



Technological University of the Shannon: Midlands Midwest

TUS:MM Marks & Standards 2021 - 2022



Technological University of the Shannon: Midlands Midwest

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Preface

These Marks & Standards specify the regulations of Technological University of the Shannon: Midlands Midwest in determining student academic standing, eligibility for progression, eligibility for an award and award classification.

These regulations form part of TUS: MM's Academic Quality Assurance & Enhancement Handbook (Volume 6) and are consistent with the framework established by the Qualifications and Quality Assurance (Education and Training) Act 2012.

This handbook is owned by the TUS:MM and maintained by TUS Academic Council.

Principles of the Technological University of the Shannon: Midlands Midwest Marks and Standards

The principles underlying the Marks and Standards of the Technological University of the Shannon: Midlands Midwest (TUS) have been approved by the Interim Academic Council on XX October 2021.

The following principles underlie the application of the Marks and Standards:

- The Marks and Standards shall be consistent with the National Framework of Qualifications [www.qqi.ie/Pages/National-Framework-of-Qualifications-\(NFQ\).aspx](http://www.qqi.ie/Pages/National-Framework-of-Qualifications-(NFQ).aspx)
- These regulations apply to all students at Technological University of the Shannon: Midlands Midwest (TUS:MM), registered on programmes approved by TUS:MM as a Designated Awarding Body.
- The Marks and Standards are the responsibility of the Office of the Vice President for Academic Affairs and Registrar of the Technological University.
- The Office of the Vice President for Academic Affairs and Registrar manages and maintains their consistent implementation.
- The Office of the Vice President for Academic Affairs and Registrar manages any updates required to Marks and Standards and assure their quality through Academic Council and its structures.
- The Marks and Standards act in the quality assurance of the academic governance of the Technological University.

Application of Marks and Standards

The Marks and Standards of TUS must be applied consistently by TUS to all taught programmes and their associated modules. Their application also includes taught modules on research programmes. Any request by or through a professional body to derogate or alter their application must be notified to the Office of the Vice President for Academic Affairs and Registrar for consideration by Academic Council and its structures.

Amendments to Marks and Standards

The Marks and Standards are subject to change.

During the academic session, normally the academic year or annualised enrolment period for the learner,

the enrolled learner is subject to the Marks and Standards approved by Academic Council for that academic session. The maximum duration of an academic session is twelve months.

Any amendments to the Marks and Standards are presented for approval through Academic Council.

The principles and wording supporting any changes to the governing Marks and Standards are provided to Academic Council for consideration.

On approval by Academic Council, the future application of the approved changes in the next academic session are noted in the Document Control Record of the Marks and Standards document thereby enabling the creation of a new version of Marks and Standard for adoption during the next academic session. The date for the application of changes is determined by the Office of the Vice President for Academic Affairs and Registrar.

Publication of Marks and Standards

The Marks and Standards are published on the website of the Technological University of the Shannon: Midlands Midwest.

They are also incorporated in Volume 6 of the Quality Assurance Handbook of TUS.

Programme Specific Regulations

Programme specific regulations must be compliant with Marks and Standards. Any specific programme specific regulations must be notified to the Office of the Vice President for Academic Affairs and Registrar. These must be formally approved by Academic Council and its structures in the academic session prior to the session in which they are to be applied.

Force Majeure

In the case of a force majeure event, for a defined period, the Vice President Academic Affairs/Registrar may replace aspects of Marks and Standards and associated programme regulations with alternative arrangements.

The Vice President Academic Affairs/Registrar will then notify Academic Council of such required changes for consideration and approval through Academic Council and its structures, thereby enabling implementation at the earliest opportunity.

1.0 Award Classification

1.1 Sectoral Convention for Assessments

As a designated awarding body, TUS:MM aligns with the Sectoral Convention for Assessments, as contained in *QQI Assessment and Standards (Revised 2013)*, which comprises a set of regulations and benchmarks, which, in the interest of fairness and consistency, are agreed at the sectoral level.

1.1.1 Convention 1: Award Classification

Awards shall be criterion referenced as distinct from norm referenced.

TUS:MM adopts the classifications available for major awards on the National Framework of Qualifications (NFQ), as summarized in Appendix 1: Table 1. These specify the required boundary values for grade point averages (GPA) and percentage point average (PPA), where the acronyms are defined by Sectoral Convention 4. See *Section 1.4 Standards for Awards at Different Classifications*.

A 'Pass' classification of an award is a positive statement of achievement.

All awards (other than research degrees, minor awards and supplemental awards) shall be classified. However, in exceptional cases, where classification is not feasible, an award may be issued as an unclassified award.

Special Purpose Awards which have a volume of at least 60 ECTS credits and are comparable to a major award (at the same NFQ level) may be classified in accordance with the convention for the relevant major award. Otherwise, awards of this type shall be unclassified.

TUS:MM will furnish supplementary information about a person's attainment. TUS:MM will work with stakeholders to specify and maintain a reporting system that can be understood and used by stakeholders. The European Diploma Supplement (EDS) is the channel for this information.

1.1.2 Convention 2: Grading System

TUS:MM in accordance with Sectoral Convention 4, has adopted a percentage grading system. See Section 1.3 Grading System.

1.1.3 Convention 3: Determination of Award Classification

Calculation of the award classification is based on the credit-weighted mean value of the grades for the classifying modules for the purpose of making an award.

A learner may claim exemption from a module whose grade would otherwise contribute to the award classification, provided that they can demonstrate the attainment of the relevant knowledge, skill and competence. In cases where the attainment cannot be graded fairly and consistently, only an unclassified award shall be available.

Procedures for exemptions and/or pass by compensation shall not compromise national standards for awards.

Honours classification, or any classification higher than 'Pass', shall be made based on first-attempt grades. Any procedures to allow consistent treatment of a repeat grade for a failed classifying module(s)

as a first attempt grade, where specific circumstances are met, shall not compromise this principle. A repeat attempt for a failed award classifying module, which is subsequently passed on the first repeat attempt, is nevertheless recommended for credit award and award classification on the grounds that specific conditions are met, and the failure is offset by the learner's performance in other award classifying modules on their programme of study. Such conditions are outlined in Section 1.4.11. This condition aligns with the principle outlined in QQI Assessment and Standards (Revised 2013), which notes that: "*Honours classifications, or any classification higher than "Pass", shall be made based on first-attempt grades. Necessary procedures to allow consistent treatment of a repeat grade as a first-attempt grade, where exceptional mitigating circumstances exist, shall not compromise this principle.*"

1.1.4 Convention 4: Percentage Grading System

TUS:MM has adopted a percentage grading system for all of its provisions rather than an alphabetic grading system.

TUS:MM in adopting the Sectoral Convention 4, notes that the Grade Point Average (GPA) for a stage is the credit-weighted mean of the grade point values for the constituent modules. The Percentage Point Average (PPA) for a stage is the credit-weighted mean of the percentage point values for the constituent modules.

No credit is allocated to a learner in respect of a module(s) failed outright.

1.2 Award Classifying Modules

Classification of an award is based on those modules which have been so designated by the programme design team for that purpose.

Award classifying modules are those modules that are considered in determining the classification of an award and are clearly signalled in the module descriptor and the approved programme schedule.

All modules taken by a learner contribute to the volume of credit necessary to receive an award at a given level, subject to the details of the approved programme schedule. However, not all modules in a programme need to be considered when determining the classification of an award.

An Award Classification:

1. At level 6, Higher Certificate, 60 of the ECTS credits at the award level will be used, with the module grades, to classify the award at that level.
2. At level 7 add-on Ordinary Bachelor Degree, level 8 Higher Diploma, add-on level 8 Honours Bachelor Degree, and level 9 Post-Graduate Diploma, the 60 ECTS credits at the award level will be used, with the module grades, to classify the award at that level.
3. At ab-initio level 7 Ordinary Bachelor Degree, the 60 ECTS credits at the award level, with the module grades, will contribute to the classification of the award. However, a Programme Board may allow some or all of the award's 60 level 6 ECTS credits, in addition to the 60-award level ECTS credits, with the module grades, to also contribute to the ab-initio level 7 award

classification. Such information is identified in the programme documentation and is supplied to the learner in advance of his/her engagement with the programme and its associated assessments.

