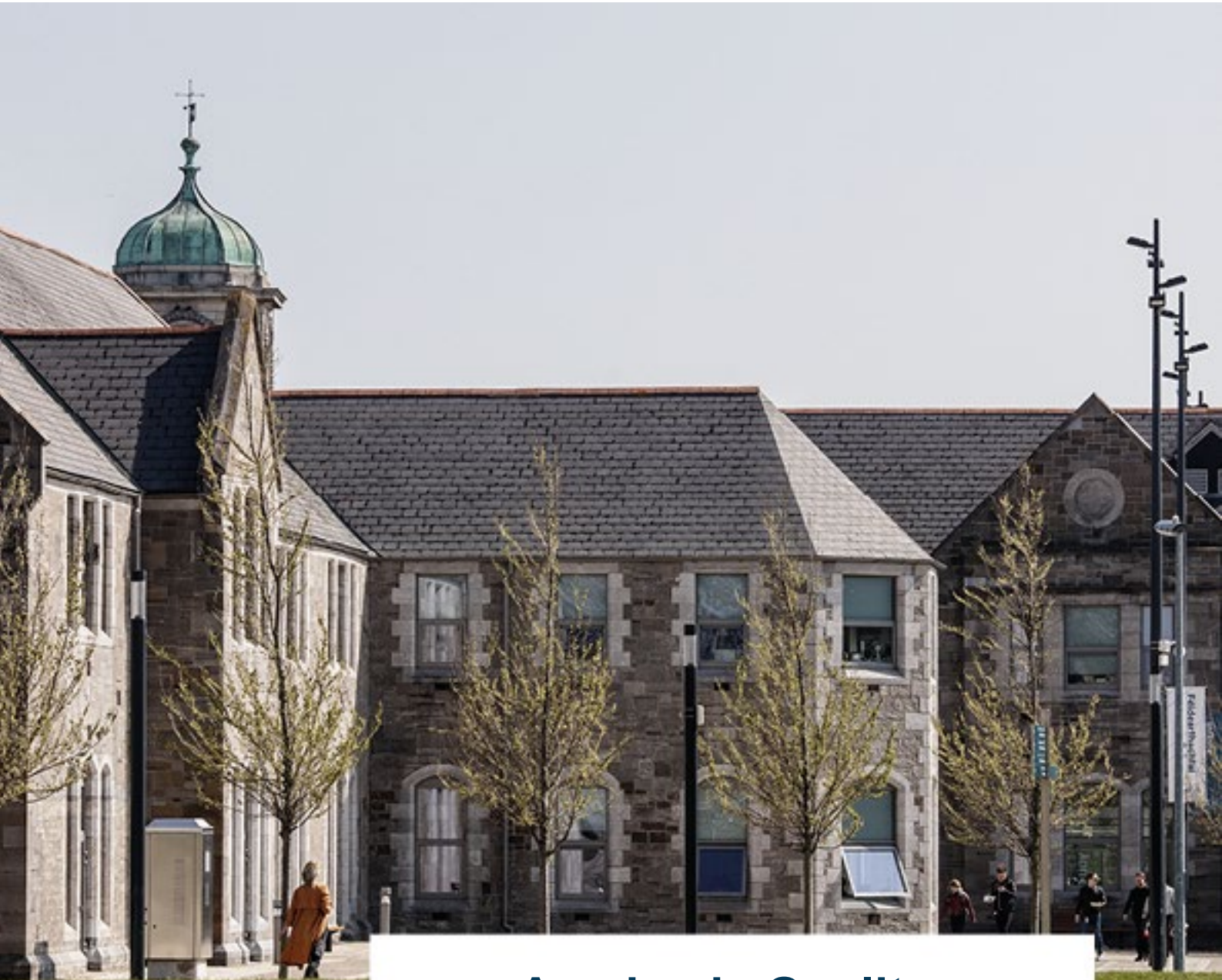

Academic Quality Framework

Assessment Regulations for Taught Programmes

Approved by Academic Council 24th June 2025 (Revised 5th June 2026)

OLLSCOIL TEICNEOLAÍOCHTA BHAILE ÁTHA CLIATH
TECHNOLOGICAL UNIVERSITY DUBLIN

Table of Contents

Document Control Summary 4
Preface 5
1 Principles of Student Assessment 6
1.1 Integration of formative and summative forms of assessment 6
1.2 Student-centred active learning experience 6
1.3 Fairness, validity, reliability 6
1.4 Transparency, authenticity, inclusivity 7
1.5 Timeliness of feedback 7
1.6 Continuous assessment 7
1.7 Fulfilment of programme learning outcomes 8
1.8 Confirmation of standard of learning competency 8
1.9 Examiners' judgement 8
2. The Modular Framework for Assessment 9
2.1 General Principles 9
2.2 Modules 10
2.3 Module selection constraints 10
2.4 Elective modules 11
2.5 Credit Accumulation 11
2.6 Minimum Pass Mark 11
2.7 Application of thresholds 11
3. Student Progression 13
3.1 Requirements for Progression 13
3.2 Carrying a Module into Successive Stage of Programme 13
3.3 Absence from Assessment 14
4. Assessment for Award 15
4.1 General Principles 15
4.2 Provision of learner pathways 15
4.3 Award Classification & GPA 16
5. Roles and Responsibilities of Examiners 17
5.1 Roles and responsibilities of Internal Examiners 17
5.2 Roles and Responsibilities of External Examiners 20
6. Conduct at Invigilated Examination Centres 20
7. Assessment Boards and Procedures 20
7.1 Module Assessment Board 21
7.2 Programme Assessment Board 21
8. Compensatory Pass 22
8.1 Principles of a Compensatory Pass Grade 22

9. Regulations for Re-assessment 23
10. Deferral of Assessment 25
10.1 Individual assessment deferrals 25
10.2 Whole module assessment deferrals 25
10.3 Programme deferral 25
11. Handling Violations of Assessment Regulations 25
11.1 General principles of regulations 25
11.2 Breaches of Assessment Regulations 26
11.3 Procedures after notification of an assessment breach 26
11.4 Assessment Panel of Inquiry 27
11.5 Procedures for the Consideration of Alleged Breach(es) of Assessment Regulations .. 27
11.6 Penalties for Violation of the Assessment Regulations 28
11.7 Appeal against the decision of the Assessment Panel of Inquiry 29
12. Extenuating Circumstances Related to Assessment 30
13. Procedures Following Publication of Results 31
13.2 Stage 1: Feedback and Viewing of a Completed Assessment Document 31
13.3 Recheck of Assessment Results and/or Remark of Assessment Material 32
13.4 Appeal of Assessment Result 33
14. The Appeals Process 34
15. Supporting Students with a Disability 36
16. Regulations for Online Assessment 36
17. Document Management 37
17.1 Version Control 37
17.2 Document Approval 37
17.3 Document Ownership 37
17.4 Document Review 37
17.5 Document Storage 37
17.6 Document Classification 37

Document Control Summary

Area	Document Information
Author	Academic Affairs
Owner	Academic Affairs
UET Sponsor	Dr Mary Meaney, University Registrar & Deputy President
Reference number	QFT – AR – 01
Version	1.2
Status	Approved
Pre-approval Body/Bodies	Faculty Boards, Academic Quality Assurance and Enhancement Committee
Approved by / to be approved by	Academic Council
Approval date	24th June 2025
Revised	05 July 2026
Next review date	Academic Year 2029/30
Document Classification	Public

Preface

The implementation of a comprehensive and coherent set of assessment regulations is fundamental to ensuring the integrity, equity, and transparency of student assessment towards the achievement of designated awards standards of academic programmes in Technological University Dublin (TU Dublin). This document sets out the Assessment Regulations for all taught courses leading to undergraduate and postgraduate awards of TU Dublin. These regulations do not apply to programmes leading to awards from other designated awarding bodies.

These Assessment Regulations reflect our commitment to ensuring consistency, fairness, and clarity in how academic achievement is evaluated and recognised across our diverse and continuously evolving academic programmes. They facilitate a seamless experience for students, enabling a cohesive academic journey, regardless of their programme of study or TU Dublin campus location. Transparent communication of assessment criteria, policies, and procedures is also critical to supporting student success and fostering trust between TU Dublin and its stakeholders. Therefore, a core requisite of these Assessment Regulations is to enable accurate, comprehensive, and timely information on outcomes of assessment to students of TU Dublin.

Effective governance and oversight shall be central to the success and continued relevance of the Assessment Regulations. Academic Council, in partnership with its sub-committees, Faculty Boards and the academic leadership of constituent Schools and Disciplines will oversee their implementation and ensure adherence to the prescribed standards. Continuous monitoring and periodic reviews shall be conducted to ensure the regulations remain responsive to any emerging needs and best practices in assessment. Integrated mechanisms for consultation and feedback shall enable stakeholders (viz., staff, students, industry and professions, external examiners etc.) to contribute to their evolution, fostering a culture of shared responsibility and continuous improvement.

