



UNIHAVEN
The Gateway to Opportunity

UniHaven College Academic Programme Handbook

2023 - 2024



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1. Welcome and Introduction

1.1. Welcome from Academic Director

Dear Student,

Welcome to UniHaven College.

We are delighted that you have decided to join UniHaven College and our dedicated staff are here to ensure you are best prepared for this and future steps in your academic career. Our programme is the ideal launching pad for your successful future careers.

A productive and exciting year awaits you on the UniHaven Level 5 Specific Purpose Certificate in International Foundation Studies Programme.

Wishing you every success,

Deirdre McCarton

1.2. UniHaven Pathways

UniHaven College provides international students with a progression pathway to your chosen Higher Education Institution (HEI) from successfully completing a foundation pathway programme with us. 'Uni' represents the university education international students seek and 'Haven' represents the safety and security we provide to students throughout your time with us.

Our focus is to upskill our students in a modern learning environment that is a safe haven where your care is always the priority. By studying with us, you are provided with a pathway to a HEI degree. Successfully completing our foundation pathway programme allows you the opportunity to improve your academic and English language grades in a welcoming and safe study-abroad environment. You will develop many valuable skills at the College that will equip you for study at UniHaven College, study at your chosen university and for life after university.

2. Programme Overview

2.1. General Overview

The UniHaven College Level 5 Specific Purpose Certificate in International Foundation Studies Programme is a year-long, full-time foundation programme designed to enable international students to progress onto undergraduate programmes in Ireland and abroad. It sits on the National Framework of Qualifications (NFQ) at Level 5 as a Specific Purpose Certificate in International Foundation Studies Award that is awarded by Quality and Qualifications Ireland (QQI). It is split into two pathway streams, each containing three mandatory modules and two of four optional modules. One is for students who wish to study business and social sciences degree programmes and is called the Business and Social Sciences Pathway Stream. The other is designed for those who wish to study the science, engineering and computing degree programmes and is called the Engineering and Sciences Pathway Stream. On successful completion of the programme, irrespective of which pathway stream you have chosen, a Level 5 Specific Purpose Certificate in International Foundation Studies Certificate will be awarded by QQI and you will progress to a place on your undergraduate degree programme of choice with our partner HEIs.

2.2. Programme Aims

This programme aims to provide you with the knowledge, skills and competence to successfully progress to year one of an programme of study leading to a qualification at Irish NFQ level 6, 7 or 8 and to prepare you to live and successfully participate in higher education study in Ireland. Specifically, the programme will provide you with

- English language skills for successful participation in a programme of study leading to a qualification at Irish NFQ levels 6, 7 or 8.
- Learning skills including reflective practice and personal development.
- Skills of self-efficacy.
- Knowledge, skills, and culture in specific discipline areas depending on your chosen pathway but including English for Academic Purposes, Mathematics and Intercultural Skills and Communications.
- Cultural awareness of living and studying in Ireland.

2.3. Awards and Credits

This is a 120 FET credit qualification which equates to approximately 60 ECTS with classes taught in person by experienced teachers. The qualification is awarded by Quality and Qualifications Ireland (QQI) as a Level 5 National Framework of Qualifications (NFQ) Certificate in International Foundation Studies award. To obtain the qualification award, students must study and pass all modules taken where a Pass grade is 50%. To progress to their target undergraduate degree, students must have passed the programme, but additional grade requirements may be necessary to progress to certain university qualifications for example medical, engineering and accounting degrees. These will be explained by UniHaven staff to students before they enrol on the programme and will be detailed in the Conditional Offer Letter that they will receive at enrolment.

2.4. Programme Learning Outcomes

On completion of this programme, you will be able to ...

- 1.** Apply a broad range of knowledge in specific subject areas, with an emphasis on the English language, within the student's chosen pathway:
 - Business and Social Science Pathway: English for Academic Purposes; Intercultural Studies and Communications; Mathematics, Information Systems, Business Studies, Global Politics, and Introduction to Social Sciences.
 - Engineering and Science Pathway: English for Academic Purposes; Intercultural Studies and Communications; Mathematics, Physics, Chemistry, Biology and Computer Science.
- 2.** Apply concepts, techniques and models enabling recognition of proficiency in the English language, intercultural diversity, and the requirements of future studies at the undergraduate level.
 - Apply concepts, techniques, and models to subjects within the chosen pathways developing further depth and understanding.
 - Apply concepts, techniques and practices enabling recognition of proficiency in the English language to CEFR B2+ level.
 - Present opinions on Irish/European educational culture facilitating and supporting their studies on an Irish programme of higher education.

- Compare and contrast educational differences between the Irish educational system and that of their own country, how these differences impact their future studies and develop plans to overcome problems as they arise.
 - Apply tools of self-analysis identifying personal competencies and weaknesses and develop plans to overcome those weaknesses in pursuit of successfully studying through a foreign language.
 - Create study plans assisting in the successful completion of the respective programme of study.
- 3.** Identify and apply a broad range of specialized skills and tools for the collection, interpretation and/or presentation of data across a broad range of subject areas within the student's chosen pathway.
 - 4.** Apply concepts, techniques, and theories to identify, interpret and evaluate information to make reasoned judgements and develop and choose from a range of strategies in the students' chosen pathway and subject-related disciplines.
 - 5.** Act in a range of programme-specific contexts, to identify and apply skills and knowledge to a range of cultural issues including an awareness of academic, professional, and scientific related disciplines associated with living and studying in Ireland.
 - 6.** Choose from a variety of experiences to successfully complete tasks by taking initiative and responsibility for one's own learning, individually or within a group, within the context of an academic programme.
 - 7.** Reflect on one's own learning and the acceptance and use of guidance to develop their future learning skills and competence to cope with and participate in a programme of higher education.
 - 8.** Evaluate personal beliefs, values, morals, and ethics within the context of an educational programme and formulate responses and strategies based on reflection and feedback.

2.5. Entry Criteria

Entry Requirements

The entry criteria listed below are designed to ensure that all applicants interested in studying the programme will not only have a reasonable expectation of successfully completing the programme but also doing so in such a way as to meet the entry criteria for the undergraduate degree programme they wish to study at the partner HEI.

Age

- Applicants must normally be 17 years old but will be 18 years old by the end of the programme.

