



Waterford Institute of Technology  
INSTITIÚID TEICNEOLAÍOCHTA PHORT LÁIRGE

## Academic Regulations for Undergraduate and Taught Postgraduate Programmes 2011-12

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<b>Purpose:</b>	This document collates and describes all the academic regulations of the Institute relating to taught programmes, both undergraduate and postgraduate.
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<b>Who Needs to Know About this Document:</b>	General Public, HETAC, WIT - Governing Body, Academic Council, Executive Board, Heads of School, Heads of Dept., All Staff, Student Union, Students.
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<b>Policy Owner:</b>	Academic Council

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## Note on Relationship with other WIT Documents

This document should be read in conjunction with other WIT documents related to quality assurance and the organisation and delivery of programmes of study. Specifically, this document should be read alongside the WIT:

- i. Learning, Teaching and Assessment Strategy (2009), especially Sections 4, 5 and 6.
- ii. Postgraduate Research Degrees: Revised Strategy, Regulations and Procedures (2006).
- iii. Course Quality Assurance Procedures (2009; updated 2011).

All templates and forms referenced in this document are available through the Academic Council intranet or alternatively from the Quality Office.

A draft **Recognition of Prior Learning Policy** is also in the final stages of consideration by Academic Council and is expected to be approved early in 2011-12.

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# 1. Introduction

## 1.1 Introduction to Waterford Institute of Technology

1.1.1 Waterford Institute of Technology (formerly Waterford Regional Technical College) has been delivering higher education programmes since 1969. It was designated as Waterford Institute of Technology under statutory order in 1997. Under the Qualifications and Training Act (1999), the Higher Education and Training Awards Council took responsibility for the Institute's awards. Since 2003, the Institute has had delegated authority from HETAC to make awards at all levels on the National Framework of Qualifications. The Institute also administers a small number of programmes of study accredited by FETAC.

1.1.2 The mission of Waterford Institute of Technology is declared in the Institute's Strategic Plan 2007-2010 and is as follows:

*“Waterford Institute of Technology will apply excellence in teaching, learning and research within an inclusive student-centred environment to foster graduates of distinction who are ready to take or enhance their leadership role in business, the professions, industry, public service and society. The Institute will manage its hinterland as a Learning Region by empowering knowledge generation and knowledge transfer and is committed to the educational development of the region in a way that is reflective of its national and international aspects. The Institute will contribute to the economic, social and cultural development of the South East region and beyond”.*

1.1.3 The Regional Technical Colleges Act 1992 specifies that the Institute's Academic Council is appointed by the Governing Body to assist it in the planning, co-ordination, development and overseeing of the educational work of the Institute and to protect, maintain and develop the academic standards of the programmes and activities of the Institute. The Institute's Academic Council has the responsibility therefore for ensuring the quality of all academic programmes, the learning environment in which those programmes are delivered and the examination and assessment of those programmes leading to final award. The academic regulations contained in this document are approved and published by the Institute's Academic Council and are an expression of Council's responsibility for quality assurance and enhancement.

1.1.4 The Regional Technical Colleges Act 1992 further states, without prejudice to the general responsibilities referred to above, that the Academic Council shall have the following particular functions:

- a. To design, develop and assist in implementing programmes of study in accordance with the programmes and budget approved annually under Section 13 of the Regional Technical Colleges Act 1992 and consistent with the functions of the college;
- b. To make recommendations to the Governing Body for the establishment of appropriate structures to implement the programmes of study referred to at paragraph (a) above;
- c. To make recommendations to the Governing Body on programmes for research and development work;
- d. To make recommendations to the Governing Body for the selection, admission, retention and exclusion of students;
- e. Be responsible, subject to the approval of the Governing Body, for making the academic regulations of the college;
- f. To propose to the Governing Body subject to the requirements of the National Council for Educational Awards or any university or other authority to which Section 5 (1) (b) applies, the form of regulations to be made by the Governing Body for the conduct of examinations and for the evaluation of academic progress;

- g. To make recommendations to the Governing Body for the award of scholarships, prizes or other awards;
- h. To make general arrangements for tutorial or other academic counselling;
- i. To exercise any other functions, consistent with the Act, which may be delegated to it by the Governing Body;
- j. To assist in implementing any new regulations which may be made by the Governing Body concerning any of the matters aforesaid.

The regulations contained in this document specifically refers to item (e) above, and encompasses aspects of items (a), (b), (d), (f) and (g).

- 1.1.5 The Institute's commitment is to pursuing its mission in a learning-centred way. To this end, these regulations have been developed to protect the best interests of all students, to ensure equality of treatment for all, as well as to foster and encourage the growth of individual discipline areas and the development of good learning, teaching and assessment practices.

## **1.2 Scope and Application of Academic Regulations**

- 1.2.1 These Academic Regulations apply with effect from September 2011 to all undergraduate programmes of study and to all taught postgraduate programmes of study offered by Waterford Institute of Technology.
- 1.2.2 These Academic Regulations take as their reference point the *Assessment and Standards* (2009) produced by the Higher Education and Training Awards Council. WIT has fully implemented HETAC's *Assessment and Standards*. Under the authority to make awards delegated to Waterford Institute of Technology by HETAC, Waterford Institute of Technology academic regulations are understood both to incorporate and supplant HETAC regulations for the levels of award for which there is delegated authority.
- 1.2.3 The regulations have been organised to mirror the cycle of the student's engagement with WIT. Therefore, the individual sections codify the regulations relating to admission, registration, programme of study, assessment and award. Further sections gather together the regulations relating to academic appeals and to academic offences such as plagiarism.

## 2. Admission to Programmes of Study at WIT

### 2.1 Introduction and Guiding Principles

2.1.1 The admissions policies of Waterford Institute of Technology are laid down by Academic Council and are implemented and administered by the Office of the Registrar. The policy below applies to all students applying for programmes of study at the Institute, regardless of level, location or mode of study, unless otherwise indicated.

2.1.2 The following principles underlie the admissions policy of the Institute:

- i. The Institute is committed to offering a fair and transparent means for admission to all applicants to training and education programmes delivered by the Institute;
- ii. Admission to programmes of study is subject to availability of places;
- iii. Places will be offered on a competitive basis until all places have been filled;
- iv. The Institute reserves the right to refuse admission to any applicant failing to meet entry criteria;
- v. The information contained in the Institute prospectus and on the Institute website is intended as a guide for persons seeking admission and does not constitute a contract, or the terms thereof, between the Institute and a student or any third party;
- vi. The Institute reserves the right to cancel, suspend or modify its programmes at any time.

2.1.3 For grant award purposes, applicants admitted to WIT must be at least 17 years of age on the first day of January in the year after initial registration.

2.1.4 Entry requirements for individual programmes are agreed as part of the programme approval (and review) process and are validated by the Institute's Academic Council and are included in the Appendix 2 to this document.

*All applicants to WIT should please note the addendum to the Regulations regarding student admission and registration at: [www.wit.ie/admissions](http://www.wit.ie/admissions)*

### 2.2 Entry to Year 1 of WIT Accredited Full-Time Programmes by Applicants Presenting with Leaving Certificate Examination Results

2.2.1 Application for admission to the first year of full-time WIT-accredited programmes must be made through the Central Applications Office (CAO). Regulations for admission as determined in CAO publications will apply.

2.2.2 The minimum entry standard for applicants to WIT-accredited Level 6 and 7 programmes is grade D3 (Ordinary Level) or higher in five subjects, including Mathematics and either English or Irish. The minimum entry standard for applicants to WIT-accredited Level 8 programmes is grade C3 (Higher Level) or higher in two subjects, plus four subjects at D3 (Ordinary Level) or higher, including Mathematics and either English or Irish. Additional requirements in individual subjects above the minimum entry requirements may be specified for some programmes as documented in the Institute prospectus and on the Institute's website.

2.2.3 The results of more than one sitting of the Leaving Certificate examination may be counted towards meeting the minimum entry standard. However, CAO points will be determined over a maximum of six subjects taken in *one* individual sitting of the Leaving Certificate examination.

2.2.4 CAO points will be allocated to subjects as listed on the following table:

	A1	A2	B1	B2	B3	C1	C2	C3	D1	D2	D3
<b>Higher Level</b>	100	90	85	80	75	70	65	60	55	50	45
<b>Ordinary Level</b>	60	50	45	40	35	30	25	20	15	10	5

Table 1: CAO point allocations by Leaving Cert. grades

2.2.5 Results of alternative Ordinary Level Mathematics and Foundation Level Mathematics in the Leaving Certificate examination normally *do not* meet the minimum entry requirements unless stated otherwise in the course schedule. (The exceptions to this are programmes WD172, WD173 and WD174 where Alternative/Foundation Maths is acceptable.) In certain circumstances applicants with at least a D3 in Ordinary Level Mathematics who complete a matriculation assessment in Mathematics may be deemed eligible for certain programmes where Higher Level Mathematics is a minimum requirement. The Institute may hold such a matriculation assessment.

2.2.6 The Institute supports the introduction of a bonus points scheme for students taking Higher Level Mathematics in the Leaving Certificate examination. The Institute will introduce a bonus points scheme on a pilot basis from 2012.

## 2.3 Entry to Year 1 of WIT Accredited Full-Time Programmes by Applicants Presenting with FETAC Examination Results

2.3.1 Application for admission to the first year of full-time WIT-accredited programmes must be made through CAO. Regulations for admission as determined in CAO publications shall apply.

2.3.2 The minimum entry standard for applicants to WIT-accredited level 6 and level 7 programmes is a FETAC level 5 award. The minimum entry standard for applicants to WIT-accredited level 8 programmes is a FETAC level 5 award including a Distinction Grade in at least 3 modules. Additional requirements for individual programmes above the minimum entry requirements are specified for some programmes as documented in the Institute Prospectus.

2.3.3 A full FETAC Award normally contains 8 modules. Where a full Award is accumulated over more than one academic year it is the responsibility of the applicants to apply to FETAC for a full Award. A record of achievement does not meet these minimum entry standards. An overall point score is calculated based on the best eight modules presented, as follows:

<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
20 points	35 points	50 points

Table 2: Point score for FETAC award categories

- 2.3.4 The maximum number of points that can be obtained is 400. FETAC results cannot be added to Leaving Certificate points. Where applicants present results from both examinations, the results of the examination giving the higher points will be considered for rating purposes.

## 2.4 Entry to Year 1 of WIT Accredited Full-Time Programmes by Applicants presenting with Leaving Certificate Vocational Programme (LCVP Link Module) and with Leaving Certificate Applied Programme (LCAP)

- 2.4.1 Application for admission to the first year of full-time WIT-accredited programmes must be made through CAO. Regulations for admission as determined in CAO publications shall apply.

- 2.4.2 The Leaving Certificate Vocational Programme (LCVP) is an intervention designed to enhance the vocational dimension of the Leaving Certificate. WIT treats the link modules as a single subject and awards points as follows:

Pass	Merit	Distinction
30 points	50 points	70 points

Table 3: WIT points awarded by LCVP categories

- 2.4.3 Scores are automatically computed by the CAO with the applicant's six best subject results being considered in determining the overall points score. Link modules will not, however, substitute an Honour where one or more is required.

- 2.4.4 The Leaving Certificate Applied programme was designed primarily to prepare for the transition from School to working life. It is not intended for direct transfer into third level. However students with the LCAP who have completed a FETAC Award may be considered for entry.

## 2.5 Entry to Year 1 of WIT Accredited Full-Time Programmes by Applicants Presenting with Other EU/Non-EU School Leaving Qualifications

- 2.5.1 Application for admission to the first year of full-time WIT-accredited programmes must be made through CAO. Regulations for admission as determined in CAO publications shall apply.

- 2.5.2 Applicants presenting with European/non-European School leaving qualifications are evaluated using the Institutes of Technology Central Evaluation Forum (IOTCEF). This guarantees applicants an open and transparent mechanism for determining the minimum level of points that equates with their achievement in relevant examinations outside of the Irish system.<sup>1</sup>

- 2.5.3 Certified copies and English translations of qualifications not issued in English must be furnished with the application. Certified copies of transcripts must be provided as well as notarised English translations of all official documents submitted. In the absence of these documents and translations it is not possible to progress an application.

<sup>1</sup> See [http://www2.cao.ie/app\\_scoring/IOTCEF-intro.pdf](http://www2.cao.ie/app_scoring/IOTCEF-intro.pdf) for an introduction to this scheme and for evaluation information. Also, see *A World Of Access: Institute of Technology Central Evaluation Process*, published by Institute of Technology Admissions Officer, also which provides a description of the scheme. This publication is available from the Institute's Admissions Office.

2.5.4 Competency in spoken English is necessary in order to complete admission to any programme. Applicants who do not have Leaving Certificate standard of English must provide evidence of equivalent competence through other school-leaving or matriculation examinations, or achievement of a minimum standard in recognised tests of English. (Note that achievement of the minimum standard in such recognised tests of English satisfies the English minimum entry standard, but is not used to compute points.)

2.5.5 The minimum standard in recognised tests of English is as follows:

Examining Body	Minimum Standard for UG entry in the areas of Science and Engineering	Minimum Standard for UG entry in the areas of Business and Humanities	Minimum Standard for PG entry in the areas of Science and Engineering	Minimum Standard for PG entry in the areas of Business and Humanities
IELTS (Academic) (International English Language Testing System)	5.5	6.0	6.0	6.5
TOEFL (Test of English as a Foreign Language)	CBT 183+ PBT 513+ iBT 65+	CBT 195+ PBT 525+ iBT 73+	CBT 195+ PBT 525+ iBT 73+	CBT 213+ PBT 550+ iBT 79+
TOEIC (Test of English for International Communication)	605+	650+	650+	720+
Trinity College London	Trinity GESE 9 or ISE II	Trinity GESE 10 or ISE II	Trinity GESE 10 or ISE II	Trinity GESE 11 or ISE III
Cambridge Exams (University of Cambridge Local Examinations Syndicate)	FCE (Grade A) CAE (Grade C)	CAE (Grade A or B)	CAE (Grade A or B)	CAE (Grade A)
CEFR (Common European Framework of Reference for Languages)	B2	High B2	High B2	C1
Other examinations and qualifications may be deemed equivalent and are considered on a case-by-case basis.				

Table 4: Recognised English-language Tests and Minimum Required Standards

## 2.6 Entry to Year 1 of a Programme Not Listed on the CAO

2.6.1 Occasionally programmes of study are offered by WIT outside the CAO system for a defined period of time. Normally these direct entry programmes are advertised through the Institute's website and do not feature in the Institute's prospectus. Students apply for admission to these programmes of study directly to the Institute.

2.6.2 The eligibility standards indicated in the sections above relating to entry to programmes listed on the CAO application database will also apply to direct entry programmes.

## **2.7 Entry to Year 1 of WIT Accredited Full-Time Programmes by “Mature” Applicants**

- 2.7.1 WIT accepts applications from candidates aged 23 and over on the 1 January of the year in which they seek admission. Such candidates are referred to as “Mature”. (For example, for admission to WIT in September 2011, “mature” candidates are those who are aged 23 or over on 1 January 2011.)
- 2.7.2 Mature applicants must apply through the CAO by the given date and must indicate that they are applying on the basis of their age.
- 2.7.3 Mature applicants are allocated places by WIT based on its mature student selection process. This requires the completion of the Mature Student Supplementary Form. A number of places are reserved each year on every programme at the Institute for mature applicants and these places are filled on a competitive basis. Candidates are scored based on previous work experience and community involvement and previous educational attainment, amongst other criteria. Evidence is required to support claims made by applicants; claims not supported by evidence are disregarded.
- 2.7.4 Mature student offers are normally made in Round A of the CAO and are normally issued in advance of the Leaving Certificate offers.
- 2.7.5 Mature candidates who are unsuccessful in attaining a place through the mature route may still compete on Leaving Certificate or FETAC points in Round 1 of the CAO.

## **2.8 Entry to Apprenticeship Programmes**

- 2.8.1 Details of qualified persons entering employment as an apprentice are forwarded to the Office of the Registrar by FÁS who have already determined the eligibility of the candidates in accordance with FAS requirements.

## **2.9 Reserved First Year Places**

- 2.9.1 A number of places will be reserved annually for applicants from categories specifically identified within the mission of the Institute. These places will be filled in addition to those offered based on the competitive CAO points process. Candidates must in the first apply for these places through the CAO system. Specifically, places may be reserved for:
- i. Mature applicants;
  - ii. Students from disadvantaged socio-economic backgrounds;
  - iii. Students who have deferred their place from the previous academic year;
  - iv. Applicants to designated programmes who have a record of outstanding achievement and potential in sporting activities and who have reached the minimum entry requirements but fail to make the entry points required.
- 2.9.2 In certain circumstances, places are also reserved for applicants presented with a FETAC qualification from a further education institution with which WIT has a formal progression agreement. These agreements are held within the Institute’s Admissions Office. Typically such agreements involve applicants completing a designated selection of FETAC modules and/or additional work assigned by WIT and/or engaging in a supplementary application process. A list of further education providers with whom WIT has formal progression agreements is given in the appendices to this document.

- 2.9.3 The number of places offered in any particular category will be determined in response to overall targets as determined by the Institute.

## **2.10 Transfer for First Year Students**

- 2.10.1 In exceptional circumstances a successful applicant to a first year programme of study at WIT may transfer to another first year programme of study.
- 2.10.2 To be eligible for a transfer, the applicant must satisfy the following criteria:
- i. Only CAO and direct entry applicants that are registered full-time in the first year of a programme are eligible to apply for transfer;
  - ii. Students must have attained the cut-off points and minimum requirements for the programme they wish to transfer to and are normally expected to have indicated a preference for this programme on their CAO application. (Mature student applications who do not fulfil the standard entry requirements will be assessed individually);
  - iii. There must be available places on the programme. Some programmes have a restricted number of places and transfers will not be considered to these programmes. Normally a list of restricted programmes is published in advance of the transfer deadline.
- 2.10.3 First year students admitted to a programme of study delivered in part-time mode are not permitted to transfer to the first year of a programme of study being delivered in full-time mode. Students may apply to transfer from full-time study to part-time study. Students should be aware that there may be fee implications to such a transfer. Students may not subsequently transfer back to full-time study.
- 2.10.4 Students seeking transfer onto certain programmes, for example those in the Nursing, Early Childhood and Social Care areas, will be required to satisfy Garda vetting requirements as well as satisfying the entry requirements indicated above. A list of programmes requiring Garda clearance is given in Appendix 1.
- 2.10.5 A student may be required to attend a meeting with the Institute's Retention Officer in order to complete the transfer process. The Institute accepts no responsibility for the grant (local authority grant holders) or visa implications (international students) that arise as a consequence of a successful transfer.
- 2.10.6 Successful applications for transfer are final and cannot be reversed.

## **2.11 Entry to WIT Programmes—Years 2, 3 and 4 of Undergraduate Programmes (A4 Applications)**

- 2.11.1 WIT considers applications from undergraduates from other Higher Education Institutions (HEIs) to its programmes. Undergraduates of WIT who complete Level 6 or Level 7 programmes of study may also be eligible to apply for relevant add-on programmes. These applications are called Advanced Entry or A4 Applications.
- 2.11.2 Candidates must apply online through the Institute's website on or before the application deadline. (Paper applications are not accepted.) If examination results are not available at that time, applicants should forward their results as soon as they are issued. In the absence of these results it is not possible to progress an application.

- 2.11.3 Applicants may only apply for one programme and may only submit one application in any one academic year. Guidelines have been developed to aid applicants in choosing their preferred programme and are available through the Institute's website. The guidelines set out the detailed criteria for admission to a programme and also whether the WIT student will be eligible to receive an automatic offer with his or her examination results letter.
- 2.11.4 In line with the requirements for progression identified in the National Framework of Qualifications, the minimum requirement to qualify for a place on a follow-on programme is a pass or its equivalent from any HEI in Ireland or its equivalent for non-Irish students. However, as places are allocated on follow-on programmes on a competitive basis, there is no automatic progression for students from one programme to a linked follow-on programme.
- 2.11.5 Determination of relevance of programmes for progression purposes from other HEIs is the responsibility of the Heads of Department who advises the Registrar.
- 2.11.6 Places are allocated in the first instance to qualified ranked applicants and these are based on the merit of the applicant as determined by results achieved in previous programmes of study. Where the number of applicants exceeds the number of places, applicants are ranked and places awarded on a competitive basis.
- 2.11.7 Students on certain programmes, for example those in the Nursing, Early Childhood and Social Care areas, will be required to satisfy Garda vetting requirements as well as satisfying the entry requirements indicated above. A list of such programmes is given in Appendix 1.

## **2.12 Entry to Part-Time Programmes of Study**

- 2.12.1 The eligibility standards and entry requirements for full-time programmes of study also apply to programmes delivered in ACCS (or part-time) mode.
- 2.12.2 Part-time programmes of study are administered by the Department of Adult and Continuing Education.
- 2.12.3 Applicants for part-time programmes apply online. Separate to applying online, they also are required to upload their CV to either the School's applications email account or to file a copy with the School office. A file is prepared for each programme of applicants. This file is reviewed by the nominated course leader for each programme. Each course leader for part-time programmes is nominated by the various Schools and Departments across the institute and these people, in conjunction with the Head of Department and/or Head of School where appropriate review the applications. If interviews are required as part of reviewing applications, the various course leaders conduct the interviews. Once the nominated course leader deems an applicant to be eligible to participate on a particular programme, an offer is made through the School of Education, subject to approval from the Registrar.

## **2.13 Entry to Taught Postgraduate Programmes of Study**

- 2.13.1 Admission to taught Postgraduate programmes is administered by the Institute's Admissions Office, in conjunction with the academic Schools and, in the case of many part-time applications, the School of Education. Candidates are required to apply online through the Institute's website. In all cases, applications are processed by the Post-graduate Applications Centre (PAC). Candidates may also apply through the Post-graduate Applications Centre website ([www.pac.ie](http://www.pac.ie)).

