



Student Catalogue 2025-2026

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President's Address

Dear Student,

Welcome to Setanta College.

This catalogue has been written specially to help you deal with aspects of your academic progression through Setanta College, please read it carefully.

Retain this catalogue for reference while you are a student at the college or refer to the latest copy for additional changes throughout your time with us. Always use your student email account for communication with the college staff.

I hope that you will have a happy and successful experience here at Setanta College for the duration of your programme. Please do not hesitate to contact any member of the team if you need information, help or assistance. For contact details please refer to our website <https://www.setantacollege.com/>.

I wish you every success in your studies.

Yours sincerely,

Seán Hogan,
Chief Executive,
Setanta College.

Setanta College Overview

Mission Statement

“Delivering industry defining education, application, and insight to communities at a local and global level.”

Our mission statement is more than words; it reflects who we are and why we do what we do. At Setanta, education is at the heart of everything, but we go beyond books and lectures. We believe learning should spark insight, inspire action, and make a real difference in the world. As we continue to grow, we’re proud to serve learners and communities both locally and across the globe, always with the same passion and purpose.

We aim to give every student a distance learning experience that’s not just high-quality, but deeply meaningful. Our programmes are designed to build advanced knowledge and strong, hands-on skills that translate into real impact. We’re focused on helping students succeed and are committed to sharing that expertise with industry and contributing fresh ideas and research that move the field forward.

Setanta College aims to achieve its mission through implementation of the following strategies:

- Diversification – to continuously expand and broaden the delivery and operations of Setanta to adequately serve the vision and mission.
- Reputation – to seek to maintain the high-quality reputation that Setanta has earned while actively building on it and communicating it to the world.
- Stabilization – to focus on developing the mechanisms for achieving success with current offerings in current markets with a view to providing the foundations for scaling the organization.
- Accreditation – to continue to offer industry supported products with required regulatory oversight and approvals.
- Operations – to engage in the development of a scalable operational machine of systems and processes to increase the quality of business operations and offerings.

Vision Statement

“Inspiring Human Development and Performance.”

Our vision focuses on providing exceptional education to students, partners, and the broader community in various areas, including sports performance, health, fitness, wellness, mental health, lifecycle management, nutrition, rehabilitation, and more.

Non-discrimination Statement

Setanta College respects the dignity and diversity of all our students and staff. We are committed to building a community that is free from intimidation and discrimination. Our goal is to create the conditions whereby students are treated solely on the basis of their merits, abilities, and potential, by ensuring that no member of the College is unfairly discriminated against as a result of gender, race, ethnic or national origin, age, social background, disability, religion, family status, marital status, membership of the Travelling Community or sexual orientation.

Setanta College will continue to implement that ensure every student and staff member can work and study in an environment which is free from discrimination and harassment. We accept our responsibilities under human rights and anti-discrimination legislation and codes of practice, and the need for positive action to redress inequalities. All students and employees

are expected to promote a culture that values diversity and equality of opportunity in all areas of college life.

Setanta College operates within the Irish Equal Status Act 2000 to 2004. This Act places an obligation on educational establishments to avoid discrimination. The section of relevance is Section 7 in the 2000 Act. In addition to Irish law, Setanta holds itself to the standards set in the USA, subscribing to the following laws:

- Title VI of the Civil Rights Act of 1964 (race, colour, national origin)
- Title VII of the Civil Rights Act of 1964 (race, colour, national origin, religion, sex)
- Age Discrimination in Employment Act of 1967 (age)
- Americans with Disabilities Act of 1990 (disability)
- Genetic Information Nondiscrimination Act of 2008 (genetic information)
- Florida Civil Rights Act of 1992
- Florida Educational Equity Act

About Setanta College

Setanta College was founded in 1999 as an industry-specific education provider. The higher education programmes commenced in 2006 as a result of an ever-increasing demand from the sporting industry in Ireland to upskill and educate current and would-be sport coaches in the practice of strength and conditioning (SCC). The college works closely with partners within the sport and exercise technology industry as well as research focused institutes. Setanta College offers bespoke educational and research support to several companies world-wide and is active in innovative sport and exercise research. The college also works directly with a number of sporting organizations and associations such as World Rugby, The National Strength and Conditioning Association (NSCA), Major League Soccer Players Association, Indian Cricketers' Association, English Rugby Players Association, Professional Baseball Strength C Conditioning Coaches Society, National High School Strength and Conditioning Association, Professional Football Strength C Conditioning Coaches Association, Gaelic Players Association, and Rugby Players Ireland in facilitating player education as well as coach education through the pathway of programmes of study offered by Setanta College.

Our programmes are delivered through a hybrid learning format of education i.e., a mixture of both online delivery and onsite practical coaching and teaching. We have developed specialist expertise in this medium of education which allows, potentially, the student to study from their own home or workplace anywhere in the world. The programmes are designed to cover the latest academic thinking and research but with a focus on practical application. The modules (courses) are updated every two years, which is unique in the educational industry.

Contact and Hours

Setanta College is located at:

Oscar Wilde House

1 Merrion Square

Dublin 2

D02 NH98

Ireland

Tel: +353 (0)504 26723

<https://www.setantacollege.com/>

Office business hours are Monday through Friday from 9:00 am to 5:00 pm (GMT from late October through late March; IST / GMT+1, from late March through late October).

Licensure

Setanta College is licensed and accredited by Quality Qualifications Ireland (QQI), the Irish Department of Education agency responsible for promoting quality and accountability in education and training services in Ireland. Setanta College can be found on the Irish register of qualifications with programmes validated up to 31st August, 2030.

Setanta College is accredited by the Distance Education Accrediting Commission (DEAC), a U.S. Department of Education-recognized accrediting agency.

Administration

Legal Control & Governance

Setanta College is a private company limited by shares. The shareholders of the company are Desmond Ryan and Liam Hennessy. The directors of the company are Dr. Liam Hennessy, Mr. Seán Hogan, Mr. Laurence Hogan, and Mr. Des Ryan. The Institute is guided by its Advisory Council, which is comprised of external experts, academics, and industry leaders who provide valuable insight on academic direction, curriculum relevance, and emerging trends within the field to ensure programmes remain current and industry-aligned.

The members of the current Board of Directors are:

- Liam Hennessy, College Chancellor
- Mr. Seán Hogan, Chief Executive
- Mr. Des Ryan, Director
- Mr Laurence Hogan

The current Advisory Council (QQI Governing Board) members are:

- Pádraig Harrington
- Phillip Danaher
- Dr. Rory McEntegart
- Dr. Joe Rooney

Faculty & Staff

The College employs leading academics, instructional designers, and multimedia developers to design and develop a teaching and learning environment based on best practice in blended learning. Central to this work is the College's Content Creation Team. This team consists of subject matter experts, academic leadership, instructional designers, and multimedia developers whose role it is to produce blended learning content which is engaging and innovative. Our team includes:

- Dr. Liam Hennessy, President
- Seán Hogan, Chief Executive
- Dr Micheál Cahill, Chief Operating Officer
- PJ Wilson, Academic Director
- Declan O'Loughlin, Commercial Director
- Ben Drew, Head of Academic Affairs & Operations
- Dr David Drake, Undergraduate Programme Lead
- Dr Christine Wall, Postgraduate Programme Lead
- Ronan Hogan, Accreditation & Compliance Manager
- Hanno Van Vuuren, Assistant Lecturer
- Lorenzo Consonni, Teaching Assistant
- Nikita Davis, Teaching Assistant
- Niall Houston, Sales Executive
- Bronwyn Willis, Education Operations Administrator / HR
- Laurence Hogan, Systems Operations Executive
- Danielle van Jaarsvald, Student Accounts Administrator
- Chloe Adams, Student Services Representative
- Lourens Vosloo, Instructional Design & Multimedia Manager
- Michele Lyle, eLearning Developer

Faculty Members

Dr. Micheál Cahill

Doctorate in Sports Performance – Auckland University of Technology
Master of Science in Sports Performance – University of Limerick
Bachelor of Science in Health, Fitness, and Leisure – Munster Technological University
Chief Operating Officer with expertise in academic leadership, research, and operational strategy within high-performance sport and education.

PJ Wilson

Doctor of Philosophy (Candidate) – University of Limerick
Master of Science in Exercise and Performance Psychology – University of Limerick
Bachelor of Science in Strength and Conditioning – Setanta College

Dr. David Drake

Doctor of Philosophy in Neuromuscular Adaptation – Ulster University
Bachelor of Science (Hons) in Sport and Exercise Science – Ulster University

Dr. Christine Wall

Doctorate in Human Movement Sciences – University of the Free State
Master of Science in Biokinetics – North-West University
Bachelor of Science (Hons) in Biokinetics – North-West University
Bachelor of Science in Human Movement Science and Physiology – North-West University

Ronan Hogan

Doctor of Education (Candidate) in Educational Leadership – Acacia University
Master of Science in Sport and Exercise Nutrition – Loughborough University
Master of Science in Strength and Conditioning – Setanta College
Bachelor of Arts in Exercise and Health – South East Technological University

Hanno Van Vuuren

Master of Business Administration – Notre Dame College (USA)
Master of Science in Sport Science – University of Stellenbosch
Bachelor of Science (Hons) in High Performance Sport Science – University of Stellenbosch
Bachelor of Science in Sport Science – University of Stellenbosch

Lorenzo Consonni

Master of Science in Performance Coaching (First Class Honours) – Setanta College
Bachelor of Science in Sports Science – Università degli Studi di Milano
Strength and conditioning specialist with expertise in athletic development and performance programming.

Nikita Davis

Master of Science in Sport and Exercise Science (Sport Psychology, *Cum Laude*) – Stellenbosch University (2021)
Honours in High Performance (Strength and Conditioning) – Stellenbosch University (2017)
Bachelor in Sport Science – Stellenbosch University (2015)
Lecturer in applied exercise science and rehabilitation with experience in blended and distance education delivery.

Mr. Ben Drew

Postgraduate Certificate in Operations Management – Dublin City University

Master of Arts in Financial Management – Technological University of the Shannon
Bachelor of Business in Marketing and Management – Limerick Institute of Technology

Francesco Aiello

Doctor of Philosophy in Applied Sport Science – Edinburgh Napier University
Master of Science in Sport Science and Performance – University of Milan
Bachelor of Science in Sport Science – Catholic University of Milan

Michelle van Rooyen

Doctor of Philosophy in Sports Science – University of Cape Town
Master of Professional Practice in Sport (Doctor of Professional Studies, Candidate) – Leeds Beckett University
Bachelor of Science (Hons) in Sports Science – University of Brighton

Liam Hennessy

Doctor of Philosophy in Applied Sports Physiology – University of Limerick
Master of Science in Sports Science – Loughborough University
Bachelor of Arts in Physical Education and English – National College of Physical Education

Kevin Byrne

Master of Science, Financial Services – University of Limerick
Bachelor of Arts, Economics and Mathematical Studies – University College Cork

Andrew Torsney

Doctor of Philosophy, Zoology/Animal Biology – Trinity College
Master of Research, Biodiversity and Conservation – University of Leeds
Bachelor of Science (Honours), Zoology – University College

Academic Programmes

Since 1999, Setanta College has delivered Strength and Conditioning (SCC) programmes of study to thousands of students. The College operates within the broader field within the broader field of Performance Science, which applies across sports science, physical activity and health and wellness. Its current primary area of expertise is in the field of strength and conditioning. While SCC remains a core area of expertise, this foundation supports a wide range of study and professional practice within the performance and exercise sciences.