Academic Requirements

- Applicants must hold a certificate of secondary education at GCSE level or equivalent to include a minimum pass grade in maths and a minimum pass grade in four other subjects. For a detailed list of entry criteria on a country-by-country basis, see the College website.
- Any doubt as to whether the students' presenting academic qualifications will be sufficient for progression to UniHaven College's HEI partner programmes will be discussed with the relevant HEI partner to ensure that their programme entry requirements are not only clarified but are also communicated clearly and accurately to the student before they commit to enrolling on the UniHaven programme.

English Language Requirements

- All applicants whose first language is not English and who have not been educated through the medium of English must be able to show English language ability as follows:
 - An English level of Council of Europe B1+ Proficiency Level/IGCSE C/IELTS 5.0 or equivalent.
 - IELTS 5.0 overall with no less than 5.0 in the written component and 4.5 in the listening, speaking, and reading components.
 - In certain circumstances, results in examinations other than those outlined above may be accepted as proof of competence in the English language as decided on by the Academic Director under the oversight of the Admissions Board.

- English language certification must have been awarded within two years of the start date of the programme.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning. RPL encompasses all forms of prior learning, including formal learning, and non-formal learning (learning outside the formal education system), through the workplace and experience.

To comply with QQI requirements, RPL must be considered for any student who wishes to access the programme¹. The College must also comply with Irish study visa requirements for Level 5 (NFQ) programmes as set out by the Department of Justice where students must study in class for at least 15 hours a week with an attendance rate of a minimum of 85%². The College must also make sure that students successfully complete the programme with 120 FET credits to be eligible for the QQI Level 5 (NFQ) Certificate in International Foundation Studies award which in turn facilitates progression to year one of the HEI partner undergraduate degree programmes. With these contexts in mind, the College will discuss RPL with partner HEIs to explore the extent, if any, to which RPL applies to a given applicant's request but such RPL will be conditional on the student passing the programme and complying with the above visa requirements. In the case of English language, RPL will not be available due to the need for students to satisfy minimum in-class hours of 15 per week which is not possible if students are not studying the English language modules. An example of permitted RPL might be where the HEI partner deems an applicant's Physics score to be sufficient to study an Engineering degree but, to successfully complete the College programme in a visa-compliant way, the student may need to study Biology instead, it being a complementary alternative module for the degree to which the applicant wishes to study at the partner HEI. All student requests for RPL must be submitted in writing to the Academic Director at the admissions stage and will be considered in the

¹ Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016)

² <http://www.inis.gov.ie/en/INIS/Guidelines%20for%20Language%20and%20Non-Degree%20Programme%20Students.pdf/Files/Guidelines%20for%20Language%20and%20Non-Degree%20Programme%20Students.pdf>

context of this policy and subsequently decided on by the Academic Director in conjunction with the HEI partner on a case-by-case basis. If an applicant chooses to appeal an admissions RPL decision, they are entitled to do so. All admissions appeals must be made by email to the Academic Director, within five working days of the decision being communicated. The admissions appeal procedure is outlined in Section 5 of UPOL007 UniHaven Student Recruitment and Admissions Policy Rev 2.

2.6. Programme Staff

Name	Role	Email
TBC	Programme Manager	
TBC	Teacher	
TBC	Teacher	
TBC	Teacher	
TBC	Teacher	
Sandra Traynor	Admissions Officer	sandra@unihaven.ie
TBC	Student Support Officer	studentsupport@unihaven.ie

During the assessment period, an out of office email will be available between the hours of 5 pm – 9 pm, Monday to Friday. If you need urgent support with assessments, please email deirdre@unihaven.ie.

3. Programme Format

3.1. Programme Duration

There are three intake periods:

September intake

This is a year-long programme over two semesters: September - December and January

- April comprising of 2 semesters, one for 13 weeks and one for 12 weeks.

January intake

This is a year-long programme over two semesters: January – April and April – July comprising of 2 semesters, one for 13 weeks and one for 12 weeks.

April intake

This is a year-long programme over two semesters: April – August and September – December comprising of 2 semesters, one for 13 weeks and one for 12 weeks.

3.2. Programme Structure

The table below shows the programme structure.

Module Number	Module Title	Mandatory / Optional	FET credits	Taught Hours per Week	Duration (weeks)
UNI001	English for Academic Purposes (EAP)	Mandatory	60	8	25
UNI002	Intercultural Studies and Communications	Mandatory	10	2	25
<i>Business and Social Science Pathway – Choose 2 from 4 Optional Modules</i>					
UNI003	Mathematics (Ordinary)	Mandatory for this Pathway*	20	4	25
UNI004	Business Studies	Optional	15	4	25
UNI005	Information Systems	Optional	15	4	25
UNI006	Global Politics	Optional	15	4	25
UNI007	Introduction to Social Sciences	Optional	15	4	25
<i>Engineering and Science Pathway – Choose 2 from 4 Optional Modules</i>					
UNI008	Mathematics (Higher)	Mandatory for this Pathway*	20	4	25
UNI009	Biology	Optional	15	4	25
UNI010	Chemistry	Optional	15	4	25
UNI011	Physics	Optional	15	4	25
UNI012	Computer Science	Optional	15	4	25
* Unless the student's choice of HEI degree programme necessitates a different level of Mathematics in which case such choice will be accommodated.					

4. Assessment and Feedback

4.1. Assessment Framework

The UniHaven College Level 5 Specific Purpose Certificate in International Foundation Studies Programme assessment strategy is to support the development of students in becoming self-directed autonomous learners who are responsible for making judgements on their learning so that they may progress to higher education institution (HEI) degree programmes. The College strives to enhance students' ability to self-monitor and self-evaluate their work to a high level such that they will successfully complete the programme with a sense of shared responsibility for their learning. The independent learner is valued by HEIs in Ireland and overseas and so it is in the student's interest and the College interest as a pathway provider to ensure that students will progress to HEI partners and succeed with their degree studies when there.

