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## Assessment and Academic Progression Policy

### 1. Context

Trinity College Dublin, the University of Dublin, herein referred to as Trinity, is committed to ensuring that its assessment practices are robust, equitable and transparent, and act as a vehicle for learning. Effective assessment systems are essential for academic progress, and in upholding the integrity of academic standards and awards.

This policy should be read in conjunction with (and is subject to) the relevant provisions of the [University Calendar](#) and [the 2010 Consolidated Statutes of Trinity College Dublin and the University of Dublin](#).

Trinity as a designated awarding body has responsibilities to assure that its linked providers have their own policies and procedures with respect to assessment and academic progression.

### 2. Purpose

This policy seeks to ensure that assessment design and methods:

- support demonstration of programme and module learning outcomes, and achievement of the graduate attributes in respect of undergraduate programmes.
- and are,
- planned and coordinated as an integral part of the curriculum,
  - valid, reliable and equitable.

The policy seeks to ensure that student progression is based on the attainment of academic standards, according to the regulations as outlined in the Calendar, or in instances where alternative arrangements approved by Council apply.

### 3. Benefits

- 3.1 Academic standards are upheld, and the integrity of awards is assured.
- 3.2 Assessment facilitates demonstration of programme/module learning outcomes, and the graduate attributes where appropriate.
- 3.3 Assessment and progression practices are consistent and equitable.
- 3.4 Academic progression is based on the attainment of defined academic standards in accordance with College regulations.



## **4. Scope**

### **This policy applies to:**

- 4.1 All programmes delivered by Trinity and, as appropriate, to those programmes or part thereof, delivered collaboratively by Trinity and its partner institutions.
- 4.2 All programme and module assessments, including examinations and assignments (e.g. *viva voce* examinations, dissertations, performances, laboratory or clinical examinations, open book assessment), undertaken by students on programmes leading to awards from the University of Dublin or Trinity College Dublin.
- 4.3 Online/in-person or blended assessment modalities.

### **This policy does not apply to:**

- 4.4 Students studying abroad on Trinity's approved exchange programmes (the regulations of the exchange institutions apply in these instances).
- 4.5 Programmes delivered by linked providers.
- 4.6 Students on specific dual degree programmes whilst they are undertaking modules and assessments for Trinity's partner institution(s). The regulations and policies of the partner institution(s) apply in these circumstances, along with any bespoke arrangements outlined in the related operational framework agreement.
- 4.7 Students taking micro-credentials.

## **5. Principles**

This policy is underpinned by the following principles:

- 5.1 Trinity sees the fulfilment of its academic standards as essential for all students wishing to obtain one of its qualifications or to progress towards doing so.
- 5.2 Assessment is planned and considered as part of the overall programme/module workload.
- 5.3 Inclusivity underpins the design and implementation of assessment methodologies to ensure equitable access to participation in assessment activities.
- 5.4 Assessment and feedback build student ability to reflect on and critically evaluate their own learning, and to assess the quality of their performance against agreed standards.
- 5.5 Timely feedback that promotes and enhances learning is an integral part of the assessment process.



