COLÁISTE CHEATHARLACH
NAOMH PÁDRAIG

CARLOW COLLEGE
ST. PATRICK'S

Regulations in Relation to Assessment and Standards

Revised June 2025 (v.17)

Learning, Teaching and Assessment Committee

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1 Introduction

Carlow College, St Patrick's (hereafter Carlow College) recognises that the credibility of its qualifications relies on the validity and reliability of its procedures for the assessment of learners at institutional, programme and modular levels.

The regulations and guidelines contained in this document relate to the assessment of all modules and taught programmes that lead to a Carlow College award at levels 7, 8 and 9 of the National Framework of Qualifications (NFQ).

This document should be used in conjunction with *Quality and Qualifications Ireland Assessment and Standards* (Revised 2022). The principles and guidelines identified in this document provide the foundation for Carlow College's assessment procedures.

The **Principles** contained within the Quality and Qualifications Ireland (QQI) document are organised under six themes:

> 1. Learners are responsible for demonstrating their learning achievement;
>
> 2. Assessment supports standards based on learning outcomes;
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> 3. Assessment promotes and supports both effective learning and teaching;
>
> 4. Assessment procedures are credible;
>
> 5. Assessment methods are reviewed and renewed as necessary to adapt to evolving requirements; and
>
> 6. Learners are well informed about how and why they are assessed.

The **Guidelines** are elaborated in the QQI document under the following headings:

1. Introduction: which refers to *The Standards and Guidelines for Quality Assurance in the European Higher Education Area* (as revised and endorsed by the Bologna Follow-up group in September 2014);

2. The Meaning of Fairness;

3. The Meaning of Consistency;

4. Student assessment procedures are expected to be designed to measure the achievement of the intended learning outcomes and other programme objectives;

5. Student assessment procedures are expected to be appropriate for their purpose, whether diagnostic, formative or summative;

6. Student assessment procedures are expected to have clear and published criteria for Marking;

7. Student assessment procedures are expected to be undertaken by those who understand the role of assessment in the progression of students towards the achievement of the knowledge and skills associated with their intended qualification;

8. Student assessment procedures are expected to not, where possible, rely on the judgements of single examiners;

9. Student assessment procedures are expected to take account of all the possible consequences of examination regulations;

10. Student assessment procedures are expected to have clear regulations covering student absence, illness and other mitigating circumstances;

11. Student assessment procedures are expected to ensure that assessments are conducted securely in accordance with stated procedures Assessment procedures should be secure, confidential and compliant with Data Protection and applicable Freedom of Information legislation;

12. Student assessment procedures are expected to be subject to administrative verification checks to ensure the accuracy of the procedures;

13. Records are maintained to facilitate monitoring and reviews;

14. There are procedures for the promulgation of assessment results;

15. There are procedures for appeals and complaints by learners;

16. The provider appoints at least one independent expert external examiner for each award programme; and

17. Students should be clearly informed about the assessment strategy being used 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.

For blended learning programmes delivered at Carlow College, these Regulations must be read in conjunction with the *Blended Learning Policy* [insert link] and the Blended Learning Handbook [insert link].

Responsibility

The Office of the Registrar has overall responsibility for the conduct of assessments in Carlow College and shall, in particular, ensure effective implementation of procedures approved by the Academic Council regarding conduct of assessments.

2 Examinations

2.1 Procedures for the Setting, Holding and Correction of Final Examinations

2.1.1 Rules and Regulations for End of Semester College Examinations

1. Candidates must be present at the Examination Hall ten minutes before the commencement time of the examination. Full-time and part-time students must have their current College I.D. cards with them.

2. There will be no admittance to the Examination Hall thirty minutes after the examination has begun. No candidates may leave the Examination Hall until half the stated examination time has elapsed. No candidates may leave the Examination Hall during the final thirty minutes of the examination.

3. Strict silence must be observed on entry to the Examination Hall and in the course of the examination. Should a candidate need the attention of the invigilator, they must raise a hand without leaving their seat.

4. Candidates may not leave and return to the Examination Hall during an examination unless accompanied by an invigilator. When leaving the Hall, for whatever reason, due consideration should be given to other candidates doing examinations.

5. No cheating: candidates shall not by any improper means obtain, or endeavour to obtain, assistance in their work. Neither shall they give, or endeavour to give, assistance to any other candidate, or commit any breach of good order.

6. We operate a clean-desk policy. Pencil cases and all other personal and/or wearable electronic devices must be switched off and placed under a candidate's desks or chairs for the duration of the examination. It is the responsibility of candidates to ensure that they have all necessary writing materials.

7. Should a candidate miss an examination paper through illness, an Extenuating Circumstances Form must be completed and this, along with supporting documentation, should be furnished to the Examinations Officer.

8. Upon completion of the examination, the candidate should leave the answer book(s) on their own desk for collection by the invigilator. The candidate should raise a hand to indicate that the examination has been completed. The candidate should wait for the invigilator to collect the script before leaving the Examination Hall.

9. It is the responsibility of the candidate to ensure that the cover page of each answer book is appropriately filled in.

10. No food or drink is permitted in the Examination Hall. Where necessary, a glass of water will be provided by the invigilators.

11. Candidates must ensure that all mobile phones and all other personal and/or wearable electronic devices are fully switched off and are placed under their desks or chairs for the duration of the examination. Subsequent discovery of a device in the possession of a candidate will result in a serious disciplinary procedure up to, and including, the forfeiting of the exam. Should a mobile phone ring in the Exam Hall, the candidate will be subject to a serious disciplinary procedure up to, and including, the forfeiting of the exam. In such instances, the candidate will be obliged to re-sit the exam at the next scheduled sitting of the examination.

12. Candidates are expected to follow the Rules and Regulations for End-of-Semester College Examinations and follow the directions of Invigilators. Failure to do so, or any breach of the College's Learner Code of Conduct, will be subject to a serious disciplinary procedure up to, and including, the forfeiting of the exam. A candidate who commits any infringement of the rules governing examinations is liable to disqualification from the particular examination, to immediate expulsion from the Examination Hall, and to such further penalty as may be determined by the Examinations Disciplinary Board. Candidates who have been granted additional arrangements under Reasonable Accommodations are required to comply with the agreed terms.

13. In the event of an emergency, candidates should remain seated in silence and follow the instructions of staff and invigilators.

2.1.2 Rules and Regulations for Performance Examinations

1. Learners should perform in a professional manner with due respect for examiner(s) and other learners.

2. Nothing should be brought into the exam room without prior agreement of the examiner(s) and/or lecturer(s).

3. Mobile phones and electronic devices are normally not permitted in examinations except in cases where a student requires the device in order to play a backing track or to display notation/chords. In all instances, devices should be switched to "Airplane Mode".

4. Instruments and equipment should not be altered or added to without prior notice.

5. Learners' electrical musical equipment is not permitted without prior consent.

6. For 'Classical' and 'Contemporary' performance, sheet music may be permitted by prior agreement with the lecturer but it must be free from extra-published notation and directions unless prior approval has been obtained from the lecturer. Lettered names are not permitted on staff notation. For 'Traditional' performance, sheet music may not be permitted in the assessment.

7. Examiners and accompanists are not permitted to prompt the examinee during the course of the assessment.

8. Learners should produce journal notes for group and solo performances in accordance with the guidelines for producing journal notes. Journal notes must be submitted in advance to the relevant lecture.

9. For group performance examinations, candidates should wear appropriate black clothing, unless otherwise advised by the lecturer.

10. For solo examinations, learners and accompanying participants should be dressed professionally and appropriately to the context of the performance. Any queries should be addressed to the lecturer prior to the exam.

11. Learners should notify the technician of all requirements in advance of the examination.

12. Candidates should note that sound-checks are not to be used for rehearsal. The time allocated should be used efficiently for the performer(s) to familiarise themselves with the performance space and bring about the optimum audio requirements.

13. Learners should arrive promptly for their sound-check (where applicable) at the allocated time. Candidates should present at the venue 15 minutes prior to the commencement of the examination to prepare, tune and/or warm-up as appropriate.

14. Attendance sheets (two copies) should be signed by all examination candidates.

15. Performance assessments may not be recorded by learners or audience members.

16. Late entry or re-entry to the performance space will only be permitted during a suitable break in the performance.

2.1.3 Procedure Around Setting of Exam Papers and Timetabling of Exam Sessions

Examination papers for December, May and Autumn Exams are set by the relevant assessors in accordance with *Carlow College: Guidelines for Examination Papers*. Following proof-reading by Programme Directors and typesetting by the Academic Administration Office, they are sent to the relevant external examiners for comment. Comments are sent back to the Office of the Registrar and changes are made in consultation with the relevant assessors and the Academic Administration Office. Final exam papers are stored securely by the Academic Administration Office in soft and hard copies.

The timetable for the examination session is drawn up by the Office of the Registrar in conjunction with the Exams Officer, Head of Student Services and the Academic Administration Office. Learners, assessors, administrators, support and maintenance staff are given, one month prior to each examination session, full details of the time, location and duration of examinations.

The Academic Resource Office identifies the appropriate Reasonable Accommodations to be made and organises the venues, invigilators and scribes for same.

All invigilators are informed, at least one month or more, prior to each examination session of the *Roles and Responsibilities for Exam Invigilation and Invigilator Duties.*

Learners are informed, one month prior to each examination session, of the regulations for examinations, the consequences of breaches in the regulations and the procedures for requesting re-checks and/or reviews of assessment marks.

2.1.4 Assessor Guidelines for Setting Examination Papers

Following notification, assessors are requested to forward examination papers for December, May and Autumn Repeat examinations in their modules to the relevant Programme Director who will then forward them to the Academic Administration Office for formatting. If the module is taught on two or more programmes the paper should be sent to the Director of the Parent Programme identified in the Exams Master List excel file. The Office of the Registrar may request to see the finalised papers before they are forwarded for approval to the External Examiners.

In drawing up examination papers please bear the following guidelines in mind. Where possible the College aims to have a standard policy on examination papers Therefore assessors are asked to note:

1. All five credit module examinations must be two hours in duration.

2. With the exception of non-standard papers, students must answer two questions. There may be exam papers where the number of questions will vary because the mode of delivery requires a different format. Please consult with your Programme Director if you believe this to be the case.

3. The total number of questions on the paper will not normally be less than four or more than five.

4. On all examination papers, questions must be representative of the topics covered on the module.

5. Topics that have been covered in continuous assessment assignments must not be repeated in examination questions.

6. Please also be aware that first-sitting examination questions cannot be re-used verbatim for the autumn repeat papers. While the topic areas should remain broadly consistent, the questions must differ from those asked in the first sitting.

7. Autumn examination papers should be submitted at the same time as the examination papers for the first sittings.

8. Where a module is shared between lecturers they should liaise with each other re the questions and a complete paper should be submitted. Individual questions should not be submitted.

9. Please note that questions on the exam papers must not be shared with learners in advance. It is recommended that lecturers discuss exams with learners and provide sample questions or previous exam papers for practice purposes, but the exact questions on the exam paper must be unseen by learners until they are in the exam hall.

2.1.5 Guidelines for Setting Open Book Examination Papers

In rare instances, an exam may include open book, which means that learners will have access to books, articles, the internet, VLE and notes in a proctored-exam setting. These types of exams are still timetabled for a specified duration and processed through the Exams Office; Open Book Examinations must be held in a separate venue (see 2.1.1 above).

What is the pedagogic function of closed-booked invigilated exams?

- They allow for the testing of the knowledge and understanding that is inside a student's head rather than that which is retrievable from another source.
- They allow for the testing of competencies – particularly important where professional qualifications are concerned.
- They supply a different type of assessment to a varied menu
- They are one of the few types of assessment where there is a guarantee that it is the student's own work

Invigilated exam questions typically assess knowledge recall, requiring the selection and evaluation of factual content. Students are graded on their understanding of the question and their ability to recall, describe and reproduce appropriate content. A very good or excellent answer will also demonstrate clarity of expression, depth of insight and critical evaluation.

What is the pedagogic function of open book exams?

All exams should be assessing some or all of the module learning outcomes. However, open book exams are not suited to assessing knowledge recall. They are better suited to assessing the following:

- Application of knowledge through critical thinking
- Building on or modifying knowledge
- Reflective or Creative thinking
- Problem solving

Open book exam questions can assess higher order thinking skills such as evaluation and application because students have more time to compose their answers.

Consider the following when setting questions

Question	Considerations	Recommendations
[insert]	- Does this question just test recall of knowledge? - Can the student google it? Try googling it yourself. - Could the student source an answer from an essay mill/essay bank?[1] - Have you selected a quotation which is well known and commonly used? If the answer to one or more of the above is 'Yes' then you should consider re-framing the question. - Does the question require the student to evaluate or synthesize their own knowledge acquired through the learning activities of the module? - Does the question ask for direct reference to module-specific - Did you select a quotation from lesser-known source, not easily available online?	Introduce a 'compare and contrast' element that would test more than information. Break the question into a number of parts (with defined wordcount) Require the student to directly refer to case-studies covered in class Consider asking the student to discuss 'with reference to' a current situation. Limit students to using a define number of articles/chapters in their answer Keep the word counts relatively short and penalise answers that go over the wordcount – this makes it more difficult to cut and paste.

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[1] See www.qqiassignments.com which uses the QQI name and logo The site exclusively targets learners in Ireland enrolled on both FE and HE programmes across NFQ levels 5 - 10; almost all HE providers are listed by name on the site. Legal letters have been issued in respect of use of the QQI name and logo but it is still operating. See also www.irelandassignmenthelp.com. There are also many sites operating out of the UK and are being used by Irish students.

If you answer yes to the above then you are on the right track.	

Some sample questions that would work well for Open Book exams

Ethics

Analyse the following scenario using the Kantian and Utilitarian theories we have studied on this course: Critically discuss what each theory might say about the scenario, and what light the scenario sheds on each theory.

Smith is terminally ill. A teaching hospital proposes to Smith that he offer himself for a transplant experiment. This experiment will most likely kill Smith but he will most likely die in a few weeks in any case. In return, Smith's family will be made financially secure and Smith will contribute to advances in medical science that will benefit future patients. What ought Smith do?

Child Development

In class we spent some time discussing critical or sensitive periods that occur during postnatal development, using examples from speech and face processing. But, as also noted in class, plasticity "cuts both ways." Give an example of one deleterious outcome and one positive outcome that result from either altered or absent experiences during a critical or sensitive period.

English

'It is impossible to read the compositions of the most celebrated writers of the present day without being startled with the electric life which burns within their words. They measure the circumference and sound the depths of human nature with a comprehensive and all-penetrating spirit, and they are themselves perhaps the most sincerely astonished at its manifestations; for it is less their spirit than the spirit of the age […]. Poets are the unacknowledged legislators of the world.' P.B. Shelley, 'A Defence of Poetry' (1821).

Critically evaluate Shelley's assessment based on a close reading of *at least two* poems by Romantic poets we have studied in class.

Gender Studies

'If we recognise that very large-scale institutions such as the state and corporations are gendered, and that international relations, international trade and global markets are inherently an arena of gender politics, then we can recognise the existence of a world gender order.' (R. W. Connell)

Critically evaluate the role played by masculinities in the maintenance of the gender order. What role have masculinities played in Irish culture and society in the post-war period? You might illustrate your answer by reference to any Irish artist who has explored alternative masculinities.

History

Map a) shows Graham's classification of medieval Irish towns. Map b) shows Bradley's classification.

1. What are the main differences between the two classifications? (300 words approx. - 30 marks)
2. Drawing evidence from both maps, analyse the distribution patterns of large and small urban settlements (300 words approx. – 30 marks)
3. Compare and contrast one port town and one inland town in terms of buildings, occupational diversity and trade. (400 words approx. – 40 marks)

2.1.6 Guidelines for the Security of Examination Papers and Scripts

The following outlines the guidelines to ensure the logistics and security of the transport, distribution and retention of the correct examination papers and scripts to and from the examination venue:

1. The Examinations Officer maintains the security and distribution of examination papers in advance of each examination session.

2. Each Lead Invigilator delivers the sealed packets of examination papers to the Examination Room on the morning or afternoon of the scheduled examinations.

3. The Exams Officer or Lead Invigilator checks the examination paper against the venue Examination Timetable prior to the examination session.

4. The Exams Officer or Lead Invigilator for each venue collects the sealed packets of examination papers and other materials required for the examination from the Central Administration Office, at least thirty minutes prior to the scheduled start of the examination.

5. The Exams Officer or Lead Invigilator transports the examination papers directly to the venue.

6. The Lead Invigilator organises the distribution and collection of the examination papers, and other required materials, to and from the learners.

7. Upon completion of the exam, the Lead Invigilator brings the examination scripts, in sealed packets, directly to the Academic Administration Office.

8. The Lead Invigilator signs each examination packet into the Examination Script Log.

9. The Academic Administration Office retains the sealed envelopes awaiting collection by the internal examiner.

10. The Internal Examiner signs the sealed envelope on the Examination Script Log.

11. In cases where the internal examiner requests that a non-member of staff collect the paper on their behalf, they must send this request in writing to the Academic Administration Office and the nominated person must present photo ID when signing out the examination scripts.

2.1.7 Guidelines for the Invigilation of Examinations

The following are the procedures with respect to invigilation of written examinations:

- All examinations should have a sufficient number of invigilators;

- A Lead Invigilator is assigned to each examination venue;

- Invigilators receive appropriate training of their roles and responsibilities which is recorded for their reference;

- Invigilators must make known to the Lead Invigilator, where applicable, or to the Examinations Officer, if they have any conflict of interest;

- Invigilators are responsible for the activities in the examination venue;

- Invigilators provide clear instruction to the learners regarding the examinations which are taking place;

- Invigilators should ensure that all examination regulations are adhered to.

Protocols are in place to provide guidance to invigilators during the examinations in dealing with:

- Any breach of examination regulations and to minimise the disruption to other learners

- Incidents where the allocation of additional examination time may be justified;

- Learners who are disruptive to the proper conduct of the examination for other examinees;

- Examination irregularity reports are completed after each Examination and given to the Examinations Officer and, where deemed necessary, the Vice President for Academic Affairs and Registrar.

2.1.8 Invigilator Responsibilities

Invigilators should familiarise themselves with Carlow College's *Rules and Regulations for College Examinations* and should adhere STRICTLY to the following guidelines:

1. Invigilators should exercise a constant surveillance over the examination and must not absent themselves at any point during the examination hall except in agreed circumstances. Invigilators should not engage in chatter with each other, read papers or student exam scripts or do anything which distracts the learners who are sitting the examinations.

2. Invigilators should insist on a culture of silence from the moment students enter the examination hall. They should warn learners that their names will be entered in the Examination Incidents' Book should they refuse to stay silent and after a warning has not been acted upon they should proceed to note learners' names.

3. Invigilators should carry out their duties so as to cause minimum distraction to candidates. There should be one invigilator at the front of the hall and one at the back during an examination. Invigilators should circulate the hall but not overly so. Invigilators are asked to wear soft shoes on wooden floors.

4. Invigilators must be at the examination hall where they are to invigilate at least thirty minutes before the commencement of the examination.

5. Invigilators must ensure that the examination question papers are laid out on the appropriate desks or otherwise distributed in such a way that each candidate may commence the examination at the exact time advertised.

6. Invigilators do not answer queries concerning the content of any question paper. Any serious query re the examination paper will be brought to the immediate attention of Examinations Officer, Michael Sherman.

7. No candidate may leave the examination hall save for urgent reasons and with the express permission of the invigilator. The candidate must be accompanied during his or her absence by an invigilator.

8. Invigilators must accompany candidates to the toilet. The invigilator must also mark their initials and indicate the time in the margin of the answer booklet whenever they accompany a candidate to the toilet.

9. Invigilators will inform, via Reception, the appropriate Examinations Officer and the Facilities Manager of any learner requiring medical attention during the examination.

10. Any candidate who impinges the rules will be reported to the Vice President for Academic Affairs and Registrar and may be brought before the Examinations Disciplinary Board (comprising the Registrar and two Programme Directors). Mobile phones should be switched off and placed under candidates' seats. If a mobile phone rings during the examination, the learner will forfeit that paper and will have to re-sit at the next available sitting.

11. If there are reasonable grounds for believing that a candidate is acting irregularly, invigilators should make each other aware of the situation and immediately report the matter to the Examinations Officer, Michael Sherman. A close watch should thereafter be maintained on the candidate concerned but not in such a way as to disturb any of the candidates in the hall. Only in exceptional circumstances should the candidate be required to leave the examination hall. The matter should be entered in the Examinations Incident Book and reported verbally and in writing, without delay, to the Registrar.

12. Invigilators must ensure that candidates do not remove examination script books or part thereof from the examination hall.

13. Candidates may not take exam papers from the exam hall unless the full examination time has elapsed.

14. Invigilators will announce to the candidates when ten minutes remain of the examination.

15. At the end of the examination all examination answer books should be collected by the invigilators and signed in to the Academic Administration Office for collection by the appropriate Lecturer.

16. In the event of a fire, the College fire drill will be followed.

17. If there is any external interference with the examination the Vice President for Academic Affairs and Registrar and the Facilities Manager should be informed immediately.

2.1. 9 Guidelines for Dealing with Breach of Examinations Regulations

A candidate who commits any infringement or a breach of examination regulations of the rules governing examinations is liable to the rulings of the following section:

1. Where an Invigilator suspects a candidate of cheating, the Lead Invigilator, or at least one other Invigilator, will be informed and asked to confirm their suspicions. The candidate will be warned that a report will be made to the Examinations Officer and recorded in the Examinations Incident Book. Any unauthorised material will be removed from the candidate, who will be allowed to finish the examination. A written report will be made by the Invigilators in the Examinations Incident Book and to the Examinations Officer.

2. A candidate who has been given a verbal warning by the Invigilator that a report will be made to the Examinations Officer will be informed in writing by the Vice President for Academic Affairs and Registrar that the candidate may submit a written statement, before the matter is considered by the Examinations Disciplinary Board.

3. The Examinations Officer may request a report from the Director of the relevant Programme Board.

4. Each alleged case of cheating will be considered in the first instance by the Examinations Officer and the Director of the relevant Programme Board or his/her nominee and the Vice President for Academic Affairs and Registrar, who will invite the candidate to a meeting to discuss the matter, unless the Programme Director or Vice President of Academic Affairs and Registrar is responsible for the examination in question, in which case the Vice President for Academic Affairs and Registrar may nominate another Director to act. In the event of the Examinations Officer being unable to act, the Vice President for Academic Affairs and Registrar will nominate an alternate.

5. An Internal Examiner, who, when marking examination scripts, suspects that cheating has taken place, will consult the Director of the Programme Board. If the Director considers that there is evidence that cheating has occurred, they will make a written report to the Examinations Officer and will warn the candidate that this report has been made. The Director will also inform the candidate in writing that they may submit a written statement to the Examinations Officer.

6. The corresponding reports will be considered by the Examinations Officer and the relevant Programme Director who will invite the candidate to a meeting to discuss the matter.

7. Following the meeting with the Examinations Officer and relevant Programme Director, or nominee, if it is considered that there is not a case to answer, the matter will end there and the Examinations Officer will so inform the candidate and where relevant the Director of the Programme Board.

8. If it is considered by the Examinations Officer and the relevant Programme Director or nominee that there is a case to answer, the Examinations Officer will refer the matter to the Vice President for Academic Affairs and Registrar and will accordingly inform in writing both the candidate and, when involved, the relevant Programme Director.

9. The Vice President for Academic Affairs and Registrar and the Examinations Disciplinary Board will consider the matter and provide the candidate with an opportunity to present an explanation in writing or orally; if they conclude that cheating has occurred, they will determine an appropriate penalty.

10. Any lesser penalty than the above, may, include one or more of the following:

    (a)   assigning a mark of zero for the particular examination concerned;

    (b)   assigning a mark of zero for all or part of the course/unit/module of which the examination was a component part;

    (c)   setting aside all or part of the overall examination while permitting the candidate to take the examination again at the next available opportunity or in the following year;

    (d)   suspension of the candidate from the College for a period not exceeding two years;

    (e)   permanent exclusion from the College in case of personation.