UniHaven College assessment strategies are formed at programme and module stages in line with QQI assessment requirements³ as follows:

- Learners are responsible for demonstrating their learning achievement.
- Assessment supports standards based on learning outcomes.
- Assessment promotes and supports both effective learning and teaching.
- Assessment procedures are credible.
- Assessment methods are reviewed and renewed as necessary to adapt to evolving requirements.
- Learners are well informed about how and why they are assessed.
- Learners are involved in the periodic review of assessment procedures⁴.
- The programme has sound assessment strategies.⁵

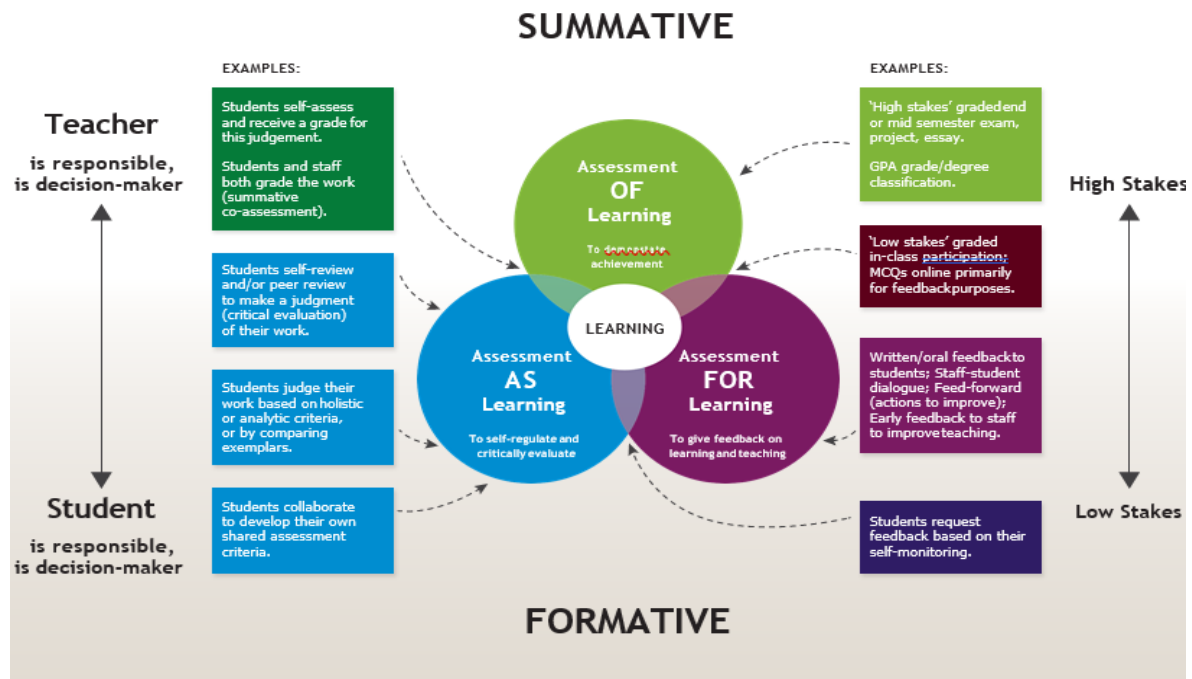
The below schematic taken from the National Forum for the Enhancement of Teaching and Learning in Higher Education⁶ as one that the College subscribes to.

³ Assessment and Standards, Revised 2013, section 2.1

⁴ Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016), section 6.1

⁵ QQI Policies and Criteria for the Validation of Programmes of Education and Training (2017), section 17.10

⁶ <https://www.teachingandlearning.ie/our-priorities/student-success/assessment-of-for-as-learning/>



Taken from "Expanding our Understanding of Assessment and Feedback in Irish Higher Education", National Forum for the Enhancement of Teaching and Learning in Higher Education (2017)

Figure 1. Assessment and Feedback Terminology and Examples

Summative assessment is also termed Assessment OF Learning, to emphasise its nature as an assessment of an activity that has occurred (i.e., after a period of learning). However, the term also emphasises a numeral aspect and it is often associated with a number or letter grade. Assessment of learning can help students to take a high level of ownership for their learning by facilitating student feedback that results in the form of both the grade itself and the Teacher feedback that accompanies it.

Formative assessment is related to the concept of 'feedback' on learning. The importance of learning because of feedback to students has led to the use in some contexts of the term Assessment FOR Learning, which emphasised the learning aspect. Assessment FOR Learning also includes the idea of feedback to staff on their teaching. It emphasises the importance of a dialogue between teachers and students. Feedback needs to be timely, actionable, and understandable. In formative assessment as Assessment AS Learning, it is the student who becomes more empowered, is more responsible and can become the key decision-maker. This growth of student self-confidence and student self-esteem is critical to the aims of UniHaven as one that provides autonomous, self-directed, critically-thinking, and well-prepared students that are ready to begin university degree studies on completing their programme.

Students shall attend all assessments, including written examinations, for the modules on which they are registered and submit coursework for assessment as required. Students must successfully pass all core modules and options to successfully complete the programme.

Students may only resit exams if they have already completed an extenuating circumstances form that



excused them from sitting the exam. Resit final exams must be completed within one week for a programme that has started in January to ensure that the student's results can be submitted to QQI on time and for their QQI-endorsed results to be accepted by the HEI they wish to progress to. Resit final exams must be completed within 2 weeks for programmes that start in September or April to facilitate student progression to the relevant HEI.

4.2. Programme Assessment Summary

Semester 1														
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
English for Academic Purposes								Pres						
Intercultural Studies & Communications						Assign								
Business & Social Sciences Pathway														
<i>Maths</i>							Test					CA	Exam	
<i>Business Studies</i>											CA			
<i>Global Politics</i>									CA				Exam	
<i>Introduction to Social Sciences</i>				CA									Exam	
<i>Information Systems</i>					Lab					Lab				
Science & Engineering Pathway														
<i>Maths</i>						Test						CA	Exam	
<i>Biology</i>			CA		CA		CA						MCQ	
<i>Chemistry</i>				Lab		Lab		Test		Lab		Lab Exam		
<i>Physics</i>			Lab		Lab		Lab		CA	Lab		Lab	Exam	
<i>Computer Science</i>											Pres		Exam	
CA = Continuous Assessment, Assign = Assignment, Lab = Laboratory Assessment, MCQ = Multi Choice Questionnaire, Test = Written Test, Pres = Presentation, Exam = Written Examination														



