



# GMIT

INSTITIÚID TEICNEOLAÍOCHTA NA GAILLIMHE-MAIGH EÓ  
GALWAY-MAYO INSTITUTE OF TECHNOLOGY

## **Academic Code of Practice No 4 Access, Transfer and Progression**

### **Version 2.0**

As approved by the

Academic Council on 18<sup>th</sup> June 2021

and by the Governing Body on 26<sup>th</sup> August 2021

*This code may be revised from time to time by the Institute.*

*Tá leagan Gaeilge de Chód Iompraíochta na Mac Léinn le fáil ar láithreán gréasáin GMIT.*



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2.0	June 2021	Introduction restructured to fit new policy template Movement of glossary to start of document and updating of definitions Inclusion of entry requirements for Higher Diploma (2.1.4), structured research masters (2.1.5), minor awards (2.15) and SPAs (2.16) Provision for transferring from ACCM to full-time (2.1.6) Inclusion of section on entry outside the framework of an award (2.1.7) Provision that degree through English meets entry requirements (2.2 (d)) and inclusion of language entry requirements for entry through the CAO (2.2(e)) Inclusion of HEAR and Dare (3.3), Enabling Maths (3.5), Introduction to Transfer (4) and section on Progression (5). Extraction of material relating to deferral and withdrawal to incorporate into separate policy document. Minor revisions to text to improve clarity.	Yes

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**Approval**

This document requires the following approvals:

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## 1.0 INTRODUCTION

This Code of Practice specifies the entry requirements for the Institute's programmes and the related admissions policies for the programmes, including transfer from other programmes, and progression to higher award Levels on the NFQ. It deals with entry requirements, access and transfer policies; is preceded by a glossary and contains appendices that provide detailed information and procedures relating to the policy. The glossary defines and clarifies terms in the context that they are used in this document.

The CoP should be read in conjunction with the other elements of the Quality Assurance Framework (QAF) as approved by the Academic Council. It is a working document and is subject to regular review from experience in implementing its procedures and in the light of feedback received from staff, learners, outside interests and new educational developments. All members of the Institute are invited to recommend improvements arising from their experience. They can do so by informing their Head of Department, Head of School, or by writing to the Registrar.

### General Principles:

- Entry requirements, application processes and admissions process will be clear and will be published on our website.
- Decisions on the allocation of places and programmes will be transparent, and applicants will have the right to appeal any decision made.
- All applicants will be treated in a fair, equal and consistent manner.
- All programmes will clearly indicate their level on the National Framework for Qualifications (NFQ) and state the NFQ award and performance level in the award required for entry.
- GMIT determines its own policies and procedures for the selection and admission of students. These may be amended from time to time. The most up to date policies and procedures will be published on the Institute's website.
- The Institute will provide non-standard routes in addition to standard routes of access and transfer, to facilitate student access, transfer and progression onto its programmes for those disadvantaged by the standard routes. The Institute is also committed to removing barriers for these students by the provision of certain supports for these students to enhance their engagement and success with their studies.
- Definitive information on access, transfer or progression routes for applicants is posted on the Institute's website. This information overrides the corresponding information contained in any printed materials. Application procedures are also outlined on the Institute's website.
- In general, a student's achievement at a specific Level on the NFQ prepares the student for undertaking a programme of study at the next Level. The entry requirements for admission to Institute programmes are also governed by a number of factors:
  - (i) A basic premise of minimum entry requirements is that applicants for programmes must 'have available statements of the knowledge, skill and competence needed as a basis for successful participation.'<sup>1</sup>
  - (ii) There is comparability in the factors defined for similar programmes at a given Level on the NFQ offered by HEIs at a given Level.
  - (iii) There may be multiple access routes onto programmes at a given Level on the NFQ.

- (iv) The selection and admission of students is a competitive process as HEIs seek to ensure that students achieve the highest award performance Levels on their programmes of study.

**1.1 PURPOSE**

This Code of Practice clarifies the routes by which potential students can be admitted to the college and the minimum entry requirements for programmes of studies including alternative entry requirements and access routes. It aims to outline progression and transfer routes and outline the Institute's policy in relation to interrupting studies and withdrawal.

**1.2 SCOPE**

It is intended that this Code of Practice (CoP) shall apply to all activities associated with the admission and registration of students, the external and internal transfer of students onto Galway-Mayo Institute of Technology (GMIT) programmes at Levels 6, 7, 8 and 9 (taught postgraduate and structured research), and the progression of students to higher award Levels on the National Framework of Qualifications (NFQ).

**1.3 RESPONSIBILITY**

The general minimum entry requirements are recommended by the Access and Transfer Committee for consideration and approval by Academic Council. Programme Boards may seek additional entry requirements which must be approved by Academic Council.

Irrespective of the access, transfer or progression routes, the decision to admit an applicant for a programme of study is made by the Registrar, a decision which he/she may delegated to the Admissions Officer or another suitably qualified individual.

The Access and Transfer Committee makes recommendations to Academic Council on special-case applicants for access and transfer.

## 2.0 GLOSSARY OF DEFINITIONS AND TERMS

### Academic Level Award

That which is conferred, granted or given by an awarding body and which records that a learner has acquired a standard of knowledge, skill or competence (Qualifications Act 1999).

### Accumulation of Credits and Certification of Modules (ACCM)

ACCM facilitates students who wish to study modules on a single module basis rather than register for the programme that contains the single module in question.

### Admission

The decision to admit an applicant for a programme of study is made by the Admissions Officer having reviewed the eligibility of the candidate and the ranking of the candidate in relation to other applicants.

### Advanced Entry

A student may be admitted to a stage of a programme beyond stage 1 having completed a cognate level 6 Further Education qualification.

### Apprentice

A student who has a contract of apprenticeship with an employer and is registered with SOLAS as an apprentice.

### Apprentice Programme

A programme of study, leading to an award on the National Framework of Qualifications, whose outcomes fulfil the education and training required by a specific professional occupation that is approved by the National Apprenticeship Council. The apprentice programme usually comprises of on-campus learning, and workplace learning under the supervision of an employer mentor.

### Apprenticeship

A contract of employment as an apprentice issued by an employer who is approved by SOLAS for apprentice employment relating to a specific professional occupation.

### Approved Programme Schedule

A Programme is described by Approved Programme Schedules, each of which defines the modules attached to a specific stage in terms of Level of module outcomes, full-time equivalent delivery contact time, the portions of assessment elements, elective or mandatory student registration, and other details determined by the Programme Board as approved by Standards Committee and authorised by Academic Council.

### Awarding Body

A body that makes awards (Qualifications Act 1999).

### Award of ECTS Credits

When a student obtains a pass in a module within a programme, ECTS credits will be awarded and the student is not required to repeat that module.

### Award Standards

Award standards identify the expected outcomes of learning, inclusive of all education

and training for a particular award-type. They concern the knowledge, know-how and skill, and competence that are expected from the learner who is to receive an award. They include both general standards for a particular award-type and specific standards for named awards in particular subjects or fields of learning. Learners holding awards of the same award-type should have comparable standards of knowledge, skill and competence.

### Classification of Awards

The classification of an award is based on performance in at least 60 credits taken at the academic Level of the award of a particular programme, unless stated otherwise in the Approved Programme Schedules.

### Coordinating Provider

Where a consortium has been established to deliver a programme across multiple institutions, the Coordinating provider is responsible through its Quality Assurance Framework for the development, monitoring and review of the programme.

### Entry

Entry is understood as being entry on initial access or by transfer or progression onto a programme.

### Entry Requirements

The minimum student performance in a specified award or combination of awards required to be eligible for admission to a programme of study.

### Embedded Award

Full-time students registered on either an ab initio ordinary bachelor degree programme or an ab initio honours bachelor degree programme, who do not continue their studies, may apply to have a Higher Certificate or Ordinary Bachelor Degree awarded respectively as appropriate, provided they meet the learning outcomes of the award, have earned sufficient ECTS credits and such an embedded or exit award has been approved by the Academic Council.

### Examinations

The term examination refers to the terminal assessment of the student after module delivery and shall be construed to include:

- Written, aural and oral tests of knowledge, know-how and skill, and competence
- Tests of practical skill and competence
- Project work
- Assessment of theses, dissertations and similar work, and such other forms of assessment of performance as may have been approved or prescribed by the Academic Council

### Exit Award

An alternative name for an award embedded in a major award which has been approved by the Academic Council.

### Grading System

A numeric percentage grading system will be employed, with 40% being the minimum pass standard, unless a higher figure is explicitly stated in the Approved Programme Schedule. Marks will be awarded as a percentage of those available for each element of the module and then compiled into a final result using the algorithm specified in the Approved Programme Schedule.

### General requirements for granting awards

The granting of an award under delegated authority from QQI shall be on the basis of the performance of a candidate in assessments set or prescribed by GMIT and approved and monitored by external examiners in accordance with procedures approved by the Academic Council.

### Minor Award

Minor awards facilitate the recognition of part of the learning outcomes of a major award.

### Module

A module is a self-contained formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria. Each module will have a credit weighting of 5 ECTS credits or multiples thereof. In the case of full-time students, modules may be delivered across the full academic year (long) or within a semester (short).

### Named Awards

Specific awards, within an award-type, which are named with respect to a field of learning. Standards for named awards include reference to knowledge, skill and competence within a specified field of learning. 'Named award' describes the awards that will be made by the awarding bodies and appear on the official parchments/testimonial documentation.

### Programme

A programme of education and training means any process by which learners may acquire knowledge, skill or competence and includes courses of study or instruction, apprenticeships, training and employment and references to "programme" shall be construed accordingly (Qualifications Act 1999).

### Programme Progression

The progression by the student from an award at a specific Level on the NFQ to study on a programme leading to an award at the next Level.

### Provider

An institution of Further or Higher Education authorized to run programmes leading to awards (Qualifications Act 1999).

### Registration

The entry of students on the registration list of students admitted to a programme of study is necessary before students can begin their studies on a programme. The Registration Office is responsible for the registration process.

### Semester

An academic year may be divided into two semesters, each of which shall be 16 weeks in length. Each semester will comprise 13 weeks of teaching, 2 weeks of revision and examinations and 1 week of marking and decision-making.

### Special Purpose Award

Award types made for specific, relatively narrow, purposes. The award may comprise learning outcomes that also form part of major awards.

### Stage

For a full-time undergraduate student, a stage is that part of the programme, which is delivered within one academic year. Where a programme is semesterised, both semesters comprise the stage. For a part-time student, the stage may be delivered over two or more academic years.

Normally higher certificate awards have two stages and 120 credits, ordinary degrees of 180 credits have 3 stages and ab-initio honours degrees of 240 credits have 4 stages.

### Stage Progression

The progression by the student from a specific stage on a programme to the next stage. A student who has been awarded 60 ECTS credits in any stage of a programme is entitled to progress to the next stage of the programme.

### Transfer

A student may be permitted to transfer into a GMIT programme having completed some or all of a higher education programme at another college at a stage appropriate to their prior knowledge and skills. This is known as an external transfer. A GMIT student may be permitted to transfer into a GMIT programme having completed some or all of a higher education programme in GMIT at a stage appropriate to their prior knowledge and skills. These transfer routes are generally mapped in advance. This is known as an internal transfer.