4. At ab-initio level 8, Honours Bachelor Degree, the 60 ECTS credits at the award level, with the module grades, will contribute to the classification of the award. However, a Programme Board may allow some or all of the award's 60 level 7 ECTS credits, in addition to the 60-award level ECTS credits, with the module grades, to also contribute to the ab-initio level 8 award classification, once that fact has clearly been signaled in advance. Such information is identified in the programme documentation and is supplied to the learner in advance of his/her engagement with the programme and its associated assessments.
5. At level 9, Master's Degree (Taught), a minimum of 60 ECTS credits at the award level will be used, with the module grades, to classify the award at that level.
6. The weighting factor to be applied to the grade in each module is the number of ECTS credits assigned to the module.
7. An Award Classification is determined on the accumulated/average marks obtained from the classifying modules at their first completed end of semester or stage examination/assessment session. In exceptional circumstances, the award classification can be determined using the treatment of a repeat mark in a failed award classifying module(s) from one repeat attempt only, as outlined in Section 1.4.12.
8. The accumulated/average marks from the classifying modules that determine the award will be based on a precise mark. This precise mark with a decimal value of 0.5 or above will be rounded upwards to the next integer value. Where the precise mark is not more than 1% below an award classification threshold, the precise mark will be rounded up to the next classification threshold value. For example: the accumulated average marks for the classifying modules to determine the award are at a precise mark of 69%; therefore, the precise mark will be rounded up to 70% to the next classification threshold.

1.3 Grading System

TUS:MM in accordance with Sectoral Convention 4, has adopted a percentage grading system for all of its provisions rather than an alphabetic grading system.

The percentage marks (p) and percentage points values (ppv) that apply to the percentage grading system are defined as follows:

Description	Percentage Mark (p)	Percentage Point Value (ppv)
Passing Mark	$40 \leq p \leq 100$	$40 \leq ppv \leq 100$
	$35 \leq p < 40$	$35 \leq ppv, < 40$
Outright failing marks	$0 \leq p < 35$	0

1.4 Standards for Awards at Different Classifications

1.4.1 Higher Certificate - Award at NFQ Level 6

The Award of Higher Certificate may be made at **Pass**, **Merit**, (Merit Grade 1, and Merit Grade 2) or **Distinction** classification.

To be eligible for an award at **Pass** classification, a Learner must fulfil the condition below:

1. Earn and accumulate at least the number of ECTS credits required for the award, by passing in all mandatory and elective modules as required by the programme and set out in the Approved Programme Schedule.

To be eligible for consideration for an award of **Merit** or **Distinction** classification, a Learner must fulfil conditions 1 to 3 below:

1. Earn and accumulate at least the number of ECTS credits required for the award, by passing in all mandatory and elective modules as required by the programme and set out in the Approved Programme Schedule and
2. Pass each of the classifying modules, as set out in the Approved Programme Schedule, at the first attempt in accordance with these Regulations subject to the condition set out in Section 1.4.12 Failed Classifying Modules for Award Classification and
3. Obtain a weighted average mark (based on the classifying modules as specified in the Approved Programme Schedule), as follows:

Merit Grade 2: a weighted average mark of at least 50% in the classifying modules

Merit Grade 1: a weighted average mark of at least 60% in the classifying modules

Distinction: a weighted average mark of at least 70% in the classifying modules

The weighting factor to be applied to the grade in each module is the number of ECTS credits assigned to the module.

1.4.2 Ordinary Bachelor Degree - Award at NFQ Level 7

The Award of Ordinary Bachelor Degree may be made at **Pass**, **Merit**, (Merit Grade 1, and Merit Grade 2) or **Distinction** classification.

To be eligible for an award at **Pass** classification, a Learner must fulfil the condition below:

1. Earn and accumulate at least the number of ECTS credits required for the award, by passing in all mandatory and elective modules as required by the programme and set out in the Approved Programme Schedule

To be eligible for consideration for an award of **Merit** or **Distinction** classification, a Learner must fulfil conditions 1 to 3 below:

1. Earn and accumulate at least the number of ECTS credits required for the award, by passing in all mandatory and elective modules as required by the programme and set out in the Approved Programme Schedule and
2. Pass each of the classifying modules, as set out in the Approved Programme Schedule, at the first attempt in accordance with these Regulations subject to the condition set out in Section 1.4.12 Failed Classifying Modules for Award Classification, and
3. Obtain a weighted average mark (based on the classifying modules as specified in the Approved Programme Schedule), as follows,

Merit Grade 2: a weighted average mark of at least 50% in the classifying modules

Merit Grade 1: a weighted average mark of at least 60% in the classifying modules

Distinction: a weighted average mark of at least 70% in the classifying modules

The weighting factor to be applied to the grade in each module is the number of ECTS credits assigned to the module.

1.4.3 Honours Bachelor Degree - Award at NFQ Level 8

The award of 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).

To be eligible for consideration for the award of Honours Bachelor Degree at **Pass** classification, a Learner must fulfil the condition below:

1. Earn and accumulate at least the number of ECTS credits required for the award, by passing in all mandatory and elective modules as required by the programme and set out in the Approved Programme Schedule.

To be eligible for a consideration for the award of Honours Bachelor Degree at **Honours** classification, a Learner must fulfil conditions 1 to 3 below:

1. Earn and accumulate at least the number of ECTS credits required for the award, by passing in all mandatory and elective modules as required by the programme and set out in the Approved Programme Schedule and
2. Pass each of the classifying modules, as set out in the Approved Programme Schedule, at the first attempt in accordance with these Regulations subject to the condition set out in Section 1.4.12 Failed Classifying Modules for Award Classification, and
3. Obtain a weighted average mark (based on the classifying modules as specified in the Approved Programme Schedule), as follows,

Second Class Honours, Grade 2: a weighted average mark of at least 50% in the classifying modules

Second Class Honours, Grade 1: a weighted average mark of at least 60% in the classifying modules

First Class Honours: a weighted average mark of at least 70% in the classifying modules

The weighting factor to be applied to the grade in each module is the number of ECTS credits assigned to the module.

1.4.4 Higher Diploma - Award at NFQ Level 8

The award of Higher Diploma may be made at **Pass** or **Honours** classifications – (First Class Honours, Second Class Honours - Grade 1, and Second-Class Honours - Grade 2).

To be eligible for consideration for the award of Higher Diploma at **Pass** classification, a Learner must fulfil the condition below:

1. Earn and accumulate at least the number of ECTS credits required for the award, by passing in all mandatory and elective modules as required by the programme and set out in the Approved Programme Schedule.

To be eligible for a consideration for the award of Higher Diploma at **Honours** classification, a Learner must fulfil conditions 1 to 3 below:

1. Earn and accumulate at least the number of ECTS credits required for the award, by passing in all mandatory and elective modules as required by the programme and set out in the Approved Programme Schedule and

2. Pass each of the classifying modules, as set out in the Approved Programme Schedule, at the first attempt in accordance with these Regulations subject to the condition set out in Section 1.4.12 Failed Classifying Modules for Award Classification, and
3. Obtain a weighted average mark (based on the classifying modules as specified in the Approved Programme Schedule), as follows,
 - Second Class Honours, Grade 2:** a weighted average mark of at least 50% in the classifying modules
 - Second Class Honours, Grade 1:** a weighted average mark of at least 60% in the classifying modules
 - First Class Honours:** a weighted average mark of at least 70% in the classifying modules
 The weighting factor to be applied to the grade in each module is the number of ECTS credits assigned to the module.

1.4.5 Post-Graduate Diploma - Award at NFQ Level 9

The award of Post-Graduate Diploma may be made at **Pass**, **Merit** or **Distinction** classification.

