TUS

Technological University of the Shannon:
Midlands Midwest
Ollscoil Teicneolaíochta na Sionainne:
Lár Tíre Iarthar Láir

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TUS Academic Regulations for Taught Programmes 2022 – 2023

Document Control Record Template

Academic Quality Assurance and Enhancement Handbook Volume 4: No 1	
Document Title	TUS Academic Regulations for Taught Programmes 2022 - 2023
Document Entrust	Academic Council Subcommittee: Quality Management: Assurance, Enhancement & Integration
Document Status	Approved
Revision No	1
Pages	Page 2 of 72
Approval Body	Academic Council
Date of Approval	20/06/2022
Next Revision	September 2023

Revision History	
Revision No	**Comments/Summary of Changes**
1.0	Approved by Academic Council

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1 Preface

These Academic Regulations for Taught Programmes specify the regulations of Technological University of the Shannon: Midlands Midwest (TUS) in determining student academic standing, eligibility for progression, eligibility for an award and award classification.

These regulations are consistent with the framework established by the Qualifications and Quality Assurance (Education and Training) Act 2012 and the oversight by Academic Council set down in the Technological Universities Act (2018).

These Academic Regulations are owned by and maintained by TUS Academic Council.

1.1 Principles of TUS Academic Regulations

The principles underlying the Marks and Standards of TUS have been approved by the Interim Academic Council on 15th October 2021. This document, updates and replaces the approved Marks and Standards 2021 document and is expanded to include regulations on examiners and assessment, extenuating circumstances, infringement, results and review.

The following principles underlie the application of Academic Regulations:

- These academic regulations apply to all students at TUS, registered on taught programmes approved by TUS as a Designated Awarding Body.
- The Office of the Vice-President Academic Affairs & Registrar, as delegated by the President, will have responsibility for, manages and maintains their consistent implementation.
- The academic regulations shall be consistent with the National Framework of Qualifications www.qqi.ie/Pages/National-Framework-of-Qualifications-(NFQ).aspx
- The Office of the Vice-President Academic Affairs & Registrar manages any updates required to Academic Regulations and assures their quality through Academic Council and its structures.
- The Academic Regulations act in the quality assurance of the academic governance of the Technological University.

1.2 Application of Academic Regulations

The Academic Regulations of TUS must be applied consistently by TUS to all taught programmes and their associated modules. Any request by or through a Programme Board, a professional body or another provider to derogate or alter their application for a specified programme must be notified to the Office of the Vice-President Academic Affairs & Registrar for consideration by Academic Council and its structures.

1.3 Amendments to Academic Regulations

The Academic Regulations are subject to change. A revised version is normally released in September each year for that academic year.

During the academic session, normally the academic year or annualised enrolment period for the student, the enrolled student is subject to the Academic Regulations approved by Academic Council for that academic session. The maximum duration of an academic session is twelve months.

Any amendments to the Academic Regulations are presented for approval through Academic Council. The principles and wording supporting any changes to the governing Academic Regulations 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 Academic Regulations document thereby enabling the creation of a new version of Academic Regulations for adoption during the next academic session. The date for the application of changes is determined by the Office of the Vice-President Academic Affairs & Registrar.

1.4 Publication of Academic Regulations

The Academic Regulations are published on the website of TUS.

1.5 Programme Specific Regulations

Programme specific regulations must be compliant with Academic Regulations. Any programme specific regulations must be explicitly stated in the Approved Programme Schedule (APS) and must be notified to the Office of the Vice-President Academic Affairs & 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.

Transition arrangements for the academic year 2022-2023 are acknowledged.

1.6 Force Majeure

In the case of a force majeure event, for a defined period, the Vice-President Academic Affairs & Registrar may replace aspects of Academic Regulations 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.

2 Examiners & Assessment

2.1 Responsibility for Examinations and Assessments

The Vice-President Academic Affairs & Registrar of TUS shall have overall responsibility for the conduct of Examinations and Assessments in TUS and shall in particular ensure:

1. The proper conduct of examinations and assessments
2. The maximum security in all matters pertaining to examinations
3. That examination papers and appropriate marking schemes/model answers are prepared by Internal Examiners, and are submitted to External Examiners within an agreed specified timeframe
4. That appropriate accommodation arrangements are made for each student for examinations
5. That examination answer scripts are assessed by Internal Examiners, are made available to External Examiners as required and that results for each student are available for meetings of Boards of Examiners
6. That accurate records in regard to Continuous Assessment are maintained and made available to External Examiners
7. That appropriate arrangements are organised for holding meetings of Boards of Examiners
8. That students are provided with the information relevant to them with regard to the conduct and regulation of Examinations and Assessment.

2.2 Learning, Teaching and Assessment Strategy

The TUS Strategy for Learning, Teaching & Assessment 2022 – 2025 enables a learning community of intellectual and social partnership. Assessment is an integral part of the learning cycle, which is used to measure the degree to which the learning outcomes have been realised. TUS promotes innovative methods of teaching and authentic assessment as, for and of learning. All assessment practices within TUS will be fair and consistent and appropriate to the learning outcomes with which they are linked. Assessment for learning (formative assessment) will be used extensively to provide timely and supportive feedback to students from assessment activity.

It is necessary to distribute assessment responsibility. Appropriate academic governance structures facilitate this ensuring the necessary academic integrity. Overall procedures for the assessment of students regulate the authority, role, responsibility and accountability of all persons and committees involved with assessment procedures. Such persons include: students; Internal and External Assessors; External Examiners; Programme Boards; Department and Faculty Boards; Department, Faculty Deans and Heads of Department; Boards of Examiners; Boards of Assessment Enquiry; Appeals Boards; the Vice-President Academic Affairs & Registrar; and Academic Council.

Assessment methods are reviewed and renewed as necessary to accommodate current best practice and evolving requirements.

Students will be clearly informed about the assessment strategy being implemented for their programme, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance. A student who, without valid, appropriately documented cause, is absent from an assessment shall normally forfeit the marks available for that assessment. The student carries full responsibility to make themselves aware of all relevant assessment information

provided for the year/semester and to understand the implications of non-completion of assessments.

2.3 Guiding Principles and Undertakings

Assessment is an integral part of the learning cycle and is used to measure the degree to which learning outcomes have been realised. TUS undertakes to support academic staff in the design and delivery of innovative methods of assessment (both formative and summative) which support active learning, academic integrity, inclusivity and authentic performance, while maintaining the core standards of:

(i) validity,

(ii) fairness and

(iii) consistency.

TUS undertakes to provide the necessary resources and facilities to:

(a) ensure these three requirements can be met, and

(b) support the full range of assessment activities required by the Boards of Examiners.

The assessment modality in any module is specified in the approved programme schedule and may comprise of a variety of assessment types, both formative and summative categorised as:

- final exams which are held at the end point of the year/semester
    - Closed Book Exams refers to an exam during which students are not allowed to consult any external materials or resources during an exam.
    - Open Book Exams allow students to consult their own material or resources such as textbooks, lecture notes, personalised course notes, visual memory aids and other reference material to complete the exam.
- continuous assessment
- practicals
- projects

Modules may contain a variety of assessment types. For the purpose of this document final exams and continuous assessment may include but are not limited to assessment modes such as written examinations, assignments, oral examinations, demonstrations, presentations, practicals, projects, portfolios, reflective journals and work-based assessments.

TUS commits that programme assessment strategies for each programme, and module assessment strategies for each of its constituent modules, will be produced. Each module assessment strategy should be considered within the broader programme assessment strategy. The module assessment strategy document is aimed at those lecturers, students, and assessors who are involved with the programme. It should be prepared for every programme during the programmes development and maintained thereafter. It will contain the programmes assessment instruments, summative and formative, including continuous

assessment and repeat assessment and link these to the intended programme learning and describe and provide a rationale for the choice of assessment tasks, criteria, and procedures and will be mindful of their fairness and consistency. It will reference any special regulations and contingent strategies and will relate centrally to the programmes learning and teaching strategy.

The assessment workload over the semester/year is considered during the programme design and development phase and should be maintained under review by the Programme Board to ensure a distribution across the semester (and across modules) which is both challenging and manageable for students. For each year of a programme, a timetable of all assessment elements indicating their respective commencement dates and final deadlines, is to be provided to students. This is to be done as close to the commencement of the academic year/semester as practicable by the Programme Leader/Co-ordinator.

2.4 Reasonable Accommodations related to the TUS Student Reasonable Accommodations Policy

Students requiring reasonable accommodations under the Disability Act (2005) are required to contact the Disability Office.

2.5 The Role of the Internal Examiner

(a) Internal Examiners on programmes leading to awards granted by TUS shall be members of academic lecturing staff appointed by TUS.

(b) Internal Examiners shall ensure that they are familiar with the relevant Assessment Regulations and Standards for Taught Programmes and all relevant Programme and Module Documentation. Internal Examiners should consult and familiarise themselves with the Teaching and Learning supports and guideline materials available in TUS. Academic staff should use these supports and materials to aid them in designing and executing assessments in a discipline-appropriate manner. TUS undertakes to provide a supportive and appropriately resourced environment where academic staff and students can undertake and complete all assessments in a timely manner.

(c) The Internal Examiner has final responsibility for the approval of exam papers and other assessment materials. The Internal Examiner shall prepare such assessment material as required by TUS for the proper conduct of programmes and modules, including assignments, examination papers and marking schemes/model answers. In the preparation of such assessment materials, Internal Examiners are required to adhere to the relevant weightings attached to the Continuous Assessment/Final Exam elements of each module they are delivering as per the indicative syllabus.

(d) Such materials are developed by the Internal Examiner(s) to be in line with the indicative syllabus and its related learning outcomes. The method of assessment, the required performance criteria, and any penalties for late submission, should be clearly outlined to students in advance of the commencement of each assessment activity.

(e) In the design of assessment elements, Internal Examiners will be conscious that the element must lend itself to reassessment; any such reassessment will be of the same

standard and rigour as the original assessment.

(f) If an Internal Examiner feels that circumstances exist that might constitute a conflict of interest, the Internal Examiner should bring this information to the attention of the Academic Council, through the VP Academic Affairs & Registrar, who will make such arrangements as are necessary to manage the perceived conflict of interest.

(g) The Internal Examiner shall not normally be admitted to the Final Examination Venue.

2.6 The Role of the External Examiner

TUS employs External Examiners in the primary role of assurance of the academic standards of its programmes and awards. TUS offers programmes leading to major, minor, special purpose and supplemental awards. Major awards may have embedded awards. The Technological University is also committed to collaborative programmes, transnational programmes and joint awards.

The External Examining function assists TUS to ensure that:

(a) The academic standard for each award and award element is set and maintained by the Technological University at the appropriate level and that student performance is properly judged against this;

(b) The assessment process appropriately measures student achievement against learning outcomes, and is fair and fairly operated;

(c) The Technological University is able to ensure that the standards of its awards are comparable with those of peer Higher Education Institutions.

(d) The advice and recommendations offered are considered for integration into assessment processes for the module/programme.

Detail on the functions, authority and reporting procedures of External Examiners is outlined in Appendix 9.2.

2.7 Preparation of Examination Papers

The Internal Examiner shall prepare and assess such assessment material as required by TUS for the proper conduct of programmes(s) and module(s), including assignments, examination papers and marking schemes/model answers.

2.7.1 Format of Examination Papers

(a) The Cover Page of each examination paper template downloaded from the Examination Management System adopted by TUS (GURU) shall be auto-populated with the following:

(i) The TUS Title and Logo
(ii) Title of Module in accordance with approved Module Definition Form

(iii) Module Code
(iv) Programme Title(s)
(v) Internal Examiners
(vi) External Examiners
(vii) Number of pages listed
(viii) List of Attachments.

(b) The Internal Examiner will fill in, *inter alia*, the following information on the cover page:

- Time allowed
- Instructions to students
- Additional Materials Allowed.

(c) Examination papers must provide unambiguous instructions to students specifying the number of questions to be attempted and the marks allocated for each question or part thereof.