### Withdrawal

A registered student's decision to leave a programme that has been formally notified to the Office of Academic Affairs.

### **3.0 ACCESS ROUTES**

Candidates for admission to programmes run by the Institute fall into the following admissions categories:

#### **3.1 DIRECT ADMISSIONS**

Candidates applying for the following apply directly to the Institute:

- Advanced entry on the basis of holding a Further Education major award at level 6 (Advanced/Craft Certificate)
- Add-on programmes
- Access/Foundation programmes
- Accelerated programmes
- Professional Development programmes
- Postgraduate programmes
- Single modules

In addition, non-EU candidates for entry to the first year of all GMIT full-time Higher Education (HE) programmes at Levels 6, 7, 8 apply directly to the Institute.

#### **3.2 INDIRECT ADMISSIONS**

Candidates for entry to the first year of all GMIT full-time Higher Education (HE) programmes at Levels 6, 7, 8 apply via the Central Applications Office (CAO).

Candidates for entry to Further Education and Training (FET) and HE apprenticeship programmes at Levels 6, 7, 8 and 9 provided by GMIT apply to employers approved to employ apprentices for the programmes in question.

Candidates for certain government initiatives apply to the relevant site e.g. Springboard.

**4.0 TRANSFER ROUTES**

Candidates who are already registered on HE programmes who wish to transfer to Institute programmes before they obtain an award should apply as follows:

**4.1 INTERNAL CANDIDATES**

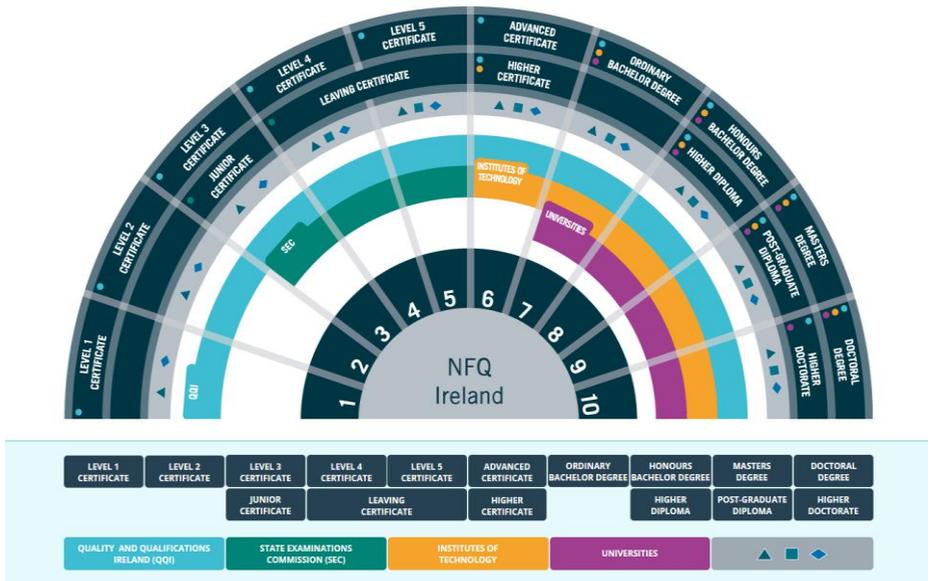
Candidates already registered on Institute programmes who wish to transfer to another GMIT programme apply directly to the Institute.

**4.2 EXTERNAL CANDIDATES**

Candidates who are undertaking or have completed programmes or part thereof in other Higher Education Institutions (HEIs) who wish to transfer to Institute programmes apply directly to the Institute.

5.0 PROGRESSION ROUTES

GMIT offers a range of programmes from level 6 to 10 on the National Framework of Qualifications.



The Institute offers a range of Further Education (FE) and Higher Education (HE) programmes leading to the following major awards:

Programme	Category	Level
Advanced Certificate - Craft	Further	6
Higher Certificate	Higher	6
Ordinary Bachelor Degree	Higher	7
Honours Bachelor Degree	Higher	8
Higher Diploma	Higher	8
Postgraduate Diploma	Higher	9
Master Degree	Higher	9
Doctorate Degree	Higher	10

The Institute also offers minor and special purpose awards at HE level from level 6 to level 9 on the NFQ.

Programme structures allow students great flexibility in deciding upon a study path.

- (a) Students who successfully complete Higher Certificate programmes and who meet the minimum learning outcomes may progress to cognate Ordinary Bachelor Degree programmes and cognate Honours Bachelor Degree programmes.
- (b) Students who successfully complete Bachelor Degree programmes and who meet the minimum learning outcomes may progress to cognate Honours Bachelor Degree programmes.
- (c) Students admitted to either an ab-initio Ordinary Bachelor Degree programme or an ab-initio Honours Bachelor Degree programme and who exit before completion may apply for an approved exit award that is embedded in the major award provided they meet the learning outcomes of the exit award and have earned sufficient ECTS credits.
- (d) Accumulation of Credits and Certification of Modules (ACCM) is a scheme that facilitates students studying modules on a single module basis. Module certificates are awarded to successful participants and credits may be accumulated towards a full award.

## **6.0 ENTRY REQUIREMENTS**

Candidates must satisfy the minimum entry requirements and any additional requirements specified for their programme of choice to be considered eligible for entry.

Admission is based on the ranking of eligible candidates' overall award results where demand for places exceeds the number of places available.

### **6.1 MINIMUM ENTRY REQUIREMENTS**

The Academic Council establishes the minimum entry requirements for programmes on the advice of the Access & Transfer Committee.

Additional entry requirements for programmes are determined by the Programme Boards in question and approved by Academic Council.

#### **6.1.2 Ab-initio Programmes - Stage 1 Entry**

The general minimum entry requirements for Stage 1 entry on ab-initio programmes at Levels 6, 7, and 8 are stated in Appendix 1.

Some programmes have additional entry requirements for Stage 1 entry. These are listed in Appendix 2.

#### **6.1.2 Level 6, 7 and 8 Programmes - Advanced Entry**

Normally a candidate seeking advanced entry into Stage 2 of a cognate Level 6, 7 and 8 programme must hold a cognate Level 6 QQI-FET major award or equivalent from other national frameworks.

Applicants who hold specific Level 6 major awards may apply for entry into Stage 2 of certain Level 6, 7 or 8 programmes. These are listed on the Institute's admissions webpages at [www.gmit.ie/apply-gmit](http://www.gmit.ie/apply-gmit).

#### **6.1.3 Add-on Level 7 and 8 Programmes**

Normally a candidate seeking entry onto a Level 7 add-on programme must hold a cognate Level 6 major award or equivalent from other national frameworks.

Normally a candidate seeking entry onto a Level 8 add-on programme must hold a cognate Level 7 major award or equivalent from other national frameworks.

#### **6.1.4 Level 8 Higher Diploma Programmes**

Normally a candidate seeking entry onto a Higher Diploma programme must hold a level 8 major award or equivalent from other national frameworks.

### **6.1.5 Level 9 and 10 Programmes**

Normally a candidate seeking entry for a Level 9 taught programme must hold a cognate Level 8 major award with a minimum grade classification of H2.2 or equivalent.

Normally a candidate seeking entry for a Level 9 structured research programme must hold a cognate Level 8 major award with a minimum grade classification of H2.2 or equivalent.

Candidates who do not meet the H2.2 performance standard in a Level 8 award will be required to pass a qualifying assignment at a H2.2 performance standard as established by the Programme Board for the programme in question and as approved by the Registrar.

Entry arrangements for level 9 masters by research and level 10 programmes are detailed in Code of Practice No. 5 (Research).

### **6.1.6 Entry to Minor Awards**

Minor awards form part of a major award. The entry requirements for minor awards are determined at validation or another appropriate QA process and depend on the level and stage of the major award the predominance of modules in the minor award derive from e.g. a level 7 minor award where the modules are from stage 3 of a Bachelor programme would normally require the applicant to hold a relevant level 6 major award.

### **6.1.7 Entry to Special Purpose Awards**

Special Purpose Awards are standalone awards for a relatively narrow or purpose-specific achievement. The following are the minimum entry requirements for Special Purpose Awards. The Programme Board through Validation or another appropriate QA process may specify higher and/or more specific entry requirements.

Normally, a candidate seeking entry for a Special Purpose Award at level 6 must hold the minimum entry requirements for stage 1 of Level 6 ab initio programme.

Normally, a candidate seeking entry for a Special Purpose Award at level 7 must hold the minimum entry requirements for stage 1 of Level 7 ab initio programmes

Normally, a candidate seeking entry for a Special Purpose Award at level 8 must hold the minimum entry requirements for stage 1 of Level 8 ab initio programmes.

Normally, a candidate seeking entry for a Special Purpose Award at level 9 must hold a cognate major award at level 8.

Advice and/or guidance will be provided to candidates applying to a Special Purpose Award as to their suitability or otherwise for the award in question.

### 6.1.8 Entry to single modules or programmes through Accumulation of Credits and Certification of Modules (ACCM)

The entry requirements for access to a single module through ACCM are the same as those for a minor award at the same level. Students may transfer from ACCM to full-time mode, but in the case of full-time undergraduate programmes must have completed 60 ECTS equivalent to the first stage of the programme.

### 6.1.9 Entry outside of the framework of an award.

The Institute provides access to learning provision outside the framework of an award. Participants do not register for a programme, but instead engage in bespoke provision of learning for the purposes of continuous professional development or audit. No academic entry requirements will apply for learners seeking to register outside the framework of a programme or award, with the following provisions:

- (a) No award is associated with the completion of credits.
- (b) Learners cannot accumulate credits to obtain an award, regardless of the cumulative value of these credits.
- (c) Learners are not entitled to be admitted onto another programme leading to an award by virtue of their performance when admitted outside the framework of an award.
- (d) Learners seeking admission onto another programme of study leading to an award must meet the relevant entry criteria.
- (e) A maximum of 15 ECTS may be taken in any one academic year. Learning will be provided based on using currently approved modules. These have been developed and approved within our QA framework.
- (f) Where learners have engaged in and completed assessments associated with the provision, their performance will be recorded on GMIT's academic record systems. Learners will be provided with a certificate of completion stating the learning outcomes and the duration of the learning provided.

## 6.2 LANGUAGE ENTRY REQUIREMENTS

In addition to minimum entry requirements, non-native English speakers must satisfy the language entry requirements of the Institute:

- (a) EU, non-native English speakers who are applicants for Level 6, 7, and 8 programmes are recommended to have a minimum score of 5.5 in the IELTS or equivalent.
- (b) Non-EU, non-native English speakers who are applicants for Level 6, 7, and 8 programmes are required to have a minimum score of 5.5 in the IELTS or equivalent.
- (c) Non-native English speakers who are applicants for Level 8 Higher Diploma and Level 9 taught and research programmes are required to have a minimum score of 6.0 in the IELTS or equivalent.
- (d) Applicants who have completed a degree or postgraduate programme through the medium of English are deemed to meet the language entry requirements for GMIT programmes irrespective of level.
- (e) GMIT is a signatory annually to 'Entry requirements criteria for EU/EFTA Applicants (other than Irish Leaving Certificate)'<sup>1</sup>. This specifies that EU students for whom English

<sup>1</sup> THEA, IUA, RCSI (Annual) 'Entry requirements criteria for EU/EFTA Applicants (other than Irish Leaving Certificate)', CAO for entry to year 1 of undergraduate programmes through the CAO.

is not their first language must have a minimum score of 6.5 in the IELTS or equivalent

Programmes that have further language requirements are listed in Appendix 3.

