Academic Regulations for Taught Programmes 2023-2024

June 2023
Version 1.0

SETU
Ollscoil Teicneolaíochta an Oirdheiscirt
South East Technological University

Policy Details	
Policy Title:	Academic Regulations for Taught Programmes 2023-2024
Version:	1.0
Approved By:	Academic Council
Date Approved:	25th April 2023
Effective Date:	For the Academic Year 2023-2024
Review Date:	1 year following effective date
Policy Owner:	Vice Presidents for Academic Affairs

Revision History		
Previous Version No.	Summary of Amendments	Reviewed Version No.
N/a	First draft	0.1
0.1	Amendments made to draft arising from feedback from Academic Council	0.2
0.2	Further amendments made arising from feedback and comments, and correction of errors	1.0

Consultation Details		
Name	Details	Date
	Drafts presented to Academic Council and feedback sought from members	March and April 2023

	Drafts presented to Functional Area Managers in Academic Affairs and feedback sought	March and April 2023

Publication Details		
Where published	Comment	Date
SETU website		June 2023

Feedback or issues arising on implementation of this policy should be communicated to the policy author.	
Policy Author:	Academic Quality Integration Lead

Table of Contents

Academic Regulations for Taught Programmes

1.   Introduction and context

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

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

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

2.   Purpose

The Academic Regulations for Taught Programmes ('the regulations') for SETU set out the University regulations as they pertain to all SETU taught programmes and students of SETU taught programmes[1]. The application of these regulations is mandatory across the University. Any variations from these regulations must be

---

[1] Regulations relating to SETU research programmes and SETU research students are set out separately as part of the SETU Graduate Studies Regulations.

approved by Academic Council, and must be appropriately communicated to any affected stakeholders as part of relevant programme information.

3. Scope

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

4. Principles

The principles that apply to these regulations are as follows:

1. All taught programmes and students of taught programmes across the University must follow these regulations.

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

3. All SETU taught programmes have entry requirements, which must be met or satisfied by prospective candidates before they can register as students of the University and gain admission to programmes of the University.

4. The University implements an academic delivery framework, which applies across all taught programmes.

5. Assessment of learning, grading of assessments and feedback to students is to be conducted in a fair, equitable and transparent manner.

6. Specific requirements apply and must be satisfied in order for students to progress between stages or transfer between programmes.

7. The University will confer awards on graduates when they satisfy the relevant requirements of the University.

8. Awards are based on the achievement of defined learning outcomes at programme level.

9. Students are expected, at all times, to conduct themselves in an appropriate manner.

5. Glossary of terms

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

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

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

'Examination Board' means a body established by the University that meets at the end of each examination session to confirm module marks, student progression and achievement.

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

'Invigilation' means the supervision of students in an examination setting by a person(s) appointed by the University in the role of invigilator, who are independent of the teaching and assessment of the students who are present in the examination setting.

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

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

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

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

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

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

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

6.   Entry requirements

6.1 Introduction

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

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

6.2 Registration

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

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

6.3 Entry requirements – Irish Leaving Certificate

6.3.1 The minimum entry standard for applicants to programmes leading to National Framework of Qualifications (NFQ) Level[2] 6 and 7 awards is grade H7 (Higher Level) or O6 (Ordinary Level) or higher in five subjects, including Mathematics and either English or Irish.

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

---

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

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

6.4 Entry requirements – QQI-FET awards

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

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

6.5 Entry requirements – International applicants

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

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

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

6.6 Entry requirements – Postgraduate programmes

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

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

6.7 Entry requirements – Recognition of prior learning

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

6.7.2 In this regard, the University may also consider applications in respect of individuals who hold such other qualifications and/or experience as may be

acceptable for the purposes of entering a specific programme. Evidence of this must be presented in the form set out in the University's Recognition of Prior Learning (RPL) policy and is subject to assessment as defined in that policy.

6.8 Entry requirements – Advanced entry applicants

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

6.9 Entry to craft apprenticeship programmes

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

6.10 Mature applicant entry

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

6.11 Reserved places

6.11.1 Academic Council may reserve places on programmes for potential applicants from categories specifically identified by the University.

6.12 Entry schemes

6.12.1 Academic Council may establish entry schemes for potential applicants.

6.13 Applicants with a disability

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

6.14 Applicants with a criminal conviction

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

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

6.15 Garda vetting

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

7.   Academic delivery framework

7.1 Introduction

7.1.1 The Academic Delivery Framework for SETU sets out the regulations as they pertain to the delivery of taught academic programmes. Where academic programmes seek derogations from these regulations through their Programme Boards, these must be approved by Academic Council and specified in relevant programme information.

