Department of
Tourism & Hospitality

A Student Guide & Assessment Rubric

MTU
Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

Dear Student,

On behalf of all the staff in the Department of Tourism & Hospitality, I would like to extend to you a warm welcome to Munster Technological University (MTU). At the Department of Tourism & Hospitality you will be able to pursue your chosen studies in a warm and friendly atmosphere, with an approachable and supportive lecturing team who can guide you on your path to success in the fields of tourism, hospitality, and culinary.

The world of tourism, hospitality and culinary arts is an exciting and vibrant world, where graduates will find a wide range of opportunities to develop their career paths, and to specialise in their preferred roles. At the Department, each and every student who reaches the required standard in their course will be offered the opportunity to continue forward to higher level studies, and postgraduate qualifications. This booklet is designed to give you a practical insight and to provide guidelines around examinations and assessments, so that you can look to excel to your greatest potential within your chosen field of study.

I would like to wish you the very best of luck in your studies, and hope you use your time wisely in MTU to propel you on your chosen career.

Dr Noel Murray

Head of Department
Tourism and Hospitality

WELCOME NOTE

MISSION STATEMENT

The Department of Tourism and Hospitality aims to maintain and build on its leadership role in providing innovative and challenging education programmes for the broad tourism, hospitality and foods related industries. These programmes are designed to develop the individual, to support career development, and to contribute to the advancement of knowledge in a complex and challenging environment.

ERT Call-Out

In case of emergency, call Emergency Response Team and tell them:

1 Phone number you are calling from
2 Location of incident
3 Chief complaint
4 Number of patients
5 Age (approximately)
6 Gender
7 Conscious?   Yes/No
8 Breathing normally?   Yes/No

If over 35 years - Chest Pain?   Yes/No
If trauma - Severe Bleeding?   Yes/No

6112

When using a mobile phone
Dial (021) 4326112

Health and Safety

Throughout the campus you will see red posters like this one, outlining what you should do in an emergency situation. We have an Emergency Response Team (ERT) located on campus. Please store the number carefully and familarise yourself with this important policy.

CLASSROOM RULES AND PROCEDURES

Academic Calendar
The Academic Calendar and important dates are available on www.mtu.ie/news/mtu-academic-year

Assessment procedures:
- Students are expected to attend all timetabled hours.
- It's important to meet all course assessment deadlines and to work continuously throughout the year.
- Students should supplement class material with independent learning.
- Students need to register on-line for any elective modules they have chosen.

Classroom etiquette:
- All mobile phones should be switched off during lectures.
- Food and drink are to be consumed outside of the classroom.
- Good behaviour and punctuality are very important.
- Respect all college equipment and property.
- Respect for your fellow student and University Staff is expected at all times.
- Computer labs are to be respected and used solely for college work.

Correspondence with lecturers:
- Lecturers and course coordinators should be contacted by e-mail in the case of any absence from class.
- If students require a meeting with the lecturer, it is preferable that appointments are made via e-mail correspondence.
- If you are experiencing any difficulties, please don't hesitate to contact your course coordinator by e-mail to discuss.

E-mail etiquette:
- Use appropriate style and tone. Emails to be considered a formal style of written communication.
- Be friendly, respectful and polite. Remember this is preparing you for the professional world of work.
- Add an appropriate subject line.
- If you are starting a new subject, create a new email.
- Use a professional salutation and an appropriate greeting.
- Consider why you need to send an email before you write it.
- Keep email brief and to the point.
- If multiple points need to be made, use bullet points.
- If your email starts to appear like an essay (i.e. a very long email) then stop! This is not the appropriate medium for communicating, and perhaps a conversation is more appropriate

- Be factual in your request for information or when responding to an email.
- Proof read (spell and grammar check) your email before sending.
- Consider confidentiality. Only write what you would say to a person's face or what you would be happy for anyone in MTU to read.
- Avoid text abbreviations and slang (e.g. Tks, gr8, ye).
- Do not send a query to multiple people, or cc multiple people unless necessary.
- Be realistic in your expectations of a reply to your email. This could take up to 3 days at busy times of the year.
- Do not send an email to Department of Tourism & Hospitality staff between the hours of 6pm and 8am (unless it's an emergency). Do not send an email at the weekend. If you want to write an email at these times, just save in drafts and send during office hours (this can be set up in email options). Staff will also aim to only email you during office hours.
- Include your student number, programme and year on all correspondence. It is useful to set up your automated signature for this.
- Do not write in CAPITALS in emails – it appears like you are shouting!
- Treat the person you are sending the email to with respect – refrain from bad mouthing staff or other students in your email.

