



GALWAY BUSINESS SCHOOL

Programmes of Education & Training

QA May 2020

Programmes of Education & Training

1.1 Purpose

The purpose of this policy is to provide structure and process in the administration and management of the programmes offered at Galway Business School. The policy outlines the process of programme development and effective monitoring to ensure its continued relevance.

Document Name: Programmes of Education & Training Policy	
Owner: Registrar	
Approved by: Governing Body	
Review frequency: Every 2 years	

Version	Description of Amendments	Approval Date	Implementation Date
V1.0	Approval in full of the policy by the Governing Body	May 2016	May 2016
V2.0	Policy re-structured and outlined in a greater detail, relevant forms updated.	July 2019	September 2019

1.2 Programme Development

The development of new programmes is conducted systematically. The procedures and guidelines for the design and approval of new programme outlined in this policy ensure that the programme development is rigorous and effective. The process of the new programme development is mapped out in Figure 4.2.1. In addition, the process of programme development is assessed under several criteria:

- Consistency with the school's Strategic Plan and fulfilment of the plan's aims and objectives
- Impact on the existing programmes offered by the school
- Whether it offers a sufficiently differentiated and valuable learning experience to learners
- Compatibility with the school's operational and financial resources
- Viability of proposed programmes in terms of potential learners
- How it takes cognisance of the knowledge, skills and competence framework of National Framework of Qualifications and implements the NQAI in terms of access, transfer and progression
- Compliance with the QQI Statutory Quality Assurance Guidelines (2016), Policies and criteria for the validation of programmes of education and training (2017), QQI General Programme Validation Manual (2018), and QQI Award Standards
- How the new programme fits into the school's quality assurance process

4.2.1 New Programme Proposals

GBS welcomes initiatives for new programmes from many sources. The most frequent channel for individual proposals and programme development is likely to be by an individual academic staff member at a Faculty Meetings or at a Programme Boards. New proposals may also be introduced directly through the Academic Council.

In addition, the Governing Body and other key stakeholders may wish to propose new programmes. In particular, these may be initiated by a demand for the programme from industry, government agencies or associated professional bodies. Proposals are considered both on their own merit and as part of the framework of the School's Strategic Plan. GBS requires that proposers of the new programme make an initial approach to the Registrar.

If the proposal has some academic merit, the Registrar will contact the:

- **Marketing Manager:** to conduct some preliminary evidence-based market research. This will typically explore inter alia the availability of similar programmes in other institutions; an initial assessment of demand from learners; and some feedback from employers and industry;
- **Managing Director:** to determine preliminary likely resource implications and investigate basic operational feasibility of the new proposed programme offering.

In cooperation with the Registrar, and with the above inputs from the Marketing and Managing Director, the original proposer drafts an initial programme proposal report. This brief (one or two pages) is then submitted for preliminary consideration at the subsequent Academic Council meeting.

This initial proposal report must conform to the requirements of the validating body on the new course evaluation. The preliminary report should address the following issues:

- Academic feasibility and compatibility with current programmes at Galway Business School
- Programme Aims and Outline Programme Learning Outcomes
- Outline Programme Curriculum – module titles, programme length, level of award, resource implications for staffing, accommodation and facilities
- Programme differentiation compared to similar programmes at other institutions
- Evidence of demand from industry for the programme
- Evidence of demand from prospective students

The Academic Council decide on any one of three outcomes in relation to the initial programme proposal:

- **Approved:** the proposal moves on to the Interim stage described below
- **Revise and re-submit:** conditional on modifications or further details to be provided, the proposal may be re-submitted to a later Council meeting
- **Rejected:** the Council decides that the proposal does not meet the criteria to progress any further

4.2.2 Interim Report on New Programmes

Provided the Academic Council has approved the interim programme proposal, the Registrar is delegated the responsibility to appoint a Programme Development Team. The Programme Development Team is then responsible for bringing the new programme idea to the Interim report stage.