Dr Mary Meaney
Registrar & Deputy President

1. Principles of Student Assessment

Throughout this document the term 'University' shall be interpreted as referring to the Technological University Dublin. The term 'Assessment', as used throughout this document, refers to any piece of work that a student is required to complete as part of required evidence of achieving specific learning outcomes. Such shall include, among others; assignments, essays, in-class tests, examinations, laboratory reports, projects, performance and portfolios. Where a regulation refers to a particular form of assessment, this shall be specified. For example, Section 8 of these regulations deals with the Conduct at Invigilated Examination centres and specifically refers to formal written examinations. Detailed assessment strategies in each academic programme and associated modules are provided in the Programme & Module Catalogue and Student Handbooks.

Assessment provides insights into student learning, and progressive development of targeted and broader knowledge, skills and competencies; hence, it enables the validation of academic standards attained. Effective assessment practices are guided by several principles spanning the general nature of assessments, alignment with programme learning outcomes, confirmation of learner competency, through fair, transparent, equitable and structured examiners' judgement. The general principles intended to underpin student assessment in TU Dublin's academic programmes as integral part of programme planning include the principles as outlined below.

1.1 Integration of formative and summative forms of assessment

Integration of formative and summative assessments offers significant advantages in fostering student learning and achievement. By combining these approaches, programme teams can create a comprehensive assessment framework that supports both ongoing developments, and the evaluation of final outcomes.

1.2 Student-centred active learning experience

Assessment should be beneficial in its effect, particularly in motivating students. The primary purpose of any assessment, especially formative assessment, should be to foster learning.

1.3 Fairness, validity, reliability

1.3.1 All assessments should be accessible by all learners to accommodate diverse student needs where practicable.

1.3.2 Fairness ensures that students are evaluated based on their abilities alone.

1.3.3 Assessment is valid when it accurately measures intended learning outcomes

1.3.4 Reliability refers to the consistency of assessment results over time and across different

assessors.

1.4 Transparency, authenticity, inclusivity

1.4.1 Transparency in assessments builds trust in the assessment process. Therefore, a fundamental principle of all assessments is that students should understand what is being assessed, the different criteria used, and the weighting of each assessment component. These shall be clearly communicated to students in advance of the assessment task.

1.4.2 Inclusivity of assessment aims at providing equitable opportunities for all students to demonstrate their understanding. This requires application of varied types of assessments at the programme level, e.g., written, oral, project-based formats etc.

1.5 Timeliness of feedback

1.5.1 Timely feedback on assessment allows students to understand their strengths and identify specific areas for improvement, thereby facilitating learning progression and motivation to learn.

1.6 Continuous assessment

1.6.1 Approaches to continuous assessment include assignments, practical work and project work.

1.6.2 The continuous assessment methods may include online components and/or self and peer-assessed components.

1.6.3 Assessment methods chosen should provide students with the opportunity to demonstrate the achievement of learning outcomes.

1.6.4 In the case of exceptional personal circumstances, where a student cannot complete the assessment format as prescribed, an alternative form of assessment may be made available at the discretion of the lecturer, insofar as this is both possible and appropriate to the learning outcomes.

1.6.5 In undertaking any assessment, all students must adhere to the Principles of Academic Integrity and ensure that they do not breach any elements of university assessment regulations. It is the students' responsibility to engage in assessments and complete work on time.

1.6.6 All work submitted for assessment must be the exclusive work of the individual student making the submission, unless the assignment brief provided for group submission. Fabrication, falsification or plagiarism of part or whole assignments shall constitute breach of assessment regulations. All breaches of assessment regulations may be subject to action in accordance with university Academic Integrity Procedures and/or the Student Disciplinary Procedures.

1.7 Fulfilment of programme learning outcomes

1.7.1 Assessment is key to ascertaining that students meet the learning outcomes defined by their programme of study.

1.7.2 The University requires all programmes of study to be subject to regulations which link assessment strategies of a programme to the programme and module learning outcomes. Such alignment with outcomes ensures that assessments test the knowledge, skills, competences outlined in the programme curriculum.

1.7.3 The assessment process enables students to demonstrate that they have satisfied the criteria for progression through different stages of their programmes.

1.8 Confirmation of standard of learning competency

1.8.1 Assessment enables verification that students have achieved the requisite level of competency for their discipline or profession at the designated level of award sought.

1.8.2 TU Dublin embraces innovation in teaching, learning and assessment to ensure that assessments are designed to a consistently high quality and appropriately aligned with the learning outcomes of the programme in question.

1.8.3 Benchmarked standards through the external examiner process help to verify competency levels recognised both nationally and internationally.

1.8.4 The outcome of assessments must reflect the achievement of the individual student in fulfilling module and programme learning outcomes, and at the same time relate that achievement to the designated level of an award standard.

1.8.5 To achieve this, the University assigns both internal and external examiners to all assessments which may count towards a TU Dublin award; with their role being to enable fair evaluation of individual students, and that the standard of the University's awards is maintained and/or enhanced.

1.9 Examiners' judgement

1.9.1. The credibility of assessment outcomes relies heavily on the judgment and expertise of both internal and external examiners.

1.9.2 It is important that students are also afforded opportunity to understand the nature of examiners' decisions and judgements when details of individual marks or grades, including the aggregate performance, are released to them.

1.9.3 Within the constraints of the Principles of Assessment, Programme Assessment Boards, within their operational guidelines, have discretion in reaching decisions on the awards to be recommended for individual students. The respective boards shall interpret the University Assessment Regulations to reach final decisions on the performance of an individual student or groups of students, in line with good academic practices in Higher Education.

1.9.4 The University reserves the right to assess any student or group of students by a viva voce examination, in addition to the normal assessment processes as defined in the assessment strategies specific to each programme.

2. The Modular Framework for Assessment

All students pursuing programmes leading to TU Dublin Awards are required to undertake such assessments as may be prescribed in the assessment strategies of the constituent modules of each programme. The assessment strategies shall be detailed in the module descriptors in the Programmes and Module Catalogue. Such strategies shall comply with these Assessment Regulations. Where specific derogations have been sought and granted by the University Programmes Board, such shall be specified in the module description in the Programme & Module Catalogue. All results of student assessment for each stage of their programme, including final awards, are approved at Faculty Board, and all final awards are ratified by the University Programmes Board (for non-major awards) and by Academic Council (for major awards).

2.1 General Principles

Student academic standing is determined by the European Credit Transfer System (ECTS) credits earned and their Grade Point Average. This modular framework provides a unified structure, underpinned by consistent rules and regulations for all programmes of study. The following shall apply:

2.1.1 All programmes of study consist of a set of interrelated modules to satisfy Programme Outcomes at the designated level of the final award in the National Framework of Qualifications.

2.1.2 Each programme includes clear access (e.g., CAO, advance entry, RPL etc.) and progression rules and criteria for achieving the intended University award.

2.1.3 There is university-wide implementation of a system of ECTS credits, credit accumulation, and provisions for credit transfer.

2.1.4 Modules shall carry a credit value based on 5 ECTS credits or multiples thereof, awarded upon achieving specific learning outcomes

2.1.5 One ECTS credit corresponds to 20-25 hours of notional learning time, inclusive of both teaching time and self-directed learning time

2.1.6 Students can accumulate credits over their study duration, within the time limits as may be prescribed in these regulations or the programme document.

2.1.7 A programme of study is a structured series of modules leading to a named academic award. It includes defined learning outcomes, combining knowledge, practical and other

competences as applicable to the designated award standard.

2.1.8 A programme pathway specifies the Mandatory and Elective modules required towards meeting the designated Award Standard.

2.1.9 The specific requirements for university awards must be detailed in the Programme & Module Catalogue and the Student Handbook. Such will specify Mandatory Modules and other criteria for progression and/or successful completion of programmes of study, including specification of ECTS Credits requirement.

2.1.10 Programme details, including module codes, titles, ECTS credits, and module status (Mandatory or Elective) shall be published on the Programme & Module Catalogue and in Student Handbooks.

2.1.11 Whereas the module framework enables independent consideration of learning outcomes by module, pre-requisite modules ensure that students acquire foundational knowledge and skills deemed essential for succeeding in more advanced coursework.

2.1.12 Where programmes specify prerequisite modules, progression rules must be outlined in the Student Handbook.

2.2 Modules

2.2.1 A module is a self-contained unit of teaching, learning and assessment within an academic programme.

2.2.2 A module focuses on specific topics, theories and/or skills, has defined learning outcomes, and is assessed independently or in conjunction with other modules, where modules are defined as co-requisite.