- Don't send an email when you are emotionally charged. Wait 24 hours before responding to an email if you are upset or save to drafts and think twice e.g. if you have received results in your exams and you are not happy about them.
- Only correspond using your student email address and not a personal address.
- Students should only contact staff through their official email address and not through social media or a personal email address.

General regulations:
- Courteous behaviour to be applied to both peers and staff at all times
- Smoking strictly adhered to designated areas only
- Preserve cleanliness and tidiness of all public areas
- Ensure care is taken of personal items as MTU is not held responsible for any lost or damaged goods

Module Overview

A template will be provided by each lecturer to give you an overview of the module content and assessment strategies. Additional details including learning outcomes and reading lists are available online for each module on the CIT website. The following gives you an example of what is included:

Module Title	Introduction to Hospitality Marketing	Assessment Format	Project (20%) - Week 6
Module Code	HOSP6034		Short Answer Questions (20%) - Week 8
CRN	Unique 5 digit number		Final Exam (60%) - Semester End
Lecturer Name	Joe Bloggs	Lecturer E-mail:	joe.bloggs@cit.ie

Module Breakdown - This will help understand the breakdown of each module and will help with managing your notes and preparing for your assessment.

Topic 1: Introduction to Marketing
Core concepts of marketing, the role of the marketing function in the tourism and hospitality industry. The Marketing Environment - Macro and Micro and how these influence the marketing process. How marketing interfaces with other key result areas in a hospitality environment.

Topic 2: What makes the Hospitality Marketing Product Unique?
Service vs Product, The 5 key characteristics of services, introduction to the marketing mix for services.

Topic 3: Product
Industry profile, components of the hospitality product, levels of a product, The Product Life Cycle; application of these concepts in a hospitality perspective; strategies in the extension of the PLC. New product development and branding.

Topic 4: Distribution
Role and function of marketing intermediaries, functions and costs of distribution, trends and distribution in hospitality, role of electronic marketing.

Topic 5: Pricing
Pricing philosophies, economics and accounting principles in pricing. Factors affecting pricing decisions. Pricing strategies, matching supply and demand - the role of pricing and yield in hospitality marketing.

Topic 6: Marketing Communications
Role of communications, marketing communication tools, advertising, sales promotions, public relations - writing press releases, direct marketing, merchandising, sponsorship, digital marketing, sales in the hospitality business.

ASSESSMENT RUBRICS

Students in the Department of Tourism & Hospitality have a strong work ethic, however, sometimes students who have worked really hard, struggle to understand where they went wrong in an assessment or how they can improve their results in the future. In order to make this easier for students, we have developed a number of assessment rubrics which correlate to assessment results, to help identify ways for you to improve.

The following 3 rubrics outline an example or template that a lecturer might use when assigning marks for assessment. These are presented for Assignments (or Projects), Presentations, and Practical Skills. Lecturers will amend these rubrics to meet the specific learning needs of their module, which will provide insight into how you might improve your marks in the future.