The Registrar invites a member of academic staff to chair the Programme Development Team. In consultation with the Registrar, the Chair will put together a representative team of relevant academic staff and, if deemed necessary, external consultants or industry specialists.

The Programme Development Team is responsible for the development of the new programme proposal in accordance with QQI's *'Policies and criteria for the validation of programmes of education and training'* (QQI, 2017). Each new interim programme proposal is documented in the most recent version of QQI's *'Programme Validation Manual'* and contains the following information:

- Programme rationale and background, including the results of a benchmarking exercise against similar programmes in other institutions
- Detailed programme learning outcomes and their matching to relevant award standards
- Programme structure, i.e. a list of all modules and relevant ECTS [European Credit Transfer and Accumulation System] credits required to achieve the overall programme learning outcomes
- Defined expected learner workload
- The rationale for the programme based on:
 - The feedback from the various stakeholders
 - The research of GBS' comparators

- The research of the national and international trends in higher education
- The research of the current labour market, in particular, skills shortages
- Clear explanation of the target learner market to which the new programme will appeal
- Access, transfer and progression criteria
- Overall teaching, learning and assessment strategy
- Programme management arrangements
- A detailed outlined of additional resource requirements
- Module descriptors including learning, teaching and assessment information
- Graduate opportunities

During this process, the Registrar will create a timeline for structured meetings with the Programme Development Team to create the necessary documents to complete the final programme proposal. An additional critical requirement during this Interim process is for the Programme Development Team to provide regular status updates to the relevant Programme and Academic Council meetings, as well as Management. Feedback on the new programme from lecturing staff and management may cause revisions of the programme proposal at this stage.

The Programme Development Team will also prepare a Self-assessment Programme Report. This will provide a critical assessment of the proposal including its strengths, weaknesses and underlying assumptions.

4.2.3 Final Programme Proposal

Based on the feedback received and the findings of the Self-assessment Programme Report, the Programme Development Team submits a final programme proposal document to the Academic Council for formal approval. The final programme proposal is written so as to satisfy all of the relevant validating body's requirements, particularly the provision of a proposed programme schedule, self-assessment report and a detailed new programme validation template.

The Programme Development Team will also prepare a Self-validation Programme Report documented in the most recent version of QQI template. This will provide a critical assessment of the proposal in light of GBS's quality assurance policies and procedures. Also, it ensures that the Programme Development Team meets all QQI criteria during the documentation of the final programme proposal.

The Academic Council has the authority to assess the new programme's academic content and compatibility with the current programmes offered by Galway Business School. If the Academic Council is satisfied on these criteria, the programme proposal is forwarded to an Governing Body for final consideration. The Governing Body's role is to assess the programme within the remit of the School's Strategic Plan and consider the commercial viability of the proposed programme. Any revisions will be communicated back to the Academic Council.

Once any issues have been satisfactorily resolved, the programme proposal is re-submitted to the Governing Body who then has the authority to approve the new programme and sanction the submission of the completed application to QQI for approval. The Academic Council will be ultimately responsible for ensuring that all documents submitted to QQI adhere to the requirements contained in this document.

4.2.4 Programme Submission for External Assessment

Once the programme has been submitted to QQI, an Expert Panel will be constituted by QQI. The Proposed Programme will be assessed and a site visit will take place. Pending a positive decision, the Expert Panel Report will be published on the QQI website www.qqi.ie.

1.3 Learner Admission, Progression and Recognition of Prior Learning

4.3.1 Rationale and Scope

All QQI programmes offered on an academic year basis by Galway Business School are on or are formally aligned to, the National Framework of Qualifications. Students can access Galway Business School programmes both through standard entry channels such as the Central Applications Office - <https://www.cao.ie/apply.ie>, and as mature students. All Students may also transfer or progress to Galway Business School courses after completing programmes delivered by other providers. Routes are also available for students who wish to transfer or progress from programmes taken in Galway Business School to programmes offered by other providers. The aim of this policy is, therefore, to provide a structure and describe the relevant processes with regards to admission and progression of GBS learners and recognition of their prior learning.

