

Academic Regulations for Taught Programmes 2026-2027

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Academic Regulations for Taught Programmes

1. Introduction and context

South East Technological University ('SETU'/'the University') has developed a quality assurance framework (SETU Quality Framework) which establishes the principles, philosophy and context that guides the University's quality assurance and quality enhancement activities. Governing Body and Academic Council are central to academic quality assurance and quality enhancement, while recognising that quality assurance and quality enhancement must permeate all of the activities of the University.

The Technological Universities Act, 2018 (section 17(1)) specifies that SETU shall have an Academic Council which shall control the academic affairs of SETU, including the curriculum of, and instruction and education provided by, SETU. Academic Council has the primary responsibility, therefore, for ensuring the quality of all academic programmes, the learning environment in which those programmes are delivered and the assessment of those programmes leading to final award, with oversight provided by Governing Body.

The academic regulations contained in this document are approved and published by the University's Academic Council, and are an expression of Academic Council's responsibility for quality assurance and quality enhancement in the taught programme space. These regulations are informed by national and international policies and guidance as appropriate, such as the *Joint-Sectoral Protocol between Designated Awarding Bodies and Quality and Qualifications Ireland for the Inclusion of Qualifications within the National Framework of Qualifications* (Quality and Qualifications Ireland, 2022), *Assessment and Standards, Revised 2022* (Quality and Qualifications Ireland, 2022), *Core Statutory Quality Assurance Guidelines* (Quality and Qualifications Ireland, 2016) and the *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)* (2015).

2. Purpose

The Academic Regulations for Taught Programmes ('the regulations') for SETU set out the University regulations as they pertain to all SETU taught programmes and students of SETU taught programmes¹. The application of these regulations is mandatory across

¹ Regulations relating to SETU research programmes and SETU research students are set out separately as part of the SETU Research Degree Regulations.

the University. Any variations from these regulations must be approved by Academic Council, and must be appropriately communicated to any affected stakeholders as part of relevant programme information.

3. Scope

These regulations apply to all taught programmes of the University and to all students of taught programmes of the University (including Professional Master's programmes, micro-credentials, the taught elements of research degrees, and independent modules). All members of the University community should follow and implement these regulations, which includes (but is not limited to) students and staff members of SETU. Any reference to programme(s) in these regulations should be understood as referring to taught programme(s). These regulations should be read with reference to other and programme specific regulations.

In order to reflect the transitional nature of SETU as a recently merged entity, with evolving merging of academic practices, the regulations must provide for the evolution of specific regulations, policies and procedures in the interests of students and orderly transition.

In this regard, as appropriate, the regulations – at specific points - identify supporting documents as they apply to the old Academic Delivery Framework (ADF) system and the old Semesterisation and Modularisation (SAM) system respectively. For avoidance of any doubt, the ADF system applies to programmes that relate to the Carlow, Wexford and Wicklow campuses, while the SAM system applies to programmes that relate to the Waterford campuses.

4. Principles

The principles that apply are as follows:

1. All taught programmes and students of taught programmes across the University must follow these regulations.
2. Any variations from these regulations for specific taught programmes must be approved by Academic Council and should be appropriately communicated to stakeholders as part of relevant programme information (such as through information on the SETU website and in other publications and documents as necessary).

3. All SETU taught programmes have entry requirements, which must be met or satisfied by prospective candidates before they can register as students of the University and gain admission to programmes of the University.
4. The University sets out regulations regarding the delivery of taught programmes, which apply across all taught programmes.
5. Assessment of learning, grading of assessments and feedback to students is to be conducted in a fair, equitable and transparent manner.
6. Specific requirements apply and must be satisfied in order for students to progress between stages or transfer between programmes.
7. The University will confer awards on graduates when they satisfy the relevant requirements of the University.
8. Awards are based on the achievement of defined learning outcomes at programme level.
9. Students are expected, at all times, to conduct themselves in an appropriate manner.

5. Glossary of terms

‘Assessment’ means a form of assessment (which can include an examination and/or any form of continuous assessment) which a student is required to complete as part of their studies.

‘Continuous Assessment’ means any assessed work which is not an ‘Examination’ (see definition of ‘Examination’ below). This would include (but not be limited to) computer-based or practical assessments and other forms of assessment such as online or other forms of examinations that are undertaken in non-invigilated conditions.

‘Examination’ means a written assessment within a formal examination setting, which is subject to formal invigilation and a fixed time period for the candidate to complete the required work.

‘Examination Board’ means a body established by the University that meets at the end of each examination session to confirm module marks, student progression and achievement. The term ‘Board of Examiners’ may also be used here.

‘Formative assessment’ means assessment that aims to support the student in attaining specified learning outcomes. Formative assessment is designed to provide information and feedback to students so that they can improve their learning. The results of formative assessments are not taken into consideration in the determination/calculation of student grades/marks.

‘Internal Examiner’ means an SETU-appointed internal examiner(s) for an SETU assessment who is normally a lecturer who delivered the module.

‘Invigilation’ means the supervision of students in an examination setting by an invigilator.

‘Invigilator’ means a person(s) appointed by the University in the role of invigilator, who are independent of the teaching and assessment of the students who are present in the examination setting.

‘Learning Outcomes’ describe what a student is expected to know, to understand and/or be able to do following successful completion of a module or a programme.

‘Module’ is a self-contained, standard unit of a student's learning.

‘Programme’ is the specified programme of study that a student must pursue to earn an award. A programme is comprised of modules.

‘Programme Board’ means a body established by the University with overall responsibility for a particular programme(s), including the programme assessment strategy.

‘Student’ is any person who has accepted an offer to study and is pursuing a course of study at SETU and includes any Visiting Student.

‘Summative Assessment’ is any form of assessment attempted by a student which is graded and which is then taken in to consideration in determining whether a student can progress to the next stage or has completed the requirements of their award.

‘Visiting Student’ means any Student who may also be bound by the terms and conditions of their contract (of employment and/or the policies and procedures of their host institution) and are considered as Students under SETU Regulations, Policies and Procedures to include these regulations.

6. Entry requirements

6.1 Introduction

6.1.1 SETU sets entry requirements for all of its taught programmes, which prospective candidates must meet or satisfy at a minimum in order to register as a student and gain admission to programmes. Specific programmes may have additional requirements outside of or beyond the entry requirements set out in these regulations, and/or may have higher requirements or standards than those entry requirements set out in these regulations. In such circumstances, these additional/higher requirements or standards must be approved by Academic Council and shall be specified as part of relevant programme information.

6.1.2 Where approved by Academic Council, entry requirements for specific programmes can be set below the minimum entry standards specified in these regulations. The minimum entry standard then approved for the programme shall be specified as part of relevant programme information.

6.2 Registration

6.2.1 To be a student of SETU, individuals must be registered on a relevant programme of study, having firstly received and accepted a formal offer from the University. It is the responsibility of the student to ensure that the student's registration is up-to-date and complete.

6.2.2 As the demand for places can exceed the available numbers of places on programmes and a competitive process may be required, a candidate may not be offered a place on a programme even if they meet the entry requirements for the programme.

6.3 Entry requirements – Irish Leaving Certificate

6.3.1 The minimum entry standard for applicants to programmes leading to National Framework of Qualifications (NFQ) Level² 6 and 7 awards is grade H7 (Higher Level) or O6 (Ordinary Level) or higher in five subjects, including Mathematics and either English or Irish.

6.3.2 The minimum entry standard for applicants to programmes leading to NFQ Level 8 awards is grade H5 (Higher Level) or higher in two subjects, plus four subjects at H7 (Higher Level) or O6 (Ordinary Level) or higher, including Mathematics and either English or Irish.

² 'Level' refers to the level on the National Framework of Qualifications.

6.3.3 The University may offer matriculation examination(s) to provide applicants with an additional opportunity to meet the entry requirements on some programmes.