ASSIGNMENTS - RUBRIC

	Poor	Fair	Good	Excellent
• **Introduction**	Short introduction with no overview of topic.	Brief introduction with some relevance to the research topic.	Informative introduction of the topic of study.	Clear, concise and informed introduction of the research topic.
• **Main Body** • **Analysis, Evaluation and Interpretation of Literature** • **Evidence of Reading** • **Use of Library databases** • **Link to topic**	No evidence of reading. No evidence of analysis. Poor link to topic.	Little evidence of reading. Reference only made to class material. Inability to link research topic to additional reading.	Evidence of additional reading. Ability to interpret data read. Evidence to support link between research topic and reading.	Strong evidence of reading. Extensive use of literature relevant to the topic. Strong interpretation of wide range of data read.
• **Logic organisation of material** • **Clarity of ideas** • **Presentation of data** • **Discussion and ability to articulate material from the literature** • **Ability to write/ Academic writing/use of language**	Poorly presented. Lacks clear structure. No clear discussion of material studied.	Project meets required guidelines. Key points identified but lacks clarity and discussion. Average writing skills and use of academic language.	Well presented. Meets objectives of project/research. Clear concise and logical presentation. Good articulation of topic. Good use of academic language.	Excellent presentation. Exceeds objectives of project/research. Strong logically presentation of material. Excellent use of academic language.

	Poor	Fair	Good	Excellent
• **Conclusions and recommendations** • **Summarise main findings** • **Draw conclusions** • **Ability to link to the material in the main body**	Inability to summarise, conclude and make clear recommendations (where appropriate).	Conclusion poorly presented with no clear interpretation of topic. Little/no relevance to the overall project.	Good conclusion supported with evidence from the literature. Logical conclusion and recommendations presented.	Excellent conclusion with strong focus on link to the material presented in the project/research. Excellent ability to interpret data and to make relevant and useful recommendations (where appropriate). Quality of work exceeds project criteria.
• **Referencing** • **Use of Harvard Referencing** • **In text citation** • **Layout/Structure/ IT skills- correct formatting as per Continuous Assessment guidelines.** • **Bibliography**	Incorrect/No referencing. Poor layout/structure. Did not follow Continuous Assessment guidelines. No Bibliography included.	Inconsistent use of referencing. Lack of evidence of IT skills. Limited adherence to Continuous Assessment guidelines Poor Layout/poor Bibliography.	Evidence of use of Harvard Referencing throughout project. Good application of IT skills. Continuous Assessment guidelines adhered to. Good Layout/good use of Bibliography.	Excellent application of Harvard Referencing throughout. Excellent application of IT skills. Layout and presentation exceeds required standards. Perfectly presented Bibliography.

PRESENTATION ASSESSMENT - RUBRIC

Suggested marking scheme	Poor	Fair	Good	Excellent
Content (25%): • **Research is evident** • **Material used is appropriate** • **Points made reflect their relative importance** • **Content appropriate for the audience**	No evidence of external reading. No references to support findings. No link to the audience.	Some evidence of external reading and research to support findings. Content somewhat relevant to the audience.	Content relevant to objectives. Student researched topic appropriately and provided evidence to support findings.	Excellent evidence of external reading. All material delivered appropriate to the audience.
Creativity (20%): • **Graphs/figures are clear and understandable** • **Audio visual components support the research** • **Creativity in the presentation approach is evident**	No visual and supportive aids. No creativity in the visual presentation.	Student attempted to be creative in the delivery of the presentation. Some use of audio and visual aids.	Good use of creativity in the delivery of the presentation through audio and visual aids. Good engagement with the audience.	Very creative in terms of delivery and the use of audio visual aids. Student maintained the interest of the audience.
Objectives (25%): • **Graphs/figures are clear and understandable**	Student does not achieve objectives. The purpose of the presentation is not clear. Lacking structure and flow.	Student only achieved some of the presentation objectives. Structure of the presentation not always clear.	Student has achieved most of the objectives and supported these with evidence from external research. A logically structured presentation.	Student has successfully achieved all objectives and clearly and logically demonstrated these through the presentation.