In accordance with QQI's *'Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education & Training'* (QQI, Restated 2015), Galway Business School ensures that the presentation of any particular programme does not lead learners to presume that successful completion of the programme will entitle them to enter a particular profession or progress to another programme unless that is actually the case. Galway Business School also ensures that a programme's use of ECTS (credit) and provisions for recognition of prior learning is consistent with 'QQI's Assessment and Standards 2013' and with relevant national policies.

There are only two academic year programmes that are not validated by QQI – University Foundation and Pre-Masters Programmes.

4.3.2 Access

Galway Business School provides transparent, fair and consistent entry requirements to programmes. Entry requirements for each course are detailed in marketing brochures and on the school website. Each programme document, and related information material, clearly states programmes' MIPLOs, the award the learner will receive and the level of this award. In addition, GBS ensures that the size of class cohorts does not exceed the limits of its physical resources.

All prospective full-time students must apply via the CAO system. For students applying via RPL route, they must submit a completed application form, statement of purpose and any supporting documentation including:

- Leaving Certificate results
- QQI (formerly FETAC) award transcripts
- Transcripts of any other study the prospective learner has completed
- Proof of IELTS score

Non-native speakers of English require a minimum of 6.0 IELTS or equivalent for entry into year one. Students who wish to go directly into year three (or year 4 of the level 8 programme) or into the postgraduate diploma must have a level of 6.5 IELTS or equivalent.

If a prospective learner's access into a programme is rejected, the individual will be afforded a mechanism to appeal this decision as follows:

- Rejected learner will submit written appeal to the Registrar with clearly stated grounds on which the learners is making an appeal.
- The Registrar will review the appeal and discuss the appeal with the admission officer who rejected the application and with the applicant.

At the start of the academic year, the successful applicant receives an induction session and documentation including:

- Academic Calendar, Timetables and contact information for the programme
- Information about GBS's facilities including library and EBSCO and Moodle access
- Information about the structure and curriculum of the programme
- Information about assessments and their requirements and deadlines
- Information about attendance requirements
- Information about learners academic and non-academic support

4.3.2.1 Procedures for admission

Applications are received either online through the CAO process or paper based through appropriate GBS application form. Each application is assessed to determine if it is an application that clearly meets the specified entry requirements, or if it is to be considered an RPL application.

- If the applicant meets all specified entry criteria for access onto the programme, the applicant is notified by email.
- If an application is considered as an RPL or RPEL application, it then follows the appropriate procedures outlined below in Section 4.3.3.

Where a successful applicant accepts a place on the programme, the applicants personal details are recorded on the Schoolworks management database system. The successful applicants are also informed and advised on the payment options available to them. The accrual of fees and potential payment options available to an applicant are dependent on the nature of the application (e.g. international learners with visa requirements are required to pay fee in full before their start of the programme through the esrow account under Transfermate. Each learner will receive a full induction pack prior to the programme commencement.

4.3.3 Transfer and Progression

Galway Business School facilitates transfer and progression both into and onwards from its programmes and commits to ensuring that its learners are fully informed of their transfer and progression options. The details of the transfer and progression criteria are clearly stated in each programme’s validation manual. However, these options and criteria are not exhaustive of every possible scenario. Instead, they will give a broad-based transfer and progression options at different NFQ levels. The transfer and progression onwards options that are not within GBS are subject to the admissions policies of other institutions.

The school will assist learners who wish to transfer and progress both inwards and onwards from its programme regardless of the transfer being to another institution or within GBS. This will include the provision of transcript of results and academic references. Progression by graduates of Galway Business School to other providers is based on the entry requirements of the relevant course and an evaluation by that provider of the graduate’s transcript.