- 2.13.2 In line with the requirements for progression identified in the National Framework of Qualifications, the minimum entry standard for applicants to WIT-accredited Level 9 taught programmes is an honours degree (level 8) qualification in a related discipline (except in some designated cases). Where there are restrictions on the number of available places a selection process will apply. Places will be allocated on a competitive basis.
- 2.13.3 The Institute will also consider applications in respect of individual candidates who meet one of the following alternative entry qualifications, subject to the approval of Academic Council:
- i. Hold the Postgraduate Diploma of a recognised institution in an area of study cognate to the proposed study area;
  - ii. Hold such other qualifications and experience as may be acceptable to Academic Council for the purposes of proceeding to a specific programme. Evidence of this must be presented in the form set out in the Institute's Recognition of Prior Learning (RPL) policy and will be subject to assessment as defined in that policy;
  - iii. Have passed an approved qualifying examination conducted by the Institute, prior to the registration and commencement of the programme. This examination must be taken at one sitting within such time-scale as shall be prescribed by the Institute; equate to the final year examination of a bachelor degree programme; and be of an overall standard and level of cognancy to be determined by the Department and the External Examiner(s).
- 2.13.4 Procedures for admission to research degrees are described in the WIT document *Postgraduate Research Degree Strategy, Regulations & Procedures* (2006).

## **2.14 Admission of Repeat/Attend Students**

- 2.14.1 Students who wish to repeat/attend an entire year of study or part thereof may apply to do so through the Admissions Office. Students should apply on-line through the Institute's website.
- 2.14.2 The availability of places may restrict the opportunities some students have to repeat-attend. The Institute reserves the right to restrict entry to programmes of study for repeat-attend applicants.
- 2.14.3 Nursing programmes must be completed within a specified time period that includes repeated years and/or deferred periods. In these cases, students should consider the implications for the overall duration of their programme of repeating an entire year of study. The Institute has no obligation to provide access to alternative programmes of study for students who, in repeating a year of study, consequently exceed the overall permitted duration of their programme.

## **2.15 Applicants with a Criminal Conviction**

- 2.15.1 A criminal conviction does not normally preclude an applicant for admission to a programme of study offered by WIT. However, the Institute reserves the right not to offer or retract an offer of a place to an otherwise suitable candidate where making such an offer may compromise the Institute's duty of care to all its students.

- 2.15.2 Garda clearance is required in advance of the student registering for the programmes of study listed in Appendix 1 below. The Institute may make a conditional offer of a place on such a programme to applicants contingent on Garda clearance. In such cases students will not be offered clinical or work placement opportunities until Garda clearance has been received. The Institute reserves the right to withdraw or exclude a student from a programme of study if Garda clearance is not received. The Institute has no responsibility to offer the student an alternative programme.

## **2.16 Exemptions and Accredited or Recognised Prior Learning (APL/RPL)**

- 2.16.1 In certain circumstance, applicants may seek admission to a programme of study at WIT based on Recognised Prior Learning. Admission will only be considered through the Advanced Entry (A4) process. The Mature Student admission process allows for application on the basis of RPL; applicants for entry to year 1 of a programme for students under 23 years of age on the basis of RPL will not be considered.
- 2.16.2 In line with the Institute's RPL policy, applicants seeking admission on the basis of RPL will be required to submit a portfolio with appropriate evidence demonstrating the achievement of the equivalent of the required eligibility standards in a format determined by the Academic Council, or attend such assessment or examination as the Institute's Academic Council deems appropriate, or both.
- 2.16.3 Candidates may be admitted to a programme and/or may be deemed exempt from elements of a programme. Admission and exemption are determined on application to the Academic Council.

## **2.17 Applicants with a Disability**

- 2.17.1 Waterford Institute of Technology is committed to implementing a policy of equal opportunities for people with disabilities, including equality of opportunity with regard to admission. Further information is available in the Institute's disability policy – "Focus on Ability" – available from the Disability Office. Please refer to Section 6.10 below for information on regulations governing Reasonable Accommodation provisions in academic assessment of students with a disability.

## **2.18 International Applicants**

- 2.18.1 Applicants for admission by non-EU candidates and EU candidates applying for entry to the Institute under European student mobility schemes are processed by the Institute's International Office.
- 2.18.2 EU applicants to the first year of full-time programmes must apply through CAO. Non-EU applicants may apply through CAO or by direct application to the Institute. Normally, some places are reserved on some first year programmes for non-EU direct-entry applicants, with the exception of programmes in Nursing where no places are reserved and all applicants must be through CAO.
- 2.18.3 EU and non-EU applicants for admission into stages of full-time programmes other than year 1 do so directly through the International Office.<sup>2</sup>

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<sup>2</sup> In practice, all applicants with Irish postal addresses are administered by Admissions. This means that in some instances non-EU applicants are administered by the Registry; only EU and non-EU applicants with addresses abroad are processed by the International Office.

- 2.18.4 In all cases, the entry requirements as agreed by the Institute's Academic Council apply. It is the candidate's responsibility to present adequate documentary evidence to indicate he or she has met the entry requirements for the programme. In addition where English is not an applicant's first language evidence of competence in English must be presented.
- 2.18.5 All undergraduate applicants must present evidence of a minimum score of 5.5 IELTS<sup>3</sup> or equivalent TOEFL<sup>4</sup> /TOEIC.<sup>5</sup>
- 2.18.6 All postgraduate applicants must present evidence of achieving a minimum score of 600 TOEFL (232 computer based, with test of written English at 475+) or 6.0 IELTS (minimum of 6.0 in each band).
- 2.18.7 The following table sets out the equivalences that are used to determine English-language competency.

Examining Body	Minimum Standard for UG entry in the areas of Science and Engineering	Minimum Standard for UG entry in the areas of Business and Humanities	Minimum Standard for PG entry in the areas of Science and Engineering	Minimum Standard for PG entry in the areas of Business and Humanities
IELTS (Academic) (International English Language Testing System)	5.5	6.0	6.0	6.5
TOEFL (Test of English as a Foreign Language)	CBT 183+ PBT 513+ iBT 65+	CBT 195+ PBT 525+ iBT 73+	CBT 195+ PBT 525+ iBT 73+	CBT 213+ PBT 550+ iBT 79+
TOEIC (Test of English for International Communication)	605+	650+	650+	720+
Trinity College London	Trinity GESE 9 or ISE II	Trinity GESE 10 or ISE II	Trinity GESE 10 or ISE II	Trinity GESE 11 or ISE III
Cambridge Exams (University of Cambridge Local Examinations Syndicate)	FCE (Grade A) CAE (Grade C)	CAE (Grade A or B)	CAE (Grade A or B)	CAE (Grade A)
CEFR (Common European Framework of Reference for Languages)	B2	High B2	High B2	C1
Other examinations and qualifications may be deemed equivalent and are considered on a case-by-case basis.				

Table 5: Recognised English-language Tests and Minimum Required Standards

<sup>3</sup> IELTS - International English Language Testing System<sup>4</sup> TOEFL - Test of English as a Foreign Language<sup>5</sup> TOEIC - Test of English for International Communication

### 3. Student Registration

#### 3.1 General Guidelines

- 3.1.1 Students are registered on a programme of study by the Registrar.
- 3.1.2 It is the responsibility of the student to ensure his/her registration is up-to-date and complete.
- 3.1.3 Only registered students may attend class and enter the assessment and examination processes. Unregistered students will not be admitted to examination centres. Unregistered students will not be permitted access to computer accounts, library accounts, online or other academic support.
- 3.1.4 Following acceptance of an offer from WIT, students are required to register online and attend the Institute for an induction event prior to commencing classes. Continuing students are not required to attend for registration but must complete the registration process online. A fee applies for those who do not register by the required date.
- 3.1.5 The following are the minimum period of registration for ab-initio full-time programmes of study at WIT, with the exception of add-on programmes:

<b>Higher Certificate</b>	4 semesters
<b>Bachelors Degree</b>	6 semesters
<b>Honours Bachelors Degree</b>	6-8 semesters (depending on programme)

Table 5: minimum period of study for full-time programmes

- 3.1.6 Normally the minimum period of registration for part-time programmes is twice that of the full-time equivalent.
- 3.1.7 A student will normally only be permitted four examination attempts after which the student must apply to the Institute's Registrar for further opportunities. This normally therefore equates to a maximum period of registration of twice that of the minimum. In the case of Nursing programmes, the maximum period within which the programme may be completed is six years. In exceptional circumstances only, the Registrar in consultation with the Head of Department may allow a derogation from this requirement. The Institute has no obligation to provide alternative programmes of study to students who exceed the maximum number of examination attempts or the allowable duration of programme registration.
- 3.1.8 A registration audit is carried out periodically through the first semester. Students who absent themselves from significant numbers of classes and/or assessment will be required to confirm their registration in writing. In the absence of such written confirmation the student will be deregistered.

*All applicants to WIT should please note the addendum to the regulations regarding student admission and registration at: [www.wit.ie/admissions](http://www.wit.ie/admissions)*

#### 3.2 Withdrawal from an Undergraduate Programme of Study: Deregistration

- 3.2.1 Deregistering means that a student officially notifies the Institute that s/he is leaving the programme. Students remain liable for fees up to the date they officially withdraw from the Institute. Students wishing to deregister must complete the exit procedure. This involves the following steps:
- i. Complete the deregistration form DR1 which is available from Reception;

- ii. The completed form must be returned along with the WIT card to either of the reception desks located in the College Street and Cork Road campus or by post to the Office of the Registrar, Waterford Institute Of Technology, Waterford;
- iii. Completed forms will be stamped at the Registry reception desk;
- iv. Overseas students who have been granted a study permit for a programme of study at WIT via the International Office are required by the Irish national immigration authorities upon de-registration to either return to their home country and provide evidence of a flight ticket, and a stamp on their visa/passport showing that they have re-entered their home country. Alternatively students must register and pay fees at another visa approved third level college in Ireland, and provide evidence of same to WIT, the Immigration Authorities in Waterford and the Immigration Authorities in the city/location to which they are transferring.

3.2.2 For fee purposes the date of receipt by the Office of the Registrar of the written notification will be taken as the date of withdrawal. Applicants who de-register prior to 31st October receive a refund of fees paid less a charge of 25% of the full fee payable, with no refund thereafter.

### 3.3 Withdrawal from an Undergraduate Programme: Deferral

3.3.1 Deferral means that a student applies to defer or postpone his/her programme or an element of it. Deferrals may be applied for as follows:

- i. **Deferring a 1<sup>st</sup> year place (CAO):** A place may be deferred prior to commencement of a programme when a student is offered a place on a 1st year programme through the CAO but is not in a position to take the place due to unforeseen and exceptional medical, financial or family reasons. Deferral of a 1<sup>st</sup> year place is ordinarily only valid for one year, after which time a new application must be made through the CAO.
- ii. **Deferring a continuing or add-on year:** A student may apply to defer prior to the commencement of a continuing or add-on year of a programme if at the start of continuing year a student finds that he/she is unable to continue his/her studies for the same reasons outlined above. Consecutive deferral of a continuing or add-on year may only occur for three years subject to meeting the requirements of the Deferral policy. This ruling may not apply to deferral applicants in the Nursing Department as there is a maximum time in which all Nursing Programmes must be completed, as indicated Nursing course documents.
- iii. **Deferring an examination/s:** When a student is unable to complete an examination/s during the course of an exam session due to mitigating circumstances. A student will only be able to claim mitigating circumstances if he/she submits the relevant documentary evidence (e.g. medical certificate) through their relevant School Office to the Examination Board for the particular examination session in which the circumstances apply. Claims submitted after the Examination Board has met and after the results have been published will not be considered. The Examination Board normally meets within two weeks of the conclusion of the examinations session. The decision on this deferral lies with the Examination Board. It applies to the deferral of exams only. It can postpone the opportunity to sit the exam. It is not an entitlement to re-attend and avail of tuition free of charge in the following academic year. The application to defer or postpone one's studies to the following academic year is a separate process which is outlined in the next point. Students in this category cannot apply for a fee review as outlined under compassionate and compelling circumstances below. This is not a means of avoiding the payment of fees.

- iv. **Deferral of a place during an academic year:** When a student at some point during the academic year finds that he/she is unable to continue his/her studies due to unforeseen circumstances an application in writing to the Registrar requesting to defer a place must be made. The letter must outline the reasons for this request. In addition the student must complete the application form, Form DA1, available from the Office of the Registrar.

- 3.3.2 Normally, deferrals are not available to taught Postgraduate students. Please see Withdrawal from a Taught Postgraduate section below.
- 3.3.3 Ordinarily a student who withdraws from a programme is liable for fees. Fees are incurred on the student's return following a deferral of a programme or any element of it, which was granted during the previous academic year. The fees incurred relate to the student having received tuition, having had access to Institute facilities and whether the Institute has already drawn down tuition funding from the Higher Education Authority (HEA).
- 3.3.4 In the case of international students who are in WIT on a study visa, via the International office, they will be required by the Irish national immigration authorities to return for the year to their home country. They cannot stay in Ireland if they are not attending the course for which the visa was granted.
- 3.3.5 The granting of a deferral is an academic issue subject to academic regulations. These matters are the responsibility of the Registrar.

### **3.4 Deferral Fee Review for Compassionate/Compelling Circumstances**

- 3.4.1 Ordinarily a student who withdraws from a programme is liable for fees. However, in some instances a student defers a place due to unforeseen circumstances. These compassionate and compelling circumstances are circumstances which are generally beyond the control of the student and have had an impact on the student's academic progress and/or wellbeing. These could include:
  - i. Serious medical condition or injury;
  - ii. Bereavement of close family members such as parents or siblings or guardians;
  - iii. A traumatic experience which could include but is not limited to:
    - a) Personal involvement in or witnessing of a serious accident or crime;
    - b) A serious crime committed against the person;
    - c) Unforeseen and extreme financial hardship.
- 3.4.2 When a deferral is granted students will be liable for full or partial fees when they return to their programme. An application for a fee review is made independent of the deferral application. In the cases of 3.3.1 i, ii and iv above the student receives written confirmation by the Registrar of the deferral. However, in the case of 3.3.1 iv the letter also informs the student of the process of making an application for a fee review under compassionate and compelling circumstances.
- 3.4.3 Applications made under compassionate and compelling circumstances are reviewed by the Deferral Review Committee consisting of nominees from the Office of the Registrar and the Finance Office. For making such an application Form FR1 will be enclosed with the confirmation of deferral letter. The student establishes compelling and compassionate circumstances by attaching evidence of them to this form. For example:
  - i. Medical certificates provided as evidence must:
    - a) Be issued by a registered doctor / consultant;

- b) State that the student has “a medical condition and is unfit for class”;
  - c) State the length of time the student is unfit for class;
  - d) Include the doctor’s contact details.
- ii. Death and birth certificates included must be certified.
  - iii. Evidence of a traumatic incident must include a police report, or a psychologist’s letter/report, or a report/letter issued by a suitably qualified professional. The psychologist’s report/letter must:
    - a) Be issued by a registered psychologist;
    - b) Include the psychologist’s contact details;
    - c) All certified evidence must be translated into English by a certified translator.

Decisions can only be made when all documentation has been reviewed.

3.4.4 A student who defers a place on a programme is not entitled to a refund for that year and will be liable for any increase in fee the following year.

3.4.5 Procedures for Applying for a Deferral during an Academic Year:

- i. A student must apply in writing for a deferral of a place to the Registrar stating reasons for the request and complete the deferral application form, Form DA1, available from the Office of the Registrar.
- ii. The student is notified of the outcome in writing by the Office of the Registrar (registration section) and advised that a fee will be incurred on return to college. The student will also be notified of the option to apply for a review of this fee in the case of compassionate and compelling circumstances and are advised to inform the grant authority if they are in receipt of a maintenance grant.
- iii. Application forms for a fee review in compassionate and compelling circumstances, Form FR1, are available from the Office of the Registrar.
- iv. Notification of deferrals is sent to relevant Heads of Department and the International Office and immigration authorities where relevant.
- v. The student must return the application form within a month. The application must include supporting evidence. No applications will be considered after April 30<sup>th</sup> in year of application.
- vi. If additional information to support the application is required the student is contacted by the Academic Affairs section of the Office of the Registrar.
- vii. A relevant history is printed from the student record system by Academic Affairs—previous examination results, grant information, current fee status and registration information.
- viii. The Deferral Review Committee meets in June to review applications and evidence and a recommendation is made. It may be necessary for a student to be interviewed by representatives of this committee.
- ix. This committee also recommends the appropriate fee and registration codes to be applied to the student record for the current and returning academic year. All decisions are recorded on Form FR1.
- x. Notification of the Committee’s decision in order to amend the student record is sent by academic affairs to the registration section in the Office of the Registrar. The audit section of Form FR1 must be completed.

- xi. The student is notified of the decision in writing by the Office of the Registrar and the student record is amended.

### 3.5 Withdrawal from a Taught Postgraduate Programme: Deregistration

3.5.1 Deregistration is the only mechanism for withdrawing from a taught post graduate programme. It is not possible to defer a place on a programme.

3.5.2 Deregistering means that a student officially notifies the Institute that s/he is leaving the programme. If you have deregistered from a programme you are no longer a student of the Institute and you will have to reapply through the formal Postgraduate Applications system to enter any subsequent programme. Students wishing to deregister must complete the exit procedure. This involves the following steps:

- i. Candidates must complete the deregistration form DR2 which is available from Reception;
- ii. The completed form must be returned along with the WIT card to either of the reception desks located in the College Street and Cork Road campus or by post to the Office of the Registrar, Waterford Institute of Technology, Waterford. Completed forms must be lodged with the Institute within 5 working days of the student leaving the programme
- iii. Completed forms will be stamped at the Reception desk.
- iv. In the case of International students who are in WIT on a study visa, via the International Office, if a student has deregistered from their programme the student must satisfy the requirements of the Immigration Authorities in Ireland as outlined by the Waterford Immigration Office.

3.5.3 For refund purposes the date of receipt by the Registry of the written notification of deregistration will be taken as the date of withdrawal. In the case of Irish and EU students, from January 2011 the fee is refunded as follows:

- i. A 75% refund of the Semester 1 fee installment can be made up to 4 weeks after the official postgraduate registration date. The 75% refund will only be considered on evidenced based compassionate and compelling circumstances. No refund thereafter.
- ii. Fee reviews are only made in relation to evidenced based compassionate and compelling circumstances as above.

#### *Assessing Fees Relating to Compassionate and Compelling Circumstances*

3.5.4 These circumstances are circumstances which are generally beyond the control of the student and have had an impact on the student's academic progress and/or wellbeing. These could include:

- i. Serious medical condition or injury;
- ii. Bereavement of close family members such as parents or siblings or guardians;
- iii. A traumatic experience which could include but is not limited to:
  - a. Personal involvement in or witnessing of a serious accident or crime;
  - b. A serious crime committed against the person;
  - c. Unforeseen and extreme financial hardship.

- 3.5.5 The student establishes compelling and compassionate circumstances by attaching evidence of them to this form. For example:
- i. Medical certificates provided as evidence must:
    - a. Be issued by a registered doctor / consultant;
    - b. State that the student has “a medical condition and is unfit for class”;
    - c. State the length of time the student is unfit for class;
    - d. Include the doctor’s contact details.
  - ii. Death and birth certificates included must be certified.
  - iii. Evidence of a traumatic incident must include a police report, or a psychologist’s letter/report, or a report/letter issued by a suitably qualified professional. The psychologist’s report/letter must:
    - a. Be issued by a registered psychologist;
    - b. Include the psychologist’s contact details;
    - c. All certified evidence must be translated into English by a certified translator.

- 3.5.6 Decisions can only be made when all documentation has been reviewed and when if necessary consultation with the funding body has taken place.

*Procedures for fee review in Compassionate and Compelling circumstances*

- 3.5.7 If a student has to deregister because he/she encounters compassionate and compelling circumstances after the initial refund period within the first four weeks of post graduation registration) it is still possible to apply to be considered for a carryover of a portion of the fee credit until the year of return. To be considered for this is an exceptional measure and the student must submit substantial evidence as outlined in 3.5.5 above.
- 3.5.8 In establishing the circumstances for each case, the relevant Head of Department will be consulted to ascertain if the taught postgraduate programme on which the student was registered is likely to be offered in the immediate future. If compassionate and compelling circumstances have been applied the student must still reapply formally to re-enter the programme. Re entry under compassionate and compelling circumstances involves submitting a formal application through the Registrar’s office. The carryover of credit for fees paid will expire after a period of 3 years.
- 3.5.9 The only instance where a refund applies relates to cases outlined in 3.5.3(i), above.
- 3.5.10 At the Deferral and Deregistration Review Committee meetings applications and supporting evidence is reviewed and recommendation are made. It may be necessary for a student to be interviewed by representatives of this committee.
- 3.5.11 The student is notified of the outcome in writing by the Office of the Registrar (registration section) and advised that, should credit for fees already paid by the student be carried over the student on return to the Institute will be liable for any fee increase in the interim. The student is advised to inform the grant authority if they are in receipt of a maintenance grant.

- 3.5.12 Notification of the outcome is sent to the relevant heads of departments. The International Office is also notified where appropriate.
- 3.5.13 The student record is amended by Academic Affairs to reflect the outcome relating to the amount of credit being carried-over.

## 4. Student Conduct, Rights and Responsibilities

### 4.1 Introduction

- 4.1.1 Waterford Institute of Technology has a commitment to placing the student at the centre of its activities. Placing the student in such a position confers on the student certain rights but also certain responsibilities and obligations.
- 4.1.2 The Student Code of Conduct is intended to set and maintain acceptable standards of behaviour within the student community, to encourage individuals to accept their obligations to the community and to help to maintain the Institute's good name and standing.

### 4.2 Student Rights

4.2.1 The Institute declares that the learner is at the centre of the learning experience that the learner is best placed to shape and guide the development of the services and activities that inform and shape their experience at the Institute. The rights this confers on students are both academic and related to the administration and governance of the Institute.

4.2.2 The student has a right to:

- i. Be fully informed of his/her rights and responsibilities while attending a programme of study at the Institute;
- ii. Be fully informed about his programme of study, its duration, level, structure, and the content of its component modules, its overall learning outcomes and the outcomes of each module, typically through a programme handbook;
- iii. Be fully informed in a timely way about the methods of assessment and the criteria for that assessment for the programme and all the component parts of the programme on which he/she is registered, typically through a programme handbook;
- iv. Receive appropriate teaching and other guidance by way of preparation for those assessments;
- v. Receive appropriate, comprehensive and constructive feedback following those assessments consistent with the right to appropriate teaching above;
- vi. Be fully informed of the basis for determining his or her final award classification;
- vii. Be informed of progression and/or employment opportunities, including professional accreditation where appropriate;
- viii. Be consulted regarding the ongoing administration and governance of the programme and of the Institute;
- ix. Be consulted, through representatives, regarding the ongoing regulation of the Institute's programmes;
- x. Seek appropriate redress from the Institute through the appropriate channels where the above rights are not upheld.

