, to balance academic rigour of programmes and innovations in Learning Teaching and Assessment.

Salient Features of TU Dublin Assessment Regulations for Taught Programmes:

Modular Framework:

- Based on ECTS & GPA
- Programme Structure aligned with NFQ
- Module descriptors contained in PMC and Student Handbook
- Clear Access/Progression
- Modules of 5 ECTS Credits or multiples, thereof (1 ECTS = 20-25 learning hours)
- Defined mandatory/elective modules & Learning Outcomes
- Pre & Co-requisites may apply
- Pertinent Regulation Derogations

Progression Criteria:

- Progression to the next stage is normally automatic if a student in 'good standing':
- Achievement of requisite ECTS
- Meet GPA threshold
- Completes all Mandatory and Elective modules
- Meet any module assessment thresholds.
- Meet any *Must Pass* Components/Modules.
- Compensatory Grade Rules apply
- Rule-based, exceptional *Progression Carrying Credits*.
- Rules for absence from assessment/reassessment apply under *Extenuating Circumstances*.

Assessment for Award:

- Module & Programme Learning Outcomes in Mandatory and Elective modules to be achieved to qualify for an award.
- Where approved, additional Electives may be taken
- Assessments include written/oral exams, coursework, projects, practical/lab work, theses/dissertations, and other approved formats
- Meet Dissertation/Project rules
- Achieve requisite GPA/Weighted Aggregate
- Flexible Programmes & Progression.
- Award Classification & Rules for Retaining Honours.
- Recognition of Prior Learning (RPL)

Roles & Responsibility of Examiners (Internal)

- Familiarity with University Assessment Regulations
- Preparation of assessments that align with module strategies
- Provide clear assessment criteria that align with good practice
- Assessment marking and moderation
- Attendance at Module Assessment Board(s)/Programme Assessment Board(s)
- Record keeping & internal reporting on assessments.
- Communicating requirement for Re-assessment.

Roles & Responsibility of Examiners (External)

- Moderation & feedback on assessment.
- Ensure QA of awards
- Participation in Assessment Boards
- Provide reflective Annual Reports

External Examiner responsibilities are defined in Sections 4 and 9 of the University's External Examiner Policy.

Underpinning Quality Procedures for Reflection/Data Generation to Prompt Decision Making:

Programme Validation Report	Programme Review Programme SER + Report	Making Changes to Programmes & Modules.	School SER + Report Faculty SER + Report Professional Services SER + Report	Advances in Learning Teaching & Assessment (LTA)

For example: Innovations in LTA. Technology Integration; Competency-based outcomes; Formative Assessment; Professional Development; Equity and Accessibility.

Establish the Programmes & Module Catalogue (PMC) as the Single Source of Truth.

Academic Foundation & Educational Strategies

Robust Academic Governance:
Academic Council; AQAEC; ARPPOC; SEC; UPB; FB; AQEC; DPB; Programme Planning

Vision & Strategy | Education Model
Sustainability Education | EDI

Principles Underpinning the Quality Framework

Graduate Attributes