## **6. Policy**

- 6.1 Assessment design should ensure that assessment modalities and methodologies:
- are valid, reliable and equitable,
  - ensure academic standards are maintained,
  - are aligned with programme and module learning outcomes, and graduate attributes where applicable,
  - ensure a range of assessments across a programme, appropriate to the total credit weighting of the programme,
  - promote academic integrity and minimize opportunities for academic misconduct.
- 6.2 Trinity has safeguards in place to minimise the risk of bias and error in the marking process. Such safeguards may include anonymous marking, double marking, and the use of rubrics.
- 6.3 Trinity appoints External Examiners, focused for the most part on programme years leading to an award. Their role is to ensure that academic standards are maintained, regulations followed, and to make recommendations on modes of assessment and assessment methodologies.
- 6.4 Assessment modalities and methodologies are regularly reviewed for their effectiveness, drawing on the recommendations of External Examiners and other relevant sources such as student feedback, and are renewed as necessary to adapt to evolving circumstances and requirements.
- 6.5 Reasonable accommodations may be made for students with disabilities or who may be otherwise disadvantaged due to circumstances beyond their control. Such accommodations will not compromise the academic rigor and standards of the assessment modality and methodology and will be in accordance with Trinity's regulations and relevant national legislation.
- 6.6 Students are involved as partners in learning and assessment and know how and why they are assessed.
- 6.7 Feedback on an assessment supports student learning, engagement and development and contributes to student success. Timely feedback on assessment outcomes facilitates student learning and development, and sources of feedback can include peers (peer review/interaction activities), the student (through self-review/reflection activities), and academic and teaching staff.
- 6.8 Programme assessment methodologies, criteria and rubrics are published in programme handbooks to ensure transparency and to facilitate students' understanding of the designated assessments.
- 6.9 Students will demonstrate achievement of the learning outcomes and have completed all module assessment components required by their programme of study. Completion may include, the submission of assignments, attendance at examinations and/or completion of placements or practicals and may include



mandatory attendance at lectures/laboratory work. Students will be deemed to have not met the academic requirements of their programme of study in the event of the non-completion of required assessment components.

- 6.10 Students will meet the academic requirements of their programme of study and satisfy the rules and regulations as set out in the Calendar (Ref. Calendar Part II, Section II, and Calendar Part III) or through alternative arrangements approved by Council in order to progress academically.
- 6.11 Assessment and progression in doctoral studies are in accordance with the regulations set out in the Calendar Part III.
- 6.12 Plagiarism, cheating, and other fraudulent or dishonest behaviour are considered as offences against academic integrity and are subject to the disciplinary procedures of the University. Penalties for academic misconduct, if it is considered to be a major offence, may result in the suspension or expulsion of a student from the University. The relevant disciplinary procedures and penalties are set out in the Calendar Parts II and III and the College Statutes.
- 6.13 The Board of the College reserves the right to exclude from the College, on the recommendation of the University Council, students whose academic progress is unsatisfactory.
- 6.14 All appeals are considered in accordance with the provisions of the University Calendar.

## **7. Responsibility**

- 7.1 The responsibility for this policy lies with the Senior Lecturer/Dean of Undergraduate Studies, the Dean of Graduate Studies, as appropriate, and the Junior Dean.

## **8. Related Documents**

- 8.1 The College [Calendar](#), Parts II and III (assessment and progression regulations)
- 8.2 The 2010 Consolidated [Statutes](#) of Trinity College Dublin and the University of Dublin
- 8.3 [Guidelines for Students and Staff on the Modifications of Examinations](#) and Assessment Arrangements for Students with Disabilities
- 8.4 [Policy and Criteria for Access, Transfer and Progression in Relation to Learners](#) for Providers of Further and Higher Education and Training (QQI Policy Restatement 2015)
- 8.5 [The Trinity Education Assessment Framework for Undergraduate Education](#)
- 8.6 [Academic Practice resources on assessment and feedback](#)

Academic Policies are available from: <https://www.tcd.ie/about/policies/academic-policies/>



- 8.7 External Examiners Policy
  - 8.8 Procedure for the transfer to External Examiners of students' assessed work
  - 8.9 Reasonable Accommodation Policy and Code of Practice for Students with Disabilities
  
  - 8.10 Appeals Policy (Academic Progress)
  - 8.11 Return of Coursework Policy
  - 8.12 Plagiarism Policy
  - 8.13 Assessment: procedures for the non-submission of coursework and absence from examinations.
  - 8.14 Programme Handbook Policy
  
  - 9. Document Control**
  - 9.1 Date policy approved: October 2016
  - 9.2 Date of the last review: October 2021
  - 9.3 Date of next policy review: Academic year 2024/25
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