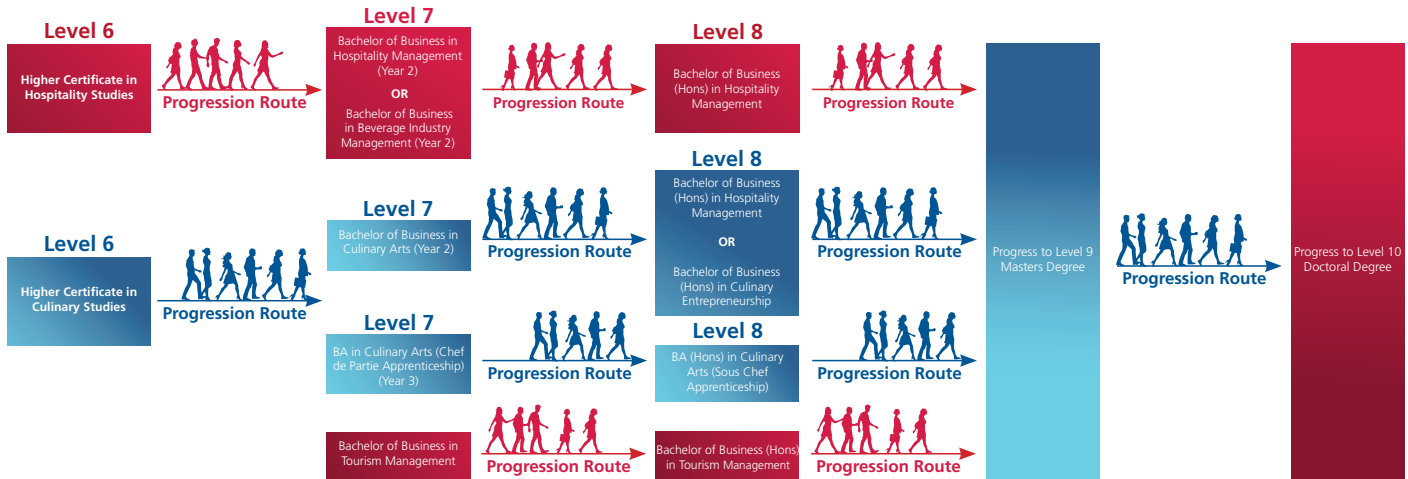| Suggested marking scheme	Poor	Fair	Good	Excellent
(contd.) • **Objectives supported with evidence** • **Information is presented logically**	Student does not achieve objectives. The purpose of the presentation is not clear. Lacking structure and flow.	Student only achieved some of the presentation objectives. Structure of the presentation not always clear.	Student has achieved most of the objectives and supported these with evidence from external research. A logically structured presentation.	Student has successfully achieved all objectives, and clearly and logically demonstrated these through the presentation.
Presentation skills (20%): • **Good eye contact** • **Clear audible voice** • **Visual aids supportive, not distracting** • **Time limits adhered to** • **Information well communicated**	Poor presentation skills. No eye contact. Incoherent and reading notes. Student is under or over the time limit.	Fair presentation skills. Some eye contact achieved and student adhered to time limit.	Good eye contact and clearly audible. Visual aids used appropriately. Time limits adhered to. Information communicated clearly.	Excellent presentation skills. Effective use of visual aids appropriate for the audience. Well practised and engaging.
Professionalism (10%): • **Well-presented and professional approach**	Inappropriate personal presentation	Personal appearance relatively appropriate for delivery of presentation.	Professionally presented throughout delivery.	Professional appearance and delivery.

PRACTICAL SKILLS - RUBRIC

Grade Practical Assessment	Fail	Pass 40-49%	Merit 2 50-59%	Merit 1 60-69%	Distinction 70%
Knowledge and Comprehension	No evidence of attempting the task.	Student demonstrated some evidence of comprehension but displayed little understanding.	Student demonstrated some logical thinking about solutions and strategies.	Student provided mostly correct solutions and strategies with minor errors.	Student provided correct solutions and strategies.
Application relating to Process and Principles	Student offered no explanation.	Student offered little explanation of their thinking/ reflection.	Student explained their thinking but not clearly.	Student explained and justified their thinking.	Student explained justified their thinking in a clear and concise manner.
Demonstration of Skillset	Student demonstrated no understanding.	Student demonstrated minimal or no understanding of the standard.	Student demonstrated partial understanding of the standards that were explicitly taught.	Student demonstrated mastery of the standards that were explicitly taught.	Student connected and applied the standards in complex ways.
Time Management	Poor complacence to time management	Student completed some of the tasks but not to the standard required.	Good final product but slightly below requirement.	Student displayed good time management in completing tasks as assigned.	Student demonstrated excellent time management relating to the task assigned.
Professional Conduct, Health and Safety	Student did not demonstrate any application to health and safety requirements and poor professional conduct.	Student had poor application of health and safety practices and work practices.	Student only demonstrated some safety practices and professional conduct.	Student demonstrated proper safety practices and adhered to professional conduct	Student applied excellent professional conduct and application to all health and safety requirements and guidelines.