Today, SCC is recognized as a distinct professional discipline in both sport and general fitness contexts. SCC coaches now play vital roles not only within professional sport, but also in amateur sport, within youth athletic development, and within a wider community based general exercise setting. Reflecting this evolution, the College now provides short introductory courses for health and fitness professionals. These offerings reflect the broader reach of SCC and performance science, fields which now attract a diverse range of students, including aspiring coaches, teachers, parents, health, fitness specialists, professional and amateur sport coaches, and athletes.

The discipline of SCC is guided by both scientific research and practical coaching experience. The central role of sports and performance science is clear within the discipline, as the use of sport and coaching technology has become increasingly prominent across all levels of SCC coaching.

Bachelor of Science in Strength and Conditioning

(137 Semester Credit Hours)

The programme challenges participants to consider the application of SCC in the context of athletic development, performance, health, and wellbeing. Increasingly, undergraduates find it necessary to enhance their employability prospects through postgraduate study and expertise in applied research. The programme provides preparation for advanced level study where a research proposal component is prepared on a contemporary topic.

Teaching methods promote independent scholarship through facilitation and provision of an extensive range of learning material and resources organized and accessible for student consumption. The modular structure of the programme allows the student to broaden their knowledge base in the essential elements of Strength and Conditioning whilst the level of study dictates the depth and specificity of knowledge enhancement developed in these areas. Through modular assessment design and the creation of a research proposal, the student demonstrates advanced scholarship through practice and refinement of academic writing required for successful study at master's degree level.

This programme aims to provide students with:

- An advanced understanding of both current and emerging knowledge and practice in SCC
- Capacities to creatively manage the diversity of issues faced by the SCC coach
- Preparation and encouragement to pursue future directions in either academic study or professional coaching opportunities
- Skills and confidence to contribute to the development of knowledge and practice in SCC
- Critical and reflective thinking skills that encourage research, application and evaluation
- A multidisciplinary approach to working within the discipline of SCC
- A detailed research understanding to enable the learner to implement and critically evaluate research.

Programme Objectives

This programme aims to produce graduates with a professional-level coaching competence in Strength and Conditioning (SCC) across a wide range of settings and environments. The programme encourages students to develop and refine their personal coaching philosophy while deepening their understanding of SCC from practitioner, professional, and academic perspectives.

Upon completion of this programme, graduates will be able to:

- PO1: Evaluate the physical demands of different activities and the functional characteristics of athletes or clients to inform the selection and adaptation of appropriate programming and intervention strategies.
- PO2: Evaluate the theoretical constructs of training methods, systems, and periodisation strategies to identify and address personal knowledge gaps.
- PO3: Plan coaching and training interventions to apply within contrasting exercise/physical activity settings to achieve a range of desired outcomes.
- PO4: Develop practical training programmes, evaluating them for contextual relevance and effectiveness.

- PO5: Apply scientifically grounded procedures to deliver a comprehensive strength and conditioning programme, monitoring and reflecting on the appropriateness of all interventions.
- PO6: Evaluate the effectiveness of one’s contribution to team-based coaching and training activities.
- PO7: Apply self-assessment to formulate a career action plan.
- PO8: Analyse key psycho-social issues in strength and conditioning and one’s own impact within this context.

Frequency of Lessons

Instruction takes place online in an asynchronous manner. This means students are not required to be logged into the system at any particular time of the day or week. Rather, students have the freedom to select the most convenient days and times to participate.

Modes of Instruction

Hybrid Programme- Online Instruction delivered by qualified faculty to instruct online coursework. Onsite workshops are held during each course – a minimum of 1 and a maximum of 3 is the normal occurrence. Attendance at the onsite workshops is a very important component for all students. Attendance participation and assessment in the workshops are part of the assessment process. It is understood that on occasion, a student may miss a workshop. However, a student will drop marks in that case. If a student misses a workshop, we recommend that he or she attends the workshop at the next possible opportunity that the particular workshop is delivered again. In this instance the college awards the marks retrospectively.

Modules (Courses) C Descriptions

Module (Course) #	Module Title	Module Type	Smstr Crdt Hrs	Module Description
BS001	Functional Screening	Core/ Required	6	This module introduces the coach to functional screening. It examines different approaches or schools of thought in this area. It traces the development of the area through to current and what may be considered state-of-the-art concepts and then introduces a range of basic screens – showing the learner how to set-up, conduct, and interpret the screens. It discusses the issues of compensations, weak links and several other aspects of this fascinating area. In addition it examines the scientific support for functional screening and training.
BS002	Resistance Training 1	Core/ Required	6	This module introduces the coach to the area of Resistance Training in general. It features a historical description of the development of the field of study. It then examines the key principles upon which Resistance Training is based. The many and varied methods used in stability, strength, power and muscle mass development are described. The student will also acquire a range of skills including knowledge, know-how and competence within the area of Resistance Training so as to become a specialist coach of Strength and Conditioning. The practical areas covered are many and varied and include traditional circuit training, core stability, kettlebell, medicine ball, chain and other Resistance Training modes.
BS003	Resistance Training 2	Core/ Required	6	This module introduces the coach to weight training and weight lifting. It places particular emphasis on establishing excellent coaching skills. The content looks at the health and safety issues relating to weight training while the student is exposed to a detailed understanding of the practical coaching skills in weightlifting and weight training for sport. The module covers the many methods of introducing and teaching weightlifting and weight training to participants at the recreational level through to the elite level. Additionally, both the theory and practice of weight lifting and weight training for children is considered.

BS004	Advanced Resistance Training	Core/ Required	6	This module aims to build upon the comprehensive knowledge gained in the previous two 'Resistance Training' modules . This module will cover a wide variety of topics related to advanced resistance training. The module will cover a number of training methods and modes such as power training methods, kettlebell training, blood flow restriction training, and many more. The module will also examine resistance training for special populations such as the youth, the elderly and people with chronic health conditions like obesity. Finally this module will provide some nutritional information around resistance training performance and adaptation from resistance training.
BS005	Speed Development	Core/ Required	6	This module will describe the characteristics associated with speed and it's expression. Both theory and practice is blended as the student gains the knowledge to identify the various elements of speed and to coach selected speed related training modes. Practical coaching workshops are supported by a growing instructional video library that complements and reinforces the coaching of a technical sprinting and agility model. Through an examination and critical evaluation of the supporting literature for different approaches to speed development, the learner will be challenged to construct and provide a supporting rationale for a long-term speed development programme.
BS006	Endurance Development	Core/ Required	5	This module introduces the coach to endurance development. It considers the various components of endurance and examines the principles underpinning endurance development. The module will also describe the physiological basis for the development of endurance and the impact of concurrent training for other fitness components. The student will also study best practice for developing various types of endurance in general but specifically how to develop endurance for their own sport.
BS007	Human Anatomy, Physiology, and Biomechanics	General Education	6	This module ensures that the student understands and appreciates how the body is built, works and moves. It examines how energy is provided and how the muscles and nerves integrate to ensure movement in sport. It also describes the skeletal, cardiovascular and endocrine systems. The module provides an excellent ACP background to students of Strength and Conditioning studies.
BS008	Youth Athletic Development	Core/ Required	6	This module introduces the coach to Youth Athletic Development. It aims to describe the physical activity and movement development opportunities within society in general and specifically within a physical education, sporting and non-sport related setting. The module traces the development of the child through to adulthood in terms of rudimentary, fundamental and athletic movement skill and sport-specific skills. The coach will develop the theoretical and applied skills to devise a long term plan adapted to his or her sport. Throughout the module, the origins and principles of long-term athletic planning will be considered as well as the stages of development within a range of models. The module also aims to critique the limitations of such models in terms of the practical application of a model's aims and outcomes.
BS009	Human Nutrition and Dietary Studies	General Education	6	This module provides the learner with key nutritional knowledge that will allow the learner to support physical performance in terms of energy and its recovery within the role as strength and conditioning coach or exercise specialist as a personal trainer. Understanding the limitation of their role the learner will become competent in describing the recommended nutritional guidelines to support performance.
BS010	Communication and Leadership	General Education	6	This module aims to investigate the impact that practical coaching and coaching style has on a coach's performance, and to provide them with a theoretical and practical basis upon which to develop effective coaching strategies. The module will provide the opportunity to evaluate and develop the learner's own coaching skills through a range of practical activities. Different approaches and styles of coaching as well as the traits of an effective coaching process are addressed within the content of this module. The content delivered also considers the complex discontinuous nature of motor skill development and assists the learner in formulating an appropriate coaching plan where the learner can justify the proposal giving due consideration to the participant(s) needs and stage of development.
BS011	Coaching Technology and Fitness Testing	Core/ Required	6	The learner in this module can expect to gain a broad understanding of the issues relating to technology in sport and be able to display specialist skills in using and interpreting specific technological items that relate to the physical, physiological and biomechanical assessment of the individual athlete or

				team. The ability to effectively assess and monitor an athlete is a key part of the strength and conditioning process. Increasingly, this assessment utilises technological advancements in analysis. The module aims to provide students with the required knowledge and applied skills to enable them to plan and conduct effective fitness testing batteries for a range of sports and to appropriately evaluate performance.
BS012	Business Management	General Education	6	This new module will address key concepts related to the business of sport and exercise and in particular on providing case study guidance as to effective practice in the market research, employment opportunity creation, marketing and the use of social media in the promotion of a potential business. The foundations of creating a business based on supplying services and innovative technologies that capture the ever changing and varied context of the support of sport related training, general exercise, health and fitness and personal training will be considered.
BS013	Injuries and Rehabilitation	Core/ Required	6	The module aims to provide a description of common injuries within sport. The factors associated with injury in sport and the incidence, type and severity of injury that occurs will be elucidated. The module also aims to clarify the role of the strength and conditioning specialist in injury risk reduction practices as well as their role within the sport support team in relation to injury rehabilitation practices.
BS014	Academic Writing and Research Skills	General Education	6	This module aims to provide learners with the required understanding of research methodologies, statistical concepts and computational skills for the practical application of this knowledge and skills in relevant strength and conditioning situations.
BS015	Professional Practice Portfolio	Core/ Required	5	The professional practice portfolio will allow the learner to both apply and evaluate their formal strength and conditioning learnings within an experiential learning environment and in so doing will gather, record, analyse and critically reflect on the coaching experience. Learners will log a significant number of hours within a sports or exercise-based SCC setting allowing them the opportunity to gain informed insight into their own personal abilities, aptitudes and coaching competencies and to reflect on their continuing coaching practice and development.
BS016	Strength and Conditioning for Special Populations	Core/ Required	5	This module aims to evaluate the effectiveness of adapted physical activity initiatives and programmes in promoting physical activity and fitness within special populations. This module also aims to facilitate the learner's previous learning in the application of strength and conditioning principles and methods in formulating and coaching appropriate and progressive programmes of strength and conditioning to a variety of special populations.
BS017	Psychology C Behavioural Studies	General Education	6	The module aims to assist the learner in evaluating the needs of their athlete/client within the broader programme in planning, delivering and evaluating a sports psychology programme.
BS018	Health and Wellness	Core/ Required	6	This module aims to upskill the learner through a broad set of knowledge, skills and competencies with the overall aim of enhancing the personal health and wellness of the individual athlete or client within both the training environment and the wider society, community and employment setting. The programme is designed to offer the specialist coaching professional the skills to be effective in the promotion of better health and wellness.
BS019	Applied Anatomy, Physiology, and Mechanics of Movement	Core/ Required	5	This module provides an in-depth analysis of the anatomical and physiological principles underpinning human movement. Students will explore the biomechanics of movement patterns across various sports and physical activities, with a strong focus on functional anatomy and neuromuscular coordination. Applied learning tasks involve assessing, analysing, and interpreting movement in athletic contexts, with emphasis on muscular control, joint actions, and efficiency of motion.
BS020	Applied Methods in Strength and Conditioning	Core/ Required	6	This course equips learners with advanced strategies in strength and conditioning program design, execution, and evaluation. Students will explore and apply current best practices in resistance training, speed and agility development, and energy systems training. Through practical workshops and case studies, learners will develop the competence to deliver safe and effective training interventions across diverse populations, supported by contemporary research.