11. The penalty will be notified in writing to the candidate by the Vice President for Academic Affairs and Registrar who will also inform the Programme Director where involved.

12. If the Vice President for Academic Affairs and Registrar and the Chair of the Examinations Disciplinary Board is for any reason unable to act, they will nominate a member of the Disciplinary Board to act on their behalf.

2.1.10 Guidelines for Dealing with Unauthorised Material in Invigilated Examinations

Learners are informed in advance of every Examination that having unauthorised material in the examination venue will result in disciplinary action:

1. Unauthorised material may include, but is not restricted to, paper, smart devices, USB storage devices, electronic dictionaries, pencil cases, any handwritten materials or notes contained on the physical person.

2. Spot checks for unauthorised materials are carried out during every examination by invigilators and any such items are confiscated and reported to the Examinations Officer / Academic Resource Officer.

3. A learner found in possession of unauthorised materials and/or copying from another learner and alleged to be in violation of examination regulations must be reported to the Examinations Officer.

4. Mobile phones are permitted in the examination but must be turned off and placed on the floor. Any breach will result in the immediate confiscation of the phone and expulsion from the Examinations Hall/Room.

2.1.11 Assessor Guidelines for the Correction of Final Examinations and Submission of Results

1. Assessors will receive an email from the Academic Administration informing them that exam scripts are ready for marking. Scripts should be collected as soon as possible after receipt of this email. Assessors should count the scripts, record the number and sign the relevant sheet in the Academic Administration Office.

2. When correcting the scripts, assessors should:
   - Put a tick in red ink at the end of each page of the Examination Answer Booklet to indicate that they have read this page.
   - Mark each question out of 100% and write the mark given **at the end of the question**. Assessors should also add a very brief rationale for your mark at the end of each question.
   - Record this same mark given in the appropriate 'boxes' **in the Front Cover Page** of the student's Examination Answer Booklet.
   - Note that the student may see the Examination Answer Booklet if there is an appeal or if there is a FOI request.

3. Assessors should add the marks for the two questions together and divide by 2 to get the averaged result. This result should be inputted into the relevant column on the module's SRMS page.

4. When all results for a module have been inputted, assessors should inform the Academic Administration Office by email so that the final calculators can be run for the completed module. **Note that assessors must complete entry of marks by the deadlines communicated to them by the Office of the Registrar**. This is to allow preparations to be completed for internal module and exam board meetings.

5. Once Academic Administration run the final calculators, assessors will be asked to check the final (provisional) marks on their modules and notify Admin of any errors/changes. Only Academic Administration will be able to make changes at this time.

6. Assessors should then download and print off their results sheets from the Student Record Management System and bring them to the Internal Board Meeting.

7. Assessors should then return scripts, in alphabetical order, to the Academic Administration Office.

8. Please note that the Extern Examiner requires a representative sample of a High, Middle and Low marks in each module. Assessors should have their sample compiled on return of their examination scripts. Please ensure that the High, Middle and Low form is completed.

9. All assessors are requested to attend their relevant Exam Board Meeting(s). Please inform the Administrator, Office of the Registrar if you can/cannot attend this meeting.

2.1.12 Marking Bands

MARKING BANDS

Bachelor of Arts		Bachelor of Arts (Hons)	
Pass:	40%	Pass:	40%
Merit (Grade 2):	50%	Second Class Honours (Grade 2):	50%
Merit (Grade 1):	60%	Second Class Honours (Grade 1):	60%
Distinction:	70% +	First Class Honours:	70%+

(First Class Honours/ Distinction: 70+)

First Class Honours/ Distinction   :   **70-100**

(Second Class Honours Grade 1/ Merit Grade 1: 60+)

Second Class Honours Grade 1/ Merit Grade 1   :   **60-69**

(Second Class Honours Grade 2/ Merit Grade 2: 50+)

Second Class Honours Grade 2/ Merit Grade 2   :   **50-59**

(Pass: 40+)

Pass   :   **40-49**

FAIL (Pass by Compensation)   :   **35-39**

FAIL   **:**   **<35**

2.1.13 Grade Descriptors

GRADE DESCRIPTORS

These grade descriptions are intended to provide guidelines for students and staff on the marking of assessments. Markers should exercise their discretion in applying these guidelines and note that the applicability of the criteria may vary depending on the discipline and assessment being examined. Please note that the application of grades can vary according to discipline. A grade of 70 is usually considered excellent.

Award Classification	Mark	Definition
BA Hons: 1st Class Honours *BA*: Distinction	80-100 (Exceptional) 70-79 (Excellent)	A grade in this class should demonstrate: • a comprehensive knowledge of the subject matter, with advanced critical insight and synthesis of extensive reading • a critical comprehension and incisive appreciation of the relevant literature and scholarly frameworks • a thorough ability to organise, analyse and succinctly present arguments lucidly and fluently, with the support of evidence and citation • a substantial capacity for logical thinking, original evaluation, analysis and creative insight A grade in this class should demonstrate: • a comprehensive knowledge of the subject matter, with critical insight and synthesis of relevant reading • a highly-developed ability to critically engage with the subject matter and scholarly frameworks • a higly-developed capacity to organise material and present arguments lucidly and fluently with the support of evidence and citation • a substantial capacity for logical thinking, original evaluation, analysis and creative insight
2nd Class Honours Grade 1 Merit Grade 1	60+ VERY GOOD	A grade in this class should demonstrate: • a thorough grasp of the subject matter and relevant literature • a well-developed ability to critically engage with the subject material and scholarly frameworks • a well-developed capacity to organise material and present arguments coherently and effectively with the support of adequate evidence and citation • some logical thinking, original evaluation, analysis and creative insight
2nd Class Honours Grade 2 Merit Grade 2	50+ GOOD	A grade in this class should demonstrate: • a reasonable grasp of the subject matter and some evidence of relevant reading • attempt to critcially engage with material but with some errors

		- sufficient capacity to organise material and convey meaning but lacking fluency and lucidity - arguments and statements acceptably but not well supported by evidence and citation - limited evidence of logical thinking and evaluation
PASS	**40+** **FAIR**	A grade in this class should demonstrate: - a basic familiarity with the subject matter but lacking detail, focus and evidence of relevant academic reading - mainly statements with limited critical engagement - limited organisation of material, lacking lucid structure with some grammatical errors - limited use of appropriate evidence and citation - limited evidence of logical thinking and evaluation
Compensatable **Pass (35+)**	**35+** **FAIL**	A grade in this class should demonstrate: - little familiarity with the subject matter and lacking detail, focus and evidence of relevant academic reading - no critical engagement and/or serious omissions, errors and inaccuracies - indiscriminate organisation of material that lacks clarity and lucidity - no use of appropriate evidence and citation - no evidence of logical thinking and evaluation
Outright Fail (-35)	**<35** **FAIL**	A grade in this class should demonstrate: - deficient familiarity with the subject matter and failure to address the question - no critical engagement and/or serious omissions, errors and inaccuracies - no attempt to organise material, with confused expression - predominantly irrelevant material with no use of appropriate evidence and citation - no evidence of logical thinking and evaluation

2.2 Guidelines for Internal and External Validation of Exam Results

2.2.1 Module and Programme Internal Examination Board Meetings

Module Exam Board

The module exam board is convened following the correction of all Semester 1 examination scripts and continuous assessment elements and the calculation of module results on the SRMS. This will normally be at the beginning of the third week in January. One board meeting will consider the results of students on the BA Arts and Humanities, BA (Hons) Arts and Humanities and BA (Hons) English and History programmes. A second board meeting will consider results of students on the BA and BA (Honours) in Applied Social Studies (Professional Social Care) and BA (Hons) Social, Political and Community Studies programmes. A third will consider results of students on the BA (Hons) in Psychology programme. The Board is comprised of all module assessors of the programme. Therefore, all assessors are strongly encouraged to be in attendance. The meeting is chaired by the Vice President for Academic Affairs and Registrar.

The board considers the results of Semester 1 modules individually. The results are not combined and averaged and remain provisional until the meeting of the external exam board following completion of Semester 2. Modules cannot be passed by compensation at this stage as the totality of modules for the stage will not be completed until the end of Semester 2. Decisions will adhere to the following regulations and to QQI *Assessment and Standards* (Rev. 2022). A minute will be kept of the meeting and this can be made available to the External Exam Board Meeting.

Programme Internal Examination Board Meeting

The programme internal exam board is convened following the correction of all Semester 1 and 2 examination scripts and continuous assessment elements and the calculation of module and stage results on the SRMS. This will normally be at the end of May/beginning of June. One board meeting will consider the results of students on the BA Arts and Humanities, BA (Hons) Arts and Humanities, BA (Hons) English and History and MA/PG Diploma in Irish Regional History programmes. A second board meeting will consider results of students on the BA and BA (Honours) in Applied Social Studies (Professional Social Care), BA (Hons) Social, Political and Community Studies and MA (Leadership in Therapeutic Child and Social Care)[2] programmes. A third will consider results of students on the BA (Hons) in Psychology programme. The Board is comprised of all module assessors of the programme. Therefore, all assessors are strongly encouraged to be in attendance. The meeting is chaired by the Vice President for Academic Affairs / Registrar.

The board considers the totality of results of Semester 1 and 2 modules and the overall result achieved by each learner at each stage. In cases where the result of a learner is disputed, a consensus decision of the members is to be sought. In cases where this consensus cannot be arrived at, the Chair of the Internal Examination Board will have the final decision. Decisions will adhere to the following regulations and to QQI *Assessment and Standards* (Rev. 2022). A

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[2] Year 1 results for the MA LTCSC are presented to the August Examination Board Meeting. Year 2 results are presented to the May/June Board Meeting.

minute will be kept of the meeting and this can be made available to the External Exam Board Meeting.

In order to pass a stage, the learner must normally achieve a mark of at least 40% on each constituent module in that stage. However, if a learner receives a mark which is 5% or less than the pass mark of 40% the Examinations Board may consider that module to be **passed by compensation[3]**, provided the surplus of marks in completed modules passed is at least double the marks that are needed in the failed module. The results of all modules in the stage must be from first attempts. The Internal Examinations Board may consider a learner to pass by compensation to the amount of 20 credits in a 60-credit stage, provided that no fail mark is more than 5% below the pass mark indicated. Compensation does not change the original result. Instead, it enables progression and allows the allocation of credit.

Compensation may be applied only to enable a learner to pass a stage (at the award stage, a learner who passes by compensation remains eligible for honours etc.). Compensation does not change the result of the modules passed in that way. When reporting module passes by compensation (on the Europass Diploma Supplement), the actual result is returned, e.g. 37% or D, along with an indication that the module pass has been granted by compensation.

All results remain provisional until the meeting of the External Exam Board.

2.2.1.2 Classification of Award

QQI Validated Programmes:

The classification of a learner who has been deemed by the examinations board to have passed at **Higher Certificate** and **Bachelor Degree** level shall be:

> Pass: 40%+
>
> Merit grade II: 50%+
>
> Merit grade I: 60%+
>
> Distinction: 70%+

The classification of a learner who has been deemed by the examinations board to have passed at **Honours Bachelor Degree** level shall be:

> Pass: 40%+
>
> Second Class Honours, Grade II: 50%+
>
> Second Class Honours, Grade I: 60%+
>
> First Class Honours: 70%+

The classification of a learner who has been deemed by the examinations board to have passed at **Postgraduate** level shall be:

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[3] Within the BA (Honours) in Psychology programme, Pass by Compensation in the Stage 3, Dissertation in Psychology module is not allowed. Students are required to obtain a pass in this module. BA in Applied Social Studies (Professional Social Care) has specific regulations in relation to individual modules with 'Must Pass' assessments. See section 2.2.5 for further details.

Pass: 40%+

Merit: 60%+

Distinction: 70%+

The classification of a learner who has been deemed by the examinations board to have passed at **Taught Master's** degrees (level 9) shall be:

Pass: 40%+

Second Class honours: 60%+

First-class honours: 70% +

SETU Validated Awards:

All awards (other than research degrees, minor awards and supplemental awards) shall be classified awards. Research degrees, minor awards and supplemental awards shall be unclassified 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) 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.

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.

The following 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 above for achieving a 'Pass' classification:

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	• *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

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.

Honours classification, or any classification higher than 'Pass', shall be made based on first attempt grades. Necessary procedures to allow consistent treatment of a repeat grade as a first attempt grade, where exceptional mitigating circumstances exist, shall not compromise this principle.

Stage Progression

A learner who is deemed eligible to progress from one stage to the next must have passed the current stage in which they have been presented at the examinations board. Learners may be permitted, in exceptional circumstances, on foot of a decision of the Examinations Board, to carry a failed module while progressing to the next stage once that module is not a pre-requisite for any module taken at the next stage. In principle, no learner should be permitted to carry forward more than 10 credits in a 60-credit stage. Normally, learners are required to pass a carried module in the stage into which it is carried.

2.2.2 Guidelines on the Duties and Responsibilities of External Examiners

The QQI document *Effective Practice Guidelines for External Examining* (Rev. 2015) defines the main functions of the external examiner as follows:

(a)   Review the appropriateness of the minimum intended programme learning outcomes (i.e. the programme's basic educational goal), and other programme objectives. These should accord with the relevant awards standards and any other standards the programme is designed to satisfy, e.g. professional standards;

(b)   Probe the actual attainment of learners (actual programme learning outcomes) using information agreed with and supplied by the provider;

(c)   Compare and contrast both the minimum intended programme learning outcomes and the actual attainment of learners 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 learners' 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 provider.

To facilitate the external examiner in carrying out these duties, Carlow College undertakes to:

- Ensure that the external examiner is provided with all relevant programme and module descriptors outlining learning outcomes and assessment strategies;

- Ensure that the external examiner has access to the relevant QQI documentation on Assessment and Standards;

- Ensure that the external examiner is provided with all relevant assessment criteria and rubrics;

- Ensure that the external examiner is sent details of key assessment tasks, in particular, examination papers (and their associated marking schemes), to review before the assignment is set;

- Ensure that the external examiner is given access to the full range of assessed material and statistics relating to same as well as sufficient samples of work achieving high, middle and low grades;

- Facilitate the examiner on his/her visit to the College and attendance at the QQI External Exam Board Meeting;

- Ensure that the findings and recommendations of the external examiner are systematically addressed by the College's quality assurance system and are considered as important inputs into programme's quality assurance cycles and related processes.

Newly appointed external examiners will additionally be provided with:

- Carlow College policies relating to external examining, assessment, plagiarism etc.;
- Carlow College, St Patrick's Strategic Plan with mission and context of the College;
- Copies of recent external examiner reports for the programme and/or discipline.

Carlow College determines the number of external examiners by the needs of each programme and the number of individual disciplines covered by each programme. When a programme has a number of examiners with specialist subject expertise, one of these examiners will be additionally asked to act as examiner for the programme.

The Report of the External Examiner

The external examiner is required to provide both verbal and written feedback using formal and informal channels of communication. The Vice President for Academic Affairs and Registrar is the principal point of contact and should, in the first instance oversee the induction of new external examiners. Comments and recommendations arising out of the review of assessment components, primarily exam papers, should be communicated to the Vice President for Academic Affairs and Registrar.

It is useful for external examiners to meet with Programme Directors when they visit the College to view learner assessments *in situ*. Meetings with individual lecturers can also be arranged at this time and it is envisaged that informal meetings of this kind may also follow the External Exam Board Meeting.

External examiners are expected to attend the External Exam Board Meeting and deliver a verbal report on their findings.

Formal feedback, in the format of a written report, constitutes the official record. The external examiners are asked to submit this report within three weeks of the External Exam Board Meeting and to follow the Carlow College Template for External Examiners' Reports.

External Examiners' Reports are securely retained by Carlow College and contribute to both quality assurance/enhancement and institutional research activities. Recommendations of the external examiner are discussed at the September meeting of the relevant programme board. Responses and actions taken are recorded in the annual Programme Monitoring Reports by the Programme Directors. The external examiner is provided with a timely, considered response to his/her comments and recommendations, including information on any actions taken by the programme.

2.2.3 Sample Cover Sheet for External Examiner

REPRESENTATIVE SAMPLE OF MARKING BY INTERN EXAMINERS

Bachelor of Arts/ Bachelor of Arts (Hons) in ARTS & Humanities/ BA (Hons) in English & History — 100 Mark Subjects

Course: _____   Stage: _____

Subject: _____   Extern Examiner: _____

Intern Examiner(s): _____

Id. No.	Student's Name		Continuous Assessment			Essays/ Projects			Final Written Examination			Overall Mark	
			C.A. %	Marks out of 20		Essay %	Marks out of 20		Average Final Exam. %	Marks out of 60		Marks out of 100	%
		High											
		Mid											
		Low											

2.2.4 Programme External Examination Board

Membership

The External Examination Board comprises all assessors (internal and external) who have a role in the assessment of relevant module and programme stages, along with the relevant external examiners, programme coordinators and the relevant academic managers. Membership should include Academic Advisors and others who may have relevant contributions to make in respect of decisions about learner eligibility to progress. The board is chaired by the Vice President of Academic Affairs and Registrar.

The relevant programme external examiners should be present at any meeting where recommendations for the granting of higher education and training awards are made. There may be rare and exceptional circumstances in which an external examiner is unable to attend the meeting of the board of examiners, but has nevertheless visited the provider's premises, examined the assessment findings, agrees with the recommendations recorded on the draft broadsheet of results, and has provided a written report to be read out at the examination board meeting. The external examiner may then be represented at the meeting (of the board of examiners) by a suitable person. They must be independent of the provider and will report on the meeting directly to the external examiner.

Meetings

The dates of boards of examiners' meetings should be arranged in good time and in consultation with external examiners. Dates should be notified to all involved, including QQI where appropriate.

A board of examiners cannot base its decisions on incomplete results. Therefore, all preparatory work should be completed in good time for the meeting. The following material should be available to the board of examiners' meeting:

- the programme assessment strategy and approved programme schedule

- the draft broadsheet of results

- any further information to be considered by the board of examiners

The proceedings and deliberations of meetings of boards of examiners are strictly confidential. Excepting legitimate reporting requirements, no person who has attended or observed a meeting of a board of examiners may disclose to any other person a decision of the board or any document, information or opinion considered, conveyed or expressed at the meeting.

Decision-making Process

The board of examiners' meeting is formal and deliberative. Normally, decisions should be reached by consensus. In the event of a disagreement between the board of examiners and an individual assessor, the board of examiners may replace an assessor's recommendation

with its own. It should, however, record this disagreement in the minutes of its meeting. Formalising a dissenting view in this way should not be done lightly. In the event of an irresolvable disagreement between the board of examiners and the external examiner, the board of examiners' decision should be final. The disagreement should be recorded in the minutes of the meeting, in the external examiner's report, and in an attachment to the broadsheet of results.

The board will hear reports from External examiners present at the meeting. Any recommendation by an external examiner to make changes or adjustments must be recorded. Where the external examiner believes there has been a systemic error, all recommended adjustments must be applied to all learners who are affected. Such adjustments must be accompanied with a rationale and must be recorded in the minutes of the meeting.

The board of examiners should satisfy itself that learners have been appropriately graded and classified. This information should be recorded on a broadsheet of results and signed by the members of the board.

The minutes of boards of examiners' meetings should be recorded in accordance with the provider's guidelines for recording formal meetings of deliberative committees.

2.2.5 Programme Regulations on Student Progression

M.A. (LEADERSHIP IN THERAPEUTIC CHILD & SOCIAL CARE) (PC802)	Level 9
Stage 1	**Stage 2**
Learners who successfully complete all modules **and** an individual assessment in Stage One may progress to Stage 2.	The minimum requirement for successful completion of the MA is a pass mark (40%) overall.

M.A. in IRISH REGIONAL HISTORY	Level 9
Year 1 (Semester 1 & 2)	**Year 2 (Semester 3 & 4)**
All learners must complete and pass semesters 1 and 2 in order to proceed to semesters 3 and 4.	**The minimum requirement for successful completion of the MA is a pass mark (40%) overall.**

POSTGRADUATE DIPLOMA in IRISH REGIONAL HISTORY	Level 9
Year 1 (Semester 1 & 2)	**Year 2 (Semester 3)**
All learners must complete and pass semesters 1 and 2 in order to proceed to semester 3.	**The minimum requirement for successful completion of the PG Diploma is a**

	pass mark (40%) overall.

HIGHER DIPLOMA in POLITICS & SOCIETY	LEVEL 8
Year 1 (Semester 1 & 2) All learners much achieve 60 ECTS from the approved module list in order to have successfully completed the Higher Diploma.	The minimum requirement for successful completion of the Higher Diploma is a pass mark (40%) overall.

B.A. (HONOURS) IN ARTS & HUMANITIES (PC410)			Level 8
Stage 1	**Stage 2**	**Stage 3**	**Stage 4**
A PASS mark (40%+) at Stage 1 is required for progression to Stage 2.	A PASS mark (40%+) at Stage 2 is required for progression to Stage 3.	A PASS mark (40%) is required for progression to Stage 4.	Learners achieving a 40 – 49% mark overall will be awarded a PASS. Learners achieving a 50 – 59% mark overall will be awarded a 2nd Class Honours (Grade 2). Learners achieving a 60 – 69% mark overall will be awarded a 2nd Class Honours (Grade 1). Learners achieving a 70%+ mark overall will be awarded a 1st Class Honours.

B.A. (HONOURS) IN ENGLISH & HISTORY (PC411)			Level 8
Stage 1	**Stage 2**	**Stage 3**	**Stage 4**
A PASS mark (40%+) at Stage 1 is required for progression to Stage 2.	A PASS mark (40%+) at Stage 2 is required for progression to Stage 3.	A PASS mark (40%) is required for progression to Stage 4.	Learners achieving a 40 – 49% mark overall will be awarded a PASS. Learners achieving a 50 – 59% mark overall will be awarded a 2nd Class Honours (Grade 2).

| | | | Learners achieving a 60 – 69% mark overall will be awarded a 2nd Class Honours (Grade 1). |
| | | | Learners achieving a 70%+ mark overall will be awarded a 1st Class Honours. |

B.A. (HONOURS) IN SOCIAL, POLITICAL & COMMUNITY STUDIES (PC405)			Level 8
Stage 1	**Stage 2**	**Stage 3**	**Stage 4**
A PASS mark (40%+) at Stage 1 is required for progression to Stage 2.	A PASS mark (40%+) at Stage 2 is required for progression to Stage 3.	A PASS mark (40%) is required for progression to Stage 4.	Learners achieving a 40 – 49% mark overall will be awarded a PASS. Learners achieving a 50 – 59% mark overall will be awarded a 2nd Class Honours (Grade 2). Learners achieving a 60 – 69% mark overall will be awarded a 2nd Class Honours (Grade 1). Learners achieving a 70%+ mark overall will be awarded a 1st Class Honours.

B.A. IN APPLIED SOCIAL STUDIES (PROFESSIONAL SOCIAL CARE) (PC404)		Level 7	B.A. (HONOURS) IN APPLIED SOCIAL STUDIES (PROFESSIONAL SOCIAL CARE)	Level 8
Stage 1	**Stage 2**	**Stage 3**	**Stage 4**	
A PASS mark (40%+), and successful achievement of MUST PASS Assessments (see below for details) is required for progression to Stage 2.	A PASS mark (40%+), successful achievement of MUST PASS assessments (see below for details) *and* successful completion of placement at Stage 2 is required for progression to Stage 3.	A PASS mark (40%), successful achievement of MUST PASS assessments (see below for details) *and* successful completion of placement is required for the AWARD of B.A. in Applied Social Studies in Social Care.	Learners achieving a 40 – 49% mark overall will be awarded a PASS. Learners achieving a 50 – 59% mark overall will be awarded a 2nd Class Honours (Grade 2). Learners achieving a 60 – 69% mark overall will be awarded a 2nd Class Honours (Grade 1).	

			Learners achieving a 70%+ mark overall will be awarded a 1st Class Honours.

2.2.5.1 'Must Pass' Assessments – Social Care

MUST PASS ASSESSMENTS: **BA in Applied Social Studies (Professional Social Care)**

Normal Pass by Compensation regulations apply to all modules (except *Practice Placement & Portfolio 1 & 2*) as set out in Assessment and Standards, Revised 2022 4.4.1 (QQI 2022: pg. 28). However at individual module level MUST PASS assessments require the achievement of a minimum pass grade irrespective of the overall average mark for the module. Where assessments are based on in class/group practice activity, an alternative assessment may not be possible and the learner will be required to repeat that learning element the following year. The table below provides an overview of modules with must pass assessment components.