## **7.0 ENTRY REQUIREMENTS ALTERNATIVE TO THE LEAVING CERTIFICATE**

### **7.1 QQI-FE AWARDS**

The general entry requirements for QQI-FE award holders are shown in Appendix 4. Applicants must have obtained a full QQI FE Level 5/6 major award. A full QQI FE major award normally contains 8 components or modules. A Component Certificate will not suffice. A major award may be accumulated over more than one academic year. In such cases, it is the responsibility of the applicant to apply to QQI-FE for a major award where modules are taken over more than one year.

The calculation of QQI-FE award points for programme entry is detailed in Appendix 4.

Appendix 4 also lists programmes which have specific maths entry requirements for QQI-FE applicants.

### **7.2 FOUNDATION CERTIFICATES**

#### **7.2.1 QQI-FET Level 5 Certificate in General Studies**

Students who successfully complete the Certificate in General Studies are eligible for admission to stage 1 of undergraduate Institute programmes, with the exception of Nursing and Education degree programmes.

Applicants applying for admission to programmes in the Schools of Engineering, Letterfrack or Science must have a Mathematics performance of at least 60% in the Certificate in General Studies.

#### **7.2.1 Joint GMIT/NUIG Foundation Certificates**

Students who successfully complete the GMIT/NUIG Joint Diploma in Business (Foundation Studies) or the Joint Diploma in Science, Technology and Engineering (Foundation Studies) are eligible for admission to Institute programmes, with the exception of Nursing and Education degree programmes.

Students applying for Engineering, Letterfrack or Science programmes in GMIT must have a Mathematics performance of at least 60% in the Foundation Certificate.

#### **7.2.3 CUA and NUI Galway Foundation Certificates**

Students who successfully complete the Foundation Certificates offered by the CUA or NUI Galway are eligible for admission to Institute programmes, with the exception of Nursing and Education degree programmes.

Students applying for Engineering, Letterfrack or Science programmes in GMIT must have a Mathematics performance of at least 60% in the Foundation Certificate.

### **7.3 ADVANCED CERTIFICATE - CRAFT (FETAC LEVEL 6)**

The Advanced Certificate - Craft at Level 6 qualifies applicants for entry to Stage 1 of Level 6, Level 7 or Level 8 programmes.

Apprentices who have successfully completed phase 6 (final on-campus block) of the Advanced Certificate - Craft are deemed to meet the minimum entry requirements to all programmes in GMIT.

### **7.4 RECOGNITION OF PRIOR LEARNING (RPL)**

Recognition of Prior Learning may be used gain admission to Stage 2 or higher of a Level 6, 7, or 8 programme or entry to a level 9 programme of study.

Academic Code of Practice No. 6: Policy and Procedures for the Recognition of Prior Learning<sup>2</sup> outlines the policy for candidates who may wish to use RPL in the context of entry.

### **7.5 GCE/GCSE QUALIFICATIONS**

The minimum entry requirements for applicants presenting GCE/GCSE qualifications are shown in Appendix 5.

### **7.6 RECOGNITION OF INTERNATIONAL QUALIFICATIONS**

There are two categories:

#### **7.6.1 EU/EFTA Qualifications**

Applicants presenting EU/EFTA school leaving qualifications for entry onto Institute programmes at Levels 6, 7 and 8 are assessed for minimum entry and additional requirements using the information and the equivalent Leaving Certificate points tables provided in the agreed guidance document published by THEA and IUA on behalf of their HEI members.<sup>3</sup>

The qualifications for applicants for transfers or entry to postgraduate programmes will be assessed for comparability with the International Student Qualifications Database which is retained in the Admissions Office and/or the NARIC Ireland database.

#### **7.6.2 Non-EU Qualifications**

Non-EU qualifications presented for entry onto Level 6, 7, 8 or 9 programmes will be assessed for comparability with the International Student Qualifications Database which is retained in the Admissions Office and/or the NARIC Ireland database.

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<sup>2</sup> Academic Code of Practice No.6: Policy and Procedures for the Recognition of Prior Learning is available at <https://www.gmit.ie/sites/default/files/public/directorate/docs/code-practice-no6.pdf>

<sup>3</sup> Agreed Entry Requirements Criteria for EU/EFTA Applicants (other than Irish Leaving Certificate) for 2017 Entry, Joint Document of THEA and IUA. Available at <http://www2.cao.ie/downloads/documents/Guidelines-EU-EFTA.pdf>

## **8.0 ACCESS TO PROGRAMMES OR MODULES**

The decision to admit an applicant for a programme of study is the responsibility of the Registrar (see Section 1, page 7) having reviewed the eligibility of the candidate and the ranking of the candidate in relation to other applicants.

### **8.1 PROGRAMME ADMISSIONS - DIRECT**

Candidates for entry to add-on programmes, access programmes, part-time programmes, graduate studies and professional development programmes apply directly to the Institute.

Candidates who wish to study single modules or programmes through the Accumulated Credits and Certification of Modules (ACCM) mode normally apply directly to GMIT.

The following principles relate to the assessment of qualifications:

- Admission and selection criteria will be clearly stated on the Institute's website.
- A fair assessment of all applications for the recognition of studies and qualifications will be undertaken.
- The authenticity of qualifications submitted as the basis for entry will be reviewed.
- Applicants will be informed of the procedure to be followed in the handling of his/her application.
- It is the responsibility of the applicant to provide the necessary information for the assessment of his/her application.
- Clear information will be provided on the National Framework of Qualifications and the general and specific entry requirements for GMIT programmes.
- Applicants will receive a reply to their application for qualifications recognition within a reasonable timeframe, from the point in time that all necessary information has been provided. Decisions to the applicant's disadvantage will be stated. An appeal mechanism as outlined in Section 5 is available to all applicants.

#### **8.1.1 Full-Time Ab Initio, Add-on and Postgraduate Programmes - International Applicants**

Qualifications presented by applicants for recognition may be reviewed for comparability of level, workload, quality, content and learning outcomes. Notarised copies of translations will be required, where relevant.

The Institute's recognition procedures are in line with the principles of the Lisbon Recognition Convention. Cooperation with other HE institutions, quality assurance agencies and the Irish ENIC/NARIC centre aim to ensure coherent recognition across the country.

International applicants for full-time ab initio, add-on and postgraduate programmes apply to the International Office by the 31<sup>st</sup> May of the year of entry. Later applications may be accepted. All information for international applicants will be available on the Institute's website at [gmit.ie/International](http://gmit.ie/International).

The Head of School/Head of Department concerned may be consulted on the eligibility of candidates. Determinations on candidate qualifications and the availability of places are made by the Head of Department concerned. International admission decisions are the sole responsibility of the Registrar or his /her nominee.

### **8.1.2 Single modules or programmes through Accumulation of Credits and Certification of Modules (ACCM)**

Applicants who wish to study modules on a single module basis normally apply directly to the Institute.

Module certificates are awarded to successful participants and credits may be accumulated towards a full award.

## **8.2 PROGRAMME ADMISSIONS - INDIRECT**

### **8.2.1 Entry Via The Central Application Office (Cao)**

The Central Applications Office (CAO)<sup>4</sup> provides a comprehensive programme application and offer processing service for entry to all first year, full-time Level 6, Level 7 and Level 8 programmes provided by GMIT.

Applicants can gain admission to GMIT programmes by applying through the CAO process. GMIT programmes are listed in the Level 6/7 and Level 8 tables on the CAO website. Offers of places on GMIT programmes are directly communicated by the CAO to candidates meeting the minimum and additional entry qualifications (Appendices 2, 3) and who possess the required threshold or cut-off Level of CAO points or equivalent.

The Leaving Certificate Common Points Scale is shown in Appendix 6.

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<sup>4</sup> See [www.cao.ie](http://www.cao.ie) for details and deadlines concerning the CAO application process

Applications are categorised by the Institute for admissions purposes as follows:

<b>Applicant Category</b>	<b>Definition</b>	<b>CAO Application Closing Date</b>	<b>Late Applications</b>
Standard	EU nationals aged under 23 on or before 1st January in the year of entry presenting school Leaving Certificate or QQI-FET/FETAC Level 5/6 qualifications	1st February in the year of entry	Up to 1st May in the calendar year of entry for non-restricted programmes or non-restricted categories of applicant (Nursing programmes excepted)
Mature (Non-Standard)	EU, or Non-EU nationals aged 23 on or before 1st January in the year of entry who have qualifications other than the 1985-2017 Irish Leaving Cert and/or 2002-2017 QQI-FET/FETAC Level 5/6	1st February in the year of entry	Up to 1st May in the calendar year of entry for non-restricted programmes or non-restricted categories of applicant (Nursing programmes excepted)
Non-EU applicant resident in Ireland	Non-EU applicant resident in Ireland	1st February in the year of entry	Up to 1st May in the calendar year of entry for non-restricted programmes or non-restricted categories of applicant (Nursing programmes excepted)

### 8.2.1.1 Applicant Categories

**(a) Standard Applicants (Nursing excluded)**

These candidates are ranked for admissions based on the Irish School Leaving Certificate examination results and/or QQI-FET/Further Education awards results. Applicants presenting EU/EFTA qualifications are assigned Leaving Certificate points and ranked with other standard applicants.

Applicants for programmes presenting QQI-FE points are ranked for 5% of the programme places reserved QQI-FE award holders.

From time-to-time GMIT will develop pathways with FE colleges for admission to GMIT programmes. These pilot schemes are listed each year on the Institute's admission webpages at [gmit.ie/admissions](http://gmit.ie/admissions).

**(b) Mature Applicants (Non-Standard)**

Mature category applicants do not have to meet the Leaving Certificate entry requirements. Mature applicants who hold the Leaving Certificate also compete independently on points within the standard category.

Candidates are ranked where the number of applications exceeds the allocation of places. Offers of places are made via the CAO in July and August of the year of entry.

The Mature student reserve quotas of places on programmes are classified as follows:

- (i) General reserve**
- (ii) Limited reserve**

The Mature student reserve quotas (see Appendix 7) for programmes are reviewed when necessary by the Admissions and Transfer Committee and approved by the Academic Council.

**(c) Non-EU Applicants resident in Ireland (Nursing excluded)**

Non-EU Applicants resident in Ireland are ranked against other applicants in the Standard or Non-Standard categories depending on their qualifications and age status.

### 8.2.1.2 Offer of a Place

The Registrar, after consulting the relevant Heads of School/Centre, sets the cut-off for required CAO points for admission onto programmes at a level likely to fill the target places available. The decision takes into account the demand for places, the available places, and prior history of the acceptance of offers of places by candidates.

