Cork Institute of Technology

Regulations for Modules and Programmes
(Marks and Standards)

Version 4.0 (14 June 2013)

Contents

1. Preface

These are the Regulations for Modules and Programmes (Marks and Standards) of Cork Institute of Technology as adopted by the Governing Body of the Institute. They shall remain in force, as the rules governing the operation of all assessments conducted by the Institute, until such time as they are altered by way of amendment or replacement by the Governing Body.

These Regulations relate to the assessment of Modules and taught Programmes leading to awards of the Institute at levels 6, 7, 8 and 9 of the National Framework of Qualifications (NFQ). They apply to the academic year 2008/2009 and subsequent academic years, unless and until amended by the Governing Body. They set out the academic principles and regulations for assessment in such programmes. These Regulations are available in the Library and on the Institute's website (www.cit.ie). All candidates and staff are required to familiarise themselves with them.

These Regulations replace all other CIT Marks and Standards as heretofore adopted by the Governing Body in accordance with the Qualification (Education and Training) Act 1999 and the Institutes of Technology Acts 1992 to 2006. Decisions relating to the interpretation of these Regulations shall be made by the Academic Council (or in cases of urgency by the President of the Institute on the advice of the Registrar & Vice-President for Academic Affairs).

These regulations are informed by the principles set out in the Qualifications (Education and Training) Act 1999. That Act requires that providers of programmes of education and training establish procedures for the assessment of learners which are fair and consistent. Furthermore, a cornerstone of the Institute and its reputation is the quality and academic rigour of its Programmes. The quality of Programmes will be promoted through the implementation of quality processes through all aspects of the Programmes.

While the Institute will make every effort to assist and support all learners, including those with learning difficulties, marks (and consequently credit) are only awarded upon demonstration of learning achieved.

2. Responsibility for Assessment of Modules and Programmes

The President, or other officers of the Institute nominated by the President, shall have overall responsibility for the conduct of the aforementioned assessments and shall, in particular, ensure: -

- that all candidates are notified to the Registrar by the required date(s);

- that terminal written examination question papers, course work assessment detail and appropriate marking schemes prepared by Module Internal Examiners are submitted in accordance with published deadlines for approval by Module External Examiners, and are made available in good time;

- that information is available to candidates with regard to the timing, conduct and regulation of assessments;

- the proper conduct of terminal written examinations, including invigilation;

- the maximum security in all matters pertaining to assessment;

- that appropriate accommodation arrangements are made for the assessment of each candidate;

- that materials produced by candidates for assessment be examined by Module Internal Examiners and a sample be reviewed by External Examiners as appropriate and that the results for each candidate are made available for meetings of the relevant Boards;

- that accurate records in regard to assessment are maintained and made available to Examiners and meetings of Module Examination Boards and Progression and Awards Boards;

- proper arrangements for holding meetings of Module Examination Boards and Progression and Awards Boards; and

- timely transmission of the recommendations of meetings of Module Examination Boards and Progression and Awards Boards to the Academic Council.

3.   Regulations for Candidates Seeking Credit or Awards

3.1   Candidates Seeking Credits
Only candidates who have fulfilled all the requirements set out below shall be considered for the award of credits:

- candidates must be registered on an approved Module or Modules;
- the granting of credit shall be based on a candidate's performance in assessment, examinations or other tests of knowledge, skill or competence, which have been set out or prescribed in the approved Module Descriptor;
- all assessment material must be available for scrutiny and approval as required by the Institute's Examiner(s).

3.2   Candidates Seeking an Award
Only candidates who have fulfilled all the requirements set out below shall be considered for an Award:

- candidates must be registered on an approved Programme of Study as described in an approved Programme Descriptor;
- candidates must have satisfactorily pursued a Programme of Study approved by the Institute;
- candidates must have met all programme requirements as defined in the approved Programme Descriptor;
- the granting of an award shall be based on a candidate's performance in examinations or other tests of knowledge, skill or competence, which have been set out or prescribed in the approved Programme Descriptor and associated Module Descriptors.

