IATA Training Grading and Attendance Policy

v.4

1. Contents

2. Purpose

This policy describes IATA Training's assessment and grading system and provides guidance to instructors on grading the course learning outcome. The document also includes the attendance policy.

3. Scope

This policy applies to all learners attending IATA Training courses held at IATA Training Centers and Virtual Classrooms, Regional Training Partners (RTPs) and Authorized Training Centers (ATCs), as well as independent learners registered for IATA self-study programs.

Please note that learners attending IATA Training courses conducted by Accredited Training Schools (ATSs) and academic partners such as universities and colleges are expected to comply with their parent institution's policies and local regulations.

4. Assessment principles

IATA Training uses assessment to promote excellence in training and high-quality learning outcome. By assessing, IATA Training strives to ensure that the skills and knowledge needed in the future aviation industry are being developed through our training courses.

To this end, assessment at IATA Training takes an integral part of the instructional design and focuses on measuring against the course outcomes. It intends to provide learners with opportunities to demonstrate knowledge, skills and capabilities obtained in the course subject. It also aims at gauging diverse levels of cognitive complexity, such as understanding, applying, analyzing, and evaluating given information to develop creative thinking and problem-solving.

5. Graded elements

Assessment in IATA courses vary from highly regulatory courses in which a written examination is the main graded element, to those in which multiple graded elements exist. The following learner assessment methods can be part of a course's overall assessment strategy and contribute to a learner's final grade[1]:

- Formal outputs: where participants are required to submit tests and/or quizzes, written assignments and essays, projects, portfolios, and presentations.

- Weighting: different grade elements are stated in the course outline.

- Participation: for instructor-led courses, the total grade allotted to participation may contribute up to 20% of the final grade, except for virtual classroom courses in which up to 40% of the final grade may be allotted to participation. In assessing participation in virtual classes, anecdotal data demonstrating participants' inputs and contributions in the group discussions and course discourses will be measured, which becomes a formal output for grading.

---

[1] For workshops, there is no formal assessment.

6. 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 participants registered in non-regulatory course vs. regulatory courses.

6.1. Non-regulatory courses – Self-study and partner-taught courses

Percentage Range	Mark
90-100	Pass with distinction
60-89	Pass
0-59	Fail

6.2. Non-regulatory courses - Instructor-led

Percentage Range	Mark
90-100	Pass with distinction
70-89	Pass
0-69	Fail

6.3. Regulatory courses

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

6.4. Other designations

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

7. Attendance

7.1. Overview

Course attendance is an integral component of IATA's grading system and records of attendance are kept. Classroom training days are divided into 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.

In virtual classroom courses (VC), learners shall connect themselves to each virtual training session and remain fully active until the end of the session. Virtual training session attendance is monitored and recorded, thus replaces the attendance sheet.

Because IATA courses are designed to be delivered over a short number of days, and to ensure that 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, considering that all course assessment elements have been fulfilled.

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

Exceeding the acceptable maximum of absences will result in withholding any certificates.

Course duration	Acceptable maximum absence
1 – 3 hours (VC)	None
4-10 hours or more (VC)	20% of the course duration*
1 to 2 days	None
3 days	0.5 day
4 to 5 days	1 day
6 to 10 days	1.5 day

* If your virtual course comprises of 10 sessions of 1.5 hours each, the entire duration of your virtual course is 15 hours. 20% of this duration equals 3 hours, which is the maximum acceptable absence for your course.

7.2. Tardiness and early departures

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

7.3. Non-compliance

When unable to meet the attendance requirements, learners must retake the training. In case of an illness or operational duty, participants must provide a medical certificate or a statement from their employer to their Training Coordinator. Absence due to other reasons (family emergencies, force majeure, transportation issues, etc.) need 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 to meet the minimal attendance requirements by a participant without valid justification will lead to the inability of IATA Training to grant them a document of completion, in which case they will need to retake the full course at the usual cost.

8. Participation grading scale

The following scale is designed to grade participation in instructor-led courses (instructor-led classroom and virtual classroom courses).

Participation points	Criteria
0-24	• Present, not disruptive • Demonstrates very infrequent involvement in discussion. • Tries to respond when called on but does not offer much.
25-49	• 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	• Demonstrates good preparation. Knows case or reading facts well and has thought through implications. • Offers interpretation and analysis of case material (more than just facts) to the class. • Contributes substantially to ongoing discussions. Responds to other learners' 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.
75-100	• 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 discussions. Keeps analysis focused, responds very thoughtfully to other learners' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. • Demonstrates very active ongoing involvement.

8.1. Calculation of final participation grade

Participation is assessed per session. The instructor calculates the final participation grade for each learner as per weighting stated in the course syllabus.

Sample calculation of final participation grade for Learner A

• Participation weighing as per course's assessment strategy: 15%
• At the end of the 5-day session, Learner A is awarded 80 points for participation
• Final participation grade for Learner A = 12% (= 80 X 15%)

9. Grading criteria for learner assignments

Some instructor-led courses require learners 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	• Excellent, clearly outstanding performance. The learner demonstrates excellent judgement and a high degree of independent thinking. • The learner consistently exceeds expectations and demonstrates an excellent mastery of the course content. When discussing subject-related issues, the part applies concepts, theories, and empirical knowledge with a very high degree of proficiency and in a manner that shows independent thinking and reflection.
85-89	• Very good performance. The candidate demonstrates sound judgement and a very good degree of independent thinking. • The learner consistently meets expectations and demonstrates very good mastery of the course content. When discussing subject-related issues, the learner applies concepts, theories, and empirical knowledge with a high degree of proficiency and in a manner that shows independent thinking and reflection.
80-84	• A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas. • 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.
75-79	• A satisfactory performance, but with significant shortcomings. The learner demonstrates a limited degree of judgement and independent thinking. • The learner inconsistently meets expectations and demonstrates limited knowledge of the course content. Concepts, theories, and empirical knowledge are applied inconsistently.
70-74	• A performance that meets the minimum criteria, but no more. The learner demonstrates a very limited degree of judgement and independent thinking. • The learner meets minimal expectations and demonstrates incomplete knowledge of the course content. When discussing subject-related issues, the learner shows weaknesses in the application of concepts, theories, and empirical knowledge.
0-69	• A performance that does not meet the minimum academic criteria. The learner demonstrates an absence of both judgement and independent thinking. • The learner 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.

10. 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 open a case in the Customer Portal iata.org/cs.

Revision history

Version	Issue date	Description	Changes by	Approval date	Approved by
1.00	20170209	Initial publication	Mathieu Khoury	20170209	Guy Brazeau
2.00	20170725	Amendment of section 4 • Addition of section 8	Mathieu Khoury	20170725	Guy Brazeau
3.00	20200505	• Scope added • Clarifications on Attendance • Customer Portal contact added • Rebrand • VC added	Anna Luczkiewicz/Yura Shin	20200603	Stephanie Siouffi
4.00	20220714	Deleted reference to Letter of Attendance for failed students	Alexandra Jimenez/Matus Macurak	20220715	Stephanie Siouffi