Offers of places to candidates are made via the CAO.

The target number of places for each programme is established by the School/Centre and approved through the Academic Planning process.

### 8.2.1.3 Acceptance of an Offer

An applicant with an offer of a place on a programme may accept the offer of a place via the CAO by the stated deadline. Candidates who have accepted an offer of a place on a specific programme are issued with registration and fees advice documents by the Institute for on-line registration.

### 8.2.1.4 Deferral of a Place

An applicant with an offer of a place may defer that place in accordance with the Institute's Deferral and Withdrawal Policy.

### 8.2.1.5 Restricted Entry Programmes - Nursing

Reserve quotas for mature student entry to Nursing programmes are set by the Nursing & Midwifery Board of Ireland (NMBI)<sup>5</sup>:

- (i) General Nursing - 15% of places
- (ii) Psychiatric Nursing - 35% of places

### 8.2.1.6 Application Routes

The application routes via the CAO are:

#### (a) CAO Mature Category

Candidates apply for consideration on a mature basis before the 1<sup>st</sup> of February in the year of entry. These candidates compete for a place within the reserve of places for mature candidates.

Candidates are required to undergo a written assessment in the current year of CAO application. The test, administered by the Public Appointments Service (PAS)<sup>6</sup> on behalf of the Nursing & Midwifery Board of Ireland, is scored and applicants ranked. <sup>(1)</sup><sub>(SEP)</sub>

The Change of Mind and the late application process is available to those applicants who have applied for nursing/midwifery programmes. The applicants must have sat the assessment test in the current year.

#### (b) CAO Standard Category

Mature applicants applying on the standard category code compete on Leaving Certificate and/or QQI-FET/FETAC Level 5/6 points and are ranked with Standard applicants.

Standard applicants are required to meet the NMBI entry requirements<sup>7</sup> and the

<sup>5</sup> For more information on the Nursing & Midwifery Board of Ireland (NMBI) regulations, see <https://www.nmbi.ie/Careers-in-Nursing-Midwifery/How-to-apply>

<sup>6</sup> Information on the test: see <https://www.nmbi.ie/Careers-in-Nursing-Midwifery/How-to-apply/Mature-Applicants>

<sup>7</sup> See <https://www.nmbi.ie/Careers-in-Nursing-Midwifery/How-to-apply/Standard-applicants>

Institute's entry requirements (see Appendices 2, 3 and 5).

The Mature student reserve quotas of places for applicants on Nursing programmes are detailed in Appendix 8.

**(c) Non-EU Applicants**

Non-EU applicants for Nursing Degrees may only be considered for the offer of a place after all qualified EU applicants have been considered.<sup>[11]</sup><sub>SEP</sub>

### 8.2.2 Entry To Apprenticeship Programmes

The Institute is a provider of apprenticeship programmes where the learner is employed by an approved apprentice employer and is registered as an apprentice with the apprenticeship regulator, SOLAS. The student/apprentice has formal learning for set periods in the Institute (on-campus learning) and workplace learning under the direct guidance of a supervisor/mentor for set periods with the employer (off-campus learning).

The Institute offers two types of apprenticeships – craft and higher education apprenticeships.

For higher education apprenticeships the Coordinating Provider of the programme is responsible for:

1. The development of the programme through its Quality Assurance Framework (QAF).
2. The establishment of the entry requirements.
3. The coordination the delivery of the programmes with other providers under its QAF.
4. The appointment of examiners.
5. The coordination of the setting and provision of assessments.
6. The provision of Programme Boards and Programme & Award Boards.
7. The conferring of the QQI or delegated award upon successful completion of the programme by the student/apprentice.

Providers of the programme are required to supply the Coordinating Provider with details of apprenticeship registrations on their programme delivery. They must also provide the Student Record System returns to HEA in the normal way.

Entry and Admissions:

- (a) The entry requirements for an apprenticeship programme is established by the Coordinating Provider of the programme.
- (b) Candidates for entry to a craft and cognitive apprenticeship programme at Levels 6, 7, 8, 9, and 10 delivered by the Institute apply directly to employers which are approved to employ apprentices for the programme in question. Employers recruit apprentices who must meet the entry requirements for the programme.

Appendix 9 provides details on entry requirements and provider status for apprenticeship programmes delivered by the Institute.

### 8.2.3 Admission of Students through Alternative Entry Routes to Year 1 of Full-Time Undergraduate programmes

The provision of access initiatives in HEIs is a fundamental principle of Irish education policy in recognition of the complex barriers faced by certain categories of applicants. GMIT participates in the Higher Education Access Route (HEAR). HEAR is a college and university scheme that offers places on reduced points and extra college support to those who are resident in the Republic of Ireland and underrepresented at Higher Education due to their socio-economic background. GMIT is also a member of the Disability Access Route to Education (DARE) which is a third level alternative admissions scheme for school-leavers whose disabilities have had a negative impact on their second level education. DARE offers reduced points places to school leavers who as a result of having a disability have experienced additional educational challenges in second level education and provides these students with additional college supports.

In addition, alternative entry routes for students have been designed by the Institute for applicants who are under-represented in Higher Education. These entry routes or access initiatives are targeted and specific to the needs of the individual. The schemes adhere strictly to criteria and procedures that ensure fairness and transparency and follow the policy for equity of access. The categories of applicants targeted under these initiatives are, in line with the groups identified in the National Access Plan, as follows:

1. Entrants from socio-economic groups that have low participation in higher education.
2. First time, mature student entrants.
3. Students with disabilities.
4. Part-time/flexible learners.
5. Further education award holders.
6. Irish Travellers
  - (i) Students with disabilities
  - (ii) Mature students
  - (iii) Adult learners with prior educational disadvantage
  - (iv) Applicants from under-represented disadvantaged socio-economic groups
  - (v) Members of the Traveller Community
  - (vi) Asylum Seekers

The alternative entry routes for these applicant categories are as follows:

1. Entry on reduced points and special case admission for students with disabilities and specific learning difficulties. Under DARE a candidate who possesses CAO points that fall below the offer cut-off points level may be eligible for a reduced points offer of up to 50 CAO points, subject to availability of places and meeting the minimum entry requirements.
2. Entry on mature grounds with a minimum quota of 10% of all places reserved for mature students on most programmes.
3. Provision of pre-entry preparation programmes and recognition of these programmes as alternative entry criteria.
4. Entry on reduced points for students from disadvantaged socio-economic backgrounds and members of the Traveller Community and additional supports to assist their transition from 2nd to 3rd level education. Under HEAR a candidate who possess CAO points that fall below the offer cut-off points level may be eligible for a reduced points offer of up to 50 CAO points, subject to availability of places and meeting the minimum entry requirements.

The procedures for the operation of the alternative entry routes are detailed in Appendix 10. Appendices 11-14 show the templates to be used for recording the evaluation and assessment of the applicants who seek entry through the alternative entry routes.

### 8.2.3.1 Students with Disabilities and Specific Learning Difficulties - Special Case Entry

Applicants with a disability (including physical, neurological, sensory, mental health difficulty, specific learning difficulty (e.g. ADD/ADHD) or serious ongoing illness) may not have met the points requirement for their chosen course. Lack of resources in second-level schools, inflexible learning modes, examination practices and lack of aspiration can all contribute to a student not achieving their potential. The Institute gives special consideration to these applicants and provides alternative entry. This approach has subsequently been adopted across the HE sector and formalised in schemes such as Disability Access Route to Education (DARE)<sup>8</sup>.

While the Institute has adopted the broad aims, objectives and procedures of the DARE process, it gives further additional consideration to applicants with physical, medical, sensory and neurological disabilities who may not reach the minimum entry requirements and who may have a greater deficit of points.

The impact of the applicant's disability on their ability to access prior education and the ability of the second-level education provider to adequately support the student is the basis for special case consideration.

Cases for special consideration are reviewed by the Access & Transfer Committee in August. The Committee considers the cases on an individual basis and where successful, applicants are offered a place in GMIT.

The operating procedures for students with disabilities and learning difficulties are outlined in Appendix 10, Section 1.

### 8.2.3.2 Mature Applicants

Mature students enhance the diversity of the student experience and the Institute recognises the benefits of having students with valued life experiences and high degrees of motivation.

The Institute aims to provide all applicants with an open, fair and transparent system that encourages applicants to choose a programme offered by GMIT. This is achieved by informing applicants in a timely manner that they are going to be recommended for an offer of a place. The Institute gives candidates, who are not going to receive the offer of a place through the application assessment, guidance and support.

The Institute provides multiple alternative entry routes for Mature applicants as follows:

1. An applicant meets the minimum entry requirements (non-restricted programmes).
2. An applicant is ranked either by assessment of their application or interview. For these candidates, non-restricted programmes have a quota of 10% of places reserved for Mature students. See Appendix 7 for a listing of programmes with

<sup>8</sup> For information on the DARE (Disability Access Route to Higher Education) process and criteria see [www.dare.ie](http://www.dare.ie)

more limited mature quotas.

3. Applicants who have completed a recognised Foundation Certificate (Section 2.3.2) or a recognised Access or pre-entry programme in a HEI are also provided with alternative entry to all programmes.
4. For a limited number of programmes where the number of applicants far exceeds the possible places available (programmes with strict reserve quotas are listed in Appendix 15), the candidates are assessed on their application evidence or called for interview.

The operating procedures for Mature applicant entry are outlined in Appendix 10, Section 2.

### **8.2.3.3 School Aged Applicants from Disadvantaged Backgrounds - Access Scheme**

The Institute acknowledges that social and economic barriers prevent some young people from accessing third-level education. As a result, there is an under-representation of young people from lower socio-economic groupings and members of the Traveller Community in higher education. School Age applicants from disadvantaged backgrounds may experience the following barriers:

- (i) No access to credit or finance to make the transition to third-level education.
- (ii) Lack of guidance and support from families and peers.
- (iii) Lack of aspiration and understanding of the demands of third-level education.
- (iv) Failure to achieve their academic potential in the second-level system.
- (v) Lack of knowledge of the opportunities available and the benefits of third-level education.

The Access Scheme addresses the barriers to participation experienced by certain socio-economic groups and members of the Traveller Community. The Access Scheme has three levels of support which are available to eligible candidates:

#### **1. Access to Higher Education**

A candidate who possesses CAO points that fall below the offer cut-off points level may be eligible for a reduced-points offer of up to 50 CAO points, subject to availability of places and meeting the minimum entry requirements.

#### **2. Access Bursary**

Financial support of a total of €5,000 is available to students. The bursary funding is distributed to the student over the duration of their programme.

#### **3. Access Support Services**

A range of personal and academic supports are available pre-entry and post-entry.

The levels of support can be made available in combination to the applicant and depend on the evaluation of the applicant's application. The operating procedures for the Access Scheme are outlined in Appendix 10, Section 3.

Applicants for the Access Scheme must have taken the Leaving Certificate exams within the last two years.

#### 8.2.3.4 Special Achievements In Sports Or Culture

The Institute operates a Special Sports and Cultural Achievement Scheme (SSCA) that recognises the special achievements of candidates who have made a significant contribution to sport and cultural activities.