2.2.3 Modules carry credit values and contribute to the overall requirements for completing a programme of study and qualification for a university award.

2.2.4 Unless otherwise approved by the University Programmes Board, all module credit values shall be expressed as 5 ECTS credits, or multiples thereof, up to a maximum of 20 credits, with exception of capstone projects, theses and dissertations, practice/performance-based modules, structured work placement modules and Erasmus Semester/Year Abroad.

2.3 Module selection constraints

2.3.1 Within their programme of study, students shall select modules in accordance with the schedule governing the programme as approved on the Programme & Module Catalogue.

2.3.2 In module selection, students must satisfy any requirements for prerequisite modules, co-requisite modules, or any other requirements specific to their programme of registration.

2.3.3 Where pre-requisite modules exist, students will be regarded as satisfying criteria by having passed the assessments applicable to that module or having applied for and gained exemption, based on recognition of prior certificated or experiential learning, as per the University Recognition of Prior Learning Policy.

2.3.4 Where a co-requisite module is specified, students shall be regarded as satisfying module criterion, by registering for and achieving satisfactory progress in the module, or they will have previously gained credit for the co- requisite module.

2.4 Elective modules

2.4.1 Students registering to take a particular Elective module shall be subject to its availability for selection and alignment with the student timetable for other modules being taken. Other possible restrictions include, minimum or maximum class sizes constraints, and resource-related considerations as determined by the School Executive.

2.4.2 Subject to the requirements of the programme of study and upon approval of the school, a student may be permitted to change their initial Elective module. The change shall require approval by the relevant Head of Discipline within four weeks after the beginning of the semester in which the module is scheduled for delivery.

2.5 Credit Accumulation

2.5.1 Fulltime students typically select modules each semester totalling 30 ECTS credits. Where modules are delivered over the course of an academic year, rather than one semester, the ECTS for such modules are not awarded until the end of the second semester. The learning hours are normally evenly balanced across both semesters (600-750 learning hours per semester).

2.5.2 Part-time students have more flexibility in accumulating credits, within the approved limits of registration periods and programme-specific regulations.

2.5.3 Students who take longer than the normal duration of a specific programme, if they repeat a stage or defer registration or accumulate ECTS credits towards an award on module-by-module basis, should note that module content or availability may change. Such students may be required to complete additional/different modules to meet the learning outcomes and award standards of the related programme.

2.6 Minimum Pass Mark

2.6.1 Except for any approved programme-specific requirements, for example, special regulations for regulated programmes, the minimum pass mark for a module shall be 40% or 50% of the maximum available mark. Module pass marks other than 40% or 50% are subject to University Programmes Board approval.

2.6.2 All module specific requirements, such as component weightings and minimum thresholds of performance in components, must be specified in the assessment section of the module descriptor in the Programme & Module Catalogue and in the Student Handbook.

2.7 Application of thresholds

2.7.1 A threshold is where a student must attain a minimum acceptable level of achievement in a module assessment component, in addition to achieving the prescribed pass mark/grade

for the module. Minimum thresholds shall be lower than the pass mark/grade for the component, and only where derogations are approved for accreditation or regulatory purposes can the threshold be the same as the pass mark/grade.

2.7.2 Where thresholds apply for modules in programmes other than where derogations have been granted, the following rules shall apply:

- For a threshold to be used, the assessment component weighting must be worth at least 30% of the overall module assessment.
- The allowable component threshold shall be 30% or 35% (for modules with 40% pass mark) and between 40% and 50% (for modules with 50% pass mark).
- The rationale for the use of component thresholds shall be clearly explained in the assessment section of the Programme & Module Catalogue, e.g., where assessment components are assessing at least one unique learning outcome or where a particular component assesses practical competencies.
- Any student failing an assessment component with an approved threshold shall repeat the same assessment type or equivalent, as determined at the Module Assessment Board.
- Details of thresholds within a module assessment component must be presented in the “Assessment Threshold” field in the Programme & Module Catalogue.

3. Student Progression

3.1 Requirements for Progression

3.1.1 Progression from the first semester in a stage to the second Semester shall be automatic for students in 'good standing' with the University, thus enabling students to register for and take modules scheduled for the second semester of their respective programmes, even though they may have failed some modules in the preceding semester.

3.1.2 A student in "good standing" is clear of any academic sanction, past or present suspension, academic integrity sanction, or disciplinary sanction.

3.1.3 Progression from one stage of a programme to the next shall normally be automatic for students who have:

a. Met the requisite ECTS credits (e.g. 60 ECTS per academic year for full time students) and has attained a GPA ≥ 2.00 for programmes with 40% Pass Mark or a GPA ≥ 2.60 for programmes with 50% Pass mark.

b. Successfully completed all mandatory and elective modules for that stage and met any specific module assessment thresholds where required

c. In exceptional circumstances, students may be allowed to carry module(s) through to the next stage of a programme.

3.2 Carrying a Module into Successive Stage of Programme

Normally, the carrying of uncompleted modules from one programme stage to the next is not permitted. However, where a student fails a module or modules (or does not complete a module for exceptional personal circumstances) and hence does not qualify for progression to the next stage of a programme, the Programme Assessment Board may allow the student progress to the next stage while 'carrying' the failed or uncompleted module(s) if it deems it appropriate to do so. The Programme Assessment Board must consider each eligible student on case-by-case basis and adhere to the following rules. A student must at a minimum, meet the following criteria to be deemed eligible for consideration:

3.2.1 The student has obtained not less than 50 ECTS credits at the current stage along with a GPA score of 2.2 or 50% average for modules passed. Note that pro-rata arrangements may be applied where the total ECTS to be obtained for a programme stage is less than 60 ECTS.

3.2.2 Carrying modules is generally only permitted within the same programme[1], i.e., a student cannot carry a module into a programme they are transferring or progressing into.

3.2.3 The student has engaged with all scheduled opportunities to repeat any outstanding modules prior to Programme Assessment Board.

3.2.4 The uncompleted modules are not prerequisites for modules in the following year.

[1] An exception to this is where a student is progressing from a common or general entry programme.

3.2.5 A student will not normally be allowed to carry modules into the final year of a programme.

3.2.6 A student will not normally* be allowed to progress to the subsequent year of a programme carrying a module from the previous year. For example, a student in stage 2 of a programme carrying a module from stage 1, cannot progress into stage 3 until the student passes the stage 1 module.

3.2.7 Where a student is permitted to progress carrying module(s), the following shall apply:

a. Maximum of up to 2 x 5 (OR 1 x 10) ECTS Credits modules are allowed to be carried.

b. The student is aware that participating under these conditions will result in a workload which will be higher than normally expected by the students.

3.3 Absence from Assessment

3.3.1 Where it is recognised that there may be circumstances when candidates, due to reasons beyond their control, may not be able to present for assessment(s), all candidates have the responsibility of giving advance notice of their absence from a scheduled assessment and providing valid reason. Such will initially be notified to the relevant Year Tutor for advisory followed by the formal application for deferral of assessment (See Section 11).

3.3.2 Where a student intends to complete an assessment but on the day of the assessment is unable to attend due to extenuating circumstances, or they do not perform well due to the extenuating circumstances, the student can apply to Programme Assessment Board to have those circumstances considered when the Board is making its decisions (See Section 13).

3.3.3 Consequently, a candidate who, without evidence of valid cause, is absent from assessment shall forfeit the marks available for that assessment. The forfeiture shall be recorded as one assessment attempt.

* This would require exceptional circumstances (submission and approval of an EC form with accompanying evidence) and approval by Faculty Board.

4. Assessment for Award

4.1 General Principles

4.1.1 To be eligible for consideration for a university award, a student must satisfy all requirements associated with the designated programme in accordance with the Assessment Regulations.

4.1.2 Assessments encompass written and oral examinations, graded coursework, project-work, practical work, examination of theses, dissertations, and such other forms of assessment of candidates' performance as have been approved or prescribed by the University in relation to any programme of study or instruction.

4.1.3 Where a programme comprises mandatory and elective modules, at the discretion of the Head of School (for resourcing reasons), a student may be permitted to take more than the prescribed minimum number of module(s) at the designated stage of programme. In such circumstances the result calculated from the student's best elective assessments shall be used to determine the overall result for purposes of an award. The ECTS credits included for award classification shall not exceed the maximum number of credits allowed for the designated award.

4.1.4 The classification of an award shall be based on the Grade Point Average (GPA) in the award stage of programme. Programmes may also calculate award classification using students results from multiple years of the programme. The calculation and weighting must be approved through the programme validation or review process and must be recorded on the Programme & Module Catalogue..