Stage/ Semester	Module	Assessment Component(s)	Weighting	Details of Must Pass Assessments
Stage 1, Sem 1	Communications and People Skills	Essay Video Presentation	60% 40%	Video Presentation
	Creative Studies: Exploring Creativity	Video submission Reflective Essay In class Poster exercise	20% 40% 40%	In class Poster exercise
	Introduction to Academic and Digital Skills	AI Exercise Annotated bibliography	40% 60%	N/A
	Introduction to Professional Social Care	In-class assessment on Children First Exam	40%/ 60%	In class assessment
	Introduction to Psychology	Essay MCQ	60% 40%	N/A
	Introduction to Sociology	Essay/Exam	40% 60%	N/A
Stage 1, Sem 2	Creative Studies: The Arts and Social Care	Reflective Essay Groupwork plan & delivery	20% 80%	Reflective Essay
	Disability in Social Care; A Human Rights Based Approach	Group Presentation Essay	60% 40%	N/A
	Introduction to Irish Social Policy and Politics	Exam Response Paper	50% 50%	N/A
	Principles and Practice of Professional Social Care 1	Portfolio of Worksheets	100%	Portfolio of Worksheets
	Psychology and the Developing Self	Exam Topic response	70% 30%	N/A
	Sociology, Interculturalism and Cultural Competence	Reflective Journal Poster Presentation	40% 60%	Reflective Journal

Stage / Sem	Module	Assessment	Weight	Must Pass
Stage 2, Sem 1	Practice Placement and Portfolio 1	Portfolio Completion of Placement Documentation & Attendance at Placement Workshops Critical Reflection	80% 10% 10%	All components are Must Pass
Stage 2, Sem 2	Creativity, Innovation & Play in Social Care	Audio visual Reflection on Placement In Class Assessment Creative Intervention	20% 40% 40%	In Class Assessment
	Ethics for Social Care	Ethical Dilemma Recording Exercise Related Analysis & Evaluation Project	20% 80%	Ethical Dilemma Recording Exercise
	Group Dynamics and Facilitation	Theory to Practice Assignment Group Presentation Written Summary Group Presentation	50% 25% 25%	Written Summary Group Presentation
	Legal Studies for Social Care 1	Case Study Exam	40% 60%	N/A
	Principles, Policy and Practice of Professional Social Care 2	In Class Reflective Practice Assignment Exam	40% 60%	In Class Reflective Practice Assignment
	Social Psychology for Social Care	MCQ PowerPoint Presentation	30% 70%	MCQ
Stage 3, Sem 1	Children and Families: Social and Legal Perspectives for Professional Social Care	Video Presentation Essay	60% 40%	N/A
	Communications and Counselling Skills	Reflective Journal Exam	50% 50%	Reflective Journal
	Contemporary Issues in Social Policy	Exam Research Proposal	60% 40%	N/A
	Principles, Professionalism and Practice for Social Care	Learning Logs Short Question Exam	80% 20%	All components are Must Pass
	Psychology of Mental Health	Exam Poster	70% 30%	Poster
	Research Methods and Evidence Informed Practice	In-Class Task (short exam) Research Proposal	30% 70%	In-Class Task (short exam)
Stage 3, Sem 2	Practice Placement and Portfolio 2	Portfolio* Completion of Placement Documentation & Attendance at Placement Workshops* Critical Reflection*	80% 10% 10%	All components are Must Pass

B.A. in ARTS & HUMANITIES (PC402)		Level 7
Stage 1	**Stage 2**	**Stage 3**
A PASS mark (40%+) at Stage 1 is required for progression to Stage 2.	A PASS mark (40%+) at Stage 2 is required for progression to Stage 3.	A PASS mark (40%) is required for the AWARD of B.A. in Humanities.

B.A. (HONS) in PSYCHOLOGY (PC414)		Level 8
Stage 1	**Stage 2**	**Stage 3**
A PASS mark (40%+) at Stage 1 is required for progression to Stage 2.	A PASS mark (40%+) at Stage 2 is required for progression to Stage 3.	**NB:** A PASS mark (40%) is required in the *Dissertation in Psychology* module in order to be eligible for the award. This module cannot be passed by compensation. Learners achieving a 40 – 49% mark overall will be awarded a PASS. Learners achieving a 50 – 59% mark overall will be awarded a 2nd Class Honours (Grade 2). Learners achieving a 60 – 69% mark overall will be awarded a 2nd Class Honours (Grade 1). Learners achieving a 70%+ mark overall will be awarded a 1st Class Honours.

2.2.6 Notification of Results to QQI

Following the meeting of the External Exam Board, the original (signed) broadsheet of results is sent to QQI, notifying it of results and recommendations for awards to be made. A broadsheet of results should be returned for each 60-credit stage of a programme. If the programme is staged into semesters, one broadsheet of results may cover two semester stages. If the total credit is not a multiple of 60, the final broadsheet may cover less than 60 credits. Repeat supplemental assessment results should be returned on a separate broadsheet of results.

There must be an overall result (pass, exempt, withheld etc.) for every learner whose name is included on the broadsheet.

Notification of any legitimate changes of results (e.g. arising from a formal appeal process) should be sent to QQI on the date on which broadsheets are returned or within two weeks of

that date, and always well in advance of the relevant conferring date to ensure the correct result appears on the award parchment.

The following table summarises the result codes recorded on broadsheets.

Result Code	Result	Effect on Number of Exam Attempts	Recorded on Broadsheet
EXE	Exemption(s) Granted	Counted as an Attempt	Overall EXE – note the number of the exemptions in space provided (boxes) EXE
EXE module repeat	EXE in module/subject result box to indicate modules passed in previous session		Applicable to the overall result – normally further EXE or PASS or FAIL etc.
Absent	Absent from Examination	Counted as an attempt	ABS
Fail	Fail	Counted as an Attempt	Fail is only recorded in the overall result when a learner has achieved no exemptions
Deferral	Deferral of Result(s) A Board of Examiners may, in the case of 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 course or examination	Not Counted as an Attempt	DEF in overall result
Withdrew	Withdrew from Course. The provider normally has evidence stipulated in its procedures that the learner has withdrawn from the programme	Counted as an Attempt	WDRW
Withheld	Learner's Result(s) Withheld	Provider to determine – attempt or otherwise	WHLD

2.2.7 Summary Guidelines for the Collation and Dissemination of Examination Results

The collection, organising and distribution of examination results will be carried out in a fair and consistent manner as defined by the *Quality Assuring Assessment Guidelines for Providers Revised 2013.* The following conditions to be approved out:

- All assessments are evaluated and marked by the relevant internal examiners in a fair and consistent manner.

- The results of all elements of assessment are recorded in a timely fashion.

- Learners are informed of the results for each element of formative and summative assessment in a timely manner.

- The internal examiners are required to review learner results to ensure the results of all elements of assessment have been included prior to the Examination Board Meeting.

- An external examiner should review a representative sample of assessments (formative and summative) to ensure consistency.

- The external and internal examiners will agree the final mark to be awarded for each module.

- The College's Assessment and Standards have clear terms of reference which include the authority and membership of the Examination Board.

- An Examination Board is held to determine the learner results for each programme.

- Each learner's results are considered and agreed at the Examination Board Meeting.

- Any changes to learner results agreed at the Examination Board will be made to the learner's examination record.

- Access to the results element of the learner's record is then restricted.

- Changes to the ratified results of a learner can only be made with signed approval by the Registrar on a change to broadsheet form.

- Provisional results are published and notified to the learners after the formal Examination Board Meeting.

- Results are provided to learners in compliance with the Carlow College *Data Protection Policy* and relevant Data Protection legislation:

  o Learner results are available online;

  o To comply with data protection learner results are not placed on public notice boards;

  o Learners can print off copies of their results from the online system;

  o Learner results are not given over the phone;

  o Learner results are not given to any third party, unless written authorisation by the learner is provided;

  o Learner results/awards are final once ratified by the External Examination Board.

2.2.8 Procedures for Processing Exam Results for Learners with Holds on Their Accounts
Outstanding Fees Hold

Official Transcripts are withheld until fees are paid in full. This includes any learner who takes a repeat subject for which they have not registered and paid. Any learner with outstanding fees will be unable to Graduate.

Registration Fees Outstanding:

- Hold code for registration fees outstanding is RF.

- System will not allow student to register on any further stages, courses until fees are paid in full.

- The result will still appear on a Broadsheet and can go through an Exam Board.

- The learner can be manually added during the checking process by the Admissions Office.

Examination (repeat) Fees Outstanding:

- Hold code for examination fees outstanding is EF.

- System will not allow student to register on any further stages, courses.

- The result will still appear on a Broadsheet and can go through an Exam Board.

- The learner can be manually added during the checking process by the Examinations Office.

Disciplinary Hold:

Any examination results hold arising from a Disciplinary enquiry is given the code of ER. This code has the same effect as the codes detailed above.

NOTE:

When learners in the above situations are put through Examination Disciplinary Boards, they should be processed as normal and *not* given an overall result of **Withheld**. If they go through an Examination Board with an overall **WH**, a Change to Broadsheet will be required to change this overall result.

A list of all learners with a Hold on their accounts will be sent to the Admissions Office in June and September.

The Academic Administration Office and Admissions Office should give learners verbal confirmation of results if there is a hold on their account but no written certification of results should be provided until such time as the hold is removed. **Where the hold is disciplinary no information should be given verbally or otherwise.**

2.3 Deferrals, Re-Checks and Appeals

2.3.1 Extenuating Circumstances Procedure Guidelines

Carlow College Extenuating Circumstances Procedure Guidelines

There are occasions when a student encounters unforeseen circumstances which are beyond their control and which have negatively impacted on their performance. The student may wish to have these circumstances taken into account by assessors and exam boards and can do this by following the procedure outlined below.

The procedure should be followed in the following cases:
1. A student who is prevented from sitting an exam and wishes to request a deferral of the exam so that the repeat exam is treated as a first sitting without a penalty or a cost to the student.
2. A student who is prevented from submitting their Stage 4 dissertation beyond the three-week extension period covered by an academic advisor and seeks to have a no-penalty deferred submission.
3. A student who is prevented from submitting their placement portfolio beyond the three-week extension period covered by an academic advisor and seeks to have a no-penalty deferred submission.
4. A student who is prevented from submitting a number of continuous assessment assignments beyond the three-week period covered by an academic advisor and seeks to have no-penalty deferred submissions.

The following[4] are examples of valid extenuating circumstances:
- Acute illness, injury, accident or hospitalisation.
- Serious on-going medical condition.[5]
- Ongoing life-threatening illness of a close family member or partner.
- Bereavement of a close family member or partner.
- Acute or on-going serious personal/emotional circumstances.
- Victim of Crime
- Domestic upheaval at the time of the assessment (e.g. fire, burglary, eviction)

The following are <u>not</u> considered valid extenuating circumstances:
- Failure to plan study schedule
- IT or computer failure
- Typical symptoms associated with exam stress (e.g. anxiety, sleeping disturbances etc.)
- Minor illnesses such as a common cold
- Misreading the examination timetable
- Commuting issues
- Holidays and social events such as weddings
- Paid employment or voluntary work
- Sporting commitments

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[4] This list is not definitive.
[5] Students who have a disability or learning difficulty should register with the *Academic Resource Office* and will be facilitated through on-going supports.

Students who believe they have extenuating circumstances which impact their ability to complete assessments or attend exams should fill out the *Extenuating Circumstances Form*. The form should be sent to the relevant person as follows:

Requests for deferral of exams:　　　　Exams Officer. Michael Sherman
examsofficer@carlowcollege.ie

Requests for deferral of dissertation:　　Dissertation Coordinator (Arts and Humanities/English and History)
Dr Sarah Otten sotten@carlowcollege.ie

Dissertation Coordinator (Social Care and SPCS)
John McHugh jmchugh@carlowcollege.ie

Requests for deferral of Portfolio:　　Placement Coordinator Michael McCarthy
mmccarthy@carlowcollege.ie

Requests for deferral of other assessments:　　Relevant Programme Director
Please note that only the persons named above can make a decision regarding the requested deferral and the decision will only be made after receipt of a form and supporting evidence.

The forms and supporting evidence will only be available to the individuals named above. The request may need to be discussed with a small number of other individuals but only relevant details will be shared. Forms and any related documents will be retained by the relevant individual for the remainder of the academic year after which they will be deleted/destroyed.

It is essential that the form is accompanied by relevant supporting documentation. Failure to supply this will prevent the form from being considered. The nature of the documentation is detailed on the form.

Timing
Students who are requesting a deferral of an exam should do so before the occurrence of the exam if possible or as soon as possible after the exam has taken place. Students who are requesting deferral of continuous assessments must submit the form and documentation at least three days before the relevant meeting of the internal exam board. These meetings take place in mid-January (Semester 1), late May (Semester 2) and late August (Repeats). The exact dates of the exam board meetings can be found in the Academic Calendar. The decision taken on Extenuating Circumstances applications will be noted in the minutes of the exam board, however, the detailed circumstances will not be recorded in the minutes.

Following the exam board, students will be notified if their request has been granted and will be given full details of revised submission dates and the repeat examination timetable. If an examination is deferred, this means that the next available sitting is regarded as the first attempt at the examination. Learners should be aware that if an exam is deferred to the Autumn sitting, they will not have the opportunity of a second attempt within the academic year and this may have implications for their progression.

COLÁISTE CHEATHARLACH
NAOMH PÁDRAIG
CARLOW COLLEGE
ST. PATRICK'S

Extenuating Circumstances Form

General Information
- Before completing the form please read *Carlow College Extenuating Circumstances Procedure Guidelines*   - Please complete in BLOCK LETTERS or in TYPESCRIPT   - Please email completed form to the relevant individual as identified above. If you are unsure who to email the form to, the Learner Information and Retention Officer can advise you liro@carlowcollege.ie   - Please note the deadline by which you should submit the form.

Personal Details			
Name:			
Address:			
Telephone Number:			
Programme:		Stage	
Student ID No			

Details of Examinations and/or Assessments Affected		
Module Title	Type of Assessment (e.g. Exam, Dissertation, Portfolio, Essay etc.)	Date of Exam or Submission of Assessment

Nature of your extenuating circumstances.

Please describe the circumstances (use an additional page appended to this form if necessary). Please be specific as to the impact of these circumstances on your academic performance. **For data protection reasons, you must not give any information about another living individual**. Only those people who will consider your circumstances will have sight of this form. Appropriate original supporting evidence must be supplied.

Please tick the box below which best describes your extenuating circumstance:

Carlow College requires that these circumstances are confirmed by the documentation indicated in each case below. Appropriate original supporting evidence must be supplied and the date must be specific to the date of the exam or submission of assessment. Headed notepaper should be used. Where appropriate, please ask the professional providing supporting evidence to be as specific as possible in outlining the impact of the circumstances on your ability to meet the demands of your academic programme. **For data protection reasons, you must not give any information about another living individual.**

Bereavement (death of close family member just prior to or during the relevant assessment period)	Sight of death certificate, order of service or obituary. (If the timing of the bereavement does not directly relate to the assessment period, further independent corroboration of the impact on your ability to complete assessments will be required)
Serious ill health. This may include: • An acute episode of a disability or chronic condition affecting performance but not covered by special examination provision. • Significant personal accident or injury requiring hospitalisation • Significant mental health condition • Complications arising out of pregnancy • Serious illness of family member just prior to or during the relevant	Appropriate original supporting evidence must be supplied by a registered medical practitioner health professional, registered counsellor/ psychotherapist. The evidence must specifically relate to you and the way in which your ability to complete an assessment is affected. The evidence must be dated and submitted on official headed paper. It must be signed/stamped by the relevant practitioner/professional.

assessment period which directly affects your ability to complete an assessment.	
Other acute personal or emotional trauma. This may include: • Significant domestic upheaval caused by family breakdown, accident, eviction or fire. • Victim of a serious crime	Independent corroboration of the timing of these circumstances and their impact on your ability to undertake assessments. For example, a statement from a GP or registered counsellor/ psychotherapist or a statement from the Garda that you have been the victim of a crime.
Other, please specify: _____	Appropriate original supporting evidence must be supplied.

Supporting Documentation

Please list any supporting documentation here. You should scan and submit such documentation with your form. Please ensure that documentation is dated, appropriate and legible. **For data protection reasons, you must not submit any information about another living individual.**

Please tick the box if you agree with the following statement

I consent to my personal data being used as described in the *Extenuating Circumstances Procedure Guidelines*. I understand that I may grant, refuse or later withdraw my consent.

☐   Name _____   Date: _____

If you wish to withdraw your consent, please notify the person to whom you sent this form. Withdrawal of consent does not affect the lawfulness of processing prior to the withdrawal of consent.

For Official Use Only

This form must be filled in and sent to the relevant programme administrator at least three days before the relevant internal exam board meeting.

Name of student:			
Student ID No			
Programme:		Stage	
Date Request Received			

Details of Examinations and/or Assessments		
Module Title	Type of Assessment (e.g. Exam, Dissertation, Portfolio, Essay etc.)	Date of Exam or Submission of Assessment

Request Granted: Yes ☐   No ☐

If request has <u>not</u> been granted, briefly explain why (e.g. deemed not be a valid reason, documentation not appropriate or missing etc.). Do not include any non-essential information.

-
_____
_____
_____
_____

Name:_____   Date_____

Procedures for Requesting a Re-Check or Review of Assessment Results

The following procedures deal with learner requests for a re-check or review of a mark awarded to them for any or all summative assessment components contributing to their module or stage grade, progression or degree award. This includes, but is not limited to, examinations, essays, dissertations, portfolios and practical work. These procedures are in compliance with QQI *Assessment and Standards* (Revised 2022).

Definitions

Re-check: The administrative operation of re-checking the recording and addition of marks for a module and/or stage.

Review: The detailed re-consideration of the assessment decision of all or part of the examined material by both internal and external examiners.

Procedure

Upon receipt of a continuous assessment mark during the academic year, the learner is encouraged to make contact with the relevant assessor, should there be any concern about the mark awarded. If, after the mark has been explained, the student remains unhappy, the assessor should arrange for the assignment to be reviewed by the external examiner prior to the QQI Summer Examination Board Meeting.

Following the issue of end of year results in June, learners who are concerned about one of their results or who simply wish to get feedback can make a request to view their script(s). This should be made in writing to the Programme Director. Assessors involved in the specific assessment task(s) are available to meet individual learners by appointment, to review their scripts etc. Such consultations aim to:

- Give formative feedback to learners, especially to those who need to repeat.

- Explain the basis of the learner's grade/mark against the assessment criteria, especially where the learner believes that the assessor may have made an error in grading the work.

It is the practice of this College to initially recommend this route to learners who may be contemplating lodging a request for a formal review of their examination results. Learners who wish to request a formal re-check or review of their examination results may do so in accordance with procedure set out below.

To Request a Re-Check

A request for a re-check must be submitted in writing to the Office of the Registrar not later than five working days after the examination results have been posted. Only a written request for a re-check signed by the candidate will be considered. A small fee will be charged for the re-check that will be refunded to the candidate in the event that the re-check results in a positive upward change in mark.

To Request a Review

A request for a review of examination material must be submitted in writing to the Office of the Registrar not later than five working days after the examination results have been posted. Only a written request for a re-check signed by the candidate will be considered. A fee will be charged for the review that will be refunded to the candidate in the event that the review results in an upgrade of the mark.

Grounds for review must be specified under the following headings:

1. That there were compassionate or extenuating circumstances that may have affected the results which were not known at the time of assessment and which were not considered by the Board of Examiners.

2. That evaluation of assessed material was erroneous and did not comply with the published grading criteria.

3. One or more of the results was significantly out of sequence with other components assessed within or across modules.

4. That there were procedural or administrative errors in the assessment or the processing of assessment results.

An appeal by a candidate on the basis that a result in all, or in part, was below their projected expectation may not be considered as reasonable grounds for appeal for a review unless said result is demonstrably out of sequence with other components assessed within or across modules.

Candidates who are considered by the Office of the Registrar as having reasonable grounds for appeal for re-check or review of assessed material must not assume a favourable outcome to that appeal and that results may be reviewed downward as well as upward.

Communication of Outcomes of Appeals for Reviews and Re-Checks

The outcome of an appeal for review or re-check considered by the Office of the Registrar will be communicated in writing to the candidate prior to the sitting of a repeat examination or the opportunity to present material for reassessment. Candidates should register for repeat examinations and/or prepare for reassessment of material.

2.3.4 Arrangements for Repeats
Failing one or more modules may result in non-progression to the next stage of a programme. Learners will, however, be given a chance to repeat continuous assessment pieces they have failed or have not attempted and exams they have failed or been absent from. Repeat Semester 1 and 2 exams take place during the first week in August and results are available later that month following the Autumn Exam Board meeting. Repeat Semester 1 written pieces are submitted in February and there is another opportunity to submit repeat written assessments in early August. If a learner can provide evidence of mitigating circumstances (such as serious illness) to their Academic Advisor and/or Exams Officer, they can repeat without any penalties being applied. If an exam deferral has been approved or if the internal or external exam board recommend that a learner's result be deferred they may then repeat without penalty. **In all other cases any repeat assessments will be capped at 40%**.   Marks already achieved by the student in the module will stand and only the mark for the repeated assessment component will be capped. If a student is required to repeat all assessment components then the overall module result is capped at 40**.**

Learners who have failed one or more modules in Semester 1 may progress to Semester 2 of the relevant stage. Normally, however, if a learner fails to amass 60 credits by the end of August, they will not be able to progress to the next stage and will have to repeat the relevant module(s). The Autumn Exam Board may allow students to progress carrying up to two modules (10 credits) if the modules are not prerequisites for modules in the stage to which they are progressing and if the requirements of that stage allow them to carry subjects.

Learners who register in order to repeat a module cannot carry forward any element of module work from their previous attempt(s) at that module. Learners will normally be required to re-attend all taught components of the module in order to be reassessed.

In all, learners are given four attempts to pass a stage, after which they must withdraw. An exception to this is the Practice Placement module on the Social Care programme which may only be repeated once throughout the course of the programme.

2.3.5 Information for Students on Repeating Assessments

What is a fail?

A mark below 40% in a module is deemed to be a fail.

If I fail one or more Semester 1 modules, can I proceed to Semester 2?

Yes. You can continue to Semester 2 of your programme and you will be given opportunities to repeat the failed modules.

If I failed a module with an exam, can I repeat the exam?

Yes. Repeat sittings of exams for Semester 1 & 2 modules are scheduled for the first week in August each year. You must make sure that you register to take the repeat exam and pay the repeat fee (€50 per module). You will be contacted by Academic Admin. Please remember to check your college email. **The result for the repeat exam will be capped at 40%.** Marks already achieved by the student in the module will stand and only the mark for the repeated exam will be capped.

What if I was granted a deferral of my exam?

In this case, the exam sitting in August will be treated as a first sitting. Your mark will not be capped and you will not be charged the repeat fee.

What happens if my fail mark is because I have failed or not submitted continuous assessment elements?

There is an opportunity to submit repeat Semester 1 assessment no later than **8.00pm on Monday, 03 March 2025**. You will be advised of the date by Academic Admin. Please remember to check your college email. There is no fee for these repeat assessments. **The result for the assessments will be capped at a 40% pass mark** and this mark will be used to calculate the overall mark for the module. Your result will be amended at the next exam board meeting. If necessary, you will be given a further opportunity to submit repeat assessments at the beginning of August. There is a fee of €50 per module for this. **The result for each repeat assessment will be capped at 40%** and these marks will be used

to calculate the overall mark for the module. If you are required to repeat all assessment components then the overall module result is capped at 40.

I have failed a module because of a 'must pass' assessment. What does this mean?

Some assessments are designated 'must pass', usually because they test a very specific learning outcome, particularly on the level 7 Social Care programme. If you have failed or missed this assessment, you fail your module, even if the rest of your marks bring you over the pass threshold. You will be given information on how to repeat this assessment by Academic Admin.