Ten places are reserved for candidates who are committed to further developing their sporting or cultural and academic careers.

A maximum of two places will be available on an individual full-time programme. A small number of programmes are excluded from the SSCA Scheme.

The candidates must meet the following conditions:

1. Candidates satisfy the general and additional (if any) requirements for programme entry.
2. Applicants must have Leaving Certificate points within 50 points of the first-round cut-off points for their chosen programmes.
3. Candidates are required to demonstrate evidence of sporting or cultural achievements.
4. An application form, personal statement and references are required.

Candidates' applications will be reviewed in the first instance to determine if they meet the conditions above, and then references are checked. Decision making rests with the Admissions Officer who will consult with others as required.

Leaving Certificate points must be from the year of application or the previous year to application.

#### 8.2.3.5 Enabling Maths

Enabling Maths is a Maths Entry Exam for students who haven't achieved the required grade in maths for admission to all GMIT programmes, other specified programmes which require strong maths competency. This provides students, who have otherwise achieved the entry requirements to GMIT, with a 'second chance' opportunity to achieve the grade required in maths.

The exam is based on the ordinary level leaving certificate syllabus and is of a comparable standard to the Leaving Certificate ordinary level paper. Candidates who achieve a pass mark (40% or more) in this exam are deemed to have met the minimum maths entry requirements for GMIT programmes other than those specified. For CAO programmes no additional CAO points are awarded, and candidates who pass the exam and meet all other entry requirements and have enough points for their chosen course in GMIT will receive an offer of a place in Round 2 of CAO.

This access route will be promoted annually through the CAO, Schools and the GMIT website.

## **9.0 TRANSFER**

A student may be permitted to transfer into a GMIT programme having completed some or all of a higher education programme at another college at a stage appropriate to their prior knowledge and skills. This is known as an external transfer. A GMIT student may be permitted to transfer into a GMIT programme having completed some or all of a higher education programme in GMIT at a stage appropriate to their prior knowledge and skills. These transfer routes are generally mapped in advance. This is known as an internal transfer.

Internal and external applicants for transfer apply directly to the Institute.

The Programme Boards are responsible for the determination of mappings for internal transfers. The Head of Department, in consultation with relevant staff if necessary, will determine the eligibility of external applicant qualifications. Mappings of add-on programmes to corresponding GMIT programmes for entry are identified and listed each year on the Admissions webpages at [gmit.ie/admissions](http://gmit.ie/admissions).

### **9.1 External Transfer**

Applications from students wishing to transfer to Institute programmes from other HEIs are welcome. Normally non-Stage 1 student transfers involve programmes at the same NFQ level.

Applicants must have passed the stage examinations and have been awarded the cumulative stage credits to the point of transfer by the HEI. Transfer application offers for the second or later stages of a cognate programme are conditional on places being available on the destination programmes. Applicants will be ranked on their overall average performance if demand exceeds available places.

The Programme Board or Head of Department must approve the programme from which the student wishes to transfer from as eligible for transfer of students to the destination programme. Such decisions are used as precedence for similar applications in the future.

## **9.2 INTERNAL TRANSFER**

The internal transfer of a student registered on an Institute programme is facilitated if the student can make a persuasive case for the transfer and a place is available on the destination programme. Normally non-Stage 1 student transfers involve programmes at the same NFQ level.

Internal transfer applications from higher stages of programmes into Stage 1 of another programme is not generally encouraged. However, the Institute recognises that students may come to such decisions concerning their future career quite late and the internal transfer process outlined below applies.

The internal transfer application form is shown on Appendix 16.

### **9.2.1 Newly Entered First Year Students - Transfer within Stage 1 of CAO Entry Programmes**

A 'newly entered' first year is a student who is in the first few weeks of their studies on the first year of a programme. In certain circumstances the Institute will facilitate first year students who have identified that they wish to transfer to the first year of another programme in the Institute. Students applying to transfer should be aware that they may be academically disadvantaged having missed time on the programme that they apply to transfer to. It is the student's responsibility to make up for any learning or assessment that they have missed.

Requests to transfer to another programme will only be considered if:

1. The student is registered on Year 1 of an Institute programme.
2. There are places available on the destination programme.
3. The student meets the entry requirements (including the required points) for the destination programme.
4. The transfer application is received by the end of week 4 of term 1. Applications after this point will not be considered.

The procedure for transfer is detailed in Appendix 17. Approval of the transfer by the Registrar or nominee is required before the student can attend the destination programme.

#### 9.2.2 Continuing Students - Transfer to Stage 1 or higher of another Programme

In certain circumstances GMIT will facilitate students who are completing Stage 1 or higher of a programme who have identified that they wish to transfer to another programme in GMIT.

Applications outlining the reasons for the proposed transfer will only be considered under the following conditions:

1. The student is registered on an Institute programme.
2. There are places available on the destination programme Stage.
3. The student has fully completed and passed the requirements of Stage 1 of the programme on which they are registered at a minimum.
4. The student meets the entry requirements and the cut-off CAO points for the destination programme, if the student is applying for Year 1 transfer.

The procedure for transfer is detailed in Appendix 18. Approval by the Registrar is required to confirm any decision to transfer.

Approved transfer routes may require completion of particular modules/stages. These are normally approved during the programme validation process.

#### 9.2.3 Transfer on the Grounds of Health and Safety

Where it emerges that the student is exposed to health and safety risks that cannot be mitigated, the Institute will endeavour to make a place available to the student on another programme that does not have the same exposure.

**10.0 TRANSFER**

The progression by the student from an award at a specific Level on the NFQ to study on a programme leading to an award at the next Level.

The Programme Boards are responsible for the determination of mappings for progression. The Head of Department, in consultation with relevant staff if necessary, will determine the eligibility of external applicant qualifications. Mappings of add-on programmes to corresponding GMIT programmes for entry are identified and listed each year on the Admissions webpages at [gmit.ie/admissions](http://gmit.ie/admissions).

Internal and external applicants for entry to full-time add-on programmes apply directly to the Institute.

**11.0 APPEAL OF ACCESS, TRANSFER AND PROGRESSION DECISIONS**

All decisions of the Institute outside of the CAO entry process in respect of access, transfer or progression applications outlined in CoP are subject to appeal by the candidate.

An applicant may appeal an Institute admissions decision on their access, transfer or progression application. The Registrar may establish an appeals committee to consider the appeal. The appeals facility and process will be communicated through the website.

The appeals committee will have the following membership:

- (i) A chairperson - an independent Head of School/Centre
- (ii) An independent external advisor
- (iii) Two members of Academic Council who are not members of the Access and Transfer Committee

The decision of the appeals committee is final.

SECTION C | APPENDICES

APPENDIX 1: GENERAL MINIMUM ENTRY REQUIREMENTS FOR PROGRAMMES

Programme	Level	Minimum Requirements
Higher Certificate	6	Grade O6/H7 or better in five Leaving Certificate subjects including English or Irish and Mathematics and a minimum of 160 Points.  Foundation Certificate or any QQI-FE Level 5/6 award.
Ordinary Bachelor Degree	7	Grade O6/H7 or better in five Leaving Certificate subjects including English or Irish and Mathematics and a minimum of 160 Points.  Foundation Certificate or any QQI-FE Level 5/6 award.
Honours Bachelor Degree	8	Grade O6/H7 or better in six Leaving Certificate subjects including English or Irish and Mathematics, two of which must be passed in higher level papers at Grade H5 or higher.  Foundation Certificate or any QQI-FE Level 5/6 award in a with a Distinction in at least three comprising modules with Distinctions will also meet the minimum entry requirements for all programmes with the exception of Nursing, Education and Engineering Degrees.

APPENDIX 2: PROGRAMMES REQUIRING ADDITIONAL MINIMUM ENTRY QUALIFICATIONS

Programme	CAO Code	Additional Minimum Requirements
BSc (Honours) Medical Science	GA785	A science subject and Mathematics at a minimum grade of O5/H7
BSc (Honours) General Nursing BSc (Honours) Psychiatric Nursing	GA880 GA882	A laboratory science subject (biology, Chemistry, Physics, Physics and Chemistry (joint) or Agricultural Science)
BSc (Honours) Education (Design Graphics and Construction)	GA980	Design and Communication Graphics H5 or Construction Studies H5
BEd (Honours) in Art, Design and Graphics	GA285	Art H5 or Design and Communication Graphics H5
BEng Agricultural Engineering BEng (Honours) Agricultural Engineering	GA675 GA683	LC holders - Mathematics O4/H7 or QQI – FE awards must include a Mathematics module (5N1833, 6N3395, 5N0556, 5S2246, R5N18396)
BEng Biomedical Engineering BEng (Honours) Biomedical Engineering	GA674 GA682	LC holders - Mathematics O4/H7 or QQI – FE awards must include a Mathematics module (5N1833, 6N3395, 5N0556, 5S2246, R5N18396)
BEng Civil Engineering BEng (Honours) Civil Engineering	GA473 GA484	LC holders - Mathematics O4/H7 or QQI – FE awards must include a Mathematics module (5N1833, 6N3395, 5N0556, 5S2246, R5N18396)
BEng Computer & Electronic Engineering	GA570	LC holders - Mathematics O4/H7 or QQI – FE awards must include a Mathematics module (5N1833, 6N3395, 5N0556, 5S2246, R5N18396)
BEng Energy Engineering BEng (Honours) Energy Engineering	GA673 GA681	LC holders - Mathematics O4/ or QQI – FE awards must include a Mathematics module (5N1833, 6N3395, 5N0556, 5S2246, R5N18396)
BEng Mechanical Engineering BEng (Honours) Mechanical Engineering	GA670 GA680	LC holders - Mathematics O4/H7 or QQI – FE awards must include a Mathematics module (5N1833, 6N3395, 5N0556, 5S2246, R5N18396)
BEng Software & Electronic Engineering BEng (Honours) Software & Electronic Engineering	GA570 GA580	LC holders - Mathematics O4/H7 or QQI – FE awards must include a Mathematics module (5N1833, 6N3395, 5N0556, 5S2246, R5N18396)
All programmes offered by the School of Engineering		QQI – FE awards must include a Mathematics module (5N1833, 6N3395, 5N0556, 5S2246, R5N18396)

**APPENDIX 3: PROGRAMMES HAVING ADDITIONAL LANGUAGE ENTRY REQUIREMENTS**

<b>Award*</b>	<b>Level</b>	<b>IELTS Minimum Score</b>
PG Dip in Business in Accounting	9	6.5
MSc in Applied Sport & Exercise Nutrition	9	6.5
MSc in Applied Leadership and Management	9	6.5
MSc in Palliative and End of Life Care	9	6.5
MSc in Quality and Safety in Healthcare	9	6.5
MSc in Quality and Safety in Social Care	9	6.5

Note: All embedded awards also have the IELTS entry requirement listed.

**APPENDIX 4: QQI-FET/FETAC POINTS (2017 ONWARDS)**

**Outline of the QQI FET/FETAC scoring scheme in use from 2017**

This scoring scheme only applies where all the requirements for the major award are met, i.e. when the named component awards specified have been achieved to a minimum of 120 credits.