In order to be eligible for consideration for the award of Post-Graduate Diploma at **Pass** classification, a Learner must fulfil the condition below: -

1. Earn and accumulate at least the number of ECTS credits required for the award, by passing in all mandatory and elective modules as required by the programme and set out in the Approved Programme Schedule

To be eligible for a consideration for the award of Post-Graduate Diploma at **Merit or Distinction classification**, a Learner must fulfil conditions 1 to 3 below: -

1. Earn and accumulate at least the number of ECTS credits required for the award, by passing in all mandatory and elective modules as required by the programme and set out in the Approved Programme Schedule and
2. Pass each of the classifying modules, as set out in the Approved Programme Schedule, at the first attempt in accordance with these Regulations subject to the condition set out in Section 1.4.12 Failed Classifying Modules for Award Classification, and
3. Obtain, a weighted average mark (based on the classifying modules as specified in the Approved Programme Schedule), as follows:
 - Merit:** a weighted average mark of at least 60% in the classifying modules
 - Distinction:** a weighted average mark of at least 70% in the classifying modules
 The weighting factor to be applied to the grade in each module is the number of ECTS credits assigned to the module.

1.4.6 Taught Master's Degree - Award at NFQ Level 9

The Degree of Master (Taught) (Coursework and Dissertation)) may be awarded at Pass or Honours classifications (First Class Honours and Second-Class Honours).

To be eligible for consideration for the award of a Master's Degree (Taught) at **Pass** classification, a Learner must fulfil the condition below:

1. Earn and accumulate at least the number of ECTS credits required for the award, by passing in all mandatory and elective modules as required by the programme and set out in the Approved Programme Schedule

To be eligible for consideration for the award of a Master's Degree (Taught) at Honours classification,

a Learner must fulfil conditions 1 to 3 below:

1. Earn and accumulate at least the number of ECTS credits required for the award, by passing in all mandatory and elective modules as required by the programme and set out in the Approved Programme Schedule and
2. Pass each of the classifying modules, as set out in the Approved Programme Schedule, at the first attempt in accordance with these Regulations subject to the condition set out in Section 1.4.12 Failed Classifying Modules for Award Classification and
3. Obtain a weighted average mark (based on the classifying modules as specified in the Approved Programme Schedule), as follows: -

Second Class Honours:

a weighted average mark of at least 60% in the classifying modules

First Class Honours:

a weighted average mark of at least 70% in the classifying modules.

The weighting factor to be applied to the grade in each module is the number of ECTS credits assigned to the module.

1.4.7 Master's Degree by Research – Award at NFQ Level 9

The degree of Master's by Research is a Level 9 Major Award and is awarded without classification.

1.4.8 Doctoral Degree – Award at NFQ Level 10

To be eligible for consideration for the award of a Level 10 (Doctoral) degree, the learner must accumulate the requisite credits as specified in the Academic Regulations for Research Degree programmes.

A level 10 (Doctoral) degree is awarded without classification.

1.4.9 Minor, Special-purpose and Supplemental Awards

Special-purpose awards that have a volume of at least 60 ECTS credits and are comparable to a major award (at the same NFQ level) may be classified in accordance with the convention for the relevant major award. Otherwise, awards of this type, minor and supplemental awards shall be unclassified.

1.4.10 Honorary Award

TUS:MM in consultation with the Awarding Body may confer an Honorary Award as agreed by the Awarding Body for service to the TU or the wider community.

1.4.11 Exemptions in Award Classifying Modules

Where a learner is exempted from part of the programme of study on the basis of credit transfer or recognition of prior learning, marks obtained for such prior learning are not used for award classification calculation purposes except:

- where it is agreed as part of an inter-institutional agreement that they are so used, and/or;
- where the Department concerned has attributed a definite mark in respect of the accredited prior learning.

1.4.12 Failed Classifying Modules for Award Classification

If a student fails one or two modules, up to a maximum of 10 ECTS credits in an award stage, with a

minimum mark of 30% having been achieved from the first sitting, the classification of the award is determined by:

- The grades of the marks of the passed modules from the first sitting, and
- The requirement to repeat and pass the failed module(s) by the student at the first repeat examination/assessment opportunity.

Post the repeat of their failed module(s), their overall award is based on the status of their repeat. If the failed module(s) is passed, their overall award is based on the marks of the passed modules from the first end of semester/stage examination/assessment session and their repeat mark for the repeated module(s), which is capped at a 40% mark. This capped mark of 40% refers to a complete module as opposed to a portion of assessment of a module.

For example:

The student has failed one five credit module with a mark of 30% achieved. They have passed all other modules at the first sitting, with a mark of 60% for each of these modules.

The student repeats the module they failed at the first available repeat assessment opportunity. Their mark for their repeat is 48%, which is capped at 40%. The student is eligible for a second-class honour degree based on the weighted average mark achieved in the classifying modules. That is, those passed modules from the first end of semester/stage examination/assessment session and the capped mark of 40% for the one repeated module.

If a student fails a 5-credit module in semester 1 obtaining a mark of 32% and subsequently fails a second 5-credit module in semester 2, obtaining a mark of 33 %, the student must repeat both modules at the first available sitting. Each module passed will be capped at 40% and the weighted average of all results for the stage will be used to determine the final award.

2. Progression

2.1 Programme Level and Credit

1. TUS:MM subscribes to the European Credit Transfer and Accumulation System (ECTS). This credit system operates on the basis that one credit equals 20-25 hours of notional time/total learner participation/total expended effort (or equivalent). This participation time includes directed and self-directed learning.
2. The credits assigned to modules are indicated at the time of programme development in accordance with TUS:MM Programme Development Policies and Procedures.
3. Major Awards shall have no less than 60 credits at the award level.
4. A minimum of 60 Level 6 credits in Higher Certificate, Ab-initio Ordinary Bachelor Degree and Ab-initio Honours Bachelor Degree awards will have no pre-requisite requirements.
5. A minimum overall accumulated credit volume or credit range has been established for each programme/ award-type, from Levels 6-9 in the National Qualifications Framework (NQF), in line

with existing European Credit Transfer System (ECTS) conventions and current practice in the Irish higher education system as follows:

Named Award or an Award (HC or BA) in Interdisciplinary Studies	Total No. of Accumulated Credits	Level 6 Credits	Level 7 Credits	Level 8 Credits
Higher Certificate	120	120		
Ab-initio Ordinary Bachelor Degree	180	120	60	
Ab-initio Honours Bachelor Degree	180	60	60	60
Ab-initio Honours Bachelor Degree	240	120	60	60
Add-on Ordinary Bachelor Degree			60	
Add-on Honours Bachelor Degree				60
Higher Diploma				60

6. Level 9 Postgraduate Diploma shall have 60 credits at the award level.
7. Level 9 Master's Degree (Taught Mode) shall have 60 – 120 credits at the award level.

2.2 Workload

The normal expectation of a full-time learner, to facilitate the accumulation of necessary credits to gain an award, is 30 ECTS credits in a semester or 60 ECTS credits in a full academic year, as defined in the following table:

Programme Level	Award Title	Accumulated Credit Requirements for Award
Level 6	Higher Certificate	120 credits at Level 6
Level 7	Ordinary Degree	180 credits, a minimum of 60 of which are at Level 7
Level 8	Honours Degree	180-240 credits, a minimum of 60 of which are at Level 8
Level 9	Taught Masters	60-120 credits at Level 9

Learners can register on as little as 5 ECTS credits. Learners may be facilitated to register for an additional module beyond the normal requirements of a programme provided they do not exceed an acceptable programme load of 40 ECTS credits in a single semester and 70 ECTS credits in a two-semester academic session.

2.3 Progression

The following conditions shall normally apply for stage progression:

1. Where programmes are organized in stages, for a learner to be eligible to progress to a particular stage, they are normally required to demonstrate achievement of the minimum intended learning outcomes of all the preceding stages. This is elaborated in the Programme document. The approved programme schedule summarises the allocation of credits and assessment components for each respective stage, as well as any special progression requirements.
2. A learner may be facilitated in carrying an unsatisfied module or modules, no more than 10 ECTS credits, subject to the conditions set out in (3) below. Where such a facility is granted, the learner

must satisfy the outstanding module or modules or element before the close of the following academic year. Failure to do so will inhibit further progression.

3. Subject to any special conditions of the programme, as outlined in the Approved Programme Schedule, there are three exceptions to the general requirement of passing all the required modules in order to progress to the next stage.

These are:

- (i) pass by compensation
- (ii) exemption from part of the programme
- (iii) eligibility to progress carrying the failed modules to be passed during the subsequent stage.

Where practicable, a Stage 1 learner who has failed no more than 10 ECTS Credits may carry these failed Credits to Stage 2 on the conditions that:

- (i) A maximum of 10 ECTS Credits can be carried to Stage 2
- (ii) The learner attempted the Summer and Autumn Examination for the failed module(s)
- (iii) The learner holds a mark of not less than 25% in the failed module(s)
- (iv) The failed module(s) result for all credits carried is not Failed Element (FE).
- (v) The failed module(s) are not prerequisites for module(s) for the subsequent stage

A learner may carry a maximum of 10 ECTS Credits to Stage 3 from the preceding Stage on the conditions that:

- (i) Stage 1 modules have been successfully completed
- (ii) The learner attempted the Summer and Autumn Examination for the failed module(s)
- (iii) The learner holds a mark of not less than 25% in the failed module(s)
- (iv) The failed module(s) result for all credits carried is not Failed Element (FE).
- (v) The failed module(s) are not prerequisites for module(s) for the subsequent stage

A learner may carry a maximum of 10 ECTS Credits to Stage 4 from the preceding Stage on the conditions that:

- (i) Stage 2 modules have been successfully completed
- (ii) The learner attempted the Summer and Autumn Examination for the failed module(s)
- (iii) The learner holds a mark of not less than 25% in the failed module(s)
- (iv) The failed module(s) result for all credits carried is not Failed Element (FE)
- (v) The failed module(s) are not pre-requisite for modules for the subsequent stage.

Carry-over of credits is subject to reasonable accommodation by the TU within the limitations of pre-requisite and co-requisite requirements, repeat attendance requirements, and scheduling. The Technological University cannot guarantee repeat attendance and is not obliged to facilitate the repeat module arrangements.

2.4 Award Level Progression

1. Progression from Level 6 Qualification (Higher Certificate) to an Add-on Level 7 Ordinary Bachelor Degree requires a Pass Award in the Level 6 Higher Certificate.
2. Progression from Level 7 Ordinary Degree to an Add-on Level 8 Honours Bachelor Degree requires
 - (a) A Pass Award in the Level 7 Ordinary Bachelor Degree.

Or

- (b) With Academic Council approval, a Level 8 Add-on Programme Board may decide that, in addition to requiring a Pass Award in the Level 7 Ordinary Bachelor Degree, a learner must achieve an overall average performance of not less than 50% in the Level 7 Ordinary Bachelor Degree. In this case, a learner who has successfully completed the Level 7 award, but whose performance has not reached the level required for progression to an Add-on Level 8 award, may:
- (i) Repeat classifying modules for progression purposes only. The Learner 's original award classification will still stand.
- or*
- (ii) Progress if they have obtained one or more year's suitable work experience in addition to obtaining the Level 7 Ordinary Bachelor Degree.
3. Progression from Level 8 (Honours Bachelor Degree NFQ Level 8) to Level 9 (Post Graduate Diploma NFQ Level 9) requires at least a Pass Award at Level 8 (Honours Bachelor Degree NFQ Level 8) in an appropriate discipline or equivalent.
 4. Progression from Level 8 (Honours Bachelor Degree NFQ Level 8) to Level 9 (Taught Master's Degree NFQ Level 9) requires at least an Honours (Lower Second-Class Honour) Award at Level 8 (Honours Bachelor Degree NFQ Level 8) in an appropriate discipline or equivalent.
 5. Subject to certain conditions, a graduate holding a higher education and training award may present for and, if successful, achieve a further major award at the same level within the same generic area of study. This must involve the attainment of new learning outcomes. In this case, the Technological University adheres to sectoral convention 5 on post-award achievement required for an additional major award at the same level. The *QQI Assessment & Standards (revised 2013)* sets out the minimum volume of newly certified learning required of a learner who is seeking to qualify for an additional major award at the same level within the same generic area of study.
 6. A Non-First-Year Admissions and Progression Policy is set out in TUS Admissions Office Policy & Procedures

2.5 Limitations of Progression

The limitations to the Progression Regulations include the following:

- (i) Where the learner has a credit deficit in excess of 10 ECTS credits, they are not permitted to register on additional modules until the deficit is cleared. Maximum number of credits for which a student is registered is 70 in any academic year or 40 in a semester.
- (ii) an award stage must be completed in its entirety before the learner can be registered on a subsequent progression award level
- (iii) failure to satisfy the outcomes of a prerequisite module precludes registration on the consequent module
- (iv) while the TU endeavours to provide the learner with every reasonable opportunity to complete a module, it reserves the right to cancel, suspend, or modify any module or programme.

3. Marginal Fail Compensation

Compensation is a process by which a learner, who fails to satisfy some of the regulations for credit in a specific module, is recommended for credit award on the grounds that the failure is offset by their performance in other modules in their semester or stage of their programme of study.

In such cases, where a learner has nearly, but not quite, demonstrated attainment of the relevant minimum intended learning outcomes for a particular module and its assessment components, the Board of Examiners will consider the overall performance of the learner. This consideration is informed by the learning outcomes for the programme as a whole. A marginal failure in one component should not preclude award or progression for a learner where the remaining academic profile suggests the opposite.

Marginal fail compensation applies for modules where the learner has demonstrated nearly but not quite the attainment of the relevant minimum intended learning outcomes for a particular module, and its associated assessment tasks.

Grades which are greater than or equal to 35% but less than 40% in the percentage grading system are awarded when a learner has nearly (but not quite) demonstrated attainment of the relevant minimum intended learning outcomes for a particular assessment task.

Performance at the first attempt in modules in a given stage/semester (of at least 25 ECTS credits) may be used to compensate in the same stage/semester, provided no module in the stage/semester has been failed outright. A pass earned in this way is referred to as a pass by compensation and is credit bearing.

Where a learner is marginally below a Pass mark of 40% (35% - 39% inclusive) in each of a string of independent modules in the same stage/semester, the results are reinforced. Consequently, it is justifiable to limit the number of independent modules that may be passed by compensation in a stage/semester. Because modules can have different credit sizes, it is reasonable to express such a limit as a proportion of the total available credit rather than the number of modules. This latter point assumes that the confidence in the grade is increased in larger volume (of credits) modules owing to compensation processes operating within the module.

In a programme based on stages/semesters, subject to conditions 1 - 4 specified below, a module can be passed by compensation (using passes in other modules from the same stage/semester) unless this is specifically precluded in the programme assessment strategy and approved programme schedule. Compensation can be applied automatically. Accordingly, the programme and module assessment strategies should consider this. Specifically, they should further ensure that compensation is consistent with the requirement that minimum intended programme learning outcomes are achieved before an award is recommended.

In the programme assessment strategy and approved programme schedule, certain modules may be designated as not passable by compensation.

3.1 Conditions for Marginal Fail Compensation

Compensation can only be applied in the following circumstances:

1. The learner has been assessed for all stage/semester modules and no module in the stage/semester has been failed outright (below 35%).

2. The results of all modules in the stage/semester are from first attempts.
3. In the case of full-time learner, the results are from the same end of semester/stage examination/assessment session.
4. The stage/semester-aggregate of credit-weighted excesses of percentage marks (over 40) is greater than or equal to twice the stage/semester-aggregate of credit-weighted deficits of marks (under 40) and the potentially compensatable results account for no more than one-third of the credit for the stage/semester: i.e., 20 credits in a 60-credit stage; 10 credits in a 30-credit semester; or, 5 credits in a 25-credit semester.

Marginal Fail Compensation applies only to enable a learner to pass a stage/semester. At the award stage, a learner who passes by compensation remains eligible for honours etc. Marginal Fail Compensation does not change the result of the modules passed in that way. When reporting marginally failed module(s) passed by compensation (on the European Diploma Supplement), the actual result is returned, along with an indication that the module pass has been granted by marginal fail compensation: example 37P.