PROGRESSION ROUTES

Level 6

Higher Certificate in Hospitality Studies

Progression Route

Level 7

Bachelor of Business in Hospitality Management (Year 2)

OR

Bachelor of Business in Beverage Industry Management (Year 2)

Progression Route

Level 8

Bachelor of Business (Hons) in Hospitality Management

Progression Route

Level 6

Higher Certificate in Culinary Studies

Progression Route

Level 7

Bachelor of Business in Culinary Arts (Year 2)

Progression Route

Level 8

Bachelor of Business (Hons) in Hospitality Management

OR

Bachelor of Business (Hons) in Culinary Entrepreneurship

Progression Route

Progress to Level 9 Masters Degree

Progression Route

Progress to Level 10 Doctoral Degree

Level 7

BA in Culinary Arts (Chef de Partie Apprenticeship) (Year 3)

Progression Route

Level 8

BA (Hons) in Culinary Arts (Sous Chef Apprenticeship)

Progression Route

Bachelor of Business in Tourism Management

Progression Route

Bachelor of Business (Hons) in Tourism Management

Progression Route

CLASSIFICATION OF AWARDS

LEVEL 6 & LEVEL 7		
DT	Pass with Distinction	at least **70%**
M1	Pass with Merit-Grade 1	**60%-69%**
M2	Pass with Merit-Grade 2	**50%-59%**
PS	Pass	**40%-49%**
LEVEL 8		
H1	First Class Honours	at least **70%**
21	Second Class Honours Grade 1	**60%-69%**
22	Second Class Honours Grade 2	**50%-59%**
PS	Pass	**40%-49%**
LEVEL 9 POSTGRADUATE DIPLOMA		
DT	Pass with Distinction	at least **70%**
ME	Pass with Merit	**60%-69%**
PS	Pass	**40%-59%**
LEVEL 9 TAUGHT MASTERS		
H1	First Class Honours	at least **70%**
H2	Second Class Honours	**60%-69%**
PS	Pass	**40%-59%**

OTHER CLASSIFICATIONS RELATING TO EXAM RESULTS

Students must register for their examinations.
All results are released to students online.

CODE	DESCRIPTION	ADDITIONAL INFORMATION
EX	Failed some modules – repeat required	A pass mark has been attained in some modules, and the candidate is exempted from further sittings of those modules. However in the case of other modules, a pass mark has not been attained, and the candidate is required to pass these modules before progressing to the next stage of the programme.
AB	Not present at any assessment	The candidate did not present any assessment at the current sitting and is deemed to have been absent.
WD	Withdrew	The candidate has formally withdrawn from the programme.
WH	Withheld	Examination results may be withheld for academic, personal, health, discipline or other reasons. If clarification has not already been received, a candidate notified of this result should consult the Head of Department regarding the reasons and/or implications of the result. It will be at the discretion of the Institute to decide whether a WH result is to count as an attempt.
FL	Fail	A pass mark has not been attained in any of the modules for the current sitting.
DE	Deferred	Due to exceptional circumstance, a final decision on a candidate's result has been deferred to enable the candidate to complete specific outstanding requirements of the programme.
CF	Carry Fail	**[Applies to Autumn PABs only]** The candidate has attained 55 credits, and may progress to the next stage of the programme. However the failed 5-credit module MUST be passed before the candidate can progress to any further stage.
HF	Cannot progress due to uncleared Carry Fail	The candidate has not yet passed a Carry Fail module from a previous stage of the programme, and therefore is not eligible to progress to the next stage.
NA	Not Applicable – no overall result	The candidate has not yet presented 60 credits for the stage, therefore an overall result is not applicable at this point.
CO	Progress with Credits Outstanding	If you fail your repeat exam, you may "Progress With Credits Outstanding" for this module into the next academic year, but you will need to pass this module that academic year before you can progress any further.