Most component awards have a credit value of 15 (the possible component credit values are 5, 10, 15, 20 and 30).

The following weightings will apply to the grades achieved: pass=1, merit=2, distinction=3.

Each component is given a score based on the credit value of the component and the weighting of the grade achieved.

1. To calculate a component score, multiply the credit value of the component by the weighting for the grade achieved.
2. Add all the component scores up to a cumulative credit value of 120. When adding up these scores begin with distinctions, then merits, then passes.
3. Multiply the total by 13 and divide by 12 and round the result to the nearest whole digit to give the overall score (maximum 390).

**Example** The applicant has 4 distinctions, 2 merits and 2 passes. The components have various credit values. The steps required to calculate the overall score are listed below and implemented in the table.

1. List the components in grade order (highest first)
2. Assign the credit values to the components
3. Calculate the cumulative credit values
4. Assign the component credit values for scoring (120 max.)
5. Assign the grade weightings
6. Calculate the weighting x the credit value for each component and add the results
7. Multiply the result by 13/12 and round to the nearest whole digit.

Step	Item	1	2	3	4	5	6	7	8	Result
1	Grade	D	D	D	D	M	M	P	P	
2	Credit Value	30	15	15	10	30	15	15	15	
3	Cumulative credit value	30	45	60	70	100	115	130 (over 120 max.)	N/A	
4	Credit value for scoring	30	15	15	10	30	15	5	0	
5	Weighting	3	3	3	3	2	2	1	N/A	
6	Weighting x credit value	90	45	45	30	60	30	5		305
7										330

Nursing Programme QQI-FET/FETAC Entry Requirements

CAO Code	Programme	Level	Essential Major Award	Essential Component Awards
	General Nursing - Mayo Campus	8	DCHSN 5M4349 DCHSX 5M4468 DHSXX 5M4339 5M3782	Must possess distinctions in 5 modules in the FETAC Level 5/6 qualification which must include: - D20001 or 5N0749 - D20012 or 5N4325 - D20032 or 5N1279 or C20006 or 5N2746
	Psychiatric Nursing - Mayo Campus	8	DCHSN 5M4349 DCHSX 5M4468 DHSXX 5M4339 5M3782	Must possess distinctions in 5 modules in the FETAC Level 5/6 qualification which must include: - D20001 or 5N0749 - D20012 or 5N4325 - D20032 or 5N1279 or C20006 or 5N2746

Engineering Programme QQI-FE Entry Requirements

Code	Programme	Level	Essential Major Award	Essential Component Awards
	Engineering Degrees	8		FE awards must include a Mathematics module (5N1833, 6N3395, 5N0556, 5S2246, R5N18396)

APPENDIX 5: GCE/GCSE MINIMUM ENTRY QUALIFICATIONS

Programme	Level	GCE/GCSE Minimum Requirements
Higher Certificate	6	<p>5 subjects which must include Mathematics and English. These may be drawn from recognised subjects at GCSE (Grade A, B, or C only) or “AS Level” (Grades A-E) or “A Level” (Grades A-E). At least one subject must be at “A Level”, at Grade E, or better.</p> <p>For entry points, a minimum of one “A Level” (Grade E or better) plus 3 other passes at “AS Level”. The “AS” Levels must be in different subjects to those taken at “A Level” and may be carried over from a previous sitting.</p>
Ordinary Bachelor Degree	7	<p>5 subjects which must include Mathematics and English. These may be drawn from recognised subjects at GCSE (Grade A, B, or C only) or “AS Level” (Grades A-E) or “A Level” (Grades A-E). At least one subject must be at “A Level”, at Grade E, or better.</p> <p>For entry points, a minimum of one “A Level” (Grade E or better) plus 3 other passes at “AS Level”. The “AS” Levels must be in different subjects to those taken at “A Level” and may be carried over from a previous sitting.</p>
Honours Bachelor Degree	8	<p>6 subjects which must include Mathematics and English. These may be drawn from recognised subjects at GCSE (Grade A, B, or C only) or “AS Level” (Grades A-E) or “A Level” (Grades A-E). Two subjects must be at Grade C or better at “A Level”.</p> <p>Points will be calculated for a maximum of 4 subjects at “A Level” or a combination of a smaller number of “A Levels” and “AS Levels” as follows:</p> <ol style="list-style-type: none"> <li>1. One Subject at “A Level” plus 3 subjects at “AS Level”. The “AS Levels” must be in different subjects to those taken at “A Level” and may be carried over from a previous sitting.</li> <li>2. Two subjects “A Level” plus 2 other subjects at “AS level”. The “AS Levels” must be in different subjects to those taken at “A Level” and may be carried over from a previous sitting.</li> <li>3. Three subjects at “A Levels” plus 1 “AS Level” in a different subject.</li> <li>4. Four “A Levels”.</li> </ol>

Notes

1. 1 GCE “A Level” is equivalent to 1.5 x Leaving Certificate Higher subject value.
2. The Maximum number of points that can be scored by any candidate presenting school leaving examinations is 600
3. Each GCE “AS Level” subject is equivalent to half of an “A Level”
4. GCSE or O Level achievement can be used to satisfy matriculation requirements but will not receive entry points.

For scoring purposes, a combination of a smaller number of “A Levels” and “AS Levels” will be permitted as follows:

1. The best 4 “A Level” results in a single sitting. <sup>[1]</sup><sub>[SEP]</sub>
2. The best 3 “A Level” results in a single sitting, plus the best “AS Level” result from the previous or the same sitting. <sup>[1]</sup><sub>[SEP]</sub>
3. The best 2 “A Level” subject results in a single sitting, plus the best 2 results at “AS Level” from the previous or the same sitting. <sup>[1]</sup><sub>[SEP]</sub>
4. The best “A Level” subject result in a single sitting, plus the best 3 results at “AS Level” from the previous or the same sitting. <sup>[1]</sup><sub>[SEP]</sub>
5. The best 4 “A Level” subject results in a single sitting. <sup>[1]</sup><sub>[SEP]</sub>

**GCE/GCSE Points**

A Level Grade	1 <sup>st</sup> THREE A Levels	AS Levels (& 4 <sup>th</sup> A Level)
A*	180	60
A	150	60
B	130	55
C	100	40
D	65	25
E	45	20

APPENDIX 6: LEAVING CERTIFICATE COMMON POINTS SCALE (2017 ONWARDS)

Higher				Lower			
2017 Grade	Pre-2017 Grade	Pre-1992 Grade	2017 Points	2017 Grade	Pre-2017 Grade	Pre-1992 Grade	2017 Points
H1	A1	A	100				
H2	A2/B1		88				
H3	B2/B3	B	77				
H4	C1/C2	C	66				
H5	C3/D1		56	O1	A1	A	56
H6	D2/D3	D	46	O2	A2/B1		46
H7			37	O3	B2/B3	B	37
	E	E	33				
H8			0	O4	C1/C2	C	28
				O5	C3/D1		20
				O6	D2/D3	D	12
				O7			0
				O8		E	0

**Leaving Certificate Examination Sittings**

Points will be calculated on the basis of the six best subjects in one Leaving Certificate sitting only. Eligibility requirements in terms of Leaving Certificate subjects may be satisfied over two or more Leaving Certificate sittings.

**Mathematics: Bonus Points**

A bonus of 25 points will be added to the points score for a H6 or above in higher level Mathematics. The bonus points are included in the overall points calculation only when Mathematics is one of the six best subjects following the addition of the bonus. Bonus points will be awarded irrespective of the year in which the examination was taken.

**LC Vocational Programme (LCVP) Link Module Points      Foundation Level Maths Points**

GRADE	POINTS
Distinction	66
Merit	46
Pass	28

GRADE	POINTS
F1	20
F2	12

The LCVP 'subject' will be considered as a passing subject provided the student achieves a pass grade. This will apply to entry for higher certificate (Level 6), ordinary degree (Level 7), and honours degree (Level 8) programmes with the exception of nursing degrees.

A grade at F2 Level or higher in Foundation Level Mathematics will be accepted as meeting the minimum O6 Leaving Certificate Mathematics requirement for all programmes with the exception of: programmes in the School of Engineering, all

programmes delivered at Letterfrack, Nursing, Education and Medical Science degree programmes.

A grade at F3 Level or higher in Foundation Level Irish will be accepted as meeting the minimum language requirement for entry to all programmes with the exception of Nursing programmes. No points will be award for this subject.

**Leaving Certificate Applied (LCA)**

The Leaving Certificate Applied does not meet the minimum entry requirements to Institute programmes. Holders of the LCA may gain entry through the QQI-FE Level 5 or Level 6 awards scheme.

**APPENDIX 7: MATURE STUDENT RESERVE QUOTAS**

<b>Mature Student Quota</b>	<b>Programmes</b>	<b>Minimum Places Reserve</b>
General	All	10 %
Limited	BSc (Hons) in General Nursing	15%
Limited	BSc (Hons) in Psychiatric Nursing	35%

APPENDIX 8: NURSING PROGRAMME RESERVE QUOTAS

The reserve quotas of places for applicants on Nursing programmes are:

Programme	Reserved Places
General Nursing	5
Psychiatric Nursing	2

The distribution of applicants depends on the number of applicants in each application category. The maximum numbers of reserved places across the Nursing programmes for each application category are:

Application Category	Reserved Places
QQI-FE holders	4 (General Nursing) 3 (Psychiatric Nursing)
Special Case	1

**APPENDIX 9: APPRENTICESHIP PROGRAMMES DELIVERED BY GMIT**

Apprenticeship Award	Award Level	Apprenticeship Programme	Professional Occupation	Classification	Coordinating Provider	Application made to
Advanced Certificate - Craft	6	Electrical Installation <sup>9</sup>	Electrician	Further Education & Training	SOLAS	Employer
Advanced Certificate - Craft	6	Motor Mechanics <sup>10</sup>	Motor Mechanic	Further Education & Training	SOLAS	Employer
Higher Certificate	6	Manufacturing Engineering <sup>11</sup>	Manufacturing Technician	Higher Education	GMIT	Employer
Bachelor of Engineering	7	Manufacturing Engineering <sup>12</sup>	Manufacturing Engineering	Higher Education	GMIT	Employer

Apprenticeship Award	Award Level	Apprenticeship Programme	Minimum Entry Requirements
Advanced Certificate - Craft	6	Electrical Installation	The minimum age for employment of an apprentice is 16 years of age. 1. Grade D in five subjects in the Junior Certificate or an approved equivalent. 2. The successful completion of an approved Pre-Apprenticeship course. 3. Three years of work experience gained over 16 years of age in a relevant designated industrial activity as SOLAS shall deem acceptable.
Advanced Certificate - Craft	6	Motor Mechanics	
Higher Certificate	6	Manufacturing Engineering	Grade O6/H7 or better in five Leaving Certificate subjects including English or Irish and Mathematics and a minimum of 160 Points.  Foundation Certificate or any QQI-FET/FETAC Level 5/6 award.
Bachelor of Engineering	7	Manufacturing Engineering	Grade O6/H7 or better in five Leaving Certificate subjects including English or Irish and Mathematics and a minimum of 160 Points.  Foundation Certificate or any QQI-FET/FETAC Level 5/6 award.