How will I know what repeat assessments I have to do and when the deadlines are?

The Academic Admin Office will email you all the details you need. Please remember to check your college email. Information will also be put on the Moodle system.

What happens if I fail my repeat exams or assessments?

Students are normally required to pass all of their modules before progressing to the next stage of their programme. In some cases, the Autumn Exam Board may allow students to progress carrying up to two modules (10 credits) if the modules are not prerequisites for modules in the stage to which they are progressing and if the requirements of that stage allow them to carry subjects. Otherwise, students must repeat the module. There is a fee of €250 per 5-credit module for carrying or repeating a module (with the exception of modules on the BA (Hons) in Psychology: the fee here is €400 per 5-credit module - pro-rata). In all, students are given four attempts to pass a stage, after which they must withdraw from the programme. An exception to this is the Practice Placement module on the Social Care programme which may only be repeated once, throughout the course of the programme.

If I have to repeat a full module can I carry forward marks for assessments that I passed the first time around?

No. The full module must be repeated. Students are required to attend all taught components of the module and complete all assessment components.

I passed a module but feel that I could do a much better assessment now. Can I repeat it?

No. Repeating in order to get a higher mark is not permitted.

What does Pass by Compensation mean?

If you receive a mark between 35 and 39 for a module you may be allowed to pass that module by compensation. This can happen if the surplus of marks in modules passed is at least double the marks that are needed for the failed module. The results of all the modules in a stage must be from first attempts. Pass by Compensation can only be achieved at the end of a stage when the totality of results are known. Compensation does not change the original mark, it enables progression and allows the allocation of credit.

I think I should have been given a higher mark. What can I do?

In the first instance, you should discuss your mark with the relevant lecturer who will explain why the mark was awarded. You can book a consultation time by emailing your lecturer as soon as you receive your results. If you still feel that the mark is erroneous, you can request a re-check or review of your assessment following the issue of final marks in June. You must submit the relevant form and fee to the Office of the Registrar within five days of the issue of final results in June. Please consult the policy

and access the form on our website https://www.carlowcollege.ie/study-with-us/current-students/appeals-procedures/

3 Continuous Assessment

3.1 Guidelines on Marks for Student Attendance

Following discussion at programme board level and in the Teaching, Learning and Assessment Committee, a recommendation for the re-introduction of attendance marks on undergraduate programmes was brought to Academic Council on 24 May 2023. Academic Council approved the implementation of attendance marks for a trial in the 2023-24 academic year. In August 2024, Academic Council approved the extension of this trial for a further year. It was agreed that 10% be allocated for lecture attendance with students who attend all their lectures receiving 10 marks and so on. Space for this 10% of marks is to be created by reducing an element of continuous assessment by 10%.

This applies to undergraduate programmes only. While it applies to Stage 4 of the ASSPSC programme, it does not, at present apply to Stages 1-3 of that programme which now has its own 80% attendance requirement. Modules that are 'parented' by the Arts and Humanities, Psychology or SPCS programmes and delivered to ASSPSC will normally apply the 10% attendance mark to all students.

Procedure for calculation of attendance marks

Lecturers will take an attendance roll at the beginning of each class and this will be uploaded and saved into the SRMS each week. It is imperative that the lecturer fills in the attendance at each lecture on a weekly basis. This will allow reports to be run to generate the attendance mark. Modules with 10 lectures will have one mark per lecture. Modules with 12 lectures will have 0.83 marks per lecture. Once the mark has been calculated at the end of the semester, it will be entered into the relevant assessment field by the SRMS office.

Students with documented excused absences will get the attendance mark. Lectures that are cancelled by the lecturer or the College will also result in a mark for the student.

There are no marks for tutorial attendance but in-class summative assessments can take place in tutorials.

The impact of this initiative on student attendance rates will be reviewed at the end of each semester.

3.2 Guidelines on the Planning, Setting and Administration of Continuous Assessment

Module Assessment

A module is a discrete, self-contained course of study. This is comprised of an expressed amount of learning activity articulated in terms of learning outcomes explicitly linked to assessment tasks. The assessment of all modules takes place under two headings, continuous assessment and terminal examinations.

The assessment of a module determines an overall mark for that module. Therefore, a learner is not required to attain the minimum standard of 40% in any one assessed component in order to achieve a pass grade in the module, except for learners on the BA in Applied Social Studies (Professional Social Care) programme where individual modules have 'Must Pass' assessments. To pass the module a learner needs to achieve a minimum pass mark in the 'MUST PASS' component, even if they achieve an overall module pass mark by virtue of other assessments in that module. See section 2.2.5.1 for further details.

Continuous assessment comprises formal essays, tutorial assignments, projects, group work, presentations, journals, reports, portfolios, MCQs etc. as set out in the particular module descriptor. The allocation of marks to module work must be as specified in the module descriptor.

The submission/schedule dates for all course work for a module must be communicated to the learner at the beginning of the module start date. Any later changes to submission/schedule dates must be communicated to the learner within a reasonable time frame for achievement.

The assigning of grades to continuous assessment must be in line with the approved marking band criteria as laid out in the *Marking Guidelines* (see below). Assessments such as presentations, group work, reflection and facilitation should always be marked out of 100 to allow nuances between performance to be recognized.

While the use of MCQs is a useful tool for testing students' grasp of information, they should be used sparingly. Such types of assessment, where it is possible to score up to 100% should never form a large element (over 20%) within a total module assessment. In general, they may work best for Stages 1 and 2 and they should be kept to a minimum for award year stages.

Modules where practice and placement constitutes the overwhelming portion of allocated marks are assessed as per published guidelines in the *Irish Association of Social Care Educators Practice Placement Manual*.

In-Class Timed Assessments

Some modules may have in-class timed assessments (e.g. MCQs, short-answer and / or scenario-based assessments). Below are some indicative guidelines[6] that lecturers should follow when conducting an in-class timed assessment:

1. **Assessment Type:** Specify whether the timed assessment is open-book, partial-book or a closed-book in-class timed assessment to avoid confusion with proctored end-of-semester exams. Please note that if the Module Descriptor indicates a 'Proctored Exam – In Person) this is an end-of-the-semester exam (see Section 1 of this document).

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[6] The guidelines provided are in keeping with Level 2 of The Inclusive Practice Pyramid developed by AHEAD and DAWN.

The terminology used to provide guidelines / instructions must be clear and concise for learners to understand / define type of assessment techniques. For in-class timed assessments, they can be grouped under three types:

a. Open-Book is where learners have access to all resources, both physical (e.g. books or notes) and virtual (i.e. digital books, online resources, etc.).

b. Partial-Book is where learners have access to physical resources only (e.g. books or notes).

c. Closed-Book is where learners do not have access to physical resources or virtual resources.

2. **Time Allocation:** Communicate the assessment time to all learners (e.g., one-hour in-class assessment from 10:00 to 11:00 AM). State that any extra time (e.g., 10 minutes per hour) will be added at the end for learners registered with the Academic Resource Office (ARO) and Disability Service.

3. **Academic Integrity:** Lecturer to make sure that academic integrity is not compromised in the assessment, potential risks must be identified, assessed and actioned to minimise occurrence.

4. **Scheduling Considerations:** Schedule in-class assessments at the start of the lecture / tutorial to accommodate extra time (10 minutes per hour). If scheduled in the second half, ensure that the extra time does not affect the next class.

5. **Timing and Weighting:** Ensure that the timing and weighting of open-book and in-class assessments are distinct from those of end-of-semester proctored exams, which are taken in a formal exam environment (see 2.1.1 above). The assessment should be aligned to with programme, module-learning outcomes and grading criteria must be shared with learners in advance. Additionally, plagiarism detection software to be used (e.g. Turnitin) and restricted software use must be highlighted so that learners are aware what the expectations are.

6. **Extra Time:** Generally, extra time is only granted after one hour of an examination has passed. Most in-class assessments are less than 60 minutes in duration and, therefore, extra time does not apply.

7. **Reasonable Accommodations:** Many learners do not require all of their reasonable accommodations for in-class assessments as these are typically short in nature, with only a small amount of reading and / or writing required. Reasonable accommodations are documented in the "Students with Disabilities, Learning Difference, and / or Long-term Health Conditions" file, available in the Reasonable Accommodations Information Section of the Staff Portal in a SharePoint folder.

Please note that all lecturers must communicate instruction prior to in-class assessment to avoid perceived expectations from learners in receipt of Reasonable Accommodations.

Implementing Reasonable Accommodations

For timed in-class assessments, the following are suggestions for implementing the following reasonable accommodations: spelling and grammar waiver, access to a laptop / computer, scribe and access to a human or electronic reader.

- **Spelling and Grammar Waivers**

    o Check the document "Students with Disabilities, Learning Difference, and / or Long-term Health Conditions" in the Reasonable Accommodation Information Section of the Staff Portal for information regarding whether a learner is eligible for spelling and grammar waiver.

- **Access to a Laptop / Computer[7]**

    o Generally, learners are permitted to use their own devices during open-book or in-class assessments. The learner should remind the lecturer that they need to use a laptop, and these assessments should be submitted via a Turnitin link on the Module Moodle Page.

    o Lecturer to specify whether the in-class assessment is a full or partial open-book in-class assessment, including criterion to access webpages.

    o To accommodate more tailored learner needs, such as using a screen reader (e.g., JAWS or Fusion) on a laptop during an open-book or in-class assessment, learners should remind the lecturer of their exam accommodations and notify the Academic Resource Office (ARO) at Academicresource@carlowcollege.ie at least two weeks before the in-class assessment date. The email to ARO should include the following details: date, time, lecture's name, module name, type of assessment and how the learner will access the in-class assessment paper.

- **Scribe[8]**

    Learners are encouraged to explore the following alternatives to make open-book and in-class assessments more inclusive.

    o Handwriting responses for short tasks or where a tick box is sufficient (e.g. MCQs).

    o Typing responses using personal devices and submitting assessments via a Turnitin link on the Module Moodle Page.

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[7] The guidelines provided are in keeping with Levels 2 and 3 of The Inclusive Practice Pyramid developed by AHEAD and DAWN.
[8] Ibid.

o Using MS Word's Dictate feature for speech-to-text and submitting assessments via a Turnitin link on the Module Moodle Page. In this instance, the learner must remind the lecturer of their exam accommodations and notify the Academic Resource Office (ARO) at Academicresource@carlowcollege.ie at least two weeks prior to the in-class assessment date. The email to ARO should include the following details: date, time, lecture's name, module name, type of assessment and how the learner will access the in-class assessment paper. Upon receiving the request, ARO will then book an alternative exam location to facilitate the student's use of the Dictate feature on their device.

o For human scribe assistance for an open-book or in-class assessment, the learners should remind the lecturer of their exam accommodations. Additionally, they must notify the Academic Resource Office (ARO) at Academicresource@carlowcollege.ie at least two weeks before the in-class assessment date. The email to ARO should include the following details: date, time, lecture's name, module name, type of assessment and how the learner will access the in-class assessment paper. These assessments should be submitted via a Turnitin link on the Module Moodle Page.

- **Human or Electronic Reader or C-Pen**

The need for a reader depends on the type of in-class assessment being conducted. Typically, a reader is not provided in isolation but is combined with other accommodations.

o *Human Reader*

  ▪ In some cases, the lecturer may read the content aloud to the entire class.

  ▪ A learner may indicate the need for a reader by raising their hand.

  ▪ Learners may have sight of material in advance, for example, in an open-book assessment, which may eliminate the need for a reader.

o *Electronic Reader*

  ▪ If a learner has access to a laptop, they can use the Immersive Reader feature in MS Word. To use this option, learners must have their earphones, and the assessment paper must be in Word document format that is digitally accessible.

o *C-Pen Exam Reader*

  ▪ To use a C-Pen exam reader during an open-book or in-class assessment, learners must remind the lecturer of their exam accommodations. Ensure they have attended prior training in the use

of the C-Pen. Additionally, they must notify the Academic Resource Office (ARO) at Academicresource@carlowcollege.ie at least two weeks before the in-class assessment date. The email to ARO should include the following details: date, time, lecture's name, module name, and type of assessment.

Late Submission Penalties

If a student does not have an assessment extension, penalties are incurred when the submission date of module work is after 8pm on the designated submission date. Module work that is submitted after the date of submission will incur the following penalties:

> **Week one: (1-5 working days late):**
> Day 1:   -5 marks.
> Days 2-5:   - 10 marks.
>
> **Week two: (6-10 working days late)**
> Day 6:   - 15 marks
> Days 7-10:   - 20 marks
>
> If the assessment receives a mark above 40% before the marking penalty is applied, then the marking deduction cannot reduce the mark below 40%.
>
> **Week three: (more than 10 working days late)**
> No work will be accepted after this date unless the student has been granted an extension

Absence, Illness and Other Mitigating Circumstances

There are procedures in place to deal with students who miss deadlines for submission or are absent from class due to illness and other mitigating circumstances (these are outlined in the *Academic Advisor Guidelines*).

3.2.1 Guidelines on Assessment Equivalences

Context: assessment equivalents

Specific guidelines on assessment equivalences are difficult to find and can vary from institution to institution. UCD's Teaching and Learning Unit produced a document in 2012 entitled *Assessment Workload and Equivalences.*[9] Although this document fell short of producing a guideline for UCD programmes, it does provide a summary of guidelines used by a range of UK HEIs on this issue. The UCD document suggests that:

> A good starting point for setting assessment equivalences is to identify the commonly used assessment methods in your programme/school. For each assessment method consider (i) the relative weighting within the module, and (ii) expected notional student effort (hours/words).

How student effort is actually translated into assessment equivalences is less easy to define. A study carried out by Manchester Metropolitan University on a number of universities in Britain illustrated that a 5ECTS module (or equivalent) could be examined from a total word count range of 2,000-3250 words. Although this is a wide discrepancy (and student effort is always notional), there appears to be rough agreement that:

- preparing for a one-hour, one-question exam is equivalent to writing a 1,000 to 1,500-word essay or a 2,000 to 2,500 reflective journal. Each was reckoned to take 10 hours of student effort.
- Preparing and delivering a 10-min presentation was reckoned at 5 hours.

Student workload

Student assessment workload should be measured across the totality of modules taken by students across Stages. The UCD document quotes the guidelines operated by the University of Northumbria:

> Whatever form of assessment is used, to avoid over-pressurising students**, one fifth of the notional student workload** should be considered the period of time allocated for all (formal and informal) assessment.[10]

Taking this guideline, any assessment metric should equate word counts for written assignments with a fifth of the time allotted for notional student effort. Clearly, other types of assessment are very difficult to precisely measure and should be kept under review.

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[9] https://www.ucd.ie/t4cms/UCDTLA0038.pdf
[10] http://www.celt.mmu.ac.uk/ltia/issue17/fielding.php

Word Counts

Under this rubric, it is worth noting that word counts are calculated on the notional student effort, and are not linked to learner advancement through the Stages. However, it may be more appropriate and conventional to assign longer essays to learners at advanced stages of their programme.

The student workload on our 5 ECTS modules is reckoned at 125 hours. According to the above metric, no more than 25 hours should be spent on assessment tasks. Therefore, if 1,000 words approximates to 10 hours of student effort (preparation and writing), then a 1,250-word essay would equate to 50% of student effort (12.5 notional hours) on a 5 ECTS module. Note that portfolios, journals and other cumulative forms of assessment are reckoned to notionally enable the student to double the word count from that of a single essay. Consequently, the following guiding metric can be applied (word counts can fall within or on the band):

Assessment type	Duration/Word Count band	Notional Hours of effort	Percentage weighting
EXAMS (Including in-class tests)			
Exam	2 hours – 2 questions	15-20	60-70
In-class test	1 hour – 1 question MCQ/Creative piece	Up to 10	20-40 (depending on assessment)
ESSAYS/SHORT WRITTEN PIECES/ESSAY PLANS			
	2500 or more words	25 or more	100
	2000-2500 words	20-25	80-100
	1750-2000 words	17.5-20	70-80
	1500-1750 words	15-17.5	60-70
	1250-1500 words	12.5-15	50-60
	1000-1250 words	10-12.5	40-50
	750-1000 words	7.5-10	30-40
	500-750 words	5-7.5	20-30
	250-500 words	2.5-5	10-20
DISSERTATION			
7500 words/Presentation/Lit. review/Research		375 all inclusive	100
PORTFOLIOS and REFLECTIVE JOURNALS			
Portfolio	N/A	12.5-17.5	50-70
Reflective journal	2000-2500 words	10-12.5	40-50

Reflective journal	1750-2000	7.5	30
Reflective Journal	1500-1750	5	20
PROJECT WORK			
Supervised project	1500-1750 words	10	60
Supervised project	1250-1500 words	7.5	50
INTERPRETIVE/VISUAL/CONCEPTUAL EXERCISES			
E.g. Mind-map	N/A	Variable	10-25 (depending on complexity)
PRESENTATIONS/DEBATES			
E.g. Presentation	5-20 min	2.5-10	10-40
MULTIMEDIA ASSESSMENTS			
Video piece	10	10	40
Video piece	5 min	5-7.5	20-25
Contribution to database/ webpage or similar	250-1000 words	Variable	10-40
SHORT ASSESSMENTS			
MCQ/Short in-class activity	Variable	Variable	5-10

3.2.2 Academic Advisor Guidelines

Role and Purpose of the Academic Advisor

The Academic Advisor (AA) role is an integral part of the Teaching, Learning and Assessment Strategy at Carlow College, St. Patrick's. Through our *Teaching and Learning Policy* we are committed to providing adequate guidance and support to enable access and educational progression for our diverse learner population. The role of the Academic Advisor is to act as the link person or first point of contact between academic programmes and individual learners. An AA is assigned to each programme stage and is generally a full-time member of academic staff.

The function of the AA is to provide support and guidance on academic matters, course-related queries, and concerns, with a view to maximising learner retention, engagement, progression and achievement. A key area of focus for the AA role is to identify and deal with early signs of learner difficulties. This is achieved through the monitoring of a range of learner issues such as attendance, Moodle engagment, extension requests and absence requests.

Tasks of the Academic Advisor

- To meet with learners to discuss queries relating to academic performance.

- To deal with and monitor learner requests for extensions on submissions.

- To provide information on the selection of appropriate modules, programme pathways, and related aspects of the educational experience.

- Where appropriate, to direct learners to Student Support Services, Learner Information and Retention Officer (LIRO) and other learner resources.

- Where appropriate, to direct learners to the College Counselling Service.

- To monitor learner attendance, monitor Moodle engagement and to make written contact with learners at risk of withdrawal.[11]

- To write learner references as required. This task may also fall to other lecturers depending on learner requests.

- To meet other AAs and LIRO at the beginning and end of the academic year to ensure standardisation of procedures and to review common concerns / feedback from learners.

- Where appropriate, to inform Programme Board and Exam Board meetings of matters relevant to learner progress.

- To write a 'Report on Learner Progress' for submission to Programme Directors at the end of each semester. This report forms part of the Annual Programme Monitoring Report and handover process with the AA for the subsequent year.

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[11] This applies only to Academic Advisors at Stages 3 and 4. For Stages 1 and 2, the LIRO will monitor learner attendance and make contact with learners.

PROCEDURES FOR GRANTING ASSIGNMENT EXTENSIONS

Learners request an assignment extension by completing an *Extension Request Form*, attaching documentation (if relevant) and emailing it to their Academic Advisor (AA). The AA will not consider the request until this information is submitted. The AA will then email the learner informing them whether their request has been granted, and, if an extension has been granted, will advise the date by which the assignment must be submitted. AA will then enter an extension note on the SRMS. This should include the module, assignment specifics and new deadline. This note can be seen by the lecturing staff, Academic Admin. and LIRO. On receipt of a late submission, lecturers must check the extension notes on the SRMS to ascertain whether a penalty is to be applied or not. There is no longer any need for the AA to email lecturers or Academic Admin.

The *Extension Request Form* will be retained by the Academic Advisor for the remainder of the Academic Year after which it will be deleted. Any documentation supplied (i.e. proof of reason for extension) will be returned or deleted once it has been seen by the AA.

Please note that only **one extension per semester** can be granted without documentation. If a learner requests more than one undocumented extension during a semester, it must be approved by the Programme Director.

Academic Advisors can grant extensions of between 1-3 weeks' duration. Longer extensions can only be granted by Programme Director. In such cases, the programme Director will deal with the request as outlined above.

EXTENSION REQUEST FORM

The *Extension Request Form* must be completed by the learner and emailed to the relevant Academic Advisor (AA). Extension requests will not be considered until this form has been received. Please be aware that academic staff are not required to check their emails outside of normal working hours (i.e. 9.00 – 5.00 PM, Monday to Friday). As such, all extension request forms should be submitted no later than 3.00 PM on the day of submission; a formal response will be communicated by the AA within <u>two working days</u>. Please note that a submission of an extension request form does not mean an extension request is granted; if an extension is not granted, late penalties will be applied. The emailed *Extension Request Form* and any documentation submitted will only be seen by the AA. The *Extension Request Form* will be retained by the AA until the end of the relevant Academic Year when it will be deleted. Documentation, such as medical certificates, letters from professionals etc. will be deleted once they have been seen.

TO BE COMPLETED BY LEARNER			
LEARNER NAME:		CCSP ID #:	
PROGRAMME:		STAGE:	
FULL TIME:		PART TIME:	

TYPE OF EXTENSION REQUEST *(Please put an 'X' in the appropriate box or boxes)*	
	Request for **extension to coursework deadline** beyond the date it is due
	Request for **extension to dissertation / portfolio deadline** beyond the date it is due

EVIDENCE FOR EXTENSION REQUEST *(Please put an 'X' in the appropriate box)*	
	Documented (please attached the relevant documentation to the email along with this form)
	Undocumented (please note you will only be granted <u>one undocumented extension per semester</u>)

ASSESSMENT DETAILS		
Due Date	Module Title	Type of Assessment

CIRCUMSTANCES FOR REQUESTING AN EXTENSION *(Please put an 'X' in the appropriate box)*[12]			
Bereavement		**Health Condition**	
Personal / Family Reason		**Academic Workload**	
Technology Issues			
Other *(please specify):*			

FOR OFFICE USE ONLY	
Date Received by the Academic Advisor:	
Extension Request Granted (Yes / No):	
Date Extension Request Communicated to Learner:	
Date Extension Request Note Created on the SRMS:	

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[12] The purpose for collecting this information is for Quality Enhancement and the information will be reported in the Academic Advisor Report to the Programme Director, at the end of each term, in an aggregate / anonymous manner. This data will be used in the Annual Programme Monitoring Report.

PROCEDURES REGARDING ABSENCE FROM COLLEGE

To have a recorded absence excused, learners must submit the **Absence Form**, attaching documentation (if relevant) and emailing it to their Academic Advisor (AA). Once this has been received, the AA will add an attendance note to the SRMS; the note should record the date(s) of absence, name of person creating the note and provide general information about the reason for the absence.[13] The AA should also email the Academic Admin. alerting them to the note so that they can revise the attendance records. Please note that the learner will be marked absent by their lecturers / tutors, but these absences will be amended to 'certified absence' on the SRMS by Academic Admin. The note entered into the SRMS can be seen by the lecturing staff, Academic Admin. and LIRO.

The *Absence Form* will be retained by the AA for the remainder of the Academic Year after which it will be deleted. Any documentation supplied (i.e. proof of reason for absence) will be returned or deleted once it has been seen by the AA.

Prolonged Absences

In the case of prolonged absences, if the AA believes that it would be in the learner's interest to reveal further details of the reason for the absence, for example at an Internal Exam Board Meeting, this will be discussed with the learner. Such information will only be shared with the written consent of the learner. Please note that even if written consent is provided, that the minimum information should be shared in forums. Retention of information will follow the same protocols as outlined above.

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[13] The reason for the absence provided on the SRMS will only be the identified 'circumstances of absences' given on the Absence Form.

ABSENCE FORM

The *Absence Form* must be completed by the learner and emailed to the relevant Academic Advisor (AA). Absences will not be considered until this form has been received. Please be aware that academic staff are not required to check their emails outside of normal working hours (i.e. 9.00 – 5.00 PM, Monday to Friday). The emailed *Absence Form* and any documentation submitted will only be seen by the AA. The *Absence Form* will be retained by the AA until the end of the relevant Academic Year when it will be deleted. Documentation, such as medical certificates, letters from professionals etc. will be deleted once they have been seen.