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Semester 2															
	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27
English for Academic Purposes					Essay/ biblio								Listening		
Intercultural Studies & Com							Pres						Portfolio		
Business & Social Sciences Pathway															
<i>Mathematics Ordinary</i>						Test							CA		Exam
<i>Business Studies</i>												Pres	Reflection		
<i>Global Politics</i>									CA						Exam
<i>Introduction to Social Sciences</i>				CA											Exam
<i>Information Systems</i>			Lab					Lab			Pres		MCQ		
Science & Engineering Pathway															
<i>Mathematics Higher</i>						Test									Exam
<i>Biology</i>			CA		CA		CA				Pres				
<i>Chemistry</i>				Lab				Lab		Test		Lab	Lab Exam		Exam
<i>Physics</i>		Lab		Lab		Lab			CA	Lab			Lab		
<i>Computer Science</i>								Practical							MCQ
CA = Continuous Assessment, Assign = Assignment, Lab = Laboratory Assessment, MCQ = Multi Choice Questionnaire, Test = Written Test, Pres = Presentation, Exam = Written Examination, Reflect = Personal Reflection, Pract = Practical Assessment, Portfolio = Personal Portfolio, Essay/biblio – Written Assessment and/or Assessment Relating to an Academic Bibliography															

NOTE: THIS IS SUBJECT TO CHANGE

4.2.1. Assessment Types, Weightings and Schedules - Business and Social Science Pathway

Mandatory - 17 hours in total

- ✓ **English for Academic Purposes (EAP)** - 8 class hours per week classes + 1 tutorial hour per week
- ✓ **Mathematics Ordinary (O)** - 4 class hours per week
- ✓ **Intercultural Studies and Communications** – 2 class hours per week
- ✓ **2 x tutorial hours per week**

Electives - **choose 2 of the below 4** modules - 8 hours in total

- ✓ **Business Studies**
- ✓ **Global Politics**
- ✓ **Introduction to Social Sciences**
- ✓ **Information Systems**

Total = 25 hours

Subject	Detail of Assessment	Week Number	Weighting%
<i>English For Academic Purposes</i>	Presentation	8	25
	Bibliography	12	12.5
	Essay	17	25
	Bibliography	24	12.5
	Listening Assessment	25	25

Subject	Detail of Assessment	Week Number	Weighting %
<i>Intercultural Studies and Communication</i>	Assignment	6	25
	Presentation	19	25
	Personal Development Portfolio	24	50

Subject	Detail of Assessment	Week Number	Weighting %
<i>Mathematics Ordinary</i>	Open Book Assignment	7	15
	Exam	13	35
	Open Book Assignment	18	15
	Exam	25	35



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Subject	Detail of Assessment	Week Number	Weighting %
<i>Business Studies</i>	Presentation	11	30
	CA	24	50
	Reflection	25	20

Subject	Detail of Assessment	Week Number	Weighting %
<i>Information Systems</i>	Practical Assignment	5	10
	Practical Assignment	10	10
	Practical Assignment	15	10
	Practical Assignment	20	10
	Presentation	23	10
	MCQ	25	50

Subject	Detail of Assessment	Week Number	Weighting %
<i>Global Politics</i>	CA	9	25
	Exam	13	25
	CA	21	25
	Exam	25	25

Subject	Detail of Assessment	Week Number	Weighting %
<i>Introduction to Social Science</i>	CA	4	25
	Exam	13	25
	CA	16	25
	Exam	25	25



Summary – Business and Social Science Pathway Assessment Types and Weightings

Subject	Detail of Assessment	Week Number	Weighting %
English For Academic Purposes	Presentation	8	25
	Bibliography	12	12.5
	Essay	17	25
	Bibliography	24	12.5
	Listening Assessment	25	25
Intercultural Studies and Communication	Assignment	6	25
	Presentation	19	25
	Personal Development Portfolio	24	50
Mathematics Ordinary	Open Book Assignment	7	15
	Exam	13	35
	Open Book Assignment	18	15
	Exam	25	35
Business Studies	Presentation	11	30
	CA	24	50
	Reflection	25	20
Information Systems	Practical Assignment	5	10
	Practical Assignment	10	10
	Practical Assignment	15	10
	Practical Assignment	20	10
	Presentation	23	10
	MCQ	25	50
Global Politics	CA	9	25
	Exam	13	25
	CA	21	25
	Exam	25	25
Introduction to Social Science	CA	4	25
	Exam	13	25
	CA	16	25
	Exam	25	25

Summary - Business and Social Science Pathway Assessment Schedule

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
EAP								√				√	
Intercultural Studies Communication						√							
Mathematics (O)							√						√
Business Studies											√		
Information Systems					√					√			
Global Politics									√				√
Introduction to Social Science				√									√

Subject	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25
EAP				√							√	√
Intercultural Studies and Communication						√					√	
Mathematics (O)					√							√
Business Studies											√	√
Information Systems		√					√			√		√
Global Politics								√				√
Introduction to Social Science			√									√

4.2.2. Assessment Types, Weightings and Schedules – Engineering and Science Pathway

Mandatory - 17 hours in total

- ✓ **English for Academic Purposes (EAP)** - 8 class hours per week classes + 1 tutorial hour per week
- ✓ **Mathematics Higher (H)** - 4 class hours per week
- ✓ **Intercultural Studies and Communications** – 2 class hours per week
- ✓ **2 x tutorial hours per week**

Electives - **choose 2 of the below 4** modules - 8 hours in total

- ✓ **Biology**
- ✓ **Chemistry**
- ✓ **Physics**
- ✓ **Computer Science**

Total = 25 hours

Subject	Detail of Assessment	Week Number	Weighting%
<i>English For Academic Purposes</i>	Presentation	8	25
	Bibliography	12	12.5
	Essay	17	25
	Bibliography	24	12.5
	Listening Assessment	25	25

Subject	Detail of Assessment	Week Number	Weighting %
<i>Intercultural Studies and Communication</i>	Assignment	6	25
	Presentation	19	25
	Personal Development Portfolio	24	50

Subject	Detail of Assessment	Week Number	Weighting %
<i>Mathematics Higher</i>	Open Book Assignment	7	15
	Exam	13	35
	Open Book Assignment	18	15
	Exam	25	35



Subject	Detail of Assessment	Week Number	Weighting %
<i>Biology</i>	Practical	3	5
	Practical	5	5
	Practical	7	5
	MCQ	13	30
	Practical	15	5
	Practical	17	5
	Practical	19	5
	Presentation	23	10
	MCQ	25	30