BS021	Applied Independent Practice	Core/ Required	5	This experiential learning module allows students to engage in applied practice within a real-world or simulated professional environment. Learners are required to complete a structured log of practice hours, demonstrating competency in planning, implementing, and reflecting on strength and conditioning interventions. Emphasis is placed on integrating academic learning with practical coaching, supported by supervision and feedback from experienced professionals.
BS022	Programming and Monitoring Strength and Conditioning Interventions	Core/ Required	5	Students will learn to develop periodized training programmes based on needs analysis, testing, and individual athlete profiling. This course emphasizes the ongoing monitoring of athlete readiness, training loads, and adaptation indicators through evidence-based practices and performance data. Learners will be trained in the use of software tools and reporting formats to guide decision-making in dynamic sport environments.
BS023	Managing and Leading Strength and Conditioning Programs	Core/ Required	6	This module focuses on the operational and strategic management of strength and conditioning services in sport, health, and fitness contexts. Students will explore topics such as programme planning, staff coordination, budgeting, performance management, and ethics in coaching leadership. Case-based learning supports the development of leadership and organizational skills necessary for leading multidisciplinary teams and delivering sustainable programmes.
BS024	Applied Professional Project	Core/ Required	5	This capstone module requires learners to undertake an independent, research-informed project addressing a relevant issue or challenge in the field of strength and conditioning. Students will formulate a research question or applied problem, review the literature, select and justify a methodological approach, and present their findings in a professional format. The project emphasizes critical thinking, problem-solving, and the translation of theory into practice.
ENG101	English Composition	Elective	5	This course provides students with the rhetorical foundations that prepare them for the demands of academic and professional writing. In this course, students will learn and practice the strategies and processes that successful writers employ as they work to accomplish specific purposes. In college, these purposes include comprehension, instruction, entertainment, persuasion, investigation, problem-resolution, evaluation, explanation, and refutation. In addition to preparing students for academic communication, this core-curriculum course prepares students to use writing to realize professional and personal goals.
ENG201	College Composition	Elective	5	The four literary forms – poetry, drama, the short story, and the novel – are studied. Major emphasis is on teaching students to read critically and to write critical essays based on the analysis of various literary works. Students are encouraged to take ENG 200 prior to taking other 200 –level courses.
MAT101	College Algebra	Elective	5	This course is designed to bridge the gap between high school mathematics and college level mathematics and science courses. While much of the content is a review of high school algebra topics, the emphasis is on application and higher order thinking skills. The topics covered in this class are: equations (linear, quadratic, conic, polynomial, exponential, logarithmic, and rational); graphing (inequalities, equations, functions and relations); calculator use (both scientific and graphing); trigonometric functions and their applications.
MAT201	Intro to Statistics	Elective	5	This course provides a comprehensive overview to statistics and the art of using data to make numerical conjectures about problems. Basic statistical concepts and methods are presented in a manner that emphasizes understanding the principles of data collection and analysis rather than theory. Much of the course will be devoted to discussions of how statistics is commonly used in the real world.
COM101	Intro to Oral Communications	Elective	5	This course provides an introduction to the essentials of the spoken and written message as it relates to the sender and the receiver, the design of the message, and the environment in which the message is delivered. Students gain experience in preparing and delivering both formal and informal talks. The students will be introduced to the fundamentals of communications necessary to achieve success in various social and professional situations. This course can be used as partial fulfilment of the general education requirement.

PSY101	Intro to Psychology	Elective	5	This course is designed for students interested in studying the psychological development of humans in all their sociocultural diversity from conception to death. Students learn major theoretical positions related to growth and change. The course emphasizes the variety of factors that shape similarities and differences in life. Psychology majors wishing to transfer are advised to take this course.
ENV101	Intro to Environmental Science	Elective	5	This course provides a comprehensive overview of environmental science. Environmental Science presents a broad overview of environmental processes and their influence on humans. Emphasis is placed on introducing students to what it means to think critically about what it means to take care of the environment we live in. Topics include Earth systems and the physical interactions among different systems, climate and climate change, soils and food supply, energy systems, surface water and groundwater, waste generation and management, pollution, and catastrophic natural processes.

Master of Science in Advanced Athletic Performance Coaching

(45 Semester Credit Hours)

The Master of Science in Advanced Athletic Performance Coaching aims to combine a scientific mind set with specialist technical knowledge and understanding, enabling graduates to analyse, validate, design, and implement technological based systems and practical programmes within a sport, exercise and physical activity environment. Graduates of the master of science programme are trained to take a scientific, ethical and socially responsible approach to conducting and contributing to performance enhancement and also research in their area of professional or vocational involvement. The programme is designed to enable students to integrate knowledge from a range of fields into the generation of performance solutions. The programme is built around the skills, and knowledge need to thrive in the rapidly emerging field of performance coaching. It is based around the concept that the future specialist will have a breadth of practical skills but also a technologically based competence where monitoring the athlete and participant becomes integrated into all aspects and components of development and performance.

Programme Objectives

This programme provides the basis for the macro and micro planning decisions that underpin effective performance coaching. In total we provide a coherent approach to managing and applying current skills and practices necessary to advance the conditioning and monitoring system for the applied coach or practitioner within a development, elite movement, exercise, and sporting environment. These courses, together with the practicum, will enable the practitioner to make effective decisions regarding programming of enhanced movement quality and fitness/conditioning development in a progressive manner. Further, the courses will enhance the practitioner's capability to critically appraise and integrate technology into an effective performance plan within their respective environments.

Upon completion of this programme, it is expected the students will be able to:

- PO1: Integrate theoretical and applied perspectives to address challenges and limitations in performance development within practical coaching environments.
- PO2: Evaluate the principles underpinning the use of technology in performance monitoring to inform effective decision-making.
- PO3: Articulate a rationale for the use of technologies in assessing and monitoring exercise related adaptations and welfare management across a range of coaching challenges.
- PO4: Apply technology to maximise its use within a multi-support staff setting, demonstrating insight into the interdisciplinary nature of performance coaching.
- PO5: Develop an appropriate training programme, demonstrating high-level interdisciplinary skills, leadership, and management skills within the given performance environment.
- PO6: Propose theoretically and practically sound methodologies to enhance performance development.
- PO7: Synthesize critical insights to generate and advance new ideas or solutions.
- PO8: Apply critical thinking skills and problem-solving techniques to case study or 'real life' situations to evaluate the effectiveness of proposed coaching interventions.

Frequency of Lessons

Instruction takes place online in an asynchronous manner – this means students are not required to be logged into the system at any particular time of the day or week. Rather, students have the freedom to select the most convenient days and times to participate. Discussion

boards will close at the end of each week - after 11:59p.m. on Sunday evenings, students will be able to view all posts after that time but will not have the ability to make additional posts. Only substantive comments made in the discussion boards will contribute towards a student's participation grade.

Modes of Instruction

Hybrid Programme- Online Instruction delivered by qualified faculty to instruct online coursework and mandatory residential participation, as listed in the following section "Residentials".

Residentials

The method of learning delivery will occur through a mix of online courses and experiential learning. In addition, there will be an option to attend intensive in-person residentials. Whilst the content of each residential will be dependent upon the courses undertaken, the overarching objectives will be similar. Each residential will be designed to achieve the following three objectives:

1. To provide hands on instruction and experience in the practical elements of the course content. Even though the course is focused mainly on an evidence-based practice approach, practical competency in the application of theory to practice and in the 'art' and 'craft' of coaching will be emphasized. Further the competence in the use of and interpretation of data using a wide range of coaching technologies and the coaching process will be central to the face-to-face environment and thus the residential will ensure that practitioners receive high class instruction in the key practical elements required for effective industry practice.
2. To allow for practical assessments and presentation-based assessments to be carried out.

Modules (Courses) C Descriptions

Module (Course) #	Module Title	Module Type	Smstr Crdt Hrs	Module Description
MS001	Advanced Strength C Conditioning	Core/ Required	6	Any well-planned conditioning or training method can only be successfully applied when planning includes key factors of development and recovery. The module begins with a discussion of key principles and approaches used the methodology of performance development within sport and physical activity. The role and management of the concept and practice of recovery and peaking for optimal performance is integrated within this discussion. Specific strategies and approaches related to advancing performance through individualised conditioning and enhancing recovery at a macro and micro level are considered and evaluated.
MS002	The Coaching Process	Core/ Required	6	This module explores the dynamic, decision-rich environment of coaching, equipping students with the tools to think, act, and reflect like adaptable practitioners. Students will develop a systematic understanding of how data, context, and interpersonal dynamics shape coaching decisions. They will critically evaluate coaching interventions and use structured reflection to refine their own practice. Ethical awareness is embedded throughout, with learners applying recognised frameworks to navigate complex coaching scenarios and establish principled approaches to athlete development. The module also emphasises relational competence—students will build the skills to work effectively across diverse populations, tailoring their communication and coaching strategies to meet individual and team needs.

MS003	Movement Analysis C Biomedical Aspects	Core/ Required	6	This module aims to advance the student's knowledge, understanding and skill competence in gathering meaningful data that assesses static and dynamic movement quality. This means assessing for symmetry, balance and imbalance within specific patterns that are static, dynamic and sport or exercise-specific related. Content discussed includes an in-depth review of video, 2-D and 3-D movement analysis technology and their applications to assist and enhance observational analysis. The main focus in this module is movement related performance optimisation.
MS004	Athlete Monitoring C Coaching Technology	Core/ Required	6	This module considers the many and varied approaches to monitoring an athlete's lifestyle, workload, performance metrics and the technologies that are used in doing so. Advanced athletic development programs and individual exercise enthusiasts are now embracing, with varying degrees of success, technology based systems to track adaptations to competition, conditioning, training and recovery stimuli. The operational principles and the role of technology in this process, as well as key validity procedures of a range of technologies, will be considered and assessed. This module will promote a principle led approach to monitoring and assessing such that the coach becomes more critical, effective, efficient, competent and confident in the use of and application of technology in monitoring his or her athletes/clients.
MS005	Reflective Practice C Professional Skills	Core/ Required	6	This module is designed to cultivate the self-awareness, ethical grounding, and interpersonal agility required of high-performing coaches in contemporary sport environments. Students will develop a systematic understanding of the professional challenges inherent in sports rehabilitation and performance, using structured reflection to evaluate and enhance their own coaching competencies. Through case-based learning and applied frameworks, learners will identify and navigate ethical dilemmas, building principled approaches that align with both institutional standards and athlete wellbeing. The module also emphasises the development of relational skills—preparing students to work effectively across diverse populations, adapting their communication, empathy, and leadership style to meet the needs of varied clients and contexts.
MS006	Research Methods C Data Management	Core/ Required	6	The capabilities to both manage data and prosecute research are considered essential for the modern performance focused coach. The plethora of data that may be derived from a variety of sources can often create much confusion for the coach, analyst and support members of the team and indeed the athlete. Further, having the skills to meaningfully manage and interpret this data will allow the student to synthesise and apply relevant data across a wide variety of sporting and physical activity contexts such as within the general fitness industry. The module will also advance the students skills in their approach and competence in identifying and prosecuting sport and exercise related research.
MS007	Final applied project	Capstone	9	A key skill of the advanced practitioner will be the ability to generate independent solutions to the unique challenges they face in their individual performance environment. Ultimately, they will require the ability to generate their own evidence-based practice that blends external data, their own findings and observations with the unique challenges and confines of their own performance setting.

Certificate in Fitness and Conditioning

(18 Semester Credit Hours)

Programme Objectives

Upon successful completion of this programme the graduate will have completed three key courses allowing them to create and manage unique exercise programmes for teams, individuals or athletes.