TO BE COMPLETED BY LEARNER			
LEARNER NAME:		**CCSP ID #:**	
PROGRAMME:		**STAGE:**	
FULL TIME:		**PART TIME:**	
DATE(S) ABSENT FROM COLLEGE:			

TYPE OF ABSENCE REQUEST *(Please put an 'X' in the appropriate box or boxes)*	
	Request for absence from lecture or tutorial (with documented proof)
	Request for absence from in-class assessment (with documented proof)

EVIDENCE FOR ABSENCE *(Please put an 'X' in the appropriate box)*	
	Documented (please attached the relevant documentation to the email along with this form)
	Undocumented (please note that only compelling reasons for absences will be granted, at the discretion of the AA)

LECTURES / TUTORIALS / IN-CLASS ASSESSMENTS / EXAMINATIONS AFFECTED		
Date	**Module Title**	**Details** *(if undocumented, please p compelling reason(s) for absence h*

CIRCUMSTANCE FOR ABSENCE *(Please put an 'X' in the appropriate box)*[14]			
Medical Appointment		**Personal / Family Reason**	
Transportation Issues		**Health Condition**	
Bereavement		**Academic Workload**	
Academic Timetabling			
Other *(please specify):*			

FOR OFFICE USE ONLY	
Date Received by the Academic Advisor:	
Absence Request Granted (Yes / No):	
Date Absence Request Communicated to Learner:	
Date Absence Request Note Created on the SRMS:	
Date Absence Request Note Communicated to Academic Admin.:	

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[14] The purpose for collecting this information is for Quality Enhancement and the information will be reported in the Academic Advisor Report to the Programme Director, at the end of each term, in an aggregate / anonymous manner. This data will be used in the Annual Programme Monitoring Report.

3.2.5 Academic Advisor Report on Learner Progress

![Carlow College Logo] COLÁISTE CHEATHARLACH NAOMH PÁDRAIG CARLOW COLLEGE ST. PATRICK'S	**ACADEMIC ADVISOR REPORT ON LEARNER PROGRESS**

ACADEMIC YEAR:	*[Insert]*		
PROGRAMME TITLE		**STAGE**	**TERM**

EXECUTIVE SUMMARY
Once sections 1 – 5 are completed, Academic Advisors should reflect on the semester and provide a brief commentary, identifying any key learnings and suggested actions for the programme from the academic advisor experience. Academic Advisors should be prepared to present this report at the Programme Board. Please note that no personal data should be contained within this Executive Summary. maximum 500 words
Please remove all italicised elements of the report.

SECTION 1	ESSAY EXTENSIONS (FULL-TIME)	
Number of extension requests received		
Number of extensions granted with documentation		
Number of extensions granted without documentation		
Module Title *(please add / delete rows as appropriate)*	**Type of Assessment**	**Due Date**
Reasons Given for Requesting Extensions (place the number associated with each reason in the table below, do not leave any blanks)		
Bereavement		**Health Condition**

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Personal / Family Reason		**Academic Workload**	
Technology Issues			

Other *(please specific)***:**

Total: *this total should correspond to the total number of extension requests received*

SECTION 2	ESSAY EXTENSIONS (PART-TIME)	

Number of extension requests received	
Number of extensions granted with documentation	
Number of extensions granted without documentation	

Module Name(s) *(please add / delete rows as appropriate)*	**Date(s)**

Reasons Given for Requesting Extensions (place the number associated with each reason in the table below, do not leave any blanks)

Bereavement		**Health Condition**	
Personal / Family Reason		**Academic Workload**	
Technology Issues			

Other *(please specific)***:**

Total: *this total should correspond to the total number of extension requests received*

SECTION 3	ATTENDANCE (FULL-TIME) Identify the number of students in each category, do not leave any blanks.

Poor Attendance at Week 4 (more than two lectures missed in a module)	
Poor Attendance at Week 8 (more than four lectures missed in a module)	

SECTION 4	ATTENDANCE (PART-TIME) Identify the number of students in each category, do not leave any blanks.	
Poor Attendance at Week 4 (more than two lectures missed in a module)		
Poor Attendance at Week 8 (more than four lectures missed in a module)		

Reasons given for Missing Lectures / Tutorials

Medical Appointment		Personal / Family Reason	
Transportation Issues		Work Commitments	
Bereavement		Health Condition	
Academic Timetabling		Academic Workload	

Other *(please specific)***:**

Reasons given for Missing Lectures / Tutorials

Medical Appointment		Personal / Family Reason	
Transportation Issues		Work Commitments	
Bereavement		Health Condition	
Academic Timetabling		Academic Workload	

Other *(please specific)***:**

SECTION 5	ONE-TO-ONE MEETINGS WITH LEARNERS Identify the number of students in each category, do not leave any blanks.		
		Full-Time	**Part-Time**
Number of Meetings			

3.3 Guidelines on Submission, Correction and Marking of Continuous Assessment

3.3.1 Learner Guide to Presentation and Submission of Continuous Assessment

Continuous assessments are designed both to help you learn and to test if you have achieved the module learning outcomes. You will encounter a variety of different types of assessment including presentations, online work, essays, reports, and learning journals. You will be informed about the precise breakdown of assessment by the module assessor and, in addition, at the start of a semester you will receive a schedule showing all the assessments required to be completed during that semester

The percentage of assessment assigned to a particular task reflects the work you are expected to put into that task. In terms of assessment preparation, as a broad outline, for each 1 percent offered, you should expect to do 30 mins of work. So for a 10% assignment, you should expect to do 5 hours of work, while for a larger assignment like an essay worth 60% you should expect to do 30 hours of work. See table below for guidance:

Assessment Percentage Mark	Expected Preparation Time
10%	5 hours
20%	10 hours
30%	15 hours
40%	20 hours
50%	25 hours
60%	30 hours
70%	35 hours
80%	40 hours
90%	45 hours
100%	50 hours

The nature of the assessment may also affect the amount of work you are expected to do, and you should always seek guidance from your lecturer if you need clarity. Some assessments may also carry no marks or very few marks and their purpose is to allow the assessor to check your progress and deliver feedback which will help you to improve your performance.

It is the responsibility of the student to ensure all continuous assessment pieces are submitted on time and in the appropriate format. Information on how the assignment is to be submitted and formatted will be given by the lecturer in class and will also be available

on the MOODLE page. If you are in doubt, check with your lecturer. You should also use the essay guidelines included in your student handbook.

Presentation of Continuous Assessments:

- Any special instructions about presentation given to you by your lecturer should be carefully followed. In particular, it should be noted that the citing and referencing of sources in essays and other written assignments should conform to the relevant Referencing Style Guide.

  o **Note:** Failure to use the correct referencing system or incorrect use of the system will result in a penalty of up to 5% of marks deducted from your essay result.

- Recommended word limits should be observed. Very short work or work that exceeds the recommended length by more than 20% may be returned for revision.

- Additional material will not be accepted after the submission date.

Submitting Assignments

Written assignments are submitted electronically through the TURNITIN link on the relevant MOODLE page. You must fill in the electronic submission form which can also be found on MOODLE. In a small number of cases you may be asked to submit an assignment (e.g. poster, mindmap) in hard copy format. Your lecturer will tell you if you have to submit in this way and will put instructions on the relevant MOODLE page.

The Assessment Schedule for your programme will have the submission dates for your various pieces of continuous assessment. For the current academic year this will be 8pm on Sunday evenings. You must submit your work in the correct format on or before the specified date. Assignments not submitted in this manner or assignments submitted after the deadline will be considered as late submissions and incur the following penalties via loss of marks.

Late Submission Penalties

Week one: (1-5 working days late):
Day 1:   -5 marks
Days 2-5:   -10 marks

Week Two: (6-10 working days late):
Day 6:   -15 marks
Days 7-10:   -20 marks

If the assessment receives a mark above 40% before the marking penalty is applied, then the marking deduction cannot reduce the mark below 40%

Week Three: (more than 10 working days late)
No work will be accepted after this date unless the student has been granted an extension.

REFERENCING PENALTY SYSTEM

At Carlow College all academic submissions must be referenced using the appropriate referencing system as indicated for each academic programme.[15]

Programme:	Referencing System Used:	Key Elements:
BA (Hons) in English and History	Modern Humanities Research Association (MHRA) Style Guide	Numerical Footnotes & Bibliography
BA/BA (Hons) in Arts & Humanities	Modern Humanities Research Association (MHRA) Style Guide	Numerical Footnotes & Bibliography
BA/BA (Hons) in Applied Social Studies in Social Care	Harvard Referencing System	In-text citations (Author, Date) and Reference List
BA (Hons) in Social, Political and Community Studies	Harvard Referencing System	In-text citations (Author, Date) and Reference List
BA (Hons) in Psychology	APA	In-text citations (Author, Date) and Reference List

The correct referencing system is clearly indicated in the relevant Programme Handbook.

Learners may incur up to a 5% penalty for incorrect referencing and the demonstration of poor bibliographical skills.

Referencing Penalties:

Guidelines for stages 2-4 across all Programmes and Stage 1 across all Programmes from the beginning of term two only.

Penalty Applied	Description	Examples
5%	No evidence that an appropriate referencing system has been used.	Missing bibliography/referencing list. No in-text citations/footnotes included.
4%	Very limited demonstration of an understanding of the appropriate referencing system in use.	Combination of MHRA and Harvard referencing systems presented in a single submission. Incorrect referencing system used e.g. MHRA system used for Social Care Programme submissions and vice versa. Where the precise source of material is not clearly provided in the appropriate format in a significant number of instances. Incorrect format used throughout the submission for footnotes/in-text citations, quotations, bibliography/reference list.

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[15] Exceptions may arise in certain subjects for example, a psychology module on the BA (Hons) in Arts & Humanities Programme may accept the MHRA <u>or</u> Harvard referencing systems.

3%	Attempt made at implementing the appropriate referencing system with errors.	Evidence of key elements associated with MHRA or Harvard referencing systems with consistent errors in format. Insufficient in-text citations/footnotes. Incorrect format used in the presentation of bibliography/reference list. Where the precise source of material is not clearly provided in the appropriate format in many instances throughout the submission
2%	Good demonstration of understanding of referencing system with some errors.	Clear use of the key elements associated with MHRA or Harvard referencing systems with some errors in format. Where the precise source of material is not clearly provided in the appropriate format in some instances throughout the submission
1%	Very good demonstration of understanding of referencing system with minor errors.	Minor technical errors in referencing format Some faults in the presentation of bibliography/reference list Where the precise source of material is not clearly provided in the appropriate format in a few isolated instances.

3.3.3 Essay Marking Assessment Criteria

ESSAY MARKING ASSESSMENT CRITERIA

<u>Guidelines for Learners and Lecturers</u>

It is recommended that lecturers include this document on their Moodle pages and allocate time to talk to learners about the criteria and the marking of their essays

These grade descriptions are intended to provide guidelines for students and staff on the marking of assessments on the undergraduate BA (Hons) and BA programmes. Markers should exercise their discretion in applying these guidelines and note that the applicability of the criteria may vary depending on the discipline and assessment being examined. Please note that the application of grades can vary according to discipline. A grade of 70 is usually considered excellent.

NOTE: THERE MAY BE SUBJECT SPECIFIC INSTRUCTIONS. Learners should always check instructions given by their lecturers.

	80-100 (Exceptional)	70-79 (Excellent)	60-69 (Very Good)	50-59 (Good)	40-49 (Fair)	35-39 (Comp. Pass)	<35 (Fail)
Knowledge & Insight	Demonstrates a comprehensive understanding of the subject matter, originality of synthesis and the integration of a wide range of relevant topics and concepts.	Demonstrates a thorough understanding of the subject matter, integrating a wide range of relevant topics and concepts.	Demonstrates a clear understanding of most key concepts and theories relevant to the topic.	Demonstrates a reasonable understanding of the basic concepts and key points related to the subject matter. Some key points missing or misinterpreted.	Demonstrates a basic understanding of the topic. Attempts to address some elements of the topic but lacks clarity or focus.	Demonstrates a limited understanding of the topic. Lacks clarity or focus with a superficial treatment of the subject.	Demonstrates an unacceptable understanding of the topic. Fails to directly respond to the question or stay focused on the topic.
Critical Comprehension	Analyses and evaluates a broad range of relevant literature, identifying key arguments, methodologies, and conclusions.	Analyses and evaluates relevant literature, identifying key arguments, methodologies, and conclusions.	Shows familiarity with relevant studies in the field, recognising key arguments and methodologies. Integrates relevant sources to create clear arguments.	Shows familiarity with some appropriate sources and methodologies related to the topic. Some interpretation, analysis, or application of the material.	Shows limited engagement with appropriate sources and methodologies related to the topic. Interpretation and analysis may be	Demonstrates little engagement with appropriate source material and methodologies. Spurious sources may be included.	Demonstrates little or no engagement with appropriate source material and methodologies. Spurious sources may be included.

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	Integrates and synthesises insights from a broad array of relevant sources to create a cohesive and comprehensive argument.	Integrates insights from relevant sources to create a cohesive argument.			incomplete or include errors.	There are omissions, errors, inaccuracies or incorrect statements.	There are significant gaps in information, misunderstanding, or incorrect statements.
Evaluation	Demonstrates clear and logical thinking in assessing information. Provides a comprehensive examination of the subject matter that offers original and insightful perspectives and grasps the significance of the argument.	Demonstrates clear and logical thinking in assessing information. Provides a thorough examination of the subject matter that offers original and insightful perspectives.	Demonstrates clear and rational thinking making logical connections. Provides a complete examination of the subject matter. Attempts some original thought.	Demonstrates basic logical reasoning but may have some errors or gaps. Attempts to connect information but with limited depth.	Weak argument but attempts to develop logical thinking, may have significant gaps in understanding Presents information with little or no integration. More descriptive than analytical.	Ideas may be jumbled and disconnected or present no clear, consistent argument. Information is descriptive or inappropriate with no synthesis. Answer does not meet the assessment brief.	Fails to construct a coherent argument or no argument is presented No attempt to synthesise information Answer does not meet the assessment brief.
Style & Organisation	Comprehensively presents and analyses arguments coherently, demonstrating a robust structure and logical progression of ideas. Adheres to relevant style and layout guidelines. Accurately cites sources according to the relevant citation guide.	Presents and analyses arguments coherently, demonstrating a clear structure and logical progression of ideas. Adheres to relevant style and layout guidelines. Accurately cites sources according to the relevant citation guide.	Presents and structures arguments clearly and understandably. Adheres to relevant style, layout and citation guidelines. May contain some few errors.	Acceptable organization and structuring of arguments. Main points are clear. Writing may not flow smoothly or be polished. Acceptable adherence to relevant style and citation guide, but some errors.	Limited organisation and structure; main points are difficult to ascertain. Limited flow or logical sequence of arguments. There are errors in grammar, punctuation, or spelling that affect readability. Errors in adherence to relevant style and citation guides.	Attempt at organisation; main points unclear. Weak structure, with ideas and information presented in a haphazard manner. Errors in grammar, punctuation, or spelling that affect readability. Errors in adherence to relevant style and citation guides.	Weak or no organisational structure. Lacking structure, with ideas and information presented in a haphazard manner. Repeated errors in grammar, punctuation, or spelling that affect readability. Repeated errors in or no adherence to relevant style and citation guides.

3.3.4 Presentation Marking Criteria

PRESENTATION MARKING RUBRIC

	80-100 (Exceptional)	70-79 (Excellent)	60-69 (Very Good)	50-59 (Good)	40-49 (Fair)	35-39 (Comp. Pass)	<35 (Fail)
Knowledge & Insight	Demonstrates a comprehensive understanding of the subject matter, originality of synthesis and the integration a wide range of relevant topics and concepts.	Demonstrates a thorough understanding of the subject matter, integrating a wide range of relevant topics and concepts.	Demonstrates a clear understanding of most key concepts and theories relevant to the topic.	Demonstrates a reasonable understanding of the basic concepts and key points related to the subject matter. Some key points missing or misinterpreted.	Demonstrates a basic understanding of the topic. Attempts to address some elements of the topic but lacks clarity or focus.	Demonstrates a limited understanding of the topic. Lacks clarity or focus with a superficial treatment of the subject.	Demonstrates an unacceptable understanding of the topic. Fails to directly respond to the question or stay focused on the topic.
Critical Comprehension	Analyse and evaluate a broad range of relevant literature, identifying key arguments, methodologies, and conclusions. Integrate and synthesises insights from a broad array of relevant sources to create a cohesive and comprehensive argument.	Analyse and evaluate relevant literature, identifying key arguments, methodologies, and conclusions. Integrates insights from relevant sources to create a cohesive argument.	Shows familiarity with relevant studies and methodologies in the field, recognising key arguments. Integrates relevant sources to create clear arguments.	Show familiarity with some appropriate sources and methodologies related to the topic. Some interpretation, analysis, or application of the material	Shows limited engagement with appropriate sources and methodologies related to the topic. Interpretation and analysis may be incomplete or include errors.	Demonstrates little engagement with appropriate source material and methodologies related to the topic. Spurious sources may be included. There are omissions, errors, inaccuracies or incorrect statements.	Demonstrates little or no engagement with appropriate source material and methodologies related to the topic. Spurious sources may be included. There are significant gaps in information, misunderstanding, or incorrect statements.
Evaluation	Demonstrates clear and logical reasoning with clear premises and logical conclusions.	Demonstrates clear and logical reasoning with clear premises and logical conclusions.	Demonstrates clear and rational thinking making logical connections.	Demonstrates basic logical reasoning but may have some errors or gaps.	Weak argument but attempts to develop logical thinking, may	Ideas may be jumbled and disconnected or present no clear, consistent argument.	Fails to construct a coherent argument or no argument is presented.

	Provides a comprehensive examination of the subject matter that offers original and insightful perspectives and grasps the significance of the argument.	Provides a thorough examination of the subject matter that offers original and insightful perspectives	Provides a complete examination of the subject matter. Attempts some original thought.	Attempts to connect information but with limited depth.	have significant gaps in understanding. Presents information with little or no integration. More descriptive than analytical.	Information is descriptive or inappropriate with no synthesis. Answer does not meet the assessment brief.	No attempt to synthesise information. Answer does not meet the assessment brief.
Style & Organisation	A systematic and rigorous ability to organise and succinctly present arguments. Highly professional and confident delivery of material. Use of visual aids is appropriate, clearly integrated and evidences the argument. Excellent time keeping	Present arguments coherently, demonstrating logical progression of ideas. Confident, well-paced and fluid delivery of material. Visual aids enhance understanding with no distracting elements. Acceptable time keeping (+/-)	Organisation is logical and arguments are clearly presented. Delivery of material is generally fluid, engaging and well-paced. Visual aids generally address the topic and enhance understanding with minimal distraction. Some time keeping issues.	Acceptable organisation of arguments and main points are clear. Delivery is acceptable, some issues of clarity, pacing or engagement with supporting material. Visual aids may be distracting or not informative. Some time keeping issues.	Limited organisation, main points are difficult to ascertain. Delivery lacks confidence and clarity. Minimal engagement with supporting material. Visual aids are limited, distracting or not informative. Time keeping issues.	Attempt at organisation, main points unclear Delivery lacks confidence and clarity. Minimal engagement and ineffective use of supporting material. Visual aids if present tend to be decorative or distracting. Time keeping issues.	Weak or no organisational structure. Delivery is unclear, incoherent or difficult to follow. Ineffective or lacking visual aids. Poor time keeping.

3.3.5 Procedure for student video assignments

1. Relevant lecturer to inform Academic Administration of the module name, assignment name and due date
2. Lecturer to inform students that they are to save the video to their Carlow College OneDrive account in order to save it to the cloud
3. In order to submit the assignment, students to share the video url with Academic Administration by emailing admin@carlowcollege.ie and putting 'MODULE NAME Video Assignment Submission' in the subject line. If students wish to set an expiry date to the shared url, it must date to at least one week after the assignment submission date
4. Academic Administration to download the videos and save them to an Academic Administration cloud folder
5. Where a url for a video is shared, the default is set for the video to play rather than download. Academic Administration must download the videos and save them to their own cloud folder as if the student deletes their copy or sets an expiry date, the shared url will become a dead link
6. Academic Administration to create a folder for each set of assignments
7. When the due date has passed, Academic Administration to share the folder with the lecturer for grading purposes
8. Lecturer to stream the video rather than downloading it to their PC
9. Academic Administration to liaise with other relevant College staff in order to share the folder with the relevant external examiner, where required
10. Academic Administration to retain the folder until end of academic year + appeal period. Folder may be deleted at the same time as other assessment material from the same academic year

Notes

1. This procedure is to be used by all lecturers setting video assignments
2. Videos are large files and are to be saved to a cloud folder rather than a local folder on a PC
3. Items saved to the cloud are backed up and there is no requirement for Academic Administration or the lecturer to create a second copy
4. Moodle is no longer to be used for submission or storage of video assignments
5. If a lecturer wishes to show a video presentation to someone/group other than the student(s) who submitted it, they must have the written consent of each student who submitted it
6. If lecturer sets a group video assignment, lecturer to inform group members to distribute video among themselves so that each group member has his/her own copy

3.3.6 Guidelines on Feedback to Support Teaching and Learning

Feedback is a core teaching activity which provides information to learners so that they know what performance standards are expected of them and what steps they can take to address any shortfalls. The *Carlow College Assessment Policy* (2017) stresses the importance of the timely delivery of constructive and consistent feedback to students. In order to achieve best practice in feedback, lecturers and assessors are expected to abide by the following guidelines:

o Module and assessment information must inform learners when, where and how feedback is offered on the module/assessment concerned.

o Each assessment task should be covered by clear marking criteria. Learners must be given these criteria and feedback must make reference to the criteria.

o Essay feedback must be provided in a timely manner so that learners have the opportunity to reflect on it and address any problem areas in the next assignment/essay.

> Class sizes under 10 – feedback should be delivered within a week (5 working days);
>
> Class sizes between 10 and 20 – feedback should be delivered within two weeks (10 working days);
>
> Class sizes between 20 and 30 – feedback should be delivered within three weeks (15 working days);
>
> Class sizes between 30 and 40 – feedback should be delivered within four weeks (20 working days)
>
> Class sizes between 40 and 50 – feedback should be delivered within five weeks (25 working days)
>
> Class sizes over 50 – every effort should be made to deliver feedback within six weeks (30 working days)

o If feedback delivery is delayed, a new date should be agreed with the Director and learners should be given the new due date.

o Feedback must be relevant to the achievement of the module's learning outcomes.

o Feedback must be appropriate to the level of the learner and to the nature the learning activity.

o Lecturers should exploit the benefits of technology to deliver prompt, clear and accessible feedback.

o Lecturers should also create opportunities to deliver feedback informally during non-assessed activities.

o Learners must be encouraged and supported to engage with feedback, to develop their ability to reflect on their attainment and follow up on any suggested mechanisms for improvement.

o When marking exam scripts, assessors should provide brief feedback on the determination of the mark. Scripts must be made available for students to view and there must be opportunities for students to discuss exam performance with assessors.

Procedure for Obtaining Consent from Students in Practical Teaching Sessions

Purpose: Defining the procedure for obtaining consent in practical teaching Carlow College.

Scope: This protocol applies to all undergraduate students in Carlow College.

Protocol

1. Role plays may be used for academic, education and training purposes in practical teaching in the undergraduate programmes in Carlow College.

2. A role play can be defined as an experiential activity where you are required to assume the identity of another person and act out certain tasks/demonstrate certain skills verbally and/or non-verbally while assuming this role (e.g. Social Care Worker or client in a defined setting).

3. The purpose of role play participation is to provide an active learning experience in a safe setting where practice issues and skills can be explored, developed and refined.

4. If a role play is part of the continuous assessment requirement and a student is unable to participate, an alternative assessment may be developed through discussion with the lecturer.

5. Lecturers at all times will be clear about the purpose and nature of the role play and ensure that scenarios are fictional or, if based on real personal/professional events/scenarios, that there is a low level of disclosure or risk.

6. If based on real practice scenarios, confidentiality will be upheld at all times with the exception of any disclosures relating to child protection or a person's physical or emotional safety.

COLÁISTE CHEATHARLACH
NAOMH PÁDRAIG
CARLOW COLLEGE
ST. PATRICK'S

Consent Form for Students

I understand that while signing this form implies that I am willing to participate in role plays as a general rule within lectures, tutorials and groups, I reserve the right to withdraw my consent for a particular role play if I feel that on any given occasion that it would:

- Trigger strong emotions in relation to a personal issue;

- I feel strongly morally or ethically opposed to the principles of the role play;

- I feel that participating in the role play may affect my emotional or physical well-being in any way.

I will communicate a decision to not participate in a given role play clearly with the module lecturer and I am willing to be assigned an alternative task or learning opportunity as appropriate.

I understand that by signing this form I indicate I have read this protocol and form in full and understand the concept of role-plays, their importance within active learning and the terms of consenting to role-plays throughout the course.

Signed: Date:

_____   _____

3.4 Academic Integrity

3.4.1 Carlow College Academic Integrity & Plagiarism Policy

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ACADEMIC INTEGRITY AND PLAGIARISM POLICY

Version	5.2	Date Approved	24 June 2025
	Removal of reference to take-home examinations that were brought in during the COVID-19 pandemic.	Review Date	24 May 2028 *or as required*
Approved By	Academic Council		
Owner	*Office of the Registrar*		
Version Control			
Version No.	**Date Approved**	**Documented Changes**	
5.1	18 September 2024	Minor changes reflecting new procedure for the Plagiarism Register and the publication of NAIN AI guideline.	
5	24 May 2023	Policy re-named and revised to reflect changing definitions and guidelines produced by NAIN	
4	31 March 2012	Policy revised to include reference to take-homeexams	
3	29 July 2020	Policy revised to include legislative changes in the area of academic integrity and the addition ofreferenced policies.	
2	27 September 2017	Policy reviewed to ensure compatibility with theAssessments and Standards (Revised 2013), alignment with CCSP Policy on Policies and defined procedures / guidelines.	
1	6 December 2011	Initial Issue (*Quality Assurance Handbook*, pp. 40 – 43)	

1. Purpose of Policy

The purpose of this policy is to set out the principles of Academic Integrity and the approach to dealing with plagiarism adopted by Carlow College, St. Patrick's (hereafter Carlow College).A key objective is to promote understanding of academic integrity and what constitutes academic misconduct and plagiarism. The policy sets out a consistent approach and clear guidelines for learners and assessors. It is informed by QQI Assessment and Standards (Rev. 2022) and the *Qualifications and Quality Assurance (Education and Training (Amendment) Act 2019 (Section 43A)*. It is also informed by the publications of the National Academic Integrity Network including NAIN (2021) *Academic Integrity: National Principles,* NAIN (2021) *Academic*

2. Definitions

Academic Integrity is a core value of Carlow College. It can be defined as 'a commitment to and demonstration of honest and moral behaviour in an academic setting'.[16] A key component of academic integrity is assessment integrity whereby full acknowledgement is given to the contributions of others in all work submitted for assessment purposes. When assessment is conducted in an honest and trustworthy fashion, the learner undergoes a fair assessment of theirlearning to determine whether programme / module learning outcomes have been achieved.[17]

Academic Misconduct can be either intentional or inadvertent, though intention does not negateindividual responsibility to ensure academic integrity. Academic misconduct consists of any attempt by someone to seek unfair advantage in relation to academic activity or which facilitates others to gain an unfair advantage, or to profit from the sharing or selling of your own or others' work without permission.[18] A fundamental form of academic misconduct is plagiarism.

Plagiarism: Plagiarism is the inclusion, in any form of assessment, of material without due acknowledgement of its original source. Plagiarism may include but is not limited to the following:

1. Submitting work in your own name which is wholly or partly authored by someone else e.g. a peer, family member or friend. This also includes using a previous assignment as submitted by a peer, claiming it to be your work.

2. Submitting work in your own name which has been purchased or otherwise obtained from an essay mill or other website (known as contract cheating). The original source may be in written form or in any other media (for example, audio or video).

3. Copying text (including ideas, concepts and data) verbatim (word-for-word) from an online or hard copy source without placing in quotation marks and referencing correctly.

4. Incorrect paraphrasing, presenting text (including ideas, concepts and data) with only minor changes (e.g., using synonyms or changing the sentence) from an original source; correct paraphrasing in your own words must also include appropriate citation of the original source material.

5. Misuse of online translating tools such as Google translate or genAI to re-write passages and then submit the work in your own name.

6. Submitting work in your own name which has been created artificially, e.g. by a

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[16] The Writing Center, University of North Carolina at Chapel Hill
https://writingcenter.unc.edu/esl/resources/academic-integrity / [Accessed 17 November 2022].
[17] NAIN *Academic Integrity Guidelines.*
[18] QQI can prosecute those who facilitate academic cheating *Qualifications and Quality Assurance (Education and Training (Amendment) Act 2019 (Section 43A).*

machine or through generative artificial intelligence (AI) tools such as ChatGPT.[19]

7. Incorrect paraphrasing, presenting text (including ideas, concepts and data) with only minor changes (e.g., using synonyms or changing the sentence) from an original source; correct paraphrasing in your own words must also include appropriate citation of the original source material.

8. Presenting work for an assignment which has also been submitted by you (in part or whole) for another assignment at Carlow College or another institution (i.e., self-plagiarism).

9. Falsification of references to give credibility to the assignment and to show evidence of research that does not reflect actual material submitted. This also includes misrepresenting research (e.g., data fabrication, data falsification, and misinterpretation).

10. Cheating in exams (e.g., crib notes, copying, using disallowed tools, impersonation).

11. In addition to examples involving the written word, the copying and submission of other types of information, without attribution, is also classed as plagiarism. This includes, but is not limited to: diagrams, graphics, photographs, music and video files and experimental data.

The following are also considered to be forms of plagiarism and infringements of academic integrity:

1. Selling or simply providing previously completed assignments to other learners.

2. Helping a peer to do their assignment which develops into the helper doing some or allof the assignment.

3. Sharing information about an essay mill or other contract cheating service with a peer.

4. Sharing or selling staff or institutional intellectual property (IP) with third parties without permission. This includes the circulation of material from Moodle.

3. Scope of Policy

This Policy is applicable to all learners in relation to work submitted for credit including, but not limited to essays, projects, portfolios and reports. It is also applicable to answers submittedfor proctored (in-College) examinations.

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[19] This does not include the use of online writing assistants such as Grammarly where AI-powered suggestions, based on the users existing grammar patterns, can aid clarity of writing. This is in contrast to other AI or paraphrasing software / sites such as ChatGPT, SpinBot, QuillBot, Rephraser, paraphrasing-tool, Article Rewriter Tool or other text spinning tools which intentionally seek to alter original text and generate new content to avoid plagiarism detection.

4. Policy Statement

Carlow College aims to provide an environment where academic integrity is understood, promoted and supported (Appendix 1). A key objective is to educate learners and support themthrough their learning journey. It is recognised that learners do not enter the institution with a full understanding of academic writing, academic integrity values or practices. Explicit teaching of academic integrity occurs at various points in the degree programmes, e.g., as partof the Academic and Digital Skills Module, through workshops delivered by the Academic Resource Office and in classes when assignments are set and discussed. This will include explaining and demonstrating the method of attributing sources required by the College on different programmes. When submitting assignments for assessment, learners are required to include a cover sheet on which they confirm that the work presented is their own work, that they have read the *Carlow College Academic Integrity and Plagiarism Policy* and have attended a workshop on academic integrity.

Learners at Carlow College are required to submit work through a text-matching software system called Turnitin. This software allows learners to view Originality Reports which match the similarity of the submitted work to a wide range of sources. If sources have been correctly paraphrased and referenced, this is not a problem. If sources have not been referenced correctly,the learner has an opportunity to amend their work and submit it again. Turnitin reports can also be used by assessors to detect plagiarism (see Appendix 2). No specific college-wide similarity limit has been set. Each lecturer assesses whether the level of similarity recorded breaches a threshold for plagiarism relevant to the specific assignment (see Appendix 3).Turnitin also provides an AI detection tool to assessors, which gives an overall percentage of content detected as likely determined to be generated by AI. This AI detection tool is not currently available to students in advance of submission.The College recognises that there are different levels of plagiarism and that account must be taken of misunderstanding by learners of the correct conventions of referencing at the start of the degree programmes. Therefore, plagiarism is categorised as minor, moderate and serious and penalties are applied according to the category (Appendix 2). Repeated incidents of plagiarism are serious, as is the purchasing of work (contract cheating) or the purposeful use of generative AI. In order to protect the integrity of our progression and award processes,the College will apply academic sanctions, including a reduced or fail grade, and will invoke the Learner Code of Conduct and Disciplinary Policy in the case of repeated serious plagiarism.In all cases of plagiarism, a WDT/Plagiarism Microsoft Form must be filled out and submitted online. The Office of the Registrar will be responsible for maintaining a Plagiarism Register.

5. Roles and Responsibilities

The Office of the Registrar holds responsibility for all matters, including Quality Assurance, in relation to academic integrity. In this role, the Office is supported by the Head of Academic Delivery and Programmes,Programme Directors, Academic Advisors, Academic Resource Office, lecturing staff and external examiners across all programmes.

6. Associated Documentation

- Appendix 1: Promoting and Supporting Academic Integrity
- Appendix 2: Procedures for Detecting and Dealing with Plagiarism
- Appendix 2.1: Cover Sheet for assessments
- Appendix 2.2: Guidelines for Using *Turnitin* at Carlow College, St. Patrick's

7. Referenced Policies

- *Assessment of Learners Policy*
- *Learner Code of Conduct and Disciplinary Policy*

8. Monitoring and Review

The Policy will be subject to continuous assessment and evaluation. Staff and learners will receive refresher training at regular intervals. The Policy will be formally monitored on an annual basis by the Office of the Registrar and formally reviewed every five years.

Promoting and Supporting Academic Integrity

Adopting a whole-of institution approach, Carlow College aims to
provide an environment where academic integrity considerations are incorporated into planning and practices by staff and learners. This includes programme documentation, assessment design and implementation, pedagogical approaches and supports for learners. To achieve this, it is essential that all members of the College understand what is meant by academic integrity and what constitutes academic misconduct.

Staff[20]

The Office of the Registrar, Head of Academic Delivery and Programmes and Programme Directors must ensure that all lecturers are familiar with the location and contents of the *Academic Integrity and Plagiarism Policy* and related procedures and processes.

Lecturers should model good referencing practices in PowerPoint slides, lecture notes and other resources provided to learners.

Training and guidelines are provided to staff on developing assessment methods which are appropriate and less susceptible to cheating practices.

Programme Directors and lecturers will manage and monitor assessment schedules to minimise learner stress

Lecturers will place links to policies and guidelines on Academic Integrity on their Moodle pages and discuss these procedures with learners as they are prepared for assessments.

Lecturers will set up Test Turnitin links for continuous assessments to allow learners to submit and see their similarity reports before final submission.

Learners

In order to prevent unintentional plagiarism and to educate on the severity of intentional academic misconduct, learners will be fully informed about Academic Integrity and the consequences of Academic Misconduct. This will include but is not limited to the following:

Learners across all stages will attend mandatory 'Academic Integrity' workshops as part of induction week. Attendance will be noted and those who do not attend will be contacted and required to attend an additional workshop.

Learners across all stages will be invited to attend the Writing Development Workshop Series which provides two annual workshops dealing specifically with academic integrity. These

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[20] This section is informed by NAIN, Academic Integrity Guidelines, p. 19.

workshops will be mandatory for any learner whose work has been found to contain minor or moderate evidence of plagiarism.

Copies of the Carlow College *Academic Integrity and Plagiarism Policy* and the Student Guide to Academic Integrity and Avoiding Plagiarism will be made accessible to learners on multiple platforms.

All submitted work must include a cover sheet on which the learner confirms that the work presented is their own work, that they have read the Carlow College *Academic Integrity and Plagiarism Policy* and have attended a workshop on academic integrity.

Detecting Plagiarism

The assessor should carefully consider the evidence of plagiarism while correcting an assessment. Indicators and/or proof of plagiarism may include, but are not limited to one or more of the following:

- The identification of similarities by Turnitin which extends beyond similarities relating to references/bibliography and direct attributed quotations. The Turnitin similarity report should always be checked. While similarity scores in the 'high' range may indicate plagiarism, this is not invariable and scores in the 'low' range may in turn identify plagiarised sections (See *Guidelines for use of Turnitin* below).

- The detection by Turnitin of material generated by AI.[21]

- Identification of the source of the materials used by the learner without proper attribution, or represented as the learner's own work;

- A demonstrably marked difference in the writing style of the learner, as compared to previous work or within the one assignment. Clear visual disparities with the submitted work: variations in font (style, colour, size), grammar and spelling from section to section; evidence of hyperlinks within the body of an essay.

- Written testimony from others regarding a learner's use of academically dishonest means to complete the assignment;

- First hand observation of the learner engaging in plagiarism;

- An unusual or suspicious degree of similarity in work submitted by different learners;

- Admission by the learner that they have plagiarised.

Where an assessor suspects that the work may not be the learner's own work, even though Turnitin has not matched it to any other source, they may contact the learner and attempt to ascertain by discussion with the learner if they are the author of the assessment. In the case of suspected use of AI the assessor may similarly require the learner to defend their work (oral defence).

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[21] At this stage in development, AI detection systems are not reliable in detecting use of GenAI accurately or consistently and cannot be used to identify plagiarism directly. It can be used to flag an assignment that will require further investigation. See NAIN (2023) *Generative Artificial Intelligence (genAI) Guidelines for Educators* and Turniitin Website: https://guides.turnitin.com/hc/en-us/articles/27139113024269-What-should-I-do-if-the-AI-Writing-score-is-high [accessed 12 September 2024]

Dealing with Plagiarism

It is acknowledged that cases of plagiarism are rarely the same and some are far more serious than others. Seriousness varies according to the learner and the assignment. First year undergraduate learners are arguably still learning what academic integrity means but as they progress, learners are accountable to the highest standards of scholarship. Seriousness also involves the intent to deceive or not. Plagiarism is categorised as minor, moderate and serious and the penalties vary according to the category. When plagiarism has been detected in a pieceof written work, the assessor must ascertain if the learner in question has previously been placedon the Plagiarism Register as this has a bearing on the categorization of the plagiarism. They should do this by referring to the Plagiarism Register and checking for previous infractions. The Plagiarism Register is located on the staff portal and is password protected, such that only academic staff within the programme will have access to student information.

Minor Plagiarism

The following are examples:

a) A piece of work submitted by a Stage 1 learner which is poorly referenced or in which material from a secondary source has been badly paraphrased. The learner has not grasped the norms and conventions of academic work due to inexperience and/or differing cultural assumptions.

b) A piece of work submitted by a learner who does not have a previous Plagiarism Report which contains a very small amount of plagiarised material (e.g. a couple of sentences in a short work or the equivalent of 100 words in a longer piece).

In the case of a), the learner should be contacted and the problem explained. A WDT/Plagiarism Microsoft form (Plagiarism Report) should be filled in and submitted online. The learner will   be required to attend the next Academic Integrity workshop and/or to meet with the Writing Development Tutor (WDT) to address their referencing.[22] The assessment should be re-submitted for marking.

In the case of b) the learner should be contacted and informed that a penalty of -5marks has been applied and that a Plagiarism Report has been submitted. The learner will be required to attend the next Academic Integrity workshop, coordinated by the Writing Development Tutor.

Moderate plagiarism.

The following are examples:

a) A Stage 2-4 learner who submits work which is poorly referenced and/or contains badly paraphrased material.

b) A learner who has already had a Plagiarism Report and who subsequently submits work

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[22] Submission of the WDT/Plagiarism form will automatically place the student on the writing development tutor's list and they will follow-up with the student directly.

which contains some plagiarised material.

c) Two or more learners who have collaborated in the production of an assessment and who submit work that is similar.

d) In all the above cases the learner must be contacted, informed about the plagiarism and that a Plagiarism Report has been filled in and the learner referred to the WDT. The learner is required to resubmit the assessment with a capping of the grade to a pass.

Serious Plagiarism

The following are examples:

a) A learner who has used an essay mill or other contract cheating service and passed thework off as their own.

b) A learner who has obtained an essay submitted by another learner either in their own stage or the stage above and passed the work off as their own.

c) A learner who has used genAI (for example ChatGPT) to generate an assessment.

d) A learner who has plagiarised on three or more occasions/assessments.

In all the cases above, the learner is deemed to have failed the assessment without chance of resubmission. In the case of assessments with a weighting of 40% or above, this will then mean that the module is failed and must be repeated. A Plagiarism Report must be filled in and the learner informed of this. Any further offence by the learner will be treated as a 'gross misconduct' utilising the *Learner Codeof Conduct and Disciplinary Policy*.

A letter will be issued by the Vice President for Academic Affairs and Registrar in all cases where a learner is deemed to have committed serious plagiarism. This will inform the learner of the gravityof the situation and the implications should a further offence occur.

Plagiarism in a Proctored Exam

This includes the use of notes, the introduction of a data key when a College laptop is being used for an exam, copying from another candidate or impersonation. Guidelines for dealing with such breaches of exam regulations, including penalties for same, are included in the document *Regulations in Relation to Assessment and Standards*, which is an appendix of the *Assessment of Learners Policy*.

Appeals

Appeals by a learner in relation to plagiarism may be made to the Vice President for Academic Affairs and Registrar within two weeks of the application of a sanction. The grounds for appeal may relate to (i) the decision as to whether plagiarism occurred and (ii) the penalty imposed. On receiving an appeal, the Registrar will adjudicate on the matter. The result of the appeal will be conveyed to the learner and the assessor.

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ASSIGNMENT SUBMISSION FORM

For Electronic Submissions only

Assignment must be submitted by 8pm on the allocated date

Please fill in all the information below

Name	
Student Number	
Programme	
Stage	
Assignment Title	
Module Title	
Module Coordinator	
Date submitted	

Authorship Declaration

By ticking the box below and submitting my assignment, I confirm that the work presented here is my own work. I have not copied the writings, work or ideas of any other student or individual, except where appropriately referenced in the body of the assignment.

☐

By ticking the box below I confirm that I have read and understood the Carlow College Academic Integrity and Plagiarism Policy accessed at: I have read and understood the Carlow College Academic Integrity and Plagiarism Policy accessed at: https://carlowcollege.ie/media/AcademicIntegrityAndPlagiarismPolicy.pdf.

☐

By ticking the box below I confirm that I have attended an Academic Integrity Workshop delivered by the Writing Development Tutor.

☐

Students must keep a copy of all submitted work

Guidelines for Using *Turnitin* at Carlow College

Learners

Most written assignments are required to be submitted through *Turnitin*. Assignments are submitted through the *Turnitin* link set up on the relevant module's Moodle page. Learners who are enrolled on a module are able to access the link. The lecturer will set up a 'test link' and a 'final submission' link. Assignments must be submitted through the final submission link before the assignment deadline.

Learners are given the opportunity to make a test submission before the assignment's deadline. This submission will generate an *Originality Report*. This is the result of the comparison between the submitted work and open websites on the internet as well as *Turnitin*'s own database of previously submitted papers. The percentage of matched material is represented by a 'score' between 1 and 100.

The similarity score does not tell the learner if an essay is plagiarised, it just records how much is matching to published material. **There is no correct score**. A high score does not necessarily indicate plagiarism. It may indicate an overly high level of quotations from primary or secondary sources. This might be bad essay writing practice but if the material is correctly referenced, there is no issue of plagiarism. A low score, on the other hand, does not mean there has not been plagiarism. If an assignment scores 10%, but that 10% is unreferenced material, then it means that 10% of the assignment has been plagiarised, and that is clearly problematic.

Following the test submission, learners have the opportunity to look at their *Originality Reports* and make changes to the assignment if they wish. Changing the essay solely in order to lower the score is counter-productive and misses the point of *Turnitin*. Learners should concentrate on developing good academic referencing skills and honing their ability to use their own voice in their written work.

Turnitin also provides an AI detection tool to assessors, which gives an overall percentage of content determined to be generated by AI. This AI detection tool is not available to students in advance of submission. At this stage in development, AI detection systems are not reliable in detecting use of GenAI accurately or consistently and cannot be used to identify plagiarism directly. It can be used to flag an assignment that will require further investigation. See NAIN (2023) Generative Artificial Intelligence (genAI) Guidelines for Educators

Turnitin recommends that, "Rather than viewing the results of AI writing detection as a punitive measure, the overarching purpose of the tool is to facilitate student conversations and interventions on the use of AI writing tools that may not otherwise occur, and use it as one strategy in your toolkit." Turniitin Website: https://guides.turnitin.com/hc/en-us/articles/27139113024269-What-should-I-do-if-the-AI-Writing-score-is-high [accessed 12 September 2024]

Lecturers

Lecturers should set up the *Turnitin* links on their relevant Moodle page in good time, preferably at least four weeks before the assignment is due. A 'test link' should be set up which allows learners to see *Originality Reports* and a 'final submission link' which also allows learners to see *Originality Reports*. Assignments submitted through the 'final submission link' are the ones to be graded. Lecturers are encouraged to use settings which exclude quotations, bibliography and small matches such as common phrases.

Lecturers should avoid giving learners the impression that there is a 'threshold' for the similarity score above which assignments will be considered to be 'plagiarised'. It is more helpful to give learners examples of good quotation and referencing techniques. Turnitin can assist in the detection of plagiarism as it is faster and more effective than investigating for the original sources through conventional search engines (i.e. Google). However, the lecturer must use their own judgement in determining whether a learner has plagiarised material in their assignment.

4 Undergraduate Dissertation

4.1 Dissertation Aims, Objectives and Learning Breakdown

FOURTH YEAR DISSERTATION AND SEMINAR:

AIMS, PROCEDURES AND OUTCOMES

The aim of the Dissertation module in terms of the **Arts & Humanities** (AH) and **English and History** (EH) learner is to direct, demonstrate and model the skills necessary for the production of independent research, thinking and writing. Learners will display initiative in selecting a subject for a dissertation and preparing a proposal. They will write a dissertation according to the standards of their chosen discipline, as well as presenting and defending a paper to their peers and lecturers in the course of the year.

The aim of the module in terms of the learner of **Social Care** (SC) and **Social, Political and Community Studies** (SPCS) is to prepare and guide the learner through each stage of the research process. Learners need to identify an appropriate research topic, locate it within the relevant literature, develop an appropriate, ethically sound methodological approach, and then gather the empirical data in their chosen dissertation topic. Learners must also present a paper to their peers and lecturers in the course of the year.

The aim of this module in terms of the **BA (Honours) in Psychology** (PSY) learner is to direct, demonstrate and model the skills necessary for the production of independent psychological research, analysis and writing. You should display initiative in selecting a subject for a dissertation and preparing a proposal. You will write a dissertation according to the standards of the discipline of psychology, as well as presenting and defending a paper to your peers and lecturers in the course of the year. The Dissertation must be passed and cannot be compensated for.

Seminar Learning Outcomes (AH/EH/PSY):

Having completed the Seminar, the learner will be able to:

1.	Display an integrated understanding of their discipline/thesis topic.
2.	Demonstrate their capacity for independent learning through active participation in staff-learner seminars and presentations in those seminars.
3.	Display the interpersonal and communication skills necessary to partake in academic fora of debate.

Dissertation Learning Outcomes:

Arts and Humanities and English and History
Having completed the Dissertation, the learner will be able to:

1. Locate and synthesise theoretical and empirical sources to develop an appropriate research question.
2. Identify and apply appropriate research methods.
3. Analyse, interpret and evaluate findings.
4. Examine critically, strategically and in depth, a topic of interest arising from the degree programme.
5. Synthesise findings and present a coherent verbal and written account of the entire research.

Social Political and Community Studies
Having completed the Dissertation, the learner will be able to

1. Formulate a social research question and design a project to answer this question.
2. Develop critical, analytical and methodological skills in a piece of social research writing.
3. Demonstrate a knowledge of a range of theories and concepts.
4. Display in-depth knowledge of empirical material relevant to the chosen topic.
5. Gain a good understanding of the relationship between theory and empirical evidence.

Social Care
Having completed the Research and Dissertation modules, the learner will be able to:

Research & Dissertation 1
1. Formulate a social research question and design a project to answer this question
2. Develop critical, analytical and methodological skills in a piece of social research writing
3. Demonstrate a knowledge of a range of theories and concepts.
4. Present a research proposal in written and verbal formats

Research & Dissertation 2
1. Conduct a small-scale research project to answer the question proposed and develop in Research and Dissertation 1
2. Develop critical, analytical and methodological skills in a piece of social research writing
3. Demonstrate a knowledge of a range of research skills
4. Present a formal research dissertation

Psychology
Having completed the Dissertation, the learner will be able to:
1. Locate and synthesise theoretical and empirical sources to develop an appropriate research question.
2. Identify and apply appropriate research methods.
3. Analyse, interpret and evaluate findings.
4. Examine critically, strategically and in depth, a topic of interest arising from the degree programme.
5. Synthesise findings and present a coherent verbal and written account of the entire research.
6. Identify the limitations of the extant research in addition to the limitations of their own research

4.2 Assessment Breakdown

Arts & Humanities/English and History:		
Assessment	**Weighting**	**Word count**
Literature Review and Methodology Report	10%	600-800 words
Oral Presentation	20%	
Dissertation	70%	7,500-10,000 words

SPCS:		
Assessment	**Weighting**	**Word count**
Proposal	10%	
Presentation	10%	
Dissertation	80%	8,000-10,000 words

Social Care:		
Module	**Assessment**	**Weighting**
Research & Dissertation 1	Research Proposal	60%
	Presentation	40%
Research & Dissertation 2	Progress Report	20%
	Final Thesis (8,000-10,000 words)	80%

Psychology:		
Assessment	Weighting	Word count
Research Proposal	10%	600-800 words
Oral Presentation	20%	Equivalent to 1,200-1,600 words
Dissertation	70%	7,500-10,000 words
Note: The Dissertation must be passed and cannot be compensated for		

4.3 Dissertation Coordinator

The Dissertation Coordinator is a member of the College staff who directs and co-ordinates the Seminar and Dissertation. Three Coordinators are chosen, one for English and History and Arts & Humanities; one for Social Care and Social, Political and Community Studies and one for Psychology.

The Dissertation Coordinator will oversee the fair and appropriate division of supervisory roles between members of the lecturing staff. They will notify learners about their supervisor, will schedule the seminars, will co-ordinate the results and liaise with Academic Administration Office about the results. The Dissertation Coordinator should be a member of the relevant Programme Boards and will report to PB meetings as appropriate. If a Dissertation Coordinator covers more than one programme a written report should be submitted to the programme board on which they do not sit.

Since the Dissertation Coordinator and Final Year Academic Advisor may not be the same person, they will need to cooperate closely and have their responsibilities clearly defined, in particular from a learner's perspective. Any extensions, or difficulties in regard to presentations, should remain within the competence of the Final Year Academic Advisor.

4.4 The Role of the Supervisor

The final dissertation is the product of the independent effort of the fourth-year learner (third year in the case of Psychology). However, dissertations should be supervised, read and graded by a single member of staff entitled the Supervisor. The Supervisor's role is to direct research questions and reading. It is the responsibility of the learner to contact their nominated supervisor in the first instance and agree on a schedule of meetings. The Dissertation Coordinator will provide a guideline for submission of draft material to the Supervisor but the schedule agreed with the learner is at the discretion of the Supervisor. However, it is recommended that all learners regularly meet with their Supervisors.

4.5 Procedure

4.5.1 Procedure - Arts & Humanities and English & History

The Dissertation Coordinator arranges a preparatory session with all Third-Year learners in February. Learners are then asked to fill in a Dissertation Proposal Form. The Proposal includes a draft title, a thesis statement outlining the research questions to be explored and a provisional bibliography of primary and secondary sources. If students are considering a research project involving <u>human or animal</u> participants they must also submit a completed Ethics Checklist accompanied by sample participant information sheet, sample informed consent form, indicative questions and a Data Management Plan (See: 4.11-4.14).

In preparing their proposal the learner can consult with a potential Supervisor who will advise the learner about the viability of the topic chosen, as well as suggesting possible avenues for initial research and investigation. The Dissertation Coordinator, however, makes the final decision on the allocation of dissertation supervising. In this, they are guided by the relevant Programme Director and their knowledge of individual staff workload. Ideally no lecturer should supervise more than five dissertation learners.

Third-year learners are informed before the summer break about their dissertation supervisor. Occasionally, a learner may be asked to reconsider their topic or take advice from a potential supervisor about the viability of the proposed topic. Learners are encouraged to do preparatory reading over the summer and to meet with their supervisor in the first two weeks of their final year to decide on a schedule of work. The submission date for the written dissertation will be communicated at this time.

The Dissertation Coordinator will organise and deliver a number of workshop sessions with fourth year students during the first semester. These will cover research and presentation skills.

Learners will be informed about the date of their presentation as soon as possible. Seminar presentations will be of half an hour's duration, consisting of roughly a twenty-minute presentation of an academic paper, and ten minutes of staff and learner questioning. This presentation and defence comprises 20% of the overall mark for a dissertation. The Seminar mark awarded should be arrived at by consensus between the Supervisor and other members of the lecturing staff, with special consideration given to fellow colleagues with expertise in the area and the Dissertation Coordinator. The Dissertation Oral Presentation rubric should be used. The Dissertation Coordinator will collate all the presentation marks and communicate the mark to the learners. Following the communication of marks, the Supervisor should meet with the learner to give feedback on their performance.

It is mandatory for learners to attend all presentations in their group and their attendance is monitored.

4.5.2 Procedure – Social, Political & Community Studies

At the beginning of the Stage 4 academic year all learners have to finalise their Statement of Research Area of Interest, which requires them to identify their research topic, proposed working title, source of data and reasons for choosing the topic.

The Dissertation Coordinator and Programme Directors agree the distribution of dissertation supervision and the list of learners, supervisors and tutorial groups is uploaded to Moodle. The Dissertation Coordinator sends out a Dissertation progress and submission dates plan for the year to lecturers and learners.

The Dissertation Coordinator delivers a lecture each week to the class group covering each stage of the research process and, in addition, tutorials are run by the dissertation supervisors for learners under their supervision. This is a key element of support.

The first piece of written work that learners submit (through Turnitin) is the Research Proposal in October with an assessment weighting of 10%. Submitted also with the Proposal are the following documents:

1. Ethics Checklist
2. Data Management Plan
3. Sample Consent Form
4. Sample Information Sheet
5. Indicative questions to be asked of participants

If the learner has answered YES to any of the questions on the Ethics Checklist, their Supervisor will assist them further in developing appropriate safeguards to continue with their research project. If the Supervisor deems the research project to be in the AMBER category, then the documentation is sent to REAC for approval.

For the remainder of the semester learners work on their literature review. Learners submit their draft literature review by the end of semester and they receive a guide mark and feedback from the supervisor.

In the second semester students prepare and carry out their own research. In mid- February learners give a presentation on their research to date assessed at 10%. Two supervisors with their learners come together for the presentations. The presentation is normally of 10 minutes' duration. Learners are graded with an agreed mark by both supervisors who fill in the *Research Presentation marking sheet*. The Dissertation Coordinator will collate all the presentation marks and communicate the mark to the learners. Following the communication of marks, the Supervisor should meet with the learner to give feedback on their performance.

It is mandatory for all students to attend the seminars which normally take place over two weeks.

4.5.3 Procedure – Applied Social Studies (Professional Social Care)

The Dissertation is broken into two separate modules in Semesters 1 and 2.

Semester 1: Research and Dissertation 1

This module enables the learner to develop conceptual and academic depth in research knowledge and become competent in planning and undertaking research and in making recommendations for applying findings. Each week is dedicated to a foundational part of the thesis journey. This should support learners and provide extensive information regarding all aspects of the thesis between face-to-face meetings with the thesis supervisor. As part of this module, students will submit a Research Proposal (including Ethical approval) and Thesis Presentation. Presentations will take place in various classroom locations (follow supervisor guidelines) in weeks 8 and 9 of Semester 1. Each learner will be allocated 15mins in which to present their slides/poster and answer questions.

Semester 2: Research and Dissertation 2

This module builds on Research and Dissertation 1 in Semester 1. Based on the Research Proposal, students will complete an 8,000-10,000-word dissertation gather and analyse empirical data in their chosen dissertation topic and present their final thesis.

The Dissertation Coordinator in conjunction with the Programme Board Director allocates students to supervisors based on their chosen topic. The supervisors mark their own students work and a sample of Dissertations is also read by the External Examiner. Any difficulties arising around the dissertation should be discussed first with your supervisor, secondly with the Dissertation Coordinator, and subsequently with the Programme Board Director. The final Dissertation must be submitted through Turnitin.

4.5.4 Procedure - Psychology

The Dissertation Coordinator arranges a preparatory session with all Stage 2 learners as part of the module *Research Methods for Dissertation* (Stage 2, Semester 2). Learners are then asked to fill in a Dissertation Proposal Form. The Proposal includes a draft title, a dissertation statement outlining the research questions to be explored and a provisional reference list. If students are considering a research project involving human participants, they must also submit a completed Ethics Checklist accompanied by sample participant information sheet, sample informed consent form, indicative questions and a Data Management Plan.

In preparing their proposal, the learner can consult with the Dissertation Coorodinator who will advise the learner about the viability of the topic chosen, as well as suggesting possible avenues for initial research and investigation. The dissertation supervisors are all PhD qualified Psychologists. The Dissertation Coordinator makes the final decision on the allocation of dissertation supervising. In this, they are guided by the relevant Programme Director and their knowledge of individual staff workload. Ideally, no lecturer should supervise more than six dissertation learners.

Stage Three learners are informed about their dissertation supervisor at the very start of the academic year. Occasionally, a learner may be asked to reconsider their topic or take advice

from a potential supervisor about the viability of the proposed topic. Learners are encouraged to do preparatory reading over the summer and to meet with their supervisor in the first two weeks of their final year to decide on a schedule of work. The submission date for the written dissertation will be communicated at this time.

The Dissertation Coordinator will organise and deliver classes via the dedicated stage 3 dissertation module, *Dissertation in Psychology*. This module is delivered over both semesters of stage 3. This module will cover everything to do with undertaking a dissertation in psychology and presenting their psychological research.

Learners will be informed about the date of their presentation as soon as possible. Dissertation presentations will be of half an hour's duration, consisting of roughly a twenty-minute presentation of an academic paper, and ten minutes of staff and learner questioning. This presentation and defence comprises 20% of the overall mark for a dissertation. The mark awarded should be arrived at by consensus between the Supervisor and another psychology lecturer, with special consideration given to fellow colleagues with expertise in the area and the Dissertation Coordinator. The Dissertation Oral Presentation rubric should be used. The Dissertation Coordinator will collate all the presentation marks and communicate the mark to the learners. Following the communication of marks, the Supervisor should meet with the learner to give feedback on their performance.

It is mandatory for learners to attend all presentations in their group and their attendance is monitored.

4.6 Dissertation Submission and Grading Guidelines

On or before the submission date the learner will submit an electronic copy of their dissertation through Turnitin and one paperbound copy, with relevant cover page, and Declaration Form to the Academic Administration Office. The date of submission of the dissertation will be documented by the Academic Administration Office. **Extensions on the submission date can only be granted by the Stage 4 Academic Advisor who will liaise with the Dissertation Coordinator and supervisor.**

The Dissertation Coordinator distributes the dissertations to the relevant supervisors for marking. **Assessors should use the relevant Dissertation Marking Rubric and marks should be entered on the relevant Dissertation Assessment Sheet.**

To ensure balance in the assessment, all dissertations should be second-read by a lecturer in the appropriate area. The Dissertation Co-Coordinator will select second readers for all dissertations. In the event that the supervisor and second reader differ significantly in their assessment mark, the Dissertation should go to an External Examiner.

The Dissertation Coordinator will ensure that a representative sample of high, middle and low marked dissertations are sent to the External Examiner. All dissertations that achieve a mark in excess of 70% should be sent to the Extern. A supervisor may additionally request that one of their dissertations should be sent to the Extern, if they wish to get the Extern's opinion about a mark.

4.7 Retention of Dissertations

Carlow College retains dissertations for 13 months after the end of the academic year in which they are submitted. They are then destroyed unless the learner has agreed that they may be deposited in the PJ Brophy Memorial Library, where they will be retained on an ongoing basis but subject to appraisal in the same way as other Library stock.

If learners wish to withdraw their agreement about depositing the dissertation in the Library, they may contact librarycc@carlowcollege.ie

Carlow College may not deposit all dissertations in the Library. Choice of deposited dissertations depends on a number of factors, including research trends and space restrictions. Dissertations not deposited in the library will be destroyed as above.

Deposition of dissertations is a requirement of some academic prizes. It is a condition of the Fr Thomas McDonnell Delany Archive Research in History Prize that winners deposit their dissertation in the Delany Archive which funds the prize

4.8 Dissertation Proposal Form (AH/EH)

Arts & Humanities/English and History

Dissertation Proposal Form

Learner's Name:	
Programme:	
Subject Area:	
Dissertation Title:	
Dissertation Statement: What is the main question that you are going to answer? Provide a brief outline of your topic. What are the aims of your dissertation? (600-800 words)	
Bibliography: Primary Sources: (approx. 2 sources) Secondary Sources: (approx. 6 sources)	

Note: Footnotes and a full bibliography must be included.

4.9 Statement of Research Area of Interest

4.9.1 Statement of Research Area of Interest - SPCS

Social, Political and Community Studies

Statement of Research Area of Interest

Learner's Name: *Programme:*

Research Topic

Proposed Working title:

Source/Location of Primary Data:

Reason for choosing this topic:

4.9.2 Statement of Research Area of Interest – Social Care

BA (Hons) Applied Social Studies (Professional Social Care)
Academic Year
<u>Statement of Research Area of Interest</u>

Name: _____ Programme: _____

Research Area of Interest: **(What am I curious about?)**	**Proposed Working Title:** **(What do I want to find out about?)**
Research Methods **(What tools will I use to find it out?** **(Interviews, questionnaires)**	**Source/Location of Primary Data:** **(Who might I ask and how?)**
Impact **(What do I want to achieve?)**	**Contribution** **(What will this research mean for my field?)**

4.10 Ethics Checklist for Learners

COLÁISTE CHEATHARLACH
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CARLOW COLLEGE
ST. PATRICK'S

ETHICS CHECKLIST FOR LEARNERS / RESEARCHERS

This form is intended as an initial checklist for researchers (undergraduate, postgraduate and staff) proposing to undertake research involving <u>human or animal</u> participants. The form (together with sample participant information sheet, sample informed consent form, indicative questions and a Data Management Plan) must be submitted to the supervisor (where relevant) with the research proposal prior to the commencement of the research project.

This form, and any necessary additional documentation shall be retained by the supervisor to be available for inspection by REAC as required, and shall subsequently be attached to the completed Dissertation, in both hard copy and electronic format, once submitted for assessment.

<u>Non-compliance by the researcher with these requirements will result in the dissertation not being assessed.</u>

Learner / Researcher Name	
Learner ID Number	
Course Name	
Supervisor Name	
Dissertation Title	

I. PARTICIPANTS & TOPICS

Question	Yes	No
1. Are any of your participants unable to give informed consent, (e.g. individuals under the age or 18 or intellectually challenged persons)?		
2. Are any of your proposed participants potentially vulnerable, (e.g. members of a self-help group or minority group, prison populations)?		

Question	Yes	No
3. Will your proposed research require cooperation of a gatekeeper* for initial access to participants, (e.g. residents of a nursing home, SNAs)?		
4. Will your proposed research involve collection of data relating to sensitive topics, (e.g. sexual activity, drug use, suicide, discrimination)?		
5. Is distress likely to result from your proposed research?		
7. Does your proposed research involve deception?		
8. Will it be necessary for participants to take part in your proposed research without their knowledge and consent at the time, (e.g. covert observations of people)?		

*Gatekeeping is the process of allowing or denying another person access to someone or something (Holloway and Wheeler, 2002)

II. RISK MANAGEMENT

Question	Yes	No
1. Have you considered possible foreseeable risks in your research?		
2. Will you develop systems to minimise possible risks?		
3. Will you develop procedures or responses to these risks in the event they arise?		

III. DATA MANAGEMENT

Question	Yes	No
1. Will your research involve the collection of audio, photographic or video material?		
2. Does the research use an interview or questionnaire / survey?		
3. Does the research use a questionnaire / survey?		
4. Will your research ask for personal information and/or ask sensitive questions?		

5. Will you have a Data Management plan – to describe how you will collect, manage, share and store personal data?		
6. Have you determined whether confidentiality is necessary, and if yes, how you will meet its requirements?		
7. Have you determined whether anonymity is necessary, and if yes, how you will ensure it?		

NB. Please attach the following documents to your checklist:

- **Sample Consent Form (see Appendix 5)**
- **A Data Management Plan (see Appendix 3)**
- **A list of indicative questions and schedules you propose using for your research**
- **An indicative Participant Information Sheet (see Appendix 4)**

IV. LEARNER / RESEARCHER DECLARATION

I will provide a detailed information sheet to all participants and will obtain full, voluntary and informed consent. The information provided will explicitly state what the research involves, its purpose and methodology, and what the participants will be expected to do during the research process.

I understand that if, during the course of research, the answer provided to questions on the Ethics Checklist changes, or if my research changes direction, or if a new risk materialises that I am obliged to stop my research and inform my supervisor immediately.

The participants will be assured in writing of their entitlement to withdraw from the research process.

Furthermore, I confirm I have read the *Carlow College Research Ethics Advisory Policy* prior to completing this form.

I understand that if my research project changes substantially, new and revised consent may be required from participants.

Signed:_____

Date: _____

V. SUPERVISORS DECLARATIONS (to be signed by BOTH supervisors before research commences)

Primary Supervisor Declaration:

I declare that I have discussed with the learner the ethical considerations surrounding his/her proposed research and the implementation of the required safeguards.

Supervisor Name: (printed) _____

Supervisor Signature: _____

Date: _____

Second Supervisor Declaration:

I declare I have reviewed the documentation submitted and that all relevant ethical issues in the proposed research have been adequately considered and addressed.

Supervisor Name: (printed) _____

Supervisor Signature: _____

Date: _____

Office Use Only

REAC ref number:

Decision/Comments:

4.11 Participant Information Sheet Template

Participant Information Sheet Template

The following is a suggested template for participant information sheets. You may adjust and populate the template to suit your project and intended audience. Use clear, simple English at all times and avoid abbreviations and acronyms. This template is designed primarily for those doing qualitative interviews with adults from non-vulnerable populations and dealing with non–sensitive topics. You will need more adjustment and supervision if working with focus groups or structured interviews. If conducting research with vulnerable populations and / or sensitive topics, please see Carlow College *Research Ethics Advisory Policy* for further details. If you intend to publish your research, you should also:

- Use the correct data retention policy. This will depend upon the reason for which you are collecting the data and various professional associations' requirements among other factors, (see Appendix 3).

- Declare any funding for your research and / or conflict of interest.

- Outline provisions for checking direct quotations with participants to ensure that they reflect accurately what the participant said and are used in their proper context.

- External researchers and / or Carlow College Staff should provide information sheets and consent forms on headed paper from the most appropriate institution.

Participant Information Sheet Template

[TITLE OF THE STUDY]:

The title should be clear, self-explanatory and consistent across all documents referring to the study.

I would like to invite you to take part in a research study. Before you decide you need to understand why the research is being done and what it would involve for you. Please take time to read the following information carefully. Ask questions if anything you read is not clear or if you would like more information. Take time to decide whether or not to take part.

WHO I AM AND WHAT THIS STUDY IS ABOUT?

Explain who you are and why you are doing this study. Explain the overall aim of the study. When describing the study take care to be as neutral as possible and avoid suggesting any bias about what you expect the outcomes from the research to be. If the research is being undertaken as part of a course of study state what qualification will result from the process.

WHAT WILL TAKING PART INVOLVE?

Explain what taking part in the research will involve including a list of topics that you will discuss and the expected location and duration of participation. If you plan to use audio or video recording discuss that also.

WHY HAVE YOU BEEN INVITED TO TAKE PART?

Explain why you have selected this particular individual to take part in your research and how you came to select them.

DO YOU HAVE TO TAKE PART?

Explain that participation is completely voluntary and that the person has the right to refuse participation, refuse any question and withdraw from the interview or research at any time pre-publication. Explain also that removal of all data may not be practicable after a certain point, for example, after submission of the Dissertation.

WHAT ARE THE POSSIBLE RISKS OF TAKING PART?

Describe any foreseeable risks or discomforts that could arise and explain how they will be minimised. Consider any possible physical or psychological harm that may come to a participant as a result of participating in the research and what you will do should such a situation arise.

WHAT ARE THE POSSIBLE BENEFITS OF TAKING PART?

Give a realistic assessment of the possible benefits of the research. Do not exaggerate what the research will achieve.

WILL TAKING PART BE CONFIDENTIAL?

If this is relevant and in accordance with the ethical guidelines of your field, explain what steps you will take to ensure the confidentiality of the participant's data and any individuals they talk about, in the submitted dissertation. Outline the situations in which you may have to

break confidentiality: if the researcher has a strong belief that there is a serious risk of harm or danger to either the participant or another individual (e.g. physical, emotional or sexual abuse, concerns for child protection, rape, self-harm, suicidal intent or criminal activity) or if a serious crime has been committed. You should also make it clear that non-anonymised data in the form of signed consent forms and audio or video recordings are collected and retained as part of the research process.

HOW WILL THE INFORMATION YOU PROVIDE BE RECORDED, STORED AND PROTECTED?

Explain how the data/interview will be recorded and outline the arrangements for storing the research data (where it will be stored, security arrangements, who will have access).

WHAT IF YOU ARE AFFECTED BY THE SUBJECT MATTER OF THE INTERVIEW? (Mainly relevant for research on sensitive subjects).

Provide a list of support organisation and their contacts, or the website of relevant organisations.

WHAT WILL HAPPEN TO THE RESULTS OF THE STUDY?

Outline fully and realistically your plans for the dissemination of the final research product including conferences, publications and teaching use. If your plans for the research only consist in submitting your dissertation, then simply state this. You should offer to provide a summary of your findings to participants, should they so desire. Nominate a means to facilitate this.

WHO SHOULD YOU CONTACT FOR FURTHER INFORMATION?

Provide the name, affiliation and contact details of all researchers involved in the research as well as the name and email of your supervisor in case participants have any questions or concerns about the research.

YOUR DATA PROTECTION RIGHTS

Further information about Data Protection is available in a [Privacy Notice for Research Participants](), published on the College website. The Privacy Notice outlines participants' Data Protection rights and how they may exercise them.

[THANK YOU]

4.12 Participant Consent Form Template

Participant Consent Form Template

This template is designed primarily for those doing qualitative interviews with adults from non-vulnerable populations and dealing with non–sensitive topics. The form would be different in the case of focus groups or quantitative research. If conducting research with vulnerable populations and / or sensitive topics, please see the *Research Ethics Advisory Policy* and consult with your supervisor for further details. The points listed on the template below are for illustration only. You may alter the wording to suit your project as you see fit, however, you must remain within the parameters set by this Policy. Be aware that different disciplines have different ethical requirements in relation to certain aspects of research, for example, anonymity of participants. Make yourself familiar with your discipline's requirements.

A consent form is not simply about a person giving you permission to involve them in research, it is an agreement between the researcher and the research participant outlining the roles and responsibilities they are taking towards one another throughout the whole of the research process. The researcher should retain one copy of the consent form signed by both themselves and the participant. The participant should also be given a copy of the consent form as a record of what they have signed up to. Even if a person has signed a consent form consent should still be re-established at the point of doing the interview.

Participant Consent Form Template[23]

[Title of project]

Consent to take part in research

- I…………………………………… voluntarily agree to participate in this research study.