Subject	Detail of Assessment	Week Number	Weighting %
<i>Chemistry</i>	Lab	4	4
	Lab	6	4
	Test	8	30
	Lab	10	4
	Lab Exam	12	3
	Lab	16	4
	Lab	20	4
	Test	22	30
	Lab	24	4
	Exam	25	40



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Subject	Detail of Assessment	Week Number	Weighting %
<i>Physics</i>	Practical	3	3
	Practical	5	3
	Practical	7	3
	CA	9	10
	Practical	10	3
	Practical	12	3
	Exam	13	25
	Practical	14	3
	Practical	16	3
	Practical	18	3
	Practical	19	3
	CA	21	10
	Practical	22	3
	Practical	25	3
	Exam	25	25

Subject	Detail of Assessment	Week Number	Weighting %
<i>Computer Science</i>	Presentation	11	10
	Lab	20	40
	MCQ	25	50

Summary – Business and Social Science Pathway Assessment Types and Weightings

Subject	Detail of Assessment	Week Number	Weighting %
English For Academic Purposes	Presentation	8	25
	Bibliography	12	12.5
	Essay	17	25
	Bibliography	24	12.5
	Listening Assessment	25	25
Intercultural Studies and Communication	Assignment	6	25
	Presentation	19	25
	Personal Development Portfolio	24	50
Mathematics H	Open Book Assignment	7	15
	Exam	13	35
	Open Book Assignment	18	15
	Exam	25	35
Biology	Practical	3	5
	Practical	5	5
	Practical	7	5
	MCQ	13	30
	Practical	15	5
	Practical	17	5
	Practical	19	5
	Presentation	23	10
	MCQ	25	30
Chemistry	Lab	4	4
	Lab	6	4
	Test	8	30
	Lab	10	4
	Lab Exam	12	3
	Lab	16	4
	Lab	20	4
	Test	22	30
	Lab	24	4
	Exam	25	40
Physics	Practical	3	3
	Practical	5	3
	Practical	7	3
	CA	9	10
	Practical	10	3
	Practical	12	3
	Exam	13	25
	Practical	14	3
	Practical	16	3
	Practical	18	3
	Practical	19	3
	CA	21	10
	Practical	22	3
	Practical	25	3
	Exam	25	25
Computer Science	Presentation	11	10
	Lab	20	40
	MCQ	25	50

Summary – Engineering and Science Pathway Assessment Schedule

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
EAP								√				√	
Intercultural Studies Communication						√							
Mathematics (H)							√						√
Biology			√		√		√						√
Chemistry				√		√		√		√			
Physics			√		√		√			√		√	
Computer Science											√		

Subject	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25
EAP				√							√	√
Intercultural Studies and Communication						√					√	
Mathematics (H)					√							√
Biology		√		√		√				√		√
Chemistry			√				√		√		√	√
Physics		√	√									
Computer Science							√					√

4.3. Programme Assessment Regulations

All assessments are intended to determine the skills, abilities, understanding and knowledge of each student undertaking the assessment. Cheating is defined as obtaining an unfair academic advantage and any student found using any form of cheating, attempting to cheat or assisting someone else to cheat may be subject to disciplinary action under UniHaven's Academic Misconduct Procedure in section 7.7.2 of the UniHaven Quality Assurance Manual. Plagiarism is an academic offence and will be treated as such. Students must not submit the same material in more than one assignment or module. It is the responsibility of every student to familiarise themselves with College regulations on plagiarism and should consult UniHaven's Academic Misconduct Procedure.

4.4. General Student Regulations

The general UniHaven student regulations can be found in the Student Handbook. Under UniHaven's regulations, students are expected to conduct themselves courteously and respectfully at all times. They should display respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. It is the personal responsibility of each student to be aware of, support, and abide by the policies and procedures of UniHaven College. The programme operates on the premise that no person's education will suffer because of the actions of another student. The behaviour of all members of the student body should reflect a concern for safety and a consideration of the rights of both staff and students. The academic and social privileges granted to each student are conditional upon the fulfilment of these responsibilities.

4.5. General Assessment Regulations

The General Assessment Regulations can be found in the UniHaven Quality Assurance Manual, chapter 7 with the relevant forms available in the policy documents and from the Programme Manager.

These regulations include:

- Extenuating Circumstances Application
- Appeals, Reviews and Rechecks Procedures
- Assessment Appeals
- Correction of Errors



4.6. General Schedule of Examinations

Exams are scheduled at the end of semester one and again at the end of semester two. Schedules for each of the examination periods will be communicated to students via email and on the UniHaven College LMS. The modules that have examinations as part of their assessment strategies are listed below.

4.6.1 Business and Social Science Pathway

Semester 1

Subject	Exam
Mathematics	√
Global Politics	√
Introduction to Social Science	√

Semester 2

Subject	Exam
Mathematics	√
Global Politics	√
Introduction to Social Science	√
Information Systems	√

4.6.1 Engineering and Science Pathway

Semester 1

Subject	Exam
Mathematics	√
Biology	√
Chemistry	√
Physics	√

Semester 2

Subject	Exam
Mathematics	√
Biology	√
Chemistry	√
Physics	√
Computer Science	√

4.7. Regulations for Progression through the Programme

Students are required to complete all modules successfully to progress to their destination programmes. Any grades that are needed by UniHaven College's HEI partners above minimum Pass grades, i.e. 50%, will have been communicated to students pre-enrolment via their conditional offer letter.

4.8. Submission Guidelines for Assessments

Students are furnished at the beginning of each academic year with an Assessment Schedule. This schedule outlines the week that each assessment is due for each module. Students should note these dates carefully. The schedule is available to all registered students on the UniHaven College LMS.

Guidelines about the structure, layout and format of particular assignments are included with the Assessment Schedule. If students are unable to access these guidelines they should, in the first instance, contact the Teacher delivering the module.

4.9. Extensions and Late Submission of Assessed Coursework

A student may apply for an extension to the deadline for an element of continuous assessment under the company's policy for extenuating circumstances. Extensions are considered only where the written application is submitted to the teacher in advance of the deadline with supporting evidence as to why the extension is warranted (e.g., medical certificate).

Extensions to coursework may be approved by the Programme Manager who will consult with the Academic Director as appropriate. Technical problems, such as computer failure or viruses, are not deemed legitimate reasons for late submission or non-submission of work. The only exception is if the

assessment is to be submitted via the College's learning management system is not operating and, in those cases, a report will be sent from the Programme Manager to the Academic Director to ensure students are not disadvantaged.

