



## 5. Curriculum Delivery and Design

### 5.1 Introduction

5.1.1 The following regulations are the guiding regulations of the Institute's MAP system and describe the structures within which academic programmes at WIT are designed and delivered.

5.1.2 The principles on which WIT's modular system is based are as follows:

- i. WIT must make every effort to treat all of its students equally. This means all students on comparable programmes throughout WIT, enrolled on a particular programme, no matter what their point of entry, and whatever mode of delivery of their programme of study (for example in full-time, part-time or distance education modes) must be treated equally;
- ii. Programme designers must fit their programmes within the parameters of the Institute's modular scheme and deviate from it only when there are valid, documented reasons to do so;
- iii. WIT should keep its modular system as simple as possible.

### 5.2 Structure of Academic Programmes Structure of the Academic Year

5.2.1 WIT divides each academic year into two equal semesters. Full-time learners will be expected to attend WIT for 15 weeks per semester, comprising 12 weeks of class contact, 1 week of independent study and 2 weeks of assessment.

5.2.2 Programmes of study are divided into stages, normally equated with a year of study. Most full-time programmes have more than one stage. Students who successfully complete one stage of learning on a full-time WIT programme will be awarded 60 credits.

5.2.3 The following table describes the credit allocation to the various full-time taught programmes of study at WIT:

Award	NFQ Level	Credit	Duration (FT)
Higher Certificate	6	120 credits	2 years
Bachelors Degree	7	180 credits	3 years
Honours Bachelors Degree	8	180-240 credits	3-4 years
Higher Diploma	8	60 credits	1 year
Postgraduate Diploma	9	60-90 credits	1 yr-1.5 years
Masters Degree	9	90-120 credits	1-2 years

The credit allocations associated with awards for Honours Bachelors Degree, Postgraduate Diploma, Masters Degree and the Doctorate in Business Administration differ, depending on the programme.

#### Modules

5.2.4 The curriculum is divided into modules of standard size. A module is a unit of learning and is delivered, in most cases, over one semester. Guidelines on the configuration of modules are given in Appendix 3 in the form of guidelines and a template for the completion of module descriptors.

5.2.5 The minimum module size is five credits. Where larger modules are required, their size must be such that their credit allocation is an integer multiple of five.

5.2.6 A module descriptor is completed for all modules to be delivered at WIT. The module descriptor describes the aims and objectives of the module, the learning outcomes, the syllabus, guidelines on reading and other support material, and details on assessment.

5.2.7 Some modules may be identified as having prerequisites. This means that another module or modules must be completed before the student can be registered on the chosen module. Not more than 50% of modules on any stage of a programme of study may have prerequisites, unless previously allowed by Academic Council. There may be no prerequisites between semesters within a stage. Failure of a prerequisite halts progression to the next stage, regardless of the number of credits failed.

5.2.8 Credits are awarded on successful completion of a module. Credits measure the notional amount of study required for the completion of a module. Each credit is equated to 27 effort hours for the average learner.

5.2.9 The effort hours associated with a module are a sum of all of the learning activities of the programme, including class-contact, independent learning and assessments. They provide a means of identifying the work-load to be completed by a student. A 5-credit module requires 135 effort hours which includes class contact, independent learning, assessment and examination.

5.2.10 The credits allocated to programmes of study at WIT are aligned with the European Credit Transfer System (ECTS).

#### Learning Outcomes

5.2.11 The level of a programme is determined by its learning outcomes and the relationship between these outcomes and those at the various levels on the National Framework of Qualifications. Programme evaluations (and subsequent programme review) agree the learning outcomes for the programme and assign the programme a position on the National Framework of Qualifications.

5.2.12 The learning outcomes agreed at the evaluation stage (or through subsequent reviews) represent the minimum learning outcomes for the award. The student must achieve all the specified learning outcomes set out for the programme to receive the final award. The assessment strategy should ensure that the achievement of the minimum pass mark of 40% represents the achievement of the learning outcomes.

5.2.13 Individual modules are also assigned learning outcomes that are agreed through the programme evaluation (and review) process. The achievement of all learning outcomes across all required modules on a programme culminates in the achievement of programme learning outcomes. Programme handbooks shall clearly articulate how the assessment strategy across all modules achieves this outcome.

5.2.14 Successful completion of a module means that the student is able to demonstrate achievement of all the module learning outcomes.

5.2.15 In some cases it may be appropriate to set out learning outcomes for each stage of a programme as well as for each module and for the programme overall. It is recognised that in the context of the Institute's progression regulations, and also in the context of the complexities associated with the range of choices available to students, these stage-based outcomes may issue in multiple alternative versions.

5.2.16 The Institute's Academic Council designates individual modules as Introductory, Intermediate and Advanced. It is understood that the learning outcomes associated with these designations broadly align with levels 6, 7 and 8 respectively of the National Framework of Qualifications.