<sup>9</sup> More information is available at <http://www.apprenticeship.ie/en/about/Shared%20Documents/Electrical.pdf>

<sup>10</sup> More information is available at [http://www.apprenticeship.ie/en/about/Shared%20Documents/Motor\\_Mechanics.pdf](http://www.apprenticeship.ie/en/about/Shared%20Documents/Motor_Mechanics.pdf)

<sup>11</sup> More information is available at <http://www.apprenticeship.ie/en/about/Shared%20Documents/Manufacturing%20Apprenticeships%20Overview.pdf>

<sup>12</sup> Ditto

**APPENDIX 10: PROCEDURES FOR THE ADMISSION OF STUDENTS THROUGH ALTERNATIVE ENTRY ROUTES**

*Procedures for Alternative Entry for Students with Disabilities and Learning Difficulties*

Applicants who are being considered under special case admissions are brought before the Access and Transfer Committee in August. The Committee considers the cases on an individual basis, and where approved, applicants are offered a place in GMIT.

**Procedure for Special Case Consideration and the Making of Offers**

Applicants are identified and selected for consideration through the CAO website. GMIT also accepts information/ reports directly from applicants.

The following applications are removed from the process:

- Applicants who fail to provide documentary evidence.
- Applicants who fail to sit the Leaving Certificate.
- Applicants who do not have a clear diagnosis.
- Applicants who received a higher offer at another third level institution.

All applicants who are DARE eligible are automatically considered. For programmes where there is no fixed reserve quota, all eligible applicants are offered their highest preference programme subject to a maximum points deficit of 50 CAO points. These students must also meet minimum entry requirements for the programme in question.

Where a reserve quota must be applied to a programme, applicants are ranked and offered in order of merit up to a reserve quota limit of 5%-10% depending on the overall number of offers and as agreed by Access and Transfer Committee and approved by the Registrar.

In addition, applicants who submitted their information to either the CAO or directly to GMIT but were not processed by DARE are checked to determine their eligibility for the scheme. The primary focus of this selection process is to confirm that the required documentary evidence has been provided and that the applicants meet the requirements. These students may also be processed for CAO Round 1 without further consideration.

**Procedure for the Preparation of Application Cases for Special Admission**

The preparation of special cases commences when the Leaving Certificate points are allocated to students and the cut-off points for CAO entry programmes are set in August. Students already offered their highest GMIT preference on Round 1 are not considered. The remaining students are shortlisted as follows:

1. Students with documentation not satisfactory for DARE and therefore not processed for Round 1 are considered. They must have provided relevant documentation to the Access & Disability Officer which evidences inter alia ADD/ADHD; ASD, A physical or sensory disability; DCD; Mental Health

difficulty; Significant Ongoing Illness; SLD (Dyslexia and/or Dyscalculia); Speech/Language Communication difficulty. clearly diagnosing an SLD, ADHD/ADD/ Autism Spectrum Disorder/ Mental Health Diagnosis. They must have achieved the minimum entry requirements and have achieved a score in the Leaving Certificate exams within 50 points of the cut-off points level.

2. Where students have exceeded the points required but not met the entry requirements they will also be considered as special cases.
3. Students with physical, sensory, multiple disabilities, significant on-going illness or neurological disorders, are considered as individual special cases, where they fail to achieve the points required and/or entry requirements but whose condition is of a level as to have had a serious impact on their achieving their academic potential.

Where possible, given the time constraints, these students are contacted for additional information and asked if they wish to be considered as special cases. In all cases, students must have provided very clear evidence of a very significant disability and detailed information on how this impacted negatively on their prior education.

### Assessment of Applications for Special Case Admission - Access and Transfer Committee

In advance of the CAO 2<sup>nd</sup> Round of offers, a special meeting of the for Access and Transfer Committee is convened to assess applications for special case admission. The meeting takes the following format:

The Access & Disability Officer presents the case for each applicant. This presentation includes the following information:

- Details of the applicant's disability.
- Details of the applicant's academic achievements.
- The applicant's GMIT CAO programme choices.
- Information on the applicant's prior education and the supports provided.
- Impact and appropriateness of these supports.
- Any other relevant information such as other offers, other programme choices, etc.

If successful, the applicant is offered a place in GMIT through the 2<sup>nd</sup> Round of CAO offers.

*Procedures for Alternative Entry for Mature Students*

For a limited number of programmes where the number of applicants far exceeds the possible places available, Mature candidates are assessed on their application documentation or called for interview.

The marking scheme for the assessment of application documentation and the interview based assessment are listed in the Mature Student Interview Assessment Form as shown in Appendix 11.

All Mature candidates are written to in April and informed of the following:

1. Candidates who meet the minimum entry requirements (programmes where a reserve quota does not apply) are recommended to be allocated an offer of a place on their programme of choice.
2. Candidate who do not meet the minimum entry requirements (programmes where 10% reserve quota does not apply) are asked to submit further information including any previous educational qualifications and a detailed personal statement. Once documentation has been received candidates are either:
  - ranked for offers of places on their GMIT programme (programme with a 10% reserve quota)
  - or
  - offered a place based on their documentation submitted
  - or
  - Not offered a place if no documentation has been submitted.

*Mature Applicant Assessment Procedure (Non-Restricted Programmes)*

Where an application is made for a programme without a reserve quota limit, the following procedures apply:

1. The candidates' application is reviewed online.
2. Where the candidate has completed formal state exams or equivalent, and meets the minimum entry requirements, the candidate is automatically recommended for an offer.
3. Where the candidate does not meet the minimum entry requirements but has completed additional/ supplementary programmes that combined with other formal qualifications are equivalent to the minimum entry requirements, it is recommended that an offer of a place is made to the candidate.
4. Where a candidate does not meet the minimum entry requirements but has a higher award, it is recommended that an offer of a place is made automatically to the candidate.
5. If the candidate has not achieved the minimum entry requirements but has proven expertise in the area that is verified, then the decision may be made by the Admissions Officer and Access Officer to recommend that an offer of a place is made to the candidate.

In the event that it is not clear from the application that the student has met the entry requirements, further information, clarification or proof may be requested by telephone.

Where a candidate has no formal awards, studied no additional programmes or has no relevant expertise in the discipline, the candidate is asked to submit additional personal information including a detailed personal statement.

The Institute fully acknowledges that informal learning, either through voluntary or paid employment or extracurricular activities can equally prepare an individual for third-level study. In cases where candidates cannot demonstrate adequate prior formal learning, the candidates are asked to submit a detailed personal statement in order to be assessed adequately. Once these applications have been assessed the candidates are informed in writing if they have been recommended for a place. If they are not recommended, detailed guidance is given to the candidates on what is required of them to adequately prepare for third-level education.

### **Mature Student Assessment Procedure where a Strict Programme Reserve Quota Applies**

The programmes where strict reserve quotas apply are listed in Appendix 15.

#### **Applicant Documentation Assessment**

Applicants may be called for interview where the Programme Board deems that interviews are necessary to access student suitability for specialist programmes. These programmes currently are:

- Film and Documentary
- All programmes in Letterfrack

#### **Interview Procedure**

The applicants are assessed on the following criteria (see the Mature Applicant Interview Assessment Form in Appendix 11):

1. Prior success and achievements in formal and informal education.
2. Relevant pre-entry preparation programme or access programme.
3. Evidence of relevant extra-curricular activities.
4. Evidence of relevant employment.
5. Suitability for programme (talent, special skills, advanced knowledge of the programme, etc.).

The interviews are scored and candidates are ranked for offers.

#### **Pilot Applicant Documentation Assessment**

In 2017 a pilot applicant documentation assessment of mature applicants for the BSc in Sports and Exercise Science was carried out. In 2018 the pilot was extended to include Public Health Nutrition and Medical Science programmes. The applicant documentation assessment involves shortlisting and ranking the candidates on the following criteria (see the Pilot Access Scheme CAO Shortlist Assessment Form in Appendix 12):

1. Level of Achievement in Prior Education.
2. Relevant Pre-Entry Preparation programme or Access Programme.
3. Evidence of Relevant Extra Curricular Activities.
4. Evidence of Relevant Employment.

The ranking order of candidates is clearly evident from the applicant documentation assessment. However, in order to be fair and transparent, candidates not ranked are invited to submit additional information if they wish to be reconsidered. This is a very efficient way to assess the Mature student applicants without inviting individuals to GMIT who are not going to be offered places on the programme.

This pilot procedure will be extended for other programmes with strict Mature student quotas in the future. The candidate must make a personal statement as part of the CAO application process.

### **Procedures for THE OPERATION OF THE GMIT ACCESS SCHEME**

Candidate applications for entry under the Young Applicants from Disadvantaged Backgrounds Access Scheme are processed as follows:

1. Candidates must complete a CAO application that indicates their GMIT programme preference.
2. Candidates apply directly to GMIT
3. The GMIT application should contain:
  - A school reference
  - A reference from a social worker or community-based worker/ youth worker
  - Evidence of financial circumstances in the form of a P21 form or letter from Tusla

In August, the candidate application documentation is evaluated and the candidate is shortlisted for interview using the following criteria:

- a. The financial circumstances of the candidate.
- b. The Access indicators listed on the Access Scheme - CAO Shortlist Assessment Form in Appendix 13.

The assessment of the candidates at interview is based on the criteria listed on the Access Scheme Interview Assessment Form in Appendix 14.

Decisions on candidates are made as follows:

1. Access to Higher Education - Entry on reduced points: offers to eligible candidates are processed in the CAO Round 1. The evaluation criteria are listed in the Access Scheme Interview Assessment Form in Appendix 14.
2. Access Bursary - Upon entry students are supported financially through the Student Assistance Fund. Candidates shortlisted for the Access Bursary are called for interview for evaluation. The evaluation criteria are listed in the Access Scheme Interview Assessment Form in Appendix 14.
3. Access Support Services - The range of support services required by the candidate are assessed pre-interview and/or at the interview depending on the information supplied by the candidates in their documentation.