4.2 Provision of learner pathways

4.2.1 Ordinarily, there shall be no pre-set time limit on the duration of study on modular programmes and hence no limit on the period over which the ECTS credits may be accumulated for an award. Exceptions shall be where, due to the need to maintain currency of knowledge, skills, and competencies, it is otherwise stipulated that a programme must be completed within a specified timeframe, as approved in programme validation/review, and as specified in the Programme & Module Catalogue.

4.2.2 Students who do not progress through a programme within the minimum duration, e.g., students who repeat stage(s) or defer registration, or register on a module-by-module basis but who, according to these regulations, can retake modules, will be given the opportunity to complete the programme and achieve the award. However, the status of modules (i.e., contents and/or availability) may change over the duration of their programme. Such changes may require the study of modules with updated contents and learning outcomes or new modules to maintain the academic coherence, relevance, and standard of the named award. Such shall be considered on a case-by-case basis with appropriate information to be provided in the Student Handbook as to who the student needs to consult/inform if they cannot complete/progress within the minimum duration.

4.2.3 An ECTS credit-based method of calculating the student GPA shall be used in computation for determining the Award Classification.

4.3 Award Classification & GPA

4.3.1 The following award classifications per programme type and NFQ Level shall apply. Table 6.1 below presents the award classification for programmes with 40% and 50% pass marks.

4.3.2 Students who fail the assessment of one or more of the modules which contribute to their final award classification may repeat the assessment once for each of the failed modules without prejudice to the award of Honours/Merit or Distinction. In such an instance, there is only one repeat attempt permitted to achieve an Honours award.

4.3.3 Students who fail the repeat assessment of any of the failed modules will not be eligible for the Honours /Merit or Distinction classification.

Table 4.1. **Award Classification**

Grade Point Average (GPA)	Award Classification by Award Type			
	40% Pass Mark		50% Pass Mark	
	• Higher Certificate (NFQ L6) • Bachelor's Degree (NFQ L7) • Postgraduate Diploma (NFQ L9) • Postgraduate Certificate (NFQ L9)	• Honours Bachelor's Degree (NFQ L8) • Higher Diploma (NFQ L8) • Taught Master's Degree (NFQ L9)	• Higher Certificate (NFQ L6) • Bachelor's Degree (NFQ L7) • Postgraduate Diploma (NFQ L9) • Postgraduate Certificate (NFQ L9)	• Honours Bachelor's Degree (NFQ L8) • Higher Diploma (NFQ L8) • Taught Master's Degree (NFQ L9)
3.6	Distinction	First Class Honours	Distinction	First Class Honours
3.0	Merit Grade One	Second Class Honours, First Division	Merit Grade One	Second Class Honours, First Division
2.6	Merit Grade Two	Second Class Honours, Second Division	Merit Grade Two | Pass[2]	Second Class Honours, Second Division | Pass[2]
2.0	Pass	Pass	-	-

4.3.4 The GPA system is used for aggregation of grades awarded to students on completion of learning modules in TU Dublin. Consequently, GPA is used to evaluate learning achievement and to structure student progression in the respective programmes of study, and to determine the classification of awards to graduates.

4.3.5 Each letter-grade in the module assessment matrix is assigned a numerical Grade Point Value (GPV) as outlined in the Table 4.2.

[2] Award Classification of "Pass" shall apply where a candidate repeats module(s) and does not qualify to 'Retain Honours'

Table 4.2 – GPA Model and Grading System

Grade	Grade Band, %	System Rounding	Grade Point Value (GPV)	Credits Awarded
A1	80 - 100	79.5-100	4.0	Yes
A2	75 - 79	74.50-79.49	3.8	Yes
A3	70 - 74	69.50-74.49	3.6	Yes
B1	65 - 69	64.50-69.49	3.2	Yes
B2	60 - 64	59.50-64.49	3.0	Yes
B3	55 - 59	54.50-59.49	2.8	Yes
C1	50 - 54	49.50-54.49	2.6	Yes
C2	45 - 49	44.50-49.49	2.4	Yes
C3	40 - 44	39.50-44.49	2.0	Yes
D	35 - 39	34.50-39.49	1.6	Yes
DF	35-39	34.50-39.49	1.6	No
F	≤34	≤34.49	0.00	No
FL	0	0	0	0

4.3.6 To determine a GPA, the following calculation is carried out:

a. A grade point value (GPV) is assigned to the alphabetic grade a student has gained for each module, as listed above.

b. The GPV is multiplied by the ECTS Credits allocated to that module to determine the Grade Points Earned for each module.

c. The sum of the Grade Points Earned is divided by the ECTS credits for the stage to arrive at the GPA.

Mathematically:

$$GPA = \frac{\sum(Module\ ECTS\ Credits\ x\ GPV)}{ECTS\ Credits\ for\ Stage}$$

5. Roles and Responsibilities of Examiners

5.1 Roles and responsibilities of Internal Examiners

5.1.1. Internal examiners shall be fulltime or part-time members of academic staff assigned by

the relevant School to the appropriate modules.

5.1.2 Internal examiners shall ensure that they have familiarity with the University Assessment Regulations.

5.1.3 Internal examiners shall prepare assessment components as required by the University, aligned with the module assessment strategy, for the proper conduct of their assigned module(s).

5.1.4 Continuous assessment assignments shall be notified to students with adequate notice in accordance with the Student Handbook and Student Charter.

5.1.5 Such work shall be submitted for assessment in accordance with the dates specified by the lecturer(s) and notified to the students as appropriate.

5.1.6 The internal examiner shall ensure that appropriate criteria are established and communicated to students to assess the submitted work, and that assessment procedures and standards correspond to good practice.

5.1.7 It is the student's responsibility to ensure that they have submitted written and online assessments in the correct format and on time.

5.1.8 The University shall ensure that:

a. Secure systems are in place for submission of assessments, and that information on the procedures to be followed by students is clearly communicated.

b. Adequate provision is made to capture marks awarded to each assessment in the Faculty Grade Book.

c. Adequate provision is made for backup of computer-based and computer transmitted assessment materials.

d. Where applicable, students are given clear information relating to the consequences of late submission of continuous assessment, e.g., penalty for late submission. This information should be captured in the assessment brief and/or student handbook.

5.1.9 Requirements prior to and during the invigilated formal examination - prior the examinations, the internal examiner(s) shall:

a. Submit to the Head of School, or nominee, all draft examination papers for which they are responsible in accordance with the dates and conditions specified by the University.

b. Provide and make available to the Head of School, or nominee, marking schemes and outline answers or model solutions for each question on each examination paper. These shall indicate clearly the proposed basis for grading. In preparing such materials internal examiners shall have regard to the following:

i. Examination papers must provide clear instructions to students as to whether it is an open or closed book examination, and to specify the

number of questions to be attempted and the marks allocated for each question or part thereof.

ii. Where special materials or equipment are required or permitted at an invigilated assessment, these are to be clearly specified and notified to both students and invigilators in advance of the examination and as part of specified instructions for the assessment.

iii. The maintenance of the established standards for the programme.

iv. Conformity with assessment specifications as defined in these regulations.

v. Consistency of terminology and clarity of expression in examination papers.

c. Ensure that the content and overall balance of the examination paper accurately addresses the relevant module learning outcome(s) per the approved module descriptor in the Programme & Module Catalogue.

d. Where there is more than one internal examiner involved in the preparation of an examination paper, consult with all examiners involved in the preparation and assessment of the paper. This is to ensure that the formulation of the paper represents a proper balance of their respective components towards ensuring the assessment of the target module learning outcomes.

e. In consultation with the Head of School, Head of Discipline, or their nominee, give due consideration to suggestions and amendments proposed by the external examiner(s).

f. Ensure that examination papers are checked for accuracy.

5.1.10 In the case of examinations, either the Examiner and/or the relevant Head of School/Head of Discipline should be contactable by telephone for the duration of the examination. In exceptional circumstances a suitably qualified person may be appointed by the Head of School, or nominee, to stand in for an Internal Examiner during the examination.

5.1.11 Following the examinations, the internal examiner(s) shall:

a. Collect and sign for examination scripts from the Examinations Office/or designated office and ensure that the correct scripts in the correct quantity have been obtained.

b. When assessing students' scripts, ensure that marks awarded are in accordance with the marking scheme submitted and approved for the examination.

c. Mark all questions that a student has answered, even when a student attempts more than the specified number of questions, all attempts shall be marked, and the student credited with the best results for the specified number of questions.

d. Ensure that the marked scripts clearly indicate the marks awarded to each examination question or part thereof attempted by the student.

e. In accordance with dates determined by the Head of School, or nominee, return to the Examinations Office, or other designated office, all scripts and other components of assessment, together with the marks sheet which shall clearly show the marks assigned to the various examination questions and the total mark expressed as a percentage. The total mark achieved in the written examination shall be entered into the designated student record system.

f. Unless specifically excused by the Head of Discipline, attend the Module Assessment Board for all modules in which they are involved.

g. Without delay, declare to the Head of School, Head of Discipline or nominee, any interest, relationship or other circumstance which might constitute a conflict of interest, or which might be seen as inappropriate for the role of examiner in a particular module.

h. Not divulge the proceedings of Assessment Boards. The proceedings and deliberations of Assessment Board meetings shall be confidential.