As a result, graduates of this programme will be able to:

- PO1: Interpret functional screening results to adapt recommendations when programming for resistance training.
- PO2: Apply theoretical concepts and abstract thinking supported by theoretical frameworks and models in fitness and conditioning.
- PO 3: Exhibit a range of practical skills that are consistent with best practice in the area of functional screening and resistance training.
- PO 4: Formulate exercise and training programmes based on sound scientific principles.
- PO 5: Demonstrate a range of routine fitness and conditioning activities using a range of varied contexts
- PO 6: Conduct a fitness and conditioning needs analysis for an individual or group and devise an appropriate response
- PO 7: Assess learning to identify fitness and conditioning needs within a structured learning environment
- PO 8: Use communication skills and tools to express an internalized, personal worldview that engages others.

Modules (Courses) C Descriptions

Module (Course) #	Module Title	Module Type	Smstr Crdt Hrs	Module Description
BS001	Functional Screening	Core/ Required	6	This module introduces the coach to functional screening. It examines different approaches or schools of thought in this area. It traces the development of the area through to current and what may be considered state-of-the-art concepts and then introduces a range of basic screens – showing the learner how to set-up, conduct, and interpret the screens. It discusses the issues of compensations, weak links and several other aspects of this fascinating area. In addition it examines the scientific support for functional screening and training.
BS002	Resistance Training 1	Core/ Required	6	This module introduces the coach to the area of Resistance Training in general. It features a historical description of the development of the field of study. It then examines the key principles upon which Resistance Training is based. The many and varied methods used in stability, strength, power and muscle mass development are described. The student will also acquire a range of skills including knowledge, know-how and competence within the area of Resistance Training so as to become a specialist coach of Strength and Conditioning. The practical areas covered are many and varied and include traditional circuit training, core stability, kettlebell, medicine ball, chain and other Resistance Training modes.
BS003	Resistance Training 2	Core/ Required	6	This module introduces the coach to weight training and weight lifting. It places particular emphasis on establishing excellent coaching skills. The content looks at the health and safety issues relating to weight training while the student is exposed to a detailed understanding of the practical coaching skills in weightlifting and weight training for sport. The module covers the many methods of introducing and teaching weightlifting and weight training to participants at the recreational level through to the elite level. Additionally, both the theory and practice of weight lifting and weight training for children is considered.

Certificate in Strength & Conditioning

(35 Semester Credit Hours)

Programme Objectives

Upon successful completion of this certificate programme, it is expected the students will be able to:

- PO1: Examine key concepts within the field of strength and conditioning.
- PO 2: Apply theoretical concepts and abstract thinking supported by theoretical frameworks and models in strength and conditioning.
- PO 3: Apply a comprehensive range of specialised skills related to strength and conditioning.
- PO 4: Formulate responses to well-defined practical strength and conditioning problems.
- PO 5: Demonstrate a range of routine strength and conditioning activities using a range of varied contexts.
- PO 6: Conduct a strength and conditioning needs analysis for an individual or group and devise an appropriate response
- PO 7: Assess learning to identify strength and conditioning needs within a structured learning environment.
- PO 8: Use communication skills and tools to express an internalised, personal worldview that engages others.

Modules (Courses) C Descriptions

Module (Course) #	Module Title	Module Type	Smstr Crdt Hrs	Module Description
BS001	Functional Screening	Core/ Required	6	This module introduces the coach to functional screening. It examines different approaches or schools of thought in this area. It traces the development of the area through to current and what may be considered state-of-the-art concepts and then introduces a range of basic screens – showing the learner how to set-up, conduct, and interpret the screens. It discusses the issues of compensations, weak links and several other aspects of this fascinating area. In addition it examines the scientific support for functional screening and training.
BS002	Resistance Training 1	Core/ Required	6	This module introduces the coach to the area of Resistance Training in general. It features a historical description of the development of the field of study. It then examines the key principles upon which Resistance Training is based. The many and varied methods used in stability, strength, power and muscle mass development are described. The student will also acquire a range of skills including knowledge, know-how and competence within the area of Resistance Training so as to become a specialist coach of Strength and Conditioning. The practical areas covered are many and varied and include traditional circuit training, core stability, kettlebell, medicine ball, chain and other Resistance Training modes.
BS003	Resistance Training 2	Core/ Required	6	This module introduces the coach to weight training and weight lifting. It places particular emphasis on establishing excellent coaching skills. The content looks at the health and safety issues relating to weight training while the student is exposed to a detailed understanding of the practical coaching skills in weightlifting and weight training for sport. The module covers the many methods of introducing and teaching weightlifting and weight training to participants at the recreational level through to the elite level. Additionally, both the theory and practice of weight lifting and weight training for children is considered.
BS004	Advanced Resistance Training	Core/ Required	6	This module aims to build upon the comprehensive knowledge gained in the previous two 'Resistance Training' modules. This module will cover a wide variety of topics related to advanced resistance training. The module will

				cover a number of training methods and modes such as power training methods, kettlebell training, blood flow restriction training, and many more. The module will also examine resistance training for special populations such as the youth, the elderly and people with chronic health conditions like obesity. Finally this module will provide some nutritional information around resistance training performance and adaptation from resistance training.
BS005	Speed Development	Core/ Required	6	This module will describe the characteristics associated with speed and it's expression. Both theory and practice is blended as the student gains the knowledge to identify the various elements of speed and to coach selected speed related training modes. Practical coaching workshops are supported by a growing instructional video library that complements and reinforces the coaching of a technical sprinting and agility model. Through an examination and critical evaluation of the supporting literature for different approaches to speed development, the learner will be challenged to construct and provide a supporting rationale for a long-term speed development programme.
BS006	Endurance Development	Core/ Required	5	This module introduces the coach to endurance development. It considers the various components of endurance and examines the principles underpinning endurance development. The module will also describe the physiological basis for the development of endurance and the impact of concurrent training for other fitness components. The student will also study best practice for developing various types of endurance in general but specifically how to develop endurance for their own sport.

Higher Certificate in Strength & Conditioning

(71 Semester Credit Hours)

Programme Objectives

Upon completion of this certificate programme, it is expected the students will be able to:

- PO1: Examine key concepts within the field of strength and conditioning.
- PO 2: Apply theoretical concepts and abstract thinking supported by theoretical frameworks and models in strength, fitness, and conditioning.
- PO 3: Apply a comprehensive range of specialised skills related to strength and conditioning.
- PO 4: Formulate responses to well-defined practical strength and conditioning problems
- PO 5: Demonstrate a range of routine strength and conditioning activities using a range of varied contexts.
- PO6: Apply personal and/or group outcomes by consistently meeting established benchmarks, providing transparent progress reports, and adjusting strategies as needed.
- PO7: Identify learning needs to interact effectively in a learning group.
- PO 8: Use communication skills and tools to express an internalised, personal worldview that engages others.

Modules (Courses) C Descriptions

Module (Course) #	Module Title	Module Type	Smstr Crdt Hrs	Module Description
BS001	Functional Screening	Core/ Required	6	This module introduces the coach to functional screening. It examines different approaches or schools of thought in this area. It traces the development of the area through to current and what may be considered state-of-the-art concepts and then introduces a range of basic screens – showing the learner how to set-up, conduct, and interpret the screens. It discusses the issues of compensations, weak links and several other aspects of this fascinating area. In addition it examines the scientific support for functional screening and training.
BS002	Resistance Training 1	Core/ Required	6	This module introduces the coach to the area of Resistance Training in general. It features a historical description of the development of the field of study. It then examines the key principles upon which Resistance Training is based. The many and varied methods used in stability, strength, power and muscle mass development are described. The student will also acquire a range of skills including knowledge, know-how and competence within the area of Resistance Training so as to become a specialist coach of Strength and Conditioning. The practical areas covered are many and varied and include traditional circuit training, core stability, kettlebell, medicine ball, chain and other Resistance Training modes.
BS003	Resistance Training 2	Core/ Required	6	This module introduces the coach to weight training and weight lifting. It places particular emphasis on establishing excellent coaching skills. The content looks at the health and safety issues relating to weight training while the student is exposed to a detailed understanding of the practical coaching skills in weightlifting and weight training for sport. The module covers the many methods of introducing and teaching weightlifting and weight training to participants at the recreational level through to the elite level. Additionally, both the theory and practice of weight lifting and weight training for children is considered.
BS004	Advanced Resistance Training	Core/ Required	6 credits	This module aims to build upon the comprehensive knowledge gained in the previous two 'Resistance Training' modules . This module will cover a wide variety of topics related to advanced resistance training. The module will cover a number of training methods and modes such as power training methods, kettlebell training, blood flow restriction training, and many more.

				The module will also examine resistance training for special populations such as the youth, the elderly and people with chronic health conditions like obesity. Finally this module will provide some nutritional information around resistance training performance and adaptation from resistance training.
BS005	Speed Development	Core/ Required	6	This module will describe the characteristics associated with speed and it's expression. Both theory and practice is blended as the student gains the knowledge to identify the various elements of speed and to coach selected speed related training modes. Practical coaching workshops are supported by a growing instructional video library that complements and reinforces the coaching of a technical sprinting and agility model. Through an examination and critical evaluation of the supporting literature for different approaches to speed development, the learner will be challenged to construct and provide a supporting rationale for a long-term speed development programme.
BS006	Endurance Development	Core/ Required	5	This module introduces the coach to endurance development. It considers the various components of endurance and examines the principles underpinning endurance development. The module will also describe the physiological basis for the development of endurance and the impact of concurrent training for other fitness components. The student will also study best practice for developing various types of endurance in general but specifically how to develop endurance for their own sport.
BS007	Human Anatomy, Physiology, and Biomechanics	General Education	6	This module ensures that the student understands and appreciates how the body is built, works and moves. It examines how energy is provided and how the muscles and nerves integrate to ensure movement in sport. It also describes the skeletal, cardiovascular and endocrine systems. The module provides an excellent ACP background to students of Strength and Conditioning studies.
BS008	Youth Athletic Development	Core/ Required	6	This module introduces the coach to Youth Athletic Development. It aims to describe the physical activity and movement development opportunities within society in general and specifically within a physical education, sporting and non-sport related setting. The module traces the development of the child through to adulthood in terms of rudimentary, fundamental and athletic movement skill and sport-specific skills. The coach will develop the theoretical and applied skills to devise a long term plan adapted to his or her sport. Throughout the module, the origins and principles of long-term athletic planning will be considered as well as the stages of development within a range of models. The module also aims to critique the limitations of such models in terms of the practical application of a model's aims and outcomes.
BS009	Human Nutrition and Dietary Studies	General Education	6 credits	This module provides the learner with key nutritional knowledge that will allow the learner to support physical performance in terms of energy and its recovery within the role as strength and conditioning coach or exercise specialist as a personal trainer. Understanding the limitation of their role the learner will become competent in describing the recommended nutritional guidelines to support performance.
BS010	Communication and Leadership	General Education	6	This module aims to investigate the impact that practical coaching and coaching style has on a coach's performance, and to provide them with a theoretical and practical basis upon which to develop effective coaching strategies. The module will provide the opportunity to evaluate and develop the learner's own coaching skills through a range of practical activities. Different approaches and styles of coaching as well as the traits of an effective coaching process are addressed within the content of this module. The content delivered also considers the complex discontinuous nature of motor skill development and assists the learner in formulating an appropriate coaching plan where the learner can justify the proposal giving due consideration to the participant(s) needs and stage of development.
BS011	Coaching Technology and Fitness Testing	Core/ Required	6	The learner in this module can expect to gain a broad understanding of the issues relating to technology in sport and be able to display specialist skills in using and interpreting specific technological items that relate to the physical, physiological and biomechanical assessment of the individual athlete or team. The ability to effectively assess and monitor an athlete is a key part of the strength and conditioning process. Increasingly, this assessment utilises technological advancements in analysis. The module aims to provide students with the required knowledge and applied skills to enable them to

				plan and conduct effective fitness testing batteries for a range of sports and to appropriately evaluate performance.
BS012	Business Management	General Education	6	This new module will address key concepts related to the business of sport and exercise and in particular on providing case study guidance as to effective practice in the market research, employment opportunity creation, marketing and the use of social media in the promotion of a potential business. The foundations of creating a business based on supplying services and innovative technologies that capture the ever changing and varied context of the support of sport related training, general exercise, health and fitness and personal training will be considered.

Diploma in Personal Training and Strength and Conditioning

(18 Semester Credit Hours)

The Certificate in Fitness and Conditioning forms the foundation of this qualification, with the remaining element of the Diploma programme following Register of Exercise Professionals (REPS Ireland) approved units, namely:

- Anatomy and Physiology for Exercise
- Planning/Instructing Gym-based Exercise
- Applying the Principles of Nutrition to a Physical Activity Programme
- Programming Personal Training with Clients
- Delivering Personal Training sessions

Programme Objectives

Upon successful completion of this programme the graduate will have completed three key courses allowing them to create and manage unique exercise programmes for teams, individuals or athletes. Students will also receive an industry recognized Diploma in Personal Training from the International Therapy Examination Council which is approved by the International Confederation of Register of Exercise Professionals.

As a result, graduates will be able to:

- PO1: Examine key concepts within the field of personal training.
- PO2: Apply theoretical concepts and abstract thinking supported by theoretical frameworks and models in personal training.
- PO 3: Exhibit a range of practical skills that are consistent with best practice in the area of functional screening and resistance training.
- PO 4: Formulate exercise and training programmes based on sound scientific principles.
- PO 5: Demonstrate a range of routine personal training and fitness conditioning activities using a range of varied contexts
- PO 6: Conduct a fitness training needs analysis for an individual or group and devise an appropriate response
- PO 7: Assess learning to identify fitness training needs within a structured learning environment
- PO 8: Use communication skills and tools to express an internalized, personal worldview that engages others.

Modules (Courses) C Descriptions

Module (Course) #	Module Title	Module Type	Smstr Crdt Hrs	Module Description
BS001	Functional Screening	Core/ Required	6	This module introduces the coach to functional screening. It examines different approaches or schools of thought in this area. It traces the development of the area through to current and what may be considered state-of-the-art concepts and then introduces a range of basic screens – showing the learner how to set-up, conduct, and interpret the screens. It discusses the issues of compensations, weak links and several other aspects of this fascinating area. In addition it examines the scientific support for functional screening and training.
BS002	Resistance Training 1	Core/ Required	6	This module introduces the coach to the area of Resistance Training in general. It features a historical description of the development of the field of study. It then examines the key principles upon which Resistance Training is based. The many and varied methods used in stability, strength, power and muscle mass development are described. The student will also acquire a range of skills including knowledge, know-how and competence within the area of Resistance Training so as to become a specialist coach of Strength

				and Conditioning. The practical areas covered are many and varied and include traditional circuit training, core stability, kettlebell, medicine ball, chain and other Resistance Training modes.
BS003	Resistance Training 2	Core/ Required	6	This module introduces the coach to weight training and weight lifting. It places particular emphasis on establishing excellent coaching skills. The content looks at the health and safety issues relating to weight training while the student is exposed to a detailed understanding of the practical coaching skills in weightlifting and weight training for sport. The module covers the many methods of introducing and teaching weightlifting and weight training to participants at the recreational level through to the elite level. Additionally, both the theory and practice of weight lifting and weight training for children is considered.

Admissions

Undergraduate Admissions Requirements

Applicants to Setanta College's undergraduate programmes (including the BSc in Strength and Conditioning, Certificates, Higher Certificate, and Diploma in Personal Training and Strength and Conditioning) must meet the following minimum criteria:

- **Minimum Age:** Applicants provide proof that they are at least 18 years of age by the 1st of January on the year of admission, via submission of a copy of a government-issued ID.
- **Educational Prerequisite** (applicants must meet at least one):
 - A minimum of six O6s (including English and Mathematics) in the Irish Leaving Certificate or equivalent. Applicants under 23 must submit an official transcript.
 - Graduates of QQI/FETAC Level 5 (or former NCVA Level 2 or 3) in a cognate area with distinctions in at least three modules.
 - Applicants aged 23 or older may apply as mature students. Mature student applications must include a résumé and a personal statement. General education standard is assessed based on these materials and any additional formal or informal education presented. In rare cases, an interview may be conducted to further assess suitability.
- **English Language Proficiency:** Non-native English speakers must demonstrate English proficiency as outlined in the English Language Proficiency section below.

Master of Science in Advanced Athletic Performance Coaching Admission Requirements

Applicants to the Master of Science in Advanced Athletic Performance Coaching programme must meet the following criteria:

- **Programme-Related Experience:**
 - Must currently work in a relevant field (Strength C Conditioning, Sports Science, Physiotherapy, Athletic Training, etc.)
 - Minimum of three years of relevant professional experience
- **Educational Prerequisite:**
 - Bachelor's degree or Level 6 qualification on the European Qualifications Framework (EQF) or equivalent
- **English Language Proficiency:** Non-native English speakers must demonstrate English proficiency as outlined in the English Language Proficiency section below.

English Language Requirement

All applicants must demonstrate sufficient English language proficiency to engage fully in lectures, discussions, assessments, and all academic activities. This requirement applies to both undergraduate and postgraduate programmes.

Applicants whose first language is not English must demonstrate proficiency by meeting one of the following criteria. All test scores must be dated within two years of enrolment.

Undergraduate Applicants

- GCSE pass in English at Grade C or above
- IELTS: Overall score of 6.0, with no component below 5.5
- TOEFL iBT: Minimum score of 61
- CEFR: B2+ level
- Successful completion of a major award at NFQ Level 5 or higher that was taught through English

Master's Degree Programme Applicants

- GCSE pass in English at Grade C or above
- IELTS: Overall score of 6.5, with no component below 5.5
- TOEFL iBT: Minimum score of 88
- EF SET: Minimum score of C1
- Cambridge English: Advanced (CAE) – Score of 176 or higher with no component below 162; exams taken before January 2015 – Grade C and no less than borderline in each skill.
- Trinity ISE III: Pass
- City C Guilds IESOL/ISESOL: C1 or C2 (Expert/Mastery levels)
- Pearson Test of English (PTE) Academic: Minimum score of 67 in each element

Additional Notes:

- Applicants may submit alternative English proficiency assessments for consideration. These are reviewed on a case-by-case basis.
- All documents in a language other than English must be officially translated.
- Foreign transcript evaluations must be conducted by a member of the National Association of Credential Evaluation Services (NACES). Visit www.naces.org/members for approved agencies.
- The applicant is responsible for all costs associated with evaluation, certification, and translation.

Master's Program RPEL Admissions Exception Policy

Setanta College recognises the value of extensive professional experience in lieu of formal academic qualifications. Applicants who do not hold a bachelor's degree may apply through the Recognition of Prior Experiential Learning (RPEL) exception. This pathway is reserved for exceptional cases only, where an applicant clearly demonstrates equivalent preparation and readiness despite not holding a bachelor's degree or equivalent academic qualification.

To be considered, applicants must meet the following criteria:

- A minimum of five years of relevant professional experience in sport, health, or performance domains (e.g., coaching, athletic training, applied practice).
- A recognised professional qualification (e.g., CSCS, UKSCA) in a related field.
- Demonstrated commitment to ongoing professional development and reflective practice.
- Submission of a Letter of Interest outlining relevant experience, professional goals, and motivation for postgraduate study.
- Participation in a brief interview to assess academic readiness and programme alignment.

All RPEL applications are reviewed individually and rigorously by faculty and senior academic staff. Documentation must provide compelling evidence that the applicant's professional experience and learning are equivalent in scope and depth to the knowledge and skills typically acquired through undergraduate study.

Applicants who are not deemed suitable for direct entry through the RPEL route may be advised to pursue an alternative academic pathway, such as:

- A bridging programme designed to support academic and personal success at EQF Level 7; or
- A more appropriate programme at EQF Level 5 or 6.

Applications

Applications are accepted on a rolling basis. If accepted, students may begin in any term within the year of acceptance or the following academic year. Admissions decisions are communicated by the Student Services Officer.

Disability Accommodations

Setanta College provides reasonable accommodations for applicants and students with disabilities who disclose this information during the application process. Prior to the start of the program, the Student Officer will contact the applicant to facilitate any specific requests or accommodations that are required. Once these have been confirmed, the relevant faculty will be notified to ensure the student receives appropriate assistance throughout their studies.

Induction (Orientation) Material

First-time students at Setanta College receive orientation materials to help them begin their first online course. The orientation material introduces the College's policies and procedures, provides tutorials on how to navigate the online student platform, outlines the standards for academic conduct in the online environment, and offers tips and practices for being successful in the distance-learning format.

Completion of the New Student Orientation is mandatory for all new students.

Charges: Tuition & Fees

Bachelor of Science in Strength and Conditioning Programme Total Tuition

- €16,146 EUR (EU residents/In-State)

Master of Science in Advanced Athletic Performance Coaching Programme Total Tuition

- €9,750 EUR (EU residents/In-State)
- \$18,000 USD (International/Out-of-State)

Certificate in Fitness C Conditioning

- €2,691 EUR

Certificate in Strength C Conditioning

- €5,382 EUR

Higher Certificate in Strength C Conditioning

- €10,764 EUR

Diploma in Functional Screening C Resistance Training

- €3,700 EUR

Please note that tuition and fees are subject to change at the discretion of Setanta College. However, any tuition or fee increases that occur after a student has enrolled and/or started courses, will not apply to that student.

Early Payer Discount

Students have the option to pay part or all of their programme tuition at any point during their studies. Doing so makes the student eligible for an Early Payer Discount (EPD).

Partial payment options typically include paying for 1 course upfront or 3 courses upfront, each of which qualifies for a tuition discount. Students who choose to pay for the entirety of their programme upfront are eligible for additional savings.

Academic Information

Virtual Learning Environment (VLE)

Setanta College uses “Moodle” as its online learning platform. Moodle combines all the benefits of accessibility and flexibility inherent to the blended learning education mode with a high level of interaction between students and their peers and between students and their faculty. It also provides programme management tools that enable faculty to provide students with programme materials, discussion boards, virtual chats, online assessments, and a dedicated academic resource centre online.

Online inductions are recorded and made available to students to facilitate the use of the college online learning portal (Moodle) for studying, reading, completing assessments and uploading case studies and course projects. The online portal is hosted and supported by a third-party company. This company complies with GDPR on student data and also provides a secure and robust storage server for the required teaching materials on the online learning portal.

Students access their courses through VLE system. This platform has a user-friendly interface; the students’ online classroom is used by students and faculty members for all course work, attendance, and grading. Before starting course work, students are provided with Induction Materials, which introduce them to the learning platform, student resources, and the process for successfully completing online courses.

Library Resources

Setanta provides supplementary research material relevant to each weeks topic. In addition, learners have access to Setanta's academic writing series created by the content creation team and the college librarian. This series focuses on core research skills needed to effectively source and select appropriate articles using free-to-use databases such as Google Scholar. The college librarian is also available through student.services@setantacollege.com should any additional support or guidance be requested on accessing information.

Instructional Model

Setanta’s College goal is to provide a high-quality educational experience to students and faculty through online learning using innovative techniques. The instructional model is as follows:

- Students’ progress through the programme within cohorts consisting of one or more students.
- Course duration is 12 weeks. Students are required to participate in discussion boards, submit assignments, and take exams in an asynchronous manner.
- The final course grade is submitted within fourteen (14) calendar days of the scheduled end date of each course.

Faculty and Instruction

Courses are facilitated by faculty with advanced degrees and practical experience in the fields of instruction. Students receive personalized attention, and work closely with faculty towards successfully progressing through the courses in the programme. Students are monitored and graded on participation, weekly assignments, and exams. Individual communication takes place through the online messaging system. Continuous improvement and institutional effectiveness are achieved through course and faculty evaluations conducted with students after the end of each course.

Participation

Instruction takes place online in an asynchronous and synchronous manner. For the Asynchronous delivery, students are not normally required to be logged into the system at any particular time of the day or week. Rather, students have the freedom to select the most convenient days and times to participate. The Synchronous delivery will require students to be logged into the system at a specific time of day as determined by the instructor.

Assessment Methods

Setanta College uses a range of methods for the assessment of students including:

- Presentations
- Individual projects
- Group projects
- Problem based learning reports
- Multiple-choice exams
- Reflective portfolios
- Literature reviews
- Video case studies
- Research projects

It should be noted that many of these assessment methods are as much formative as summative and many of them provide a mechanism for learning as well as an assessment of the student's capacity. The learning role of these assessment methods will always be considered by the examiners of Setanta College, and the assessment will be designed so that the learning element of the assessment is separated from the assessment element as far as possible. This will be achieved, at least in part, through the preparatory work which each assessment will require and through the identification of that preparatory work in the assignment descriptor.

Presentation: A presentation will normally be associated with project work and will be used to examine a student's capacity to communicate effectively and efficiently using a variety of techniques. The assessment will be based on defined criteria which will be provided to the student in advance.

Individual Project: An individual project may form part of the assessment of any course. Such projects will involve the student addressing a specific problem or issue within a particular timeframe and providing a project report in either written or verbal form or both. The criteria for assessment of the project will be set down and provided to the student in advance.

Group Project: A group project will involve a number of students addressing a common issue to provide a shared answer. Typically group projects will involve the participation of not more than four students. The marking scheme for group projects will be devised to ensure that an individual does not suffer as a result of a poor group effort. The project will, therefore, normally be divided into elements and each student will be responsible for and marked on the quality of that element. The criteria for assessment will be provided to the student in advance.

Problem-based Learning Report: PBL is a particular form of group project, and the assessment approach will be similar to that used for a group project. Where possible, problem-based learning would be based on each student's current coaching position.

Essay: A list of appropriate essay titles will be given for critical discussion. Each essay assignment will include the following:

- A reading list to guide students in research
- The question/topic itself

Journal Article Analysis: Students will be provided with a question or set of questions designed to test their understanding of a relevant journal and how it, the relevant journal, relates to wider issues in the course is assessed through one or more structured questions. The faculty will ensure a marking scheme is provided to the student.

Asynchronous Discussions: Students will be given a topic or issue to discuss and are asked to contribute to a discussion forum. Asynchronous, threaded discussions build up and the students' contributions are assessed and graded. These discussions are facilitated through the College's online learning portal and Microsoft's platform, Viva Engage. This method of formative assessment provides a self-paced atmosphere for reflection, composition, and analysis, enabling the preparation of considered and researched responses.

Multiple Choice Question (MCQ) Examination: These will be comprised of demanding questions which require synthesis of material, rather than simply recognizing a correct fact from distracter items.

Reflective Portfolio: A reflective portfolio is designed to allow students to reflect on their learning experience and their journey through the learning process. The portfolio is personal to the student and reflective portfolios will be assessed on the extent to which the portfolio structure has been adhered to rather than on the depth of insight or reflective capacity demonstrated by the student. The reflective portfolio where possible will be used by the student to reflect on their coaching practice.

Literature Review: A literature review is used to make the student familiar with the key current thinking as expressed in academic literature. A literature review will be carried out with regard to a specific topic as agreed with the faculty. Some guidance will be provided by the faculty with regard to the starting point of the review and the literature and key figures involved in the field. A literature review may form an element of a research project.

Peer Assessment: Peer assessment is used sparingly by Setanta College and more as a formative assessment tool during onsite workshops. It can be a useful tool in assessing the achievement of learning outcomes which relate to the ability to participate and communicate in a group setting. This form of assessment gives students an opportunity to think critically, challenge constructively, and communicate effectively.

Role Play: Role play is very much part of the formative assessment framework. Role play allows those who engage fully in it, to sense the experience of others in different situations. The factors to be taken into account in assessing the role-play will be clearly stated in advance and practice sessions will be provided prior to the actual marking.

Video Case Study – Students will be given a coaching programme challenge that spans a clearly defined period. Video evidence of applied coaching, monitoring of the athlete and self-reflection by the student is then submitted on the college online learning portal. A marking scheme will be provided for all such assessments and provided to the students in advance.

Research Project: A research project can be large or small but can form a very important part of some programmes.

Technology Requirements

For students, the following system configuration and software are recommended for optimal performance:

- Productivity Software (provided): Online version of Microsoft Word, PowerPoint, and Excel 2007 or higher; Adobe Reader 10.0 or higher
- Email (provided): Outlook, Outlook Express, Mac Mail, Eudora, Entourage, or Yahoo/Hotmail/Gmail
- Web Camera and microphone
- Operating system: Windows 10, macOS 10.15, or Ubuntu 20.04 LTS
- Web browser: Google Chrome (recommended), Microsoft Edge, Mozilla Firefox, or Apple Safari
- Screen resolution: 1024 x 768 pixels or higher
- Internet connection: Broadband internet connection (recommended) or 4G LTE
- RAM: 4GB or higher (8GB recommended)
- Processor: Intel Core i5 or higher (Intel Core i7 recommended)
- Hard drive space: 10GB or higher (SSD recommended)

Academic Policies

Credit Hour Definition

One credit hour is comprised of 45 hours of student work. The 45 hours is divided between 15 hours of academic engagement and 30 hours of preparation for academic engagement. Academic engagement may include, but is not limited to, in person practical workshops, online lectures or webinars, submitting an assignment, contributing to an academic online forum, completing an exam, or engaging with faculty. Preparation may include, but is not limited to research, study, additional reading and completing assignments.

Attendance Policy

Students are expected to participate and actively contribute to class assignments (including discussions), demonstrating knowledge of the concepts and theories studied, and the ability to apply that knowledge when analysing current events, assigned case studies, or real business questions from their own organizations and communities.

This institution's policy on attendance is based on the premise that regular communication between the instructor and the student and, also, among students themselves, has significant value in the learning process. To assure this timely communication, the instructor will respond to each assignment submissions or exam submissions within 21 days. To further assure this timely communication, students must respond to each of the instructor's inquiries within 21 days as well.

A student must demonstrate regular and substantive interaction with the instructor. Regular and substantive interaction is defined as completing one of the following academically related activities once a week in order to be marked as having attended and actively participating:

- Post to the course discussion board substantive comments relevant to the subject
- Substantive exchanges with the instructor about course content, concepts, and assignments
- Submit a graded unit assignment or exercise
- Attempt a final exam

Assignments should be completed timely and within the posted deadlines. Limited extensions of time may only be granted for unexpected business, health, or personal emergencies, whenever those are communicated in advance of missing a due date. Emergencies require a written proof. In the rare occurrence of a technical issue preventing students from submitting assignments on time, the late penalty will not be applied, provided the technical issue is outside of the control of individual students.

Grading Policy

Grading Classification

Academic performance is classified according to the following percentage thresholds:

Grading System	Class Grade
70 - 100%	First Class Honours
60 - 69%	Second Class Honours
50 - 59%	Pass
40 - 49%	Pass
0 - 39%	Fail

“I” (Incomplete) - If the course has not been completed, the instructor may grant “I” on a two-month extension of the term, at no additional tuition cost, when the student is making satisfactory progress and the instructor believes that an extension of time will permit satisfactory completion. At the end of this period, a final grade must be recorded.

“W” (Withdraw) - The student may withdraw from any course before the end of the term. At the end of the term, the instructor may withdraw the student from the course and issue “W” when the instructor believes the student's progress is insufficient to warrant an extension. A student who withdraws or is administratively withdrawn must retake the course and is responsible for a new tuition payment for that course of study.

Assessment Structure per Taught Module

Each module includes:

- Two Multiple Choice Questionnaires (MCQs) – 20% of the final module grade
- Continuous/Final Assessment (CA) – 80% of the final module grade

1. Multiple Choice Questionnaires (20%)

The two multiple choice questionnaires (MCQs), which together contribute 20% to the final module grade are strategically timed to reinforce key learning outcomes and are based on both lecture content and supplementary ‘essential reading’ materials provided to students. Designed to assess foundational knowledge and comprehension, the MCQs offer immediate automated feedback upon submission, allowing students to identify gaps in understanding and consolidate their learning in real time. This formative approach supports continuous engagement and encourages students to revisit core concepts throughout the module.

2. Continuous/Final Assessment (80%)

The continuous/final assessment (CA) accounts for 80% of the final module grade and is released in Week 2 of each module. To support student understanding and engagement, a live webinar is hosted in Week 3 by the module lead, providing an opportunity to clarify expectations, explore the assessment brief, and address student queries. The CA is due at the end of Week 12 and is designed to accommodate multiple means of representation, including written submissions, visual artefacts, and video or practical demonstrations. This multimodal format ensures that students can demonstrate their applied knowledge, critical thinking, and professional competencies in ways that reflect real-world coaching practice. Assessments are graded out of 100 marks, with feedback provided within three weeks of submission. Feedback includes a detailed grade breakdown and guided commentary aligned with the module-specific grading rubric, enabling students to reflect on their performance and identify areas for growth.

Final Applied Project Structure

The final applied project offers students the opportunity to undertake independent research on a topic of personal and professional interest within the field of performance coaching. This capstone experience is designed to foster autonomy, critical inquiry, and real-world relevance. Each student is paired with a supervisor whose expertise and interests align with the proposed research area, ensuring meaningful mentorship and academic support throughout the process.

Before commencing data collection or analysis, students must obtain ethical approval through Setanta College’s formal review process. Once approval is granted, students are allocated three months to complete their research. This timeline supports in-depth exploration while maintaining momentum and structure. The project may take various forms, including empirical studies, case-based investigations, or practice-led inquiries, depending on the student’s focus and methodological approach.

Grading is conducted by two independent assessors—a primary and a secondary grader—to ensure fairness and academic rigour. Final grades and feedback are returned to students within four weeks of the submission date. This dual-review process reinforces transparency and provides students with comprehensive insights into the strengths and areas for development in their research work.

Discussion Forums

Each module is supported by dedicated discussion forums hosted on Viva Engage, Setanta College's student platform. These forums are ungraded and serve as a space for peer-to-peer interaction and tutor engagement around module content. Tutors respond to forum queries within two working days, fostering a supportive learning environment and encouraging collaborative exploration of key themes. While not contributing directly to the final grade, these forums play a vital role in maintaining student connection and promoting reflective dialogue throughout the module.

Videos and Tutorials

Setanta College develops interactive eLearning resources that incorporate video and audio to support student learning. Our solutions are self-paced, multimodal, assessment-driven, and structured to enhance cognitive efficiency. We further enhance our content through both synchronous (live) and asynchronous (on-demand) video and audio delivery. When applied effectively, this approach is particularly valuable in fields such as strength and conditioning, performance science, health and wellness, and general physical activity where the integration of cognitive and psychomotor development is essential for successful learning outcomes. The eLearning and multimedia resources produced by the College are designed to accommodate a wide range of learner preferences and requirements.

Quality Assurance and Innovation

The Advisory Council and Quality Assurance Subject Matter Expert play a central role in maintaining the academic and technological excellence of the MSc in Performance Coaching. Their responsibilities include monitoring industry trends, researching best practices, and advising on the integration of innovative e-learning solutions. This ensures that Setanta College remains at the forefront of digital education, continually enhancing the student experience and aligning programme delivery with evolving professional standards.

Satisfactory Academic Progress

To maintain satisfactory academic progress, students must complete their programme within 150% of the standard completion time and achieve minimum passing grades of at least 40% for all coursework.

Maximum Programme Length

Students must complete their programme in no more than 150% of the standard completion time:

- Certificate in Fitness and Conditioning and Diploma in Personal Training and Strength and Conditioning standard completion time is 9 months (3 modules at 1 module every three months) and maximum allowable completion time is 14 months.
- Certificate in Strength C Conditioning standard completion time is 18 months (6 modules at 1 module every three months) and maximum allowable completion time is 27 months.

- Higher Certificate in Strength C Conditioning standard completion time is 36 months (12 modules at 1 module every three months) and maximum allowable completion time is 54 months.
- Bachelor of Science in Strength and Conditioning degree standard completion time is 72 months/6 years (24 modules at 4 modules per year) and maximum allowable completion time is 108 months/9 years.
- Master of Science in Advanced Athletic Performance Coaching degree standard completion time is 14 months (7 modules at 1 module every two months) and maximum allowable completion time is 21 months.

Failure to maintain progress toward programme completion within the maximum time frame specified will result in the student being dismissed by the College unless an appeal is granted, based on documented mitigating circumstances. Progression for each student is reported through credit progress evaluation at the end of each academic term where at-risk students are identified and supported by retention officers.

Cumulative Grade Progress

Students in all programmes must achieve a minimum passing grade of 40% for all modules. Progression for each student is reported through credit progress evaluation at the end of each academic term where at-risk students are identified and supported by retention officers.

Initial Module Failure

If students fail a module, they may progress to the next module while preparing to complete a repeat assessment for the failed module. At that time, students are informed of the risk associated with repeated failures. This notice is delivered by the module lead as low severity warning.

The repeat assessment for the failed module must be passed by the end of the successive module (within the next term) before progress is allowed past that point (e.g. students cannot begin a third module without having passed the initial failed module). Students who are unable to pass the failed module prior to the conclusion of a second module are suspended and required to retake the failed module during the next term.

Second and Third Module Failure

If students fail a second module, students are suspended and required to retake the failed module during the next term, resulting in a delay of normal progress by 6 months. At this point, a more formal warning is presented by the programme lead on the risk of continuing to fail modules and the effect it may have on completion within the maximum timeframe.

Once a student has failed two or more modules they will be placed on academic probation. This identifies at-risk students and triggers the additional support of retention officers. If a student fails a third module, the student, retention officer, programme lead, and academic director meet to discuss the risk to completion, and attempt to mitigate the student falling outside of the timelines of satisfactory progress, at which point dismissal is mandatory.

Leaves of Absence

A student may request a LOA for a period of time and return to study when a new semester begins. If a student does not wish to return to their studies, they can initiate a withdrawal procedure.

Withdrawal Procedure

A student choosing to withdraw from the school after the start of classes is to provide a written notice to the Head of Student Services at ben.drew@setantacollege.com. The notice must include the expected last date of attendance and be signed and dated by the student. The written notice may be submitted by electronic transmission.

If special circumstances arise, a student may request, in writing, a leave of absence, which should include the date the student anticipates the leave beginning and ending. The withdrawal date will be the date the student is scheduled to return to from the leave of absence but fails to do so.

- A student will be determined to be withdrawn from the institution if the student misses 30 consecutive days by not participating in any of the online modules (courses).
- All refunds will be issued within 30 days of the date of determination of the withdrawal date.
- Approval of the withdrawal will allow the student to re-register and continue in the programme on a date no later than the beginning of the start of the next class.
- A student granted readmission is subject to the tuition rate and fees at the time of re-entry.
- A student's last date of attendance is the last day a student had online academically related activity. The last date of attendance is the date that the institution has determined that a student is no longer in school.

Transfer of Credits

The transferability of credits earned at Setanta College is determined solely by the receiving institution. Acceptance of credits toward a program at another institution is at the complete discretion of that institution. If the credits you earn at Setanta College are not accepted by the institution to which you wish to transfer, you may be required to repeat some or all coursework at that institution. For this reason, students are encouraged to confirm in advance that attendance at Setanta College will meet their educational and transfer goals. This may include contacting an institution to which you may seek to transfer after attending Setanta College to determine if your credits will transfer.

Criteria for Considering a Transfer Credit

Setanta College will implement a fair and equitable transfer credit policy.

The following limits apply:

- Up to 75% of credits required for a bachelor's degree may be accepted.
- Up to 50% of credits required for a master's degree may be accepted.
- Credits earned at the bachelor's level cannot be transferred into master's degree programmes.

Setanta College will evaluate courses for individuals who have submitted a complete application to study, including enrolled students.

Courses considered for transfer credit include:

- Courses from accredited universities. An official transcript is required, and additional documentation such as course descriptors may be requested.

Evaluation Requirements

Applicants and students interested in receiving transfer credit must:

- Complete the online application form.
- Provide proof of course completion (e.g., official transcript).

- Complete the full programme admissions process.
- Provide proof of prior academic qualification according to the Setanta College Admissions Policy.

Review of Documentation

Any document sent by an applicant in support of their application may be reviewed by relevant institutions, including the institution issuing the documentation and/or by an established foreign evaluation service that Setanta College utilizes to confirm degree comparability. All documents submitted to Setanta College become the property of Setanta College and will not be returned.

Making the Decision

Prospective students may apply for transfer credit in any of the four academic terms. Transfer credit requests must be complete by the admissions deadline for the relevant term. The Department of Academic Affairs makes all final transfer credit determinations. Acceptance of credit is at the sole discretion of Setanta College and decisions are made on a course-by-course basis. Applicants will be notified via email of admissions and unofficial transfer credit decisions.

Decisions are made on a course-by-course basis. Setanta College announces its admissions and unofficial transfer credit decisions via e-mail.

Appeal Procedure for Transfer Credits

Students may appeal decisions regarding transfer credit. If a student disagrees with a decision, they may follow this procedure:

- Submit a written appeal to the Accreditation and Compliance Manager within 14 days of receiving the decision. The appeal must include the reason for disagreement and supporting documentation.
- The Accreditation and Compliance Manager will review the appeal and notify the student within 30 days whether the appeal is granted or denied.
- If denied, the student may submit a second written appeal to the Academic Director within 14 days.
- The Academic Director will review the appeal and respond within 30 days.
- If denied again, the student may submit a final appeal to the institution's President within 14 days.
- The President will review the appeal and notify the student within 30 days. The President's decision is final.

All appeal decisions and documentation are retained in the student's academic file.

Graduation Requirements

Upon completion of all required courses, submission of the graduation application, and resolving of any outstanding financial obligations, students who have met all academic and administrative requirements, will receive two official transcripts and their diploma.

To be eligible for graduation, students must satisfy the requirements related to semester credits, courses completion and a minimum passing grade. Students who have met all requirements for graduation should submit an application for graduation to the College Registrar. A student must complete the following:

- Successful completion of the programme requirements for the issuance of the degree or diploma

- All information required for admission and the transfer of credits has been accepted by Setanta College
- Successful completion of the required number of credits per programme
- A minimum pass rate of 40% for each module must be achieved to eligible to graduate.
- Students must have satisfied all financial obligations with Setanta College.

Non-Academic Policies

Student Cancellation and Withdrawal Rights

The student has the right to cancel the agreement and receive a full refund of all monies paid before beginning the first course (and receipt of course materials), or the fifth calendar day after enrolment, whichever is later. Cancellation is effective on the date the written notice of cancellation is sent to studentservices@setantacollege.com. If the college does not accept the applicant's enrolment, a full refund of all monies paid will be made to the applicant within 30 days of non-acceptance.

The student has the right to withdraw at any time after the cancellation period (as defined above). The withdrawal date is defined as the date the student provides a written notice of withdrawal, sent to studentservices@setantacollege.com OR, in the case that the student has not logged into the online learning portal for 30 consecutive days, the last date of online login. Any applicable refund is made within 30 days of the date of determination (the date of withdrawal notice receipt, or the date of dismissal for 30 consecutive days of non-activity).

Refund Policy

Students who withdraw after program commencement may receive a pro rata refund based on the refund table below. Students receive no refund for courses already completed and receive 100% refund for any courses paid for in advance, that were not started as of the date of withdrawal. The college shall pay or credit refunds within 30 days of the date of determination of a student's cancellation or withdrawal. There is an administrative fee charged in the amount of €180 which can be credited towards future coursework, if students return in the future.

For purposes of determining a refund, a student shall be considered to have withdrawn from an educational program when he or she provides written notification of withdrawal to the Head of Student Services at student.services@setantacollege.com or is administratively withdrawn by the College in accordance with the withdrawal policy.

If the College has collected money from a student for transmittal on the student's behalf to a third party for a bond, library usage, or fees for a license, application, or examination and the College has not paid the money to the third party at the time of the student's withdrawal or cancellation, the college shall refund the money to the student within 30 days of the date of determination of the student's withdrawal or cancellation. Student refunds are considered based on the refund table below:

Date of Withdrawal	% Refund
Week 1	100%
Week 2	80%
Week 3	70%
Week 4	60%
Week 5	50%
Week 6	40%
Week 7	30%
Week 8	20%
Week 9	10%
Weeks 10-12	0%

Sample Refund Calculation: If a student paid €825 for one course, in advance of enrollment and withdraws during week two, they receive an 80% tuition refund for the current course (€660), minus the €180 administrative fee = €480 refund.

Financial Aid Policy

Setanta College does not participate in government financial aid programmes, nor does it provide financial aid directly to its students. Setanta College does not provide financial assistance to students.

Privacy Act

It is this institution's intent to carefully follow the rules applicable under the United States federal law, Family Education Rights and Privacy Act (FERPA). Similarly, as an EU-based institution, Setanta adheres to the General Data Protection Regulation (GDPR), the European Union regulation that governs data protection and privacy for all individuals within the EU and the European Economic Area (EEA). It is our intent to protect the privacy of a student's financial, academic and other school records. We will not release such information to any individual without having first received the student's written request to do so, or unless otherwise required by law.

Data Protection Policy

So that Setanta College can provide you with the information, courses, programmes, services, materials or products you have requested, we collect and store certain information about you, including your name, telephone number, e-mail address, postal address and educational background. The information provided on this application will be retained on computer for use in connection with your course of study at Setanta College. It may also be used to contact you in connection with other courses or open events that may be of interest to you.

If you are enrolling as a student, we also may also collect other personal data (such as information regarding your health (so that, as necessary, we can make appropriate accommodation for you), date of birth, employer name and details (if applicable), professional certification number, if any, PPS number. This data is considered "sensitive data" and you consent to our collection, storage and use of such sensitive data for these purposes. We also may collect emergency contact information, such as the telephone number or email address for a friend or family member. You represent to us that you have obtained consent from your emergency contacts to provide us their information for this purpose.

How we use the information collected:

We use the information to process your requests, review and confirm your qualifications, provide you with our courses, programmes, services, materials and products and otherwise to contact you. We also may provide you with promotional materials about our services and products. The College may also contact you in relation to Open Events and other related information/programmes that may be of interest to you via the email address and/or contact number provided. If you have enrolled in our courses through your employer, we will share your data and course attendance and test results with your employer.