Students who complete written work and assignments are expected to use the Harvard Referencing System and the following is a brief guide.

What is meant by Citing and Referencing?
Referencing is an acknowledgement of the sources that you have read and that you have used to support your own theories and arguments throughout your assignment, and is essential to ensure academic rigour.

Staff and students can utilise the "Ouriginal" plagiarism detection software, which is integrated into Canvas and is a way to detect plagiarism and add feedback to an assignment.

The source of all published and unpublished documents regardless of format (i.e. print, non-print, electronic, internet) referred to, directly quoted from, paraphrased or summarised must be acknowledged.

References are cited twice in a document:
(i) At the immediate point where a document written by someone else is referred to, otherwise known as an in-text citation and
(ii) In the Bibliography or Reference List at the end of the work.

A BRIEF GUIDE TO THE HARVARD REFERENCING SYSTEM

Prof. Margaret Linehan

Why is referencing important?

Good referencing is an essential component of good academic writing. It is important for a number of reasons:

- It shows the depth and breadth of reading;
- It demonstrates how the current work relates to others who have written on the same subject;
- Most importantly, it helps to reduce the possibility of plagiarism;
- It allows your ideas to stand out clearly within the text;
- It enables readers to locate the original information source.

The Harvard System

The Harvard System, also known as the name/date system, stipulates that, for every source used, it must be cited in two places:

- In the body of the text of the essay/document. This is called in-text citation;
- In the Reference List or Bibliography at the end of the document.

In-Text Citation
Direct Quotation:

This is where words are taken directly from a source, without changing anything, and where quotation marks must be used. When quoting directly from another author, the author, year and page must be given and also ensure that the full reference is given in the Reference List. Normally quotations should be enclosed in single inverted commas in the text. For example: Kotler argues that 'reflective marketing is the essential key to lasting success' (1994, p.67).

Use double inverted commas only for quotes within a quote.

Quotations over forty words in length or four lines of text should not be enclosed in inverted commas but should be block indented from the left and typed in single line spacing, for example: Kotler (1994, pp.290-1) notes:

Sellers can take three approaches to a market. Mass marketing is the decision to mass produce and mass distribute one product and attempt to attract all kinds of buyers. Product variety marketing aims to offer a variety of products to broaden the customer base.

Omissions from the material being quoted should be indicated as follows:
Kotler (1994, pp.209-1) notes that 'Product variety marketing aims…to broaden the customer base'.

Paraphrase:

Paraphrasing involves relating the author's idea in one's own words. The ideas are not enclosed in quotation marks but **must still be acknowledged**. It is not essential to give page numbers when paraphrasing, for example, Kotler (1994) argues that mass marketing is an approach which aims to attract a wide spectrum of buyers through the mass production and distribution of one product.

In-Text Citation: Work Written by More Than One Author

If there are two or three authors, all are included in the citation. For example: Ferguson and Clark (1990).

If there are three or more author, the usual practice is to use **et al**. (the Latin abbreviation for ''and others"), for example: Murphy *et al*. (2000). It is normal practice to put ***et al*** in italics.

In-Text Citation: Multiple Works by Same Author in Same Year

If citing several different works by the same author all published in the same year, the different works are distinguished by the letters a,b,c... after the date. For example: (Jones 2001a) argues… Several authors believe… (Jones 2001b)

In-Text Citation: Corporate Author

If the author of a work is an organisation rather than an individual, use the organisation's name in the citation: For example: Bord Gáis (2006) indicated…

Compiling a Reference List

The in-text citations are simply abbreviated references and do not provide readers with sufficient information to find the sources to which they are referring. For this reason, the Harvard System also requires that, for every source with an in-text citation, a complete citation must be provided in the Reference List.

The Reference List should be in alphabetical order by surname of the author, followed by the first name or initials as given in the work cited. The rules are outlined below along with a number of examples.