4. Failed Elements

A programme consists of modules that are separately assessed. A component of a module is an assessed element of that module. In the context of module components:

1. In each module that consists of components, the marks awarded to each learner shall be the weighted total of the marks scored in the various components.
2. If a component of a module has a health & safety implication or is deemed to be of critical importance to the practice of the profession, a Programme Board may designate such a component as an essential element of the module. This requirement must be outlined in the special regulations associated with the programme including in the Approved Programme Schedule.
Failure in this component will result in the assignment of a “*failed element*” grade for the module.
 - The designation must relate to a component of the module as identified on the approved programme schedule i.e., final exam, lab/practical etc.
 - Only one component in any module may be so designated.
 - The designated component must be recorded in the approved programme schedule.
 - A mark of less than 35% in the designated component is defined as a failed element.
 - Should a Programme Board identify a requirement for more than one failed element within a module, it will be necessary to seek Academic Council Approval.
3. A module result of Failed Element (FE) on the Broadsheet of Examination Results shall apply to the situation of extreme weakness/failed component (failed element).

Notice of assessment components that must be passed in their own right, and the consequences of failing such an assessment component in an otherwise satisfactory assessment performance for the

module, must be notified in advance to all learners on the program by notice of the special regulations that are associated with their programme.

4. The special regulation of designating a component of a module that must be passed has to be identified in the *Approved Programme Schedule* and in the associated *Module Definition Form*.

5. Exemption

A student who wishes to change his/her enrolment status may apply to do so at the times and in the manner specified from time to time by the TU. Seeking a module exemption is an example of a registered student seeking to change their enrolment status.

TUS:MM operates a process for Recognition of Prior Learning (RPL) designed to facilitate learners accessing education or continuing their education. The policy and procedure for the management of exemptions, based on the recognition of existing and relevant prior learning is outlined in the ***TUS:MM Recognition of Prior Learning Policy***. Recognition or exemptions will only be given for completed modules and where the minimum intended module learning outcomes have been already achieved for the module(s) for which an exemption is sought. The demonstrable prior learning should be a sufficiently evidentially matched to the minimum intended module learning outcomes to justify exemption from the module in the context of the overall programme. RPL policy recognizes that a learner's prior knowledge, skill and competence may come from:

- (i) formal accredited learning or training known as certified learning; and/or
- (ii) non-certified, informal, experiential learning or 'on the job' learning obtained through previous training (certified or non-certified).

5.2 Categories of Learning Recognised for Exemption

The categories of learning within RPL include:

1. *Accreditation of Prior Certificated Learning (APCL)*: the recognition of formal learning for which certification has been awarded through a bona-fide educational institution or other education/training provider. Under the principle that such credit should only be awarded once, such prior learning requires recognition rather than accreditation.
2. *Accreditation of Prior Experiential Learning (APEL)*: the awarding of exemptions for un-certificated learning gained from experience. The recognition of prior un-certified learning is by way of exemptions for the achievement of learning outcomes associated with the prior experiential learning considered.

5.3 Criteria used in Assessing Exemption

The criteria used in the recognition of prior learning for the purposes of granting an exemption(s) are grounded in the principle that they are readily available, clearly understood, and applied consistently and fairly. The ***TUS:MM Recognition of Prior Learning Policy*** and ***RPL Student Handbook*** support this principle. To ensure consistency and fairness the following criteria are applied in the assessment of the information presented to support a students or prospective student's application for the recognition of their prior learning and thereby obtain an exemption: (i) Validity; (ii) Sufficiency; (iii) Authenticity; (iv) Reliability; (v) Currency.

5.4 Designation of Modules that Qualify for Exemption

Exemptions may be given on an academically accredited TUS:MM programme or module. Programmes

may also be professionally accredited by a professional or external awarding body. The applicant would have to comply to the RPL policy and procedures that such bodies may also operate when seeking an exemption.

5.5 Award Classification based on Exempted Modules

- (i) Recognition or exemptions will only be given for complete modules.
- (ii) Where the minimum intended module learning outcomes have been already achieved for the module(s) for which an exemption is sought.
- (iii) For a maximum of 50% of the total credits associated with the Award Classifying Modules (modules that contribute to the award classification are termed Award Classifying Modules).

In alignment with QQI Sectoral Conventions (Assessment and Standards, Revised 2013), where RPL is granted in an Award Classifying Module (normally in an award stage module) then the RPL module exemption must be given a grade in that module (for award classification purposes). Exempted marks come from other modules in which marks are awarded in that stage. The maximum number of credits that can be exempted through the RPL process can be no more than 50% for the applied programme.

5.6 Conditions associated with the application of Exemptions

ECTS credits may be recognised for exemptions awarded to a student subject to the *TUS:MM Recognition of Prior Learning (RPL) Policy*.

Students required to repeat a year or a full semester under the progression policy of the TU are not eligible for further exemption in individual modules in that year or semester.

A student to whom exemptions have been granted, and who presents for further examination in any or all of the exempted examination subjects, shall be deemed to have waived the exemptions granted. The waiver of exemptions cancels the original result(s) which cannot be restored for the purpose of further attempts at the examination.

5.7 Noting of Exemption(s) on a Student's Academic Record

The convention for the noting of exemption(s) on a Student Academic Record is as follows:

EX: Exemption(s) Granted

6. Deferral of a Module Terminal Examination or Assessment

If an application for a deferral of module's Terminal Examination or assessment is made by a Learner prior to the scheduled date for that assessment, based on a valid cause with appropriate documentation, then the Dean of the Faculty/School or Head of Department may approve such a deferral without penalty, and inform the Programme Board of Examiners for ratification.

In order to qualify for consideration, the adverse circumstances or events must be unforeseeable or unpreventable as far as the learner is concerned, and sufficiently disruptive to have a significant adverse effect on the academic performance of the learner or his/her ability to complete assignments by the due date.

Normally reasons why a Terminal Examination or assessment can be deferred fall under the following headings:

- Personal illness - (Medical Certificate from a Doctor is required)

- Death of a family member or close relative – (A Death Certificate or Notice of Death is required).
- COVID-19 related or a Force Majeure event impacting on the operation of terminal examinations/assessments

A deferral of a module assessment will only be allowed for within the academic year and stage in which the student is registered. The student must complete the deferred examination/assessment at the next examination/assessment opportunity for that module, where circumstances permit.

Reallocation of Assessment

Specifically, in the case of a continuous assessment examinations, where deferral is not an option, the Dean of the Faculty/School/Head of Department or Lecturer, may recommend the reallocation of assessment marks to the Terminal Examination or Terminal Assessment based on valid cause with appropriate documentation that supports the request for a displaced assessment (Medical certification of personal illness; death notice).

7. Withdrawal

A student who wishes to change their enrolment status may apply to do so at the times and in the manner specified from time to time by the TU. Withdrawal is an example of a student seeking to change their enrolment status.

Any learner who, for whatever reason, does not wish to continue their studies for the current academic year may withdraw from the TU in accordance with the withdrawal procedure set down by the Registration office, which is published in the student handbook. Failure to comply with the TU's withdrawal procedures (including the completion of a withdrawal form) may have consequences for a learner's recorded academic standing and re-admission to a further programme of study.

7.1 Consequences of Withdrawal on the Academic Award Standing of the Learner

A learner may apply to withdraw from a programme at any point during the academic year.

A student who formally applies for withdrawal from a programme within the permitted timelines noted in the Student Handbook will hold an academic standing of "Withdrawn" for the modules and stage on which they were enrolled.

Where a student fails to withdraw and fails to attend or take an assessment or assessment element (either continuous assessment and/or module terminal examination) and provides no mitigating explanation or proof of extenuating circumstances, this is recorded as an absent examination/assessment attempt by the learner.

Therefore, failure to withdraw, or withdrawal beyond the assessment period for a module, will be deemed an end of semester/stage examination/assessment attempt for the module and an absent examination/assessment attempt by the learner.

7.2 Noting of Withdrawal on a Student's Academic Record

The formal notification of withdrawal from the semester/stage on the student's academic record, within the governing timelines for withdrawal, is recorded as:

WD: Withdrawal or *WG* (for students who withdraw post end of semester 1/Stage

examination/assessment session.)

8. Aegrotat Award

In circumstances, relating to assessment for an award where the Board of Examiners has insufficient evidence to determine a Learner's performance but is satisfied that, but for illness or other valid cause, the Learner would have achieved the required standard, the Board of Examiners may recommend that an unclassified award be made.