3.3   Provisional Entries
Entries by candidates who have not complied with all appropriate Module, Programme and Institution requirements will be regarded as provisional. Any recommendations by a Module Examination Board (MEB) or by a Progression & Awards Board (PAB) in respect of the result of any such candidate will be regarded as provisional until such time as the candidate has complied with the appropriate requirements.

The Institute shall not grant Credits to any candidate whose result is regarded as provisional.

4. Module Regulations

4.1 Definition

A module is a self-contained entity which comprises a defined volume of learning activity, expressed in terms of learning outcomes, which are in turn linked to assessment tasks. These assessment tasks are classified in the Module Descriptor under two Assessment Component headings, namely, terminal examination and coursework. The volume of educational activity is expressed in hours of learner workload and is linked directly to the credit value of the module. Module Descriptors are approved by Academic Council through a quality assurance process.

Module assessment returns an overall mark and, in general, there is no requirement for a candidate to reach a certain minimum standard in any one assessment component or task in order to pass the module. An exceptional special regulation requiring a candidate to reach a minimum standard in an assessment task or tasks to pass a module must be specified in the Module Descriptor and be approved through the module quality assurance process.

4.2 Module Coordination

The coordination of a module will remain with a single Academic Unit. This responsibility will be assigned or reassigned by the Institute Executive Board on the recommendation of the Registrar. The Academic Unit responsible will be best suited, in the opinion of the Institute Executive Board, to coordinate all instances of delivery of the module. The Head of the Academic Unit will act as Module Coordinator.

4.3 Module Examination Board (MEB)

The MEB will consist of the Module Internal Examiner(s), Module External Examiner(s) and the Module Coordinator, or nominee. This board will decide on a mark for the module. Such mark will not be changed except for errors, omissions or a successful appeal.

The MEB is deemed to have occurred when the board members have formally recorded their agreed set of marks. Where it is necessary to arrange a formal meeting, the Module Coordinator, or nominee, will act as convenor and recording secretary for the MEB.

The MEB shall attempt to reach a consensus decision with regard to the marks which should be awarded to a candidate. In the event of disagreement at a formal meeting between Board Members, all Examiners present may vote. In the event of a tie, the Module Coordinator, or nominee, will have a vote. A Board Member may choose to have a dissenting opinion recorded on the Module Results Sheet.

Following approval by the MEB, the marks are transmitted by the Module Coordinator or nominee to the Registrar for Academic Council and to the relevant Academic Unit(s) for consideration at PABs.

The proceedings and deliberations of the MEBs are strictly confidential; under no circumstance, except as required for official Institute reporting purposes, shall any person attending a meeting of an MEB disclose to any third party a decision of the Board or any document, information or opinion considered, conveyed or expressed by any member of the MEB.

The Registrar may issue provisional results to the candidates pending approval of those results at Academic Council and Governing Body

A candidate who is dissatisfied with the decision of the MEB may initiate an Examination Appeal as per the Appeals Process.

4.4   Module Assessment

4.4.1   Modules are assessed by Assessment Components as specified on the Module Descriptor. All examinations and coursework must be assessed and the marks presented to the Module Coordinator. Work is to be marked on its own merit without regard to any extenuating circumstances. Such extenuating circumstances are addressed in Section 4.5 below.

4.4.2   The submission dates or dates of occurrence of elements of coursework assessment must be made available to candidates at the start of the module delivery. Any subsequent changes to the notified dates should be communicated to the candidates at the earliest possible opportunity.

Coursework which is submitted after the submission date will attract a penalty as follows:
-Up to 1 calendar week delay 10% of the marks available for the assessment
-Up to 2 calendar weeks delay 20% of the marks available for the assessment
-Over 2 calendar weeks delay 100% of the marks available for the assessment

4.4.3   Where the assessment of a single substantial piece of coursework requires evaluation of an interview, oral examination, presentation, performance or other assessment method which produces no permanent record of the candidate's work, at least two Internal Examiners should participate in the assessment. The Internal Examiners will agree on the mark to be awarded to the candidate and such agreed marks shall be recorded at the time of the assessment.

4.5   Module Assessment Extenuating Circumstance

If valid extenuating circumstances have been established in accordance with Institute guidelines and to the satisfaction of the MEB, then the MEB may, at its discretion:
        -remove or mitigate any late submission penalty;
and/or
        -record a Deferral to enable the candidate to repeat or be reassessed in the module as a first attempt.

This decision shall be recorded in the Module Results Sheet.

4.6 Marks Maxima and Allocation

The maximum mark available in a Module shall be 100 marks. The allocation of marks to each assessment component shall be as specified in the Module Descriptor.

4.7 Minimum Pass Mark

The default minimum mark required for a pass in any Module shall be 40. In any case where the Module Descriptor, via a Module special regulation, provides for a minimum pass mark of more than 40, the minimum pass mark must be indicated clearly on any Broadsheet of Results containing that module.

4.8 Coursework Marks

The Institute recognises the importance of formative assessment based on continuous assessment of coursework and will endeavor to return coursework marks in a timely fashion. It is the responsibility of candidates to monitor their coursework marks.

4.9 Module Component Reassessment

An attempt at component reassessment, a component being either coursework or terminal examination, will cause the previous mark assigned to that component to be reset to zero.

In the case of reassessment by terminal examination only, coursework marks shall, normally, be carried forward.

In the case of reassessment by coursework only, any terminal examination component mark shall, normally, be carried forward.

The nature, timing and weighting of the assessment tasks used to re-assess a candidate in a particular component may vary from the original Assessment Breakdown and will normally be specified in the Module Descriptor.

In cases where delivery and assessment of the module are inextricably linked, the candidate shall normally be required to re-attend the module in order to be reassessed.

4.10 Module Repeat

Candidates who register to repeat a module cannot carry forward any marks from their previous attempts(s) at the module.

4.11 Module Results

At the meeting of the MEB results shall be agreed which shall record the total marks awarded to each candidate in the Module. Module results shall be recorded on a Module Results Sheet either as a number or in accordance with the following table:

Module Result Code	Result		Effect on Sitting number
I	Deferred	Result deferred due to exceptional circumstance	Is not counted as an attempt
X	Exempt	Candidate is exempt on the basis of *certified* prior learning	Is counted as an attempt
NP	Not Present	Candidate did not present at any assessment in the module	Is counted as an attempt
W	Withdrew	Candidate withdrew before week 6 of the semester and formally notified the Institute	Is not counted as an attempt.
WH	Withheld	Candidate's result(s) withheld	Institute to decide

4.12 Recognition of Prior Learning (RPL)

Two main categories are recognised within RPL and are treated separately and differently:

4.12.1 Recognition of Prior Certified Learning:

This is the recognition of formal learning for which certification has been awarded through a bona-fide educational institution or other education/training provider operating within the European Credit Transfer System (ECTS) or other system that articulates to the ECTS.

Prior certified learning, once recognised, may give rise to redeemed or unredeemed credit. Redeemed credit is defined as prior certified learning which has previously been presented in the achievement of another major award on the National Framework of Qualifications (NFQ) or equivalent framework which articulates to the NFQ. It follows that unredeemed credit arises from prior certified learning which has not previously been presented in the achievement of another major award, and is thus treated as the equivalent of new learning.

Exemptions are granted for complete CIT modules where the learning presented and verified is assessed as meeting satisfactorily the learning outcomes of the module in question.

This evaluation is based on an analysis of the stated learning outcomes of the certified learning being submitted and the evidence provided by the applicant that all of those learning outcomes have been met.

If, following evaluation, the prior certified learning is recognised as redeemed credit, the learner is granted an Exemption (X) for the module on the Module Results Sheet to indicate he/she is exempt from that learning. New credit is not given to the learner by CIT.

If, following evaluation, the prior certified learning is recognised as unredeemed credit, the mark which the learner received in the recognised learning is recorded against the corresponding CIT module on the Module Results Sheet. If no mark is available an Exemption (X) is recorded for the module to indicate he/she is exempt from that learning.

4.12.2 Prior Experiential Learning

Prior experiential learning is composed of non-formal and informal learning derived from learning and training activities undertaken in the workplace or voluntary sector or through life and work experience. It should be noted that academic credit can be awarded only for achievement of learning outcomes, not for experience per se.

CIT will assess the learning against the learning outcomes for a module. Marks/grades will be assigned and result in the award of credits and will be treated as equivalent to the current learning mark for the evaluation of stage and award results.

4.12.3 Mixed Mode

Where a candidate presents prior learning evidence towards a CIT module which is a mixture of prior certified and experiential learning then it should be treated as prior certified case for assessment and exemption.

5.   Programme Regulations

5.1   Approved Programmes
An Approved Programme is a Programme of Study, the successful completion of which leads to an Institute Award. The award is made when the required number of credits has been successfully accumulated, at appropriate levels, from approved modules. The programme outcomes, curriculum and credit requirements of a programme are formally outlined in a programme specification presented in a Programme Descriptor as required by the Institute and approved at a Programme Approval Process.

In relation to an approved programme, the provisions of the Programme Descriptor are deemed to form part of the Regulations applying to the programme.

5.2   Modes of study: Full-time and Part-time candidates
A full-time candidate is one who registers for 60 new credits corresponding to a stage or such other body of learning as may be defined from time to time by the Academic Council. A stage consists of two consecutive (odd followed by even) semesters of a Programme of Study. A part-time candidate is one who registers on a programme other than as a full-time candidate.

5.3   Programme Progression and Awards Board (PAB)
There will be a PAB for each stage of a programme. This PAB will decide on issues to do with progression and awards but may not change the marks allocated by a MEB. The dates of meetings of PABs shall be decided annually by the Institute.

5.4   Composition of Progression and Awards Board
The membership of the PAB shall be as follows:

- Independent Chair nominated by the President of the Institute
- Head of the relevant Faculty or College responsible for the programme
- Head of the relevant School responsible for the programme
- The Head of the Academic Unit responsible for the programme to act as Secretary to the Board
- The Programme External Examiners
- All Module Internal Examiners and Module Coordinators for each module being presented by the candidates at that stage.

A PAB may act notwithstanding the absence of one or more members, provided that the Chair of the Board is satisfied that there are sufficient Examiners in attendance to enable the Board to fulfil its duties.

5.5   Confidentiality
The proceedings and deliberations of PABs are strictly confidential; under no circumstance, except as required for official Institute reporting purposes, shall any person attending a meeting of a PAB disclose to any third party a decision

of the PAB or any document, information or opinion considered, conveyed or expressed at the meeting.

The Registrar may issue provisional results to the candidates pending approval of those results at Academic Council.

A candidate who is dissatisfied with the decision of the PAB may initiate an Examination Appeal as per the Appeals Process.

5.6   **Broadsheet of Results**

At the meeting of the PAB, a Broadsheet of Results shall be agreed which shall record the result achieved by each candidate in the stage as shown below.

Overall Result Code	
H1	First Class Honours
H2	Second Class Honours
21	Second Class Honours Grade 1
22	Second Class Honours Grade 2
DT	Pass with Distinction
ME	Pass with Merit
M1	Pass with Merit-Grade 1
M2	Pass with Merit-Grade 2
PS	Pass
EX	Did not pass all required modules, additional modules or repeat required
AB	Not present at any assessment
WD	Withdrew
WH	Withheld
FL	Fail
DE	Deferred
CF	Carry Fail
HF	Cannot progress due to uncleared Carry-Fail
NA	Not Applicable – no overall result

5.7   **Dissension**

The PAB should attempt to reach a consensus decision with regard to the result to be awarded to a candidate. In the event of disagreement between PAB members, all members of the PAB present at the meeting may vote. In the event of a tie the Chair will have a casting vote. A Board Member who continues to dissent at the meeting, may choose to have a dissenting opinion recorded on the Broadsheet of Results.

Any dissenting opinion by a Programme External Examiner recorded upon the Broadsheet of Results shall be brought to the attention of the Academic Council. The decision of the Academic Council in relation thereto shall be final.

5.8 Mitigation
A PAB may, in the case of exceptional circumstance such as illness or bereavement, recommend that a final decision on a candidate's result be deferred to enable the candidate to complete specific outstanding requirements of the programme.

5.9 Signing of Broadsheet of Results
The Broadsheet of Results shall be signed by the Chair and Secretary of the Board, and by all of the Board Members present at the meeting. It shall be forwarded to the Registrar for Academic Council approval.

5.10 Issuing of Results
Where clear-cut recommendations emerge at a meeting of a PAB, the Registrar may cause a provisional list of results to be issued by the Institute.

The Institute may not issue a provisional result in the case of any candidate whose result is in dispute, indeterminate, or whose entry is regarded as provisional in accordance with the Regulations of the Institute or otherwise. The name of any such candidate may not be included in any provisional list of results issued by the Institute, nor shall any information in relation to results be communicated to any such candidate pending a decision thereon.

5.11 Stage Results
The PAB shall only consider candidates who are presenting results in modules to the full number of credits corresponding to that stage, as specified in the Programme Descriptor. The PAB shall not consider the results of any candidate who has modules outstanding from a previous stage.

5.11.1 A candidate who has accumulated the credits required for a stage as specified in the Programme Descriptor shall be deemed to have passed that stage.

5.11.2 Pass By Compensation
Compensation to pass a stage shall be applied only to module results being presented to the current sitting of the PAB. The volume of credit that may be compensated at a sitting is given in the following table.

Amount of credit presented at this sitting	Maximum amount of credit eligible for compensation
90	30
60	20
45, 50 or 55	15
30, 35 or 40	10
15,20 or 25	5
5 or 10	0

A candidate shall be entitled to pass a stage by compensation provided:
- no failed mark is more than 5% below the pass mark.

- the surplus of the marks in the passed modules being presented in the current sitting is at least double the deficiency in the failed modules. The surplus is to be weighted by the credit value of the module.

A candidate who avails of compensation as described above will be awarded the credits for the modules being presented to the PAB. It is not permissible under any circumstances to award credit for a module mark below 35%.

Availing of compensation to pass a stage has no implication for the classification awarded.

5.11.3 Borderline Cases for Pass

In exceptional circumstances, the PAB may allow a candidate to progress who is ineligible under the regulations 5.11.1 and 5.11.2 above, but who constitutes a borderline case. Meetings of PABs shall allow for full and frank discussion of all borderline cases before a final decision is made. That final decision shall be based on the cumulative evidence presented rather than on the view of any one Internal or External Examiner. The PAB in the consideration of borderline cases will have regard to a holistic evaluation of the candidate's performance across all the modules presented by the candidate.

It is not permissible under any circumstances to award credit for a module mark below 35%.

The PAB shall endeavour to make a firm recommendation on the matter without referral to the Academic Council, unless a fundamental question of principle is involved.

The decision with regard to borderline cases shall have due regard to the guidelines issued by the Institute. The Secretary of the Board shall note on the Broadsheet the reason for such decision.

5.11.4 Classification of Stage and Award Results

A candidate who has passed a stage of a programme shall have the stage result classified in accordance with the award classifications set out in section 5.11.5.

In determining the classification of a stage result all marks obtained following reassessment or repeating of any module are capped at the pass mark for the purposes of calculating the total credit-weighted marks. Any transcript or Diploma Supplement should show the actual mark achieved following reassessment.

Classification of Award Results on Major Awards - An Award is classified by the classification of its Award Stage except where specifically provided for by resolution of the Academic Council.

Classification of Award Results on Special Purpose Awards - Special purpose awards which have a volume of at least 60 credits and are comparable to a major award (at the same NFQ level) shall be classified in the same

manner as the relevant major award. Special purpose awards which have a volume of less than 60 credits shall be unclassified.

Borderline Cases - In exceptional circumstances, the PAB may reclassify the stage result of a candidate who does not meet the above criteria but who constitutes a borderline case. Meetings of PAB shall allow for full and frank discussion of all borderline cases before a final decision is made. That final decision shall be based on the cumulative evidence presented rather than on the view of any one Internal or External Examiner. The PAB will have regard to a holistic evaluation of the candidate's performance in the programme in the consideration of borderline cases.

The PAB shall endeavour to make a firm recommendation on the matter without referral to the Academic Council, unless a fundamental question of principle is involved.

The decision with regard to borderline cases shall have due regard to the guidelines issued by the Institute. The Secretary of the Board shall note on the Broadsheet the reason for such decision.

Candidates Presenting Credit or Exemptions Achieved via RPL –

For the purposes of determining completion status in relation to an award and for determining the classification of that award, candidates who present credit or exemptions achieved via RPL are assessed as follows:
- Candidate must present a minimum of 60 new credits in the award stage.
- Redeemed credit may be used to achieve exemptions in respect of mandatory modules on the programme (up to a maximum of 1/3rd of the credits in an award stage) with the following restriction:
  - The candidate must still present 60 credits of new or unredeemed learning.
- If the redeemed credit has been presented in the achievement of a major award at the same level on the National Framework of Qualifications (NFQ) or at the same level on an equivalent framework which articulates with the NFQ then no more than 10 redeemed credits are allowed for exemptions. The candidate must still present 60 credits of new or unredeemed learning.
- The candidate will have her/his award classification calculated on the basis of the total credit-weighted mark for the new credits which are presented for this award.

5.11.5 Award Classifications for Major Awards

Higher Certificates and Bachelor Degrees	
Merit Grade 2:	at least **50%** of the total credit-weighted marks
Merit Grade 1:	at least **60%** of the total credit-weighted marks
Distinction:	at least **70%** of the total credit-weighted marks
Honours Bachelor Degrees and Higher Diplomas	
Second Class Honours, Grade 2:	at least **50%** of the total-credit weighted marks
Second Class Honours, Grade 1:	at least **60%** of the total-credit weighted marks
First Class Honours:	at least **70%** of the total-credit weighted marks

Postgraduate Diplomas	
Merit:	at least 60% of the total-credit weighted marks
Distinction:	at least 70% of the total-credit weighted marks
Taught Masters	
Second Class Honours:	at least 60% of the total-credit weighted marks
First Class Honours:	at least 70% of the total-credit weighted marks

5.12   Advancement

Advancement to a semester within a stage is automatic for all candidates.

5.13   Progression

A full time student who has no credits outstanding from any previous stage may progress from the current stage to the following stage provided that either he/she:

-has passed the current stage.

or

-has presented a pass or exemption in modules taken at the current stage to the value of at least 55 credits.

There is no corresponding restriction on progression for part time candidates.

Where, in exceptional circumstance, it is proposed to admit a candidate to a second or subsequent stage as a full-time candidate, who has not fulfilled the requirement set out above, the Head of the Academic Unit must obtain prior approval from the Academic Council.

6. Internal and External Examiners

6.1 Module Internal Examiners

Institute staff who are responsible for assessment of all or part of a module shall be deemed to be Module Internal Examiners for the module.

Module Internal Examiners shall ensure that they are familiar with the regulations of the Institute.

Module Internal Examiners shall declare to the Module Coordinator at the start of the semester any interest, relationship or other circumstance which might constitute a conflict of interest or which might be seen as inappropriate to the role of Examiner. The Module Coordinator will develop a protocol to deal with the particular case and the protocol shall be lodged with the Registrar's Office.

6.2 The role of Module Internal Examiners shall be as follows:

- to prepare appropriate assessment material, which reflects internationally established and accepted academic practice;

- to consult, via the Examinations Office, with the appropriate Module External Examiner on the drafting of assessment material. The level of detail, nature and timing of such assessment material supplied to the Module External Examiner should be such as to enable the Module External Examiner to carry out their role and should reflect the balance of marks associated within the assessment components;

- to take due account of all comments and amendments proposed by the Module External Examiner(s);

- to indicate clearly the marks awarded to each assessment or examination question, or part thereof, attempted by the candidate on all assessment material;

- to contribute to deliberations of appropriate MEBs; and

- to attend and contribute to deliberations of meetings of appropriate PABs.

6.3 Module External Examiners

Module External Examiners are appointed by the Institute on the recommendation of the Academic Council. The most important duty of Module External Examiners shall be to ensure adequacy of standards of the module assessments and to ensure maintenance of standards as far as is reasonably practicable from year to year. Module External Examiners shall attempt to ensure that module assessments conform to the Institute's requirements for fairness and consistency.

Contact between the Institute and the Module External Examiner(s) in relation to the level and content of examination papers or other assessment materials shall normally be through the Examination Office. The Examination Office shall communicate all comments and suggestions received from the Module External Examiner(s) to the relevant Module Internal Examiner and the Module Coordinator.

Module External Examiners shall ensure that they are familiar with the regulations of the Institute.

Module External Examiners shall declare to the Registrar at the earliest possible opportunity any interest, relationship or other circumstance which might constitute a conflict of interest, or which might be seen as inappropriate for the role of Module External Examiner.

Module External Examiners are required to visit the Institute at least once in each stage. Normally, this visit will take place at the time of determination of module results of a semester. Module External Examiners should endeavour to discharge by correspondence or other secure means as much of their work (including finalisation of examination papers and/or other assessment material) as it is feasible to perform in this manner.

All communications between the Institute and Module External Examiners shall be by appropriate secure means of delivery.

The Institute requires that Module External Examiners have the opportunity to review a representative sample of assessment material presented by candidates. The sample, which should be drawn on a basis agreed between the Module Internal and Module External Examiner(s), should include sufficient material to enable the Module External Examiner(s) to form a judgement as to the appropriateness of the marking.

Where oral/performance based examinations constitute a substantial part of the assessment procedure and are conducted in the absence of a Module External Examiner(s), the proceedings of any such examination or assessment conducted entirely by Module Internal Examiners shall be recorded on suitable media and an appropriate sample of the recordings sent to the Module External Examiner, or, if the Module External Examiner so requires, retained in the Institute for scrutiny by the Module External Examiner(s). Alternatively, where special circumstances so require, the Module Internal and External Examiner(s) together may examine a representative sample of the candidates concerned.

6.4   The role of the Module External Examiners shall be as follows:

- to acknowledge receipt of assessment material received from the Institute;

- to review the assessment material supplied by the Institute and have the right to comment and propose amendments as they deem appropriate;

- to review borderline cases when they consider this to be necessary and appropriate;

- to interview candidates when they consider this to be necessary and appropriate;

- to seek to agree with the Module Internal Examiner(s), where possible the final mark awarded to each candidate;

- to contribute to deliberations of appropriate formal MEBs; and

- to submit to the Registrar a full report on the module(s) to which they are appointed. The report shall be submitted in accordance with the standard Report Form supplied by the Institute.

6.5   Programme External Examiners

Programme External Examiners are appointed by the Institute to ensure that the stage and award results achieved by the candidates are appropriate. Programme External Examiners shall have regard to the outcomes of the Programme as set down in the approved Programme Descriptor, and the appropriate National and International standards that prevail in the discipline. Programme External Examiners shall attempt to ensure that the Programme conforms to the Institute's requirements for fairness and consistency.

Programme External Examiner(s) shall serve as members of the PAB.

Programme External Examiners shall ensure that they are familiar with the regulations of the Institute.

Programme External Examiners shall declare to the Registrar at the earliest possible opportunity any interest, relationship or other circumstance which might constitute a conflict of interest, or which might be seen as inappropriate for the role of Programme External Examiner.

Programme External Examiners shall, normally, attend the Institute at the time of determination of stage results and/or at such other times as may be agreed by the Institute in consultation with the Examiner for the purpose of assessing the standard of the programme and/or candidate performance. The Programme External Examiners:

- shall review the overall performance of candidates;
- may review borderline cases when they consider this to be necessary and appropriate;
- may interview candidates when they consider this to be necessary and appropriate; and
- may review sample marked assessment material including theses and exhibitions of candidates' work as required.

Programme External Examiners are required to submit to the Registrar a full report on each Programme to which they are appointed. The report shall be submitted in accordance with the standard Report Form supplied by the Institute.

Appendix A

Academic Framework

The format for Semesterisation and Modularisation in use at CIT has been approved by Academic Council and Governing Body. It is used to inform the development of these regulations and is summarised here.

ECTS Compliance

CIT programmes for full time learners should conform to the ECTS norm for a credit based system, with two equal semesters of 30 credits each, giving a total of 60 credits for a full time year of study. This also conforms to the model recommended by the NQAI and results in total credits per qualification level as shown in the table.

NQAI Level	Qualification	Total Credits Required
6	Higher Certificate	120
7	Ordinary Degree	180
8	Honours Degree	180 - 240
9	Taught Masters	min of 300

Learner Workload

The CIT implementation of the ECTS credit model is based on a learner workload of a maximum of 1200 to 1300 hours per annum giving, on average, a 42 hours per week load for a full time learner. Contact hours for full time learners must take the total learner workload into account.

Six Five-Credit Modules

Each semester will be based on six modules and each module attracts five credits. There may be some cases where larger credit modules are required, such as final year projects or performance work. These exceptions should be kept to a minimum and credit attached to modules must, in all situations, be multiples of five. The 5 credit module will require a workload of 105 hours from the average learner over the course of a 15 week semester. Each module shall be based on a norm of five learning outcomes, each of which shall be assessed.

Module Descriptor

Every module will be described using a standard Module Descriptor which shows level, credit, learning outcomes, assessment, indicative syllabus, indicative reading lists and other relevant items.

Maximum Four Terminal Written Examinations

Course designers will need to ensure that the assessment load on the learner is reasonable and balanced throughout the semester. It is also important from a pedagogical viewpoint that innovative, learner-centred forms of assessment are an integral part of all programmes of study. For these reasons, course design should ensure that only four of the six modules in a semester are assessed by terminal written examination. Other modules should be assessed using alternative assessment techniques. The result of this will be a norm of eight terminal written examinations for each learner in the academic year.

Programme designers may apply to Academic Council for derogation from this requirement.

Examinations of Two Hours in Duration

Terminal written examinations will have a duration of two hours and must take place in the two week end of semester period specified in the approved calendar.

Choice

An element of choice can be introduced by allowing the learner to choose from a range of cognate electives within a topic and by allowing free choice on any CIT module outside the main area of the learner's programme of study.

Programme designers may apply to Academic Council for derogation from this requirement.

The Diploma Supplement will record all modules taken by a learner, be they core, electives or free choice.

References:

NQAI paper entitled
"Principles and operational guidelines for the implementation of a national approach to credit in Irish higher education and training"
(November 2004) available at
http://www.nqai.ie/publication_nov2004.html

The European Credit Transfer System (ECTS), is described in the ECTS Users Guide (February 2005) available at
http://ec.europa.eu/education/programmes/socrates/ects/doc/guide_en.pdf

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Appendix B

Document History

Version 1
- Adopted by the Executive Committee of Academic Council 17 June 2008 and ratified by Governing Body 2 July 2008

Version 2
- Amendments to Version 1 approved by Academic Council 13 May 2009 and ratified by Governing Body 4 June 2009
- Consolidated Version 2 noted by Academic Council 24 February 2010

Version 3
- Amendments to Version 2 approved by Academic Council 1 June 2011 and ratified by Governing Body 7 July 2011
- Consolidated Version 3 noted by the Executive Committee of Academic Council 15 February 2012

Update 3.1
- Minor editorial changes to Preface noted by the Executive Committee of Academic Council 15 February 2012

Version 4
- Amendments to Version 3.1 (sections 4.12.1, 5.11.2 and 5.11.4) for approval by Academic Council 14 June 2013