- No punctuation after initials or date
- Multiple authors are joined by and as opposed to &
- Book and Journal names are in title case (Capitals are used for the first letters of the key words of the title)
- Book and Journal names are given in italics
- Commas separate publishing elements
- Edition is given without brackets or punctuation
- Publisher is followed by place of publication

Referencing a Book

Kotler, P. (1994) Marketing Planning Management: Analysis Planning and Control, 8th ed, Prentice Hall, New York.

Referencing a Book with Multiple Authors

Blattberg, R.C., Glazer, R. and Little, J.D.C. (1994) *The Marketing Information Revolution*, Harvard Business Press, Boston.

Referencing a Chapter or Article within an Edited Work

The reference to a chapter or article in a book has three components:
- name(s) and initials of author(s) together with date of edited work
- title of chapter or article
- name(s) of editor(s), title of edited work, publisher and place of publication, this component is preceded by the word In. For example:

McCann, J.M. (1994) Generating, Managing and Communicating Insights. Blattberg, R.C., Glazer, R. and Little, J.D.C. (Eds) *The Marketing Information Revolution*, Harvard Business School Press, Boston.

Referencing a particular chapter in a book by the same author:

Blattberg, R.C. (1994) Modelling Market responses. In Blattberg, R.C., Glazer, R. and Little, J.D.C. (Eds) The marketing Information Revolution, Harvard Business School Press, Boston.
Note: The date cited in the list of references is the date of the edited work (not necessarily the date of the original article) since the edited work is listed as the source of information.

Referencing two publications by the same author from one year:

Kotler, P. (1994a) Marketing for Schools and Colleges, Prentice Hall, New York.
Kotler, P. (1994b) Marketing Planning Management: Analysis Planning and Control, 8th ed, Prentice Hall, New York.

Note: If in different years arrange by date of publication; if in same year arrange alphabetically.

Referencing a forthcoming publication:

Blattberg, R.C., Glazer, R and Little, J.D.C. (forthcoming) The Marketing Information Revolution, Harvard Business School Press, Boston.

Referencing an Article
Referencing an Article from a Print Journal:
An article reference should include the volume number, issue number and page numbers of the article. For example:
Marcus, A. and Gould, E.W. (200) Crosscurrents: Cultural Dimensions and Global Web User-Interface Design. *ACM Interactions*, 7(4), 33-46.

Note: when referencing page numbers of the article it is important to provide the least amount of information e.g. 332-40 not 332-340. Page numbers are specified without accompanying abbreviations (p.) or (pp.)].

Referencing an Article Retrieved Electronically:
Schoenberger, C.H. (2006) Trading Places. Forbes, 178(12), 174-76. Available from Business Source Premier [Accessed 7 December 2007].

Referencing a Market Research Report Retrieved Electronically:
Euromonitor International (2007) *Beer: Ireland*, Euromonitor International, London. Available from Global Market Information Database [Accessed 14 February 2008].

Referencing a Newspaper Article:
Newspaper or magazine articles are treated simarily to periodicals except that it is normal to precede the page numbers with the abbreviation p. or pp. as appropriate:
For example:
O'Brien, T. (2016) Ireland Records Best Year for Tourism with 11% Growth, Irish Times, 13th December, p. 4.

Referencing Unpublished Works
Referencing a Dissertation:
Titles of unpublished materials are not italicised or underlined. For example:
Tobin, K. (2016) Ballymaloe Cookery School: A Study of the Business and its Local Impact, MA Unpublished Dissertation, Cork Institute of Technology, Cork.

Referencing a Working paper:
UNWTO (2016) Exploring Health Tourism, Working Paper, United Nations World Tourism Organisation

Referencing Electronic Works
Cao, L (2001) Designing for Overseas Chinese Readers: Some Guidelines [Online]. Available: http://eserver.org/courses/s01/tc510/adaptivity/cao/cao1.html (Accessed 29th February 2008).

EXTENUATING CIRCUMSTANCES

This is the policy statement regarding the circumstances that qualify and do not qualify in the event that a student is absent from or fails to submit continuous assessment components.

What are Individual Extenuating Circumstances?
Students will experience difficulties, problems and illnesses which are part of normal life. Such issues do not constitute Individual Extenuating Circumstances (IECs). IECs must be extraordinary in nature and more specifically they must:
• Be unexpected
• Be beyond the student's control
• Have a significant impact on assessment performance

It is not possible to be entirely prescriptive in relation to what does and does not constitute valid IECs. However, the following sections provide some guidance to assist staff and students in determining if particular circumstances may be accepted as valid IECs.

Circumstances that qualify as IECs
The following examples would be likely to be considered as valid IECs if the timing were such as to have a significant impact on the student's assessment(s):
• Death, or sudden serious illness, of a close relative or friend.
• A serious or incapacitating injury, illness, or medical condition (or a sudden, marked deterioration in an on-going or longer-term condition), or an emergency operation.
• Serious unexpected disruption of personal life.
• Premature childbirth (self or partner), or related post-natal care.

Circumstances that do not qualify as IECs
Normally, the following would be unlikely to be considered as valid IECs:
• On-going or longer-term conditions or circumstances are not IECs, and should normally be handled by disability support and/or special assessment arrangements: they are only likely to give rise to valid IECs claims if they first come to light or are diagnosed, or become unexpectedly and markedly worse, at assessment time.

- IECs claims without appropriate, independent supporting evidence.
- Minor illnesses or ailments (e.g., coughs, colds, hangovers).
- Personal/domestic events which could have been anticipated and/or planned otherwise (e.g., moving house; marrying; routine childcare).
- Choices and preferences in personal life (e.g., attending a wedding; holidays; attending social events, sporting fixtures).
- Poor management of time (including oversleeping) or misunderstanding deadlines/dates.
- Examination nerves, self-diagnosed stress.
- Failure of computer or other equipment being used to produce work to be assessed, including work not backed up.
- Individual transport/travel problems (unless due to strikes or disruptions which could not be foreseen or worked around).
- Relative cost of travel arrangements.
- Financial difficulties (if very serious, suspension of study might be appropriate.
- Demands of paid or unpaid employment, and job interviews (unless exceptional circumstances prevail in work that is undertaken as a condition or necessary counterpart of the programme of study).
- Failure of others to submit group assignments.
- Multiple examinations within a short period.
- Language of assessment not being the student's main language.

- Late applications for IECs (unless good evidence of the unavoidability of the delay is also provided).
- Long-term illness or disability where earlier disclosure would have allowed appropriate adjustments to be made.
- Assessments already subject to special arrangements to accommodate disabilities or other known conditions.
- IECs claims which fail to make clear how performance in assessment was significantly affected.

2.3 Other Extenuating Circumstances
From time to time, a structural problem will occur with an assessment. For example, a fire alarm may disrupt an examination taking place. These circumstances are referred to as General Extenuating Circumstances and will usually have impacted upon a group or cohort of students. These may not be used as part of a claim for IECs and should be addressed by other means.

2.4 Extenuating Circumstances Applications
IEC applications are available online through the student portal and are submitted to the Head of Department for approval.

Useful Contacts

Accommodation Office	021-4335750
Academic Learning Centre	021-4335098
Access Office/Student Assistance Fund	021-4335138
Careers & Counselling	021-4335772
Fees	021-4335440
Medical Centre	021-4335780

Canvas

Canvas is the institute's Learning Management System and is accessible 24/7 by logging onto https://cit.instructure.com

Academic Learning Centre (ALC):
Offers one-to-one support for maths, writing skills, economics, accounting and programming www.studentengagement.cit.ie/alc

Counselling Service:
A free and confidential service for all full-time students. www.mycit.ie/counselling

Access and Disability Support Service (DSS):
www.mycit.ie/access_disability/disability-support-service

Medical Centre:
www.mycit.ie/medical

Student Ombudsman:
www.mycit.ie/studentombudsman

Library:
www.library.cit.ie

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For more information:
E: hospitalitycork@mtu.ie
W: www.cit.ie/th
T: 021 - 4335820

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STUDENT ENGAGEMENT OFFICE

Transitions to MTU is a project of AnSEO, the Student Engagement Office, Office of the Registrar & VP for Academic Affairs in collaboration with the Department of Tourism & Hospitality.