Prior to making a recommendation of such an Aegrotat award the Vice President Academic Affairs and Registrar shall establish that the Learner has agreed to accept such an award.

A Learner who accepts an Aegrotat award waives the entitlement to be reassessed.

A Learner who elects to be reassessed rather than accept an Aegrotat award shall waive the entitlement to such an award.

9. Posthumous Award

In the event of the premature death of a fully registered student attending the award stage of their programme of study, an award may be conferred posthumously, where the Technological University considers such an award to be appropriate.

10. Procedures governing the Review by a Learner of their Examination /Assessment Results

A learner may consult with their Faculty/School to clarify their examination and/or assessment module results. This, in itself, will not alter marks awarded, and represents an information request.

Following the publication of the end of semester/stage examination and/or assessment results, the learner will be afforded an opportunity to formally review their examination/assessment results.

10.1 Grounds for an Examination/Assessment Review

An Examination/Assessment Review is a review of a decision of the Board of Examiners and means the rechecking and re-consideration in detail of all or part of the existing examination/assessment material.

A learner may not seek a review of the academic judgement of the examiners. Reviews submitted simply because a learner disagrees, or is unhappy, with the mark they have been awarded will not be considered.

The process for dealing with reviews will meet the same standards of fairness, consistency, and fitness for purpose as assessment in general.

1. The examination/assessment regulations of the TU have not been properly implemented, and where there is a prima facie case that this has had an adverse effect on the Learner's performance.
or
2. Compassionate/Extenuating circumstances related to the Learner's examination/assessment situation were made known to the TU by the Learner prior to or during or within 5 working days of the

examination/assessment concerned of which the Board of Examiners were unaware. This refers to a situation where the extenuating circumstances were not drawn to the attention of the Board of Examiners because:

- either they were unknown to the learner at the appropriate time
- or the learner was unable to present the information because of circumstances outside his/her control

or

3. There has been an error in the recording and addition of marks on a particular examination script/assessment
or
4. For a learner with disability or special educational need, the agreed revised examination/assessment procedures were not implemented, or agreed support was not made available.

10.2 Procedures to be followed to request an Examination/Assessment Review

1. Application forms are available from the Examinations Office and are available on the website.
2. An application, signed by the applicant and accompanied by the appropriate fee for an Examination/Assessment Review, should be received by the Examinations Office within five working days of the publication of the Learner's results. Only a written request for an Examination/Assessment Review, signed by the Learner concerned, is considered. Where a learner is out of the jurisdiction or is incapable of entering a signed application for review, clear authorisation for same must be supplied.
3. The application for an Examination/Assessment Review must identify the examination(s)/assessment(s) for which the Examination/Assessment Review is being sought. It must also specify with supporting statement the grounds on which an Examination/Assessment Review is sought and must contain all information that the Learner requests to have considered in the Examination/Assessment Review.
4. The application will be checked by the Vice President Academic Affairs and Registrar to determine if the grounds for the Examination/Assessment Review are met. This check will include an administrative recheck of the recording and addition of marks by the Dean of Faculty/School or Head of Department and/or the module lecturer(s).
5. The Vice President Academic Affairs and Registrar may dismiss a request for an Examination/Assessment Review in the following circumstances:
 - when the review request is lodged late, without a satisfactory explanation
 - when it can be demonstrated that the review request does not comply with these regulations
 - when it can be shown that the review, although complying with these regulations, could not lead to any change in the assessment which is the subject of the review. Such a conclusion may follow from the assessment structure of the programme concerned but may not be based on qualitative judgements concerning the possible outcome of the requester's case).

6. Where the Vice President Academic Affairs and Registrar deems an application valid, the Application for the Examination/Assessment Review shall be forwarded to the Dean of Faculty/School or Head of Department, who will ensure that this will be carried out within five working days.
7. When the Dean of Faculty/School or Head of Department suspects that a delay is envisaged in the process of Examination/Assessment Review, the Dean of Faculty/School or Head of Department shall advise the Vice President Academic Affairs and Registrar in writing of the delay, the reasons for the delay and the expected completion date for the Examination/Assessment Review. The Vice President Academic Affairs and Registrar shall so inform the Learner in writing.
8. Two people will normally carry out the Examination/Assessment Review: Dean of Faculty/School or Head of Department or nominee, and Internal Examiner.
9. Where necessary the External Examiner or an appropriate academic may substitute for Internal Examiner.
10. Recommendation on the Examination/Assessment Review will be reported on the appropriate form to the Vice President Academic Affairs and Registrar by the Dean of Faculty/School or Head of Department.
11. In the case where there appears to be grounds for a change in grades, the report from the Dean of Faculty/School or Head of Department should be accompanied by all relevant supporting documentation e.g., Board of Examiners meeting minutes.
12. Upon receipt of the Report, the Vice President Academic Affairs and Registrar will, on the result of the Examination/Assessment Review, authorize that result for release and instruct the Examinations Office to communicate that result to the Learner.
13. If a change in a grade is recommended by the Dean of Faculty/School or Head of Department, and where that recommendation is accepted, the Vice President for Academic Affairs & Registrar makes the necessary arrangements to have the official result amended by the Examination Office. Statistics reports for academic council are amended accordingly.
14. A learner has a right to appeal the result of an Examination/Assessment Review to the Board of Appeal, according to the procedures set out in the *Academic Council Bylaw 2 Board of Appeal*.

10.3 Appeal

An appeal means a request to a higher authority for the alteration of the decision or judgement of a lower one. The regulation and procedures for the conduct of appeals are outlined in the *Academic Council Bylaw 2 Board of Appeal*.

11. Assessment Infringements

It is an unfair practice to commit any act whereby a person may obtain, for himself/herself or for another, an unfair advantage which may (or may not) lead to a higher mark or grade than his/her abilities would otherwise secure in the examination or assessment process.

In particular, without prejudice to the generality of the foregoing, it is considered unfair practice and a breach of assessment regulations when any actual or attempted form of academic misconduct as outlined has been formally investigated and concluded as having occurred in line with the forms of academic misconduct outlined.

11.1 Forms of Academic Infringements

An academic infringement occurs when the student engages in one or more of the following types of academic misconduct:

- (i) introduce into the examination setting any unauthorised form of written or other material into an examination, including that which is stored electronically, materials such as a book, mathematical tables, manuscripts or loose papers of any kind, electronic communication devices, or any other source of unauthorised information (whether accessed/used/viewed during the examination/assessment or not). These items should be placed in the designated areas away from the learner's desk, in advance of the commencement of the examination, as advised by the invigilator/supervisor
- (ii) communicate with any other person within, or outside, the examination centre (including use of mobile phone or other mobile communication device), except as authorized by an invigilator/supervisor
- (iii) copy or use in any other way unauthorised materials or the work of any other learner
- (iv) collude or consciously collaborate, without official approval –

Collusion may occur between two or more learners in the preparation and production of work which is ultimately submitted by each in an identical or substantially similar form, and/or is represented by each to be the product of his/her individual efforts. Collusion also occurs when there is unauthorised co-operation between a learner and another person in the preparation and production of work, which is then submitted by the learner as his/her own

- (v) impersonate an examination learner or allow oneself to be impersonated
- (vi) forge, alter or misuse any Technological University documents, records or student identity cards
- (vii) engage in plagiarism by using other people's work and submitting it for assessment as though it were one's own work.

Plagiarism is defined as the presentation of work, written or otherwise, of any other person, including one's lecturer, another learner, a family member, or another institution, as the learner's own. Plagiarism includes:

- verbatim copying of another's work without clear identification, appropriate reference, and acknowledgement
- close paraphrasing of another's work by simply changing a few words or altering the order of presentation without clear identification, appropriate reference, and acknowledgement
- unidentified/unacknowledged presentation of another's concept as one's own
- unauthorised use or close imitation of the language and thoughts of another author and the representation of them as one's own original work
- unwarranted support from others (e.g., parents, professionals) in preparing continuous assessment material which is submitted as one's own work
- something used and represented in this manner

If a learner provides work to another learner for him/her to copy, s/he may be implicated in the suspected offence.

- (viii) claim either to have conducted work i.e., carried out experiments, observations, interviews or any form of research, which one has not in fact carried out; or claim to have obtained results which have not in fact been obtained

- (ix) submit false claims of prior qualification, research or experience in order to gain credit for prior learning.
- (x) possess copies of examination questions, or examination papers, in advance of the examination being held.
- (xi) Any other forms of academic misconduct that constitute an academic infringement of the TU.

11.2 Investigation of Academic Infringements

When an assessment infringement is alleged to have occurred, a *Board of Assessment Enquiry* shall be conducted into the known and relevant circumstances of the alleged assessment infringement.

The student will be informed of the outcome of their breach of assessment regulations by the Board of Assessment Enquiry. Where a student has been found to be in breach, the student has a right to appeal the decision of the Board of Assessment Enquiry to a Board of Appeal.

When the student has been determined to have committed an assessment infringement by a Board of Assessment Enquiry, the Board will determine a penalty, based on that determination. The result of the Board of Assessment Enquiry will be conveyed to the Board of Examiners at its next sitting.

11.3 Penalties applied for Academic Infringements

The Board of Assessment of Inquiry for the investigation of breaches of assessment regulations determines the penalty appropriate to each case, on a case-per-case basis. Where a learner has been found guilty of breaching the assessment regulations of the TU, the penalties that are available to impose include one or any combination of *inter alia*:

1. A written warning, which may or may not be entered on the learner's academic record depending on the nature of the offence
2. A redistribution of marks allocated or a reduction in marks allocated to reflect the serious nature of the offence committed. This can include:
 - a) the cancellation of the learner's marks for all or part of the module assessment or its constituent component assessment in which the offence was committed by assigning a mark of ZERO
 - b) the cancellation of the learner's marks for the whole module concerned by assigning a mark of ZERO
 - c) the cancellation of the learner's marks for all of the modules for the particular semester/stage of study by assigning a mark of ZERO.
3. Where a mark of ZERO is given in (a), (b), or (c) above the penalty notice will include notification of the period of time that must elapse before the student can be entitled to seek a reassessment. This may include:
 - a) the student being allowed to resit at the next available sitting
 - b) the postponement of the student's facility to resit for one year
 - c) the student's progress to be postponed for one academic year
4. The reduction of the award classification result by one class or the non-award of a merit/honour/distinction, as appropriate
5. Dis-qualification of the student from any future examination of the awarding body.
6. A declaration that the student is ineligible for any special award of the Technological University
7. Suspension of the student from all activities of the Technological University for a fixed period of

time

8. A recommendation to Academic Council/Governing Body for the formal expulsion of the student.

The conduct and operation of the Board of Assessment of Inquiry is outlined in *TUS:MM Assessment Regulations and Procedures*

12. Revocation of an Award

The Academic Council may revoke any award made by the TU and all privileges connected therewith if it shall be discovered at any time and proven to the satisfaction of the TU that the award is found to have been obtained by fraud or deception. The process to be undertaken by TU are those that apply in dealing with Assessment Infringements.

13. Direct Entry

The Direct Entry admissions process is relevant for programmes that include the following:

- (i) New programmes that were validated post the publication of the CAO listing and are therefore not available via the CAO listing of programmes.
- (ii) An NFQ Level 6 programme that is an embedded programme on an equivalent Level 7 and/or Level 8 programme which is published on the CAO listing
- (iii) Programmes that are not published via CAO

13.1 Direct Entry to a Full-Time Undergraduate Programme

In the context of (i), (ii) and (iii) above, direct entry to full-time undergraduate programme will be subject to a number of considerations and conditions including:

- (i) Direct entry students must meet the entry requirements for the programme and any other relevant entry criteria determined (e.g., cut-off points) for the particular programme. This is the primary condition governing Direct Entry requests and must be fulfilled by the applicant student.
- (ii) The availability of a place on the stage of the programme they seek to enter and/or student quotas applying in that stage for directed learning activities (examples: laboratory work)
- (iii) The timeline in which the application is made

Conditions (i) to (iii) above are considered by the Faculty/Department that the student seeks to enter.

The policy that supports the operation of this section is the *TUS:MM Direct Entry Policy & Application Process*.

14. Internal Transfer

A student who wishes to change their enrolment status may apply to do so at the times and in the manner specified from time to time by the TU. Internal transfer would be an example of a student seeking to change their enrolment status on a full-time undergraduate programme of study.

An internal transfer is enabled, subject to conditions, for a student to enter an alternative new programme of study from that which they initially applied for, were accepted onto, and registered on.

14.1 Internal Transfer from a Full-Time Undergraduate Programme to an Alternative Full-Time Undergraduate Programme

An Internal Transfer request from a registered student on a full-time undergraduate programme to an alternative full-time undergraduate programme is only granted in circumstances that pertain to: (i) the programme, that is, the nature of the programme that the learner is seeking to transfer from and to, including the availability of a place on that stage of the programme; (ii) the learner's academic status prior to entering their current programme; and (iii) their ability to have the requisite knowledge to enter the stage of the programme for which they are seeking entry to.

Internal transfer request from a non-first year student to a later stage of an alternative programme will be considered under the *TUS:MM Advanced Entry Policy* or *TUS:MM Recognition of Prior Learning Policy*, based on the circumstances presented by the case. Such applications will be made through the Admissions Office and adjudicated on by the relevant faculty.

14.2 Internal Transfer Arrangements for First Year Undergraduate Students

The eligibility of a first-year registered student on a full-time undergraduate programme to transfer to Stage 1 of an alternative full-time undergraduate programme will be subject to a number of considerations and conditions in the ranked order outlined below including:

- (i) The student must meet the minimum entry requirements and any other relevant eligibility criteria (CAO cut-off points) of the programme they wish to transfer to. This is the primary condition governing internal transfer requests and must be fulfilled by the applicant student.
- (ii) The availability of a place on Stage 1 of the programme they seek to enter and/or student quotas applying in Stage 1 for directed learning activities (examples: laboratory work).
- (iii) The timeline in which the application is made
- (iv) The reasons for which the student is seeking to transfer
- (v) The capacity of the student to successfully engage in the new programme of study.

Conditions (ii) to (v) above are considered by the Faculty/Department that the student seeks to enter.

The policy that supports the operation of internal transfer is the *TUS:MM: Internal Transfer Policy & Application Process*

Appendix 1: Classifications for Major Awards made by TUS:MM based on the National Framework of Qualification (NFQ)

Classification of Higher Certificates (Level 6) and Ordinary Bachelor's Degrees (Level 7)	GPA boundary values	PPA boundary values	Description
Distinction	3.25	70%	Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Merit Grade 1	3.0	60%	Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Merit Grade 2	2.5	50%	Indicative descriptor: Achievement includes that required for a Pass and in some respects, is significantly beyond this
Pass	2.0	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

Classification of Honours Bachelor's degrees (Level 8) and Higher Diplomas (Level 8)	GPA boundary values	PPA boundary values	Description
First-class Honours	3.25	70%	Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Second-class Honours Grade 1	3.0	60%	Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Second-class Honours Grade 2	2.5	50%	Indicative descriptor: Achievement includes that required for a Pass and in some respects is significantly beyond this
Pass	2.0	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

Classification of Postgraduate Diploma (Level 9)	GPA boundary values	PPA boundary values	Description
Distinction	3.25	70%	Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Merit	3.0	60%	Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Pass	2.0	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

Classification of Taught Master's degrees (Level 9)	GPA boundary values	PPA boundary values	Description
First-class honours	3.25	70%	Indicative descriptor: Achievement includes that required for a Pass and in most respects is significantly and consistently beyond this
Second-class honours	3.0	60%	Indicative descriptor: Achievement includes that required for a Pass and in many respects is significantly beyond this
Pass	2.0	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

Classification of Research degrees	GPA boundary values	PPA boundary values	Description
Unclassified (recognised as equivalent to an honour classification for progression and purposes)	N/A	N/A	Definitive descriptor: Attains all the minimum intended learning outcomes for the relevant research degree programme

Other unclassified awards	GPA boundary values	PPA boundary values	Description
Unclassified	2.0	40%	Definitive descriptor: Attains all the minimum intended programme learning outcomes

Appendix 2: Special Regulations for the School of Art and Design and the Department of Applied Science

1. Special Regulations for the School of Art and Design

The regulations as outlined in these Marks & Standards apply to the School of Art and Design with the following specialised criteria.