5.2 Roles and Responsibilities of External Examiners

5.2.1 The functions and responsibilities of an External examiner shall be executed as prescribed in Section 4 and Section 9 of the University's External Examiner Policy.

5.2.2 Apart from outlay of specific functions and reporting structure, the policy also covers the criterial for appointment, period of appointment, and protocols for engagement with the designated academic programme, including reporting responsibilities.

6. Conduct at Invigilated Examination Centres

6.1.1 At all TU Dublin examination centres, student conduct shall be governed by principles of integrity, fairness, and respect to peers and to those assigned to manage the various aspects of the process, all aimed at maintaining orderly examination environment for all candidates.

6.1.2 Requirements include punctuality; presentation of identification when required; possession of permitted items only (e.g., calculators, parameter tables etc.); maintenance of silence; compliance with exam rules and invigilator instructions; courtesy/respect to both staff and peers. Violations may lead to penalty, including disciplinary action. Specific operational and procedural details of the requirements are described in a separate guide.

7. Assessment Boards and Procedures

Assessment Boards, comprising Module Assessment Boards and Programme Assessment Boards have the function of considering and recommending for approval the assessment results recorded

in respect of each candidate from the collection of assessments comprising the stage/year of each programme of study. The university shall set up and maintain appropriate procedures related to the operation of Assessment Boards, to ensure fairness and consistency in the assessment of students, and approval of results.

7.1 Module Assessment Board

7.1.1 The Module Assessment Board, which is chaired by the Head of Discipline[3] with responsibility for the module, and is attended by the module lecturer(s), meets to:

a. Review marks and grades for the modules under their responsibility.

b. Consider any known extenuating circumstances on record.

c. Discuss and identify arrangements for reassessment.

7.1.2 The purpose of the Module Assessment Board is to review the marks (grades) awarded to each student whose performance in the module has been assessed and to ensure that there is a recorded mark (or grade) for each student. In addition, in the case of a failure by a student to achieve a pass in any module, the Board will specify any re-assessment that might be required.

7.1.3 When organising Module Assessment Boards, modules should be grouped by programme, level, stage or subject area so that there are no fewer than three internal examiners at the Module Assessment Board.

7.1.4 The results from a module will only be tabled at one Module Assessment Board.

7.1.5 The decisions of the Module Board on the module marks or grades awarded to each student may not be altered subsequently unless:

a. through a decision of a re-convened Module Assessment Board;

b. through a decision of the Programme Assessment Board; or

c. following a recheck/remark/appeal process or panel of enquiry.

7.1.6 Where consensus is not achieved on the final grade to be awarded, the lecturer's original grade should be recorded, with the issue deferred to the Programme Assessment Board for further consideration.

7.2 Programme Assessment Board

7.2.1 Following completion of the relevant Module Assessment Board(s), a Programme Assessment Board is held.

7.2.2 The Programme Assessment Board is chaired by the Head of School or nominee with responsibility for the programme and includes the relevant Heads of Discipline, External Examiners, Internal Examiners, and assigned Examinations staff member. All Internal Examiners involved in the programme must be invited as full members of the board and

[3] Can be chaired by Head of School where appropriate such as a module shared across disciplines, or where the Head of Discipline is not available.

must notify the Head of School for the programme concerned if unable to attend.

7.2.3 The Programme Assessment Board will:

a. Review overall grades for each stage of Programmes.

b. Consider any marginal cases per Assessment Regulations.

c. Approve amendments to assessment records based solely on the Assessment Regulations (Recorded and implemented by assigned Examinations staff member).

d. Confirm arrangements for any supplementary assessments required.

7.2.4 The output of the Programme Assessment Board is formal confirmation by its chair, that grades, progression and award records are complete and accurate, and the recommendation of Awards to Faculty Board.

7.2.5 Where consensus is not achieved in the consideration of marginal cases, the decision shall be by a majority decision of the members present. In the event of an equality of votes, the Chairperson of the Programme Assessment Board shall exercise the casting vote.

8. Compensatory Pass

8.1 Principles of a Compensatory Pass Grade

8.1.1 The term Compensatory Pass Grade here means that the module has been failed marginally but still qualifies for the requisite ECTS credits.

8.1.2 Compensatory Pass Grade may be applied to allow a student who marginally fails one or more modules to progress in their academic programme or to qualify for an Award without having to retake the failed module(s).

8.1.3 Modules eligible for Compensatory Pass Grade (D grade) shall be ≥ 35% and ≤ 39% (DF before compensation is applied), where the designated Pass Mark is 40% (C Grade). In the case of a module with a designated Pass Mark greater than 40% (C Grade), the Compensatory Pass Grade will be an equivalent grade band below the Pass Mark.

8.1.4 Compensatory Pass Grade will normally apply for both Mandatory and Elective modules.

8.1.5 Compensatory Pass Grade shall only apply where a module is being taken for the first or second attempts only.

8.1.6 Compensatory Pass Grade is allowed except where it is not permitted according to the approved module descriptors. An example could be a final year capstone module allowing students to apply the skills, knowledge, and experience gained throughout their studies towards a real-world problem or complex topic related to their discipline, e.g., a final year design project. Normally, capstone projects are heavily weighted, e.g., >15 ECTS.

8.1.7 Compensatory Pass Grade may not apply for some programmes. The rules for such programmes as approved at validation/review and on the Programme & Module Catalogue shall apply.

8.1.8 Compensatory Pass Grade Rules:

a. Where a student has a GPA of 2.0 or greater, and no F grades, they are deemed to have passed overall, and any DF grades will automatically have a Compensatory Pass applied to it and it will be changed to a D.. This does not apply to modules covered under Section 8.1.6 or 8.1.7 above.

b. Any failed module(s) (F grades) must be retaken and passed or compensated in accordance with 8.1.5, regardless of the GPA score.

c. Where a student has a GPA of less than 2.0, and hence compensatory pass cannot be applied, any failed module(s) (F grades and DF grades), should be retaken and passed. If at the subsequent Programme Assessment Board, the student's GPA is greater than or equal to 2.0, it may be possible for any original DF grade, not taken in the re-sit, to achieve compensatory grade (D) if the re-sit fits criteria in 8.1.5.

9. Regulations for Re-assessment

9.1.1 A student who fails to accumulate sufficient ECTS credits and a GPA of 2.00 or higher for 40% Pass Mark (or GPA of 2.6 for 50% Pass Mark), or to successfully complete any modules which are compulsory for the programme award, will normally be eligible for reassessment in the failed modules.

9.1.2 The reassessment requirement will be determined by the module lecturer at the respective Module Assessment Board(s).

9.1.3 Reassessment will normally take place at the next available sitting.

9.1.4 It is University policy that all assessments in an individual module (i.e., the first attempt and repeat attempts) are of similar academic rigour and standard. Therefore, in general, students taking repeat assessments will do so under the same assessment method and criteria as in first attempt. Where a different assessment method is used in repeat attempts, the assessment method must be aligned to the same learning outcomes as the assessment method used in the first sitting.

9.1.5 Students can only repeat modules that they have failed, i.e. DF or F grades. They cannot repeat a passed module or component of a module for purposes of gaining a higher grade or GPA..

9.1.6 Details of module assessment, module reassessment, and programme- specific/special conditions shall be specified in the approved module descriptors in the Programme & Module Catalogue.

9.1.7 In general, students will be able to carry forward the marks for any successfully completed component of a module. Generally, students must only repeat the component of assessment which was failed.

9.1.8 For some forms of reassessments, it may in some circumstances only be possible that eligibility for reassessment requires re-attendance of the full module. Consequently, it may not be possible to repeat some modules in a supplemental sitting. Students may be required to attend the subsequent offering and repeat all assessment components. Where a module is no longer being delivered, the Head of Discipline may approve an alternative module.

9.1.9 There will be a general provision that written or other forms of reassessments will be scheduled during or at the end of each semester as well as during late August/early September. The timing of the reassessment will be at the discretion of the Module Assessment Board. The number of opportunities for a candidate in an academic year to take an assessment per module will normally be limited to two. Module reassessments will normally be taken at the next available opportunity (unless a Deferral of Assessment is granted).

9.1.10 The student will be deemed to have passed the module if the aggregate of the marks carried forward (if applicable) and the mark from the reassessment meets the requirements and threshold for passing the module. Where assessments have had to be repeated in this way, the overall module mark will be capped at the module pass mark. This mark should be recorded in the student's academic history and used for the purposes of determining the classification of an award.