If an extension has not been granted and work is submitted after the extended due date, late submission of assignments is penalised as follows:

- 10% penalty for assignments submitted within three calendar days of the submission deadline.
- 20% penalty for assignments submitted within one week (seven calendar days) of the submission deadline.

Later submissions, i.e., after one calendar week, will not normally be accepted. Students are expected to retain a copy of all submitted coursework.

4.10. Writing Academic Assignments and Authenticating Student Work

Details relating to the authentication of work can be found in the Academic Misconduct Procedure in section 7.7.2 of the UniHaven Quality Assurance Manual.

Students must ensure that work submitted for assessment in fulfilment of programme requirements is not duplicated (the same as, or broadly similar to, work submitted earlier for academic credit, without acknowledgement of the previous submission). Such duplication is cheating and any work submitted for assessment is duplicated, in whole or in part may be subject to disciplinary action under the UniHaven's Academic Misconduct Procedure.

When assignments are submitted, students must complete a cover sheet that contains the following declaration of ownership:

"I certify that the work presented is entirely my own and that all external sources have been fully acknowledged".

Guidelines for writing assignments and the appropriate referencing system can be found in the Appendix: Academic Resources section at the end of this handbook.

4.11. Feedback from Assessments

Feedback is available to all students for all assessments. Academic staff will provide general class feedback during scheduled lecture times. However, students seeking individual feedback should email the particular teacher with a copy of their timetable indicating clearly when they are available to meet the teacher. The teacher will then suggest a mutually agreeable time.

UniHaven College is committed to providing timely feedback on student assessments. Specific detail on student assessment and feedback is provided by individual teachers. Students receive ongoing and continuous feedback concerning their performance and examinations throughout each module. This feedback may be disseminated in hard copy and/or electronic form and/or oral form. All semester and final results are communicated via the grade book on the LMS which can be accessed by registered students.

4.12. Procedures for Reviews, Rechecks and Appeals

If students wish to view their assessment/examination scripts they should contact the Programme Manager. Please note that viewing of an assessment/examination script will not change your grade.

A valid review recheck or appeal requires submission to the Academic Director (AD) by a student of a completed Assessment Appeals Request Form.

If students wish to review their examination paper or assessment results please contact the Programme Manager within five working days (i.e., the day of results publication plus the next 4 days) of the publication of results. If students seek a recheck of an examination paper or assessment, please contact the Programme Manager within five working days (i.e., the day of results publication plus the next 4 days) of the publication of results. If students wish to appeal an examination or assessment, please contact the Programme Manager or Academic Director within ten working days (i.e., three days after formal results publication plus the next seven days) of the publication of results. Full details of the procedures are included in the Assessment and Awards Policies in section 7 of the UniHaven Quality Assurance Manual. A cost of €50 exists for each of the review/recheck/appeal procedures.

5. Programme Management

5.1. Programme Board

The Programme Board is responsible for the effective development, management, operation, and review of the programme as well as the monitoring, review and development of new modules, programmes, and assessments. The Programme Board consists of the programme manager, all teachers, student representatives, student support officer and external member(s) (TBC). The programme board meets at least twice per semester.

5.2. Student Representatives

At the start of the academic year, every class on this programme will be asked to nominate two spokespersons, the Student Representatives. The student representatives of each year of the programme will be invited to the programme committee meetings to present any issues that may be arising from how the programme is being managed. These meetings are organised by the Programme Manager.

5.3. Student Survey Questionnaire

As part of the College quality procedures, several reports concerned with monitoring and suggesting areas for improvement for programmes are generated which incorporate student survey questionnaires. Students will be surveyed about their learning and general experiences respectively.

5.4. Programme Quality Assurance

The Quality Assurance Policies and Procedures are outlined in UniHaven's Quality Assurance Manual, which is available to download from the College website.

Programme monitoring and review is taken as an opportunity to:

- Ensure that the programme remains appropriate and create a supportive and effective learning environment.
- Ensure that the programme achieves the objectives set for it and responds to the needs of the College students and the changing needs of the College's HEI partners and ultimately employers and society.
- Review the student workload.
- Review student progression and completion rates benchmarked against competitors.

- Review the effectiveness of assessment policy and procedures, adding new assessment types, as necessary.
- Review the physical premises and facilities that are necessary for programme delivery including but not limited to classroom sizes, library and IT, science/media laboratory facilities etc.
- Update programme content, delivery modes, teaching and learning methods, learning supports and resources, and information provided to students.
- Update third party, industry, or other stakeholders where relevant to the programme.
- Review quality assurance arrangements that are specific to that programme.
- Review blended learning and assessment aspects.

Programme delivery is monitored in a way that allows for the identification of needs and the modification and adjustment of the programme and its delivery method are appropriate.

6. Transfer and Progression

6.1. Transfer

A student can transfer internally from one programme pathway stream to another if the modules of study and the completion of the same allow in the context of both the learning the student has already completed to date and the entry requirements of the HEI degree they seek to progress to. Pathway stream transfers must be requested in the first four weeks of the programme to reduce the potential for negative impacts and allow for a natural transfer opportunity. In exceptional cases, a pathway stream transfer will be considered after the first 4 weeks. The stream transfer request would normally only be considered where a natural transfer opportunity occurs, i.e., at the end of a term or a semester.

Any student who wishes to discuss a pathway stream transfer should, in the first instance, raise the matter with their Programme Manager. For the student to make an informed decision, academic guidance will be provided, detailing the options available and the process that needs to be followed. Should the student wish to proceed with a transfer application, this should be put in writing to the



Academic Director by email who will determine the suitability of the request under the direction of the Admissions Board.

Transfers from and to similar level 5 Specific Purpose Certificate in International Foundation Studies programmes may be considered. Students should discuss such requests with the Academic Director who will consider such requests in good faith. Transfer into the programme can be considered as RPL and will be dealt with as per the process outlined in the RPL section of this policy.

6.2. Progression Process

Progression from the Programme

The Level 5 Specific Purpose Certificate in International Foundation Studies award may be made at Pass, Merit or Distinction as classified in the UniHaven Quality Assurance Manual. These awards will be based on the aggregate percentage marks for the programme. To be eligible for consideration for the award a candidate must:

- Undertake all modules listed in the course schedule for an award stage and satisfy all the assessment and other requirements set for the programme (e.g. attendance).
- Pass each module.
- Obtain an aggregate mark as per the Assessment and Awards Policies in section 7.5 of the UniHaven Quality Assurance Manual.

Students who have passed the UniHaven College Level 5 Certificate in International Foundation Studies Programme will not be permitted to undertake supplemental assessments to improve their scores for progression. They may be considered for an alternative undergraduate course, with lower progression requirements, provided that they meet those progression requirements. Such decisions will be made on a case-by-case basis with consideration given to, among other things, the availability of a suitable alternative course, the modules chosen by the student on the programme and the availability of places on the undergraduate course into which they wish to progress.

Progression to undergraduate programmes with UniHaven partner universities and institutions

As a pathway provider, students have decided while enrolling with the College what HEI and degree they wish to study post programme assuming successful completion of same and subject to the students securing the necessary visa to enter Ireland. Progression to a programme of education and training leading to awards at levels 6, 7 and 8 on the NFQ will be possible when students successfully complete the programme and achieve any specific requirements as specified by the receiving programme or institution. Decisions on the progression of students into undergraduate programmes at the UniHaven College partner HEIs are ultimately made by the respective partner universities and institutions.

To reassure applicants about their progression to the HEI degree programme, the HEI partners will issue Conditional Offer Letters (COLs) to College applicants showing how their progression to a degree programme is assured on the condition that College students successfully complete the programme, meet the HIE Partner requirements and successfully get a visa to study with the HEI in Ireland. HEI Partner COLs are separate from UniHaven College COLs with HEI Partner COLs outlining partner requirements and College COLs outlining UniHaven requirements. Such agreements to provide COLs are enshrined in Memorandums of Agreements signed with each HEI partner.

At the admissions stage, applicants will be advised about the degree options at their chosen HEI, what language and academic school requirements they must have, and what grades higher than the programme's standard Pass grade (i.e., 50%) they should achieve in each module, if relevant. All such requirements will be outlined in the partner COL and/or the College COL. COLs must be signed for students to accept the offer of a place on the programme subject to meeting all stated College and HEI Partner requirements.

In assessing the suitability of students for their undergraduate programmes of choice the Exam Board will consider all modules taken by the student, including any modules that they may have failed.

Appendix 1: Academic Resources

Presentation of Written Assignments Guidelines

1. Coursework

In keeping with the nature of a third level degree, all assignments are expected to be written in clear, accurate language; to cite appropriate references to sources used whenever relevant, and to contain a full bibliography of publications cited.

All submitted coursework should be word-processed, unless specified otherwise.

2. General Features of Presentation

Assignments should be carefully collated and submitted as specified in individual modules. Any associated materials (for example, video files or audio files) should be carefully labelled and a list provided with the assignment.

Pages should be numbered and sufficient margins left to allow for comments. Neatness is important and attention should be given to good presentation – lettering, the layout of photographs, illustrations – and to the accuracy of expression – paragraphing, spelling and punctuation. Always check the accuracy of what you have written.

A title page should be provided stating:

- the course and component to which the assignment relates;
- the title of the assignment;
- the name of the teacher to whom the assignment is being submitted;
- the date of submission;
- your name and student number;
- declaration that the work is your own original work (or the original work of a group, where relevant).

A reference list should follow the text and any appendices.

References should follow the Harvard referencing system unless otherwise specified.



3. Presenting Word-Processed Coursework

A4 paper should be used, with typing on one side only. There should be double spacing between lines. Each page should have a left-hand margin of at least 20mm and margins at head, foot and right-hand side, of at least 15mm.

4. Appendices

Any particularly long notes which cannot be avoided may be given in an Appendix. These may include statistical tables of figures, graphs, diagrams or work samples. Their significance, origin and date should be clearly shown and a reference should be made to them in the text of the essay. Do not place anything in an Appendix which forms part of a detailed and continued argument in the body of the essay.

Sitting Examinations

Students are advised to allow time to arrive at least 15 minutes before the start of the exam to check where they will be seated. Students must keep their student card on the exam table at all times during examinations. Pencil cases etc. need to be placed under the chair. Mobile phones must be turned off completely in the exam centres.

Revising for Examinations: Helpful Tips and Strategies

The revision and exam techniques listed below are just a few examples that can be used as a starting point. It's important to keep in mind that what works for one student, may not work for another.

1. Revision Time

Planning Revision Time

- Find out the examination schedule
- Decide *when* you are going to start and work out how long that gives you.
- Decide what to cover and in what depth. Think from the examination back to revision.
For example - how much can you cover in 45 minutes?
- Plan a realistic timetable.



Using Revision Time

Revision time must be active. The more material is manipulated and thought about, the easier it is to recall.

Diagrammatic Notes: One Strategy

- Draw a box in the centre of a blank page and write the topic in the box.
- From memory, add in the main themes/arguments, important authors, etc. in sub-boxes radiating from the centre.
- Then do the relevant revision.
- After this, from memory, fill in anything you left out.
- After about 24 hours, try a recall test.

(Summary grids or tables can be a useful alternative for some topics)

2. Common Examination Mistakes and Strategies

Some Common Mistakes in Examinations

Failure to follow basic examination instructions

Misallocation of time – for example, only answering 3 of 4 questions which are throwing away 25% of marks (if all questions carry equal marks)

Failure to answer the question set, misreading or misinterpreting the question: writing 'all I know about...'

Basing answers largely on 'common sense' rather than on the course material.

Failure to illustrate and support arguments, for example, with references to specific theories, authorities, case studies, etc.

Lack of planning leading to weakly structured, disorganised answers.

Lack of conclusions so answers 'peter out'

Writing illegibly.

Examination Strategies

- Read exam instructions carefully.
- How many questions have to be answered? For example, in a 3-hour paper, if 4 questions have to be answered you have approximately 45 minutes to answer each question.
- Read through the paper and choose questions carefully, allow 5-10 minutes for this. Attempt them in the order you feel most happy with.
- Spend time thinking about and planning each question. For example, 5-10 minutes for each question.
- Don't be panicked by other students who are writing quickly – remember quality over quantity.
- Read the question carefully; underline key words – remember the aim is to answer the specific question, not just to write a lot of words.

3. Examination Techniques

Mind mapping

- Jot down relevant ideas as they come to you, in the answer book. Note down main themes and arguments, ideas on concepts, illustrations and examples and relevant sources/authors.
- Sort out the jotted points into a sensible sequence. Just put a number by each point to indicate the order you decide on.

