



IATA Training Grading Policy

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1. Purpose

This policy describes IATA Training’s grading system and provides guidance to instructors on grading student performance.

2. Graded elements

The following student assessment methods can be part of a course's overall assessment strategy and contribute to a student's final grade¹:

- Formal outputs which students are required to submit including tests and quizzes, written assignments and essays, projects, portfolios, presentations, etc.
- Participation: for instructor-led courses, the total grade allotted to participation may contribute up to 20% of the final grade. Weighing for participation is stated in the course syllabus.

3. Grading scales

The minimum passing grade for non-regulatory courses is either 60% or 70% depending on the course. For regulatory courses, the minimum passing grade is 80%. Grades of 90% and higher are awarded a Distinction mark. Unless stated otherwise in the course description, the following scales apply to the cumulative grade of students registered in non-regulatory course vs. regulatory courses.

Non-regulatory courses – Distance learning	
Percentage Range	Mark
90-100	Pass with distinction
60-89	Pass
0-59	Fail

¹ For workshops, there is no formal assessment. A certificate of attendance is granted to participants who satisfy the attendance requirements.

Non-regulatory courses - Instructor-led	
Percentage Range	Mark
90-100	Pass with distinction
70-89	Pass
0-69	Fail

Regulatory courses	
Percentage Range	Mark
90-100	Pass with distinction
80-89	Pass
0-79	Fail

Other designations

Withdrawal	Student withdrew; cancelled booking
No-Show	Student was registered but did not show up

4. Attendance

4.1 Overview

Attendance to a course is an integral component of IATA's grading system and records of attendance are kept. Classroom training days are divided in morning and afternoon periods. Participants shall register their presence by signing the attendance sheet daily, once in the morning and again at day's end.

Because IATA courses are designed to be delivered over a short number of days, and to ensure participants effectively reach the learning outcomes, 100% attendance is expected. However, due to a valid reason, such as illness, operational duty, force majeure, etc., the following provisions can be

made to accommodate participants. Note that excused absences will count as absences in the calculation of attendance rates and will not increase the maximum number of allowable absences.

Course duration	Acceptable maximum absence
1 to 2 days	None
3 days	0.5 day
4 to 5 days	1 day
6 to 10 days	1.5 day

4.2 Tardiness and early departures

Late arrivals or early departures causing the participant to miss a period will be recorded by the instructor as an absence for that period. Instructors must provide a verbal warning to any participant at risk of exceeding the maximum allowed absence, and remind them of the consequences of non-compliance.

4.3 Non-compliance

When unable to meet the attendance requirements, participants must retake the training. In case of an illness or operational duty, participants must provide their Training Coordinator a medical certificate or a statement from their employer. Absence due to other reasons (family emergencies, force majeure, transportation issues, etc.) needs to be proven to the extent possible. Pending approval from the Product Manager, the participant will be provided with a possibility to attend the same course on different dates at no additional cost.

Failure for a participant to meet the minimal attendance requirements without valid justification, will lead to inability for IATA Training to grant them a document of completion, including a letter of attendance, in which case they will need to retake the full course at the usual cost.

5. Participation grading scale

The following scale is designed to grade student participation in instructor-led courses.

Participation points	Criteria
0-24	<ul style="list-style-type: none">• Present, not disruptive• Demonstrates very infrequent involvement in discussion.• Tries to respond when called on but does not offer much.
25-49	<ul style="list-style-type: none">• Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.• Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class).• Does not offer to contribute to discussion, but contributes to a moderate degree when called on.• Demonstrates sporadic involvement.
50-74	<ul style="list-style-type: none">• Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.• Offers interpretations and analysis of case material (more than just facts) to class.• Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.• Demonstrates consistent ongoing involvement.
100	<ul style="list-style-type: none">• Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).• Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further.• Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.• Demonstrates ongoing very active involvement.

Calculation of final participation grade

Student participation is assessed per session. The instructor calculates the final participation grade for each student as per weighing stated in the course syllabus.

Sample calculation of final participation grade for Student A

Participation weighing as per course's assessment strategy: 15%

At the end of the 5-day session, Student A is awarded 80 points for participation

Final participation grade for Student A = 12% (= 80 X 15%)

6. Grading criteria for student assignments

Some instructor-led courses require students to submit written assignments, essays, projects, portfolios, presentations, etc., that contribute to their final grade. The following table provides the qualitative criteria instructors use to grade these types of assessments.

Percentage Range	Criteria
90-100	<p>An excellent, clearly outstanding performance. The candidate demonstrates excellent judgement and a high degree of independent thinking.</p> <p>The candidate consistently exceeds expectations and demonstrates an excellent mastery of the course content. When discussing subject-related issues, the candidate applies concepts, theories and empirical knowledge with a very high degree of proficiency and in a manner that shows independent thinking and reflection.</p>
85-89	<p>A very good performance. The candidate demonstrates sound judgement and a very good degree of independent thinking.</p> <p>The candidate consistently meets expectations and demonstrates very good mastery of the course content. When discussing subject-related issues, the candidate applies concepts, theories and empirical knowledge with a high degree of proficiency and in a manner that shows independent thinking and reflection.</p>
80-84	<p>A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.</p> <p>The candidate meets expectations and demonstrates good mastery of the course content. When discussing subject-related issues, the candidate applies concepts, theories and empirical knowledge with proficiency and in a manner that shows independent thinking.</p>

Percentage Range	Criteria
75-79	<p>A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.</p> <p>The candidate inconsistently meets expectations and demonstrates limited knowledge of the course content. Concepts, theories and empirical knowledge are applied inconsistently.</p>
70-74	<p>A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.</p> <p>The candidate meets minimal expectations and demonstrates incomplete knowledge of the course content. When discussing subject-related issues, the candidate shows weaknesses in the application of concepts, theories and empirical knowledge.</p>
0-69	<p>A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.</p> <p>The candidate clearly demonstrates incomplete knowledge of even elementary parts of the course curriculum, and shows wide gaps in knowledge or an erroneous representation and application of key concepts and theories.</p>

7. Challenging a decision

Your training experience is very important to us. Should you have reason to believe that a decision made regarding your grade or attendance does not comply with the statements in this policy, you have the right to challenge that decision. To do so, please refer to the Customer Feedback section of the FAQ page at www.iata.org/training-faq.

8. Revision history

Version	Issue date	Description	Changes by	Approval date	Approved by
1.00	20170209	Initial publication	Mathieu Houry	20170209	Guy Brazeau
2.00	20170725	Amendment of section 4 Addition of section 8	Mathieu Houry	20170725	Guy Brazeau