9.1.11 Students who fail the assessment of one or more of the modules which contribute to their final award classification may repeat the assessment once for each of the failed modules without prejudice to the award of Honours/Merit or Distinction. There is only one repeat attempt permitted to achieve an Honours award. Students who fail the repeat assessment of any of the failed modules will not be eligible for the Honours /Merit or Distinction classification.

9.1.12 Where a student has submitted an Extenuating Circumstances form (see Section 12) and it is approved; they should have their next attempt considered as their 'First Attempt'. Where there is no approved extenuating circumstance and a student is offered opportunity for reassessment, such will be considered as 'Repeat Attempt', with the resulting grade capped at Pass Mark for the respective module.

9.1.13 It is the responsibility of the student to inform themselves of all requirements for repeat assessments, and they should have consulted with the relevant staff member in a timely manner. Normally, the details of the reassessment will be formally communicated to the relevant students, with instructions, where appropriate, of who to contact within the school.

10. Deferral of Assessment

Deferral of assessment may be granted to any student who, for valid reasons, wishes to be considered for the same under the categories outlined below. Granting of deferrals shall be at the discretion of the Head of School (or Nominee) in which the student is registered and/or the programme is administered. To be considered for deferral, a student must file an Application to Defer Assessment/Exam/Project Form.

10.1 Individual assessment deferrals

10.1.1 Students can apply to defer individual elements of continuous assessment, examinations (including supplementals), or a project.

10.1.2 Several assessments/examinations can be deferred from different modules.

10.1.3 If the application for deferral is approved, the same type of element of the continuous assessment, examination, or project will need to be completed in the next available sitting/supplemental examination session for that module.

10.2 Whole module assessment deferrals

10.2.1 A whole module or number of modules of a programme are deferred.

10.2.2 If deferral is approved, such module(s) must be attempted in the following academic year, and if applicable guidelines for Progression Carrying Credits shall apply.

10.3 Programme deferral (Study Interruption)

10.3.1 For a variety of unexpected reasons, students may be unable to start or engage in their programmes for a given academic year and may wish to defer the full academic year. Guidelines for such are provided separately under Deferring From Your Programme.

11. Handling Violations of Assessment Regulations

11.1 General principles of regulations

11.1.1 No student shall attempt to infringe any assessment regulations.

11.1.2 No student shall procure or attempt to procure services that are in violation of the regulations, whether on their own behalf or on behalf of any other student.

11.1.3 Examples of infringements include plagiarism, misrepresentation to deceive, bribery, collusion, fabrication, falsification, impersonation, contract cheating, and any other forms of deception, including the possession of examination questions in advance of the scheduled sitting of such examination, or the possession of prohibited devices or materials

in an examination venue, and the unauthorised use of any form of artificial intelligence. Infringement of assessment regulations, which constitute unfair practice may be identified or detected:

a. During any forms of assessment for which credit is claimed and obtained.

b. During invigilated assessments (both face-to-face and remotely).

c. During the marking of written examination answer books.

11.2 Breaches of Assessment Regulations

11.2.1 Breaches detected during submission of academic coursework for assessment are dealt with under the published Academic Integrity Procedures.

11.2.2 If a breach of the regulations is suspected during an invigilated assessment the Invigilator shall inform the student that the alleged incident will be reported to the Examinations Service.

11.2.3 The Invigilator shall annotate any relevant document(s) and remove any material(s) which form the basis for the suspicion. The student shall be permitted to continue the assessment.

11.2.3 A report shall be prepared by the Invigilator on the Invigilator's Report Form and presented, together with any material(s) confiscated, to the Examinations Service within 3 working days of the alleged breach. The Faculty and Examinations Service shall seek to have the formal Assessment Panel of Inquiry procedures invoked within 10 days of receipt of the Report Form.

11.2.4 If, during the marking of an examination script, an examiner suspects that the student may be guilty of unfair practice, a written report shall be compiled by the examiner giving details of the cause for suspicion. The report, together with all materials relating to the incident, shall be presented to the Head of School within 3 working days from the detection of the alleged breach.

11.2.5 The Head of School will, through the Faculty Manager, initiate the formal Assessment Panel of Inquiry procedures.

11.2.6 If after the completion of the assessment process, evidence emerges of a breach of the assessment regulations, the Head of School shall compile a report providing details of the cause for suspicion and providing all relevant materials relating to the incident.

11.2.7 The Head of School will, through the Faculty Manager, initiate the formal Assessment Panel of Inquiry procedures.

11.3 Procedures after notification of an assessment breach

11.3.1 If after the completion of the assessment process, evidence emerges of a breach of the assessment regulations, the Head of School shall compile a report providing details of the

cause for suspicion and providing all relevant materials relating to the incident.

11.3.2 The student shall be entitled to present a response orally and/or in writing to the Assessment Panel of Inquiry and be accompanied at all hearings conducted by the Assessment Panel of Inquiry, for example, by a TU Dublin SU representative.

11.3.3 The student shall notify the Faculty Manager at least one working day prior to the Assessment Panel of Inquiry of the name(s) of the person(s) to accompany them and their status.

11.3.4 In circumstances where the outcome of the Assessment Panel of Inquiry may require an alteration of an Assessment Board decision, then the Assessment Board shall reconvene to implement the decision. The Assessment Board shall have no function or authority in determining the facts of a case of an allegation of breaches of the assessment regulations.

11.3.5 A Secretary to the panel shall be responsible for administering the procedures in relation to the Assessment Panel of Inquiry.

11.4 Assessment Panel of Inquiry

11.4.1 The inquiry procedures shall be carried out by the Assessment Panel of Inquiry composed of:

- ***Chairperson:*** Faculty Dean (or Nominee)
- ***Head of School (or Nominee):*** From a School not involved with the programme. In circumstances where all Schools within the Faculty are involved with the programme, then the Head of School, or nominee, may be drawn from a different Faculty.
- ***Academic Staff:*** Two members of academic staff from a School not involved with the module(s) concerned. In cases where the student suspected of a breach of regulation is registered on a programme leading to a joint/multiple/dual award involving TU Dublin and another awarding institution, one of the two members may be from the partner awarding institution.
- ***Secretary to the Panel:*** Normally Faculty Manager or nominee.

11.4.2 The Head of School, or nominee, responsible for the programme shall present a written report to the Assessment Panel of Inquiry and shall attend the hearing of the Assessment Panel of Inquiry to respond to matters raised by the Panel. A copy of this report shall be provided to the student prior to the first hearing of the Assessment Panel of Inquiry.

11.4.3 The Head of School, or nominee, should be present at the Assessment Panel of Inquiry for so long as the student and the student's representative are present.

11.5 Procedures for the Consideration of Alleged Breach(es) of Assessment Regulations

11.5.1 The Assessment Panel of Inquiry shall normally assemble to consider the allegation(s)

within 10 working days, following the reporting of the incident. Each case shall be considered separately and based on evidence made available to the Assessment Panel of Inquiry.

11.5.2 The Head of School or Nominee, and the student shall be entitled to call witnesses and notice of intention in this regard shall be provided to the parties at least one working day prior to the date on which the witnesses are scheduled to attend. The student shall have the opportunity to seek clarification of any witness statements.

11.5.3 If a student seeks an adjournment during proceedings, this may be granted at the discretion of the Assessment Panel of Inquiry. In such circumstances the duration of the adjournment shall be determined by the Assessment Panel of Inquiry.

11.5.4 In circumstances where a general breach of the assessment regulations involving a significant number of the students is suspected, then all the students who might be affected by such a decision shall have the right to make submissions to the Assessment Panel of Inquiry before a decision is made. The Assessment Panel of Inquiry may also declare the assessment void in respect of some students only or in respect of all students.

11.5.5 The Assessment Panel of Inquiry alone shall adjudicate on the allegations(s) based on the written and oral submissions made and shall determine the penalty to be applied.

11.5.6 The Chair of the Panel shall seek information from the School and Examinations Service on any previous breaches of the Assessment Regulations. This information should be sought after the panel has considered all other evidence in the case, but before imposing any penalty.

11.5.7 The student and the Examinations Service shall be notified in writing by the Secretary to the Panel of the outcome of the inquiry within 5 working days.

11.5.8 The Faculty Manager shall maintain a record of all proceedings of the Assessment Panel of Inquiry and shall retain relevant materials relating to the inquiry in accordance with university data protection guidance.

11.6 Penalties for Violation of the Assessment Regulations

11.6.1 The Assessment Panel of Inquiry shall determine the actual penalty to be applied, having regard to the seriousness of the incident and the guidelines set out in the following sections. Such penalties may be applied either separately or in combination.