- I understand that even if I agree to participate now, I can withdraw at any time during the interview or refuse to answer any question without any consequences of any kind.

- I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.

- I understand that participation involves*…….[outline briefly in simple terms what participation in your research will involve]*.

- I understand that I will not benefit directly from participating in this research.

- I agree to my interview being audio-recorded. [*if relevant*]

- I understand that all information I provide for this study will be treated within the limits of confidentially.

- I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and potentially disguising any details of my interview which may reveal my identity or the identity of people I speak about. *[If relevant to your discipline].*

- I understand that disguised extracts from my interview may be quoted in*…(list all forum in which you plan to use the data from the interview: dissertation, conference presentation, published papers etc.). [If relevant to your discipline]*

- I understand that if I inform the researcher that myself or someone else is at risk of harm they may have to report this to the relevant authorities - they will discuss this with me first but may be required to report with or without my permission.

- I understand that signed consent forms and original audio/video recordings will be retained in *[specify location, security arrangements and who has access to data]* until *[state how long you will keep this data. It should only be kept for as long as is necessary with regard to the purpose for collecting the data; e.g. until the end of the academic year in which you submit your Dissertation, or until the minimum time specified by your professional association, if publishing.*]

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[23] The wording of this template may be altered in the case of focus groups or quantitative research.

- I understand that I am free to contact any of the people involved in the research to seek further clarification and information. *[Names, degrees, affiliations and contact details of researchers and of the supervisor].*

I agree to participate in this study on the basis of information provided to me in this Consent Form and Information Sheet.

Signature of participant: _____

Date: _____

I believe the participant is giving informed consent to participate in this study

Signature of researcher: _____

Date: _____

4.13 Proposal Summary Form

Please complete the following form (Typed) in full and submit to your Dissertation Supervisor along with your completed *Ethics Checklist*, an indicative *Participant Information Sheet*, *Participant Consent Form*, *Gatekeeper / Agency Information Sheet* and *Consent Form* (if relevant), a Data Management Plan and a list of indicative questions and schedules you propose using for your research.

For undergraduate learners and Taught Master learners, the completed form and associated documentation will be forwarded to REAC by your supervisor.

Carlow College staff and postgraduate (Levels 9 and 10 by Research) should forward the completed form and associated documentation to REAC.

Please note -Data collection cannot proceed without ethical approval from the REAC.

        *   *   *   *

Name: _____

Student Number: _____

Supervisor: _____

Dissertation Title: _____

1. Explain what the project is about.
2. List the Ethical code(s) or standards you are using to guide your research.
3. Explain who your participants are, why you selected them and how you will make initial contact with them.

4. Explain what the possible risks to participants are.

5. Explain what you will do to minimise risk to the participants.

6. Explain what you will do if participants do not want to take part or who change their mind during the study.

7. What will you do if a participant has questions or does not understand something?

8. Explain what will happen to the information / data acquired, in what form you will record it (paper or electronic or both), who will see it, how long you will keep it, and when it will be destroyed.

9. If confidentiality is required, explain how this will be achieved.

10. If anonymity is required, explain how it will be achieved.

11. Explain how participants can have access to your results, should they so wish. E.g. A summary of your dissertation findings and how the participant can access that after the Dissertation is complete.

4.14 Guidelines for Research Proposal

4.14.1 SPCS Guidelines for Research Proposal

Guidelines for Research Proposal –

BA (Hons) in Social, Political & Community Studies

Length: 1200 words

Submission Date:

Title

The title of your project should be short, accurate and clear. A single sentence containing around 10 words or less is best.

Introduction (5% of word count))

General introduction to the research project, its context and location. Reasons for interest in this topic.

Statement of the problem (5%)

What is it that your research is examining? Here state what the aim of your research is.

Mini Literature Review (60%)

This section should review some of the main literature relevant to your proposed research topic. What have you found out to date from your reading? Who are the key writers? What are the key issues being written about? The relevant readings should be discussed as well as their main findings. It should form the framework for the research you will carry out.

The theoretical framework relevant to the area of study should also be briefly discussed.

Research Question(s) (5%)

Set out two to three specific research questions that will act as a guide for the research as a whole. These specific areas will act as objectives that need to be addressed in order for the overall topic to be examined thoroughly.

RESEARCH METHODOLOGY (25%)

This is a key section in that it sets out the overall approach you intend to take and the specific data collection methods you intend to use. You need to justify your choices stating why you feel they are right for this research project. You should also refer to ethical considerations that need to be discussed.

Guidelines for Research Proposal

B.A. (Hons.) Applied Social Studies (Professional Social Care)

Length: 2100 words approx..

Submission Date:

Title

The title of your project should be short, accurate and clear. A single sentence containing around 10 words or less is best.

Introduction (100 words)

General introduction to the research project, its context and location. Reasons for interest in this topic.

Statement of the problem / Research Objectives (100 words)

What is it that your research is examining? Here state what the aim of your research is.

Research questions (100 words)

Set out two to three specific research questions that will act as a guide for the research as a whole. These specific areas will act as objectives that need to be addressed in order for the overall topic to be examined thoroughly.

Literature Review (1100 words)

This section should review some of the main literature relevant to your proposed research topic. What have you found out to date from your reading? Who are the key writers? What are the key issues being written about? The relevant readings should be discussed as well as their main findings. It should form the framework for the research you will carry out.

The theoretical framework relevant to the area of study should also be briefly discussed.

Research Methodology (500 words)

This is a key section in that it sets out the overall approach you intend to take and the specific data collection methods you intend to use. You need to justify your choices stating why you feel they are right for this research project. You should also refer to ethical considerations that need to be discussed.

Ethical Considerations (100 words)

Strengths and Weaknesses (100 words)

Conclusion (100 words)

Outline of planned Dissertation

4.15 Dissertation Oral Presentations Grade Descriptor (AH/EH/PSY)

Arts & Humanities; English & History & Psychology programmes

Levels of Achievement					
CRITERIA	**FAIL**	**PASS**	**2.2**	**2.1**	**DISTINCTION**
Development of Topic	Little information conveyed. Disconnected or disorganized ideas. Meaning frequently unclear due to recurrent errors.	Some understanding of topic shown. Some links and connections made between ideas. Points are usually developed with minimum detail. Information is usually relevant.	Good understanding of topic shown. Links and connections between ideas made clear. Information was relevant and expressed in own words. Points were developed with sufficient and appropriate details	A very good understanding of the topic shown. Links and connections between ideas made clear. Information was relevant and well expressed in own words. Points were well-organised and developed with sufficient and appropriate details.	Very informative, original ideas and perspective, very creative. Very wide ranging in its perspective. Deft use of sophisticated concepts and terminology.
Ability to engage and involve audience	Incomprehensible use of language and sentences, with a very poor use of vocabulary and syntax. Halting, fragmented, with unnatural pauses, making it difficult to follow. Very little information conveyed in a disconnected and haphazard fashion.	Some eye contact was made. Techniques used to engage audience were minimal, or mainly ineffective. Presenter occasionally spoke clearly and at a good pace.	An interesting approach taken to topic. Speaker used techniques such as visual aids and props, anecdote, surprising facts, direct audience participation. Presenter usually spoke clearly to ensure audience comprehension. Delivery was usually fluent.	Speaker monitored audience and adapted presentation accordingly. An interesting or original approach taken to the topic. Speaker used techniques such as visual aids and props, anecdote, humour, surprising facts, direct audience participation. Presenter spoke clearly and at a good pace to ensure audience comprehension.	Very difficult concepts clearly explained. Excellent use of appropriate examples, or illustrations. No mispronunciations of technical vocabulary. Kept the audience engaged with a difficult and demanding presentation.

				Delivery was fluent and expressive.	
Conclusion of topic	Very elementary or basic conclusion attempted. Listener seriously doubts the conclusions drawn. There may well be no conclusion.	An attempt was made to conclude the presentation.	The presentation was summed up clearly. You had a sense you had reached the end and some outcome was delivered and assessed.	The presentation was summed up clearly and effectively, with key points emphasised. There was an evaluation and assessment of the material.	Summed up in a very cohesive way the overall argument of the thesis and the major strategies by which this has been achieved. Has realistic and convincing perspective on the topic that indicates high levels of judgement and balance.
Answering questions from audience	Poor grasp of the import of questions. Does not answer the question at all. Very confused and unclear about what they understand about the topic and what they attempt to convey to the listeners.	Not all questions could be answered. Questions answered with difficulty, but a basic knowledge of the topic was demonstrated.	Most questions answered. Answers showed good knowledge and understanding of the topic. Language was mainly correct.	Questions answered with little difficulty. Very good knowledge of the topic was demonstrated. Language was correct and fluent.	Highly responsive to what the audience asked and needed. Displayed high levels of dexterity in grasping the import of questions asked. Demonstrated remarkable ease in marshalling key arguments and information to address questions effectively and sufficiently. Consistently clarified, restated, and responded to questions: succeeded in a comprehensive answering.

4.16 Assessment Sheet - Oral Presentations

4.16.1 AH/EH/PSY Assessment Sheet - Dissertation Oral Presentation

Dissertation Oral Presentation
Arts & Humanities; English and History & Psychology programmes

Student Name: _____

Supervisor: _____

Degree Programme: _____

Discipline: _____

Dissertation Title: _____

CRITERIA	Total % Marks (out of 100)	Learner Grade	Comments/Remarks
Development of Topic	25		
Ability to engage and involve audience	25		
Conclusion of topic	25		
Answering questions from audience	25		
TOTAL	100		

Research Presentation Marking Sheet

B.A. (Hons.) Applied Social Studies/ Social, Political and Community Studies

Learner Name: ……………………………………………………………

Overall Mark: …………………………………………………….

Marking sheet:

Aspect of presentation	Comment	Mark
Clarity of research area: The learner to outline their research question and topic of research		/20
Literature Review: To present a summary of the key literature that will inform and guide the learner's research		/30
Methodology: To outline the methods the learner intends to use in their research explaining why they have chosen these. An awareness of ethical considerations should be displayed.		/30
Quality of presentation: The learner should attempt to engage their audience (eye contact, clarity of speech, being prepared). There should be a clear introduction and a good overall structure within the time allotted.		/20
Overall Mark		/100

4.17 Dissertation Cover Sheet

CARLOW COLLEGE, ST PATRICK's

COLLEGE STREET

CARLOW

Name:

Programme:

Title of Dissertation:

Supervisor:

Turnitin ID:

Date Presented:

4.18 Dissertation Declaration

DISSERTATION DECLARATION

a. I declare that this dissertation has not been submitted as an exercise for a degree at this or any other college or university and it is entirely my own work.
TICK THE BOX IF YOU AGREE WITH THIS STATEMENT ▯

b. I agree that this dissertation may be deposited in the P.J. Brophy Memorial Library, Carlow College, St. Patrick's and be made available for use in accordance with Library Policy and Irish copyright legislation.
TICK THE BOX IF YOU AGREE WITH THIS STATEMENT ▯

SIGNATURE _____

DATE _____

4.19 Dissertation Assessment Sheet

4.19.1 AH/EH Dissertation Assessment Sheet

UNDERGRADUATE DISSERTATION ASSESSMENT SHEET

Arts & Humanities and English & History programmes

Programme					
Learner's Name					
Dissertation Title					
Supervisor's Name					
Assessor (Please Tick)	Supervisor		2nd Reader	External Examiner	

Criteria	Max % Mark	Mark %	Criteria	Comment
Abstract & Introduction	5 15		• Clear, concise and synoptic abstract • Clearly defined thesis question. • Clear objectives, rationale & framework for study • Wide use of relevant primary sources (History) • Wide use of primary source(s) • Intelligent summary of literature with explanation and review on literature relevance. • Descriptive chapter outline	
Chapters	50		• Clearly structured chapters • Relevant issues and themes identified and analysed • Number and breadth and relevance of sources/citations. • Development of argument/point – skilled expression of ideas • Clear and logical research • Sophisticated Writing • Critical evaluation • Findings clearly defined • Accurate footnotes • Accurate spelling and grammar	

Conclusion	20		• Identification and analysis of key findings • Definitive answer to thesis question • Evidence of critical thinking	
Bibliography	10		• Detailed bibliography (including primary sources for history) • MHRA guidelines accurately followed	
TOTAL	100		-----	----
Presentation	100			
Literature Review	100			

OVERALL COMMENT

UNDERGRADUATE DISSERTATION ASSESSMENT SHEET

Social Care and Social, Political and Community Studies Programmes

Programme					
Learner's name					
Dissertation Title					
Supervisor					
Assessor (Please Tick)	Supervisor		2nd Reader		External Examiner

Criteria	Max Mark	Mark	Criteria	Comment
Abstract & Introduction	5		• Clear, concise and synoptic abstract • Clear objectives, rationale & framework for study • Good chapter outline	
Literature Review	20		• Identification of research question • Extent and understanding of existing literature • Number, breadth & relevance of citations • Synthesis and summary of literature • Relevance of literature to research question	
Methodology	20		• Description, suitability & rationale of research process • Philosophy of method defended • Transparent sampling procedures • Ethical consideration	
Presentation of Results	10		• Diagrammatical description of data where appropriate • Relevant issues & themes identified • Data exploration and mining	

Interpretation, Analysis & Discussion	**25**		- Identification and analysis of key findings - Argument using relevant referenced material - Connection & integration of literature - Limitations identified & discussed - Synthesis & critical thinking evident	
Conclusion & Recommendations	**10**		- Good summary & explanation of research - Link between objectives and outcomes - Evidence of learner's critical thinking	
Organization & Presentation	**10**		- Clear & logical research structure & process evident - Excellent use of language. - Skillful presentation & accurate application of academic conventions - Clarity of expression & ideas - Accurate spelling & use of grammar - Accuracy & presentation of reference list/ bibliography	

OVERALL COMMENT

TOTAL MARKS AWARDED   Supervisor   Second Reader

AGREED MARK

Signature…………………………………………………………………………………………

Date…………………………………………………………………………..

Signature………………………………………   Date…………………

UNDERGRADUATE DISSERTATION ASSESSMENT SHEET

BA (Honours) in Psychology

Learner's Name	
Dissertation Title	
Supervisor's Name	

Assessor (Please Tick)	Supervisor		2nd Reader		External Examiner	

Criteria	Max % Mark	Mark %	Criteria	Comment
Abstract	**2.5**		- Clear, concise and synoptic abstract. - Complete – contains all of the elements of a psychological abstract. - Useful and provides the reader with an overview of the main elements of the research topic and project.	
Introduction	**20**		- Clearly defined thesis question. - Provides a statement of the problem or research topic. - Includes reference to and evaluation of appropriate background literature. - Has provided a sufficient justification or rationale for the study. - Clear and logical statement of objectives/hypotheses/predictions/research questions, etc. - Clear objectives, rationale and framework for study. - Wide use of relevant empirical sources. - Intelligent summary of literature with explanation and review on literature relevance.	
Method	**20**		- Has provided a detailed overview of the research design, including an overview of the structure of the study which is explained with sufficient detail for replication. - Includes appropriate information about	

			• apparatus/materials/measures employed. • Sufficient detail provided regarding participant descriptions (with consideration to anonymity, confidentiality and ethical guidelines). • Clear outline of procedures employed within the research. • Has considered the ethical guidelines of the research.	
Results	20		• Has employed the relevant and appropriate descriptive and inferential statistics (or qualitative analyses) for the research. • The inclusion of tables and/or explanatory texts or graphs aid in providing a clear picture of the findings. • Information is appropriately organised and presented.	
Discussion	25		• Includes a brief summation of the results of the research. • Has provided a clear link between the results obtained within the research project and the results of previous research. • Has demonstrated an effective interpretation of findings. • Appropriate evaluation of the research study demonstrated. • Has offered suggestions for the future directions of research. • The conclusions drawn are justified based upon the data from the study. • Has considered the findings in their entirety. • Has considered alternative explanations for the research findings.	
Conclusion	2.5		• Includes a concise, yet comprehensive summation of the major discussion points. • Provides a clear statement of conclusions. • Evidence of critical thinking.	
References and Formatting	10		• Includes a detailed Reference section. • Should include complete citations and references.	

			• APA formatting and guidelines followed.	
TOTAL	**100**		-----	----
Presentation	**100**			
Literature Review	**100**			

4.20 Dissertation Marking Rubrics (Undergraduate)

4.20.1 AH/EH Dissertation Marking Rubric

UNDERGRADUATE DISSERTATION MARKING RUBRIC

Arts & Humanities and English & History programmes

This marking rubric should be used by examiners to aid the completion of the marking sheet above. It clearly shows the expectations for each band of mark. This table has been produced to act as an aid to students, supervisors and second readers of Undergraduate Dissertations.

Indicative Grade	Dissertations in this category will generally fulfil the following criteria:
1.1 (80+%) A mark in this category is reserved for exceptional dissertations which are publishable in their present form. The mark is to be agreed by first and second readers and the view of the External Examiner to be sought.	• Be an exceptional dissertation • Provides insights, based on research objectives, and contributes to knowledge • Is clearly based on independent thinking • Has focused on primary sources (particularly relevant to history) • Is superbly written, referenced and structured • Reflects depth of insight and confidence of understanding, and real critical analysis • Also must contain requirements from column 1.1 (70+%) below.
1.1 (70%-79%)	• Critical acumen displayed in selecting a unique and innovative research topic • Contributes to knowledge in the field • High use of relevant primary source(s) • Intelligent use of secondary sources • Independent research demonstrated • Well written, referenced and structured • Critical thinking and analytical skills displayed • Research question identified in the introduction, examined in chapters and addressed in the conclusion • Comprehensive presentation of research themes and findings • Interdisciplinary approach (Arts & Humanities) • All deadlines were met
2.1 (60%-69%)	• Critical acumen in selecting a novel approach to a research topic • Brings something new to the field of study • Relevant primary source(s) used • Relevant and wide range of secondary sources • Critical analytical and evaluative skills displayed • High-level of writing competency

	• Clear presentation of research themes, analysis and findings • Independent research • Conclusions clearly presented
2.2 (50-59%)	• Selection of a suitable research topic that displays some originality • Some primary source(s) used • Strong use of secondary sources • Good understanding of research/dissertation questions • Good chapter structure • Descriptive with adequate critical analysis shown • Limited independent research • Low interdisciplinary skills (Arts & Humanities) • Reasonable level of writing competency • Research clearly presented • Clear conclusion presented
Pass 40-49	• Reasonable attempt at dissertation • Selection of a topic that is relevant to student's degree • Limited use of primary and secondary sources • Show work which is broadly relevant • Some good written expression but may lack clarity • Weak critical analytical skills • Grammar and punctuation errors • Not all research objectives met • Structure of work unclear • Gaps in conclusions • Deadlines not met
Fail (<40%)	• Vague or unclear topic • No primary sources used • Weak secondary sources • Use of irrelevant sources • Weak analytical skills – no reference to research aims • Failure to write clearly to present arguments/points • Weak conclusion or no conclusion • Spelling, grammar and punctuation errors • Work shows lack of understanding • Late submissions

UNDERGRADUATE DISSERTATION MARKING RUBRIC

Social Care/Social, Political & Community Studies Programmes

This marking rubric should be used by examiners to aid the completion of the marking sheet above. It clearly shows the expectations for each band of mark. This table has been produced to act as an aid to learners, supervisors and second readers of Undergraduate Dissertations.

Indicative Grade	Dissertations in this category will generally fulfil the following criteria:
1.1 (80+%) A mark in this category is reserved for exceptional dissertations which are publishable in their present form. The mark is to be agreed by first and second readers and the view of the External Examiner to be sought.	▪ Be an exceptional dissertation, ▪ Provides insights, based on research objectives, and contributes to knowledge ▪ Is clearly based on independent thinking ▪ Handles methodologies with a high degree of competence or develops an innovative methodology ▪ Is superbly written, referenced and structured ▪ Reflects depth of insight and confidence of understanding, and real critical analysis
1.1 (70%-79%)	▪ Show evidence of original and independent thinking ▪ Show a strong ability to critically analyze and evaluate ▪ Indicate extensive secondary and primary research ▪ Have excellent clarity of written expression ▪ State research objectives which are then met ▪ Be an excellent piece of work - present outstanding work
2.1 (60%-69%)	▪ Have evidence of some critical analysis ▪ Engage in analysis of data ▪ State research objectives which are then met ▪ Have clear written expression ▪ Display a high level of competence ▪ Be well organized
2.2 (50%-59%)	▪ Be adequate but have a limited scope of analysis ▪ Show competent work which is broadly relevant

	☐ Be somewhat lacking in organization
	☐ Perhaps lack breadth of references
	☐ Have written expression which may at times lack clarity and there may be grammar, punctuation and spelling errors
	☐ Show competence in analysis of data
	☐ State research objectives but perhaps all are not met
Pass (40%-49%)	☐ Be an adequate attempt to gather and analyze relevant secondary and primary material
	☐ Show some knowledge of the material
	☐ Demonstrate some understanding
	☐ Problems with focus and structure
	☐ Adequate standard of written English with numerous faults in terms of grammar and syntax
	☐ Shows that the research process has been completed
	☐ Research objectives are not clear
Fail (<40%)	☐ Have limited or inappropriate research
	☐ Show a lack of understanding
	☐ Have poor written expression and abundant language errors
	☐ Fail to articulate and address research question properly
	☐ Display poor analysis
	☐ Be very limited in scope
	☐ Unrealistic research objectives which are not met

UNDERGRADUATE DISSERTATION MARKING RUBRIC

BA (Honours) in Psychology

This marking rubric should be used by examiners to aid the completion of the marking sheet above. It clearly shows the expectations for each band of mark. This table has been produced to act as an aid to learners, supervisors and second readers of Undergraduate Dissertations.

Indicative Grade	Dissertations in this category will generally fulfil the following criteria:
1.1 (80+%)	• Be an exceptional dissertation. • Provides insights, based on research objectives, and contributes to knowledge. • Is clearly based on independent thinking. • Has focused on a range of empirical research. • Is superbly written, referenced and structured. • Reflects depth of insight and confidence of understanding, and real critical analysis. • Exceptional level of APA referencing and formatting. • Also must contain requirements from column 1.1 (70+%) below.
1.1 (70+%)	• Critical acumen displayed in selecting a unique and innovative research topic. • Contributes to knowledge in the field. • High use of relevant empirical research. • Intelligent use of secondary sources (i.e., textbooks). • Independent research demonstrated. • Well written, referenced and structured. • Critical thinking and analytical skills displayed. • Research question identified in the introduction, examined in chapters and solved in the conclusion. • Comprehensive presentation of research themes and findings. • Adheres to APA referencing and formatting.
2.1 (60%-69%)	• Critical acumen in selecting a novel approach to a research topic. • Brings something new to the field of study. • Relevant empirical research used. • Relevant and wide range of secondary sources (i.e., textbooks). • Critical analytical and evaluative skills displayed. • High-level of writing competency. • Clear presentation of research themes, analysis and findings. • Independent research. • Very good adherence to APA referencing and formatting. • Conclusions clearly presented.
2.2 (50-59%)	• Selection of a suitable research topic that displays some originality. • Some empirical research used. • Strong use of secondary sources (i.e., textbooks). • Good understanding of research/dissertation questions. • Good structure of dissertation sections.

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	• Descriptive with adequate critical analysis shown. • Good adherence to APA formatting and referencing, but evidence of errors. • Limited independent research. • Reasonable level of writing competency. • Research clearly presented. • Clear conclusion presented.
Pass 40-49	• Reasonable attempt at dissertation. • Selection of a topic that is relevant to learner's degree. • Limited use of relevant research. • Shows work which is broadly relevant. • Some good written expression but may lack clarity. • Weak critical analytical skills. • Grammar and punctuation errors. • Not all research objectives met. • Fair adherence to APA referencing, but may show some consistent errors. • Structure of work unclear. • Gaps in conclusions.
Fail (<40%)	• Vague or unclear topic. • Little to no empirical research evaluated. • Use of irrelevant sources or inappropriate sources (e.g., Wikipedia, Simply Psychology). • Weak analytical skills – no reference to research aims. • Failure to write clearly to present arguments/points. • Poor adherence to APA referencing and formatting. • Weak conclusion or no conclusion. • Spelling, grammar and punctuation errors. • Work shows lack of understanding.