With regards to internal transfers to other GBS programmes the assistance will consist of providing:

- Aims and objectives, MIPLOs, and Award standards of a target programme
- Availability of exceptions where applicable

4.3.4 Recognition of Prior Learning (RPL)

4.3.4.1 Introduction

Recognition of Prior Learning (RPL) is the generic term for learning assessment mechanisms such as Accreditation of Prior Learning (APL) or Advanced Academic Standing, which are used within Higher Education to describe the awarding of credit / exemptions to learners on the basis of demonstrated learning that has occurred prior to admission.

Recognition of Prior Learning (RPL) is an important element of EU policy for widening access to qualifications and supporting lifelong learning. In common with its European partners, the Irish government has made a commitment to support RPL (Education and Training Act 2012). The Qualifications (Education and Training) Act 2012 established the right for a learner to receive recognition of prior learning. The Act reflects a national commitment to widening participation in education and to give equal recognition to all learning. For the purposes of developing a national approach to the recognition of prior learning, prior learning encompasses:

1. Formal learning which takes place through programmes of study or training that are delivered by education or training providers, and which attract awards.
2. Non-formal learning that takes place alongside the mainstream systems of education and training. It may be assessed but does not normally lead to formal certification. Examples of non-formal learning are: learning and training activities undertaken in the workplace, in the voluntary sector, trade union or in community-based learning.
3. Informal learning that takes place through life and work experience (which is sometimes referred to as experiential learning). Often, informal learning is unintentional and the learner may not recognise at the time that it contributed to his or her knowledge, skills and competences. RPL involves awarding the learner recognition in the form of admission to a programme, credits, exemptions or an award for the Prior Learning.

The Prior learning can be certified or experiential (non-certified).

- Prior Certified Learning is learning that has already been accredited by an awarding body such as QQI or other state recognised colleges or institutes. Prior certified learning also can also include qualifications received abroad.

- Prior experiential (uncertified) Learning is learning which has not been previously accredited or recognised and is typically uncertified. This is often described as learning which is non-formal or informal learning. The learning achieved is the focus in prior experiential learning, and not the experience itself. The process of giving formal recognition to this type of learning can be described as the recognition of prior non-formal and informal learning (RNFIL) or the accreditation of prior experiential learning (APEL).

4.3.4.2 General Principles of RPL

- Prior Learning refers to learning which has occurred before admission to a course or to the relevant stage of a course.
- Prior learning should encompass all forms of learning – formal, informal or non-formal.
- Participation is a voluntary matter for the individual.
- Recognition of prior learning should provide opportunities for access, transfer and progression to education and training and for the achievement of an award.
- The process of recognising prior learning should maintain the standards of the National Framework of Qualifications and its awards.
- The policies, processes and practices for the recognition of prior learning should be clearly stated and documented and are available to all potential applicants.
- Guidance and support should be made available for applicants and all involved in the processes of recognition of prior learning.
- An appropriate appeals mechanism should be in place. Learners seeking exemptions based on RPL should continue to attend class as normal until they receive written confirmation approving their application. This confirmation should come from the Registrar.
- Recognition of Prior Learning will normally be given for complete modules only.
- There should be no limit placed on the maximum credits allowed to be achieved via RPL in the non-award stages of a programme.
- The cost to the applicant for applying for recognition of prior uncertified learning will be determined by the Registrar on an annual basis.

4.3.4.3 Recognition for Prior Certified Learning (RPCL)

Prior Certified Learning is where an applicant has already been awarded a qualification for a formal programme taken at an institution or training organisation. This prior learning can be recognised on the National Framework of Qualifications and may entitle the applicant to:

- Gain access onto a programme.
- The award of advanced academic standing (e.g. direct access into year 2, 3 or 4 of a programme).
- The award of exemptions from some parts of a programme.

The applicant is normally expected to submit details of his/her prior certified learning e.g. certificate, programme description, module description, assessment results etc.