6.4 Entry requirements – QQI-FET awards

6.4.1 The minimum entry standard for applicants to programmes leading to NFQ Level 6 and Level 7 awards is a full QQI-FET Level 5 major award.

6.4.2 The minimum entry standard for applicants to programmes leading to NFQ Level 8 awards is a full QQI-FET Level 5 major award including a Distinction Grade in at least 3 modules.

6.5 Entry requirements – International applicants

6.5.1 If English is not an applicant's first language, evidence of competence in English must be presented. The minimum entry standards for competence in English are as agreed by Academic Council and are as set out as the University's English Language Policy.

6.5.2 Applicants presenting with European/non-European School leaving qualifications are evaluated using the relevant SETU Admissions Policies.

6.5.3 Applications for admission by non-European Union (EU) applicants and EU applicants applying for entry to the University under European student mobility schemes are assessed with reference to the NFQ. The University will advise prospective applicants of the necessary requirements.

6.6 Entry requirements – Postgraduate programmes

6.6.1 The minimum entry standard for applicants to programmes leading to a Level 9 taught programme award is a Level 8 major award in a related discipline or a Level 9 postgraduate diploma in a cognate area of study (except in some designated cases).

6.6.2 The minimum entry standard for applicants to programmes leading to a Level 8 Higher Diploma award is a Level 8 major award (except in some designated cases).

6.7 Entry requirements – Recognition of prior learning

6.7.1 SETU seeks to allow the widest possible access for prospective students to its programmes, while ensuring that minimum entry standards are attained by all successful applicants.

6.7.2 In this regard, the University may also consider applications in respect of individuals who hold such other qualifications and/or experience as may be acceptable for the purposes of entering a specific programme.

6.7.3 The University has an approved Recognition of Prior Learning (RPL) policy.

6.8 Entry requirements – Advanced entry applicants

6.8.1 Advanced entry means entry to a year of an undergraduate programme other than year 1. Applicants who hold appropriate qualifications and/or experience may be considered for advanced entry to a specific undergraduate programme in accordance with relevant SETU Admissions Policies and the University's RPL policy.

6.9 Mature applicant entry

6.9.1 SETU considers applicants aged 23 and over on the 1st of January of the year in which the applicant seeks admission as 'mature' applicants. Places may be reserved each year on programmes at the University for mature applicants and these places are filled on a competitive basis, in accordance with relevant SETU Admissions Policies.

6.10 Entry to craft apprenticeship programmes

6.10.1 Details of qualified persons entering employment as a craft apprentice are forwarded to the University by SOLAS who have already determined the eligibility of the applicants in accordance with SOLAS requirements.

6.11 Reserved places

6.11.1 Places may be reserved on programmes for potential applicants from specifically identified categories as appropriate.

6.12 Entry schemes

6.12.1 Entry schemes, as appropriate, may be established for potential applicants.

6.13 Applicants with a disability

6.13.1 SETU is committed to implementing a policy of equal opportunities for people with disabilities, including equality of opportunity with regard to admission.

6.14 Applicants with a criminal conviction

6.14.1 An applicant with a criminal conviction is required to disclose information about this fact to the University when applying for admission to a programme of study offered by SETU.

6.14.2 A criminal conviction does not normally preclude an applicant for admission to a programme of study offered by SETU. However, the University reserves the right not to offer or to retract an offer of a place to an otherwise suitable applicant where making such an offer may compromise the University's duty of care to any of its community.

6.15 Garda vetting

6.15.1 Garda vetting is a requirement for students registered on some programmes of study; this information is specified as part of relevant programme information where applicable. The University reserves the right to withdraw or exclude a student from a programme of study where Garda vetting identifies prior criminal activity of any kind.

6.16 Exemptions from studying a module

6.16.1 Exemption procedures must be consistent with the necessity for students to demonstrate the learning outcomes required to qualify for an award. Exemption allows those learning outcomes to be achieved and/or demonstrated in alternative ways. It also recognises that the learning outcomes may have been achieved prior to enrolment in the programme.

6.16.2 In principle, exemptions are permitted at any stage of a programme.

6.16.3 Where the result of the module is required for calculating an award classification, the University shall, where feasible, establish a fair, consistent and transparent process for grading the student's achievements in respect of the exempted module's learning outcomes. Where this is not possible, the award can only be recommended without classification.

7. Delivery of taught programmes

7.1 Introduction

7.1.1 The University sets out regulations regarding the delivery of taught academic programmes. Where academic programmes seek derogations from these regulations through their Programme Boards, these must be approved by Academic Council and specified in relevant programme information.

7.2 Structure of the academic year

7.2.1 SETU, in general, divides the academic year into two semesters which are each typically 15 weeks in duration. Each year, an academic calendar is issued by the University.

7.2.2 Academic programmes are divided into stages, normally equated with a year of study.

7.2.3 Students who successfully complete one stage of learning on a full-time SETU programme will be awarded 60 ECTS³ credits; this may vary for part-time programmes (including minor, supplemental and special purpose awards) and postgraduate programmes, where credits may be greater or lesser than this. The number of credits required per stage will be specified in relevant programme information.

7.3 Structure of academic programmes

7.3.1 Relevant programme details for each academic programme of study should be set out in an Approved Programme Schedule⁴. Any changes to an Approved Programme Schedule must be approved by Academic Council.

7.3.2 The following table describes the credit allocation to the various taught programmes of study at SETU, including their NFQ level:

Award	NFQ Level	Credit
Higher Certificate	6	120 credits
Bachelor Degree	7	180 credits
Honours Bachelor Degree	8	180-240 credits
Higher Diploma	8	60 credits

³ European Credit Transfer and Accumulation System (see <https://education.ec.europa.eu/education-levels/higher-education/inclusive-and-connected-higher-education/european-credit-transfer-and-accumulation-system>). Any reference to 'credit' or 'credits' in the regulations relate to the ECTS.

⁴ Also referred to as an Approved Course Schedule.

Award	NFQ Level	Credit
Postgraduate Diploma	9	60 credits
Master's Degree	9	90-120 credits
Minor, Special Purpose or Supplemental	6-9	5-60 credits

7.4 Management of academic programmes

7.4.1 The responsibility for ensuring the quality management of the academic processes in accordance with University regulation and policy lies with the Departments, Faculties and programme boards of the University. Individual members of staff are required to co-operate with these quality management procedures within the academic structures.

7.4.2 The Faculty is the primary academic unit within which Departments function. It has the responsibility for *inter alia* the coordination of academic and other procedures, the quantification of staff and other resource requirements, course development and change within a broad academic review framework.

7.4.3 The Department is the operational academic unit responsible for delivering the day-to-day teaching programmes of the University, and for ensuring the quality of the delivery of these programmes. Academic and support staff are assigned to a Department and are responsible, in the first instance, to the Head of Department for the proper carrying out of individual duties.

7.4.4 The Programme Board⁵ represents the primary management unit for academic activities at academic programme level. Where a significant degree of overlap exists within programmes and/or where programmes are embedded within higher awards, Programme Boards may operate as Programme Streams with joint meetings and administrative structures.

7.4.5 Programme Boards report to the relevant Faculty Management Team and are ultimately accountable to Academic Council.

7.4.6 The purpose of the Programme Board is to advise the Academic Council (and other bodies as required) on issues relating to the quality management of programmes and to make appropriate recommendations on issues within its remit. The Programme Board has primary responsibility for assuring and enhancing the academic quality of programmes under the remit of Academic Council and for reporting annually to Academic Council on its progress in this regard.

7.4.7 The role of Programme Boards includes:

- a. Monitoring and ensuring the education standard of the programme;

⁵ In the case of joint awards, a Joint Awarding Programme Board is established.

- b. Reviewing the design, delivery, relevance and effectiveness of the programme;
- c. Implementing, monitoring and ensuring programme adherence to all relevant SETU regulations, policies and procedures;
- d. Ensuring appropriate engagement with relevant professional, statutory, or regulatory bodies, particularly for programmes requiring external approval, recognition, or accreditation;
- e. Ongoing programme development, including programme planning, review and enhancement;
- f. Publishing an appropriate and balanced timetable of assessments at the beginning of the academic year;
- g. Evaluating student feedback outcomes;
- h. Reviewing student workload and taking appropriate action;
- i. Reviewing student progress and performance, and taking appropriate action;
- j. Reporting on progression and retention, and taking appropriate action;
- k. Programme Boards can recommend external examiners for consideration;
- l. Reviewing and responding to external examiner reports;
- m. Proposing and seeking approval for changes to programmes;
- n. Reporting to Academic Council;
- o. Operation of any other relevant quality assurance policies, procedures and activities.

7.4.8 The membership of Programme Boards and roles within the Boards will be determined at Faculty level, but should (at a minimum⁶) include:

- A Programme Leader;
- A Head of Department;
- All academic staff involved in the delivery of the programme;
- An appropriate number of student representatives from the programme, with gender balance encouraged where possible.

7.4.9 Any members with a possible conflict of interest should declare this and, where necessary, absent themselves from the relevant parts of Programme Board meetings or discussions. The SETU Conflict of Interest policy should be consulted as required.

7.4.10 Programme Boards are required to meet at least once in every semester and members are expected to attend, including the student representatives from the programme. Where members cannot attend a meeting, they may make written submissions.

7.4.11 An agenda for each meeting should be circulated in advance (to include an item for 'Any Other Business'), to accompany notice of all meetings. The agenda may contain

⁶ For example, in the case of Joint Awarding Programme Boards, membership should also include Head of Department/Faculty or equivalent from the joint awarding institution.

reserved items for discussion from which student representatives may be excluded, such as student results or other personal details of individual students.

7.4.12 Minutes of Programme Board meetings should be taken and appropriately retained by the Faculty.

7.4.13 On an annual basis, each Programme Board will prepare a report for consideration by Academic Council in a format determined by Academic Council.

7.5 The modular system

7.5.1 The curriculum is divided into modules. A module is a unit of learning, with the minimum module size being 5 credits. Where larger modules are required, their size must be such that their credit allocation is an integer multiple of 5. Any exceptions to these requirements regarding module size must be approved by Academic Council.

7.5.2 Modules on specific programmes may be identified as mandatory (module must be completed by all students on the programme) or elective (students may elect to complete the module, which is chosen from a list of available electives). These modules will be specified on the Approved Programme Schedule.

7.5.3 A module descriptor is produced for all modules to be delivered.

7.5.4 A module always requires both learning and assessment.

7.5.5 Some modules may be identified as having prerequisites (called 'prerequisite module(s)'). This means that another prerequisite module(s) must be completed successfully before the student can be registered on the chosen module.

7.5.6 Some modules must be taken in tandem with other modules in the same semester. These modules are called 'co-requisite module(s)' and are identified as such.

7.5.7 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 between approximately 20 and 25 effort hours for the average student.

7.5.8 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 assessment. Students are expected to actively engage with all activities associated with the modules that they register for.

7.6 Learning outcomes

7.6.1 The level of a programme is determined by its programme learning outcomes and the relationship between these outcomes and (i) the NFQ level indicators and (ii) the University's award standards.

7.6.2 The programme learning outcomes represent the minimum intended programme learning outcomes for the award, which should be aligned to the University's awards standards. The student should achieve all of the specified programme learning

outcomes set out for the programme to receive the final award, as well as meeting any other programme requirements.

7.6.3 Individual modules are also assigned learning outcomes and the relationship between programme learning outcomes and module learning outcomes should be clearly articulated by the programme.

7.6.4 Assessment should be aligned to specified learning outcomes.

7.6.5 The assessment strategy for the programme and its constituent modules should ensure that the achievement of the minimum pass mark for the programme represents the achievement of the programme learning outcomes.

7.6.6 In terms of numbers of module learning outcomes, it is recommended that an upper limit of 3-6 learning outcomes per 5 credit module, an upper limit of 5-8 learning outcomes per 10 credit module and an upper limit of 10 learning outcomes for modules with greater than 10 credits should be used as a guideline in developing modules.

7.6.7 In terms of numbers of programme learning outcomes, it is recommended that – for major awards – an upper limit of 6-12 learning outcomes should be used as a guideline in developing programmes.

7.7 Work placement and similar opportunities

7.7.1 The University recognises the value to students, their learning and their development of work placement and similar opportunities⁷.

7.7.2 Programmes are encouraged to incorporate relevant work placement opportunities into programme structures at appropriate junctures.

7.7.3 In common with all SETU modules, placements are assessed based on the evaluation of the achievement of the learning outcomes set out in the module descriptor.

7.7.4 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.

7.7.5 Placement or similar activities should not normally be scheduled at the award stage of the programme of study.

7.7.6 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

⁷ References to work placement and placement here should be understood to also refer to similar opportunities.

replacement opportunity being available (in cases, for instance, where a company undergoes closure or a change in work practices).

7.7.7 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/placement partners, where relevant—is required and the expectations of all parties (including industry/placement partners) should be clearly set out in advance to the student.

7.7.8 The arrangements for repeat placement opportunities should be appropriately and clearly communicated to students (for example, articulated in programme handbooks).

7.7.9 Programme-level operational arrangements for work placement should be approved for all programmes using work placement.

7.7.10 For users of the old ADF system, ‘Work Placement of Learners (Interim based on old ADF System): Supporting Document 1 to Academic Regulations for Taught Programmes 2026-2027’ should also be consulted as appropriate.

7.8 Ongoing monitoring of programmes

7.8.1 All staff, students and examiners involved with a programme contribute to, and share aspects of responsibility for, the ongoing monitoring of the academic quality of the programme planning, delivery and assessment. These various roles include:

- a. External Examiners through their monitoring and reporting, participation in Examination Boards and engagement with staff;
- b. Teaching staff and students through participation in the programme itself, participation in Programme Boards and consequent reports to Academic Council;
- c. Department, Faculty and central administrative managers and officers through managing the implementation and development of quality regulations, policies and procedures;
- d. Academic Council and its committees through consideration of academic quality issues arising from the annual monitoring and consequent University quality regulation and policy development, and regulation and policy implementation and other actions.

7.8.2 External Examiner reporting

7.8.2.1 The reports of the External Examiners are fundamental to assuring and enhancing academic quality and standards.

7.8.2.2 All External Examiners are required to submit a standardised report⁸ setting out their professional qualitative judgement on the appropriateness of the curriculum and of the assessment carried out, the standard of student work, the fairness and consistency of assessment practice and any feedback or recommendations on issues that they consider that the Programme Board, the Faculty or Department or the University (or others, where necessary) needs to address.

7.8.2.3 External Examiners' reports shall act as an input into all quality assurance procedures at module, programme and academic unit level and action shall be taken and reported on where recommendations are issued.

7.8.2.4 Programme Boards shall consider reports from each External Examiner in the first instance before a response is offered to each recommendation to the External Examiner. The management of this shall be determined by the Faculty.

7.8.3 Programme Board reporting

7.8.3.1 In order to facilitate Academic Council in fulfilling its legal responsibility to protect, maintain and develop the academic standards of all programmes, Programme Boards are required to submit an Annual Programme Board Report on the operation and development of the programmes under its remit.

7.8.3.2 The standardised format report⁹ shall include the Programme Board's consideration of matters and issues arising during the year and measures taken in response, including particular consideration of (but not limited to):

- a. Progress on matters and issues raised in previous reports;
- b. Actions taken in response to matters and issues raised by the External Examiner(s);
- c. Actions taken in response to feedback from students;
- d. Actions taken in response to matters and issues raised by external bodies, industry and the wider community as appropriate;
- e. Student recruitment, performance, progression and retention;
- f. Plans for the ongoing development of the programme.

7.8.4 Academic Council

7.8.4.1 Summary reports arising from 7.8.2 and 7.8.3 above are presented to Academic Council by each Faculty in an appropriate format for discussion.

7.8.4.2 Academic Council considers the reports from the Faculties in fulfilling its responsibilities for planning, co-ordinating and developing the educational work and protecting, maintaining, developing and enhancing where required, the academic standards of the programmes and activities of SETU.

⁸ Reporting and information requirements may be amended or extended by Academic Council as necessary.

⁹ Reporting and information requirements may be amended or extended by Academic Council as necessary.

7.8.4.3 The reports generated through the academic cycle inform Council's consideration of academic quality strategy, regulation, policy and procedures and, of the consistent and effective operation of its quality assurance and enhancement regulations and policies across SETU.

7.8.4.4 Academic Council is responsible for ensuring the consistent and effective operation of the annual reporting cycle set out above.

8. Assessment, grading and feedback

8.1 Introduction

8.1.1 Assessment¹⁰ is an important and intrinsic element in the overall learning experience for students and is a part of all modules. Grading of assessment and feedback to students follow from assessment activities.

8.1.2 The University recognises that an effective system of objective and equitable 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.

8.1.3 The purpose of assessment is to:

- i. enable students to verify their achievement of predefined learning outcomes and University award standards;
- ii. measure that achievement;
- iii. provide feedback on learning and thus contribute to on-going 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).

8.1.4 All assessment is administered within a framework of formal regulations as set out in this document. This framework shall apply to all assessments leading to awards, including repeat assessments. Any variations from these regulations must be approved by Academic Council and set out in relevant programme information.

8.2 Roles and responsibilities in the assessment process

8.2.1 The Vice President for Academic Affairs, Teaching and Learning has general overall responsibility for the conduct of assessment within the University. In particular, the Vice President for Academic Affairs, Teaching and Learning shall ensure:

- i. The proper conduct of assessments, including invigilation of examinations;
- ii. The integrity of the assessment by protecting the security of the process;
- iii. That all assessment entries are properly recorded;
- iv. That the students and others are informed well in advance of the official examination timetable and other assessment arrangements;

¹⁰ Any reference to 'assessment' in these regulations should be taken to refer to all forms of assessment, including continuous assessment and examinations, as relevant.

- v. That appropriate accommodation arrangements, including arrangements for students with special needs, are made for holding the assessments;
- vi. That appropriate arrangements are made to issue provisional results of assessments to each student;
- vii. That students are made aware in advance of the University's regulations and rules with regard to conduct, examinations and appeal procedures.

8.2.2 Each Faculty shall ensure:

- i. That all examination papers and equivalent forms of assessment, including the necessary back-up material, and marking schemes are prepared by Internal Examiners and forwarded well in advance to External Examiners for review 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 and equivalent forms of student responses to the examinations or assessments are appropriately examined by Internal and External Examiners and that the results for each student are made available for meetings of Examination Boards;
- iii. That all continuous assessment briefs and marking schemes will be seen by External Examiners;
- iv. That accurate records of continuous assessments are maintained and that marks and evidence are made available to External Examiners;
- v. That proper arrangements are made for holding meetings of Examination Boards;
- vi. The timely transmission of the Examination Boards recommendations to Academic Council.

8.2.3 The Internal Examiners shall support Faculty in ensuring that the External Examiner(s) has the information needed to fulfil their role and in engaging appropriately with the External Examiner(s) to allow them to fulfil their role. In this context, Internal Examiners are expected:

- i. To consult with the relevant External Examiner(s) in the drafting of assessments and appropriate marking schemes;
- ii. To consider all suggestions, criticisms, deletions, additions and amendments proposed by the External Examiner(s);
- iii. To submit assessments and marking schemes, following External Examiner(s) review, to the University as appropriate;
- iv. To provide signed copies of the assessment marking sheets for collation with the other programme modules, into the Examination Board broadsheets;

- v. To ensure that the External Examiner(s) has signed or otherwise confirmed the assessment marking sheets;
- vi. To attend meetings of the Examination Board;
- vii. To ensure marks are accurately recorded.

8.3 General regulations as pertain to assessment

8.3.1 Students are required to make themselves available for assessment, according to the communicated assessment arrangements, on all modules for which they are registered.

8.3.2 Only students who have met all programme requirements as detailed in the Approved Programme Schedule and who are registered students of the University shall be admitted to examinations and permitted to partake in assessments.

8.3.3 An assessment strategy should be developed and published by all Programme Boards, which addresses all elements of assessment. This assessment strategy should be cross-referenced to module and programme learning outcomes, and to relevant published national standards.

8.3.4 Assessments must follow and be aligned with the Approved Programme Schedule.

8.3.5 Programme Boards should look to utilise a range of appropriate and relevant assessment methods across the various modules of the programme. Both formative and summative assessment should be considered.

8.3.6 The volume of assessment – both at module and programme level – should be set at an appropriate level to mitigate against the over-assessment of students and to manage student workload. Similarly, the timing of assessment (at module and programme level) should be considered and planned to help with managing student workload.

8.3.7 The volume and timing of assessment should be monitored by Programme Boards on a regular basis to mitigate against over-assessment and to manage student workload. Programme Boards are required to prepare and review an assessment schedule.

8.3.8 The breakdown of component assessments (and their contribution to the overall module mark) should be specified on the Approved Programme Schedule in the appropriate format.

8.3.9 Assessment requirements and any relevant information about each assessment should be communicated to students through appropriate programme and module resources (e.g. programme handbook, module information, module assessment specification).

8.3.10 Criteria and grading standards for assessment tasks should be made available to students prior to assessment.

8.3.11 Assessment will measure the achievement of learning outcomes.

8.3.12 All assessments should be supported by grading/marking schemes which allow students to understand how submitted assessments are graded/marked.

8.3.13 All learning outcomes of all modules must be assessed as part of summative assessments. Consideration should be given to the workload of students in achieving this when structuring assessments, recognising the integrative nature of learning outcomes.

8.3.14 Assessments should be planned to ensure that students have sufficient opportunity to achieve the learning outcomes of the module.

8.3.15 The assessment process should be evaluated by External Examiners, who are appointed by the University. External Examiners are independent of the University, are involved at relevant stages of the assessment process, and are an important part of the University's quality assurance and quality enhancement systems.

8.3.16 The submission of assessments of any form is the responsibility of the student undertaking the assessment, who must comply with all instructions issued regarding the assessment and its submission (for example, word limits, due dates, submission method etc.). This includes responsibility for the academic integrity of the submitted assessment, which the University may seek to verify at its discretion. Any allegations of Academic Misconduct against a student may be subject to the University's Student Academic Misconduct Policy and Disciplinary Procedure (see section 11.3).

8.3.17 In the case of joint or group assessments, the individual contribution and performance of each student should be assessed, as well as joint/group participation. Marks shall be allocated on an individual and joint/group basis. Students should be provided with clear information on this in the assignment specification. Where they deem it necessary, Internal Examiners may seek to verify individual contributions and/or joint/group participation (for example, using a *viva voce* as part of the assessment process).

8.3.18 Where Internal Examiners are utilising computer-based assessments for summative assessment, appropriate safeguards should be put in place.

8.3.19 A student to whom exemptions on a module have been granted and who presents for further examination in any or all of the exempted modules, shall be deemed to have waived the exemptions granted. A candidate exercising such right of waiver may be granted the benefit of compensation (where appropriate) at the repeat examination in accordance with the provisions of the University and/or any programme regulations on compensation. The waiver of exemptions cancels the original result(s) which cannot be restored for the purpose of further attempts at the examination.

8.3.20 Specific rules exist for University examinations in invigilated settings, which students must comply with. These are set out in 'Examination Rules (Interim based on old ADF System): Supporting Document 2 to Academic Regulations for Taught Programmes 2026-2027' for the old ADF system and in 'Examination Rules (Interim based on old SAM System): Supporting Document 3 to Academic Regulations for Taught Programmes 2026-2027' for the old SAM system.

8.3.21 Submitted assessments (where these are retained by the University) and assessment related records are securely retained by the University in accordance with the University's Data Retention Policy.

8.4 Types and volume of assessment

8.4.1 Within the broad category of assessment (and its sub-categories, examination and continuous assessment), the University allows Internal Examiners the discretion to utilise a variety of assessment methods¹¹ and encourages diversity in methods being adopted. This recognises that assessment methods change and evolve over time and the desire by the University that students learning and associated elements are both suitable and contemporary.

8.4.2 While allowing discretion, Internal Examiners should ensure that assessment methods are appropriate in the context of these regulations and what is required of assessment.

8.4.3 In order to maintain consistency across the University, and to prevent overassessment, guidelines are given for the assessment. For the standard 5-credit module, (pro-rata for larger module sizes) the recommended norms are one of the following:

- i. A 2-hour written examination;
- ii. A 2,000 - 4,000 word assignment;
- iii. Continuous assessment as sole method;
- iv. Other methods deemed equivalent by Academic Council to one of the above.

8.4.4 Where 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.

8.4.5 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

¹¹ Some examples of assessment methods would include essay, report, project, oral presentation, written examination, multiple choice examination, computer-based assessment, laboratory report, dissertation, practical performance, reflective journal.

semester with assessment based solely on continuous assessment is available to all students.

8.5 Reasonable accommodation in assessments for students with disabilities

8.5.1 The University will seek to make reasonable accommodation for students with disabilities in all aspects of their academic learning, including but not limited to assessments.

8.5.2 A reasonable accommodation in an assessment is any action that enables students to demonstrate their true knowledge and ability in an assessment, without changing the objectives of the assessment. The intention behind the provision of such accommodations is to alleviate a substantial disadvantage due to a disability and/or a significant ongoing illness without affecting the integrity of the assessment, ensuring fairness to all students.

8.5.3 It is the responsibility of the student seeking reasonable accommodation regarding assessments to register with the University disability service so that the University is aware of the candidate's disability.

8.5.4 To qualify for reasonable accommodation regarding assessments, students must adhere to any guidelines and timelines set by the University and:

- i. Formally register with the University disability service;
- ii. Complete an educational Needs Assessment with the University disability service;
- iii. Provide such supporting documentation as is required by the University disability service.

8.5.5 The University disability service, based upon information appropriately provided by the student, will make a determination as to any reasonable accommodation which is to apply for a particular student.

8.5.6 In order for reasonable accommodations in assessments to be implemented, students are required to consent to the sharing of their approved reasonable accommodations with relevant academic, administrative and support staff.

8.5.7 Students who do not receive their approved reasonable accommodation in assessments may appeal to the Vice President for Academic Affairs, Teaching and Learning.

8.5.8 For information on academic reasonable accommodations, students and staff should consult the Reasonable Accommodation for Students with Disabilities Policy.

8.6 Accommodation in examinations for students with a temporary injury

8.6.1 A student is deemed to have a temporary injury if the injury is unlikely to last for longer than a year e.g. a sports injury or a temporary condition.

8.6.2 The student must apply to the University for accommodation and provide a medical certificate which covers the duration of the examination period for which accommodation is sought.

8.6.3 The University, based upon information appropriately provided by the student, will make a determination as to any accommodation which is to apply for a particular student in the relevant examinations.

8.7 Submission of assignments and late submissions

8.7.1 Students are entitled to fair and reasonable notice of assignment submission dates, times and methods. Late submissions and any extensions will be dealt with in accordance with this section.

8.7.2 All students shall receive an assignment brief from the Internal Examiner in advance of the assignment due date, specifying:

- a. The due date and time of the assignment
- b. The method of submission for the assignment
- c. Method of confirming submission

8.7.3 Assignments shall be submitted by the students as indicated on the assignment brief, no later than the designated time on the due date.

8.7.4 Assignments may also be submitted in advance of the due date, unless otherwise indicated.

8.7.5 Internal Examiners shall establish an accurate and transparent mechanism to confirm submission of assignments, for example a procedure where the student signs in the work on a register, indicating the date and time it was submitted, or the use of Turnitin or other electronic systems.

8.7.6 Submission dates may be extended in exceptional circumstances.

8.7.7 If an extension is required, students are to apply in advance of the deadline for an extension in writing to the Internal Examiner, clearly stating the reasons for seeking the extension and attaching supporting documentary evidence.

8.7.8 The circumstances under which such a request shall be considered include but are not limited to the following: a known extended period of absence from the University for serious personal/family/business reasons or where a student is representing their country or University.

8.7.9 The circumstances under which such a request shall be unlikely to be considered include (but are not limited to) the following: Minor illnesses such as a common cold; Holidays during the academic year; Multiple assignments due at the one time; Failure

to plan study schedule; Debs/weddings/social events; IT and/or computer failure; Election/campaigning commitments.

8.7.10 Where an assignment is submitted late due to unanticipated exceptional or extenuating circumstances, students are to present an explanation to the Internal Examiner in writing and providing supporting documentation. The Internal Examiner may, at their discretion, retrospectively award an extension in such cases. Such unanticipated exceptional or extenuating circumstances are circumstances beyond the student's control which are unforeseen, and which prevented the student from meeting the assignment submission date. If such an extension is not awarded, the student/Internal Examiner may bring those extenuating circumstances to the attention of the relevant Examination Board.

8.7.11 Failure to submit an assignment by the due date, without an appropriately approved extension being awarded by the Internal Examiner, will result in the assignment not being marked/graded and a result of zero or 'Fail' (as appropriate, depending on whether marks or grades are awarded for the assignment) being recorded.

8.8 Mitigating circumstances

8.8.1 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.

8.8.2 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.

8.8.3 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.

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

- a) 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.;

- b) In the case of the death or serious illness of a close relative or close friend, appropriate confirmation should be provided;
- c) For other circumstances, evidence from a reliable and objective and verifiable source.

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

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

8.9 Academic integrity, plagiarism and academic offences

8.9.1 SETU upholds the principle of academic integrity, whereby acknowledgement is given to the contributions of others in any work, through appropriate internal citations and references. Good referencing is integral to the study of any subject and part of good academic practice.

8.9.2 All work submitted by students for assessment purposes, or for written or oral publication, must be their own work¹². Where this is informed by the work of others, the source shall be properly attributed and referenced. The attribution of sources shall be in the form of standard and consistent referencing and bibliographic conventions. It is the student's responsibility to use the required referencing style.

8.9.3 Students shall be provided with information about the accepted referencing and citation methods for all assessed work in their subject area.

8.9.4 Students shall be informed in advance of assignment submission if Turnitin (or other text-matching software) is to be used. If both electronic and hard copies of an assignment are to be submitted, students shall submit copies identical in form and content (any differences may be considered a breach of academic integrity). The Internal Examiner shall make the academic judgment as to whether or not work adheres to academic integrity and good academic practice.

8.9.5 Plagiarism¹³ is the act of representing work or ideas as one's own without appropriate acknowledgement or referencing of the source. It is an academic offence and it is the policy of the University to be proactive in dealing with cases in which the principles of academic integrity are not upheld and an academic offence occurs.

¹² As well as written text, submitted work extends to other forms including, though not limited to, drawings, diagrams, charts, formulae, computer codes and programmes, performance, concepts and ideas.

¹³ Plagiarism should be distinguished from poor referencing where the attempt to provide credit is made unsuccessfully.

Appendix 1 of the Student Academic Misconduct Policy and Disciplinary Procedure provides non-exhaustive examples of what may be considered as plagiarism.

8.9.6 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 Faculty or Department.

8.9.7 Plagiarism is one form of academic offence, but is not the only form. As set out in the Student Academic Misconduct Policy and Disciplinary Procedure (see Appendix 1 and Appendix 2 of the document), other academic offences include – but are not limited to – collusion, contract cheating, fabrication and falsification.

8.9.8 SETU shall investigate all alleged instances of academic offences and apply such sanctions, outcomes, actions or measures as it considers appropriate where an academic offence is found to have taken place. Please refer to the Student Academic Misconduct Policy and Disciplinary Procedure for information on how SETU addresses alleged instances of academic offences and the potential implications for students where an academic offence is found to have taken place.

8.9.9 As specified in the Student Academic Misconduct Policy and Disciplinary Procedure, Poor Academic Practice is not considered to be an academic offence. Further information on this is set out in section 2 of the Student Academic Misconduct Policy and Disciplinary Procedure and should be referred to as required.

8.9.10 Students are responsible for ensuring that they are aware of, understand and comply with their obligations under these regulations and any associated policies with regard to academic integrity, plagiarism and academic offences including, but not limited to, the Student Academic Misconduct Policy and Disciplinary Procedure.

8.10 Grading and results

8.10.1 All University summative assessments are graded and marks are awarded for these assessments, except where approved by Academic Council and specified in relevant programme information e.g. modules that are assessed on a 'Pass/Fail' basis will be graded as such, but marks will not be awarded.

8.10.2 The University adopts the percentage grading system, where overall marks for each module range from 0% to 100% of the maximum marks available for the module.

8.10.3 A mark of 40% or greater is a passing mark^{14 15}. A mark greater than or equal to 35% and less than 40% may be a compensatable mark (see section 9.2). A mark of less than 35% is an outright failing mark.

8.10.4 Grading shall be carried out by an Internal Examiner. The Internal Examiner is responsible for the grading of summative assessments using clear, consistent and transparent marking schemes.

8.10.5 The marks awarded to each student in a module shall be the combined total of the marks scored in all elements of summative assessment (weighted where necessary) as set out in the Approved Programme Schedule.

8.10.6 After each examination session, the Internal and External Examiners shall meet together as an Examination Board, under the Chairpersonship of the relevant Head of Faculty. In the absence of a Chair, the Vice President for Academic Affairs, Teaching and Learning may nominate a Chair.

8.10.7 Only those Internal Examiners who have participated in the assessments for a given award (or assessment stage leading to an award), together with the Chair, Head of Department/Faculty concerned, and such External Examiners as the University 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. The Vice President for Academic Affairs, Teaching and Learning may also attend and participate.

8.10.8 An Examination Board may act, notwithstanding, in the absence of one or more members, provided that the Chair is satisfied that the meeting has been duly notified and convened and that the members present at the meeting constitute an appropriate attendance for the proper discharge of the Board's responsibilities. It is desirable, but not essential, for the External Examiner(s) to be present.

8.10.9 The role of the Examination Board is to:

- i confirm that the examination and assessment processes have been carried out in line with Academic Council regulations and policies;
- 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;

¹⁴ Where modules have additional requirements beyond this to pass, these will be approved by Academic Council and specified as part of relevant programme information.

¹⁵ The regulations here (and in other relevant sections of this document where necessary) may be varied for programmes where there are particular external regulatory reasons as to why any specific variation is required. In such circumstances, any variation must be approved by Academic Council and specified in relevant programme information.

- vi consider any other matters referred to it by the University's Vice President for Academic Affairs, Teaching and Learning or Academic Council.

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

8.10.11 Marks for each module are presented to the Examination Board for each programme following grading, where they are considered by the Examination Board.

8.10.12 The Examination Board meets to confirm module marks, student progression and achievement, and will satisfy itself that students have been appropriately graded and classified.

8.10.13 An Examination Board may, in the case of illness or bereavement or other mitigating circumstances, recommend that a final decision on a student's results be deferred to enable the student to complete specific outstanding requirements of the programme or examination/assessment.

8.10.14 All Examination Board deferred students will be automatically entered in the next available sitting. It is the responsibility of the student to apply for a subsequent Examination Board deferral using the formal process, should they require a subsequent Examination Board deferral.

8.10.15 External Examiners should contribute to the Examination Board determinations on the grading distribution and appropriateness of grade outcomes to inform and improve performance evaluation.

8.10.16 While some modules may be more challenging than others, and this may be reflected in the grades assigned, any module having a grade distribution which is persistently and significantly inconsistent with others, warrants investigation. If systematic anomalies are discovered, these should be reported to the Examination Board meeting and notified to the Academic Council.

8.10.17 The proceedings and deliberations of the Examination Board 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. The Chair of the Examination Board or a nominee of the Head of Faculty may, as necessary, communicate appropriately with the Academic Council (or relevant officers of Academic Council) with regard to any matter requiring such communication arising out of the proceedings of the Board.

8.10.18 The Examination Board will approve the broadsheet of results. All approved broadsheets are submitted to the Office of the Vice President for Academic Affairs, Teaching and Learning for processing, before results are presented to Academic Council for their final approval and ratification.

8.10.19 The broadsheet shall be signed by all members present at the meeting. However, where physical signatures are not feasible such as with online Examination

Boards and with approval of the Examination Board, the broadsheet of results will be signed by both the Chair and relevant Head of Department with the attendance list of the Examination Board provided in lieu of physical signatures. Where physical signatures are not feasible, in advance of signing, the Chair will ask the External Examiner(s) in attendance at the meeting to confirm their approval of the broadsheet.

8.10.20 The University will issue results to students on agreed dates during the academic year. Results may be published subject to approval and ratification by Academic Council.

8.10.21 Records relating to all summative assessment results are securely and permanently retained by the University.

8.10.22 For users of the old ADF system, 'External Examining (Interim based on old ADF System): Supporting Document 4 to Academic Regulations for Taught Programmes 2026-2027' should be consulted as appropriate in the context of External Examining.

8.10.23 For users of the old SAM system, 'External Examining (Interim based on old SAM System): Supporting Document 5 to Academic Regulations for Taught Programmes 2026-2027' should be consulted as appropriate in the context of External Examining.

8.11 Repeat assessments

8.11.1 Where a student does not pass a module (or pass the module by compensation, where this is permitted; see section 9.2), they must undertake a repeat assessment for the module. This can have implications for progression (see section 9.3) or programme completion (see section 10).

8.11.2 Students normally may take three repeat opportunities before being required to seek written permission from the Vice President for Academic Affairs, Teaching and Learning to take further attempts. A repeat opportunity is deemed to be the next available sitting, regardless of whether the student avails of this opportunity or not.

8.11.3 Repeat students will typically be assigned a single piece of assessment (excluding failed components; see section 8.12) for the Autumn sitting for each relevant module that they are required to repeat; this will normally be a repeat examination or an assessment. This will continue to be the requirement for any subsequent attempts by the student. The student has three opportunities to repeat the assigned assessment before they must seek written approval from the Vice President for Academic Affairs, Teaching and Learning to attempt any further repeats.

8.12 Repeating components of an assessment

8.12.1 In exceptional circumstances, Academic Council may – subject to criteria determined by Academic Council being met – permit that a student can be required to repeat part of an assessment if they have failed a component of the assessment. This

must be approved by Academic Council and set out as part of the relevant programme information.

8.13 Feedback

8.13.1 Students should receive feedback within an appropriate timeframe following the submission of a continuous assessment task. Feedback provided to students on any form of assessment should seek to support students in identifying areas for and pathways towards improvement, including any knowledge, skill and competence that they need to demonstrate or develop.

8.13.2 Students should be provided with appropriate and timely opportunities to obtain feedback on their performance in assessments from Internal Examiners.

8.13.3 Students can apply to the University to view their marked summative assessments after the issuing of results.

8.13.4 Provisions for feedback and result confirmation are put in place by the University.

8.13.5 For users of the old ADF system, 'Viewing Examination Scripts and Examination and Assessment Review Procedures (Interim based on old ADF System): Supporting Document 6 to Academic Regulations for Taught Programmes 2026-2027' should be consulted as appropriate.

8.13.6 For users of the old SAM system, 'Recheck, Viewing of Examination Scripts and Academic Appeals Procedure (Interim based on old SAM System): Supporting Document 7 to Academic Regulations for Taught Programmes 2026-2027' should be consulted as appropriate.

8.14 Academic appeals

8.14.1 The University establishes an appeals process to consider academic appeals made by students, and sets out the appropriate grounds for such appeals.

8.14.2 If a student is not satisfied with how their appeal has been dealt with by the University, they have the right to make a complaint to the Ombudsman (www.ombudsman.ie).

8.14.3 For users of the old ADF system, 'Viewing Examination Scripts and Examination and Assessment Review Procedures (Interim based on old ADF System): Supporting Document 6 to Academic Regulations for Taught Programmes 2026-2027' should be consulted as appropriate.

8.14.4 For users of the old SAM system, 'Recheck, Viewing of Examination Scripts and Academic Appeals Procedure (Interim based on old SAM System): Supporting Document 7 to Academic Regulations for Taught Programmes 2026-2027' should be consulted as appropriate.

9. Compensation, progression and transfer

9.1 Introduction

9.1.1 The University has established regulations that address compensation within programmes, progression within programmes and transfers between programmes. Any variations from these regulations must be approved by Academic Council and set out in relevant programme information.

9.2 Compensation

9.2.1 A student who has not passed a specific assessment in a particular semester may be granted a pass by compensation for that assessment, subject to the requirements of these regulations.

9.2.2 Compensation does not change the original result, which will be recorded as the original mark on any transcript of results with an indication that the module has been 'passed by compensation'. Instead, compensation allows a student to pass a semester, enables progression between stages where appropriate and allows the allocation of credits to the relevant module(s).

9.2.3 Programme Boards may require that, for certain specified modules, compensation does not apply. This must be approved by Academic Council and specified in relevant programme information.

9.2.4 In order to compensate, the following conditions apply for major awards:

- The marks awarded for the assessment must not be lower than 35%, where the pass mark is 40%.
- Students may only compensate when the total credit value for which compensation is sought does not exceed 10 credits (or a single module of 15 credits) in any one semester where the semester consists of at least 30 credits. If the semester consists of less than 30 credits, the compensation limit is set at one-third of the credits allocated to the semester.
- Only performance at the first attempt¹⁶ in modules in a given semester may be used to compensate in the same semester, provided no module in the semester has been failed outright (i.e. less than 35%).
- Aggregate excess gross marks above the pass standard obtained in assessed modules which have been passed must be at least double the weighted deficiency in the assessed module(s) being considered for compensation. Where modules exceeding 5 credits are involved, the marks must be weighted to reflect the number of credits.

¹⁶ Where a deferral has been awarded for an assessment, the next available sitting is regarded as the first attempt and not as a repeat attempt.

- Compensation can only apply where all the assessment modules appropriate to a semester are presented at the same sitting¹⁷.
- Compensation may be applied only to enable a student to pass the semester as a whole. It may not be applied to grant exemptions or additional exemptions.
- There will be no compensation between semesters. However, this regulation should be waived in the case of first year undergraduate students on a major award, provided all other conditions pertaining to compensation are satisfied.

9.2.5 Where the award is a special purpose, minor or supplemental award, compensation may only apply where this has been sought by the Programme Board to apply, and where it has been approved by Academic Council. In this, situation, compensation is limited to one-third of the total credits of the semester and this should be specified in relevant programme information.

9.2.6 At the award stage, a student who passes by compensation remains eligible for an Honours/Distinction/Merit classification where appropriate.

9.3 Progression

9.3.1 Progression by students from one semester to another in the same stage of a programme is automatic regardless of the numbers of credits earned, unless otherwise approved by Academic Council and specified in relevant programme information.

9.3.2 Progression by students from one stage of a programme to the next stage of the same programme is automatic where the student has accumulated all of the required credits to progress and has met any other programme requirements.

9.3.3 Where a student has a cumulative deficit of no more than 10 credits (or 15 credits if this represents a single module) at the end of a stage, they will be allowed to progress to the next stage and carry the requisite modules across all years of study subject to meeting any pre-requisite requirements, and to any other programme requirements having been met. Students are expected to attempt repeat assessments at the next available opportunity.

9.3.4 The credit limit in 9.3.3 above can be increased on specific programmes if approved by Academic Council. Where applicable, this will be specified in relevant programme information.

9.4 Transfer

9.4.1 Where eligible, a first year student on an SETU programme may be considered for transfer to first year of another full-time or part-time SETU programme throughout SETU. Eligibility criteria are set out as part of relevant SETU Admissions Policies.

¹⁷ Where a deferral has been awarded for an assessment, the next available sitting is deemed – for this purpose – as the same sitting as the other assessment modules appropriate to a semester.

9.4.2 An SETU student may apply, under certain circumstances, to transfer from a programme (upon completion of their stage) to another programme.

10. Awards

10.1 Introduction

10.1.1 Under the Qualifications and Quality Assurance (Education and Training) Act 2012, as amended by the Technological Universities Act 2018, SETU is a designated awarding body and has the legal authority to make awards up to and including Level 10 on the NFQ.

10.1.2 Each award granted by the University is aligned to the NFQ. SETU award standards (including award titles, levels and credits as appropriate across Levels 6 to 10 on the NFQ) are set out in the 'SETU Generic Award Standards', as approved by Academic Council. These are categorised as major awards, minor awards, special purpose awards and supplemental awards¹⁸. Further award standards – including additional award titles – may be developed by Academic Council.

10.1.3 Any variations to these regulations as they pertain to awards must be approved by Academic Council and specified in relevant programme information.

10.2 Joint awards

10.2.1 SETU may, for the purposes of making a joint award to an enrolled student in respect of a programme that it has validated, enter into a joint awarding arrangement with another awarding body. Any such arrangements are subject to the approval of Academic Council.

10.3 Classification of awards

10.3.1 Classification of SETU awards shall be criterion referenced.

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

10.3.3 Special purpose awards which have a volume of at least 60 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 where this is approved by Academic Council. Special purpose awards which are not comparable to a relevant major award or which have a volume of less than 60 credits are unclassified awards.

10.3.4 If a module cannot be graded (for example, in the case of an exemption), then an award cannot be classified.

¹⁸ Explanations of these four categories are available at <https://www.qqi.ie/what-we-do/qqi-awards/qqi-awards-standards/types-of-qqi-awards>.

10.4 Determining the award classification for classified awards

10.4.1 SETU uses a percentage grading system as the basis for determining the award classification for classified awards. Programmes are validated by the University with reference to this grading system.

10.4.2 Compensation rules may apply in determining the award classification for classified awards. These rules are set out in section 9.2.

10.4.3 The overall average mark a student achieves in their first attempt at the modules constituting the award stage determines the classification of the award and is the mark that is used in calculating the cumulative average result.

10.4.4 Where the student has failed to achieve an overall award at the first attempt (i.e. they must repeat some modules), then the award will be recorded at a pass award except where the student:

1. has a cumulative average mark at a higher level (based on the average as per section 10.4.3 above), calculated according to the standard formula for calculating award marks that applies to the programme concerned; and
2. has failed no more than 10 credits, all of which have been passed in a repeat attempt.

10.4.5 Necessary procedures to allow consistent treatment of a repeat grade as a first attempt grade, where exceptional mitigating circumstances exist (see section 8.8), shall not compromise the principles in sections 10.4.3 and 10.4.4 above.

10.4.6 A 'Pass' classification of an award is a positive statement of achievement. To achieve a 'Pass' classification, a student is required to:

1. satisfy all of the assessment and other requirements set for the programme;
2. achieve all of the minimum intended learning outcomes of the programme; and
3. pass the assessments in each module in accordance with the Approved Programme Schedule.

10.4.7 The following table sets out, for SETU major awards and for equivalent special purpose awards of 60 credits or more (where appropriate), the requirements for a student to achieve an award at a classification other than 'Pass'. These requirements are in addition to requirements 1 to 3 in section 10.4.6 above for achieving a 'Pass' classification:

Award	Classification	Overall weighted average mark in the assessments in the award stage
Higher Certificate/ Bachelor Degree	Merit 2	Obtain at least 50% of the total marks available as specified in the Approved Programme Schedule

	Merit 1	Obtain at least 60% of the total marks available as specified in the Approved Programme Schedule
	Distinction	Obtain at least 70% of the total marks available as specified in the Approved Programme Schedule
Honours Bachelor Degree/ Higher Diploma	Second Class Honours – Grade 2	Obtain at least 50% of the total marks available as specified in the Approved Programme Schedule
	Second Class Honours – Grade 1	Obtain at least 60% of the total marks available as specified in the Approved Programme Schedule
	First Class Honours	Obtain at least 70% of the total marks available as specified in the Approved Programme Schedule
Postgraduate Diploma	Second Class Honours – Grade 2	Obtain at least 50% of the total marks available as specified in the Approved Programme Schedule
	Second Class Honours – Grade 1	Obtain at least 60% of the total marks available as specified in the Approved Programme Schedule
	First Class Honours	Obtain at least 70% of the total marks available as specified in the Approved Programme Schedule
Master's Degree ¹⁹	Second Class Honours – Grade 2	Obtain at least 50% of the total marks available as specified in the Approved Programme Schedule
	Second Class Honours – Grade 1	Obtain at least 60% of the total marks available as specified in the Approved Programme Schedule
	First Class Honours	Obtain at least 70% of the total marks available as specified in the Approved Programme Schedule

10.5 Post-award achievement required for an additional major award at the same level

10.5.1 Subject to meeting particular conditions, a graduate holding a higher education and training award may present for and, if successful, be awarded a further major award at the same level within the same generic subject area. The graduate must attain new learning outcomes in the second or subsequent award. If the area of specialisation of the post-award achievement is not substantially different, and/or if credit is insufficient for granting a new major award, the applicant may be granted a minor or special purpose award, if an appropriate award has been accredited. The following table sets out the minimum volume of newly-certified learning required of a candidate who is seeking to qualify for an additional major award *at the same level*

¹⁹ This does **not** apply to research degrees, which are unclassified awards.

within the same generic area of study. Repeating learning that is substantially equivalent to previously certified learning is not included in the calculation of post-award credit.

Award currently held	Additional award sought	Post-award credit for newly certified learning
Higher Certificate	Higher Certificate	A minimum of 60 credits at Level 6
Bachelor's Degree	Bachelor's Degree	A minimum of 60 credits at Level 7
Honours Bachelor's Degree	Honours Bachelor's Degree	A minimum of 120 credits, at least 60 of which are at Level 8
Honours Bachelor's Degree	Higher Diploma	A complete programme
Higher Diploma	Honours Bachelor's Degree	A minimum of 120 credits for a 180-credit degree or 180 credits for a 240-credit degree
Higher Diploma	Higher Diploma	A complete programme
Postgraduate Diploma	Postgraduate Diploma	A complete programme
Postgraduate Diploma	Master's Degree	A complete programme ²⁰
Master's Degree	Postgraduate Diploma	A complete programme
Master's Degree	Master's Degree	A complete programme

10.6 Posthumous awards

10.6.1 A posthumous award may, with the approval of Academic Council, be awarded where a student dies prior to the completion of their programme of study and may be presented at a conferring or other appropriate ceremony.

²⁰ The exception to this is where the Postgraduate Diploma completed is an Embedded Award for a Master's Degree. In this instance, a graduate of the Embedded Postgraduate Diploma may be awarded the associated Master's Degree after completing the additional 30 credits required for the Master's Award. The additional 30 credits must normally be completed within 5 years of graduating with the Embedded Postgraduate Award, and is dependent on the Master's programme continuing to be offered by SETU.

10.7 Embedded (Exit) awards

10.7.1 If approved by Academic Council, programmes may offer embedded awards, which a student may apply for if they meet the requirements for the award. Embedded awards will be classified only if they meet the classification criteria for the level of the award and if there are 60 credits of graded modules to contribute to the award that allow for the calculation of an overall weighted average mark (see section 10.4.7 above).

10.7.2 All Level 9 (on the National Framework of Qualifications (NFQ)) taught programmes can offer embedded Postgraduate Diplomas and 30 credit Level 9 Certificates.

10.7.3 All Level 8 ab-initio pathways can create awards at Level 6 and/or Level 7 subject to mapping of awards and Academic Council approval.

10.7.4 All Level 7 ab-initio pathways can create awards at Level 6 subject to mapping of awards and Academic Council approval.

10.7.5 The creation of awards involves the mapping of learning outcomes to SETU Award Standards for various award types.

10.7.6 An individual may apply retrospectively for an embedded award for which they are eligible. In such circumstances, the date of the award should be the Academic Council date on which the relevant examination results were originally ratified.

10.8 Graduation

10.8.1 Graduation is the formal approval by the Academic Council of the academic performance of a student and is that date from which the graduate will be entitled to use the award once conferred.

10.9 Revocation of Award

10.9.1 The Academic Council may revoke any award made by the University and all privileges connected therewith if it shall be discovered at any time, and proved to the satisfaction of the University, that:

- After investigation, the award is found to have been obtained by fraud or deception, including (but not limited to) unfair practice, misconduct and plagiarism; or
- An award has been obtained due to an administrative error or irregularities in the conduct of an Examination Board; or
- Subsequent to award, an Examination Board, having taken into account information which was unavailable at the time its decision was made, determines that a classification should be altered and/or the award withdrawn.

11. Student conduct

11.1 Introduction

11.1.1 Students are expected to conduct themselves in an appropriate manner. This applies to both academic and non-academic activities. In this regard, students are expected to comply with all University regulations and policies, and to make themselves aware of these regulations and policies. These are made available through the SETU website and through other appropriate means.

11.1.2 A number of specific documents and policies are referenced in this section, which are of particular importance to all students in the context of student conduct.

11.2 Student Charter

11.2.1 The SETU Student Charter encompasses the key beliefs and shared principles of the University and its student body and formalises the culture of respect, empowerment and engagement that is already in existence between both. The charter also commits SETU and its students to abide by a code of behaviour characterised by inclusiveness and tolerance, openness and professionalism.

11.3 Student Academic Misconduct Policy and Disciplinary Procedure

11.3.1 The Student Academic Misconduct Policy and Disciplinary Procedure provides the means by which allegations of Academic Misconduct by any student of the University may be made, investigated and addressed. Broad non-exhaustive lists of examples of conduct/behaviour which may be regarded as Academic Misconduct or Serious Academic Misconduct are set out as appendices to the Student Academic Misconduct Policy and Disciplinary Procedure.

11.4 Student Expected Behaviour Policy and Disciplinary Procedure

11.4.1 The Student Expected Behaviour Policy and Disciplinary Procedure provides the means by which alleged breaches of the Student Code of Conduct by any student of SETU may be made, investigated and addressed. The Student Code of Conduct is set out as part of the Student Expected Behaviour Policy and Disciplinary Procedure.

11.5 Dignity and Respect Policy for Students

11.5.1 Dignity and respect are regarded as an integral part of SETU. All SETU students have a right to be treated with dignity and respect by others and have an obligation to treat others with dignity and respect. The Dignity and Respect Policy for Students defines what is meant by bullying, harassment and sexual harassment and identifies

the location of procedures that may be relevant depending on the parties to a complaint.