1.1 Procedures for Monitoring Student Performance

Recommendation for student attendance: In order to progress through each successive stage in the School of Art and Design, students are advised to attend studios, workshops, lectures, seminars, and tutorials as required.

1.2 Stages 1, 2, 3, 4 of all Degree Programmes

1. These Programmes are structured into two 15-week semesters.
2. Student progression is monitored through Progress Reviews at the two mid-semester points.
3. The purpose of the Progress Review is to:
 - (a) evaluate progress to date
 - (b) ascertain the student's comparative strengths and weaknesses
 - (c) give an indication of the standard of each aspect of the student's work,
 - (d) pinpoint areas of possible weakness
 - (e) give appropriate guidance in preparation for the end of the semester and end-of-stage assessment.
4. After Progress Reviews have taken place, individual tutorials are undertaken where the views and recommendations arising out of the Review are communicated to the student. This is supported by a written report that is signed by both the staff carrying out the tutorial and the student. One copy of this report is placed in the student's record file and the other is kept by the student.
5. It is the student's responsibility to ensure that he or she has read and signed his or her report within one week of the tutorial.
6. Examinations in the form of Formal Graded Assessments carried out by members of the Programme Assessment Team take place at the end of each semester of each stage of the programme.
7. A student must pass all semester examinations in each stage of the programme in order to progress to the next stage or to graduate with an award.
8. If a student fails in the Main study at Semesters 1, 3, 5, or 7, with a grade in the range of 30%-39%, a Withheld Result will be entered onto the Semester Examination Broadsheet and the student will be allowed to continue to either Semester 2, 4, 6, 8, but will be placed on Conditional Approval (Reference *Section 4.8.1.3*).
9. If a student fails in the Main Study Subject with a grade below 30% in Semesters 1, 3, 5, or 7, he or she will be allowed to proceed to the subsequent semester examination but will not be allowed to proceed to the next stage of the programme until the failed semester has been successfully repeated.
10. If a student is awarded a Fail grade below 40% in the Main Study Subject at either Semester 2, 4, 6, or 8 he or she will fail the examination outright and will not be allowed to proceed to the next stage or to graduate until the failed semester has been successfully repeated.

11. A student who fails the Discipline Elective module in semester 2 of the programme with a mark between 35% - 39% may pass the examination as a whole by application of the compensation rule, if the marks in the Selected Discipline module are double the deficiency of the failed module above the Pass threshold.
12. A student who fails the Critical and Contextual Studies module in any semester of the programme with a mark between 35% -39% may pass the examination as a whole by application of the Compensation rule, if the marks in the Main Study are double the deficiency of the failed module above the Pass threshold.
13. Compensation cannot be applied to a Main Study failure.
14. If a student fails the Critical and Contextual Studies module at Semesters 1, 3, 5 or 7 of the programmes with a mark between 30% and 34%, a Withheld Result will be entered for the total examination. The student will be allowed to proceed to Semesters 2, 4, 6, or 8 but will be placed on Conditional Approval.
15. A student who fails Critical and Contextual Studies at Semesters 1, 3, 5, or 7 with a mark below 30% will be allowed to progress to the succeeding semester and its examination point but will have to successfully resubmit all the Failed CCS Assessment requirements over this semester before he or she is allowed to progress to the following stage or to graduate. A student who having resubmitted work that still falls below the 40% Pass threshold will have to successfully repeat the module over a succeeding semester before he or she is allowed to progress to a following stage or to graduate.
16. If a student fails the Critical and Contextual Studies module at Semesters 2, 4, 6, or 8 with a mark below 34% the student will not be allowed to progress to the succeeding stage or to graduate until the failed module examination requirements are successfully resubmitted to either the succeeding Autumn Repeat Board of Examiners or the following Stage's appropriate Summer Examination Board.
17. In Semesters 1, 3, 5, and 7, 50% of the overall marks attained by a student are carried forward to Semesters 2, 4, 6, and 8. At the end of these Semesters, 50% of the student's overall mark achieved is aggregated with the 50% carry forward mark to arrive at an overall grade at the end of Stages 1, 2, and 3, and a final grade and Classification at the end of Stage 4.
18. Pass thresholds apply to all modules but do not apply to module elements.

1.3 Professional Master of Education in Art and Design with Digital Media

This programme is structured into two 30-week stages. Progress is monitored by:

1. Supervision of School Placement on at least six occasions
2. A series of assignments in Foundation of Education Studies and Professional Studies modules
3. Reviews of studio work in Art and Design Curriculum and Practice modules.

1.4 Conditional Approval

1. Conditional Approval is defined as a period of approximately eight weeks duration up to the progress Review Point of Semesters 2, 4, 6, or 8, during which, a student and his or her work are under particular scrutiny in order to establish whether he or she has the capacity to successfully retrieve poor academic performance from Semesters 1, 3, 5, or 7.
2. A student may be placed on Conditional Approval for any of the following reasons:
 - (a) Overall attainment is below the required pass standard in any or all modules and compensation cannot apply
 - (b) Incomplete submission of course work.

3. If a student successfully completes the Conditional Approval period and a Retrieval of Performance has taken place by the succeeding semesters Progress Review Point, an Examination Broadsheet Amendment will be completed and the original failure grade entered into the previous semesters Examination Broadsheet will be amended to show a Pass mark of 40%.
4. If a student fails to satisfactorily complete a Conditional Approval period, and a Retrieval of Performance has NOT taken place by the following semesters Progress Review Point, an Examination Broadsheet Amendment will be completed, and the previous semesters Withheld Result will be amended so that the original Fail Grade will stand. The student will be allowed to proceed to the subsequent semester examination but will not be allowed to progress to the following stage or to graduate until the failed semester has been successfully repeated.
5. The decision to place a student on Conditional Approval is in the hands of the appropriate Examination Board. The student will consequently be informed in writing of such a decision. The student may appeal such a decision through the normal appeals process.

1.5 Studio Based Work Deadlines

The regulations concerning adherence to deadlines in Studio Based Work are as follows:

1. If a student fails to meet project deadlines, but submits within five working days of the deadline, they may only receive a maximum mark of 40% (the pass mark).
2. Work that arrives after five working days receives no mark or accreditation. There are normally two exceptions to this regulation:
 - (a) When the student has been ill, or has suffered a close family bereavement, in which case certification is required
 - (b) There is other good cause that can be supported by appropriate evidence submitted to the Head of Department within five working days of the deadline (see *Section 4.9.3*).

If a student is covered by one of these exceptions, they are allowed an extension up to a specifically agreed cut-off date.

For deadlines in Critical and Contextual Studies see CCS Handbook.

1.6 Examination Repeats

1. Non-award bearing examinations or stages
 - (a) In Stages 1, 2, 3, and 4 an Autumn Repeat examination is only possible in Critical and Contextual Studies for students achieving a failure mark of below 34% in the original examination
 - (b) For Main Study Repeat, a student may re-attend the Failed Semester in a following Stage and resubmit for the appropriate examination at the end of that semester.
2. Award Bearing Examinations
 - (a) In the Honours Degrees in Fine Art and Design, repeat examinations in the Main Study are not possible in the Autumn Repeat Examinations. Students failing the Main Study examination will have to successfully repeat the semester in order to progress to the following stage or to graduate. A Student repeating the semester leading to an Award Bearing Examination may only be awarded a PASS Classification at either of these examinations
 - (b) In the Professional Master of Education in Art and Design with Digital Media, repeat examination in School Placement at Stage One and Stage Two is not possible in the

Autumn Repeat Examinations. Students failing School Placement at either Stage One or Two will have to successfully repeat the module during the following academic year and resubmit for the appropriate Summer Board of Examiners at the end of that academic year in order to progress or graduate. A student repeating School Placement in Stage Two may only be awarded a PASS Classification.

2. Department of Applied Science – Special Assessment Regulations

A Learner must achieve both a minimum of 40% in the Practical Assessment Component and 35% in the Final Exam assessment component to achieve an overall pass mark in the module.