4.3.4.4 Assessing Prior Certified Learning

When a learner presents prior certified learning in order to gain an admission, advanced academic standing or exemption(s), the assessor (Registrar or the Academic Coordinator) will base his/her decision to grant this exemption or advanced academic standing on the following:

- Level of Prior Award in the National Framework of Qualifications (NFQ)
 - The Prior Certified Learning which the applicant is basing his/her exemption/advanced academic standing on must be at the same level or at a higher level in the framework than the level the learner is seeking the exemption in. For example if a learner is seeking an exemption from a level 6 module, then the learner's prior certified learning must be a level 6 or above. The process of recognising prior learning should maintain the standards of the National Framework of Qualifications and its awards.
- Comparison of learning outcomes
 - The learning outcomes of the prior certified learning must be sufficiently similar in nature to the module(s) the learner is seeking exemption from.
- Currency of Prior Certified Learning
 - The Prior Certified Learning must have been achieved in a comparatively appropriate time frame (in some instances this may be in the last 3 years, 5 years or 10 years – dependent on the learning achieved) i.e. computing learning 10 years ago is of limited benefit today on a current programme– psychology outcomes may be more timeless.

4.3.4.5 Guidelines for Prior Certified Learning

It is the Learner's responsibility to apply for the RPCL. Learners must submit their claim on the relevant form. The form can be obtained from the relevant lecturer. This form must be completed on or before October 1st for semester 1 and on or before February 1st for semester 2. Learners must

also include certificates, results, programme details and where possible learning outcomes of modules completed.

- The Assessor should be a person qualified to deliver the module. The Registrar will appoint a suitably qualified assessor.
- Learners must continue to attend class until a decision has been made (and written confirmation received) on whether to grant the exemption or not. The learner may be expected to attend an interview.
- No grade will be awarded to the learner for the certified learning. The learner receives an exemption.
- The assessor should make a decision regarding the RPL application within 10 working days of application. Assessors have the right to recommend that exemptions be granted with conditions (e.g. certain research is carried out, attendance at certain workshops etc.).
- The Learner has a right to apply for a recheck or review. The appeal for a recheck / review should be made in writing to the Registrar within 5 working days of the initial decision. There will be a cost associated with the appeal. The appeal will be considered by the Registrar along with a qualified assessor not involved in the initial assessment. Their decision is final.

The Documentation submitted by the learner (RPL Application form, photocopies of certificates, learning outcomes, examination result etc.) together with the recommendation of the assessor must be kept for 2 years for quality assurance purposes and in accordance with the Freedom of Information Act.

4.3.4.6 Recognition of Prior Experiential Learning (RPEL)

This involves the awarding of credit for learning from experience. In this case, the candidate must demonstrate that the learning experience has occurred by e.g. producing a Portfolio of Evidence to support the claim for access, exemption or credit. Other assessment tools such as exam, assignment, interview or observation can also be used to assess the prior experiential learning. As a general principle, credit is given for learning, not for experience per se. The portfolio of evidence must be written in such a way that the matching of the knowledge, skills and competencies of the module learning outcomes to the prior learning is clearly demonstrated.

The evidence the learner has to submit will be based on the learning outcomes of the module(s)/ programme he/she seeks credits for. Supporting evidence may include:

- References
- CV (e.g. Europass CV)
- Job Descriptions and experiences
- Details of any training completed
- Certificates for qualifications, training courses etc.
- Sample work (e.g. drawings, minutes from meetings, business plan etc.).
- Evidence from the learner's personal life
- Published work
- Professional licenses/registrations or membership of professional organisations
- Acknowledged accomplishments
- Relevant recreational activities or hobbies

The applicant may be required to provide verification from previous or current employers that the experience stated has been achieved by the learner.

As part of the assessment, the assessor may also interview the applicant.

When assessing portfolios, it is important to consider the currency of the prior learning. It must be achieved within a suitable time frame – for example within the last five years (depending on the nature of the learning achieved).