4.2.3 The student also has some responsibilities, to herself/himself, to classmates and to the wider community. Larger responsibilities are referred to in the Code of Conduct below; the responsibilities the student has to himself include:

- i. Attending and participating in teaching activities as directed by the academic faculty in a manner that does not compromise the learning efforts of others;

- ii. Informing him- or herself of the regulations governing his or her programme of study;
- iii. Participating in the regulation and governance of the Institute through participating in the forums that elect student representatives;
- iv. Engaging in active dialogue with the Institute's staff regarding his or her ongoing intellectual and professional development.

4.2.4 Student registration establishes the student's status at the Institute and confers the rights listed above. Consistent with this, lecturers may not restrict access to learning materials for modules or programmes on which the individual student is registered. While it is the responsibility of students to attend classes (as indicated above), it is not appropriate to penalize non-attendance by restricting access either to lectures or other teaching activities (except in cases where duty of care to the student or the other students necessitates it) or to teaching materials, such as are available on the relevant Moodle pages, for instance.

### 4.3 The Student Code of Conduct

4.3.1 The essence of misconduct under this Code is improper interference, in the broadest sense, with the proper functioning or activities of the Institute, or those who work or study in the Institute; or action which otherwise damages the Institute or any member of its staff or any student or brings the Institute or any member of its staff or any student into disrepute. Breach of or non-compliance with any Institute regulation, policy, procedure or rule would also constitute misconduct.

4.3.2 Where any Institute regulation, policy, procedure or rule provides for a procedure for dealing with infringement of same, that other procedure will apply rather than the disciplinary procedures provided for in this Code of Conduct.

4.3.3 The Institute's jurisdiction under this Code is not limited to its own property.

#### *General Approach to Allegations of Misconduct*

4.3.4 A complaint of misconduct shall normally be made to the Head of Department concerned. If considered appropriate, the Head of Department may deal with the matter without invoking the Code of Conduct.

4.3.5 Where a complainant is dissatisfied with a decision, the complainant may refer the matter to the Disciplinary Committee constituted as set out below.

4.3.6 All those involved in the disciplinary procedures are required to respect the integrity of the process and the confidentiality of information arising from it.

4.3.7 The Code of Conduct is intended to ensure a speedy and efficient resolution of issues.

#### *Membership of the Disciplinary Committee*

4.3.8 The Disciplinary Committee shall consist of a Chairperson nominated by the President of the Institute and such other members of the Institute as may from time to time be determined by the President. The Committee shall be appointed by the President and shall hold office for a period of two years.

4.3.9 The membership of the committee dealing with alleged breaches of the Code shall be constituted as follows:

- i. the chairperson;
- ii. one academic Head of Department;

- iii. one member of support staff;
- iv. two members of academic staff;
- v. two officers of the Students' Union.

4.3.10 At all meetings of the Disciplinary Committee four members shall constitute a quorum. No member of the Disciplinary Committee who is involved in a complaint whether as complainant, witness or offended party will participate in the Disciplinary Committee dealing with the complaint. The committee shall form a decision and recommend an action to the Registrar

*Disciplinary Procedures*

4.3.11 Where a complaint of misconduct has been made (usually in writing to the Chair of the Committee), the Disciplinary Committee may rule that the complaint should not be the subject of further action under this Code.

4.3.12 If the Disciplinary Committee considers that action under this Code is necessary, it shall, within 10 working days after receipt of the complaint, investigate the matter. Where the Disciplinary Committee decides that intervention is warranted, measures such as counselling or mediation might be used at the discretion of the Disciplinary Committee to achieve the objectives of this Code.

4.3.13 The Disciplinary Committee will notify the individual formally of the details of the allegations against him/her and the composition of the Disciplinary Committee.

4.3.14 If the Disciplinary Committee decides that there is a *prima facie* case to answer the individual will be interviewed by the Disciplinary Committee and will be given at least five working days written notice. The individual may bring a representative to the interview should he/she so wish.

4.3.15 The Disciplinary Committee shall deal with the case by using one of the following or any combination thereof:

- i. Dismissal of the complaint.
- ii. Conditional dismissal of the complaint - no further action would then be taken against the individual provided that he/she fulfils the conditions laid down by the committee (e.g. writing a letter of apology to the complainant etc.).
- iii. Written admonishment or reprimand of the individual.
- iv. Fining of the individual - the individual may be fined a sum which shall be paid to the Institute student aid and financial emergency fund.
- v. Imposition of obligation to make financial reimbursement in respect of any loss or damage that resulted directly from the misconduct.
- vi. Impose a course of action akin to 'community service' that the individual shall complete.
- vii. Exclusion for a specified period from the use of certain specified facilities or the withdrawal of access rights to parts of the Institute (such as the library or computing facilities) if misconduct occurred in relation to these facilities or areas.
- viii. Suspension from the Institute for a specified period of time.
- ix. Expulsion from the Institute.

- 4.3.16 If the Committee finds against the student the Chair of the Committee shall oversee the case until remedy has been fully implemented. Remedies may include any of the sanctions identified up to and including permanent expulsion from WIT. In cases where expulsion is the required action, the expulsion order must be approved by the President of the Institute and an expulsion order signed. Any such action must be reported to the Institute's Governing Body.
- 4.3.17 The Disciplinary Committee shall make its decision (with reasons) known to the individual in writing, as soon as practicable after completion of the investigation. The individuals' right to appeal a decision shall also be stated in the communication. Notification of the result of the investigation shall be sent to the complainant after the appeal period has expired.
- 4.3.18 An individual shall have the right to appeal against any decision of the Disciplinary Committee to the Registrar of the Institute within 10 working days. In such cases the Registrar will assemble an Appeals Board.

## 5. Curriculum Delivery and Design

### 5.1 Introduction

5.1.1 The following regulations are the guiding regulations of the Institute's MAP system and describe the structures within which academic programmes at WIT are designed and delivered.

5.1.2 The principles on which WIT's modular system is based are as follows:

- i. WIT must make every effort to treat all of its students equally. This means all students on comparable programmes throughout WIT, enrolled on a particular programme, no matter what their point of entry, and whatever mode of delivery of their programme of study (for example in full-time, part-time or distance education modes) must be treated equally;
- ii. Programme designers must fit their programmes within the parameters of the Institute's modular scheme and deviate from it only when there are valid, documented reasons to do so;
- iii. WIT should keep its modular system as simple as possible.

### 5.2 Structure of Academic Programmes

#### *Structure of the Academic Year*

5.2.1 WIT divides each academic year into two equal semesters. Full-time learners will be expected to attend WIT for 15 weeks per semester, comprising 12 weeks of class contact, 1 week of independent study and 2 weeks of assessment.

5.2.2 Programmes of study are divided into stages, normally equated with a year of study. Most full-time programmes have more than one stage. Students who successfully complete one stage of learning on a fulltime WIT programme will be awarded 60 credits.

5.2.3 The following table describes the credit allocation to the various full-time taught programmes of study at WIT:

Award	NFQ Level	Credit	Duration (FT)
Higher Certificate	6	120 credits	2 yrs
Bachelors Degree	7	180 credits	3 yrs
Honours Bachelors Degree	8	180-240 credits	3-4 yrs
Higher Diploma	8	60 credits	1 yr
Postgraduate Diploma	9	60-90 credits	1 yr-1.5 yrs
Masters Degree	9	90-120 credits	1-2 yrs

Table 6: Credit allocations by full-time awards

The credit allocations associated with awards for Honours Bachelors Degree, Postgraduate Diploma, Masters Degree and the Doctorate in Business Administration differ, depending on the programme.

*Modules*

- 5.2.4 The curriculum is divided into modules of standard size. A module is a unit of learning and is delivered, in most cases, over one semester. Guidelines on the configuration of modules are given in Appendix 3 in the form of guidelines and a template for the completion of module descriptors.
- 5.2.5 The minimum module size is five credits. Where larger modules are required, their size must be such that their credit allocation is an integer multiple of five.
- 5.2.6 A module descriptor is completed for all modules to be delivered at WIT. The module descriptor describes the aims and objectives of the module, the learning outcomes, the syllabus, guidelines on reading and other support material, and details on assessment.
- 5.2.7 Some modules may be identified as having prerequisites. This means that another module or modules must be completed before the student can be registered on the chosen module. Not more than 50% of modules on any stage of a programme of study may have prerequisites, unless previously allowed by Academic Council. There may be no prerequisites between semesters within a stage. Failure of a prerequisite halts progression to the next stage, regardless of the number of credits failed.
- 5.2.8 Credits are awarded on successful completion of a module. Credits measure the notional amount of study required for the completion of a module. Each credit is equated to 27 effort hours for the average learner.
- 5.2.9 The effort hours associated with a module are a sum of all of the learning activities of the programme, including class-contact, independent learning and assessments. They provide a means of identifying the work-load to be completed by a student. A 5-credit module requires 135 effort hours which includes class contact, independent learning, assessment and examination.
- 5.2.10 The credits allocated to programmes of study at WIT are aligned with the European Credit Transfer System (ECTS).

*Learning Outcomes*

- 5.2.11 The level of a programme is determined by its learning outcomes and the relationship between these outcomes and those at the various levels on the National Framework of Qualifications. Programme evaluations (and subsequent programme review) agree the learning outcomes for the programme and assign the programme a position on the National Framework of Qualifications.
- 5.2.12 The learning outcomes agreed at the evaluation stage (or through subsequent reviews) represent the minimum learning outcomes for the award. The student must achieve all the specified learning outcomes set out for the programme to receive the final award. The assessment strategy should ensure that the achievement of the minimum pass mark of 40% represents the achievement of the learning outcomes.
- 5.2.13 Individual modules are also assigned learning outcomes that are agreed through the programme evaluation (and review) process. The achievement of all learning outcomes across all required modules on a programme culminates in the achievement of programme learning outcomes. Programme handbooks shall clearly articulate how the assessment strategy across all modules achieves this outcome.

- 5.2.14 Successful completion of a module means that the student is able to demonstrate achievement of all the module learning outcomes.
- 5.2.15 In some cases it may be appropriate to set out learning outcomes for each stage of a programme as well as for each module and for the programme overall. It is recognized that in the context of the Institute's progression regulations, and also in the context of the complexities associated with the range of choices available to students, these stage-based outcomes may issue in multiple alternative versions.
- 5.2.16 The Institute's Academic Council designates individual modules as Introductory, Intermediate and Advanced. It is understood that the learning outcomes associated with these designations broadly align with levels 6, 7 and 8 respectively of the National Framework of Qualifications.

#### *Programme Design*

- 5.2.17 All programmes should adopt the stepwise approach set out in the following table regarding the credit profiles required for awards. However, Academic Council may approve some flexibility in the credit profiles of programmes subject to the following:
- i. At least 60 credits must be assigned to Introductory modules to assist with the transition to third level education;
  - ii. At least 60 credits must be assigned to modules at the award level in order to meet the requirements of the National Framework;
  - iii. In programmes leading to awards at level 8, at least 30 credits must be assigned to Intermediate modules.
- 5.2.18 The following table describes the typical credit allocation to programmes at levels 6 to 8 on the National Framework of Qualifications.

<b>Award</b>		<b>Credits at level...</b>		
		<b>Introductory</b>	<b>Intermediate</b>	<b>Advanced</b>
	<b>Total Credits</b>			
Higher certificate	120	120	-	-
Ordinary degree	180	120	60	-
Honours degree (3 year)	180	60	60	60
Honours degree (4 year)	240	120	60	60

Table 7: Typical credit allocation to programmes at levels 6-8 on NFQ

- 5.2.19 WIT is committed to delivering maximum student choice through the development of its modular system. Programme design teams are therefore encouraged to offer as many choices as possible when it comes to offering non-mandatory modules. However, there should ordinarily be no choice for students in semester 1 of a programme for school leavers.

- 5.2.20 Programme design teams are obliged to configure programmes to lead to graduates achieving the profile for the distinctive WIT graduate defined in the Institute's Strategic Plan. This necessitates the inclusion of learning and other transferable skills within programme learning outcomes. The Academic Council has previously indicated that dedicated transferable skill modules should feature in the first year of all undergraduate programmes.

### **5.3 Placement in Undergraduate Programmes**

- 5.3.1 The Institute regards placement as a valid and valued form of learning and encourages its use.
- 5.3.2 In common with all WIT modules, placements are assessed based on the evaluation of the achievement of the learning outcomes set out in the module descriptor.
- 5.3.3 Placement may be of any duration but students should always earn credit for successful completion of placement in proportion to the effort hours spent in achieving the learning outcomes of the module.
- 5.3.4 Placement should not be scheduled at the award stage of the programme of study nor should block placement be scheduled in the first stage.
- 5.3.5 When a team designs a programme that includes student placement an alternative to placement must also be incorporated and agreed at validation. This alternative will be available to students for whom the programme team is unable to find a placement, or in cases where placement is impossible (due to illness, for instance), or in cases where a placement opportunity is discontinued without a replacement opportunity being available (in cases, for instance, where a company undergoes closure or a change in work practices).
- 5.3.6 It is especially important that the criteria by which the placement experience is to be assessed are articulated clearly to students. A shared approach between all parties responsible for assessment—including industry partners, where relevant—is required and the expectations of all parties should be clearly set out in advance to the student.
- 5.3.7 The arrangements for repeat placement opportunities should be articulated in programme handbooks.

## 6. Assessment: General Principles & Requirements

### 6.1 General Principles

- 6.1.1 The Institute's *Learning, Teaching and Assessment Strategy* (2009) outlines the Institute's general approach to assessment and provides an important context for the following remarks. This approach is informed by the Standards and Guidelines for Quality Assurance in the European Higher Education Area (2005)<sup>6</sup> which states that "assessment of students is one of the most important elements of higher education". The Institute's approach is similarly informed by national policy, particularly the Higher Education and Training Awards Council's *Assessment and Standards* (2009)<sup>7</sup>. *Assessment and Standards* states that "assessment of learning measures the achievements of learners, and by extension, the effectiveness of programmes. Assessment for learning is the core of reflective teaching and learning and their continual quality enhancement." The Institute fully subscribes to this position.
- 6.1.2 Within the academic process, it is necessary to have in place effective assessment instruments. Such assessment instruments measure the achievement of predetermined learning outcomes and correspond to clearly defined stages of achievement in the accreditation and awards process in that assessment should be appropriate to both the level of modules to its associated learning outcomes. An effective system of objective assessment of student achievement of learning outcomes, aligned with national standards and guidelines, is central to assuring academic standards and public confidence in those standards.
- 6.1.3 Assessment is an important and intrinsic element in the overall learning experience. The purpose of assessment is to:
- i. enable students to verify their achievement of predefined outcomes;
  - ii. measure that achievement;
  - iii. provide feedback on learning and thus contribute to ongoing learning;
  - iv. provide the necessary evidence to determine eligibility for progression within a programme or for determining an award (and/or, in certain cases, competency to practice).
- 6.1.4 Assessment is a combination of summative (module, semester, stage, programme) and formative assessment. A formative assessment (worked examples, in-class activities, exercises) is an assessment designed to monitor and improve learning. The marks for formative examinations do not form part of the final assessment. A summative assessment is one that, in addition to the objectives above, is designed to assess the degree to which pre-set learning outcomes of the programme or module have been achieved by the candidate.

<sup>6</sup> [http://www.iheqn.ie/\\_fileupload/Publications/ENQABergenReport\\_43799078.pdf](http://www.iheqn.ie/_fileupload/Publications/ENQABergenReport_43799078.pdf)

<sup>7</sup> <http://www.hetac.ie/docs/Fina%20English%20Assessment%20and%20Standards%202009.pdf>

- 6.1.5 Summative assessment may take a variety of forms. An examination is an assessment tool that gives the candidate the opportunity to attempt one or more pre-set academic tasks in an approved and supervised setting within a pre-specified time frame. An examination may comprise one or more elements from the range of instruments of evaluation and assessment available, such as written, practical, computer-based, oral and aural examinations, viva voce, (studio) presentations, demonstrations and portfolio. Auxiliary materials (e.g. open-book, dictionary, log tables, calculator) may be specified for any given examination by the examining board. Continuous assessment refers to all other forms of activities scheduled during the academic year (including practical work, essays, projects, in-class tests, journals and workbooks) that contribute to a student's grade.
- 6.1.6 WIT is committed to ensuring that all assessments are conducted equitably and to enshrining within its assessment processes the principles of objectivity and independence. WIT is committed to ensuring that the rights of students with regard to assessment (as described above) are upheld.
- 6.1.7 All assessment is administered within a framework of formal written regulations as set out hereunder. This framework shall apply to all assessments leading to awards, including repeat assessments.

## 6.2 General Regulations

- 6.2.1 Students will be required to present for assessment on all modules for which they are registered.
- 6.2.2 Only candidates who have met all programme requirements as detailed in programme schedule and are fully registered students of the Institute shall be admitted to the examinations and other assessments.
- 6.2.3 WIT's commitment to objectivity and independence of the Institute's assessment processes is guaranteed by a uniform system of internal and external moderation, overseen by an Examination Board.
- 6.2.4 A Programme Schedule is adopted by the Academic Council of WIT or by an appropriate awarding authority in relation to an approved programme. The provisions of that Schedule are deemed to form part of the Regulations applying to the programme.
- 6.2.5 The approved Programme Schedule for each programme of study for the purpose of examination sets out the modules associated with the programme. Modules may be designated as Mandatory, Designated Elective, and Free Elective. Each candidate must present and pass in all mandatory modules. Where the programme structure consists of one or more mandatory modules and several elective modules, each candidate must present and pass in all mandatory modules and in a prescribed number of elective modules such that the credits achieved are adequate for progression to the next stage of the programme (subject to the progression regulations below) or to the award. The number of elective modules required is prescribed in the Programme Schedule. Where the programme structure consists of one or more mandatory modules and several elective modules configured as a group, each candidate must present and pass in all mandatory modules and in the required number of elective modules in one of the Elective Groups prescribed in the Programme Schedule.
- 6.2.6 Where special regulations (involving derogation from Institute norms) apply, these must be set out in the programme schedule and approved by Academic Council. Such regulations would normally include the schedule of prerequisite modules on the programme and also might include (*inter alia*) special regulations relating to individual components of modules (where, for instance, a student might be required to pass every individual assessment as well as achieve an overall pass grade). Only special regulations listed in the programme schedule and approved by Academic Council may be implemented.

- 6.2.7 All changes to Programme Schedules must be approved by the Institute's Academic Council. Requests for changes to Programme Schedules are made through the Office of the Registrar and, where changes are significant, require engagement with the Programme Evaluation: Changes to Programmes (CE3) process. Changes ordinarily come into effect in the academic year following approval by Academic Council.
- 6.2.8 Programme Boards are required to provide, by way of commentary on the programme schedule, a detailed assessment strategy (to include a strategy for all elements of assessment, including continuous assessment and assessment set for repeat examinations) at both programme and module level, cross-referenced to module and programme learning outcomes and to national standards (for example: HETAC Assessment and Standards, National Framework of Qualifications). This strategy should include clear marking schemes. Assessment requirements for all programmes should be communicated to students typically in the form of a programme handbook.
- 6.2.9 No other module, or combination of modules, is approved for the purpose of proceeding to the award to which the Programme Schedule refers other than those indicated on the Schedule lodged in the Office of the Registrar.
- 6.2.10 The granting of an award shall be on the basis of a candidate's performance in examinations or other assessments of knowledge or ability and which have been approved and monitored by External Examiner(s) in accordance with the programme schedule and standards.
- 6.2.11 All examination materials, including continuous assessment materials where practicable, should be available for scrutiny and approval as required by the External Examiner(s).
- 6.2.12 The Registrar has general overall responsibility for the conduct of examinations within the Institute. In particular, the Registrar shall ensure:
- i. The proper conduct of examinations, including invigilation;
  - ii. The integrity of the examination by protecting the security of the process;
  - iii. That all examination entries are properly recorded;
  - iv. That the students and others are informed well in advance of the official examination timetable and other arrangements;
  - v. That appropriate accommodation arrangements, including arrangements for students with special needs, are made for holding the examinations;
  - vi. That appropriate arrangements are made to issue provisional results of examinations to each student;
  - vii. That students are made aware in advance of the Institute's regulations with regard to conduct, examinations and appeal procedures.
- 6.2.13 In addition, the Academic Council has a particular monitoring role over examination-related activities within academic Schools. The School and the School Committee, reporting to Council, shall ensure:
- i. That all examination papers, including the necessary back-up material, and marking schemes are prepared by internal examiners and forwarded well in advance to External Examiners for approval and printed in sufficient time to enable other organisational arrangements associated with holding the examinations to be carried out in an orderly manner;

- ii. That examination answer scripts are appropriately examined by Internal and External Examiners and that the results for each student are made available for meetings of boards of examiners;
- iii. That accurate records of continuous assessments are maintained and are made available to External Examiners;
- iv. That proper arrangements are made for holding meetings of Boards of Examiners;
- v. The timely transmission of the Board of Examiners recommendations to Academic Council or, in the case of awards of bodies other than WIT, to the appropriate awarding body.

### **6.3 Assessment Volume and Type**

6.3.1 Assessment is taken during or at the end of a semester and each semester is equally important. In order to maintain consistency across the Institute, and to prevent over-assessment, guidelines are given for the assessment. For the standard 5-credit module, the recommended norms are one of the following:

- i. A 2 hour written terminal examination;
- ii. A 2000 - 4000 word assignment;
- iii. Continuous assessment as sole method;
- iv. Other methods deemed equivalent to one of the above.

6.3.2 Where terminal examination is used, additional continuous assessment is only appropriate for learning outcomes not assessed in that examination, such as practical work associated with the module, and for formative assessment designed solely to provide feedback to learners. In such cases this requirement must be clearly specified in the module description. Furthermore, where a terminal examination and continuous assessment are used, a reduction in the scale of both, proportional to the effort hours associated with them, is expected. Assessment strategies and methodologies must be based on the specified learning outcomes.

6.3.3 Other methods of assessment, where adjudged to be appropriate and equivalent in terms of effort required, can be utilised. It is recommended at least one module per semester with assessment based solely on continuous assessment is available to all students.

### **6.4 Allocation of Marks**

6.4.1 All learning outcomes for all modules must be assessed. Assessment will measure the achievement of learning outcomes. A pass grade presumes the achievement of all the learning outcomes of the module.

6.4.2 The maximum marks available in each module should be 100.

6.4.3 The minimum mark required for a pass in any module shall be 40% of the maximum marks available for that module, unless specified otherwise on the module descriptor and in the programme schedule and agreed in advance with Academic Council. The assessment strategy should ensure that the achievement of the minimum mark reflects the achievement of the learning outcomes.