7.2 Structure of the academic year

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

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

7.2.3 Students who successfully complete one stage of learning on a full-time SETU programme will be awarded 60 ECTS[3] credits; this may vary for part-time programmes (including minor, supplemental and special purpose awards) and postgraduate programmes, where credits may be greater or lesser than this. The number of credits required per stage will be specified in relevant programme information.

7.3 Structure of academic programmes

7.3.1 Relevant programme details for each academic programme of study should be set out in an Approved Programme Schedule, in a format as specified by Academic Council.

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

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

---

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

Higher Diploma	8	60 credits
Postgraduate Diploma	9	60 credits
Master's Degree	9	90-120 credits

7.4 Management of academic programmes

7.4.1 The Programme Board represents the primary management unit for academic activities at academic programme level.

7.4.2 Programme Boards have responsibility for the management and ongoing development for their specific programme(s). This encompasses a range of activities including (but not limited to):

- Programme planning, review and enhancement;
- Setting continuous assessment schedules;
- Student assessment;
- Monitoring student and cohort progress and retention rates;
- External examiner feedback;
- Assessing resource requirements;
- Student feedback;
- Syllabus review, co-ordination and development.

7.4.3 Programme Boards are required to meet at least once in every semester.

7.4.4 The membership of each Programme Board should include:

- A Programme Leader;
- Relevant Head of Department;
- All academic staff involved in the delivery of the programme;
- Student representatives.

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

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

7.5 The modular system

7.5.1 The curriculum is divided into modules. A module is a unit of learning with the minimum module size being 5 credits. An exception to this will be made for micro-credentials, where the credits allocated may be less than 5 credits. Where larger modules are required, their size must be such that their credit allocation is an integer multiple of 5.

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

7.5.3 A module descriptor, in a format approved by Academic Council, is produced for all modules to be delivered.

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

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

7.5.6 Credits are awarded on successful completion of a module. Credits measure the notional amount of study required for the completion of a module. In line with the ECTS Users' Guide (2015)[4], each credit is equated to between approximately 25 and 30 effort hours for the average student.

7.5.7 The effort hours associated with a module are a sum of all of the learning activities of the programme, including class contact, independent learning and assessment. Students are expected to actively engage with all activities associated with the modules that they register for.

7.6 Learning outcomes

7.6.1 The level of a programme is determined by its programme learning outcomes and the relationship between these outcomes and those at the various levels on the NFQ.

7.6.2 The programme learning outcomes represent the minimum intended programme learning outcomes for the award. The student should achieve all of the specified programme learning outcomes set out for the programme to receive the final award, as well as meeting any other programme requirements.

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

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

---

[4] See https://op.europa.eu/en/publication-detail/-/publication/da7467e6-8450-11e5-b8b7-01aa75ed71a1.

8. Assessment, grading and feedback

8.1 Introduction

8.1.1 Assessment[5] is an important and intrinsic element in the overall learning experience for students and is a part of all modules. Grading of assessment and feedback to students follow from assessment activities.

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

8.2 Assessment

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

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

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

8.2.4 Programme Boards should look to utilise a range of appropriate and relevant assessment methods across the various modules of the programme.

8.2.5 The volume of assessment – both at module and programme level – should be set at an appropriate level to mitigate against the over-assessment of students and to manage student workload. This should be monitored by Programme Boards on a regular basis.

8.2.6 The breakdown of component assessments should be specified on the Approved Programme Schedule in the appropriate format.

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

8.2.8 All assessments should be supported by marking schemes which allow students to understand how submitted assessments are marked.

---

[5] Any reference to 'assessment' in these regulations should be taken to refer to all forms of assessment, including continuous assessment and examinations.

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

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

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

8.2.12 In the case of joint or group projects as assessments, the individual contribution and performance of each student should be assessed, as well as joint/group participation.

8.2.13 Specific rules exist for University examinations in invigilated settings, which students must comply with.

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

8.3 Reasonable accommodation

8.3.1 The University will seek to make reasonable accommodation for students where this is appropriate. This would include students with a disability or with a relevant temporary injury.

8.3.2 A reasonable accommodation is any action that enables students to demonstrate their true knowledge and ability in assessments, without changing the demands of the assessment. The intention behind the provision of such accommodations is to alleviate a substantial disadvantage without affecting the integrity of the assessment, ensuring fairness to all students.

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

8.4 Mitigating circumstances

8.4.1 Mitigating circumstances may arise that limit a student's performance at an assessment. Examples could include the unexpected illness of the student or the bereavement of a close relative or friend.

8.4.2 The Examination Board may take in to account such circumstances where it is made aware of these in the manner required by the University, and may take appropriate action as permitted by the University depending upon the circumstances.

8.5 Grading and results

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

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

8.5.3 Under this system, a mark of 40% or greater is a passing mark[6]. A mark greater than or equal to 35% and less than 40% may be a compensatable mark (see section 9.2). A mark of less than 35% is an outright failing mark.

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

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

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

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

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

8.5.9 The proceedings and deliberations of the Examination Board are strictly confidential.

---

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

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

8.5.11 The University will issue results to students on agreed dates during the academic year.

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

8.6 Repeat assessments

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

8.6.2 In exceptional circumstances, Academic Council may – subject to criteria determined by Academic Council being met – permit that a student can be required to repeat part of an assessment if they have failed a component of the assessment. This must be approved by Academic Council and set out as part of the relevant programme information.

8.6.3 In the case of a student repeating an examination, marks awarded for continuous assessment shall not normally be carried forward from a previous attempt to the repeat examination unless the carrying forward of such marks will improve the student's overall mark in the module.

8.6.4 Students normally may take three repeat opportunities before being required to seek written permission from the Vice President for Academic Affairs to take further attempts.

8.7 Feedback

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

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

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

8.8 Academic appeals

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

9.   Compensation, progression and transfer

9.1 Introduction

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

9.2 Compensation

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

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

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

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

- The marks awarded for the assessment must not be lower than 35%, where the pass mark is 40%.
- Students may only compensate when the total credit value for which compensation is sought does not exceed 10 credits (or a single module of 15 credits) in any one semester where the semester consists of at least 30 credits. If the semester consists of less than 30 credits, the compensation limit is set at one-third of the credits allocated to the semester.
- Only performance at the first attempt[7] in modules in a given semester may be used to compensate in the same semester, provided no module in the semester has been failed outright (i.e. less than 35%).
- Aggregate excess gross marks above the pass standard obtained in assessed modules which have been passed must be at least double the weighted deficiency in the assessed module(s) being considered for compensation. Where modules exceeding 5 credits are involved, the marks must be weighted to reflect the number of credits.

---

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

- Compensation can only apply where all the assessment modules appropriate to a semester are presented at the same sitting[8].
- Compensation may be applied only to enable a student to pass the semester as a whole. It may not be applied to grant exemptions or additional exemptions.
- There will be no compensation between semesters. However, this regulation should be waived in the case of first year undergraduate students on a major award, provided all other conditions pertaining to compensation are satisfied.

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

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

9.3 Progression

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

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

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

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

9.4 Transfer

9.4.1 Where eligible, a first year student on an SETU programme may be considered for transfer to first year of another full-time or part-time SETU

---

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

programme throughout SETU. Eligibility criteria are set out as part of relevant SETU Admissions Policies.

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

10. Awards

10.1 Introduction

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

10.1.2 Each award granted by the University is aligned to the NFQ. SETU award standards (including award titles, levels and credits as appropriate across Levels 6 to 10 on the NFQ) are set out in the 'SETU Generic Award Standards', as approved by Academic Council. These are categorised as major awards, minor awards, special purpose awards and supplemental awards[9]. Further award standards – including additional award titles – may be developed by Academic Council.

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

10.2 Joint awards

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

10.3 Classification of awards

10.3.1 Classification of SETU awards shall be criterion referenced.

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

10.3.3 Special purpose awards which have a volume of at least 60 credits and are comparable to a major award (at the same NFQ level) may be classified in accordance with the convention for the relevant major award where this is approved by Academic Council. Special purpose awards which are not comparable to a relevant major award or which have a volume of less than 60 credits are unclassified awards.

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

---

[9] Explanations of these four categories are available at https://www.qqi.ie/what-we-do/qqi-awards/qqi-awards-standards/types-of-qqi-awards.

10.4 Determining the award classification for classified awards

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

10.4.2 Compensation rules may apply in determining the award classification for classified awards. These rules are set out in section 9.2. No credit is allocated to a student in respect of modules which are failed outright or, in circumstances where the student scored between 35% and 40%, where either compensation rules are not met or do not apply.