4.3.4.7 Guidelines for Prior Non Certified/Experiential Learning

It is the Learner's responsibility to apply for RPEL. Applications are made to the relevant lecturer or to the Registrar. Learners must submit their claim on the relevant form (p.71). This form must be submitted on or before October 1st for semester 1 and on or before February 1st for semester 2. Completed RPL assessments must be submitted to the relevant lecturer or Registrar on or before October 21st for semester 1 and on or before February 21st for semester 2.

- The assessor should make a decision regarding the RPL application within 10 working days. Learners are expected to attend class until they receive written verification from the Registrar / Lecturer.
- The portfolio is assessed and graded by an assessor appointed by the Registrar.

Learners should receive a grade for their portfolio of evidence which carries equal weight to modules taken in the conventional method. Assessors must satisfy themselves that the assessment

methods used to determine the standard of the experiential learning gained be equivalent to assessment methods applied to conventional learners.

- Assessors have the right to recommend that credits be granted with conditions e.g. certain research is carried out, attendance at certain workshops etc.
- The Learner has a right to apply for a recheck or review. The appeal for a recheck/review should be made in writing to the Registrar within 5 working days of the initial decision. There will be a cost associated with the appeal. The appeal will be considered by the Registrar along with a qualified assessor not involved in the initial assessment. Their decision is final.
- The documentation submitted by the learner (RPEL Application form, portfolio, CV etc.) together with the completed assessment form must be kept for 2 Years for quality assurance purposes and in accordance with the Freedom of Information Act.
- Portfolios of evidence should go through the same quality control procedures as exams/assignments submitted by learners completing the programme in a conventional manner.
- Submission of a portfolio does not guarantee that the applicant gains credits. Learners must continue to attend class as normal until they receive written confirmation from the lecturer / Registrar indicating their application has been accepted.

4.3.4.8 The Process for managing RPL

Learners may seek exemptions based on prior certified learning. In week 1 of each semester, learners are made aware of the RPL initiative. The process should be explained and interested applicants provided the relevant application form. Before learners apply for exemptions based on prior certified learning, the relevant lecturer should:

- Provide a description of his/her module in terms of learning outcomes, content and level.
- Explain to the learner that the module(s) the learner previously completed must be at the same level or at a higher than the current module (for example if a learner is seeking an exemption for a level 6 module, then the learner must have successfully completed a level 6 or higher module previously).
- Explain to the learner that the module previously completed must be similar in nature to the current module. If the assessor believes the learning outcomes are sufficiently similar, then an exemption may be awarded. It is at the discretion of the assessor to decide what is sufficiently

similar. If possible the learner should be able to provide a description of the module previously completed (e.g. module description or module learning outcomes)

- Explain to the learner that the Prior Certified Learning must have been achieved in a comparatively appropriate time frame (in some instances this may be in the last 3 years, 5 years or 10 years – dependent on the learning achieved) i.e. computing learning 10 years ago is of limited benefit today on a current programme – psychology outcomes may be more timeless.
- Explain to the learner that if a learner is awarded an exemption for a module, he/she is not awarded a grade but receives an X. The overall average for the year is obtained from the remaining modules completed in a conventional way.

Learners seeking exemptions/credits based on prior experiential learning. In week 1 of the semester, learners are made aware of the RPL initiative. The process should be explained and interested applicants provided the relevant application form. Exemptions based on prior experiential learning are relatively rare. However, if a learner believes he/she has met the relevant learning outcomes through experiential learning, then he/she is permitted to apply for credits by completing an RPL portfolio (or some other assessment e.g. exam, interview or demonstration). The RPL assessment should examine all learning outcomes associated with the module. Applicants must apply on or before October 1st for Semester 1 and on or before February 1st for Semester 2.