- 6.4.4 The marks awarded to each candidate shall be the combined total of the marks scored in the subject components/elements (for instance, the combination of marks for terminal examination and summative continuous assessments). Minimum performance in a component element may only be imposed where noted on the Programme Schedule and in the module descriptor and only with the express permission of Academic Council and only with the view to establishing achievement of particular, designated learning outcomes.<sup>8</sup> Where a module is attempted for the second or subsequent time failed component marks should not be carried forward to the disadvantage of the student. Second and subsequent attempts should be marked out of 100% (to include any continuous assessment carried forward to the benefit of the student).

## 6.5 Submission of Continuous Assessment

- 6.5.1 The submission of continuous assessment work is the sole responsibility of the student. Students are required to:
- i. Ensure that all written assignments are received by the appropriate office by the published deadline and that all pages including the approved cover sheet are securely fastened;
  - ii. Ensure that a plagiarism disclaimer statement is attached to each piece of work submitted for assessment;
  - iii. Retain a copy of all written work submitted for assessment;
  - iv. Retain all marked written assessment, together with cover sheets and tutor comments, until the module has been considered by the appropriate Examination Board and the appeals process has concluded;
  - v. Resubmit marked work for consideration by an External Examiner if requested to do so.
- 6.5.2 In addition, students are required to ensure that all non-written work is presented in the required format, by the published deadline and at the prescribed location. Students should, where practicable, retain a copy of any non-written work.
- 6.5.3 Continuous assessment that is submitted beyond the deadline specified by the Programme Board will not normally be accepted. If mitigating circumstances apply these should be made known to the Programme Board through the School office at the earliest opportunity and prior to the Examination Board meeting and should be accompanied by relevant supporting evidence. Extensions are not normally granted except in circumstances where mitigation—supported by the appropriate evidence—applies.
- 6.5.4 Adherence to an assessment word limit is an important part of the learning process. Continuous assessment submissions that significantly exceed the defined word limit (or that are significantly shorter than the word limit) will not normally be accepted.
- 6.5.5 In the case of a candidate repeating an examination within the same academic year, marks awarded for continuous assessment shall not normally be carried forward from the first attempt to the repeat examination unless the carrying forward of such marks will improve the candidate's overall mark in the subject. However any minimum continuous assessment requirements as described on the Programme Schedule must be satisfied.

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<sup>8</sup> In cases where students will receive an aggregate passing percentage mark but have not been successful in passing an individual component, it is appropriate to record FC as the grade for that component on the examination broadsheet. It is understood that these cases are exceptional.

## 6.6 Assessment of Joint Projects

- 6.6.1 Joint projects are made up of examinable material submitted by more than one candidate. Material may include project, research, analysis, work, assignment or any combination thereof.
- 6.6.2 Where two or more candidates present a joint project, the individual contribution and performance of each candidate should be assessed and individual marks awarded accordingly.
- 6.6.3 The format/layout/result etc. for the assignment should permit a logical fragmentation to allow a sharing-out among the participants. Marking schemes should always include an allocation of marks for participation in the group. A viva voce examination may form part of the assessment process for joint projects and examiners are encouraged to use this form of assessment where there the precise contribution of individuals is unclear. Particular care should be taken to ensure marks reflect the contribution by each individual to the joint project.

## 6.7 Computer-Based Assessment

- 6.7.1 The Institute supports the use of a variety of assessment methods, including computer-based assessment. This may be formative or summative. Where computer-based assessment is being used summatively, a number of safeguards must be put in place. A distinction must be drawn between synchronous tests, where all students undertake a computer-based assessment at the same time in the same location, and asynchronous assessment, where a learner accesses a test in their own time, possibly over an internet link.
- 6.7.2 In the case of synchronous computer based assessment, the following recommendations hold:
- i. The students must be tutored in the system they are to use, usually through the means of undertaking a 'mock' assessment on the intended system;
  - ii. Students must have adequate notice of such an exam - normally this would be through the assessment schedule published in the student handbook;
  - iii. The computer facility to be used must be booked in advance, with adequate technician support available for the assessment event;
  - iv. Adequate resources must be available, with spare capacity available to cover the eventuality of an equipment breakdown. All students, for instance, should have the same version of any required software available to them;
  - v. A protocol be in place for the identification, storing and backup of student output (important in particular in the event of an appeal);
  - vi. A protocol be in place for the correct identification of students undertaking the assessment;
  - vii. Repeat facilities be put in place in the event of a student failing the assessment.
- 6.7.3 In the case of asynchronous computer based assessment, the following recommendations hold:
- i. The system used must have the ability to authenticate the user, and provide an audit trail of the assessment inputs/outputs of the student, including backup of any submitted material;
  - ii. The student will have received adequate preparation in the use of the system;
  - iii. The dates of the availability of the assessment be clearly communicated to the student (normally through the assessment schedule published in the course/module handbook);
  - iv. Repeat facilities be put in place in the event of a student not passing an assessment;

- v. In the event of a system failure during the test, the student should be able to undertake the test again.

## 6.8 Regulations Governing Written Examination

- 6.8.1 Candidates are advised to familiarise themselves with the regulations governing written examinations published on the Examinations section of the Institute website and included in this document as Appendix 4.
- 6.8.2 Breaches in any of the published regulations will be considered under the Institute's policy on unfair practice in formal examinations, detailed below.
- 6.8.3 Examination invigilators are subject to the regulations described in Appendix 5.

## 6.9 Circumstances of Unfair Practice in Formal Examinations

- 6.9.1 A breach of regulations constituting unfair practice may be detected:
  - i. During invigilated examinations;
  - ii. During the marking of written examination answer books;
  - iii. During the marking of other examinable material.
- 6.9.2 Instances of plagiarism are considered unfair practice. The procedures for dealing with allegations of plagiarism are given in chapter 10 of this document.
- 6.9.3 Where such a breach is suspected, the Chief Examinations Officer or the Examination Secretary (or, in the case of continuous assessment, the Head of Department of the relevant academic area) shall co-ordinate an investigation into the allegation (including by meeting with the student) and shall prepare a report for the Registrar. In cases where it is found that a breach of examination regulations has occurred, the Registrar shall impose a penalty. This may involve forfeiture of the examination (through the imposition of a 0% mark), temporary suspension from the Institute or expulsion from the Institute. Following the imposition of a penalty by the Registrar, the Chief Examinations Officer shall inform both the student and the School in writing of the outcome and the matter shall be deemed closed. This process constitutes the least formal process for dealing with circumstances of unfair practice.
- 6.9.4 Where more serious breaches occur (such as repeat offences), a more formal process may be enacted. In this case, the Registrar, on receiving the report from the Chief Examinations Officer, shall decide whether the offence merits further consideration and, if so, shall notify the Head of School in writing and without delay of a suspected serious instance of unfair practice. In this event a Panel of Enquiry will be formed.
- 6.9.5 In such cases, the candidate shall be notified in writing through the Office of the Registrar at least five days in advance of meeting of the Panel of Enquiry in relation to the following:
  - i. The specific allegation(s);
  - ii. The entitlement to present a response either orally or in writing to the Panel of Enquiry;
  - iii. The entitlement to be accompanied or be represented at all hearings conducted by the Panel of Enquiry;
  - iv. The enquiry schedule.

- 6.9.6 The candidate shall notify the Registrar of the person(s) to accompany him/her, and their status at a meeting of the Panel of Enquiry.
- 6.9.7 The inquiry procedures shall be carried out by the Panel of Enquiry composed, at least, of:
- i. Registrar or nominee (Chairperson);
  - ii. The Head of School, or nominee;
  - iii. A Head of School, or nominee, from a School not involved with the programme;
  - iv. Two members of academic staff from a Department not involved with the programme;
  - v. A student representative who is a member of Academic Council or nominee.
  - vi. If deemed appropriate, by the Registrar, a technical or legal advisor may assist the panel in their work.
- 6.9.8 The Registrar will contact the Head of School/Head of Department requesting that all relevant information from staff be collected and made available to the Panel of Enquiry.
- 6.9.9 The Panel of Enquiry shall assemble to consider the allegation(s) as soon as possible following the reporting of the incident. Each case shall be considered separately and only on the basis of unambiguous evidence available to the Panel of Enquiry. The Panel of Enquiry alone shall adjudicate on the allegation(s) based on written and oral submissions and shall determine the penalty to be applied. Its decision must be unanimous. Other than the Recording Secretary, no other person shall be present during the period of adjudication.
- 6.9.10 The reports and/or written submissions shall be made available to the candidate in advance.
- 6.9.11 The candidate shall be notified in writing through the Office of the Registrar of the outcome of the inquiry.
- 6.9.12 The decision of the Panel of Enquiry shall be final. However, in matters relating to the expulsion of a candidate, the President shall sign the expulsion order (as indicated below).
- 6.9.13 The Panel of Enquiry 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. These penalties may be applied either separately or in combination. The Panel of Enquiry may, at its discretion:
- i. Deem the candidate to be innocent of the allegation(s). In such a case the Examination Board shall be instructed to consider the assessment or examination results in the normal manner;
  - ii. Issue a written warning to the candidate. In such a case the candidate may be informed that the written warning constitutes a formal record of breach of assessment regulations;
  - iii. Deem the candidate to have failed all or part of the assessments or examinations for the stage or year of the programme. In such a case the Panel of Enquiry shall determine the period of time which shall elapse before the student is entitled to be reassessed;
  - iv. Determine if the candidate shall be ineligible for any special award of the Institute;
  - v. Suspend the candidate from all activities of the Institute for a stated period;
  - vi. Recommend the expulsion of the candidate from the Institute. In such a case the expulsion order shall be signed by the President and reported to the Governing Body.

## **6.10 Use of Dictionaries by Students whose First Language is not English**

- 6.10.1 On application to the WIT International Office students whose first language is not English are permitted to use the English-English print dictionary, provided by the Institute, during Institute examinations. The use of electronic, or any other dictionaries, during Institute examinations is not permitted.

## **6.11 Reasonable Accommodation**

- 6.11.1 The Institute is committed to ensuring that people with disabilities are facilitated to give effective performance as students and staff and are not disadvantaged by reason of having a disability, and all reasonable accommodations are made to meet their requirements.
- 6.11.2 A reasonable accommodation is any action that helps alleviate an educational disadvantage for a candidate with a disability. Reasonable accommodations ensure fairness to all learners in that learners with disabilities will not have an advantage over peers.
- 6.11.3 The same principles governing assessment as outlined above apply to learners with disabilities. Whenever possible, candidates with disabilities will undertake the same examinations as other candidates.
- 6.11.4 It is the responsibility of the candidate to ensure that the Institute is aware of his/her disability.
- 6.11.5 To qualify for reasonable accommodation regarding examinations, candidates must:
- i. Formally register with the Institute's disability service at the beginning of the academic year;
  - ii. Complete an educational Needs Assessment with the Disability Office;
  - iii. Provide such supporting documentation as is required by the Disability Office.
- 6.11.6 Candidates should be aware that the provision of reasonable accommodations will be made known to the relevant academic, administrative and support staff.
- 6.11.7 Alternative examination arrangements will be made for candidates who are offered reasonable accommodations. Alternative assessment refers to any alteration in the standard form of assessment to accommodate a candidate's disability. Alternative examination arrangements include:
- i. Provision of oral rather than written examinations;
  - ii. Flexibility around examination scheduling;
  - iii. Combinations of modes of assessment;
  - iv. Modification of examination papers.
- 6.11.8 Depending on the results of the Needs Assessment candidates may also qualify for some or all of the following:
- i. Additional time, normally 10 minutes per hour;
  - ii. Rest breaks, during which the candidate may not read the paper, his/her answer, or write or prepare subsequent answers;
  - iii. Alternative desk, seating or other furniture;
  - iv. Alternative physical space and/or an alternative examination venue;
  - v. The support of a personal assistant;

- vi. The support of an examination reader;
- vii. The support of an examination scribe and/or the use of voice recognition technology and recording equipment;
- viii. The support of an interpreter;
- ix. Alternative presentation of examination question papers, in electronic format, Braille, enlarged print, alternative colour paper, tactile representation of all or some elements of the paper;
- x. Assistive technology, including use of computer, Braille-related devices, voice recognition software.

6.11.9 Candidates who are refused reasonable accommodation may appeal to the Registrar.

## 7. Examination Boards and External Examining

### 7.1 National Policy Guidelines

7.1.1 The Institute's policy on the operation of Examination Boards and the External Examining system is informed by national policy and standards particularly HETAC's *Assessment and Standards and Effective Practice Guideline for External Examining*.<sup>9</sup>

### 7.2 The Examination Board

7.2.1 An Examination Board meets at the end of each examination session to confirm module marks, student progression and achievement. The Board comprises the Internal and External Examiners under the chairmanship of the Head of School or the Registrar (or his nominee) when appropriate. Only those Internal Examiners who have participated in the examinations for a given award (or examination stage leading to an award), together with the Head of Department concerned, and such External Examiners as the Institute shall deem appropriate, shall participate in the meeting of the Examination Board at which recommendations in relation to that award or examination stage are decided.

7.2.2 The role of the Board of Examiners is to:

- i. confirm that the examination and assessment processes have been carried out in line with Academic Council regulations;
- ii. consider and approve assessment marks;
- iii. consider the appropriateness of mark ranges in the context of mark standards and to moderate where appropriate;
- iv. consider and approve the form of re-assessment for students who have failed modules, where appropriate;
- v. ensure that decisions on assessment marks are properly and accurately recorded on the broadsheet of results;
- vi. consider any other matters referred to it by the Institute's Registrar or Academic Council.

7.2.3 All decisions of an Examination Board shall be made by majority decision of the Examiners present (by voting if necessary). In the event of an equality of votes, the Chairperson of the Examination Board shall exercise a casting vote.

7.2.4 The proceedings and deliberations of Examination Boards are strictly confidential; under no circumstances should any person attending a meeting of an Examination Board disclose to any other person a decision of the Board or any document, information or opinion considered, conveyed or expressed at the meeting.

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<sup>9</sup> <http://www.hetac.ie/docs/External%20Examining%20New.pdf>

### 7.3 Role and Duties of the Internal Examiner

7.3.1 The Internal Examiners are normally members of the Institute's academic teaching staff and their role and duties are as follows:

- i. To consult with the appropriate External Examiner(s) in the drafting of examination papers by providing to the External Examiner(s), in good time before the printing of examination papers, typewritten draft question papers, together with appropriate marking schemes;
- ii. To consider all suggestions, criticisms, deletions, additions and amendments proposed by the External Examiner(s);
- iii. To submit examination papers and marking schemes, as approved by the External Examiner(s), to the Institute;
- iv. Prior to the meeting of the Examination Board, to consult with the External Examiner(s) and to agree the grades/marks proposed to be awarded to each candidate;
- v. To attend meetings of the Examination Board;
- vi. To ensure marks are accurately recorded.

### 7.4 Role of External Examiners

7.4.1 External Examiners play a vital role in assisting the Institute in assuring academic standards and the integrity of its programmes and modules and in assisting the Institute in developing its learning, teaching and assessment strategies and practices. The HETAC *Effective Practice Guideline for External Examining* states that public confidence in the quality of an institution's awards "rests on its belief that graduates have been objectively judged to have reached the standard that is certified by their qualification (award) in the context of the National Framework of Qualifications. The clear implication is that external examining is particularly concerned with actual programme learning outcomes, their compliance with national standards and, by extension, anything that affects those outcomes.

7.4.2 The role of the External Examiner is:

- i. to monitor the academic standards achieved within individual modules and programmes and to assure, where appropriate, their comparability to Irish and international standards;
- ii. if appropriate, to monitor the academic standards achieved within subject groups and to assure their comparability to Irish and international standards;
- iii. to ensure that the examination and assessment process is fair and that the results as determined are equitable.
- iv. to ensure that an appropriate balance is achieved between the achievement of module and programme learning outcomes.

7.4.3 Any other duties assigned to External Examiners should be referred to the Academic Quality committee of Academic Council for decision to avoid any conflict with the Examiner's primary role.

## 7.5 Duties of External Examiners

### *Approval of Examination Papers and Other Materials*

- 7.5.1 External Examiners shall decide, in consultation with the Heads of Department, in relation to:
- i. an examination review strategy for modules, and where relevant the programme;
  - ii. the particular draft examination papers and marking schemes to be assessed prior to the examination;
  - iii. the particular marked examination scripts (s)he wishes to assess;
  - iv. the nature and content of other assessment material (s)he wishes to assess, including programme work.
- 7.5.2 The Head of Department shall ensure that such material is provided to the External Examiner in good time.
- 7.5.3 Where the External Examiner wishes to suggest amendments to draft examination papers (s)he may do so in writing. The Internal Examiner shall take such proposed amendments into account, and shall note action taken, if any. This will be retained as a record by the relevant School. Normally the input from the External Examiner and the responses of the School to the recommendations are summarized in the Annual Programme Board report.
- 7.5.4 Where a significant dispute occurs between an Internal and External Examiner in relation to an examination paper or an examination result, a report, prepared by the School, shall be submitted to the Registrar for consideration by the Academic Quality Committee of the Academic Council.
- 7.5.5 If an external examiner reports that standards are not being achieved a report should be prepared by the relevant programme board and forwarded through the School Board to Academic Council.

### *Oral, Practical or Performances Examinations, and Presentations*

- 7.5.6 External Examiners with specific responsibility for modules that have oral, performance or practical examinations specified in their programme schedules as an examination requirement, shall normally be expected to attend all or part of such assessments.
- 7.5.7 Where such assessments are carried out in the absence of the External Examiner, a recording of the assessment shall be made and a representative sample of this recorded material shall be monitored by the External Examiner as part of his/her duties.

### *Assessment*

- 7.5.8 Following an examination, the External Examiner is required to see a representative sample of examination material presented by candidates. The sample should normally include the best script, a number of borderline scripts at each level in the case of award years and a random sample of the remainder, with sufficient material, including, where feasible, relevant statistical data to enable the External Examiner(s) to form a judgment as to the appropriateness of the marking at all levels of classification.
- 7.5.9 The External Examiner should receive the following:
- i. A sample of scripts as specified above;
  - ii. Course work for this sample where practicable;
  - iii. Copies of the examination papers, marking schemes, and model solutions;

- iv. Original of the Institute's mark sheet showing the aggregation and final mark for each candidate in a subject;
  - v. A statistical overview of pass/fail rates within the module and across the programme.
- 7.5.10 External Examiners shall normally attend the Institute at the time of determination of coordinating results and at such other times as may be determined by the Institute in consultation with the External Examiner for the purpose of assessing the standard of the module /programme and/or the standard of student performance.
- 7.5.11 The appropriateness of examination materials to the level of award concerned shall be a primary consideration of the External Examiner.
- 7.5.12 External Examiners shall determine whether:
- i. the assessment and determination of awards processes have been fairly conducted and
  - ii. the standard of the student performance is adequate for the relevant stage of the programme.
- 7.5.13 The External Examiner shall pay particular attention in award stage of a programme to the distribution of marks achieved and the grades of award attributed.

*Examination Appeals*

- 7.5.14 External Examiners may be asked to review scripts/continuous assessments/projects where the final marks are appealed. However students may not request a re-examination of a script by an examiner.

*Attendance at Examination Board Meetings/ Visiting the Institute*

- 7.5.15 All programme External Examiners will be expected to visit the Institute once in each academic year. This visit will normally take place at the time of award stage Examination Boards. In the case of programmes or modules in respect of which repeat examinations are held in the Autumn, or at such other times as may be approved by Academic Council, the attendance of External Examiners at the Institute will be arranged as appropriate.
- 7.5.16 When visiting the Institute, the duties of External Examiners shall be:
- i. to review borderline cases and, if necessary, to interview such candidates;
  - ii. to review a random sample of the cohort's scripts. Where an examination module is examined by other forms of assessment, the External Examiner shall review a sample of this work;
  - iii. to review the overall performance of candidates;
  - iv. to review the success of the examination materials in determining the levels of student achievement;
  - v. to attend the appropriate Examination Board meeting;
  - vi. to participate in the determination of final marks and results of each candidate at the Examination Board meeting;
  - vii. to review the exhibition of candidates' work, to interview a selection of candidates and to agree the final marks/grades for each candidate (in the case of assessment based on the presentation of a portfolio) and to attend final year performances and participate in the determination of marks for the candidates (in the case of assessments based on performance);

- viii. to sign the Broadsheet of examination results thus indicating that assessment processes have been carried out in accordance with the policy and regulations of the Institute;
- ix. to interact with examiners in the subject area on matters related to teaching and assessment which enable best practice to be shared in the spirit of knowledge exchange. This could include periodic seminars on topics of mutual interests.

- 7.5.17 The External Examiner may comment on such matters relating to individual student performance, module performance, or programme performance as (s)he deems necessary. The Examination Board shall give due consideration to such comments.
- 7.5.18 The External Examiner may request to have her/his dissenting opinion on any matter recorded on the Broadsheet.
- 7.5.19 The External Examiner shall indicate on the module marking sheet any proposed adjustment to the marks/grades as proposed by the Internal Examiner. Efforts should be made to achieve consensus with the Internal Examiner in relation to such proposed amendments. The External Examiner is a member of the Examination Board where collective decisions are the norm.
- 7.5.20 Where the External Examiner proposes adjustments to a group of students as a whole (s)he shall consult with the Internal Examiner in advance of the meeting of the Examination Board. Efforts should be made to achieve consensus in relation to such proposed amendments.

#### *Reporting*

- 7.5.21 External Examiners are required to submit a full report on each examination with which they are involved not later than September 30<sup>th</sup> of the academic year following the year in which the examinations considered have taken place. The report should cover all relevant assessment and should be made in sufficient detail to enable the Programme Board to derive substantial benefit from its contents.
- 7.5.22 This report should be sent to the Registrar of the Institute on the appropriate report form. The Registrar will make a copy of each report available to the Head of School and Head of Department. The Head of Department will ensure that the contents of the report are communicated appropriately to the relevant Programme Boards. It is normal that all members of the Board receive a copy of the report.
- 7.5.23 It is understood that External Examiners' reports should act as an input into all quality assurance procedures at module, programme and academic unit level and that action should be taken and reported on where recommendations are issued. The School shall routinely report on External Examiner reports and the School's responses to those reports through the reports of its School Board to the Academic Council. In the first instance, External Examiner reports and actions taken as a consequence of recommendations should be summarized in Annual Programme Board reports submitted to the School Board from each programme in the School. School Boards will normally consider reports from each examiner in the first instance before offering an overview of all reports to Academic Council. As circumstances dictate, the School Board or, in some cases, the Programme Board directly may report more than once annually to Council and may be required to do so at the behest of the Registrar.

- 7.5.24 It is normal and appropriate for External Examiners to receive timely feedback on their reports. This may happen at module level and be visible in changes, for example, to an examination paper or may be appropriately addressed at another level within the Institution as well as in formal responses. At the very least the External Examiner should receive a copy of the Annual Programme Board report. The Examiner should contact the Head of Department/School if there are any instances where feedback has not been adequately received.
- 7.5.25 The report of the External Examiner is a public document and will be made available for internal and external quality assurance purposes.

## 7.6 Communications with External Examiners

- 7.6.1 The External Examiner will receive from the Office of the Registrar the following documentation:
- i. Description of role and duties as set out above (on appointment and as modified by subsequent Academic Council policy decisions);
  - ii. External Examiner Report templates in paper and electronic formats (annually);
  - iii. WIT Quality Manual (annually);
  - iv. Module syllabi as set out in relevant CE2 document and as modified by subsequent Academic Review and established in the Programme Schedule;
  - v. Examination papers for the two previous years of the relevant programme (this to serve as guideline only) (on appointment);
  - vi. The Annual Programme Board reports for the programme for the previous two years.
- 7.6.2 At the appropriate time, but well in advance of the relevant examination session, the External Examiner will receive from the Head of Department, through the School Office, the draft examination papers (for approval) together with detailed marking schemes. In addition, in modules where there are no final examination papers, the method of assessment and marking schemes will also be provided.
- 7.6.3 Following the examination, the Head of Department shall make available to the External Examiner a representative sample of scripts, project work and any other materials submitted for assessment including programme work. A record of material made available shall be kept by the School and its return shall be noted.
- 7.6.4 The External Examiner shall be advised in good time by the Office of the Registrar as to the times and dates of proposed examination boards at the Institute.

## 7.7 Nomination and Appointment of External Examiners

### *Nomination Criteria*

- 7.7.1 External Examiners are nominated by Schools to the Academic Quality and Planning sub-committee for vetting against institutional criteria, and ratified by the Academic Council. The formal notification of appointment is made by the Registrar.
- 7.7.2 The criteria for nomination of an external examiner are as follows:
- i. the person appointed is a senior academic and will have subject knowledge for all or part of the programme to which they are being appointed. In the case of professional examiners, briefing should be given on the nature of the role and

her/his expected input. Professional examiners should be complemented by academics on all programmes unless prior written permission is provided by the Registrar;

- ii. The person appointed is available and has the appropriate knowledge of quality assurance frameworks to do the work as described in this section;
- iii. Appropriate consideration is given to international examiners. It is recognised that additional guidance on systems and processes may need to be given in these cases;
- iv. Candidates with no previous experience of examining who are otherwise well qualified may be appointed and will need to be fully briefed on the role;
- v. Any potential conflicts of interests in regard to prior association with the Institute, or intellectual property considerations should be resolved in advance and certified in writing by the Registrar;
- vi. Former staff or students of the Institute should not be appointed as external examiners unless a period of 5 years has elapsed between their period of work or study;
- vii. Reciprocal appointments between institutions should be avoided in the interest of examiner objectivity.

7.7.3 Succession of an External Examiner with one from the same institution should be noted on the nomination form.

#### *Period of Appointment and Register of Examiners*

7.7.4 The period of appointment of an External Examiner is for a maximum of 4 years. This period applies to all parts of the Institute. An examiner cannot act in the capacity as an External Examiner for the Institute for a period of 5 years after her/his contract is finished. In exceptional cases, an examiner may be reappointed for a period of one year with the approval of Academic Council.

7.7.5 The Office of the Registrar will maintain a Register of External Examiners that will include the dates of appointment and termination and request new nominees in advance of the end of contracts.

#### *Termination of Appointment*

7.7.6 External Examiners may resign for their role during a cycle by writing to the Office of the Registrar.

7.7.7 The Institute may wish to terminate the contract of an External Examiner by mutual consent or for non-performance of duties. A letter of termination is sufficient notice in this case. In addition, a file note in Registry will be kept for 1 year with the reason (s) for termination.

#### *Preparation of External Examiners*

7.7.8 In addition to receiving copies of examination and assessment regulations and the Institute's overview of their role, External Examiners may want a briefing session either from Office of the Registrar and/or from the appropriate School. In particular where the Examiner is a first time examiner (s)he may want to visit the Institute to familiarize (her)himself with its policies and regulations. Any briefing or visit can be mutually arranged via the Office of the Registrar.

7.7.9 All information on the External Examination system will be placed on the Institute's web site. For ease of access, fees schedules and payment methods will also be provided online.

- 7.7.10 The number of External Examiners needs to be in alignment with what is nationally accepted and the needs of the modules/programmes/subject groups within an Academic Unit. In addition, the allocation of specific examination duties can be determined by the Academic Unit by referring same to the Academic Quality and Planning Committee for approval, for example, managing the workload of an External Examiner at Programme Board level.
- 7.7.11 All newly appointed external examiners should be briefed by the appropriate Head of School/Department on the procedures and regulations at the Institute.

## 7.8 Broadsheet of Results

- 7.8.1 The standard format for assembling marks on Broadsheet is as follows:

Award	Overall Result To Be Recorded on Broadsheet	Grade of Award	Average Mark
<b>Higher Certificate Bachelor Degree</b>	DT	Distinction	70%+
	M1	Merit Grade 1	60%-69%
	M2	Merit Grade 2	50%-59%
	PS	Pass	40%-49%
<b>Honours Bachelor Degree</b>	H1	First Class Honours	70% +
	21	Second Class Honours-Grade 1	60%-69%
	22	Second Class Honours-Grade 2	50%-59%
	PS	Pass	40%-49%
<b>Higher Diploma Post-graduate Diploma Taught Masters Degree</b>	H1	First Class Honours	70% +
	H2	Second Class Honours	60%-69%
	PS	Pass	40%-59%
<b>General (these apply to all)</b>	PS	Pass	
	EX	Exemption(s) Granted	
	AB	Absent from Examination	
	FL	Fail – no Exemptions gained at current sitting	
	DE	Deferral of Result(s)	

Table 8: Standard form for assembling marks on broadsheet

- 7.8.2 No other abbreviation other than those indicated above should be used.
- 7.8.3 The standard format for recording individual module results is as follows:

Result to be Recorded on Broadsheet	Significance of Result Recorded
EX	Exemption(s) Granted
AB	Absent from Examination
IP	Deferral of result, Placement incomplete
I	Deferral of Subject
P	Pass for Placement

F	Fail for Placement
FC	Failed Component

Table 9: Standard format for recording individual modules

7.8.4 Where the result of FC is entered for a module, it is understood that the student has failed a component mark and thus has not achieved all the designated learning outcomes. In some cases, it may be possible for the student to have achieved an overall passing mark while still having failed a component. In this case, the grade of FC should still be entered and the percentage grades for other components retained but not recorded on the broadsheet. Instructions to the student on how to recover the fail should be articulated with the student's results letter.

7.8.5 The following format should be used for recording exemptions:

a) Exemptions at first attempt i.e. student did not pass all exams:

Subject1	Subject2	Subject 3	Subject 4	Subject 5	Subject 6	Result
45 EX	28	60 EX	32	48 EX	52 EX	EX

Table 10: Exemptions at first attempt

b) Subsequent attempt at failed subjects and carrying Exemptions from previous attempt:

Subject1	Subject2	Subject 3	Subject4	Subject5	Subject6	Result
(45) EX	43 (28) EX	(60) EX	29 (32)	(48) EX	(52) EX	EX

Table 11: Exemptions at subsequent attempts

7.8.6 Where a deferral is approved for a subject(s) on the Broadsheet, I should be recorded in the appropriate column(s) and the overall results column will read EX presuming other modules have been passed. An overall result of DE is automatically calculated where I is recorded for all subjects.

7.8.7 Where absent is to be recorded for one or more but not all subjects, AB should be recorded in the appropriate column(s) and the overall results column will read EX presuming other modules have been passed. An overall result of AB is automatically calculated where AB is recorded for all subjects.

## 7.9 Approval of Results

7.9.1 Following the meeting of the Board of Examiners, the agreed and signed broadsheets are submitted to the Registrar.

7.9.2 Following the submission of all broadsheets, the Registrar seeks the approval of the Academic Council for the results indicated.

## 8. Compensation, Progression & Repeat Assessment

### 8.1 Compensation

- 8.1.1 A candidate who fails to attain the required pass standard in some modules in an examination, may, nevertheless, pass the overall examination by compensation, within the limits set out below.
- 8.1.2 Candidates may only compensate where the total credit value for which compensation is sought does not exceed 10 credits in any one semester. (In practice, therefore, a candidate may seek to compensate in one 10 credit module or two 5 credit modules. The maximum number of modules passed by compensation between semester 1 and 2 examinations is four—that is, no more than two 5 credits modules in semester 1 and no more than two 5 credit modules in semester 2.)
- 8.1.3 The marks obtained in the examination module(s) listed on the Programme Schedule being considered for compensation must not be lower than 35%, where the pass standard is 40%.
- 8.1.4 Aggregate excess gross marks above the pass standard obtained in examination modules which have been passed must be at least double the weighted deficiency in the examination module(s) being considered for compensation. Where 10 credit modules are involved the marks must be weighted to reflect the number of credits.
- 8.1.5 Compensation can only apply where all the examination modules appropriate to a stage are presented at the same sitting; e.g., a candidate who has been granted exemptions at a previous examination, and is presenting in the remaining examination modules, may not pass the repeat examinations by compensation. Compensation may apply in circumstances where the candidate is repeating an entire stage and repeating all modules on that stage.
- 8.1.6 Compensation may be applied only to enable a candidate to pass in the examination as a whole. It may not be applied to grant exemptions or additional exemptions.
- 8.1.7 There will be no compensation between semesters. However, this regulation should be waived in the case of first year students, provided all other conditions pertaining to compensation are satisfied, namely that:
- i. the student requires compensation for modules totalling no more than 20 credits;
  - ii. the marks obtained in the module(s) being considered for compensation must not be lower than 35%;
  - iii. aggregate excess gross marks above the pass standard obtained in passing modules must be at least double the weighted deficiency in the module(s) being considered for compensation.

### 8.2 Progression

- 8.2.1 As WIT recruits full-time learners on the basis of a full academic year, no hindrance will be placed on a full-time learner moving from the first to the second semester in a stage.
- 8.2.2 Full-time students may progress to the next stage of a programme without having passed all modules in previous stages provided (a) they meet any pre-requisite requirements and (b) the modules carried amount to no more than 10 credits. Students who progress in this manner may not be afforded the opportunity to repeat failed modules at the next examination sitting, due to timetabling constraints. Students who progress in this manner may not be permitted to repeat attend lectures in the failed module(s).

- 8.2.3 A student is not permitted to progress in this way from one programme to a follow-on programme.
- 8.2.4 Failure of a module that is a prerequisite to a module at the next stage prohibits progression to the entire next stage of the programme.

### **8.3 Repeat Assessment**

- 8.3.1 The Institute normally permits candidates who have failed a module to re-take the examination or assessment in that module. Candidates normally may take three repeat attempts (four attempts at the examination in total) before being required to seek, in writing, permission from the Registrar to take further attempts.
- 8.3.2 An Examination Board may recommend an alternative form of assessment to that indicated on the Programme Schedule for repeat candidates subject to agreement from the Registrar. Such arrangements are normally described in the programme handbook.

## 9. Recheck, Viewing of Examination Scripts, Mitigating Circumstances and Academic Appeals

### 9.1 Introductory Remarks

- 9.1.1 The Institute is conscious of the centrality of assessment and examination to the learning process. With this in mind, the Institute is committed to ensuring that students receive timely and constructive feedback as a result of each assessment or examination better to support the student's learning.
- 9.1.2 The Institute is further committed to ensuring that assessment and decisions about assessment are conducted fairly and in accordance with its regulations and policies.

### 9.2 Viewing of Examination Scripts

- 9.2.1 Waterford Institute of Technology will make arrangements to facilitate students wishing to view their corrected examination scripts. This is to facilitate timely and constructive feedback to students on their exam performance.
- 9.2.2 The procedure attaching to the viewing process is as follows:
- i. Students wishing to view their scripts must make an application to view scripts online;<sup>10</sup>
  - ii. Students will be allowed view their script and supporting material only (continuous assessment may not be viewed through this process) and will not be allowed remove the scripts from the room or take copies;
  - iii. Students attending the viewing will be required to produce their student identity card to the officer in charge;
  - iv. No person other than the registered student will be allowed to view scripts even with the student's permission. Students are advised to take particular notice of this provision when making holiday arrangements.
  - v. This process will facilitate students wishing to access information relating to their completed scripts only.
  - vi. Upon viewing of scripts, if an error is found in the calculation of marks the student will need to complete a REC1a form as set out below.
- 9.2.3 Viewing of examination scripts should not be confused with a "review" of an assessment, where review implies a re-examination. The Institute does not permit a re-examination of assessments unless such a re-examination is determined necessary by an appeals process.

### 9.3 Recheck of Examination Results

- 9.3.1 A recheck can only be requested once the student has completed the viewing of scripts procedure set out above.

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<sup>10</sup> See <http://www.wit.ie/exams/ExamRegulations/ViewingofScripts/>.

- 9.3.2 To recheck the examination materials shall mean to verify that all sections of the examination materials (including continuous assessment) have been marked and that these marks have been entered and combined accurately in the results sheets used in arriving at the final examination result.
- 9.3.3 A recheck does not involve an academic re-examination or re-evaluation of the material presented by the student. It is simply a re-verification that all materials submitted were indeed marked and that the total of marks was correctly calculated and notified.
- 9.3.4 A recheck may be requested for any and all modules. A recheck may be requested for any item for which an examination mark has been entered.
- 9.3.5 The following procedure for mark rechecking applies:
- i. Students must request a recheck of their examination results within 5 working days of viewing their exam script(s). This request must be submitted on form REC1a (available from the Office of the Registrar or online.<sup>11</sup> This period may be extended in exceptional cases;
  - ii. The result will be rechecked as soon as practicable through the appropriate Head of Department;
  - iii. The recheck shall ensure that all elements of the examination materials have been marked and that all resulting marks have been recorded, collated and set down accurately in the process of arriving at a final result;
  - iv. The Head of Department shall advise the Registrar in writing of the outcome of the recheck and the Registrar shall ensure that any necessary amendments be made to the broadsheet of results. The outcome of the recheck shall be communicated to the Programme Board and the student as soon as practicable;
  - v. A fee per subject shall be payable for the recheck of examination results. This fee shall be reimbursed should any change to the broadsheet of results be necessary as a consequence of the recheck.

## 9.4 Mitigating Circumstances

- 9.4.1 Occasionally, circumstances arise that limit a student's performance at an examination. Such circumstances are referred to as Mitigating Circumstances. An Examination Board may take into account mitigating circumstances brought to its attention by a student when agreeing a final mark. It may do so only under the procedures specified below.
- 9.4.2 Claims for mitigation might include such matters as certified unexpected illness of the candidate, the death or serious illness of a close relative or a close friend, or such other matters which may to a significant extent have adversely affected the examination performance.
- 9.4.3 If the mitigating circumstances are considered to be germane by the Examination Board, they may be taken into account when determining the candidate's overall result. However, marks may not be adjusted on the basis of mitigating circumstances; rather, if the circumstances are considered relevant by the Board, the candidate will be given the opportunity to re-sit the examination or examinations as if for the first time, at the next available session, and the result for the session under consideration will be recorded as deferred.

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<sup>11</sup> At <http://www2.wit.ie/exams/>.

9.4.4 A claim for consideration of mitigating circumstances must be accompanied by the following documentation:

- i. Form MITC1, available from the School office;
- ii. In the case of certified illness or other events effecting performance in an examination module, certified evidence (e.g. Medical certificate) must be provided within 5 working days of the relevant examination.;
- iii. In the case of the death or serious illness of a close relative or close friend, appropriate confirmation should be provided;
- iv. For other circumstances evidence from a reliable and objective and verifiable source.

The documentation must be lodged in the relevant School office within 5 days of the examination in question. The documents will be provided by the School office to the relevant Programme Board and the relevant Examination Board will consider the mitigating circumstances.

9.4.5 The circumstances covered by mitigation may not form the basis of a formal appeal.

## 9.5 Academic Appeals

9.5.1 Examination results may be appealed only on the basis of perceived substantive irregularity or inequity in the examination process or in the delivery of the prescribed curriculum in accordance with criteria approved and ratified by the Academic Council or other validating authority.

9.5.2 Appeals that dispute the academic judgement of an Examination Board will not be considered valid.

9.5.3 Appeals based on mitigating circumstances will similarly be declared invalid.

9.5.4 Appeals will only be considered after the relevant Examination Board has approved the marks.

9.5.5 Appeals may not be used to raise complaints or criticisms of a lecturer and should be based on facts only. If students wish to raise a complaint they should in the first instance discuss the matter with the relevant Head of Department or the Institute's policy on respect and dignity.

9.5.6 Pending the outcome of an appeal, students are advised that:

- i. An appeal may not necessarily be successful;
- ii. Candidates should avail themselves of any opportunity to repeat the examination, on the understanding that to repeat an examination would not prejudice their appeal in any way;
- iii. The conferring of an academic award, where relevant, may be deferred, pending the final outcome of the appeal.

9.5.7 The following procedure applies:

- i. A student who wishes to appeal an examination result must do so in writing, on the appropriate form<sup>12</sup> setting out the grounds for the appeal in full. Requests received after the published deadline will only be considered following the next examination session (i.e. the following summer or autumn as appropriate);
- ii. There shall be a fee for an examination appeal. This fee will be reimbursed should the appeal be upheld;

<sup>12</sup> Form APP1c, available from the Office of the Registrar or online at <http://www.wit.ie/exams/AppealProcedures/>.

- iii. Appeals are considered by the appeals board. Valid appeals are referred to the relevant Head of Department to consult with the relevant programme board or individual lecturer(s), as appropriate. Heads of Department are required to respond to the appeal in writing;
- iv. The Appeals Board shall normally consist of ten members, including the Registrar or nominee who shall chair the board. Four of the remaining members shall be members of the Academic Council, appointed by the Academic Council, and four shall be Heads of School;
- v. The Appeals Board shall consider the appeal only on the grounds on which it is presented, and shall, as appropriate, consult with the Programme Board, with individual internal examiners and with External Examiner(s);
- vi. The Examination Appeals Board shall determine the appeal by giving a decision. The Registrar shall inform the appellant and the Head of Department (who will in turn advise the Programme Board and/or the relevant individual staff member) in writing of the outcome of the appeal and of the grounds on which the decision was made.
- vii. Where an aspect of an appeal should be considered under a different policy, i.e. respect and dignity, then the relevant detail shall be forwarded to the relevant body by the appeals board.

## 10. Academic Offences: Plagiarism

### 10.1 Introduction: Scope, Definitions, Context

- 10.1.1 To plagiarise is when you use the ideas or words of another person without giving them explicit credit. Plagiarism therefore is passing off the work of others as one's own. It is defined by the act not the intention, so even careless accidental copying is still classed as plagiarism, for it gives the false impression that the student is the author and denies the genuine author their due acknowledgement. Plagiarism at postgraduate level is a particularly serious academic offence. When plagiarised work potentially leads to programme credit (in the case of all students) or to publication (in the case of postgraduates and staff), an attempted academic fraud has been committed.
- 10.1.2 WIT has developed an Anti Plagiarism Policy. This policy applies to all students of the Institute. The following summary should be read in conjunction with the policy which provides more detail.
- 10.1.3 Allegations of plagiarism against staff members should be reported to the relevant Head of Department and shall be dealt with under either the Research Misconduct Policy or the Staff Grievance and Disciplinary Policy, as appropriate.
- 10.1.4 Waterford Institute of Technology aims to foster academic integrity. A key principle is that appropriate acknowledgements be made for the contributions of others to any work submitted for assessment or publication. The attribution of these sources should be in the form of standard and consistent referencing and bibliographic conventions. Clear referencing is vital both to avoid plagiarism and to allow the interested reader to follow up any of the works cited and read quotations in their original contexts.
- 10.1.5 It is the policy of WIT to be proactive in dealing with cases in which the principles of academic integrity are not upheld and cheating occurs. Plagiarism is dishonest, unfair and undermines the necessary trust upon which relations between learners and teachers are based. Students who engage in such practices will be subject to academic sanctions, including a reduced or fail grade for an assignment. They may also be subject to administrative sanctions, including suspension or expulsion.
- 10.1.6 Every assignment which leads to programme credit should contain a signed Plagiarism Declaration on the title page. Assignments in formats other than written also need to be accompanied by such a declaration, suitably modified to reflect the particular format in which the work is submitted. The declaration should be made available electronically to students and should always appear on the first page of submitted work, irrespective of any other submission forms used by the relevant School or department. An indicative Plagiarism Declaration is given in the Institute's Anti-Plagiarism Policy.

### 10.2 Sanctions for Plagiarism

- 10.2.1 One or more academic sanctions may be imposed for plagiarism. Academic sanctions may be imposed by a lecturer and/or Head of Department, with the student's agreement, through the Level 1 (informal) process. Academic sanctions imposed by the Level 2 formal hearing process shall be overseen by the Registrar.
- 10.2.2 Academic sanctions include:
- i. Re-submission of the assignment;

- ii. A specified reduction in the grade for the assignment and/or module;
- iii. A fail grade for the assignment and / or module;
- iv. Multiple sanctions (more than one of the above) may be imposed for any single transgression.

10.2.3 One or more administrative sanctions may be imposed for cases of plagiarism. These include:

- i. Suspension: Separation of the student from WIT student status for a definite period of time, after which the student is eligible to return. Conditions for re-admission may be specified;
- ii. Expulsion: Permanent separation of the student from WIT student status;
- iii. Multiple Sanctions: More than one of the sanctions listed above may be imposed for any single transgression.

### **10.3 Guidelines for Dealing with Plagiarism Informally (Level 1)**

10.3.1 WIT recognizes the importance of informal communication between staff and students and encourages informal communication as a means of resolving concerns over plagiarism. In many instances, when a faculty member suspects plagiarism, informal discussion between the faculty member and the student may resolve the concern. Every effort should be made to respect the rights of the student.