11.6.2 Where the Panel has found a student to be in breach of the Regulations, it will consider any previous breaches by the student prior to determining the penalty.

11.6.3 The Assessment Panel of Inquiry may, at its discretion:

a. Determine that no breach has occurred. In such a case the Assessment Board shall be instructed to consider the assessment results in the normal manner.

b. Issue a written warning to the student. In such a case the student may be informed that the written warning constitutes a formal record of breach of assessment

regulations.

c. Deem the student to have failed all or part of the assessments for the stage or year of the programme. In such a case, the Assessment Panel of Inquiry shall stipulate the imposed timeframe before the student is entitled to be reassessed.

d. Determine whether the student shall be ineligible for any special award of the University.

e. Recommend to Academic Council for suspension of the student from all activities of the University for a stated period; In such cases the suspension order shall be signed by the Registrar. Any student who is suspended in an award year will not be eligible for a Merit/Distinction/Honours classification.

f. Recommend to Academic Council the expulsion of the student from the University. In such a case, the expulsion order shall be signed by the President and a zero mark should be recorded against the student's record for the modules concerned.

11.7 Appeal against the decision of the Assessment Panel of Inquiry

11.7.1 The Assessment Panel of Inquiry shall determine the actual penalty to be applied, having regard to the seriousness of the incident and the guidelines set out in the following sections. Such penalties may be applied either separately or in combination.

11.7.2 Where the Panel has found a student to be in breach of the Regulations, it will consider any previous breaches by the student prior to determining the penalty.

11.7.3 A student may appeal against the decision of the Assessment Panel of Inquiry on one or more of the following grounds:

a. Substantive new evidence that was not available to Assessment Panel of Inquiry at the time of its hearing has come to hand.

b. The University's procedures in relation to Breaches of Assessment Regulations were not properly followed.

c. The penalty determined by the Assessment Panel of Inquiry is inappropriate in comparative terms with similar cases within the University.

11.7.4 A student shall have the right to present the case to the University Appeals Panel. The student shall indicate in the written statement whether they wish to appear and/or be represented by a third party.

11.7.5 An appeal must be lodged in a written statement to the Head of Academic Affairs within five working days following the outcome of Assessment Panel of Inquiry. The appeal must be accompanied by the appropriate fee. The written statement which should be no more than 500 words, will specify the ground(s) of the appeal and matters relevant to it. Late appeals will be considered only in exceptional circumstances.

11.7.6 In cases where the student wishing to appeal the decision of an Assessment Panel of

Inquiry is registered on a programme leading to a joint/dual award involving TU Dublin and another awarding institution, one of the two members may be from the partner awarding institution.

11.7.7 The Head of Academic Affairs shall be responsible for administering the procedures in relation to any appeal against the decision of an Assessment Panel of Inquiry.

11.7.8 The Faculty Office shall present to ARPPOC each academic year a written summary report on the number of Assessment Panels of Inquiry held within the faculties and the outcomes of these, including penalties imposed.

12. Extenuating Circumstances Related to Assessment

12.1.1 Extenuating circumstances as envisaged under these regulations are serious adverse and unforeseen factors, which may have affected the student's performance in assessments, such as illness or bereavement.

12.1.2 In cases where a student has a temporary injury or illness (e.g., because of an accident) and requires special accommodation for invigilated examinations, they should immediately contact the Examinations Office for information on available supports or other courses of action.

12.1.3 It is the responsibility of students to submit to the university any evidence concerning extenuating circumstances, which they believe may affect or have affected their performance, and which they wish the Assessment Board to consider each semester as necessary. In the case of work submitted for continuous assessment the deadline for submitting an Extenuating Circumstances Form is normally the same as the scheduled hand-in date for the assignment. In the case of invigilated examinations, the completed form should be submitted not later than three working days after the date that the student was due to sit their last examination. Only in exceptional circumstances shall information of this nature be considered if presented after the Assessment Board meeting.

12.1.4 An Extenuating Circumstances Form must be supported by a Professional Opinion Form, which are available at https://www.tudublin.ie/explore/about-the-university/academic-affairs/assessment-regulations/extenuating-circumstances/ both duly completed, and returned online to the designated email address (ecforms@tudublin.ie) overseen by Academic Affairs. Academic Affairs will upload the Extenuating Circumstances forms to a secure folder, which may be viewed by designated School staff, including the School Operations Lead and the appropriate Head of Discipline.

12.1.5 The Head of Discipline will review the evidence provided and will make a recommendation to the Module Assessment Board and to the Programme Assessment Board on the case presented.

12.1.6 Based on the recommendation of the Head of Discipline, the Assessment Board may take

such action as it sees fit. While there may be an acceptance that extenuating circumstances have resulted in poor performance in assessments, the Assessment Board will require the student to achieve the learning outcomes for a module and hence the extenuating circumstances should not be used to adjust mark/grade. The Assessment Board may make one of the following decisions:

a. Student may re-take the assessment at the next available sitting (or subsequently) as a first attempt. (Module Assessment Board Decision)

b. Student is permitted to retain the current award classification as per the approved programme document in accordance with the Assessment Regulations. (Programme Assessment Board Decision)

c. Student allowed to carry a failed module to the next academic year as per the Assessment Regulations (Programme Assessment Board Decision).

d. An alternative assessment be provided to the student.

12.1.7 Academic Affairs shall produce an annual report of the number of EC forms received per programme.

13. Procedures Following Publication of Results

13.1.1 The university shall maintain clear and timely procedures for providing feedback on formative and summative assessments, including facilitating processes for viewing of assessment documents/artefacts (e.g., examination script, report, dissertation, and related marking schemes).

13.1.2 The procedures shall, where required by a candidate, enable for Recheck of Assessment Results and/or Remark of Assessment Material to discount any possible errors and omission, and opportunity to appeal an assessment result.

13.1.3 Following the formal publication of the module assessment results, a student can use the following three stage process to query the results or request feedback on their performance in any assessment that has contributed to the overall mark or grade for the module:

a. *Stage 1:* Feedback and Viewing of a Completed Assessment Document.

b. *Stage 2:* Recheck of Assessment Results and/or Remark of Assessment Material.

c. *Stage 3:* Appeal of Assessment Results.

13.1.4 Students should engage in the Stage 1 process prior to submitting a formal application for either a recheck or remark of assessment results. An unsuccessful recheck/remark is not a ground for appeal.

13.2 Stage 1: Feedback and Viewing of a Completed Assessment Document

13.2.1 All students should have the opportunity to receive timely feedback on completed assessments so that they can clearly identify aspects that have been completed satisfactorily and areas that require further work or development. It is the student's responsibility to engage with the feedback mechanisms.

13.2.2 The Examinations Service will publish a calendar of dates for the publication of assessment results, and each school will publish dates for the viewing of completed assessments documents.

13.2.3 Completed assessment documents include examination scripts, submitted assignments (such as reports, essays, dissertations etc.,) and completed marking schemes for assessed work such as presentations, performances, artefacts, etc.

13.2.4 Viewing of completed assessment documents and provision of feedback should normally be scheduled within 4 working days of the publication of the results.

13.2.5 The Internal examiner shall produce the assessed work and/or the marking scheme and demonstrate to the student the basis on which the marks were lost or gained. If the Internal examiner is unavailable, a nominee of the Head of School shall undertake this role.

13.2.6 The viewing of the assessment documents and the provision of feedback may be facilitated online. The Internal examiner will decide whether to provide feedback in person or online. Online meetings shall not be recorded by either the examiner or student.

13.2.7 The purpose of feedback and viewing of assessed work is to:

a. Give guidance to students to enhance future performance or repeat assessment.

b. Discuss the student attempt and the marking with a view to explaining how solutions might have been structured.

13.3 Recheck of Assessment Results and/or Remark of Assessment Material

13.3.1 Recheck is when examination and assessment material are reviewed to ensure the marks have been allocated and totalled correctly. Remark is a process whereby examination and assessment material are corrected (marked) again.

13.3.2 After completing the viewing of the assessment documents in Stage 1, a student may apply, through the Examinations Service, to have the assessment rechecked and/or remarked.

13.3.3 Applications for a recheck or a remark that do not follow the procedures below will be rejected.

13.3.4 The application fees are published annually by the Examinations Service and are only refunded when a student's application is successful. The recheck process determines if all attempted parts of the assessment were marked, and that no computational errors occurred during the marking or the recording of marks processes.

13.3.5 An application for a recheck should only be submitted after the completion of Stage 1. A

candidate wishing to have an assessment rechecked should submit the Recheck Form, together with the requisite fee, to the Examinations Service within three working days of completing Stage 1 or within 7 days of the publication of results.