Planning

- Jot plans in the answer book and mark them off neatly afterwards to indicate rough work.
- Some students like to plan all the answers first. Others prefer to take each in turn – do what suits *you* best.

Writing answers

- Keep referring back to the question in your answer to keep you on course and show that you are addressing it.

- Do not forget introductions and conclusions. Use introductions to indicate clearly how you intend to tackle the question. If the question is at all ambiguous, state how you have interpreted it. Draw your argument together clearly in a conclusion.
- If you suddenly remember an important point, write it in a box with an arrow or asterisk to show where it *should* have gone – so you don't spoil the flow.
- Write legibly.

Timing

Remember to stick to timing as rigidly as you can: when you are coming to the end of the time allotted to a question, try to round it off and then move on to the next. If you do run short of time for the last question, jot down a quick plan of points you would have included.

Typical Criteria for Assessment of Presentations

Preparation

- Depth and breadth of reading
- Clarifying roles
- Deciding objectives
- Structuring the agenda
- Producing the agenda on time
- Distributing reading tasks

Presentation

- Introducing the topic
- Explaining aims and objectives
- Speaking clearly and confidently
- Use of handouts
- Use of audio-visual aids
- Use of IT
- Managing interest in the topic

Managing the Group

- Moving the agenda along
- Maintaining relevance
- Summing up where necessary
- Involving everyone
- Not allowing anyone to dominate
- Encouraging a relaxed atmosphere
- Timing the discussion

Discussion/Analysis

- Awareness of relevant issues
- Stimulating informed discussion
- The originality of thought and judgement
- Taking account of others' viewpoints
- Responding to questions
- Providing information
- Deciding what is relevant
- Clarifying discussion
- Drawing a positive conclusion from the group

General Grading Criteria

These grade descriptions are intended to provide guidelines for the marking of coursework and examinations in line with the standards relevant to an NFQ Level 5 Specific Purpose Certificate in International Foundation Studies programme (120 FET credits). They are not to be taken as rigid prescriptions, but as general indications of the qualities that are looked for at each level of classification. Markers should exercise their discretion in applying these guidelines and should not expect every criterion to be fulfilled in all cases for a particular grade to be awarded. For example, some criteria may be more applicable to coursework than to examination answers. In all cases, assessment criteria and marking schemes will be provided for all coursework and examinations.



UniHaven College shall adopt a percentage grading scheme, where the maximum mark attainable is 100. QQI Awards at level 4, level 5 and level 6 are classified as Pass, Merit or Distinction where a student has achieved the following standards for the award within the grading criteria⁷:

- A Pass is a grade awarded to a student who has attained the minimum standard. To be awarded a pass grade a student must have achieved a mark of between 50-64%.
- A Merit is a grade awarded to a student who has exceeded the minimum requirements. To be awarded a merit grade a student must have achieved a mark of between 65-79%.
- A Distinction is a grade awarded to a student who has substantially exceeded the minimum requirements. For a student to be awarded a distinction s/he is must have achieved a mark of 80% or over.

When a student has not achieved the minimum standards for an award the grade is recorded as Referred. Descriptors for each grade are as follows as directed by QQI⁸.

1. Distinction (80% and over)

A Distinction indicates that the learner has:

- Achieved the learning outcomes as outlined in the minor award - a distinction implies that an excellent standard has been achieved.
- Used the language of the vocational/specialised area fluently and confidently.
- Demonstration-depth understanding of the subject matter.
- Demonstrated a high level of initiative, evaluation skills.
- Demonstrated analytical and reflective thinking.
- Expressed and developed ideas clearly, systematically and comprehensively.
- Presented coherent, detailed and focused evidence.

⁷ Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018*), section 3.5

⁸ Quality Assuring Assessment Guidelines for Providers Revised 2013 (Version 2 - revised 2018*), section 3.6



2. Merit (65-79%)

A Merit indicates that the learner has:

- Achieved the learning outcomes as outlined in the minor award - a merit implies a good standard has been achieved.
- Used the language of the vocational/specialised area with a degree of fluency.
- Expressed and developed ideas clearly.
- Demonstrated initiative, evaluation and analytical skills.
- Presented coherent and comprehensive evidence.

3. Pass (50-64%)

A Pass indicates that the learner has:

- Achieved the learning outcomes as outlined in the minor award - a pass is the minimum acceptable standard
- Used the language of the vocational/specialised area competently.
- Attempted to apply the theory and concepts appropriately.
- Provided sufficient evidence which has relevance and clarity.



Appendix 2: Timetables

Business and Social Science Pathway Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-09:45	EAP	EAP	EAP	EAP	INTERCULTURAL STUDIES AND COMMUNICATIONS
09:45-10:00:	BREAK	BREAK	BREAK	BREAK	BREAK
10:00-11:15	EAP	EAP	EAP	EAP	INTERCULTURAL STUDIES AND COMMUNICATIONS
11:15-13:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
13:00-15:00	MATHEMATICS (O)	BUSINESS STUDIES	MATHEMATICS (O)	BUSINESS STUDIES	INFORMATION SYSTEMS
15:00-15:30	BREAK	BREAK	BREAK	BREAK	BREAK
15:30-17:30	INFORMATION SYSTEMS	GLOBAL POLITICS	INTRODUCTION TO SOCIAL SCIENCE	GLOBAL POLITICS	INTRODUCTION TO SOCIAL SCIENCE

NOTE: THIS IS SUBJECT TO CHANGE



Engineering and Science Pathway Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-09:45	EAP	EAP	EAP	EAP	INTERCULTURAL STUDIES AND COMMUNICATIONS
09:45-10:00:	BREAK	BREAK	BREAK	BREAK	BREAK
10:00-11:15	EAP	EAP	EAP	EAP	INTERCULTURAL STUDIES AND COMMUNICATIONS
11:15-13:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
13:00-15:00	MATHEMATICS (H)	BIOLOGY	MATHEMATICS (H)	BIOLOGY	CHEMISTRY
15:00-15:30	BREAK	BREAK	BREAK	BREAK	BREAK
15:30-17:30	COMPUTER SCIENCE	PHYSICS	CHEMISTRY	PHYSICS	COMPUTER SCIENCE

NOTE: THIS IS SUBJECT TO CHANGE