10.3.2 The guiding principle here is that complaints should be dealt with at the lowest possible level. Thus, a Level 1 resolution will normally be sought for a first allegation of plagiarism, unless there are compelling reasons for proceeding directly to Level 2.

### **10.4 Procedures for a Level 1 Resolution**

10.4.1 A Level 1 resolution occurs when both the lecturer and the student agree to resolve an allegation of plagiarism with appropriate academic sanctions as outlined above.

10.4.2 Procedures for a Level 1 Resolution are as follows:

- a. The lecturer should carefully consider the evidence of plagiarism. Indicators and/or proof of plagiarism may include, but are not limited to, one or more of the following:
- b. Identification of the source of the materials used by the student without proper attribution, or represented as the student's own work;
- c. A demonstrably marked difference in the writing style of the student, as compared to previous work, or variations in font, grammar and spelling from section to section;
- d. Testimony from others regarding a student's use of academically dishonest means to complete the assignment;
- e. First-hand observation of the student engaging in plagiarism;
- f. An unusual or suspicious degree of similarity in work submitted by different students;
- g. Admission by the student that s/he plagiarized;

- 10.4.3 As soon as possible after the discovery of the alleged transgression, a meeting should take place at which the student and lecturer discuss the allegation and at which the lecturer may give further advice about correct citation protocols and how to avoid plagiarism in the future. While it is understood that this level of resolution is the least formal, it is usually appropriate that a meeting between the student and the lecturer to discuss issues related to plagiarism is chaired by a third-party that is agreeable to both student and lecturer. This may be the Head of Department, Course Leader or other. It is also understood that the student may wish to have student representatives—such as a Students' Union officer—in attendance.
- 10.4.4 Upon agreement that plagiarism occurred and that a Level 1 resolution is acceptable to all parties, the lecturer should fill in a short report detailing the allegation, the evidence and the sanction imposed (as above). This report should be signed by all parties involved in the resolution - student, lecturer and Head of Department - and each party should receive a copy of the report. Finally, a copy of this report should be forwarded to the Head of School within five days of the resolution.
- 10.4.5 If the semester ends without a Level 1 resolution, the lecturer should assign the grade ('T Deferral') to the student alleged to have plagiarised.

## **10.5 Guidelines for Dealing with Allegations Plagiarism Formally (Level 2)**

- 10.5.1 Level 2 plagiarism proceedings may be used when:
- i. The student fails to attend the scheduled meeting to discuss the allegations informally (Level 1);
  - ii. The alleged plagiarism is detected at the close of the semester and the lecturer's good-faith effort to contact the student is unsuccessful;
  - iii. Level 1 resolution fails;
  - iv. The student is a repeat offender;
  - v. The lecturer feels that the gravity of the situation merits formal action.
- 10.5.2 The lecturer submits a Plagiarism Report in order to seek formal academic sanctions and/or administrative sanctions. This report should outline the grounds for suspicion, a copy of the relevant piece of suspect work and any supporting evidence. The formal procedure will involve a Plagiarism Hearing. A lecturer may not take any academic sanction against a student involved in a Plagiarism Hearing until the proceedings have run their course. Furthermore, the lecturer may not usually prohibit a student involved in a hearing from continuing in the class.
- 10.5.3 Each plagiarism hearing is conducted by a Panel consisting of a minimum of: one member of the relevant Programme Board; the Head of the Department in which the student is registered; one staff member from another Department who is a member of Academic Council; a Student Representative; the Registrar or his nominee (who shall normally be the Head of School) (Chair). If deemed appropriate by the Registrar, a technical or legal expert may be coopted to assist the panel in their work.
- 10.5.4 This Panel should be convened as soon as practicable from the date on which the lecturer submits the formal Plagiarism Report. This should normally be within fifteen academic days of the submission of the Plagiarism Report.

## **10.6 Procedures for Conducting a Plagiarism Hearing:**

### 10.6.1 Convening the Hearing:

- i. The panel is convened by the Registrar and the members notified to the student and lecturer. If there are any conflicts of interest these should be reported to the Registrar.
- ii. The lecturer submits to the Panel Chair materials relating to the plagiarism allegation, as identified in the formal Plagiarism Report. The student shall have the right to receive such information one week in advance, if they so wish, and to submit relevant materials of their own.
- iii. The lecturer and the student shall inform each other and the Panel Chair in written form the names of any individuals and details of any exhibits they plan to present at the hearing. The lecturer and the student shall also inform the Panel Chair, and each other, of their intention to be accompanied by an adviser at the hearing. The adviser can be a legal or union representative, a family member, a friend, or any person whom the lecturer or student wishes to invite. .
- iv. The hearing shall be in private.

### 10.6.2 Conduct of the Hearing:

- i. The Chair of the Panel shall announce, at the beginning of the hearing, the format for the hearing.
- ii. Attendance shall be limited to the following: The lecturer and his/her adviser if any; the student and his/her adviser if any; individuals while giving evidence; the five members of the Panel; an audio recorder operator.
- iii. The hearing shall not be conducted according to the criminal rules of evidence and witness. The civil standard of 'on the balance of probabilities' will be applied rather than the criminal standard of 'beyond reasonable doubt'. The Panel Chair shall admit the sort of evidence on which reasonable persons are accustomed to rely in the conduct of serious affairs, and shall exclude evidence that is irrelevant, unduly repetitious or cumulative. Evidence relating to past actions shall be admitted if shown to be relevant.
- iv. Members of the Panel shall not discuss the case with persons who are not members of the Panel. However, the Panel may seek legal advice from WIT's solicitors and any barristers instructed to act for WIT in the case.
- v. Members of the Panel may question the lecturer and the student on procedural matters and on matters pertaining to evidence.

## **10.7 Plagiarism Hearing Panel Decision and Report**

- 10.7.1 Members of the Panel shall meet in executive session (with all other persons excluded) following the conclusion of the hearing. In this session, the Panel shall consider the evidence and reach its decision, basing that decision only on the evidence and exhibits received at the hearing, arguments made in accordance with these procedures, and any opinions received from the WIT Solicitor.

- 10.7.2 The Panel Chair shall prepare the Panel's written report.
- 10.7.3 The Report shall state whether the Panel finds for or against the student as to each wrong alleged and shall include:
- i. A detailed review of the facts presented in the hearing;
  - ii. Any conclusions in respect of those findings;
  - iii. A finding for or against the student;
  - iv. The Panel's decisions for resolving the matter.
  - v. The rationale for its findings, conclusions, and decisions.
- 10.7.4 The Report shall have the concurrence of a simple majority of the Panel. In the event of a tie, the Chair will have the casting vote. A minority position may be expressed either as a section in the Report or as a separate Report.
- 10.7.5 The Panel Chair shall give copies of the written report to the student, the lecturer and the Registrar, within fifteen academic days from the date when the hearing concluded.
- 10.7.6 All documentation and reports should be available for scrutiny by the Head of Department and lecturer involved in the case.
- 10.7.7 If the Panel finds against the student the Chair of the Panel shall oversee the case until remedy has been fully implemented. Remedies may include any of the sanctions identified up to and including permanent expulsion from WIT. In cases where expulsion is the required action, the expulsion order must be signed by the Institute's President and reported to the Institute's Governing Body.
- 10.7.8 Once the student has been penalized from amongst the list of possible sanctions, the matter is considered closed and should not normally be mentioned in references. The outcome of the Panel hearing should be held by the Registrar for three years or until the student graduates from WIT (whichever is the longer). An exception would be in a reference for certain jobs for a student with a track record of repeated or serious plagiarism. Under these circumstances, WIT would be failing in its duty in not providing this information to potential employers.
- 10.7.9 If the Panel finds for the student the Chair of the Panel shall oversee the case until the remedy has been fully implemented. Remedies may include:
- i. A change to a specific grade for the student in the module;
  - ii. Request the lecturer to give appropriate credit to the student for the course work in question;
  - iii. Request the lecturer to allow the student to re-do the course work in line with the Panel's recommendations.
- 10.7.10 Appeals may be made to the President within two weeks of the Panel's decision. These must be in writing and set out the basis for the appeal clearly. The grounds for appeal may relate to (i) the decision as to whether plagiarism occurred and (ii) the penalty imposed. The result of the appeal will be conveyed to both parties and will be subject to no further review.
- 10.7.11 The Registrar shall report as the need arises to Academic Council regarding the cases heard and their disposition. The report may include recommended changes in Institute policy in order to protect the rights and privileges of students and staff.

## 11. Waterford Institute of Technology Awards

### 11.1 Delegated Authority

11.1.1 Under the 1999 Institutes of Technology Act, Waterford Institute of Technology has been granted delegated authority to make awards by the Higher Education and Training Awards Council. The Institute currently makes delegated awards to level 10 on the National Framework of Qualifications in the School of Science and to level 9 in all other Schools (with the exception of Engineering, where awards are made to level 9 in taught postgraduate programmes only in the Department of Construction and Civil Engineering).

### 11.2 List of WIT Awards

11.2.1 Waterford Institute of Technology confers the awards listed in Appendix 6.

### 11.3 Exit Awards

11.3.1 WIT offers exit awards to learners who cannot or do not wish to complete the full programme for which they have been enrolled. The designation of each exit award will be based on credit accumulation, as indicated on the following table:

Award	Total Credits	Minimum Credits by NFQ Level			
		6	7	8	9
Higher Certificate	120	120			
Bachelors Degree	180		60		
Honours Bachelors Degree	180			60	
	240			60	
Postgraduate Diploma	60				60

Table 12: Exit awards by credit accumulation

11.3.2 Exit awards are listed in the WIT list of awards. Only titles listed are available as exit awards.

11.3.3 To qualify for an award, each candidate must have attained the required volume of credit, in total and at the award level. It should be noted that substitution of modules from the principal award may occur at any level. It is expected that the substitute modules will be drawn from the Institute's currently-offered module catalogue.

- 11.3.4 Candidates who wish to apply for an exit award should write in the first instance to the Institute's Registrar. Successful applicants will be deregistered from their principal programme and re-registered on the exit award. Normally, successful applicants will be excluded from further enrolment in the programme from which they have exited unless they can satisfy the Institute that there are valid reasons for re-enrolment. In such instances, the Institute reserves the right to invalidate the exit award for that candidate. The candidate may be requested to return the exit award parchment.

## 11.4 Classification of Awards<sup>13</sup>

- 11.4.1 Classification of WIT awards shall be criterion referenced as distinct from norm referenced. The final examinations of a programme are those that are taken at the first attempt by the candidate.

## 11.5 Classification of Awards: Higher Certificate, Bachelors Degrees, Higher Diploma and Postgraduate Diploma

- 11.5.1 Major awards at Higher Certificate, Bachelor Degrees, Higher Diploma and Postgraduate Diploma levels may be made at Pass, Merit 1, Merit 2 or Distinction classification.
- 11.5.2 To be eligible for such an award at Pass classification, a candidate must satisfy all examination and other requirements set for the programme and pass the final examinations in each module in accordance with the Programme Regulations. The candidate must have attained all the learning outcomes of the programme.
- 11.5.3 To be eligible for consideration for an award at Merit or Distinction classification, a candidate must satisfy all the examination and other requirements set for the programme, achieve a pass in all the required modules at the final examination and obtain an average mark as follows at the final examination:
- i. Merit 2: at least 50% of the total marks available as specified in the Programme Schedule;
  - ii. Merit 1: at least 60% of the total marks available as specified in the Programme Schedule;
  - iii. Distinction: at least 70% of the total marks available as specified in the Programme Schedule;
  - iv. A Merit 2 classification will apply to candidates whose achievement is significantly beyond pass standard in some elements of the programme. A Merit 1 classification will apply to candidates whose achievement is beyond pass standard in many elements of the programme. A Distinction classification will apply to candidates whose achievement is beyond pass standard in most elements of the programme.
- 11.5.4 No subject thresholds shall apply to eligibility for awards at Distinction and Merit classifications other than the candidate must achieve a pass in each required module. A pass by compensation will suffice for this purpose.
- 11.5.5 Passes, Merits and Distinctions will be awarded on the results of the final year examination only.

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<sup>13</sup> Attention is drawn to the sectoral convention on assessment set out in *Assessment and Standards* (pp.20-22) to which the Institute's regulations are aligned.

- 11.5.6 A classification of Merit 2, Merit 1 or Distinction for full-time students may be considered for candidates who do not pass all modules at the first attempt. In these cases, a classification of Merit 2, Merit 1 or Distinction may only be considered if the candidate:
- i. Has a cumulative average mark at the required level (as detailed above), calculated according to the standard formula for calculating award marks that applies to the programme;
  - ii. Has failed no more than 10 credits all of which have been passed in a repeat attempt. The original mark for the module will continue to contribute to the cumulative average.

## 11.6 Classification of Awards: Honours Bachelor Degree

- 11.6.1 The award of an Honours Bachelor Degree may be made at Pass or Honours classifications (First Class Honours, Second Class Honours, Grade 1, and Second Class Honours, Grade 2).
- 11.6.2 In order to be eligible for consideration for the award of an Honours Bachelor Degree at Pass Classification, a candidate must satisfy all the examination and other requirements set for the programme and pass the final module examinations in accordance with the Programme Regulations. The candidate must achieve all the learning outcomes of the programme.
- 11.6.3 To be eligible for consideration for the award of an Honours Bachelor Degree at Honours classification, a candidate must satisfy all the examination and other requirements set for the programme and pass the final module examinations in accordance with the Programme Regulations and obtain, at the final examination, an average mark (based on the total marks available as specified in the Programme Schedule), as follows:
- i. Second Class Honours, Grade 2: at least 50% of the total marks available as specified in the Programme Schedule;
  - ii. Second Class Honours, Grade 1: at least 60% of the total marks available as specified in the Programme Schedule;
  - iii. First Class Honours: at least 70% of the total marks available as specified in the Programme Schedule.

A Second Class Honours, Grade 2 classification will apply to candidates whose achievement is significantly beyond pass standard in some elements of the programme. A Second Class Honours, Grade 1 classification will apply to candidates whose achievement is beyond pass standard in many elements of the programme. A First Class Honours classification will apply to candidates whose achievement is beyond pass standard in most elements of the programme.

- 11.6.4 Normally, Pass or Honours for an Honours Bachelor Degree will be awarded on the results of the final year examinations only but contributions from other sources will be acceptable in accordance with the programme schedule, for instance where a spectrum of skills indicate the worthiness of the candidate for the award and where these skills can only be acquired over time.
- 11.6.5 A classification of First Class Honours, Second Class Honours Grade 1 or Second Class Honours Grade 2 for full-time students may be considered for candidates who do not pass all modules at the first attempt. In these cases, a classification of First Class Honours, Second Class Honours Grade 1 or Second Class Honours Grade 2 may only be considered if the candidate:
- i. Has a cumulative average mark at the required level (as detailed above), calculated according to the standard formula for calculating award marks that applies to the programme;

- ii. Has failed no more than 10 credits all of which have been passed in a repeat attempt. The original mark for the module will continue to contribute to the cumulative average.

## 11.7 Classification of Awards: Taught Masters Degree/Higher Diploma

11.7.1 The award of a Masters Degree may be made at Pass or Honours classifications (First Class Honours, Second Class Honours).

11.7.2 In order to be eligible for consideration for the award of a Masters Degree at Pass Classification, a candidate must satisfy all the examination and other requirements set for the programme and pass the final module examinations in accordance with the Programme Regulations. The candidate must achieve all the learning outcomes of the programme.

11.7.3 To be eligible for consideration for the award of an Masters Degree at Honours classification, a candidate must satisfy all the examination and other requirements set for the programme and pass the final module examinations in accordance with the Programme Regulations and obtain, at the final examination, an average mark (based on the total marks available as specified in the Programme Schedule), as follows:

- i. Second Class Honours: at least 60% of the total marks available as specified in the Programme Schedule;
- ii. First Class Honours: at least 70% of the total marks available as specified in the Programme Schedule.
- iii. A Second Class Honours classification will apply to candidates whose achievement is beyond pass standard in many elements of the programme. A First Class Honours classification will apply to candidates whose achievement is beyond pass standard in most elements of the programme.

11.7.4 A classification of First Class Honours or Second Class Honours for full-time students may be considered for candidates who do not pass all modules at the first attempt. In these cases, a classification of First Class Honours or Second Class Honours may only be considered if the candidate:

- i. Has a cumulative average mark at the required level (as detailed above), calculated according to the standard formula for calculating award marks that applies to the programme;
- ii. Has failed no more than 10 credits all of which have been passed in a repeat attempt. The original mark for the module will continue to contribute to the cumulative average.

11.7.5

## **Appendix 1: Programmes for which Applicants Must Obtain Garda Clearance**

Applicants for the following programmes listed must obtain Garda clearance. Normally, clearance is sought on behalf of the applicant by the Institute.

Programmes for which Garda clearance is required:

- BSc (Hons) in General Nursing
- BSc (Hons) in Psychiatric Nursing
- BSc (Hons) in Intellectual Disability Nursing
- BA in Social Care
- BA (Hons) in Social Care
- BA (Hons) in Early Childhood Studies

The Institute reserves the right to add to this list as it deems appropriate.

Garda clearance may be required for some elements of some programmes of study other than those listed above.

The Institute will not admit or maintain registration for candidates on any programme requiring Garda clearance for whom clearance is not forthcoming. The Institute has no obligation to provide alternative programmes of study for such candidates. It is the candidate's responsibility to clarify the requirements of Garda clearance in advance of application.

Further information is available through the Institute website and Prospectus or from the Institute's Admissions Office.

## Appendix 2: Table of Entry Requirements for WIT Awards

CAO Code	Banner Code	Course Title	Level	Duration	Add-on
WD019	WD_HRECL_D	Bachelor of Business in Recreation and Sport Management <b>Eligibility:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 5 OD3	07	3	
WD051	WD_GRECL_B	Bachelor of Business (Honours) in Sports Management	08		1 Direct Entry
WD124	WD_HHPRM_B	Bachelor of Arts (Honours) in Health Promotion <b>Eligibility:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 2 HC3 & 4 OD3	08	4	
WD125	WD_HEXHS_B	Bachelor of Arts (Honours) in Exercise and Health Studies <b>Eligibility:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 2 HC3 & 4 OD3	08	4	
WD116	WD_NGENN_B	Bachelor of Science (Honours) in General Nursing <b>Eligibility:</b> English or Irish – OD3/HD3 Maths - OD3/HD3 Bi,Ch,Ag,Ph,or Ph/Ch – OD3/HD3 2 HC3 & 4 OD3	08	4	
WD117	WD_NPSYC_B	Bachelor of Science (Honours) in Psychiatric Nursing <b>Eligibility:</b> English or Irish – OD3/HD3 Maths - OD3/HD3 Bi,Ch,Ag,Ph,or Ph/Ch – OD3/HD3 2 HC3 & 4 OD3	08	4	
WD120	WD_NMENH_B	Bachelor of Science (Honours) in Intellectual Disability Nursing <b>Eligibility:</b> English or Irish – OD3/HD3 Maths - OD3/HD3 Bi,Ch,Ag,Ph,or Ph/Ch – OD3/HD3 2 HC3 & 4 OD3	08	4	
WD816	WD_NGNRL_B	Bachelor of Science (Honours) in General Nursing – <b>Mature Code</b>	08	4	
WD817	WD_NPNUR_B	Bachelor of Science (Honours) in Psychiatric Nursing – <b>Mature Code</b>	08	4	
WD820	WD_NMTLH_B	Bachelor of Science (Honours) in Intellectual Disability Nursing – <b>Mature Code</b>	08	4	
WD003	WD_BBUSI_C	Higher Certificate in Business Studies <b>Eligibility Criteria:</b> English or Irish - OD3/HD3 Maths - OD3/HD3 5 OD3	06	2	
WD084	WD_BACCT_B	Bachelor of Arts (Honours) in Accounting <b>Eligibility Criteria:</b> English or Irish - OC3/HD3 Maths - OC3/HD3 2 HC3 & 4 OD3	08	3	
WD159	WD_BBUSI_D	Bachelor of Business Studies <b>Eligibility Criteria:</b> English or Irish - OD3/HD3 Maths OD3/HD3 5 OD3	07	3	
WD160	WD_BFINI_B	Bachelor of Arts (Honours) in Finance & Investment <b>Eligibility Criteria:</b> English or Irish OC3/HD3 Maths OC3/HD3 2 HC3 & 4 OD3	08	3	
WD048	WD_BBUSI_B	Bachelor of Business (Honours)	08	4	

		<b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OC3/HD3 2 HC3 & 4 OD3			
WD049	WD_BFRN_B	Bachelor of Business (Honours) with French <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OC3/HD3 OB3/HD3 French 2 HC3 & 4 OD3	08	4	
WD080	WD_BGERM_B	Bachelor of Arts (Honours) with German <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OC3/HD3 OB3/HD3 German 2 HC3 & 4 OD3	08	4	
WD095	WD_BMKTG_B	Bachelor of Arts (Honours) in Marketing <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OC3/HD3 2 HC3 & 4 OD3	08	4	
WD127	WD_BREMG_B	Bachelor of Science (Honours) in Retail Management <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OC3/HD3 2 HC3 & 4 OD3	08	4	
WD134	WD_BINTB_B	Bachelor of Arts (Honours) in International Business <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OC3/HD3 2 HC3 & 4 OD3	08	3	
WD179	WD_BIRIS_B	Bachelor of Business (Honours) with Irish <b>Eligibility Criteria:</b> English – OD3/HD3 Maths – OC3/HD3 Irish – HC3 2 HC3 & 4 OD3	8	4	
WD092	WD_CARCH_B	Bachelor of Science (Honours) in Architectural Technology	08	Direct Entry	1
WD094	WD_CATEC_D	Bachelor of Science in Architectural Technology <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 5 OD3	07	3	
WD144	WD_CARTC_B	BSc (Honours) in Architecture <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OB3/HD3 2 HC3 & 4 OD3	08	3	
WD144	WD_CBARC_B	BA (Honours) in Architecture	08	2	3+2 = 5 years
WD025	WD_CCONM_B	Bachelor of Science (Honours) in Construction Management (and Engineering) <b>Eligibility Criteria:</b> English or Irish – OC3/HD3 Maths – OB3/HD3 2 HC3 & 4 OD3	08	4	
WD139	WD_ECIEN_D	Bachelor of Engineering in Civil Engineering <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 5 OD3	07	3	
WD162	WD_CQTSU_B	Bachelor of Science (Honours) in Quantity Surveying <b>Eligibility Criteria:</b> English or Irish – OC3/HD3 Maths – OB3/HD3 2 HC3 & 4 OD3	08	4	

WD178	WD_ESUSE_B	Bachelor of Engineering (Honours) in Sustainable Civil Engineering	08		2 (years 4 and 5)
WD010	WD_EELEC_C	Higher Certificate in Engineering in Electronic Engineering <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 5 OD3	06	2	
WD011	WD_EMECH_C	Higher Certificate in Engineering in Mechanical Engineering <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 5 OD3	06	2	
WD026	WD_EELEC_B	Bachelor of Science (Honours) in Applied Electronics	8		2
WD031	WD_EELEC_D	Bachelor of Engineering in Electronic Engineering	07		1
WD032	WD_EMANU_D	Bachelor of Engineering in Manufacturing Engineering	07		1
WD036	WD_TCAMF_B	Bachelor of Science (Honours) in Computer Aided Manufacturing	08		1
WD040	WD_EBULD_C	Higher Certificate in Engineering in Building Services Engineering <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 5 OD3	06	2	
WD059	WD_EBULD_D	Bachelor of Engineering in Building Services Engineering	07		1
WD085	WD_EMSEN_B	Bachelor of Engineering (Honours) in Mechanical & Manufacturing Engineering <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OB3/HD3 OC3 Maths - HC3 in Lab Sc. or Tech. Subject. 2 HC3 & 4 OD3	08	4	
WD086	WD_EEELC_B	Bachelor of Engineering (Honours) in Electronic Engineering <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – HC3 2 HC3 & 4 OD3	08	4	
WD171	WD_CSUEN_B	Bachelor of Engineering (Honours) in Sustainable Energy Engineering <b>Eligibility Criteria:</b> English or Irish – OC3/HD3 Maths – OB3/HC3 OC3/HD3 Maths - HC3 in Lab Sc. or Tech Subject. 2 HC3 & 4 OD3	08	4	
WD055	WD_SQMBI_B	Bachelor of Science (Honours) in Applied Biology with Quality Management	08		1
WD076	WD_SFORS_D	Bachelor of Science in Forestry <b>Eligibility Criteria:</b> English or Irish - OD3/HD3 Maths - OD3/HD3 5 OD3	07	3	
WD078	WD_SAGRI_D	Bachelor of Science in Agricultural Science <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 5 OD3	07	3	
WD096	WD_SHORT_D	Bachelor of Science in Horticulture, Waterford-Kildalton <b>Eligibility Criteria:</b> English or Irish - OD3/HD3 Maths - OD3/HD3 5 OD3	07	3	
WD097	WD_SHORT_D X	Bachelor of Science in Horticulture National Botanical Gardens <b>Eligibility Criteria:</b>	07	3	

		English or Irish - OD3/HD3 Maths - OD3/HD3 5 OD3			
WD126	WD_SAGUL_D	Bachelor of Science in Agriculture <b>Eligibility Criteria:</b> English or Irish - OD3/HD3 Maths - OD3/HD3 5 OD3	07	3	
WD147	WD_SPHSC_B	Bachelor of Science (Honours) in Pharmaceutical Science <b>Eligibility Criteria:</b> English or Irish – OC3/HD3 Maths – OD3/HD3 2 HC3 & 4 OD3	08	4	
WD156	WD_SBSAG_B	Bachelor of Science (Honours) in Land Management (in Agriculture)	08		1
WD157	WD_SBSFO_B	Bachelor of Science (Honours) in Land Management (in Forestry)	08		1
WD158	WD_SBSHO_B	Bachelor of Science (Honours) in Land Management (in Horticulture)	08		1
WD164	WD_SFDSC_D	Bachelor of Science in Food Science with Business. <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 5 OD3	07	3	
WD175	WD_SPHSC_D	Bachelor of Science in Pharmaceutical Science <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 5 OD3	07	3	
WD176	WD_SABIO_D	Bachelor of Science in Applied Biology <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 5 OD3	07	3	
WD177	WD_SSCIE_D	Bachelor of Science in Science (Common Entry) Pharm, Appl. Biol, Food science, Agric. science. <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 5 OD3	07	3	
WD028	WD_KCOMP_B	Bachelor of Science (Honours) In Applied Computing <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OB3/HD3 2 HC3 & 4 OD3	08	4	
WD068	WD_KCSDV_B	Bachelor of Science (Honours) in Software Systems Development	08		1
WD131	WD_KINTE_B	Bachelor of Science (Honours) in Information Technology	08		1
WD151	WD_KCOMC_D	Bachelor of Science in Software Systems Development <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 5 OD3	07	3	
WD153	WD_KMULA_D	Bachelor of Science in Multimedia Applications Development <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 5 OD3	07	3	
WD155	WD_KINFT_D	Bachelor of Science in Information Technology <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 5 OD3	07	3	
WD161	WD_KCOFO_B	Bachelor of Science (Honours) in Computer Forensics & Security	08	4	

		<b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OB3/HD3 2 HC3 & 4 OD3			
WD165	WD_KMULM_B	Bachelor of Science (Honours) in Multimedia Applications Development	08		1
WD168	WD_KENTS_B	BSc (Honours) Entertainment Systems <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OB3/HD3 2 HC3 & 4 OD3	08	4	
WD013	WD_HLEGA_C	Higher Certificate in Arts in Legal Studies <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 5 OD3	06	2	
WD018	WD_HSSSC_D	Bachelor of Arts in Applied Social Studies in Social Care <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 5 OD3	07	3	
WD033	WD_HINTR_D	Bachelor of Arts in Legal Studies in International Trade	07		1
WD052	WD_HSSSC_B	Bachelor of Arts (Honours) in Applied Social Studies in Social Care	08		1
WD053	WD_HLEGB_B	Bachelor of Arts (Honours) in Legal Studies with Business	08		1
WD073	WD_HLEGL_D	Bachelor of Arts in Legal Studies	07		1
WD135	WD_HSOST_B	Bachelor of Arts (Honours) in Applied Social Studies in Social Care <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 2 HC3 & 4 OD3	08	3	
WD140	WD_HLEST_B	Bachelor of Arts (Honours) in Law <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 2 HC3 & 4 OD3	08	3	
WD149	WD_HECHS_B	Bachelor of Arts (Honours) in Early Childhood Studies <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 2 HC3 & 4 OD3	08	3	
WD150	WD_HCRJU_B	Bachelor of Arts (Honours) in Criminal Justice Studies <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 2 HC3 & 4 OD3	08	3	
WD163	WD_HPSYC_B	Bachelor of Arts (Honours) in Psychology <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 2 HC3 & 4 OD3	08	3	
WD200	WD_HARTS_B	Bachelor of Arts (Honours) <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 2 HC3 & 4 OD3 French as a major - HC3 German as a major – HC3 Irish as a major – HC3	08	3	
WD027	WD_GMUSI_B	Bachelor of Arts (Honours) in Music (RESTRICTED COURSE) <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 2 HC3 & 4 OD3	08	4	

		Audition/Interview			
WD137	WD_DVISC_B	Bachelor of Arts (Honours) in Design (Visual Communications) <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 2 HC3 & 4 OD3 Art – OB3/HC3	08	4	
WD152	WD_AVISA_B	Bachelor of Arts (Hons) in Visual Art <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths OD3/HD3 2 HC3 & 4 OD3 Art – OB3/HC3	08	4	
WD091	WD_OHOSM_B	Bachelor of Arts (Honours) in Hospitality Management <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 2 HC3 & 4 OD3	08	4	
WD148	WD_HTOMA_B	Bachelor of Arts (Honours) in Tourism Marketing <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – OD3/HD3 2 HC3 & 4 OD3	08	3	
WD172	WD_HCULA_C	Higher Certificate in Arts – Culinary Arts <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – Not applicable 5 OD3	06	2	
WD173	WD_OHOSP_C	Higher Certificate in Arts – Hospitality Studies <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – Not applicable 5 OD3	06	2	
WD174	WD_FTOUR_C	Higher Certificate in Business – Tourism <b>Eligibility Criteria:</b> English or Irish – OD3/HD3 Maths – Not applicable 5 OD3	06	2	

## Appendix 3: Guidelines & Template for Completing Module Descriptors

The Academic Council of the Institute has indicated that all module descriptors must contain the information outlined in the remarks that follow.

### Module Title

All modules must be titled. The title should reflect the content of the module. Schools are enjoined to cross-check with the module catalogue as it is developed in other Schools to ensure non-duplication of titles and modules. Brevity in titling is encouraged; abbreviation, however, should be avoided.

### NFQ Level

The level of a module on the National Framework of Qualifications is determined by the learning outcomes of the module. All modules at the award stage of a programme will normally be at the level of the final award; all modules at the first stage of an undergraduate programme, regardless of the level of the final award, will be at level 6.<sup>14</sup>

### ECTS Credits

Every module has an associated ECTS credit value, based on the amount of learning required to complete it: credits measure the notional amount of study required for the completion of a module. 5 credits can normally be achieved from about 135 hours of learning; each credit is therefore equated to 27 effort hours for the average learner. The minimum module size is five credits. Where larger modules are required, their size must be such that their credit allocation is an integer multiple of five.

### Prerequisite/Co-requisite Requirements

All descriptors should list, where relevant, by title the modules for which this module is a pre- or co-requisite and the modules that are pre- or co-requisites for this module.

### Aims and Objectives

Schools are required to indicate in this section of the module descriptor briefly and in general what the intention of the module is. "Aims are usually written from the teacher's point of view."<sup>15</sup> Aims must be distinguished from learning outcomes.

### Learning Outcomes

"Learning outcomes are statements of what a student is expected to know, understand and/or be able to demonstrate after completion of a process of learning."<sup>16</sup> The following should be borne in mind in constructing learning outcomes:

- a. Learning outcomes are threshold standards, meaning that to be awarded credit a student must successfully demonstrate the achievement of all outcomes.
- b. There are three categories of learning outcome, as set out in the National Framework for Qualifications and in the HETAC Awards Standards. These categories are: Knowledge; Know-how and Skill; and Competence. Each category is further broken into sub-categories, as indicated in the following table:

<b>Knowledge: Breadth</b>	Refers to the breadth and depth of the knowledge the learner is expected to be able to demonstrate he or she has acquired.
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<sup>14</sup> The Academic Council is currently reviewing the levels associated with modules on individual programmes. The above represents the current position. The "green paper" section on the Academic Council Moodle site offers more information.

<sup>15</sup> Qtd. Declan Kennedy, *Writing and Using Learning Outcomes: A Practical Guide*. Cork: UCC, 2007, p.20. The School is encouraged to utilize fully this book in developing its thinking on and practice of learning outcomes.

<sup>16</sup> Qtd. Kennedy, p.19. The School is encouraged to utilize fully this book in developing its thinking on and practice of learning outcomes.

<b>Knowledge: Kind</b>	Refers to the kind of knowledge—e.g. basic concepts; advanced theorems—that the learner is expected to be able to demonstrate he or she has acquired.
<b>Know-how and Skill: Range</b>	Refers to the range of skills the learner is expected to be able to demonstrate, from an ability to use relatively simple tools (loosely understood) to being able to demonstrate mastery of a range of specialized tools and processes.
<b>Know-how and Skill: Selectivity</b>	Refers to the learner’s demonstration of an ability to use judgement, to respond to problems, to develop new skills.
<b>Competence: Context</b>	Refers to the learner’s ability to demonstrate capability to act in specific and non-specific contexts and to transfer skills and knowledge from one context to another.
<b>Competence: Role</b>	Refers to the levels of responsibility the learner can take and to the roles the learner should be able to demonstrate capability in.
<b>Competence: Learning to Learn</b>	Refers to the learner’s ability to evaluation his or her own learning and to develop as a learner.
<b>Competence: Insight</b>	Refers to the level of insight the learner has into his or her own world view and the world view of others.

Table 13: Categories of learning outcome as per NFQ

- c. It is expected that each programme has learning outcomes in all of the above categories, and at the appropriate level. Individual modules do not necessarily have to reflect the breadth of outcomes within the programme.
- d. The emphasis in learning outcomes should be on demonstrable activity. Outcomes should be kept simple, with one active verb in each outcome. Terms like “understand”, “exposed to”, “be acquainted with” and “appreciate” should be avoided.
- e. Learning outcomes must be capable of being assessed. They must be measurable and observable. Learning outcomes must be achievable in the timescale of the module. No more than five learning outcomes would be expected in a standard, 5-credit module.
- f. The list of learning outcomes for the module should be preceded by the following statement: “On successful completion of this module, students should be able to:”.

### Indicative Syllabus

The module descriptor should describe, in reasonable detail, the syllabus for the module. The indicative syllabus, however, should not be confused with the teaching syllabus where teachers specify to the level of individual classes. It would be expected that a five or six point syllabus be described here. In certain cases, the indicative content may be specified in terms of the learning outcomes.

### Assessment Methodology

For the standard 5-credit module, the required norms are one of the following:

- A two hour written terminal examination.
- A 2000 - 4000 word assignment.
- Continuous assessment as sole method.
- Other methods of assessment, where adjudged to be appropriate and equivalent in terms of effort required, can be utilised.

The amount of assessment should be increased proportionately for larger modules. Where terminal examination is used, additional continuous assessment is only appropriate for learning outcomes not assessed in that examination such as practical work associated with the module, and for formative assessment designed solely to provide feedback to learners. In such cases this requirement must be clearly

specified in the module description. Furthermore, where a terminal examination and continuous assessment are used, a reduction in the scale of both, proportional to the effort hours associated with them, is expected. Assessment strategies and methodologies must be based on the specified learning outcomes.

### Essential and Supplementary Reading/Resources

The descriptor should include a list of all mandatory reading (and other resources, including websites) and a list of all supplementary or additional reading or other resources. The format for these entries will vary across disciplines but a uniform format is expected within each School. The amount of mandatory reading must be limited to a volume that can be achieved by a learner within the time available for private study in that module.

### Effort Hours

The effort hours are a sum of all of the learning activities of the programme, including class-contact, independent learning and assessments. A 5-credit module should have 135 effort hours associated with it. The descriptor should clearly identify the number of class contact hours that contribute to the overall figure, per semester (thus, a module taught for 3 hours per week should be described as having  $12 \times 3 = 36$  contact hours).

### Module Descriptor Template

<p><b>Module Title</b></p> <p>All modules must be titled. The title should reflect the content of the module. Brevity in titling is encouraged; abbreviation, however, should be avoided.</p>		
<p><b>Module Level</b></p> <p>The level of a module is determined by the learning outcomes of the module and is established as either Introductory, Intermediate or Advanced.</p>	<p><b>ECTS Credits</b></p> <p>Every module has an associated ECTS credit value, based on the amount of learning required to complete it: credits measure the notional amount of study required for the completion of a module. 5 credits can normally be achieved from about 135 hours of learning; each credit is therefore equated to 27 effort hours for the average learner. The minimum module size is five credits. Where larger modules are required, their size must be such that their credit allocation is an integer multiple of five.</p>	<p><b>Prerequisite/ Co-requisite Requirements</b></p> <p>All descriptors should list, where relevant, by title the modules for which this module is a pre- or co-requisite and the modules that are pre- or co-requisites for this module.</p>
<p><b>Aims and Objectives</b></p> <p>Schools are required to indicate in this section of the module descriptor briefly and in general what the intention of the module is. "Aims are usually written from the teacher's point of view."<sup>17</sup> Aims must be distinguished from learning outcomes.</p>		
<p><b>Learning Outcomes</b></p> <p>"Learning outcomes are statements of what a student is expected to know, understand and/or be able to demonstrate after completion of a process of learning."<sup>18</sup> The following should be borne in mind in constructing learning outcomes:</p> <p><b>Learning outcomes are threshold standards</b>, meaning that to be awarded credit a student must successfully demonstrate the achievement of all outcomes.</p>		

<sup>17</sup> Qtd. Declan Kennedy, *Writing and Using Learning Outcomes: A Practical Guide*. Cork: UCC, 2007, p.20. The School is encouraged to utilize fully this book in developing its thinking on and practice of learning outcomes.

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**Knowledge: Breadth:** Refers to the breadth and depth of the knowledge the learner is expected to be able to demonstrate he or she has acquired.

**Knowledge: Kind:** Refers to the kind of knowledge—e.g. basic concepts; advanced theorems—that the learner is expected to be able to demonstrate he or she has acquired.

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**Know-how and Skill: Selectivity:** Refers to the learner’s demonstration of an ability to use judgement, to respond to problems, to develop new skills.

**Competence: Context:** Refers to the learner’s ability to demonstrate capability to act in specific and non-specific contexts and to transfer skills and knowledge from one context to another.

**Competence: Role:** Refers to the levels of responsibility the learner can take and to the roles the learner should be able to demonstrate capability in.

**Competence: Learning to Learn:** Refers to the learner’s ability to evaluate his or her own learning and to develop as a learner.

**Competence: Insight:** Refers to the level of insight the learner has into his or her own world view and the world view of others.

It is expected that each programme has learning outcomes in all of the above categories, and at the appropriate level. Individual modules do not necessarily have to reflect the breadth of outcomes within the programme.

The emphasis in learning outcomes should be on **demonstrable activity**. Outcomes should be kept simple, with one active verb in each outcome. Terms like “understand”, “exposed to”, “be acquainted with” and “appreciate” should be avoided.

Learning outcomes must be **capable of being assessed**. They must be measurable and observable. Learning outcomes must be achievable in the timescale of the module. No more than five learning outcomes would be expected in a standard, 5-credit module.

The list of learning outcomes for the module should be preceded by the following statement: “**On successful completion of this module, students should be able to:**”.

### Indicative Syllabus

The module descriptor should describe, in reasonable detail, the syllabus for the module. The indicative syllabus, however, should not be confused with the teaching syllabus where teachers specify to the level of individual classes. It would be expected that a five or six point syllabus be described here. In certain cases, the indicative content may be specified in terms of the learning outcomes.

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For the standard 5-credit module, the required norms are **one** of the following:

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- Other methods of assessment, where adjudged to be appropriate and equivalent in terms of effort required, can be utilised.

The amount of assessment should be increased proportionately for larger modules. Where terminal examination is used, additional continuous assessment is only appropriate for learning outcomes not assessed in that examination such as practical work associated with the module, and for formative assessment designed solely to provide feedback to learners. In such cases this requirement must be clearly specified in the module description. Furthermore, where a terminal examination and continuous assessment are used, a reduction in the scale of both, proportional to the effort hours associated with them, is expected. Assessment strategies and methodologies must be based on the specified learning outcomes.

**Essential and Supplementary Reading/ Resources**

The descriptor should include a list of all mandatory reading (and other resources, including websites) and a list of all supplementary or additional reading or other resources. The format for these entries will vary across disciplines but a uniform format is expected within each School. The amount of mandatory reading must be limited to a volume that can be achieved by a learner within the time available for private study in that module.

**Effort Hours**

The effort hours are a sum of all of the learning activities of the programme, including class-contact, independent learning and assessments. A **5-credit module should have 135 effort hours** associated with it. The descriptor should **clearly identify the number of class contact hours** that contribute to the overall figure, per semester (thus, a module taught for 3 hours per week should be described as having  $12 \times 3 = 36$  contact hours).

## Appendix 4: Examination Regulations

### General Exam Regulations

- (a) You must arrive and be seated in the Exam Hall at least 5 minutes before the start of the examination.
- (b) Books\*, notes\*, bags and coats must not be taken into the Exam Hall. You must remain absolutely quiet from the time you enter to the time you leave the hall. (\*Approved Open Book exams exempted)
- (c) Candidates are required to carry their Institute identification card for presentation on request.
- (d) A Candidate must remove all pencil cases; bags etc from their desks. Any papers or notes found thereafter will be assumed to belong to the Candidate and will be deemed to be in breach of examination regulations and treated as such whether relevant to that examination or not.
- (e) Candidates must ensure they have no written material on their hands, arms and legs as this will be assumed to be in breach of examination regulations and treated as such whether relevant to that examination or not.
- (f) You must not communicate in any way with other candidates. Do not share pens, erasers or calculators, etc. Do not look at the exam paper or start to write in the answer book until instructed to do so by an Invigilator.
- (g) Candidates shall ensure that they are in possession of the correct examination paper and must comply with the instructions printed on the examination paper and on the answer book. If there are two or more parts to an exam paper (section A, B & C etc.), use separate answer books for each section. Remember to put your name, class and subject on each answer book.
- (h) You may not leave the Exam Hall during the first hour. No candidate will be permitted to enter the Exam Hall after the first hour.
- (i) Candidates may not leave the examination hall at the end of the examination until the examination scripts have been collected. It is the Candidate's responsibility to ensure his/her scripts have been handed to the invigilator. Answer Books are the property of the Institute and may not be removed from the exam hall under any circumstances.
- (j) If you wish to go to the toilet, you must be accompanied by an Invigilator.
- (k) A pre-planned seating schedule has been arranged for each exam session. You must familiarise yourself with the seat(s) allocated to you, in advance.
- (l) You must comply with an Invigilator's directions at all times.
- (m) Candidates shall not bring into the Examination Hall, nor have in their possession while in such Hall, any computing equipment, including electronic organisers and programmable calculators, mobile phones, recording equipment, radio, books, note paper or any source of information pertinent to the examination or which might influence examination performance. Retention of any unauthorised material shall be construed as a serious breach of Exam Regulations. You are reminded that severe sanctions are attached to any such breach of regulations (see attached).
- (n) In the case of illness, certified evidence must be provided within 5 days of that examination being held. All medical certificates must be presented to your School's Administration Office.
- (o) Examination Results: The official result of your examinations will be made available at the Institute's website. Please do not telephone the Institute as results will not be given over the telephone.
- (p) Examination Appeals:
  - (i) A request for an appeal in respect of examination results must be received by the Registrar's Office in writing, on the appropriate form, available on the Institute's Website.

### Circumstances of Unfair Practice

A breach of regulations constituting unacceptable practice may be detected:

- a) during invigilated examinations.
- b) during the marking of written examination answer books.
- c) during the marking of other examinable material.

### **Notification Procedure**

The Registrar or the Examination Secretary shall notify the Head of School in writing and without delay of a suspected instance of unfair practice. In the event of a suspected serious breach of Examination Regulations a Panel of Enquiry will be formed.