Learners seeking advanced entry based on RPL. Applicants seeking advanced entry on a programme based on prior certified learning must submit copies of certificates and exam results. Applicants may also be asked for programme/module descriptors. The assessor must ensure that the prior certified learning is at the correct level on the national framework, the correct number of credits achieved, sufficiently similar in nature and all prerequisite modules are indeed covered.

Occasionally (although very rarely) applicants may seek advanced entry to a programme based on prior experiential learning. In these circumstances, the applicant must provide sufficient evidence that he/she has indeed the required knowledge, skills and competencies associated with the modules from earlier stages of the programme. For example, an applicant may seek entry on to year 2 of a programme based on his/her prior experiential learning. In this instance, the applicant would be expected to complete a portfolio (and possibly alternative assessment techniques such as exams, interview or observation) that clearly meets the learning outcomes of modules in stage 1 of the programme.

Please see below templates for RPCL Application form and RPEL Exemption Application form.



GALWAY BUSINESS SCHOOL

Recognition of Prior Certified Learning - Application Form

Please submit the completed form to the relevant lecturer of the module you are seeking the exemption from before October 1st for semester 1 modules and before February 1st for Semester 2 modules.

- Please use a separate application form for each exemption sought.
- The module(s) you previously completed must be similar in nature to the module you seek an exemption in.
- The module you completed previously must be at the same level or higher in the national framework of qualifications than the module you seek the exemption for.
- The Prior certified learning must have been achieved in a comparatively appropriate time frame (in some instances this may be in the last 3 years, 5 years or 10 years – dependent on the learning achieved)
- You must continue to attend the class as normal until you receive written confirmation granting an exemption from the Head of Academic Affairs or from the lecturer.
- The application form must be accompanied by copies of certificates that verify completion of prior modules/programmes of study. Also if possible a module description (e.g. Learning Outcomes) of the module you previously completed should be included so the lecturer can make comparisons.
- Learners that are awarded the exemption based on their prior certified learning will not receive a grade but will be awarded an X (overall average for the year will be based on the other modules the learner completes).

Details of the Complainant

Name:		Student Number:	
Telephone number:		Email Address:	
Module you seek exemption from			

SECTION A: Details of your prior learning (name of programme and module you previously completed, date of completion etc.)

To be completed by Lecturer (Please Tick)

Award Exemption	<input type="checkbox"/>	Refuse Exemption	<input type="checkbox"/>
-----------------	--------------------------	------------------	--------------------------

Reason for decision

Lecturer Name	
Lecturer Signature	
Date	

To be completed by Head of Academic Affairs (Please Tick)

Award Exemption	<input type="checkbox"/>	Refuse Exemption	<input type="checkbox"/>
-----------------	--------------------------	------------------	--------------------------

Signed:	Date:
----------------	-------	--------------	-------



GALWAY BUSINESS SCHOOL

Recognition of Prior Experiential Learning - Exemption Application Form

Please submit the completed form to the relevant lecturer of the module you are seeking the exemption from before October 1st for semester 1 modules and before February 1st for Semester 2 modules.

- Please use a separate application form for each exemption sought.
- The experiential learning you acquired must match the learning outcomes of the module you seek an exemption in.
- You will be expected to provide evidence of your prior experiential learning via portfolio, exam or an alternative assessment mechanism.
- The Prior experiential learning must have been achieved in a comparatively appropriate time frame (in some instances this may be in the last 3 years, 5 years or 10 years – dependent on the learning achieved)
- You must continue to attend the class as normal until you receive written confirmation granting an exemption from the Head of Academic Affairs or from the lecturer.

Details of the Complainant

Name:		Student Number:	
Telephone number:		Email Address:	

Module you seek exemption from

SECTION A: Details of your prior Experiential Learning
Indicate as appropriate

To be completed by Lecturer (Please Tick)

Award Exemption		Refuse Exemption	
Reason for decision			
Lecturer Name			
Lecturer Signature			
Date			

To be completed by Head of Academic Affairs (Please Tick)

Award Exemption		Refuse Exemption	
Signed:	Date:

