

# Assisting Failing Students to Exit Programmes Procedure

## Section 1 - Introduction

### Purpose and Parent Policy

(1) This procedure is to assist students who are unable to successfully complete a programme in full to exit with any academic credit due in respect of modules completed under the [Access, Transfer and Progression Policy](#).

### Responsibilities

#### Student Responsibilities

(2) Students are required to communicate clearly and honestly with the College in respect of all their circumstances.

#### Staff and Faculty Responsibilities

(3) Staff and Faculty are required to communicate in a timely manner in respect of students for whom this procedure is relevant.

#### Department of the Registrar

(4) The Department of the Registrar is responsible for implementing this procedure in liaison with the Programme Director or nominee.

## Section 2 - Procedure

### Part A - Exiting a Programme Due to Failure of Modular Assessment(s)

(5) Where a student has actively attempted and failed the assessment associated with a module that is required for successful completion of their programme, and has exhausted all repeat opportunities, following the end of the window for appeals, that student can no longer graduate from the programme.

#### College Communication

(6) The Registrar writes to the student as soon as possible after the end of the window for appeal for the failed module in order to advise them of the following:

- a. That they will not be able to graduate from their programme
- b. That they are entitled to academic credit for any modules that they have completed
- c. Whether they can exit the programme with an exit or embedded award
- d. The modules for which fees have been paid and that they have an entitlement to complete
  - i. A student may complete modules from the programme in line with standard programme requirements but on the clear understanding that they cannot complete the programme itself.

- e. Any other options or information to support the student in exiting the programme

## **Student Options**

(7) Where a student receives this communication, the student has the following options:

- a. To accept the transfer to the programme of an embedded award, where such an award is available
- b. To complete modules from the programme in line with standard programme requirements but on the clear understanding that they cannot complete the programme itself and understanding that graduation from the programme is not possible
- c. To withdraw from further study on the programme

## **Non-Communication: Withdrawal**

(8) Where a student does not respond to a communication from the Department of the Registrar within 10 working days from its issue, the student will be deemed to have withdrawn from the programme. The [College Initiated Withdrawals Due to Non-Engagement Procedure](#) will then apply.

## Status and Details

<b>Status</b>	Current
<b>Effective Date</b>	2nd November 2020
<b>Review Date</b>	2nd November 2023
<b>Approval Authority</b>	Academic Board
<b>Approval Date</b>	23rd September 2020
<b>Expiry Date</b>	Not Applicable
<b>Enquiries Contact</b>	Quality Assurance

## Glossary Terms and Definitions

**"Procedure"** - Procedures are the broad actions that must be carried out to implement a policy. They set out 'how to do' what the policy specifies must be done.

**"Programme"** - A programme of education and training refers to any process by which learners may acquire knowledge, skill or competence. It includes courses of study or instruction, apprenticeships, training and employment. A programme offers learners the learning opportunities by which they may attain educational goals (expressed as the intended programme learning outcome) by learning activities in a learning environment. A programme is normally comprised of modules. A programme leading to a major award will normally require a 'cohesion generating' process which integrates constituent modules so that the minimum intended programme learning outcomes are supported. The cohesion generating process should establish the epistemological and cultural identity of the programme. It should also coordinate alignment of activities with the minimum intended programme learning outcomes and introduce learners to the broader community of practice to which they aspire. (QQI (2013) Assessment and Standards Revised)