In such cases, the candidate shall be notified in writing through the office of the Registrar at least five days in advance of meeting of the Panel of Enquiry in relation to the following:

- a) the precise allegation(s)
- b) the entitlement to present a response either orally or in writing to the Panel of Enquiry
- c) the entitlement to be accompanied or be represented at all hearings conducted by the Panel of Enquiry
- d) the enquiry schedule.

The candidate shall notify the Registrar of the person(s) to accompany him/her, and their status at a meeting of the Panel of Enquiry.

### **Panel of Enquiry**

The inquiry procedures shall be carried out by the Panel of Enquiry composed of:

- a) Registrar or nominee (Chairperson)
- b) the Head of School, or nominee
- c) a Head of School, or nominee, from a School not involved with the programme
- d) two members of academic staff from a Department not involved with the programme
- e) A student representative who is a member of Academic Council or nominee.

### **Enquiry Procedure**

The Registrar will contact the Head of School/Head of Department requesting that all relevant information from staff be collected and made available to the Panel of Enquiry.

The Panel of Enquiry shall assemble to consider the allegation(s) as soon as possible following the reporting of the incident. Each case shall be considered separately and only on the basis of unambiguous evidence available to the Panel of Enquiry. The Panel of Enquiry alone shall adjudicate on the allegation(s) based on written and oral submissions and shall determine the penalty to be applied. Its decision must be unanimous. Other than the Recording Secretary, no other person shall be present during the period of adjudication.

The reports and/or written submissions shall be made available to the candidate in advance.

The candidate shall be notified in writing through the office of the Registrar of the outcome of the inquiry.

The decision of the Panel of Enquiry shall be final. However, in matters relating to the expulsion of a candidate, see (f) below.

### **Penalties**

The Panel of Enquiry 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. These penalties may be applied either separately or in combination. The Panel of Enquiry may, at its discretion:

- a) deem the candidate to be innocent of the allegation(s). In such a case the Examination Board shall be instructed to consider the assessment or examination results in the normal manner.
- b) issue a written warning to the candidate. In such a case the candidate may be informed that the written warning constitutes a formal record of breach of assessment regulations.
- c) deem the candidate to have failed all or part of the assessments or examinations for the stage or year of the programme. In such a case the Panel of Enquiry shall determine the period of time which shall elapse before the student is entitled to be reassessed.

- d) determine if the candidate shall be ineligible for any special award of the Institute.
- e) suspend the candidate from all activities of the Institute for a stated period.
- f) recommend the expulsion of the candidate from the Institute. In such a case the expulsion order shall be signed by the Director and reported to the Governing Body

**SIGNED: Dr Derek O'Byrne, Registrar of WIT**

## **Appendix 5: Examination Regulations: Instructions to Examination Invigilators**

The invigilator must collect examination papers from the examinations office thirty minutes before the examination is due to begin and distribute them in accordance with the pre-arranged seating schedule for that session;

There are different colours for answer books. Only the colour assigned to a particular session is to be used for that session;

The colour of each set of examination papers are varied on a random basis. Note the colour of each group of candidates' examination paper and check at regular intervals that no other coloured sheet appears on the desk;

A seating schedule has been prepared for each examination session. The invigilator must report to the examination hall thirty minutes before the start of the examination in order to direct students to their desks in accordance with the seating schedule;

Each candidate has been assigned a particular seat for the full duration of his/her examinations. Please ensure he/she sits in the correct seat in accordance with the schedule for that session;

Every candidate must sign the room plan by entering his/her name on the schedule coinciding with his/her assigned seat. This sheet is to be returned to the Examinations Office;

Do not allow any candidate to leave the room until one hour after the examination has started. Do not allow any candidate to enter the room after one hour has elapsed from the start of the examination;

Make absolutely certain that each candidate has entered all relevant details on his/her answer book;

There should always be at least two invigilators present. Do not leave the hall unless it is adequately supervised;

Accompany any candidate who wishes to go to a toilet and wait to accompany them back to the hall;

Invigilators must watch what is going on and patrol the hall regularly. One invigilator should always be at the back of the exam hall. Wear soft shoes to avoid distracting the candidates whilst patrolling the room. Remember, it is not intended to distract or intimidate the candidates in any way, but rather to ensure conditions are such that they can give of their best;

No bags, books or folders (with defined exceptions where open book examination are taking place) to be allowed into hall. Look out for candidates who may have crib notes written on hands or sleeves or electronic devices;

Do not allow candidates to share equipment (pens, erasers, calculators etc.);

Collect scripts from all candidates, even if they have not answered any questions. Sort the scripts for each subject and check with the attendance list that you have the right number of scripts. Seal them in a large brown envelope clearly labelled with the name of the programme and examination and number of scripts contained and deliver them back to the Examinations Office;

The academic staff may collect their scripts directly from the examination room, at the end of each session. It is very important that the invigilator completes fully the items shown above before handing over the scripts to the internal examiner;

The internal examiner concerned must sign that he/she has collected the scripts, before removal from examination hall;

Any scripts not collected are to be returned to the Examinations Office together with attendance sheets;

Invigilators may not smoke or eat when they are supervising an examination. Do not hold conversation with colleagues as this will interrupt the concentration of candidates;

Each invigilator is required to realign seats and desks and tidy the examination room at the end of each session. If this is not done, the seating plan for the next session will not be accurate. All unused answer books are to be removed at the end of the session. The candidates must have a tidy and ordered room to encourage them to give of their best;

Finally, remember that the candidates in the examination room are under great personal stress. The invigilator's role is crucial in ensuring that an air of calmness and order pervades to encourage students to do their best work. Nothing must be done to interrupt the candidates' concentration or cause additional worry.

## Appendix 6: List of WIT Awards<sup>19</sup>

NFQ Level	Named Award	Specialisation
<b>Higher Certificates</b>		
6	Higher Certificate in Arts	Literacy Development
6	Higher Certificate in Arts	Community Education and Development
6	Higher Certificate in Arts	Legal Studies
6	Higher Certificate in Arts	Adult Education
6	Higher Certificate in Arts	Culinary Arts
6	Higher Certificate in Arts	Hospitality Studies
6	Higher Certificate in Business	
6	Higher Certificate in Business	Business Enterprise
6	Higher Certificate in Business	Hospitality Supervision
6	Higher Certificate in Business	Tourism
6	Higher Certificate in Engineering	Manufacturing Technology
6	Higher Certificate in Engineering	Maintenance Technology
6	Higher Certificate in Engineering	Mechanical Engineering
6	Higher Certificate in Engineering	Production Engineering
6	Higher Certificate in Engineering	Building Services Engineering
6	Higher Certificate in Engineering	Civil Engineering
6	Higher Certificate in Engineering	Electronic Engineering
6	Higher Certificate in Science	Applied Biology
6	Higher Certificate in Science	Agricultural Science
6	Higher Certificate in Science	Good Manufacturing Practice and Technology
6	Higher Certificate in Science	Multimedia Applications Development
6	Higher Certificate in Science	Commercial Computing
6	Higher Certificate in Science	Computer Applications
6	Higher Certificate in Science	Pharmaceutical Science
6	Higher Certificate in Science	Agriculture
6	Higher Certificate in Science	Health Care Studies

<sup>19</sup> Correct at time of going to press. The Registry holds the definitive database that is updated more regularly.

NFQ Level	Named Award	Specialisation
<b>Ordinary Bachelors Degrees</b>		
7	Bachelor of Arts	Community Education and Development
7	Bachelor of Arts	Human Resource Management
7	Bachelor of Arts	Applied Social Studies in Social Care
7	Bachelor of Arts	Legal Studies in International Trade
7	Bachelor of Arts	Legal Studies
7	Bachelor of Arts	Adult Education
7	Bachelor of Arts	Tourism and Heritage Studies
7	Bachelor of Arts	Culinary Arts
7	Bachelor of Business	
7	Bachelor of Business	Recreation and Sports Management
7	Bachelor of Engineering	Building Services Engineering
7	Bachelor of Engineering	Electronic Engineering
7	Bachelor of Engineering	Civil Engineering
7	Bachelor of Engineering	Manufacturing Engineering
7	Bachelor of Science	Applied Chemistry
7	Bachelor of Science	Agricultural Science
7	Bachelor of Science	Agriculture
7	Bachelor of Science	Forestry
7	Bachelor of Science	Information Technology
7	Bachelor of Science	Software Systems Development
7	Bachelor of Science	Biotechnology
7	Bachelor of Science	Architectural Technology
7	Bachelor of Science	Horticulture
7	Bachelor of Science	Multimedia Applications Development
7	Bachelor of Science	Construction Economics
7	Bachelor of Science	Information Technology Support
7	Bachelor of Science	Good Manufacturing Practice and Technology
7	Bachelor of Science	Food Science with Business

NFQ Level	Named Award	Specialisation
7	Bachelor of Science	Health Care Studies
7	Bachelor of Science	Small Enterprise Management
7	Bachelor of Science	Pharmaceutical Science
<b>Honours Bachelors Degrees</b>		
8	Bachelor of Architecture (Honours)	
8	Bachelor of Arts (Honours)	
8	Bachelor of Arts (Honours)	Community Education and Development
8	Bachelor of Arts (Honours)	Business Information Systems
8	Bachelor of Arts (Honours)	Accounting
8	Bachelor of Arts (Honours)	Marketing
8	Bachelor of Arts (Honours)	Business Management with Law
8	Bachelor of Arts (Honours)	Exercise and Health Studies
8	Bachelor of Arts (Honours)	Languages and Marketing
8	Bachelor of Arts (Honours)	Art in Society
8	Bachelor of Arts (Honours)	Hospitality Management
8	Bachelor of Arts (Honours)	Music
8	Bachelor of Arts (Honours)	Health Promotion
8	Bachelor of Arts (Honours)	Legal Studies with Business
8	Bachelor of Arts (Honours)	Applied Social Studies in Social Care
8	Bachelor of Arts (Honours)	International Business
8	Bachelor of Arts (Honours)	Design (Visual Communications)
8	Bachelor of Arts (Honours)	Visual Art
8	Bachelor of Arts (Honours)	Business and Financial Studies
8	Bachelor of Arts (Honours)	Law
8	Bachelor of Arts (Honours)	Financial Services
8	Bachelor of Arts (Honours)	Criminal Justice Studies
8	Bachelor of Arts (Honours)	Early Childhood Studies
8	Bachelor of Arts (Honours)	Tourism Marketing
8	Bachelor of Arts (Honours)	Adult Education

<b>NFQ Level</b>	<b>Named Award</b>	<b>Specialisation</b>
8	Bachelor of Arts (Honours)	Psychology
8	Bachelor of Arts (Honours)	Finance and Investment
8	Bachelor of Arts (Honours)	Human Resource Management
8	Bachelor of Arts (Honours)	Applied Social Studies in Social Care
8	Bachelor of Business (Honours)	
8	Bachelor of Business (Honours)	Financial Services
8	Bachelor of Business (Honours)	Recreation and Sport Management
8	Bachelor of Engineering (Honours)	Electronic Engineering
8	Bachelor of Engineering (Honours)	Mechanical and Manufacturing Engineering
8	Bachelor of Engineering (Honours)	Sustainable Energy Engineering
8	Bachelor of Engineering (Honours)	Sustainable Civil Engineering
8	Bachelor of Science (Honours)	Applied Electronics
8	Bachelor of Science (Honours)	Construction Management and Engineering
8	Bachelor of Science (Honours)	Software Systems Development
8	Bachelor of Science (Honours)	Applied Chemistry with Quality Management
8	Bachelor of Science (Honours)	Architecture
8	Bachelor of Science (Honours)	Architectural Technology
8	Bachelor of Science (Honours)	Applied Computing
8	Bachelor of Science (Honours)	Psychiatric Nursing
8	Bachelor of Science (Honours)	General Nursing
8	Bachelor of Science (Honours)	Intellectual Disability Nursing
8	Bachelor of Science (Honours)	Nursing Studies
8	Bachelor of Science (Honours)	Applied Biology with Quality Management
8	Bachelor of Science (Honours)	Retail Management
8	Bachelor of Science (Honours)	Physics for Modern Technology
8	Bachelor of Science (Honours)	Information Technology
8	Bachelor of Science (Honours)	Manufacturing Engineering
8	Bachelor of Science (Honours)	Land Management (Agriculture/Forestry/Horticulture)
8	Bachelor of Science (Honours)	Pharmaceutical Science

NFQ Level	Named Award	Specialisation
8	Bachelor of Science (Honours)	Computer Forensics and Security
8	Bachelor of Science (Honours)	Quantity Surveying
8	Bachelor of Science (Honours)	Multimedia Applications Development
8	Bachelor of Science (Honours)	Entertainment Systems
8	Bachelor of Science (Honours)	Airline Transport Operations
8	Bachelor of Science (Honours)	Health Care Studies
<b>Higher Diplomas</b>		
8	Higher Diploma in Arts	Television Production
8	Higher Diploma in Arts	Social, Personal and Health Education
8	Higher Diploma in Arts	International Hotel Management
8	Higher Diploma in Business	Farm Financial Management
8	Higher Diploma in Business	Management
8	Higher Diploma in Science	Business Systems Analysis
8	Higher Diploma in Science	Applied Computing
<b>Postgraduate Diplomas</b>		
9	Postgraduate Diploma in Arts	Teaching and Learning in Higher Education
9	Postgraduate Diploma in Business	Enterprise Development
9	Postgraduate Diploma in Science	Computer Studies for Teachers
9	Postgraduate Diploma in Science	Analytical Science with Quality Management
9	Postgraduate Diploma in Science	Construction Project Management
9	Postgraduate Diploma in Science	Quality Management
9	Postgraduate Diploma in Science	Nursing
9	Postgraduate Diploma in Science	Science Education (Primary Science)
<b>Masters Degrees</b>		
9	Master of Arts	Social Studies
9	Master of Arts	Education
9	Master of Arts	Management in Education
9	Master of Arts	Sport Psychology
9	Master of Arts	Teaching and Learning in Further and Higher Education

NFQ Level	Named Award	Specialisation
9	Master of Arts	Second Language Learning and Teaching
9	Master of Arts	Social, Personal and Health Education
9	Master of Arts	Arts and Heritage Management
9	Master of Arts	Research degree programmes, registered under HETAC postgraduate accreditation arrangements, in the areas in the School of Humanities
9	Master of Business	
9	Master of Business	Accounting
9	Master of Business	Internationalisation
9	Master of Business	Management of Change
9	Master of Business	Research degree programmes, registered under HETAC postgraduate accreditation arrangements, in the areas in the School of Business
9	Master of Business Administration	
9	Master of Engineering	Electronic Engineering
9	Master of Engineering	Research degree programmes, registered under HETAC postgraduate accreditation arrangements, in the areas in the School of Mechanical Engineering and Electronic Engineering (Department of Engineering Technology)
9	Master of Science	International Construction Management
9	Master of Science	Construction Project Management
9	Master of Science	Computing in Communication Software
9	Master of Science	Analytical Science with Quality Management
9	Master of Science	Quality Management
9	Master of Science	Nursing
9	Master of Science	Science Education (Primary Science)
9	Master of Science	Computing in Information Systems Processes
9	Master of Science	Sustainable Energy Engineering
9	Master of Science	Computing in Multimedia & eLearning
9	Master of Science	Business, Innovation, Technology & Entrepreneurship
9	Master of Science	Research degree programmes, registered under HETAC postgraduate accreditation arrangements, in the areas in the School of Science
<b>Doctoral Degree</b>		
10	Doctor of Philosophy	Research degree programmes, registered under HETAC

NFQ Level	Named Award	Specialisation
		postgraduate accreditation arrangements, in the areas in the School of Science
10	Doctorate in Business Administration	

#### Minor/Special Purpose/Supplemental Awards

Certificate in Activity in Care Training (Special Purpose Award);  
 Certificate in Advocacy Skills (Special Purpose Award);  
 Certificate in Assessment and Evaluation (Special Purpose Award)  
 Certificate in Athletic Performance and Personal Development (Special Purpose Award)  
 Certificate in Building Energy Assessment in New Dwellings (Special Purpose Award);  
 Certificate in Church Music (Special Purpose Award)  
 Certificate in Construction Internationalisation (Special Purpose Award);  
 Certificate in Construction Project Management (Minor Award);  
 Certificate in Craft Transferable Skills (Special Purpose Award)  
 Certificate in Data Processing and Financial Administration (Special Purpose Award);  
 Certificate in Human Resource Management (Minor Award)  
 Certificate in Logistics Management (Special Purpose Award)  
 Certificate in Manufacturing Business (Minor Award);  
 Certificate in Mentoring (Special Purpose Award)  
 Certificate in New Media Production (Special Purpose Award);  
 Certificate in Office Administration (Minor Award)  
 Certificate in Project Management (Special Purpose Award)  
 Certificate in Science in Health Care (Minor Award at levels 7 and 8)  
 Certificate in Study Skills and Recognising Prior Learning (Special Purpose Award)  
 Certificate in Tourism Business Practice (Minor Award)  
 Diploma in Restaurant Management (Special Purpose Award)

## Appendix 7: List of Providers

The Institute has a number of formal agreements with Further Education providers that allow for the enhancement of entry points for selected students and/or special advanced entry arrangements. The following lists the providers for which special arrangements have been agreed. Details of the agreements between WIT and these providers are held by the Admissions Office.

<b>Provider</b>
Waterford College of Further Education
Enniscorthy Vocational College

## Appendix 8: Revisions to the Academic Regulations for September 2011

p.4	Reference to Work Placement Policy document removed, pending completion of that document.
p.6	1.2.4 removed: the regulations are no longer interim.
p.7	2.1.4: Reference to new appendix added.
p.8	2.2.6: Wording inserted to refer to pilot scheme for bonus points in Maths.
p.9	2.5.2: Footnote added to give the reference for this evaluation process.
p.11	2.7.4 and 2.7.5 added to clarify the arrangements for making offers to Mature candidates.
p.11	2.8: Reference to Fáilte Ireland programmes removed as these are no longer offered by the Institute
p.11	2.10.2, i: This applies to full-time students—“full-time” added for clarification
p.12	2.10.3: Regulations relating to transfer between year 1 part-time and year 1 full-time spelled out.
p.13	2.11.4: The opportunities to progress to add-on programmes more fully described here.
p.13	2.11.6: This follows also from 2.11.4.
p.13	2.12.3: This describes in outline form the admissions procedures for students to part-time programmes.
p.14	2.13.1 describes the application procedures for taught post-graduate courses.
p.14	2.14.3: This restriction in Nursing has been added.
p.15	2.16.1 has been slightly reworded.
p.15	2.16.2: This has been added to indicate the need for an application procedure.
p.15	2.18.3: Footnote added to clarify the administrative procedures around international applicants.
p.16	2.18.5: Very small change in wording here.
p.16	2.18.7: The table here has been refined.
p.17	3.1.7 has been revised for consistency with 2.14.3.
p.17	3.2: References to the application of the deferral policy to international students have been added at 3.3.4 for instance.
p.20	3.5 is a new section.
p.23	This chapter was originally chapter 5 but has been moved back where it makes more sense.
p.24	4.2.4 has been added to establish the student’s rights based on registration status.
p.25	4.3.15, vi has been added as a possible penalty.
p.27	5.2: Sub-headings added to help clarify various aspects of structures.
p.28	Last two sentences in 5.2.7 inserted for clarity.
p.28	5.2.9: The reference to a 5-credit module as standard has been removed; there is no standard size.
p.28	5.2.12 added for clarity.
p.28	5.2.13: The last sentence in this paragraph added for clarity.
p.29	5.2.15 added, in line with HETAC requirements relating to stage-based outcomes.
p.30	5.3.6 moves from later in the section.
p.30	5.3.7 added to indicate the need to set out repeat assessment schedules.
p.30	Some material on assessment deleted from the end of this chapter and moved elsewhere.
p.31	6.1.1 restates the Institute’s endorsement of HETAC’s Assessment and Standards document.
p.32	6.2.6 has been added to emphasise that special regulations must be included in the programme schedule.
p.34	6.3: This section has been removed from p.30 and repositioned here where it seems to make more sense.
p.34	6.4.3 added in here for consistency with other regulations.
p.34	6.4.4 has been added to clarify the procedures relating to registering minimum performance requirements.
p.35	6.6.1: This definition has been moved to the top of the section.
p.35	6.6.3: The reference to “balanced groups” has been removed.
p.36	6.7: This whole section has been added.
p.37	6.9.2: This cross-references this set of procedures with the anti-plagiarism procedures.
p.37	6.9.3: The arrangements for co-ordinating investigations into breaches and the authority to penalise students are set out here.

p.39	6.10.1 establishes a mechanism by which students can prove their engagement with support classes.
p.39	6.10.2: A clarification has been inserted here on the nature of the English dictionary permitted.
p.39	6.10.5, (v) has been added.
p.40	6.8.1, 6.8.2, 6.8.4 and 6.8.5 on exam. time concessions for non English language students have been removed.
p.44	7.5.3 specifies the procedure for retaining records on proposed amendments to exam papers by the External Examiner.
p.45	7.5.16, vii combines two regulations and rewords them for clarity.
p.46	7.5.22 specifies the circulation list for External Examiner's reports.
p.46	7.5.23: This recasts the reporting mechanisms for onward reporting of External Examiner comments.
p.46	7.5.24: This has been slightly reworded from previous versions to encourage giving feedback to External Examiners.
p.46	7.6.1, vi has been added.
p.49	Table 8: FC has been removed as an overall result, thus correcting an error.
p.49	Table 9: FC has been added as a result code.
p.49	7.8.4 has been added to explain the use of FC as a code.
p.51	8.1.5: The final sentence has been added for clarification purposes.
p.51	8.2.2: Reference to a co-requisite category has been removed as it is not a category used at the Institute.
p.52	8.3.2: The final sentence has been added.
p.54	9.4.3: The second sentence has been added to make explicit what is standard practice at the moment.
p.55	9.5.7, iii has been redrafted.
p.56	9.5.7, v: A clause added to ensure adequate and appropriate consultation with the programme board and the relevant staff member.
p.56	9.5.7, vii has been added.
p.59	10.4.3 and 10.4.4 have recast the process by which Level 1 resolutions to plagiarism allegations are resolved.
p.59	10.5.3: The final sentence here has been added.
p.60	10.6.1: Small changes have been made to the operational details outlined here.
p.60	10.6.2: Small changes have been made to the operational details.
p.63	11.4.1 has been added, for clarity.
p.67	This is a new appendix.
p.77	The module level box in the template has been changed to reflect Institute policy regarding the naming of module levels.
p.85	This list has been updated and aligned with the most recent HETAC Order in Council.
p.91	This is a new appendix.