13.3.6 The recheck process shall be carried out by the internal examiner under the direction of the Head of School and may result in one of the following outcomes:

a. Mark is unchanged.

b. Mark is increased.

c. Mark is decreased.

13.3.7 Where the process gives rise to a change of mark, the lecturer will inform the Head of School, or nominee, who will notify the Examinations Service of the changed results, and appropriate amendments to the examination record submitted.

13.3.8 The Examinations Office notifies the student of the outcome of the Recheck process. If the re- check gives rise to a change of mark, the Head of School, or nominee will notify the Examinations Service will update the student record system and reissue transcripts and arrange for a refund of the Recheck fee.

13.3.9 A remark is a reassessment of the material submitted for assessment. The remark process does not apply in cases where the nature of the assessment is such that, to re-mark the work, a resubmission or repeat presentation/performance by the student must take place.

13.3.10 A candidate may seek a remark by submitting the Remark Application Form, together with the requisite fee, to the Examinations Service within three working days of the date of viewing of the examination script or notification of the outcome from the recheck process or within 7 days of the publication of results.

13.3.11 The Head of School or nominee shall make the necessary arrangements for the re-marking of the assessment.

13.3.12 The remark may result in one of the following outcomes:

a. Mark is unchanged.

b. Mark is increased.

c. Mark is decreased.

13.3.13 The Examinations Office notifies the student of the outcome of the Remark process. If the remark gives rise to a change of mark, the Head of School, or nominee will notify the Examinations Service will update the student record system and reissue transcripts and arrange for a refund of the Remark fee.

13.4 Appeal of Assessment Result

13.4.1 To appeal a decision of an Assessment Board, a student must submit the online Assessment Appeals Form, with the requisite fee to the Examinations Service, within 5

working days of completing Stage 1, or within 7 working days of the publication of results or within 3 working days of notification of the outcome of Remark or Recheck application. The appeal application should state the reasons for the appeal and provide any supporting documentation.

13.4.2 The only grounds on which an appeal can be made are:

a. The Regulations of the University and/or any programme specific regulations have not been properly implemented.

b. Circumstances exist which may not have been specifically covered by the current Regulations.

c. There is new attested information that was not made available to the Assessment Board for justifiable reason and therefore was not considered.

13.4.3 Where a student is appealing on one of the grounds above and believes that their assessed work was not marked correctly or the marking scheme was not appropriately applied, they must first have completed the Remark process in Stage 2 and have been notified of the outcome prior to submitting the appeal application.

13.4.4 Academic Affairs will establish two separate Appeal Boards to determine the eligibility of Appeal Applications and to consider the Appeals. The Appeal Boards shall be constituted from the pool of all Heads of School (ca. 26 No.) and all Heads of Discipline (ca. 82 No.).

14. The Appeals Process

14.1.1 On receipt of the formal application to appeal (see section 15.4), the students will be advised that an appeal may not necessarily be successful and therefore upheld or result in the outcome that the student wishes. The Appeals Board cannot award extra marks where learning outcomes have not been met (i.e., for marks to be awarded in an assessment, the student must demonstrate that they have met the learning outcomes that are being assessed).

14.1.2 Where an appeal relates to a failed assessment or examination and if an appeal has not been fully processed when the next repeat opportunity arises, the student should complete the repeat assessment, and this shall not prejudice their appeal.

14.1.3 Where applicable, the student shall be entitled to apply for temporary attendance in the following year of the programme, pending the outcome of the appeals process. If the appeal is rejected the temporary registration shall be terminated.

14.1.4 Where the subject(s) of appeal do not prevent graduation in an award year, the student may choose to graduate per schedule for their programme, or they may choose to defer, pending the outcome of the appeal process.

14.1.5 All appeals lodged shall be promptly referred to the Head of School, who shall be

responsible for initiating the preparation of a response report to be submitted on the appropriate form. The form together with the report from the Head of School and any other relevant documentation to accompany the appeal shall be referred to Academic Affairs within 8 working days, for forwarding to the Appeals Eligibility Board.

14.1.6 The Appeals Eligibility Board shall initially convene to determine eligibility of the appeal, and may determine that:

a. The appeal is eligible and should proceed to a Appeals Board.

b. The appeal is ineligible and should be rejected. An appeal shall be deemed ineligible if there are no grounds for appeal, if the appeal for is incomplete, or if the appeal is found to be malicious, vexatious, or frivolous.

14.1.7 Where the Appeals Eligibility Board determines that an appeal should proceed to full hearing, it will notify the Head of School and schedule the hearing. The appeals hearing will normally be scheduled within 15 working days from this notification. The Appeals Board shall consider all evidence (oral and written) relevant to the appeal, and may, at its discretion, consult other parties where appropriate, including:

a. The Appellant shall be invited to present the case in person to the Appeals Board and shall indicate on the form if they wish to appear and/or be represented by a third party, e.g., TU Dublin Students' Union.

b. The Head of School, or nominee, shall present at the meeting, the submitted written report to the Appeals Board and respond to any matters raised by the Board.

c. Internal examiner(s) or appropriate School representative may be required to attend and give evidence to the Appeals Boards and prepare a report if requested.

14.1.8 The decisions of the Appeals Board meeting shall normally be formulated in a private session and by consensus. Where the Board does not reach a consensus, the outcome shall be decided by a majority decision.

14.1.9 The Appeals Board shall notify its decision to the Appellant, the Head of School, the Faculty Dean, and the Head of Academic Affairs as soon as possible.

14.1.10 An Annual Report synopsising the decisions of the Appeals Board/Panel will be forwarded to the Academic Regulations, Policies and Procedures Oversight Committee (ARPPOC) for noting.

14.1.11 The decisions of the Appeals Board(s) shall be final and binding on the University and the Appellant.

14.1.12 However, the approved decision may be subject to appeal through Office of the Ombudsman if the Appellant so wishes.

15. Supporting Students with a Disability

15.1 It is University Policy to facilitate by all appropriate means, wherever possible, the enrolment and participation of students with a disability in university programmes. This will be in line with applicable provisions in the University Practices of Equality, Diversity, and Inclusion (EDI). Consequently, the University maintains a robust Code of Practice for Disability Support Services.

15.2 For students to have their disability recognised by the University, they must register with the Disability Support Service and provide medical documentation or psycho-educational reports. In circumstances where, because of disability, a student is unable to undertake assessment by the means defined for the stage/year then that student may apply to the disability service to have arrangements put in place. Arrangements may include the following upon the advisory of the Disability Support Service for each student:

a. Additional time may be permitted for the completion of an invigilated assessment or for the submission of work for continuous assessment; only with pre-approval from relevant lecturer for in-term continuous assessments.

b. Special facilities such as computer equipment with or without specialised software, will be provided, as appropriate, and in designated Examination Venue as an alternative to a printed examination paper and/or answer books.

c. The employment of supports such as scribe, reader, interpreter, and personal assistants. Students must fulfil specific criteria as required by the DAWN Reasonable Accommodations in Exams Guidelines to avail of these exam accommodations.

d. Alternative forms of assessment, only after due consultation with the relevant school, that allow the student to demonstrate that they have achieved the learning outcomes of the module.

15.3 If a student has a disability or learning difficulty and is registered with the Disability Support Service (DSS) the accommodations will be facilitated through ongoing supports.

16. Regulations for Online Assessment

The regulations for online/remote assessments are supplementary to the fundamental principles of assessment covered in these Assessment Regulations. Procedural details for the conduct of Online/Remote Assessments are provided in a separate document (link to be added once approved). Schools and programmes with PSRB status and external accreditations shall ensure that they have a clear understanding of the regulatory body's current requirements with regards assessment approaches, such that any online/remote assessment aligns with the same.

17. Document Management

17.1 Version Control

VERSION NUMBER	VERSION DESCRIPTIN / CHANGES MADE	AUTHOR	DATE
1		*Academic Affairs*	*3rd July 2025*
1.2	*Minor amendments and point of clarification from faculty feedback and as approved by Academic Council*	*Academic Affairs*	*5th July 2026*

17.2 Document Approval

VERSION NUMBER	APPROVAL DATE	APPROVED BY (NAME AND ROLE)
1	*24th June 2025*	*Academic Council*
1.2	*5th July 2026*	*Academic Council (Chair's Action)*

17.3 Document Ownership

Assistant Head of Academic Affairs, Quality Framework

17.4 Document Review

Policy review will take place as part of the periodic review of the University Quality Framework

17.5 Document Storage

The document is available under Academic Affairs Policies and Procedures.

17.6 Document Classification

The document is part of the University's Quality Framework Policies and is to inform staff and students about the assessment regulations that apply to taught programmes of study leading to TU Dublin Awards and should be read in conjunction with the relevant Quality Framework Policies and Procedures which are available on the Academic Affairs website.