(d) Where special materials, tables, stationery, dictionary, calculator or equipment (e.g. software, hardware, peripherals, etc.) are required in an invigilated assessment, these are to be clearly specified on the list of attachments and additional material allowed to accompany the paper.

(e) The Internal Examiner shall submit, via the Examination Management System, all draft examination papers for which they are responsible, in accordance with the dates and conditions specified by TUS. A marking scheme/model answers shall accompany each paper. A copy of the module descriptor must also be posted on GURU. In the case where more than one Internal Examiner is involved in the compilation of the examination paper, the module lead for the examination paper should post the examination paper on GURU on behalf of the entire team of Internal Examiners, who contribute questions to the paper.

(f) In preparing such material the Internal Examiner shall have regard to the following:

- Module Learning Outcomes
- Conformity with assessment specifications as defined in these regulations
- Consistency of terminology and clarity of expression in examination papers
- The relevant standards and conventions of the discipline.

(g) The Internal Examiner shall ensure that the context and overall balance of the examination paper is satisfactory, having regard to the indicative syllabus as specified in the Module Descriptor and the standard and associated level of the module and the examination as set out under the National Framework of Qualifications (NFQ).

(h) Where there is more than one Internal Examiner involved in the preparation of an examination paper, then appropriate consultations shall take place between the team of Internal Examiners concerning the formulation of the proper balance on the examination paper.

(i) Draft examination papers and marking schemes/model answers should be provided to External Examiners through GURU in an agreed timely fashion. Repeat examination

papers and associated marking schemes/model answers should be issued in tandem with the examination papers of first instance or sitting. External Examiners will be required to return comments in a specified time period so that examination papers can be prepared for distribution to students at the appointed time.

(j) The Internal Examiners shall give due consideration to suggestions and amendments proposed by the External Examiner. The response of the Internal Examiners to the comments of the External Examiner should be recorded in GURU. It should be noted that the External Examiner only acts in an advisory capacity as part of the overall quality assurance and quality enhancement process. Responsibility for the final examination paper lies exclusively with the Internal Examiner(s).

(k) It is the responsibility of the Dean of the Faculty in conjunction with relevant Heads of Department to confirm with the Examinations Office that the finalised examination papers are available to the Examinations Office as agreed before the examination session is due to commence.

2.7.2 Security in the Drafting and Production of Examination Papers

(a) It is the responsibility of the Internal Examiner(s) to use the secure drafting system provided by TUS for examination papers. Papers should be processed through the applicable examination management system.

(b) It is the responsibility of the Examinations Office to ensure the availability of printed papers.

(c) Printed examination papers are stored in secure Examinations Office(s) in advance of the conduct of the examination session to which their usage applies.

2.8 Continuous Assessment

(a) Multiple forms of Continuous Assessment (CA) are available within TUS and will necessarily vary on a module-by-module basis according to discipline domain and programme, and over time.

(b) In line with all other forms of assessment, the Internal Examiner in consultation with the Programme Board and External Examiner is responsible for devising those modes of CA they deem most appropriate to the learning outcomes within their Programmes.

(c) TUS undertakes to provide Teaching and Learning supports and guidelines in relation to the varying forms of CA that are required by Programme Boards.

(d) CA assignments are to be marked by the relevant Internal Examiner(s) within a period of time that allows for the timely provision of provisional results and feedback to students. Any such results remain provisional until ratified by the relevant Board of Examiners.

(e) Continuous Assessment briefs and marking schemes or rubrics should be uploaded to the Examination Management System.

2.9 Considerations for Online Final Examinations

Where appropriate, TUS will facilitate Final Examinations to be conducted online as either:

A. Online Open Book Final Exam
B. Online Closed Book (Live Proctored)

All Online Final Examination shall be scheduled centrally by the TUS Examinations Office in coordination with Academic Departments.

Guidance on preparing and delivering online final examinations is provided in Appendix 9.3 *Guideline Procedures for Online Final Examinations.*

2.10 Assessment of Student Material

(a) The Internal Examiner, as soon as possible after the conduct of an examination, is required to collect the scripts and other relevant material from the Examinations Office. The Internal Examiner is responsible for the safe handling and storage of the scripts while they are in their possession. Scripts should not be exposed to risk of access, loss, theft or destruction.

(b) The Internal Examiner shall, when assessing final exam scripts, ensure that marks awarded are in accordance with the marking scheme submitted and approved following the External Examiner process.

(c) The Internal Examiner shall record results on Gradebook according to an agreed and published timeline.

(d) The Internal Examiner shall make available to the External Examiner, as required, all scripts and continuous assessment material in accordance with agreed dates, together with the composite marks sheets detailing all the component marks for each element of assessment as detailed per the Approved Programme Schedule

(e) The Internal Examiner shall attend the meeting of the Board of Examiners.

(f) The Internal Examiner shall be responsible for returning the corrected examination scripts for each module to the Examination's Office or Faculty Office as appropriate, in line with TUS record retention policy.

2.11 Conclusion of Assessment Process

(a) Academic Council, subsequent to deliberations of Boards of Examiners, shall be the authority for the confirmation of assessment results as approved by the Boards.

(b) External Awarding/Validating Bodies may reserve the right to confirm assessment results on programmes leading to their awards.

(c) In the event of any conflict or ambiguity arising between these regulations and the regulations of any relevant External Awarding/Validating Body, these regulations will prevail.

(d) All material submitted by a student for assessment (except in circumstances where an industry-based project is involved) shall be the property and copyright TUS.

(e) If in any respect, difficulty arises in the operation of any part of these regulations, the Vice-President Academic Affairs & Registrar may take action, in consultation with the relevant Internal Examiner(s), Head of Department, Dean and/or External Awarding/Validating Body, that appears to them to be necessary or expedient for securing or facilitating the operation of assessment in TUS.

2.12 Module Repeats

(a) Upon Board of Examiner and Academic Council ratification of all combined assessment grades, any student who has failed a module (and has not received a compensation) shall be entitled to repeat that module at a subsequent sitting in accordance with the repeat assessment strategy outlined in the indicative syllabus. There is no guarantee that the same syllabus will apply to repeat attempts, and it is the responsibility of the student to inform themselves of any intervening syllabus changes.

(b) Re-assessment shall be allowed only as an attempt to retrieve an initial failure and shall not be allowed with a view to improving performance in any component of assessment. Nor shall reassessment be allowed to improve the classification of an award.

(c) Where a module is designated as a determining element in the classification of an award, the assessment elements which can be repeated without impact on the ultimate classification of an award are clearly indicated in advance.

(d) Failure to meet the learning outcomes for the module within the academic year results in:

(i) Repeat Externally - i.e. re-engagement with whatever assessment is deemed appropriate
(ii) Repeat and Attend - A student who is unsuccessful in a module assessment may be required to re-attend the module prior to re-assessment in circumstances provided for in the APS. In this case, the full range of module assessments will normally form the basis of the re-assessment.

(e) In the case of a student who has been unsuccessful in the assessment of a module and who applies for reassessment in that module, and where the module is no longer current; and/or the APS has changed, TUS may make alternative assessment arrangements.

(f) In the case of a student repeating an examination (repeat externally), marks awarded based on Continuous Assessment elements within that module shall be carried forward where this benefits the student.

(g) However, in the case of a student repeating an examination following a repeat attendance (repeat and attend), normally the marks awarded as a result of assessments during the repeat attendance and examination are considered.

(h) Where a student opts to repeat externally (assuming this is possible), this requires

the student to register for the repeat assessments through the appropriate office and a reengagement with whatever assessment is deemed appropriate to the particular module. This may involve a resubmission of coursework and/or resitting an examination.

(i) Where a student opts for repeat and attend, this requires the student to re-register for the module through the appropriate office; entitles them to attend all classes, and obliges them to take all of the assessments involved as if it were their initial engagement with the module.

(j) In respect of a final examination, the student is provided with at least two opportunities to sit final examinations in any module in any academic year. While modules are offered once a year in most cases, an examination in any module may be offered in any examination session.

(k) A student may only avail of a maximum of four assessment sittings for any module, without re-attendance.

(l) After four unsuccessful attempts, the student is required to repeat and attend the module. Where necessary, a suitable alternative module may be offered.

2.13 External Awarding Bodies

While TUS is responsible for the education of the students who attend, irrespective of whether it is a TUS award or an award of an external body, the External Awarding Body is responsible for its own awards. Where the external body is responsible for the assessment and award, specific regulations of the external body apply. The TUS policy on Collaborative and Joint Provision specifies the quality assurance arrangements governing awards made in association with other providers.

In the case of the external awarding bodies' examinations, where TUS does not participate in the production of examination papers but administers the examination process, the responsibility for the security of papers received from the external awarding bodies rests with the Examinations Office.

2.13.1 Designation of Modules that Qualify for Exemption

Exemptions may be given on an academically accredited TUS programme or module. Programmes may also be professionally accredited by a professional or external awarding body, with impact on exemptions. The applicant would have to comply to the Recognition of Prior Learning policy and procedures that such bodies may also operate when seeking an exemption.

3 Award Classification

3.1 Sectoral Convention for Assessments

As a designated awarding body, TUS 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.

3.1.1 Convention 1: Award Classification

Awards shall be criterion referenced as distinct from norm referenced.

TUS adopts the classifications available for major awards on the National Framework of Qualifications (NFQ), as summarised in Appendix 9.1. 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 3.4 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 will furnish supplementary information about a person's attainment. TUS 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.

3.1.2 Convention 2: Grading System

TUS in accordance with Sectoral Convention 4, has adopted a percentage grading system. See Section 3.3 Grading System.

3.1.3 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 student 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 student's performance in other award classifying modules on their programme of study. Such conditions are outlined in Section 3.4.8 - Failed Classifying Modules for Award Classification.

3.1.4 Convention 4: Percentage Grading System

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

TUS 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 student in respect of a module(s) failed outright.

3.2 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 student 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 student in advance of their 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 signalled in advance. Such information is identified in the programme documentation and is supplied to the student in advance of their 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 3.4.8 - Failed Classifying Modules for Award Classification.

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. The GPA mark recorded on the student record should reflect the award made.

3.3 Grading System

TUS 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	$40 \leq p \leq 100$	$40 \leq ppv \leq 100$
Marginal Fail	$35 \leq p < 40$	$35 \leq ppv < 40$
Outright Fail	$0 \leq p < 35$	0

3.4 Standards for Awards at Different Classifications

3.4.1 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 Student 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 Student 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 3.4.8 - 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.

3.4.2 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 Student must fulfil the condition below:

(a) 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 Student 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 3.4.8 - 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.

3.4.3 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 Student must fulfil the condition below:

(a) 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 Student 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 3.4.8 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.

3.4.4 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 Student must fulfil the condition below:

- 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 Student 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 3.4.8 - 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.

3.4.5 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 Student must fulfil the condition below: -

- 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 Student 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 3.4.8 - 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.

3.4.6 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 Student must fulfil the following condition:

- 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 Student 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 3.4.8 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.

3.4.7 Exemptions in Award Classifying Modules

Where a student 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.

3.4.8 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, 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 22% achieved. They have passed all other modules at the first sitting, with a mark of 63% for each of these modules.

The student repeats the module they failed normally 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/merit (depending on the level of the award being obtained) 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 24% 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 subsequently passed will be capped at 40% and the weighted average of all results for the stage will be used to determine the final award.

4 Progression

4.1 Programme Level and Credit

(a) TUS 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 student participation/total expended effort (or equivalent). This participation time includes directed and self-directed learning.

(b) The credits assigned to modules are indicated at the time of programme design and development in accordance with TUS Programme Development Policies and Procedures.

(c) Major Awards shall have no less than 60 credits at the award level.

(d) 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.

(e) 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

(f) Level 9 Postgraduate Diploma shall have 60 credits at the award level.

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

4.2 Workload

The normal expectation of a full-time student, 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

Students can register on as little as 5 ECTS credits. Students 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.

4.3 Stage Progression

The following conditions shall normally apply for stage progression:

1. Where programmes are organised in stages, for a student 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 student 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 student 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:

   1. pass by compensation
   2. exemption from part of the programme
   3. eligibility to progress carrying the failed modules to be passed during the subsequent stage.

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

   (a) A maximum of 10 ECTS Credits can be carried to Stage 2
   (b) The student attempted the original and repeat examination for the failed module(s)
   (c) The failed module(s) result for all credits carried is not Failed Element.
   (d) The failed module(s) are not prerequisites for module(s) for the subsequent stage

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

   (f) Stage 1 modules have been successfully completed
   (g) The student attempted the original and repeat examination for the failed module(s)
   (h) The failed module(s) result for all credits carried is not Failed Element.
   (i) The failed module(s) are not prerequisites for module(s) for the subsequent stage

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

   (k) Stage 2 modules have been successfully completed
   (l) The student attempted the original and repeat examination for the failed module(s)
   (m) The failed module(s) result for all credits carried is not Failed Element
   (n) The failed module(s) are not pre-requisite for modules for the subsequent stage.

   Carry-over of credits is facilitated by TUS 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.

4.4 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.

   (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 student must achieve an overall average performance of not less than 50% in the Level 7 Ordinary Bachelor Degree. In this case, a student 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 student's original award classification will still stand.

      (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 student 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 will be set out in TUS Admissions Office Policy & Procedures.

4.5 Limitations of Progression

The limitations to the Progression Regulations include the following:

(i) Where the student 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 45 in a semester.

(ii) an award stage must be completed in its entirety before the student 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 TUS endeavours to provide the student with every reasonable opportunity to complete a module, it reserves the right to cancel, suspend, or modify any module or programme.

4.6 Compensation

Compensation is a process by which a student 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 student 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 student. This consideration is informed by the learning outcomes for the programme as a whole. A marginal failure - (i.e. $35 \leq p < 40$) in one component should not preclude award or progression for a student where the remaining academic profile suggests the opposite.

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 student is marginally below a Pass mark of 40% (i.e. $35 \leq p < 40$) 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 in Section 4.7 Conditions for Compensation, specified below, a module can be passed by compensation (using passes in other modules from the same stage/semester) unless this is specifically precluded by the programme assessment strategy in the 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.

There may be designated modules that are not subject to compensation for professional, health or safety reasons.

4.7 Conditions for Compensation

Compensation can only be applied in the following circumstances:

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

2. The results of all modules in the stage/semester are from first attempts.

3. In the case of full-time student, 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

5. 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 10 credits in a 25-credit semester. In a term or semester of less than 25 credits compensation does not apply.

Compensation applies only to enable a student to pass a stage/semester. At the award stage, a student who passes by compensation remains eligible for honours etc. 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 compensation:

- example 37P.

4.8 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 student 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 (see Section 1.5 Programme Specific Regulations)

   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.
   - A Programme Board may identify a requirement for no more than one failed element within a module.

3. A module result of Failed Element 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 students on

the programme 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 *(failed element*) has to be identified in the Approved Programme Schedule and in the associated Module Descriptor.

4.9 Deferral of a Module Final Examination or Assessment

If an application for a deferral of module's Final Examination or assessment is made by a student prior to the scheduled date for that assessment, based on a valid cause with appropriate documentation, then the Dean/Head of Department may approve such a deferral without penalty, and inform the 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 student is concerned, and sufficiently disruptive to have a significant adverse effect on the academic performance of the student or their ability to complete assignments by the due date and/or the exam on the examination date.

Normally reasons why a final 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)
- A Force Majeure event impacting on the operation of final 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.

A limitation of five years will apply to a Deferral.

4.10 Reallocation of Assessment

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

4.11 Aegrotat Award

In circumstances, relating to assessment for an award where the Board of Examiners has insufficient evidence to determine a student's performance but is satisfied that, but for illness or other valid cause, the student 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 & Registrar shall establish that the student has agreed to accept such an award.

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

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

4.12 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.

5 Extenuating Circumstances Relating to Assessment

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

5.1 Extenuating Circumstances and Examination Absence

If a student is absent from an examination, an explanation for their absence (for example, personal extenuating circumstances) must be sent to the relevant Head of Department immediately, together with a medical certificate or death notice, if the absence was due to illness or family bereavement. If the student considers there are other extenuating circumstances, they can bring these to the attention of the Head of Department. TUS may consider it necessary to verify the documentation provided.

The notification to the Head of Department shall be in writing and shall be delivered as soon as practicable, and in any event not later than five working days after formal examination or after the published date for submission of other forms of assessment. The Head of Department will bring this information to the attention of the Board of Examiners.

Where a student is absent from four assessment attempts, the student may be deregistered.

5.2 Extenuating circumstances and Board of Examiners

A recommendation to the Board of Examiners may be made in respect of a module or a series of modules but not in respect of the programme as a whole and may include the following options:

(i) Where the deficit in meeting the outcomes relates to a portion of the module that is assessed separately, and where circumstances allow, a repeat assessment can be offered to the student

(ii) Where the deficit in meeting the outcomes relates to a module final examination or to a module as a whole, the Board can recommend that the student is considered for a deferment. Such an option would involve the student in a ‘repeat externally’ of the outstanding assessment elements and the student would not be entitled to progress to a following module in the case where the module in question was a prerequisite

(iii) In certain cases, a separate assessment may be provided which can establish to the satisfaction of the Board of Examiners that the learning outcomes have been achieved.

In all the above cases, the Board of Examiners can, in light of the circumstances, recommend that the subsequent assessment is treated as a first sitting thereby allowing the student opportunity to compete for a higher classification of award where applicable.

5.3 Extenuating Circumstances and Continuous Assessment Extension

A student may apply for an extension of the time allocated for the completion of an assignment where there are extenuating circumstances which impact on the student's ability to complete the assignment by the date originally specified, as outlined with regard to examination absence.

The student should contact either the relevant lecturer(s)/Head of Department at the earliest opportunity, in advance of the assessment deadline. The lecturer(s)/Head of Department may, on receipt of appropriate written evidence of the extenuating circumstance (post-dated medical certificates are not normally accepted), agree one or more of the following actions:

(i) extend a coursework deadline
(ii) set an alternative coursework assignment

Where an extension is granted, a new submission date is specified by the lecturer(s). This must be adhered to by the student. Failure to meet the revised deadline for the assessment work incur relevant penalties for late submission of Continuous Assessment material (as outlined in Faculty/Department Continuous Assessment documentation)

6 Academic Integrity and Assessment Infringements

Academic integrity is a fundamental cornerstone of all aspects of the TUS mission in the areas of teaching, scholarship, learning and engagement. It pre-supposes a coherent ethical foundation in its staff and students which drives a culture of honesty, fairness and personal and professional responsibility. The integrity of the assessment processes are at the core of the currency and creditability of all TUS awards. Accordingly, there is a rigorous and comprehensive regulatory framework governing the conduct of assessment, the investigation of allegations of assessment infringement and the sanctions arising where such allegations are proven.

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

In particular, without prejudice to the generality of the foregoing, it is considered an assessment infringement and accordingly 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.

6.1 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 student'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 authorised by an invigilator/supervisor

(iii) copy or use in any other way unauthorised materials or the work of any other student

(iv) collude or consciously collaborate, without official approval –
Collusion may occur between two or more students 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 their individual efforts. Collusion also occurs when there is unauthorised co-operation between a student and another person in the preparation and production of work, which is then submitted by the student as their own

(v) impersonate an examination student or allow oneself to be impersonated

(vi) forge, alter or misuse any Technological University documents, records or student identity cards

(vii) Use the services of 'essay mills' to cheat by completing, in whole or in part, any piece of work required of the student for their programme of study

(viii) 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 student, a family member, or another institution, as the student'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
- solicited support from others (e.g., parents, professionals) in preparing continuous assessment material which is submitted as one's own work

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

(ix) 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

(x) submit false claims of prior qualification, research or experience in order to gain credit for prior learning.

(xi) possess copies of examination questions, or examination papers, in advance of the examination being held.

(xii) Any other forms of academic misconduct that constitute an academic infringement of TUS.

6.2 Reporting Procedures for Suspected Infringements

The following procedures shall be effected where an offence is suspected of having occurred:

6.2.1 Continuous Assessment Infringements

(a) The Examiner shall give the student the opportunity, in the first instance, informally to discuss their concerns about any infringement question.

(b) The student will be entitled to clarify and/or explain any matters of concern raised. This process is confidential.

(c) If the issue is not resolved, and the Internal Examiner considers that an infringement has occurred in relation to work submitted as a piece of coursework, a dissertation, a project or any other continuous assessment material, they report the matter in writing to the relevant Head of Department as soon as possible, including all materials relevant to the formation of such belief.

6.2.2 Examination Infringements

Where there is suspected infringement in an examination session, the staff member/supervisor/invigilator who considers that a student is allegedly infringing exam regulations shall:

1. Where possible, require a second Invigilator to witness the suspected offence.
2. Where possible, mark the documents and/or scripts of the student to indicate clearly the time, and the place, at which the alleged offence is suspected of having occurred.
3. Require the student to counter-sign their action at point 2 above.
4. Remove any, and all, suspect materials that may have contributed to the alleged offence, as well as any correcting fluid or erasers.
5. Permit the student to continue with the remainder of the assessment in the normal way.
6. Complete, as soon as practicable, the Invigilators Report page of the Examination Attendance Register for reporting an alleged offence against Regulations, and present this Form, together with all of the suspect materials removed from the Student, to the Examinations Office.

An infringement allegation may also be instigated by the Examinations Office on consideration of the supervisors/invigilators report or examination material. In such a circumstance, a report is made to the Vice-President Academic Affairs & Registrar including all materials relevant to the formation of such belief.

6.2.3 Infringements detected during Marking

If a student is suspected of an assessment infringement, which is detected during or subsequent to the marking period, the Internal/External Examiner reports the matter in writing to the appropriate Head of Department as soon as possible.

6.3 Assessment Infringements

(a) The first level of alleged assessment infringements - for both Continuous Assessment and examination infringement rests with the Head of Department.

(b) They decide if there is a *prima facie* case to suggest a breach of regulations (i.e. are there grounds for treating the matter as a case of assessment infringement). The Head of Department may take whatever reasonable steps are necessary to inform their decision as to whether there may be a student has gained or attempted to gain unfair advantage.

(c) All associated material [which may include the continuous assessment material, question paper, original copy of answer book(s), material at basis of alleged infringement, statements from Internal Examiners/Supervisors/Invigilators] is collated by the Head of Department.

(d) The Head of Department constitutes a Board of Assessment Enquiry and informs the Faculty Office and Vice-President Academic Affairs & Registrar of its establishment.

(e) The student is informed in writing of the alleged infringement by the Faculty Office and that further action is to be taken.

6.4 Investigation of Academic Infringements

A Board of Assessment Enquiry, constituted by the Head of Department shall conduct the investigation into the known and relevant circumstances of the alleged assessment infringement.

6.4.1 The conduct and operation of the Board of Assessment of Enquiry

The purpose for convening any Board of Assessment Enquiry shall be the determination of whether an offence against Assessment Regulations has been committed by a student and recommendation on penalty if required. The student has the right to natural justice and fair procedures.

(a) The Board may summon as a witness any person who may, in the belief of the Board, have relevant evidence or testimony to furnish to the Board
(b) The student, against whom the complaint is made, shall be permitted to call witnesses in defence of the alleged offence.
(c) The student, against whom the complaint is made, shall be permitted to be accompanied by another person during questioning provided such person is not a member of the Academic Staff of TUS.

TUS may obtain legal representation to support the work of the Board of Assessment Enquiry and to attend hearings.

6.4.2 Role of the Board

(a) To consider all of the relevant evidence submitted as to the alleged offence
(b) To consider any submission made by the student in person and/or by a person accompanying the student

(c) To allow the student to confront the evidence
(d) To determine whether an offence has been committed and to impose a penalty if an offence has been committed
(e) To report such determination, in writing and by registered post, to the student alleged to have committed an offence
(f) To inform the Vice-President Academic Affairs & Registrar, in writing, of the outcome of the Assessment Enquiry.

6.4.3 Members of the Board

(a) The Head of Department with responsibility for the Programme being followed by a student accused of an offence
(b) A member of Academic Staff from that Department, OTHER than the staff member who reported the alleged offence
(c) A member of Academic Staff from another Department.

6.4.4 Duties of Board Members

(a) The Head of Department shall act as Chairperson of the Board of Assessment Enquiry and shall be responsible for the proper conduct of the meeting having due regard to natural justice and fair procedures.
(b) It shall be the duty of the members of the Board to give full and proper examination of all the relevant details of the alleged offence and decide on the outcome.
(c) The Faculty Office shall be responsible for actioning administrative requirements prior to the sitting of the Board (as outlined in Section 6.4.6 – Administrative Requirements)
(d) The Examinations Office shall act as the secretary of the Board, and shall be responsible for:

(i) maintaining a written record of the business of the Board
(ii) maintaining all materials relating to the business of the Board
(iii) writing to the Board of Examiners, at the direction of the Chairperson, to convey any outcome arrived at by the Board of Assessment Enquiry
(iv) convey the outcome of the Board of Assessment Enquiry in writing to the Vice-President Academic Affairs & Registrar.

6.4.5 Penalties Applied by Board of Assessment Enquiry

(a) Where a student has been found guilty by a Board of Assessment Enquiry of an offence against Assessment Regulations the penalties to be imposed by the Board of Assessment Enquiry may constitute any or all of the following:

(i) A redistribution in marks allocated or a reduction in marks allocated, to reflect the serious nature of the offence
(ii) A mark of ZERO in the module assessment or component part of the module assessment in which the offence was committed
(iii) A mark of ZERO in ALL of the module assessments for the particular examination session
(iv) A declaration that the student is ineligible for any special award of TUS

(v) Suspension of the student from all activities of TUS for a fixed period of time
(vi) A recommendation to the Governing Body of TUS for the formal expulsion of the student from TUS.

(b) Where a student is given a mark of ZERO in (a)(ii) or (a)(iii) above, the Board of Assessment Enquiry additionally shall specify the period of time that must elapse before the student shall be entitled to seek a reassessment.

(c) The student will be informed in writing of the outcome of the Board of Assessment Enquiry.

(d) Where a student seeks to lodge an appeal against the decision of a Board of Assessment Enquiry the procedure set out in the Academic Council Bylaw 2 – Academic Council Board of Appeal shall be followed.

6.4.6 Administrative Requirements

Within seven working days, of the appointment of the Board of Assessment Enquiry, the Faculty Office:

1. Notifies the student in writing of the allegation to be considered by the Board of Assessment Enquiry.

2. Informs the student of the date, place and time when the Board of Assessment Enquiry intends to meet and that they have the right to have legal and/or other representation for the hearing of the matter, to hear all the evidence, to question witnesses, to submit other evidence and to call witnesses on their own behalf in relation to the matter. If for good reason the date offered to the student is unsuitable, an alternative date will be offered.

3. Sends the student copies of:

   (i) The student handbook
   (ii) TUS's Academic Regulations document, drawing student's particular attention to Section 6 - Academic Integrity and Assessment Infringement
   (iii) relevant witnesses' statements, and;
   (iv) any supporting documents to be placed before the Board of Assessment Enquiry; with a request to the student to indicate which statements or documents are agreed and which are in dispute.

4. Notifies the Chairperson and members of the Board of Assessment Enquiry of the date, place and time of the meetings and supply them with copies of the allegation and all relevant statements or documents, plus a copy of TUS's Academic Regulations document.

5. Notifies the Examinations Office of the date, place and time of the meetings.

6. If appropriate, notifies the relevant examination supervisor(s)/invigilator(s) of the date, place and time of the Board of Assessment Enquiry meeting in relation to any alleged assessment infringement, and of the fact that they may be required to give oral evidence at any such Board of Assessment Enquiry.

7. The student is required to inform the Faculty Office, at least 48 hours in advance,

whether or not they intend to attend the meeting of the Board of Assessment Enquiry. If the student indicates that they do not wish to attend the meeting, the Board of Assessment Enquiry may proceed in their absence. Should a student not attend the meeting of the Board of Assessment Enquiry, having indicated that they would attend, the meeting also proceeds in their absence.

8. A student who intends to be accompanied and/or represented is required to inform the Faculty Office of that fact, in writing, at least 48 hours in advance. A student may not be represented by a member of TUS's academic staff.

6.4.7 Procedure for the Hearing of the Board of Assessment Enquiry

Each member of the Board has a vote in relation to the finding of any assessment infringement.

1. The Chairperson, or TUS's legal representative, conducts the hearing and facilitates the presentation of the case, calls witnesses and presents appropriate evidence. They ensure that the student understands the nature of the allegation being made and the potential penalties. No evidence of any kind that has not been previously notified to the student in advance is called before the Board.

2. In cases where two or more students are accused of connected offences, the Board of Assessment Enquiry deals with the cases together, however, each student is given the opportunity to request that the cases are heard separately. The decision on whether to proceed with separate hearings rests with the Chairperson of the Board of Assessment Enquiry.

3. For the purposes of the minutes, the Chairperson will ask the student if they understand the reason for their requested attendance before the Board, and to acknowledge that they have received, in advance of the hearing, copies of all statements and/or documentation upon which it is intended to rely during the hearing and a copy of the relevant sections of the TUS Academic Regulations document.

4. The student is entitled to have legal and/or other representation present. Where the student does not have representation present the Chairperson asks the student to acknowledge that they were afforded the opportunity to have legal and/or other representation present, and this fact is recorded in the minutes.

5. The Chairperson proceeds to put the case to the student based on the furnished evidentiary documentation. The Chairperson, or TUS legal representative, calls the appropriate witnesses to present their evidence regarding the alleged incident.

6. Witnesses are called in person to give oral evidence in relation to the allegation for consideration. The witnesses may include the examination supervisor, the lecturer, the Internal Examiner and/or other interested parties. Witnesses may only provide statements relating directly to the allegation and are required to withdraw after questioning.

7. The student is afforded the opportunity to hear all the evidence brought against them, to question and cross-examine each witness, to call other witnesses and to submit other evidence relating to the matter. Any such witness must be advised to the Office of the Vice-President Academic Affairs & Registrar in advance by the student.

8. The opportunity to question and cross-examine each of the witnesses is available to the

student before any member of the Board asks any questions of the same witness. Only when the student has completed their questioning and cross-examination of the individual witness, is the Board permitted to question that witness.

9. The members of the Board of Assessment Enquiry may question both the student and the witnesses.

10. The Internal Examiner shall give evidence to the Board of Assessment Enquiry if requested to do so and prepare any reports requested and may be invited to attend in person by the Chairperson in extenuating circumstances where the Board cannot come to a conclusion without their presence.

11. When the Board has completed its questioning of the witness, the student is asked whether they have any further questions arising for that particular witness.

12. When all of the witnesses have been called in the manner outlined above the student is afforded the opportunity to present any further information which they feel will assist their defence. As part of that defence the student is entitled to call any witnesses which been advised previously as set out in (7) above.

13. When the student has concluded calling their witnesses, they are asked by the Chairperson whether they have any further information or documentation to present to the Board in relation to the matter. In particular, the student is asked if there are any exceptional personal or other mitigating circumstances which are not known to the Board, and which the student wishes to make known.

14. The student is once again asked if they have anything else to bring to the attention of the Board.

15. The Board of Assessment Enquiry determines whether the allegation has been substantiated. It is not necessary to prove that the assessment infringement was a willful or deliberate act. The Chairperson of the Board has no deliberative vote in relation to the finding of any assessment infringement. In considering whether to make a finding of assessment infringement the Board may only consider the information presented to them at the hearing. The Board is not entitled to consider any other information that was not previously put to the student and which was not learnt through evidence at the hearing. In particular, the Board is precluded from considering details of the student's previous disciplinary record. However, where a student has claimed to have a previously unblemished disciplinary record, this may be checked by the Board with the Office of the Vice-President Academic Affairs & Registrar.

16. If the finding of the Enquiry is that a case is not substantiated, the Chairperson of the Board may inform the student verbally of this decision. Irrespective of whether or not the student is informed verbally, the secretary of the Board notifies the student formally, in writing, of the Enquiry's findings and that the matter is therefore closed. No documentation relating to the allegation or the associated investigations are retained on the student's academic record.

17. If the case is substantiated, the Board then considers the penalty to be recommended.

18. It is only when the Board of Assessment Enquiry has, after careful deliberation, arrived at a finding of assessment infringement that it is permitted to consider any previous breaches of the TUS's Academic Regulations by the student when determining the appropriate penalty to be recommended.

19. When a case is substantiated, a note is placed on the student's record. This note remains on the student's record throughout their period of study (or for a period determined by the Board of Assessment Enquiry when deciding the penalty).

6.4.8 Action to be Taken Following the Board of Assessment Enquiry

(a) When the Board of Assessment Enquiry has investigated the facts of the alleged assessment infringement it records a decision through a report of the meeting, stating whether or not the allegation is substantiated and indicating any penalty to be recommended.

(b) The student will be informed of the outcome of the decision of the Board of Assessment Enquiry. If the finding of the Board of Assessment Enquiry deems that the allegation has been upheld, the Chairperson of the Board of Assessment Enquiry may inform the student verbally of the outcome, but there is no discussion of the Board's decision with the student. Irrespective of whether or not the student is informed verbally, the secretary of the Board informs the student in writing of the outcome and of the penalty recommended, if any, as soon as possible after the Board meeting.

(c) In all cases the secretary of the Board informs the student of their right to appeal the decision of the Board of Assessment Enquiry to the Academic Council Board of Appeal according to the procedures set out in the *Academic Council Bylaw 2 Board of Appeal.*

(d) Where a Board of Assessment Enquiry has found an allegation of assessment infringement to be upheld, the Board of Examiners concerned is required to determine the student's overall examination result with regard to the penalty recommended by the Board of Assessment Enquiry.

6.4.9 Impact of Board of Assessment Enquiry on the Publication of Examination Results

(a) If a case of alleged assessment infringement is under investigation at the time of the meeting of the relevant Board of Examiners, the Board withholds any consideration of the student's work until the Board of Assessment Enquiry makes a decision on the case and conveys that decision to the Chairperson of the Board of Examiners.

(b) If a case is still under investigation when a results list is due for completion and publication, the name of the student concerned is withheld from the relevant results list pending the outcome of the process, and a deliberation by the relevant Board of Examiners.

7 Results

7.1 Module Results External Validation

The provisional Broadsheet of Examination Results for the programme will be made available to the External Examiner. The Internal Examiner(s) of the module will meet with the External Examiner to discuss module results and the award of ECTS credits attached to the module for each student who has achieved a pass mark.

7.2 Board of Examiners

7.2.1 Function

The function of the Board of Examiners shall be to determine module results and determine the award classification or progression leading to an award in respect of each participating student. This determination shall be made in accordance with these regulations and the regulations set out in the Approved Programme Schedule and shall be subject to confirmation by Academic Council.

The responsibility of the Board of Examiners will be to determine:

1. The overall classification of Award students
2. Progression as a result of earning credits in the modules passed by Non-Award students
3. The effect of extenuating circumstances submitted by students in writing with appropriate certification
4. The implementation of a decision of a Board of Assessment Enquiry or a Board of Appeal

7.2.2 Membership

A Board of Examiners shall be constituted for a programme leading to an award. A Board of Examiners shall normally be composed of the Vice-President Academic Affairs & Registrar or nominee, the Dean/Head of Department, the Programme External Examiners and the Internal Examiners who have participated in the examination of all modules for a given award (or examinations leading to an award).

The Chairperson of the Board shall be the Vice-President Academic Affairs & Registrar or nominee, (normally the Dean). The Chairperson is empowered to excuse a Board member or to nominate a replacement. The Recording Secretary shall be the Head of Department for all programmes managed by the associated Department.

The quorum for a meeting of the Board of Examiners shall be half the membership plus one.

All those in attendance at the Board of Examiners shall sign the Board of Examiners Attendance Sheet and the Broadsheet of Examination Results. Each examiner must maintain strict confidentiality in relation to matters arising during the examination process and in the discussions at the Board of Examiners. Under no circumstances should any person attending a meeting of a Board of Examiners disclose to any other person a decision of the Board or any document, information or opinion considered, conveyed or expressed at the meeting. The composition of the Board of Examiners should be restricted to those Examiners (both Internal and External) only involved in the programme under discussion.

7.2.3 Board of Examiners Procedures

1. The existence of any extenuating circumstances, that may have had a bearing on the results of a student, and that have been notified in writing by the student to the Head of Department shall be brought to the attention of the Board of Examiners for consideration and minuted.

2. A Board of Examiners may, in the case of illness or bereavement or other documented extenuating circumstances presented to the Head of Department recommend that a final decision on a student's result be deferred to enable the student to complete specific outstanding requirements of the programme or examination.

3. The Board of Examiners confirms eligibility for progression for each student who has satisfied module pre-requisite requirements and programme academic requirements as stated in the Approved Programme Schedule.

4. The Board of Examiners recommends the appropriate award classification for each student that has successfully accumulated the required ECTS credits for the award as stated in the Approved Programme Schedule.

5. The Board of Examiners may, on considering the totality of a student's performance within a stage/semester, amend a module result and/or an award classification.

6. Meetings of Boards of Examiners should allow for full and frank discussion of all borderline cases before a final decision is made. That final decision should be based on the cumulative evidence presented rather than on the view of one Internal or External Examiner. The overall approach taken in such cases should be fair and consistent to all students so that an outcome from a discussion of one student might well be applied to a similar situation of another student. If a discussion benefits a student and there are other students in similar circumstances, then they should benefit as well.

7. The decision of the Board of Examiners shall normally be formulated by consensus. Where the Board of Examiners is divided, the decision shall be by a majority decision of the members present. In the event of an equality of votes, the Chairperson of the Board of Examiners shall exercise the casting vote.

8. The provisional results as determined by the Board of Examiners shall be certified by the signature of the Chairperson and, where appropriate, the External and Internal Examiners. The results are provisional pending ratification by Academic Council. Any dissenting view of an Internal or External Examiner should be recorded at the Board of Examiners meeting. In the event of disagreement between Examiners with regard to the mark or grade that should be awarded to a student in any module, an Examiner may choose to have a dissenting opinion recorded on the Broadsheet of Results. Any dissenting opinion by an Examiner that shall have been recorded upon the Broadsheet of Results shall be brought to the attention of the Academic Council whose decision in relation thereto shall be final.

9. In the consideration of borderline cases, award students with a weighted average mark that is within a borderline band of one percentage point below a class boundary may be upgraded to a higher classification.

10. The provisional assessment results as determined by the Board of Examiners including recommendations, if any, in respect of each student shall be recorded on the official examination results sheets i.e. the Broadsheet of Examination Results in accordance with the following tables.

    Academic Standing:

Grade Code/ Scenario	**Set Academic Standing To**
Student has met all requirements	PS (Pass)
Any grade is I (Deferred)	DE (Deferred)

Any grade is WH (Withheld)	EB (Exam Board Decision). Banner sets the Academic Standing to EB for the Examination Board to make a decision which may be for example DE(Deferred) or WH(Withheld)
All grades for the stage are NP (Not Present)	AB (Absent from Examination)
All grades for the stage are W (Withdrawn)	WD (Withdrew from Course)
Full stage requirements have not been attempted	IN (Incomplete) Used in the case of Winter Semester results and part-time/ACCS students where not all modules for the stage have been attempted.
All grades for the stage are not passed	FL (Fail)
Student has not passed sufficient credits for the stage to continue	EX (Exemptions granted)
Student has not met a previous stage	EX (Exemptions granted)
Student has passed sufficient credits but can continue full time carrying credits (for example outstanding work placement)	AP (Approved to Progress, carrying credits)

Award Classification:

Award Classification	Description
H1	First Class Honours
H2	Second Class Honours
2.1	Second Class Honours, Grade 1
2.2	Second Class Honours, Grade 2
DT	Distinction
MR	Merit
M1	Merit, Grade 1
M2	Merit, Grade 2
PS	Pass
FL	Fail

11. Should TUS decide before, during or after the process of presenting a student's performance in one or more examination subjects, that it does not wish to so present the student, then it is TUS's right and responsibility to withhold that student's results.

12. For all Board of Examiner decisions that require discussion, the Faculty Office will enter a note in the Board of Examiners Report. A copy of all Board of Examiner Reports will be forwarded to the Vice-President Academic Affairs & Registrar, to the relevant Dean and Head of Department and to the Examinations Office.

13. The Internal and External Examiners may consider student results in the preparation of the Broadsheets prior to the Board of Examiners. However, it is at the Board of Examiners that results, award classifications and progression are decided.

7.3 Records of Assessment Results

Boards of Examiners are deliberative committees which make summative assessment and related decisions based on the recommendations of assessors.

1. Module examination marks/grades, as reviewed with the External Examiner(s), shall be submitted by the Internal Examiner in advance of the appropriate meeting of the Board of Examiners.

2. The Internal Examiner shall make available to the Dean/Department in Electronic Gradebook:

   (a) The allocation of marks for Written, Oral, Practical, Projects, Continuous Assessment etc. in accordance with the terms of the Approved Programme Schedule currently in operation
   (b) The overall total of marks/grades awarded to each student as reviewed by the Internal and External Examiners for that module.

3. The Internal Examiner shall, unless specifically excused by the Dean/Head of Department, attend the meeting of the Board of Examiners.

4. The Internal Examiner shall be responsible for returning the corrected examination scripts for each module to the Examination's Office or Faculty Office (where appropriate).

5. The deliberations of Boards of Examiners shall be confidential. TUS reserves the sole right to issue examination results, including provisional results.

6. Following the issuing of the provisional results, it is TUS Policy to afford students the opportunity of discussing their results with appointed staff.

7.4 Notification of Results

1. The Vice-President Academic Affairs & Registrar has the responsibility, through the Examinations Office, as soon as possible following the conclusion of the meeting of the Board of Examiners, to publish the outcome. The notice shall contain:

   i. the examination number of the student
   ii. the provisional overall result for the student

2. A result may be withheld if so decided by the Board of Examiners.

3. In addition, TUS shall provide an electronic statement of results to the student. The statement shall contain:

   i. the percentage marks awarded for each assessed module of the programme,
   ii. the overall result.

4. The Faculty/Department informs the student of the requirement(s) if any, relating to re-assessment.

5. The student has the responsibility to ensure that they have received their results.

6. The broadsheet, duly completed and signed, is the definitive record of the examination results and is lodged with the Examinations Office.
7. Results remain provisional until such time as they are ratified by the Academic Council.
8. It is the responsibility of each student to ascertain their own results. Under no circumstances do TUS staff provide results over the telephone.

8 Review of Results

8.1 Viewing Examination Scripts

A student may view their examination scripts in the Faculty or Examinations Office as appropriate. This in itself, will not alter marks awarded, and represents an information request.

8.1.1 Grounds for an Examination/Assessment Review

Should the student wish to have their result reviewed, a completed application form must be received by the Examinations Office accompanied by the appropriate fee for an Examination/Assessment Review, within five working days of the publication of the student's results.

An Examination/Assessment Review means the rechecking and re-consideration in detail of all or part of the existing examination/assessment material.

A student may not seek a review of the academic judgement of the examiners.

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 TUS have not been properly implemented, and where there is a *prima facie* case that this has had an adverse effect on the student's performance or

2. Compassionate/Extenuating circumstances related to the student's examination/ assessment situation were made known to the TU by the student prior to or during or within five 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 student at the appropriate time
    - or the student was unable to present the information because of circumstances outside their 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 student with disability or special educational need, the agreed revised examination/assessment procedures were not implemented, or agreed support was not made available.

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

1. Application forms are available from the Examinations Office and are available on the TUS website.

2. An application in writing or via email, 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 student's results. Where a student 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 Student requests to have considered in the Examination/Assessment Review.

4. The application will be checked by the Vice-President Academic Affairs & 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 or Head of Department and/or the module lecturer(s).

5. The Vice-President Academic Affairs & 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 & Registrar deems an application valid, the Application for the Examination/Assessment Review shall be forwarded to the Dean/Head of Department, who will ensure that this will be carried out within five working days.

7. When the Dean/Head of Department suspects that a delay is envisaged in the process of Examination/Assessment Review, the Dean/Head of Department shall advise the Vice-President Academic Affairs & 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 & Registrar shall so inform the student in writing.

8. Two people will normally carry out the Examination/Assessment Review: Dean/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 & Registrar by the Dean/Head of Department.

11. In the case where there appears to be grounds for a change in grades, the report from the Dean/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 & Registrar will, on the result of the Examination/Assessment Review, authorise that result for release and instruct the Examinations Office to communicate that result to the student.

13. If a change in a grade is recommended by the Dean/Head of Department, and where that recommendation is accepted, the Vice-President Academic Affairs & Registrar makes the necessary arrangements to have the official result amended by the Examinations Office or Faculty Office (where appropriate). Statistics reports for Academic Council are amended accordingly.

14. A student 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.*

8.1.3 Appeal

An appeal means a request to a higher authority for the alteration of the decision or judgement of a lower one. The rules of the Independent Appeals Board applies here.

9 Appendices

9.1 Classifications for Major Awards made by TUS 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

9.2 The External Examiner Process

All Higher Education Institutions use External Examiners to assist them to monitor the standards of their awards except those granted on an honorary basis. TUS recognises the system of External Examiners as an essential element in its quality assurance procedures, in order to provide an objective peer judgement on standards achieved. TUS offers programmes leading to major, minor, special purpose and supplemental awards. Major awards may have embedded awards. The Technological University is also committed to collaborative programmes, transnational programmes and joint awards. An External Examiner shall be employed in respect of programme and/or module assessments.

9.2.1 Principles of External Examining

(a) External Examining is a well-established practice within academia for benchmarking student assessments of the learning outcomes against national and international standards. It is one of the principal means of maintaining standards of autonomous higher education institutions. TUS subscribes to the best practice guidelines as outlined in QQI's Effective Practice Guideline for External Examining (2015). The precepts set out in that document inform TUS's approach to a quality assurance instrument that is employed to support public confidence in academic qualifications. Central to this, is TUS's responsibility for the assessment of students and the maintenance of programme standards (intended and actual) that accord with the relevant award standards.

External Examining is therefore an integral and very important part of TUS Quality Assurance.

(b) The objective of the External Examiner system is to ensure constant internal and external peer appraisal and review of all programmes, through the use and analysis of the External Examiners report, within the context of TUS's quality assurance feedback mechanisms.

(c) The External examining process offers an objective interface: a principal outcome of External Examining is the introduction of an independent and impartial element into the procedures for the assessment of students.

9.2.2 The Purpose of External Examining in TUS

1. To verify that standards are appropriate for the award or award elements which the External Examiner has been appointed to examine, and are consistent with the level indicators of the National Framework of Qualifications and with related standards.
2. To review the appropriateness of the minimum intended programme learning outcomes (i.e. the programmes basic educational goal), and other programme objectives.
3. To probe the actual attainment of students (actual programme learning outcomes) using information agreed with TUS.

4. To assist higher education Institutions in the comparison of academic standards across Higher Education awards and award elements,

5. Ensure that TUS's assessment processes are valid, reliable, consistent, and are fairly operated and in line with the Technological University's regulations.

6. To provide opportunities for Faculty to reflect on their assessment strategy and to learn from best practice in the field.

7. To enhance public confidence in assessment processes.

9.2.2.1 Main Functions of the External Examiner

(a) Review the appropriateness of the minimum or threshold intended programme learning outcomes (i.e. the programme's basic educational goal), and other programme objectives.

(b) Probe the actual attainment of students (actual programme learning outcomes) using information agreed with and supplied by TUS.

(c) Compare and contrast both the minimum intended programme learning outcomes and the actual attainment of students with the relevant awards standards, with the National Framework of Qualifications, and with corresponding data from other programmes in the same discipline in other higher education institutions in Ireland and beyond.

(d) Determine whether or not the applied procedures for assessment are valid, reliable, fair and consistent.

(e) Review the appropriateness of the programme assessment strategy and the assessment procedures and, flowing from this, consider subsidiary module assessment strategies.

(f) Review key assessment tasks prior to their assignment in light of the programme and module assessment strategies and students' prerequisite (prior) learning. Where key tasks include key continuous assessment tasks, it might not be feasible to review them prior to assignment, but they should still be reviewed by the External Examiner.

(g) Report findings and recommendations to the Technological University.

These functions are consistent with the QQI Effective Practice Guideline for External Examiners (QQI 2015)[1].

9.2.2.2 Subsidiary Functions of the External Examiner

The purview, or scope of operation, of the External Examiner is agreed with the Technological University from the outset. It may be extended, for example, to provide advice and guidance to the programme team. The role of scrutiny and inspection is typically extended to include quality enhancement. The External Examiner normally concentrates on summative

[1] https://www.qqi.ie/sites/default/files/2021-10/effective-practice-guidelines-for-external-examining-revised-february-2015.pdf

assessments. The External Examiner may also review formative and diagnostic assessment strategies. (See TUS Strategy for Learning, Teaching & Assessment 2022 – 2025).

In addition, they may:

(a) Identify creative and innovative summative, formative and diagnostic assessment strategies and assessment instruments, particularly within the context of active learning.

(b) Be invited to comment on the design, structure and content of a programme and its constituent components.

(c) Identify sustainable, competitive advantages for the programmes. (e.g., professional recognition, prevailing industry standards, joint awards, etc.)

(d) Identify exemplar external or internal subject material.

(e) Be invited to report on the progress in the implementation of programmatic review and institutional review panel reports.

(f) Be invited to participate in programmatic review and institutional review processes.

(g) Be consulted on nominations for student prizes and commendations.

(h) Be invited to consider compensatory education.

(i) Be invited to comment on special assessment arrangements.

(j) Be invited to comment on any externally set and/or assessed assessments which contribute to a TUS award.

(k) Be invited to audit, where appropriate, the distribution of grades for modules over a number of years.

9.2.3 The Authority of the External Examiner

(a) External Examiners have a right to examine all assessment material. The onus is on TUS to ensure the opportunity to do this before any Board of Examiners considers the material.

(b) An External Examiner appointed by TUS will:

(i) Obtain reasonable access to the assessed parts of any programme or module, including evidence about student's performances on placement where this is an assessed part of any programme;
(ii) Make recommendations with regard to assessments for consideration by the Board of Examiners;
(iii) Review a representative range of student assessments in a cohort before recommending to the Board of Examiners changes to marks by an Internal Examiner;

(iv) The External Examining process should not advantage or disadvantage any individual student without due consideration on the impact on the cohort as a whole. Adjustments are a matter for the Board of Examiners.

(c) Where Faculty deems it desirable that the External Examiners meet students, this can be provided for in so far as it is reasonably practicable.

9.2.4 Standards and Affirmation

(a) External Examiners shall ensure that the appropriate standards with regard to Pass, Merit and Distinction and Honours are applied and that comparability of standards between Higher Education Institutions is achieved and maintained.

(b) External Examiners shall determine, in their expert judgement:

(i) The adequacy of standards at examinations and other assessments;
(ii) That a typical student's performance in a programme as a whole is properly assessed;
(iii) That the assessment and determination of awards process have been fairly conducted.

(c) External Examiner reports will be a key component in all programmatic reviews.

9.2.5 Draft Examination Papers/Assessment Materials Review

(a) Contact between the Technological University and the External Examiner in relation to the level and content of examination papers or other assessment materials shall normally be through the Dean/Head of Department. The associated workload of any External Examiner shall be realistic and monitored for excess. Additional External Examiners can be recruited in cases of work overload. The associated workload should be monitored by the Programme Board and agreed with the Head of Department. The workload of an External Examiner shall not normally exceed the equivalent of 24 modules per academic year. During the appointment process, cognisance should be given by the Programme Board to the number of students being assessed.

(b) It is the responsibility of the Dean/Head of Department to ensure that External Examiners have the opportunity to scrutinise and comment on draft examination papers and other assessment material, continuous assessment rubrics, model answers as appropriate or other materials including marking and assessment schemes for the module(s) for which they are appointed.

(c) Draft examination papers/assessment materials shall be prepared by the Internal Examiner and submitted through the Examinations/Assessment Administration System.

(d) Draft examination papers shall be released by Faculty Administration to External Examiners through the Examinations/Assessment Administration System within an agreed timeframe prior to the examination date(s). Each paper should be accompanied by a marking scheme/model answers as appropriate.

(e) An External Examiner may make suggestions for deletions, additions, amendments or other as appropriate and shall submit their comments through the Examinations/Assessment Administration System for the attention of the Internal Examiner.

(f) An External Examiner is required to return comments within an agreed timeframe following receipt of draft examination papers and/or assessment material.

(g) The Internal Examiner shall take such proposed amendments into account and shall note any action taken. The updated exam papers/assessment materials shall be submitted through the Examinations/Assessment Administration System for access by the External Examiner.

(h) On completion of this process, exam papers and other assessment materials shall be approved by the Internal Examiner through the Examinations/Assessment Administration System.

9.2.5.1 Completed Assessment

Completed assessment materials, including where relevant, final examinations, continuous assessments, practical work and projects should be made available to the External Examiner as requested.

9.2.6 Reporting Procedure

(a) External Examiners are required to submit a report on programmes with which they are involved to the Vice-President Academic Affairs & Registrar before a date determined by Academic Council of the year of the examinations.

(b) One annual report will be sufficient. The standard report may be completed through the report functionality of the Examinations/Assessment Administration System.

(c) External Examiner Reports are normally submitted via the TUS learning management system.

(d) The reports of the External Examiners are pivotal for continuous improvement of the academic programmes and modules of the Technological University. If the report from an External Examiner is not received by the Vice-President Academic Affairs & Registrar's Office within one month of the due date without provision of good reason, the appointment as External Examiner may be terminated.

(e) External Examiner reports may be available in the TUS library and may be posted on the TUS Intranet.

(f) The Vice-President Academic Affairs & Registrar's Office shall provide a copy of the External Examiners Report to the Dean/Head of Department. The Consequent Action section shall be brought to the attention of the Programme Board.

(g) The Dean/Head of Department shall return the completed report to the Vice-President Academic Affairs & Registrar's Office by a date determined by Academic Council, noting any actions taken or other appropriate comments, for the attention of the Academic Council Sub-Committee on Management: Assurance, Enhancement & Integration.

(h) The Academic Council Sub-Committee on Quality Management: Assurance, Enhancement & Integration will make a Report to Academic Council. Issues of serious concern will be raised at Academic Council directly.

(i) In cases where the requirements of external professional bodies are the focus of comments, there may be a need to inform those bodies of action taken in response to the External Examiner's report.

(j) The External Examiner shall be provided with a timely, considered response to their comments and recommendations, including information on any actions taken by the Technological University, by the Dean/Head of Department, by a date determined by Academic Council.

(k) The External Examiner report and response shall be available to students of the programme on request and may be discussed at a staff/student liaison meeting.

(l) The External Examiner report and response may be provided to relevant External Panels and agencies (e.g., Institutional Review Panel). Extracts from External Examiner Reports may be included in the Annual Faculty Reports to Academic Council.

(m) Material must be made available to the External Examiner prior to the Examination Board as per agreed timeframes.

9.2.7 Nomination and Appointment of External Examiners

TUS has set specific criteria to support the appointment of External Examiners with appropriate levels of academic and/or professional expertise and experience in relation to the relevant subject area and assessment.

(a) TUS ensures that sufficient External Examiners are appointed so that it can be satisfied that:
   i. The standard of its programmes and student performances can be adequately moderated, and
   ii. The assessment, examination and determination of award processes are being fairly conducted.

(b) TUS determines:

   i. The normal number of reappointments and periods between reappointments;
   ii. How it would normally avoid appointing External Examiners with any direct interest or ties to the Technological University or its staff, programmes or students, and how conflicts of interest will be dealt with where such appointments are unavoidable;

   iii. The period that should elapse before a former member of staff or student could be appointed as External Examiner.

iv. External examiner workload and procedures for reviewing student assessment material;
v. The duration of the External Examiner appointment.

(c) TUS identifies any particular exceptions to their normal policies to allow for subject areas where there are a very limited number of potential External Examiners.

(d) The Academic Council approves nominations for the appointment of External Examiners within TUS and ensures that:

i. Criteria for the identification, nomination and appointment of External Examiners are understood and accessible to all staff initiating appointments;
ii. Nominations are assessed effectively and rigorously;
iii. Criteria are sufficiently inclusive to allow for the nomination of External Examiners with little or no prior experience of External Examining;
iv. Criteria and procedures include those for the early termination of an External Examiner's contract.

(e) TUS will publish the name and primary occupation of the External Examiners for each of its Higher Education and Training Programmes. This will be available for the current year and will also be published in the Annual Report. The names of External Examiners (and Internal Examiners) are printed on the examination papers of TUS. They may also be printed on the continuous assessment assignments.

(f) In the implementation of these regulations, TUS monitors the gender balance of appointments of External Examiners. The Vice-President Academic Affairs & Registrar's Office shall produce a summary report for External Examiner reviews.

(g) In the implementation of these regulations, TUS monitors the international perspective obtained. The Vice-President Academic Affairs & Registrar's Office shall produce a summary report for institutional reviews.

9.2.7.1 General Criteria for Appointment

(a) External Examiners shall be drawn from persons of standing and experience in the relevant academic field and/or the professional practice of their disciplines in Ireland or abroad. Where possible, each Academic Department should endeavour to source up to 50% of External Examiners from comparable international higher education and awarding institutions, professional bodies and businesses.

(b) External Examiners shall be suitably qualified and hold academic qualifications at least to the level they are examining. They should have both current and relevant experience in the areas of Industry, Academia or Professional Practice.

(c) External Examiner nominations and appointments shall be such as to ensure maximum objectivity in relation to TUS.

(d) Normally, an External Examiner should not be nominated/appointed from a department of another Higher Education Institution where a member from a similar department of TUS is serving as an examiner.

(e) Former members of staff shall not be invited to become External Examiners before a lapsed time of at least five years or sufficient time for students taught by that member of staff to have passed through the system, whichever is the longer.

(f) Former consultants, external panel members, or External Examiners shall not normally be invited to become External Examiners before a lapsed period of at least three years.

(g) External Examiners should not normally hold more than two appointments at the same time.

(h) For any one programme, External Examiners should not be appointed consecutively from the same institution - the Technological University obtains nominations from a variety of institutions and avoids multiple nominations from the same institution within a single discipline.

(i) Those registered for an award of TUS, or the relevant awarding body, are ineligible for appointment as External Examiners in any part of TUS.

(j) It is the responsibility of the External Examiner to declare an interest (actual or potential, real or apparent) if placed in a position of making a judgement about any student with whom there is a close tie e.g. as a sponsor, relative or friend, as a close professional colleague, or having been involved with the direct supervision of the student on placement or professional training.

(k) The requirements of professional or accrediting bodies are taken into account, where/as relevant.

9.2.7.2 Specific Criteria for Faculties and Departments

In making a nomination for the appointment of an External Examiner, Faculties and Departments other than the School of Art & Design shall have regard to the following:

(a) For Higher Certificate and Ordinary Bachelor Degree (Level 6 and Level 7), each nominated External Examiner shall normally have an honours degree or equivalent in the relevant programme area, plus a minimum of three years practical experience in an area of relevance. Such experience can be in Industry, Academia or Professional Practice.

(b) For Honours Bachelor Degrees programmes (Level 8), each nominated External Examiner shall normally have an honours degree or equivalent in the relevant programme area, and shall normally have a Masters degree or Doctorate or equivalent in an area relevant to the programme being examined, and five years relevant practical experience. Such experience can be in Industry, Academia or Professional Practice.

(c) For a taught Masters Degree or Graduate Diploma (Level 9), one nominated External Examiner shall normally hold a Masters degree or Doctorate in the relevant programme or subject area, and have a minimum of seven years post qualification experience in Industry, Academia or Professional Practice.

(d) For minor, special purpose or supplemental awards, the External Examiner shall normally have relevant academic and/or professional qualifications at honours degree level. The External Examiner shall also have academic qualifications at least at the level of qualification being examined, plus a minimum of three years relevant practical experience.

(e) If the appointment does not comply with above criteria, the following shall apply:
- In exceptional circumstances, where it is proposed to nominate an External Examiner who does not satisfy the Criteria for Appointment, this shall be clearly noted on the External Examiner nomination form and reasons given for the nomination.

9.2.7.3 Specific Criteria for the School of Art & Design

In making recommendations for the appointment of an External Examiner, the School of Art & Design shall have regard to the following:

(a) The Higher Certificate and Ordinary Bachelor Degree (Level 6 and Level 7) as above.

(b) For the Honours Bachelor Degree (Level 8), each nominated External Examiner shall normally have an honours degree or equivalent in the relevant programme area plus a minimum of five years practical experience in an area of relevance. Such experience can be in Industry, Academia or Professional Practice.

(c) For a taught Masters Degree and Graduate Diploma (Level 9), one nominated External Examiner shall normally have an honours degree or equivalent in the relevant programme or subject area, shall normally hold a Masters Degree, or Doctorate or equivalent in the relevant programme or subject area, and have a minimum of five years post qualification experience in Industry, Academia or Professional Practice.

(d) For minor, special purpose or supplemental awards, the External Examiner shall normally have relevant academic and/or professional qualifications at honours degree level. The External Examiner shall also have academic qualifications at least at the level of qualification being examined, plus a minimum of three years relevant practical experience.

(e) If the appointment does not comply with above criteria, the following shall apply. In exceptional circumstances, where it is proposed to nominate an External Examiner who does not satisfy the Criteria for Appointment, this shall be clearly noted on the External Examiner nomination form and reasons given for the nomination.

9.2.7.4 Specific Criteria for Programmes with Professional Examination Exemptions

TUS values the prestige and the competitive advantage for students of professional examination exemptions. Programmes with professional examination exemptions may, from time to time, seek to appoint an External Examiner who has a minimum of ten years relevant professional experience post qualification and/or a fellowship of a professional body. This External Examiner should be familiar with the Exemption Accreditation Criteria of the relevant professional bodies.

9.2.8 The Nomination Procedure

(a) The Dean is responsible for co-ordinating the nomination of persons to act as External Examiner for programmes and modules in their Faculty, and seeks recommendations for nominations through the Programme Board, the Department Board and the Faculty Board taking into account the need for continuity in the External Examiner process from one year to the next.

(b) The Dean will provide the Vice-President Academic Affairs & Registrar's Office with nominations for appointment as External Examiner. On occasion, the Vice-President Academic Affairs & Registrar may invite a Dean to supply additional nominations where this is deemed necessary to ensure the necessary quality standards.

(c) From time to time it may be useful to jointly nominate discipline-specific External Examiners consistent with QQI discipline-specific standards.

(d) In exceptional circumstances, where it is proposed to nominate an External Examiner who does not satisfy the Criteria for Appointment, this shall be clearly noted on the External Examiner nomination form and reasons given for the nomination.

(e) The Dean/Head of Department shall consult the person proposed for nomination to seek their consent to be nominated and determine their availability to act as External Examiner. Such consultation shall be without commitment to appointment as External Examiner.

(f) Nomination for the appointment of examiners shall be made via the appropriate system and shall be accompanied by a current CV, and forwarded by the due date each year to the Office of the Vice-President Academic Affairs & Registrar. Following a desk-review by the Quality Office a summary report will be forwarded for consideration by the Academic Council Sub-Committee on Quality Management: Assurance, Enhancement.

(g) The Academic Council Sub-Committee on Quality Management: Assurance, Enhancement & Integration shall propose the nomination of such External Examiners as it deems appropriate to the Academic Council for approval and appointment.

(h) Nominations for appointment of External Examiners for externally validated programmes are made in consultation with the Dean/Head of Department and the Vice-President Academic Affairs & Registrar. The appointment is made by the External Awarding/Validating Body.

(i) Gender balance should be a consideration in the nomination of External Examiners. As the student population becomes more diverse, other criteria should also be considered (e.g. ethnic representation).

(j) In the spirit of all island development and cooperation, nominations from Northern Ireland should be considered from time to time. (Historically, the Irish and British system of External Examining developed along common lines.)

(k) External nominations from bodies such as Quality and Qualifications Ireland (QQI), Irish Higher Education Quality Network (IHEQN), European Association for Quality Assurance in Higher Education (ENQA), Quality Assurance Agency for Higher Education (QQA) (UK), National Student Representative Bodies (e.g. USI) or professional bodies could be requested from time to time.

(l) The nomination of External Examiners should normally be from Higher Education Institutions which are outside the immediate geographical location of the relevant programmes in TUS.

9.2.8.1 Number of External Examiners

(a) External Examiners may be appointed on a Departmental basis, programme basis or module basis as determined by the needs of TUS.

(b) External Examiners may be appointed who have expertise in particular module areas, as determined by TUS, and may be involved with particular modules at programme level within a Faculty or Department, or on a TUS wide basis.

(c) It may be necessary to appoint a specialist External Examiner for RPL assessments, advanced entry assessments, work-based learning/placements assessments, Erasmus assessments, alternative provider assessments or blended learning assessments from time to time. Such an External Examiner may need to communicate regarding assessment with an industrial examiner, an overseas examiner or an alternate provider examiner, for example.

(d) The number of External Examiners for a particular programme should be sufficient to cover the range of studies in the programme.

(e) For each (non-embedded) award at Higher Certificate, Ordinary Bachelor Degree or Honours Degree (Levels 6 to 8 inclusive), one External Examiner is required for each 60 credit stage of a programme. The practising External Examiner should normally reflect a related employment sector within the wider geographical region.

(f) For a taught Masters Degree programme, one External Examiner is required for each 60 credit stage of a programme.

9.2.8.2 Appointment

(a) Academic Council appoints all External Examiners.

(b) The Office of the Vice-President Academic Affairs & Registrar shall maintain a register of External Examiners appointments and periods of tenure.

(c) Following approval of nominations by the Academic Council of TUS, the Office of the Vice-President Academic Affairs & Registrar shall issue the appropriate documentation to the External Examiner, including, *inter alia*, current copies of:

i. The Technological University's Academic Regulations
ii. TUS's Strategy for Learning, Teaching & Assessment 2022 – 2025
iii. TUS's Placement Policy and Guidelines
iv. Conflict of Interest Declaration
v. Confidentiality Agreement

(d) The External Examiner shall be appointed from the date of signing of the contract by the External Examiner. Normally, the term of office shall commence on a date determined by the Academic Council.

(e) An External Examiner shall normally be appointed by TUS as programme External Examiner with responsibility for a programme or range of programmes, for a maximum period of five years.

(f) Following appointment, the Dean shall ensure that the External Examiner receives adequate additional documentation to enable them to understand the examination systems operated by TUS. Such documentation shall include, where appropriate:

i Programme and/or module documentation
ii Schedules for forthcoming Examinations and Board of Examiner meetings
iii Programmatic Review or Validation Report and response
iv Any special arrangements and adjustments for students with additional specified needs.

(g) TUS will facilitate induction/training for External Examiners consistent with the provisions of the QQI Effective Practice Guideline for External Examining (2015).

(h) TUS provides dedicated restricted webpages on External Examining. The site will allow access to the induction material, TUS Library, Moodle at TUS, and other appropriate information.

9.2.8.3 External Examiner and Induction

Following induction, the External Examiner should:

(a) Know the Technological University's policy on external examining, including the reporting requirements.

(b) Understand the mission of the Technological University and its context (e.g. The Irish higher education system).

(c) Be able to distinguish how the minimum intended programme learning outcomes and actual learning outcomes attained by graduates compare and contrast with similar programmes with which they are already familiar and with programmes in the same discipline for which suitable benchmarking data has been gathered by the University.

(d) Know the overall structure of the programme.

(e) Be able to evaluate and critique the programme assessment strategy.

(f) Understand how the minimum intended programme learning outcomes relate to the award standard, and how the award standard relates to the National Framework of Qualifications (and, if the examiner is from outside Ireland, how the NFQ relates to the other HE Qualifications Frameworks in which they may be familiar.

(g) Understand the programme assessment strategy and procedures, the grading system and how awards are classified.

(h) Understand the principles of learning-outcomes criterion-referenced assessment.

The nature of the induction process should be appropriate to the External Examiner's learning needs. These outcomes are consistent with the QQI Effective Practice Guideline for External Examining (QQI, 2015).

9.2.8.4 Suspension of Contract

In exceptional circumstances it may be considered necessary by TUS that the appointment of an External Examiner be suspended for a period. For example, suspension may be necessary if the related modules, stages or programme are not on offer in the current academic year.

9.2.8.5 Termination of Contract

In exceptional circumstances it may be considered necessary by TUS that the appointment of an External Examiner be terminated before completion of the approved period of office. Academic Council will make the final decision on any termination of contract based on the recommendations of the Vice-President Academic Affairs & Registrar. Circumstances leading to the termination of contract might include the following:

(i) Non-submission of reports within the specified time without provision of good reason;
(ii) Where TUS considers that the manner in which the External Examiner is fulfilling the function of External Examining, as laid down in these procedures, is not being carried out in the interest of the programme or TUS.
(iii) Any additional circumstance that conflicts with the role and responsibilities of an External Examiner.

9.2.8.6 Visiting TUS

The expectation that External Examiners will visit TUS may be set aside due to personal or other unexpected circumstances. In such circumstances, External Examining will be facilitated remotely and through delivery of assessment material to the External Examiner in digital or physical format.

(a) All External Examiners are expected to visit TUS at least once in each academic year. This visit will normally take place at the time of determination of results at the Board of Examiners, and it should conform to the arrangements made in this regard by TUS. In the event that an External Examiner is unable to attend TUS during normal

circumstances, provision may be made to facilitate remote access for the purposes of exam-related meetings and Board of Examiners.

(b) The Examiners of semesterised award stages are normally expected to visit TUS at least twice in the academic year for two Board of Examiner Meetings.

(c) External Examiners of modules with high continuous assessment allocations are normally expected to visit TUS at least twice in the academic year (e.g., Art and Design). The use of secure teleconferencing should be considered as appropriate.

9.2.8.7 Force Majeure

In the case force majeure where an External Examiner is unable to fulfil their duties, and there is insufficient time to appoint a replacement External Examiner, the Head of Department should inform the Vice-President Academic Affairs & Registrar's Office in writing. The Programme Board, with the oversight of the Head of Department, should use their discretion to ensure that the quality and standard of the assessment process is upheld. Quality assurance measures, for example, reviewing of samples, may be undertaken to ensure the integrity of the academic process.

9.2.9 Conflict of Interest Code

(a) An External Examiner shall declare any interest, relationship or other circumstances which might constitute a conflict of interest, or which might be seen as inappropriate for the role of External Examiner. Where a conflict of interest is apparent, the Office of the Vice-President Academic Affairs & Registrar in conjunction with the Dean/Head of Department will make such arrangements as are necessary to negate the conflict of interest.

(b) An External Examiner may have access to commercially sensitive and proprietary information, particularly in student projects and work placements and is obliged to protect such information.

(c) TUS is committed to best practices and to maintaining the confidentiality of student assessments. External Examiners are required to sign the confidentiality agreement provided by TUS as part of the appointment process.

9.2.9.1 Contact by Students

It is inappropriate for individual students to make direct contact with an External Examiner and any such attempt may be deemed an assessment infringement within the terms of the regulations provided in Section 6 (Academic Integrity and Assessment Infringement) of Academic Regulations. Any such approach should be brought to the attention of the Vice-President Academic Affairs & Registrar.

9.3 Guideline Procedures for Online Final Examinations

9.3.1 Introductory Context

The Technological University acknowledges that there are particular considerations that need to be fulfilled to enable successful delivery of Online Final Exams.

1. There is a requirement for adequate administrative resourcing and training for all Staff involved both in the initial set up and the ongoing support of Online Final Exams talking account of the context of the Campus. Online Final Exams can only be run in a particular Campus where capacity to deliver them has been established through consultation and agreement.
2. Where a Module Owner/Programme Board makes a decision to conduct an Online Final Exam there is a requirement to facilitate these in a manner that protects the Staff, Students and TUS appropriately (subject to the requirements outlined in Point 1 being fulfilled).

These guidelines ensure that where Online Final Exams are requested by Module Owners/Programme Board, there is a level of consistency to protect all parties involved (both the TU and Students) and to enable secure delivery of these exams. The guidelines also support academic integrity for the delivery of online proctored final exams.

9.3.2 Types of Online Final Exam

In line with in-person examinations, papers must be reviewed and approved by the relevant External Examiners using GURU. Online Final examinations may only be conducted though TUS's VLE, Moodle.

There are

two functions in Moodle that enable the creation of two different styles of questions selected at the discretion of the Examiner depending on their specific requirements.

1. Essay Style Questions using the Moodle Assignment Function.
   These can be written as Word documents using existing examination templates downloaded from GURU.
2. MCQ (Multiple Choice Question) Style Questions using The Moodle Quiz Function.
   These questions must be created in Moodle Quiz using its software function to build the examination.

All online Exams must be conducted in a get a dedicated Moodle Exam page. They may not be conducted in local Moodle module pages.

9.3.3 Processing Online Exam Papers

Essay Style Questions using Moodle Assignment

(a) The Exam may be written as Word documents using existing Examination Templates in the Examinations Management system GURU.

(b) After drafting, these examinations, and associated solutions and marking schemes, can be uploaded to GURU for access by External Examiners to review.

(c) After External Examiner feedback has been taken on board and the papers finalised, they are saved as pdf files and uploaded to Moodle Assignment by the Examinations Office in the dedicated Moodle Exam page in advance of the examination.

MCQ Style Questions using Moodle MCQ

(a) The MCQ based exam may be created locally in a format at the discretion of the Examiner.

(b) After drafting, these examinations and associated solutions and marking schemes, can be uploaded to GURU for access by External Examiners to review.

(c) After External Examiner feedback has been addressed and the papers finalised, the Final Examination shall be created in the Moodle Exam page by the Examiner, in conjunction with the Examinations Office, using Moodle Quiz to build the online version of the MCQ.

(d) It is essential that the automatic feedback function is disabled in the MCQ set up to prevent Students gaining access to the correct answers during the exam.

9.3.4 Writing Online Exam Paper Instructions

1. Provide clear examination instructions on the cover sheet of the examination in accordance with the standard TUS criteria as specified in Section 2.7 Preparation of Examination Papers
2. In addition to the standard instructions as per 1 above, Online Examinations instructions may include the following details as applicable.
   (a) a list of applications that can be accessed and used during the exam (e.g. to create diagrams, charts etc)
   (b) the format and submission of the main Exam Script file;
   (c) the format and submission of any supporting files (images, charts, diagrams etc.) to be uploaded as part of the Exam submission (e.g. the type of attachments and what file format they must be in).

9.3.5 Providing Information to Students in Advance of Online Exams

Generic instruction for preparation and participation in Online Final Examinations will be provided by the TUS Examinations Office to enable students adequately prepare for the online exam.

These instructions will include:

a) date, time and duration of the exam;
b) minimum required internet access;
c) hardware and software requirements;
d) exam room and equipment set up;
e) how to access the examination;
f) process for reporting issues or problems in accessing the online exam;
g) how to submit completed exam files to TUS
h) TUS Student Code of Conduct for Online Final Examinations.
i) specific requirements of proctoring in the case of live proctored exams;
    - using the webcam
    - testing equipment
    - connecting to the Proctor
    - steps to follow for issues with hardware, software and/or internet access

Exam specific information may be provided by Examiners to students to enable them to adequately prepare in advance for the particular Exam context. This information may also form part of the Examination Paper Instructions.

This may include;

(a) instructions regarding specific resources, materials and software applications that can be accessed to complete the exam;
(b) specific instructions with respect to exam submission, file types and formats.

Conducting Online Open Final Book Exams

When TUS Open Book Final Exams are conducted online the following criteria shall apply to their organisation:

1. The Examinations Office coordinates with the Academic Department requiring an online Open Book Final Exam.
2. To ensure security and integrity around the exam a dedicated Moodle Exam Page is created for each individual Online Open Book Final Exam.
3. All examination students, the relevant Examiners and Examinations Office Staff are enrolled on the relevant Moodle Examination Page.
4. For Essay Style Questions, the Examinations Office uploads the Examination Paper into the Moodle page and sets the exam duration.
5. For MCQ Style Questions, the Examination Paper shall be created in the Moodle Exam page by the Examiner, in conjunction with the Examinations Office.
6. The student accesses the examination by logging into Moodle using their personal log in details.

7. The student completes the examination and uploads the completed exam files as per the exam instructions.
8. If a student gets disconnected from Moodle during the exam, and is unable to reconnect, they must inform the TUS Examinations Office at the earliest opportunity.

Conducting Online Closed Book (Live Proctored) Final Exams

When TUS closed Book Exams are conducted online they shall be Live Proctored and the following criteria shall apply to their organisation:

1. The Examinations Office coordinates with the Academic Department requiring an online Closed Book (Live Proctored) Final Exam.
2. To ensure security and integrity around the exam a dedicated Moodle Exam Page is created for each individual Closed Book (Live Proctored) Final Exam.
3. All examination students, the relevant Examiners and Examinations Office Staff are enrolled on the relevant Moodle Exam Page.
4. An external online examinations proctoring company will be engaged by TUS to live proctor (invigilate) the exams.
5. The proctoring software will be integrated with Moodle.
6. The proctored exam is conducted and proctored (invigilated) though Moodle. The proctoring software creates a ‘virtual exam room’.
7. The student accesses the examination by logging into Moodle using their personal log in details.
8. The student must adhere to all examination room and equipment set-up requirements as communicated in advance of the exams.
9. Students must complete a process to authenticate their identification.
10. The Proctor checks and verifies the examination room and equipment set up.
11. The Proctor monitors the conduct of the student throughout the examination.
12. If a student must leave an examination room the proctor should be informed.
13. If a student gets disconnected from the proctor during an Exam, and is unable to reconnect, they must inform the TUS Examinations Office at the earliest opportunity.
14. The proctoring software records all screen activity and the webcam of the student throughout the examination.
15. The student completes the examination and uploads the completed exam files as per the exam instructions.
16. The proctoring company conducts a full review of all data collected and provides a report to TUS with respect to the academic integrity of the examination.
17. The Exam report and the exam recordings are also available to TUS Examinations Office and Internal Examiners on request for any further review as deemed necessary.

Student Etiquette and Academic Integrity

1. Students are reminded that Assessment Infringements are viewed seriously by TUS and may lead to any resulting issues being referred to Assessment Infringement Investigation.
2. Students are required to adhere to the *TUS Student Code of Conduct for Online Final Examinations*. Failure to adhere to this Code of Conduct may result in an Exam Board Enquiry under TUS's academic regulations and/or disciplinary procedures being initiated under the *TUS Student Code of Conduct and* Discipline 2022 – 2025.
3. It is the responsibility of the student to check in advance the reliability of their internet connection and the other requirements including, computer/laptop and any software applications necessary to complete an online exam and/or submit an assignment.
4. If a student cannot attend/complete the online exam (e.g. arrives late/must leave an exam/ becomes ill/internet drops during the exam among others) the Examinations Office must be informed at the earliest possible opportunity.
5. Students are prohibited from communicating with other students or other third parties during an online exam.
6. Students are prohibited from using any third party to act in their name to complete an exam.
7. Students are prohibited from accessing any unauthorised course material via the VLE, on the internet or on any accessible drives during an online exam.

9.3.6 Facilitating Students with Hardware and/or Internet Issues

1. Students who do not have access to internet will be provided with the opportunity to undertake their exam in a TUS Classroom with appropriate IT Equipment.
2. In the case of hardware and subject to availability, laptops or webcams may be borrowed from Computer Services for the duration of the examination or the student may be offered the facility to undertake their Exam in a TUS Classroom as per 1 above.

9.3.7 TUS Student Code of Conduct for Online Final Examinations

An Online Final Examination is a formal examination given by the Technological University as part of the Examinations and Assessment process for programmes leading to awards by the Institute. This *TUS Student Code of Conduct for Online Final Examinations* has been developed to inform Students of the standards and norms that are required when completing an Online Final Examination. Compliance with this Code is viewed as an essential fundamental personal responsibility for every student. Therefore, any students who are in breach of this *Student Code of Conduct for Online Examinations* may be subject to Board of Enquiry and/or disciplinary measures.

When completing a Final Online Examination, the following Code of Conduct must be adhered to by all students.

1. You will receive a document titled *Instructions for Preparing for your Online Final Examination* from the TUS Examinations Office and you are required to consult closely with these as you prepare for your examination.
2. It is the responsibility of the student to ensure in advance that you have the capacity to access and complete the Online Final Examination. Check in advance that you have reliable internet access and check that you have adequate broadband speed and data allowance. A number of internet tools allow you to check broadband speed and one is available at the following link: https://broadbandspeedtest.ie/ (minimum download speed of at least 5Mbps and an upload speed of 3Mbps is recommended).
3. Check in advance that you have met all the hardware/software requirements to sit the Online Final Examination, including computer/laptop, webcam and any software applications necessary to complete an online exam and/or submit associated files.
4. If you believe that you may have any issues accessing your online exam please seek advice and guidance from the TUS Examinations Office. It is your responsibility to ensure that you have a means of accessing and completing the examination.
5. You must verify your identity by logging into Moodle for the completion of the examination and/or submission of associated workbook and file attachments.
6. In the case of a proctored exam, you must verify your identity to the proctoring system by displaying your student identification card and allowing the proctoring system to take a photo of your face.
7. If a student cannot attend/complete the online exam (e.g. arrives late/must leave an exam/ becomes ill/internet drops during the exam among others) the Examinations Office must be notified at the earliest possible opportunity at Exams@tus.ie
8. In the case of a proctored exam, should you need to leave the Examination for any reason, including a brief comfort break, you must notify the Proctor in the proctoring system prior to leaving the examination.
9. You are prohibited from communicating with other students or other third parties during an online exam.
10. You are prohibited from using any third party to act in your name in order to complete an exam.
11. You are prohibited from accessing unauthorised course materials/software applications via the VLE, PC or internet during an examination unless it's a designated exam requirement.

10 Glossary of Terms

APS - Approved Programme Schedule

Assessment infringement - to commit any act whereby a person may obtain, for themselves or for another, an unfair advantage which may (or may not) lead to a higher mark or grade than their abilities would otherwise secure in the examination or assessment process.

Closed Book Exams - refers to an exam during which students are not allowed to consult any external materials or resources during an exam.

Compensation - a process by which a student, 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.

Final exams and continuous assessment may include but are not limited to assessment modes such as written examinations, assignments, oral examinations, demonstrations, presentations, practicals, projects, portfolios, reflective journals and work-based assessments.

GURU – the Examination Management System adopted by TUS

MCQ - Multiple Choice Question

Open Book Exams - allow students to consult their own material or resources such as textbooks, lecture notes, personalised course notes, visual memory aids and other reference material to complete the exam.

Proctor – Invigilate online examinations

RPL - Recognition of Prior Learning

Repeat externally - A student who is unsuccessful in a module assessment re-engages with whatever assessment is deemed appropriate

Repeat and Attend - A student who is unsuccessful in a module assessment may be required to re-attend the module prior to re-assessment in circumstances provided for in the approved programme schedule (APS). In this case, the full range of module assessments will normally form the basis of the re-assessment.

VLE – Virtual Learning Environment