APPENDIX 11: MATURE APPLICANT INTERVIEW ASSESSMENT FORM

Programmes with Strict Mature Student Reserve Quotas

		<p>Mature Applicant Strict Reserve Quota Programmes</p> <p>Interview Assessment Form</p>	
<b>Name</b>		<b>CAO Number</b>	<b>Course Code</b>
<b>Criteria</b>		<b>Max. Score Allocated</b>	<b>Marks</b>
Prior success and achievement in formal and informal education		15	
Relevant pre-entry preparation, course or Access Programme		15	
Evidence of relevant extra-curricular activities		15	
Evidence of relevant employment		15	
Suitability for programme (talent, special skills, advanced knowledge of programme, etc.)		40	
<b>Total Marks Awarded</b>			
<b>Please describe in detail reason for scores or additional relevant information</b>			
<b>Decision (Recommend/ Hold)</b>		<b>Position</b>	
<b>Call for Interview (Yes/ No)</b>			
<b>Any other comments (please complete if the person is to be called for interview)</b>			
<b>Assessors</b>			
<b>Name</b>	<b>Position</b>	<b>Signature</b>	

APPENDIX 12: PILOT ACCESS SCHEME CAO SHORTLIST ASSESSMENT FORM - APPLICATION DOCUMENTATION ONLY

Pilot for Programmes with Strict Mature Student Reserve Quotas

 <b>GMIT</b> INSTITIÚID TEICNEOLAÍOCHTA NA GAILLIMHE-MAIGH EO GALWAY-MAYO INSTITUTE OF TECHNOLOGY		Access Scheme Pilot - Strict Reserve Quota Programmes  CAO Shortlist Assessment Form Application Documentation Only	
<b>Name</b>		<b>CAO Number</b>	<b>Course Code</b>
<b>Criteria</b>		<b>Max. Score Allocated</b>	<b>Marks</b>
Level of and Achievement in Prior Education		25	
Relevant pre-entry preparation, course or Access Programme		25	
Evidence of relevant extra-curricular activities		25	
Evidence of relevant employment		25	
<b>Total Marks Awarded to Candidate</b>			
<b>Please describe in detail reason for scores or additional relevant information</b>			
<b>Decision (Recommend/ Hold)</b>		<b>Position</b>	
<b>Call for Interview (Yes/ No)</b>			
<b>Any other comments (please complete if the person is to be called for interview)</b>			
<b>Assessors</b>			
<b>Name</b>	<b>Position</b>	<b>Signature</b>	

APPENDIX 13: ACCESS SCHEME CAO SHORTLIST ASSESSMENT FORM - APPLICATION DOCUMENTATION ONLY

		<p style="text-align: center;"><b>Access Scheme</b></p> <p style="text-align: center;">CAO Shortlist Assessment Form Application Documentation Only</p>	
<b>Name</b>		<b>CAO Number</b>	<b>Course Code</b>
<b>Criteria</b>		<b>Max. Score Allocated</b>	<b>Marks</b>
Income (score 1-10 where 1 is Ineligible and 10 is SW)		20	
Access Indicator 1: (score 1-10 based on parents and siblings progression/ exit Level of qualifications)		10	
Access Indicator 2: (score 1-10 based on geographical location)		10	
Access Indicator 3: (score 1-10 based on school reference/ recommendation)		20	
Access Indicator 4: (score 1-20 based on family circumstances, i.e. Tusla recommendation, bereavement, one parent family, etc.)		40	
<b>Total Marks Awarded to Candidate</b>			
<b>Eligibility for Scheme (Yes/ No)</b>			
<b>Shortlist for Interview (Yes/No)</b>			
<b>Refer to Admissions Office for Offer? Yes/ No</b>		<b>If Yes - programme to be offered</b>	
<b>Please describe in detail reason for scores or additional relevant information</b>			
<b>Any other comments (please complete if the person is to be called for interview)</b>			
<b>Assessors</b>			
<b>Name</b>	<b>Position</b>	<b>Signature</b>	

APPENDIX 14: ACCESS SCHEME INTERVIEW ASSESSMENT FORM

 <b>GMIT</b> <small>INSTITIÚID TEICNEOLAÍOCHTA NA GAILLIMHE-MAIGH EÓ          GALWAY- MAYO INSTITUTE OF TECHNOLOGY</small>		<b>Access Scheme</b>  <b>Interview Assessment Form</b>	
<b>Name</b>		<b>CAO Number</b>	<b>Course Code</b>
<b>Criteria</b>		<b>Max. Score Allocated</b>	<b>Marks</b>
Score on application documentation assessment		50	
Communication skills and general presentation of candidate		10	
General interest and motivation to progress to third level education		10	
Family background and support structure		10	
Involvement of agency/ school/ youth worker in student's application		10	
Ability of candidate to progress to third-level without support (highest score for students who require support and will not progress without financial, social, academic and pastoral support)		10	
<b>Total Marks Allocated</b>		100	
<b>Access Bursary: (Yes/ No)</b>			
<b>Access Bursary to be awarded</b>			
<b>Total Funding</b>		€	
<b>Funding Per Year</b>		€	
<b>Does the candidate also require another offer (Yes/ No)</b>			
<b>Course Code</b>			
<b>Referral to Admissions for offer (Yes/ No)</b>	<b>Referral to SAF (Yes/ No)</b>	<b>Referral required to other service (please name service)</b>	
<b>Assessors</b>			
<b>Name</b>	<b>Position</b>	<b>Signature</b>	

APPENDIX 15: PROGRAMMES WITH STRICT RESERVE QUOTAS FOR MATURE STUDENTS

Programme	Level
BA in Film and Documentary	8
Furniture Design and Manufacture	7, 8
Furniture Making and Architectural Woodworking	7, 8
Furniture and Digital Manufacturing	7, 8
Furniture Design, Making and Technology (Common Entry)	7, 8
Sports and Exercise Science	8
Medical Science	8
Public Health Nutrition	8
Education (Design Graphics and Construction)	8
Education (Art, Design and Graphics)	8

APPENDIX 16: Internal Transfer Application Form

<b>Internal Transfer Application Form</b>	
Click here to enter text.	
<b>Student Number:</b> Click here to enter text.	
<b>Programme you are currently studying</b>	
<b>Programme Title:</b> Click here to enter text.	
<b>Programme Level:</b> e.g. Level 7 or 8.	
<b>Programme Stage:</b> e.g. Year 1.	
<b>Programme you wish to transfer to</b>	
<b>Programme Title:</b> Click here to enter text.	
<b>Programme Level:</b> e.g. Level 7 or 8.	
<b>Programme Stage:</b> e.g. Year 1.	
<b>Outline briefly, your reason(s) for changing programmes:</b>	
Click here to enter text.	
<b>If you are requesting a transfer into the first year of any programme you must answer questions 1 to 6 below.</b>	
1. If you are applying for a Level 8 programme, have you received grade O6/H7 or better in six Leaving Certificate subjects including English or Irish and Mathematics, two of which must be passed in higher level papers at grade H5 or higher?	No <input type="checkbox"/>
2. If you are applying for a Level 6/7 programme have you received grade O6/H7 or better in five Leaving Certificate subjects including Mathematics and English or Irish with a minimum of 160 points?	No <input type="checkbox"/>
3. Have you checked that you have the points required for the programme you wish to transfer to?	No <input type="checkbox"/>
4. Have you checked any specific entry requirements for the programme you wish to transfer to, and whether you meet them?	No <input type="checkbox"/>
5. Have you successfully passed Stage 1 (Year 1) of the programme you are studying?	No <input type="checkbox"/>
6. Have you consulted with the GMIT Careers Service?	No <input type="checkbox"/>
<b>Student Signature:</b>	Date: Click here to enter
<b>Current Head of Department Signature:</b>	Date: Click here to enter
I confirm that I am offering the above student a place on the programme listed above, subject to confirmation from the Admissions Office that the student meets the entry and points requirement, and if relevant has passed stage 1 of their current programme of study.	Date: Click or tap here to enter text.
<b>Receiving Head of Department Signature:</b>	

<b>Office Use Only:</b>				
Student meets entry requirement:	Student meets CAO points requirement:	Transfer recommended/declined:	HoD informed of Decision:	Registration Status changed & student contacted:
			Date:	Date:
Initials:	Initials:	Initials:	Initials:	Initials:

The application form must be submitted to [admissions@gmit.ie](mailto:admissions@gmit.ie) , GMIT, by 5pm Friday of week 4 of the first semester/term

**Important Note:** Students, other than 'newly entered first years' should be aware that if their transfer is successful they will be liable for tuition fees as they are repeating a year. Check the situation with the Fees Office.

**APPENDIX 17: Newly Entered First Year Students - Programme Transfer**

A 'newly entered' first year is a student who is in the first few weeks of their studies on the first year of a programme. In certain circumstances the Institute will facilitate new first year students who have identified that they wish to transfer to the first year of another programme in GMIT.

Requests to transfer programmes will only be considered if:

1. The student is registered on Stage 1 of an Institute programme.
2. There are places available on the destination programme.
3. The student meets the entry requirements (including the required points) for the destination programme.
4. The transfer application is received by the end of week 4 of term 1. Applications after this point will not be considered.

Students applying to transfer should be aware that they may be academically disadvantaged having missed time on the programme they apply to transfer to. It is the student's responsibility to make up for any learning they have missed.

Prior to submitting a transfer application, the student must speak to the Head of Department responsible for the programme they are attending, and the Head of Department of the programme to which they wish to transfer. The student is also strongly advised to consult with the GMIT Careers Service to help ensure that they make an informed programme choice.

The Head of Department of the programme to which the student wishes to transfer must sign the transfer application form to indicate that there is place on the programme. When the Head of Department of the programme to which the student wishes to transfer signs this form, the student may commence attending classes. However, the student's transfer application is not finally agreed until the Admissions Officer has confirmed that the student meets the entry and CAO points requirements and the approval of the Registrar is granted.

Transfer applications must be received on this form by the end of week 4 of term. Applications after this point will not be considered. Correspondence in relation to the status of the student's application will be sent to the student's Institute email account.

**APPENDIX 18: CONTINUING STUDENTS - PROGRAMME TRANSFER**

In certain circumstances GMIT will facilitate a student completing Stage 1 or higher of a programme who has identified that they wish to transfer to another programme in GMIT. Note: Students in this category should be aware that if their transfer is successful they will be liable for tuition fees as they are repeating a year.

Requests to transfer programmes will only be considered if:

1. The student is registered on an Institute programme.
2. There are places available on the destination programme Stage.
3. The student has fully completed and passed the requirements of Stage 1 of the programme on which they are registered at a minimum.
4. If the student is applying for Year 1 transfer, the student meets the entry requirements and the cut-off CAO points for the destination programme.

Students applying to transfer should be aware that they may be academically disadvantaged if they have missed time on the programme for which they have applied. It is the student's responsibility to make up for any learning they have missed.

Prior to submitting a transfer application, the student must speak to the Head of Department responsible for the programme that they are attending, and the Head of Department of the programme to which they wish to transfer. The student is also strongly advised to consult with the GMIT Careers Service, to help ensure that they make an informed programme choice.

The Head of Department of the programme to which the student wishes to transfer must sign the transfer application form to indicate that the transfer is appropriate and there is place on the programme. When the Head of Department of the programme to which the student wishes to transfer signs this form, the student may commence attending classes. However, the transfer application is not finally agreed until the Admissions Officer has confirmed that the student meets the entry and CAO points requirements, has passed Stage 1 of the student's current programme and the approval of the Registrar is granted.

Transfer applications will be accepted from April in the year of the student's current registration until the end of week 4 of the first semester of the following year. Applications after this point will not be considered. Correspondence in relation to the status of the student's request will be sent to the student's Institute email account.

Students applying to transfer into Stage 1 of a programme will only be offered a place if additional places can be made or become available. Therefore, these students are also advised to apply to the CAO using the exceptional closing date for late applications for those already attending a participating Higher Education Institute (22nd July).





# GMIT

INSTITIÚID TEICNEOLAÍOCHTA NA GAILLIMHE-MAIGH EO  
GALWAY - MAYO INSTITUTE OF TECHNOLOGY



An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills



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