10.4.3 The overall average mark a student achieves in their first attempt at the modules constituting the award stage determines the classification of the award.

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

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

10.4.5 Necessary procedures to allow consistent treatment of a repeat grade as a first attempt grade, where exceptional mitigating circumstances exist (see section 8.4), shall not compromise this principle.

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

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

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

Award	Classification	Overall weighted average mark in the assessments in the award stage
Higher Certificate/ Bachelor Degree	Merit 2	Obtain at least 50% of the total marks available as specified in the Approved Programme Schedule
	Merit 1	Obtain at least 60% of the total marks available as specified in the Approved Programme Schedule
	Distinction	Obtain at least 70% of the total marks available as specified in the Approved Programme Schedule
Honours Bachelor Degree/ Higher Diploma	Second Class Honours – Grade 2	Obtain at least 50% of the total marks available as specified in the Approved Programme Schedule
	Second Class Honours – Grade 1	Obtain at least 60% of the total marks available as specified in the Approved Programme Schedule
	First Class Honours	Obtain at least 70% of the total marks available as specified in the Approved Programme Schedule
Postgraduate Diploma	Second Class Honours – Grade 2	Obtain at least 50% of the total marks available as specified in the Approved Programme Schedule
	Second Class Honours – Grade 1	Obtain at least 60% of the total marks available as specified in the Approved Programme Schedule
	First Class Honours	Obtain at least 70% of the total marks available as specified in the Approved Programme Schedule
Master's Degree[10]	Second Class Honours – Grade 2	Obtain at least 50% of the total marks available as specified in the Approved Programme Schedule
	Second Class Honours – Grade 1	Obtain at least 60% of the total marks available as specified in the Approved Programme Schedule
	First Class Honours	Obtain at least 70% of the total marks available as specified in the Approved Programme Schedule

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

10.5.1 Subject to meeting particular conditions, a graduate holding a higher education and training award may present for and, if successful, be awarded a further major award at the same level within the same generic subject area. The graduate must attain new learning outcomes in the second or subsequent award. If the area of specialisation of the post-award achievement is not substantially

---

[10] This does **not** apply to research degrees, which are unclassified awards.

different, and/or if credit is insufficient for granting a new major award, the applicant may be granted a minor or special purpose award, if an appropriate award has been accredited. The following table sets out the minimum volume of newly-certified learning required of a candidate who is seeking to qualify for an additional major award *at the same level* within the same generic area of study. Repeating learning that is substantially equivalent to previously certified learning is not included in the calculation of post-award credit.

Award currently held	Additional award sought	Post-award credit for newly certified learning
Minor, Special Purpose Awards	Certificate in (at Level 6 or less than 60 credits) Diploma in (greater than or equal to 60 credits and at Level 7 or higher)	
Higher Certificate	Higher Certificate	A minimum of 60 credits at Level 6
Bachelor Degree	Bachelor Degree	A minimum of 60 credits at Level 7
Honours Bachelor Degree	Honours Bachelor Degree	A minimum of 120 credits, at least 60 of which are at Level 8
Master's Degree	Master's Degree	A complete programme

10.6 Posthumous awards

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

10.7 Embedded awards

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

10.8 Graduation

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

10.9 Conferring of Awards

10.9.1 A formal public conferring ceremony should normally be arranged by the University at least once per academic year. Information regarding conferring ceremonies shall be made available on the SETU website.

10.9.2 Parchments are presented (in person or in absentia) at the conferring of awards, or they may be presented at another time by special agreement of the University.

10.10 Award Parchments

10.10.1 SETU award parchments are designed to be clear and verifiable. They contain security features that reduce the risk of fraud.

10.10.2 Both English and Irish wording appears on SETU award parchments. The award classification is not included on SETU award parchments.

10.10.3 SETU permanently retains information concerning each award that it makes.

10.11 Revocation of Award

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

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

11. Student conduct

11.1 Introduction

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

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

11.2 Student Charter

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

11.3 Student Academic Misconduct Policy and Disciplinary Procedure

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

11.4 Student Expected Behaviour Policy and Disciplinary Procedure

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

11.5 Dignity and Respect Policy for Students

11.5.1 Dignity and respect are regarded as an integral part of SETU. All SETU students have a right to be treated with dignity and respect by others and have an obligation to treat others with dignity and respect. The Dignity and Respect Policy

for Students defines what is meant by bullying, harassment and sexual harassment and identifies the location of procedures that may be relevant depending on the parties to a complaint.