Academic Freedom

Setanta College is committed to ensuring full academic freedom to all faculty. Confident in the qualifications and expertise of its faculty members, the college encourages its faculty members to exercise their individual judgments regarding the content of the assigned courses, organization of topics and instructional methods, providing only that these judgments are made

within the context of the course descriptions as currently published, and providing that the instructional methods are those official sanctioned by the institution, methods for which the institution has received oversight approval. Setanta College encourages instructors and students to engage in discussion and dialog. Students and faculty members alike are encouraged to freely express views, however controversial, as long as they believe it would advance understanding in their specialized discipline or sub- disciplines.

Harassment Policy

Setanta College takes allegations of harassment on the basis of sex, race, colour, religion, national origin, age, disability or sexual orientation very seriously. The institution strives to be free of all improper or unlawful harassment.

Conduct on the part of faculty, staff or students, which violates this policy includes but is not limited to:

- Unwelcome or unwanted sexual advances or requests for sexual favours, or insinuations that a grade or other academic achievement is dependent upon the granting of sexual favours.
- Offensive conduct, verbal or written, including sexually explicit jokes, comments, innuendo or other tasteless actions that would offend a reasonably sensitive person
- The display of sexually offensive pictures, posters, illustrations or objects
- Slurs, jokes, or ridicule based on race, ethnic or national origin, religion, gender or disability.
- Individuals who have questions or who experience harassment should immediately report the offence to the Registrar.

Anti-Hazing Policy

Hazing takes various forms, but typically involves physical risks or mental distress through, for example; but not limited to, humiliating, intimidating, or demeaning treatment. In recent times extended to Cyber-bullying which refers to the act of hazing online. As Setanta College is an on-line institution, the potential for online hazing of fellow students exists; especially if contact information is shared in discussion groups etc.

The institution itself will not provide directly to another student, any contact information. Despite this, if a student believes that he/she has been hazed by any other individual via any of the following actions:

- Threats of violence;
- Hate speech or postings;
- Harassment;
- Peer pressure;
- Bribery;
- Psychological abuse; and
- Extortion

Then the student must bring this to the attention of the Registrar for investigation. Students proven to have participated in any form of hazing, will be expelled from the institution.

Code of Conduct

The Student Code of Conduct provides information about policies, procedures and regulations for students in preparation for professional activity of the highest standards. Each profession constrains its members with both ethical responsibilities and disciplinary limits. In any

presentation, creative, artistic, or research, it is the ethical responsibility of each student to identify the conceptual sources of the work submitted. Failure to do so is dishonest and is the basis for a charge of cheating or plagiarism, which is subject to disciplinary action.

Cheating includes but is not limited to:

- Plagiarism as explained below.
- Submission of work that is not the student's own for papers, assignments, or exams.
- Submission or use of falsified data.
- Theft of or unauthorized access to an exam.
- The use of an alternate, stand-in or proxy during an examination.
- The use of unauthorized material including textbooks, notes or computer programmes in the preparation of an assignment or during an examination.
- Supplying or communicating in any way unauthorized information to another student for the preparation of an assignment or during an examination.
- Collaboration in the preparation of an assignment, unless specifically permitted or required by the instructor. Collaboration will usually be viewed by the school as cheating. Each student, therefore, is responsible for understanding the policies of the department offering any course as they refer to the amount of help and collaboration permitted in preparation of assignments.
- Submission of the same work for credit in two courses without obtaining the permission of the instructors beforehand.

Plagiarism includes, but is not limited to, failure to indicate the source with quotation marks or footnotes where appropriate if any of the following are reproduced in the work submitted by a student:

- A phrase, written or musical.
- A graphic element.
- A proof.
- Specific language.
- An idea derived from the work, published or unpublished, of another person.

Procedures in case of cheating or plagiarism:

Incidents of suspected academic disciplinary violations shall be handled initially at the level at which the incident occurs (e.g., course or research/creative project) and at the department level. It will be reported immediately to designate parties where appropriate. It shall receive second-level review(s) in the manner outlined in the following section.

Initial Review, Decision and Action(s)

Initial review, decision and action(s) shall remain within the academic team. It will involve the instructor(s) or academic supervisor(s) and, if desired, consultation with a third party from the faculty. Instructors are free to discuss alleged violations informally with the student(s) thought to be involved, without revealing the identity of any other students involved. Suspected violations that would result in a penalty should be handled by the instructor(s), in direct communication with the student(s) involved, within one week of the discovery of the suspected infraction and before the imposition of a penalty.

After discussion with the student(s) involved and their response, the instructor(s) shall conclude, within a reasonable period of time and based on available evidence, whether the suspected violation(s) occurred. Instructors are encouraged to consult with their department/programme head about the nature of the suspected violations, the nature of the evidence of

these violations and the range of penalties under consideration. If the conclusion is that the suspected violation(s) did occur, the instructor(s) shall choose an appropriate penalty. The most severe penalty available at this level of review and action shall be failure in the course or dismissal from a project although instructors may also recommend a more severe penalty, which retains the option to impose more severe penalties (e.g., suspension or dismissal from the programme). Elements to consider include prior incidents of academic disciplinary action can be found in a student's record which is readily available from the Dean. The department/programme head may discuss the issue with a student and choose to convene a disciplinary hearing according to the procedures of the department/programme.

The student shall be notified immediately, in writing, of this decision, the basis for this decision and the penalty imposed. This notification will come from the instructor and/or department/programme head depending on the penalty involved. Students whose penalty is failure in the course in question will not be allowed to drop the course and will be informed. Students should also be informed at this time of their right (and attendant procedures) for an appeal.

Reporting of Initial Action(s)

A copy of the letter outlining the initial decision and action to the student(s) involved in cases of academic disciplinary violations should also be directed to the following parties:

- a) Academic Director
- b) Accreditation and Compliance Manager

The Accreditation and Compliance Manager will maintain the central record of academic disciplinary violations and actions. If the head of student affairs is aware of information on prior incidents of academic disciplinary actions in the student's record, he or she will communicate that information to the department/programme head and give the department/programme head the opportunity to impose an appropriate sanction.

Second-level Review and Action(s)

A second-level review of an initial decision and action follows from at least one of two sources: (1) appeal by the student(s) involved because the student deems the penalty inappropriate and/or believes that improper procedure has been followed, (2) recommendation by the instructor, that the student be permanently expelled from the school.

If an appeal is made or a second-level action appears warranted, the Academic Director will determine what action should be taken. The Academic Director may decide to deny the appeal or waive the opportunity for a second-level action. They can also forward the case to the programme lead for additional consideration, order a new or different penalty or convene a Review Committee meeting (with the Academic Leadership Team) for additional investigation of facts and/or determination of appropriate sanctions.

Non-Academic Disciplinary Action

Students are expected to conduct themselves in a responsible manner at all times. This includes how they relate to other persons, property on any campus or other location in which a programme of study is delivered, as well as how they use the online and other facilities of the College, including off-campus College activities. Students must treat fellow students with respect and in a non-discriminatory manner, regardless of gender, marital status, family status, age, disability, race/nationality/colour, religion, sexual orientation and membership of the Travelling Community.

Students are expected to adopt a responsible attitude to their studies, whether participating in face-to-face or online lectures, practical classes, or other academic activities. Students must not engage in any behaviour that may constitute inconvenience or nuisance to others within or outside the College. In addition to these general College-wide regulations, students are also bound to observe any specific regulations attached to particular areas, activities, and programmes of study.

If students fail to demonstrate reasonable, responsible, and professional standards of behaviour, the College may initiate disciplinary proceedings to protect the quality of the learning environment in the interests of all students and staff.

Examples of conduct which may render a student liable to disciplinary action include:

- Any action which disrupts or is likely to disrupt teaching or research or the professional operation of the College.
- Intolerant or discriminatory behaviour including discrimination on the grounds of gender, marital status, family status, age, disability, race/nationality/colour, religion, sexual orientation or membership of the travelling community.
- Use or attempted use of unauthorized or unfair means in connection with examinations or other assessed work.
- Violent, reckless or negligent conduct causing, or intending to cause, damage to persons or property, or disorderly conduct whether online or in person.
- Falsification, misappropriation or misuse of College documents or records or materials.
- Theft, misappropriation or misapplication or misuse of College documents or equipment or other property or those of others.
- Inappropriate use of the College's online learning portal.
- Gross or offensive behaviour towards any member of the staff or student bodies whether online or in person;
- Failure to comply with a request to produce student identification card or any reasonable request made by any member of the College staff.
- Refusal to leave any College building, grounds or other premises being used by the College when requested to do so by a member of the staff.
- Failure to comply with Health and Safety Regulations and Regulations of the College or any other organization whose premises is being used by the College including those concerning smoking, litter, alcohol and substance misuse, parking of vehicles and use of thoroughfares, freedom of speech, discrimination and harassment, assessments, the College's computing facilities, and such other regulations which may be issued from time to time.
- Any other behaviour that may compromise the quality of the College's learning environment or its reputation.

These behaviours will be considered to be unacceptable whether they take place within the College's property or learning environment, within that of the College's collaborators and partners or within any other premises being used for College activities.

Informal Resolution

Many problems are best resolved locally, at the point where the issue first arises. For this reason, staff or students who have a legitimate objection to the behaviour of another student should make every effort to resolve the problem informally by communicating directly with the individual concerned and attempting to resolve the matter appropriately. Giving a person the opportunity to consider and reply to a concern often eases tension, and may resolve the matter, removing a necessity for further escalation.

Informal processes are not appropriate for addressing issues where a student is alleged to have contravened the examination regulations of the College, and may or may not be appropriate where a student is alleged to have gained an unfair advantage in the context of coursework or continuous assessment.

In the case of alleged plagiarism or other attempt to gain unfair advantage in any form of assessment other than an examination, the decision on how to address such allegation shall be made by the relevant Tutor in consultation with the Programme Leader. In such cases the Tutor may decide to make a nil award for the assessment in question, may award a reduced mark or may issue a verbal or written warning. If the student accepts such an imposition the appropriate mark shall be recorded, and no further action shall be taken.

Formal Resolution

If a problem cannot be resolved informally, it should be reported to the relevant Programme Leader as quickly as possible but in any event, within 30 days of the incident or matter of concern having arisen.

In the case of an alleged attempt to gain an unfair assessment advantage, if the Tutor considers the matter to be of such a serious nature that it warrants it or if the student refuses to accept the initial determination of the Tutor, the Tutor should initial the candidate's work on the front cover or electronically on an online submission as appropriate; make a note detailing the location of any suspected plagiarized passages; identify as much collaborating evidence as possible; prepare a written report on the allegation and send it with copies of any plagiarized passages and their source(s) where appropriate to the relevant Programme Leader. The Programme Leader should be notified immediately with regard to serious breaches or within 5 days of it becoming clear that the matter cannot be resolved informally.

Investigation by Programme Leader

Upon receipt of a written report alleging a breach of Regulations, the relevant Programme Leader will invite the student involved to a meeting or other form of engagement, to discuss the allegation. The student may be accompanied by a third party of his or her choice at that meeting.

Breach of Assessment Regulations

Where an alleged breach of assessment regulations or a serious breach of other is involved:

- Documents regarding serious allegations of plagiarism or attempting to gain an unfair advantage in continuous assessment will be forwarded by the Programme Leader to the Registrar.
- The student will be informed in writing or electronically by the Registrar that cheating, plagiarism, or attempting to gain unfair advantage over other candidates is suspected. The student will be notified of her/his right to respond in writing or electronically within ten days of receiving the written notification. He/she will also be advised that he/she may attend for interview before the Programme Leader, either in person or through an on-line meeting system. The student must indicate in writing or electronically if he/she wishes to attend the meeting.
- In addition, any examination scripts or other assessment record that may be involved shall be sent to the Internal Examiner for marking and any confiscated materials shall also be sent to the Internal Examiner so that she/he can express an opinion on its relevance to the assessment in question. Following marking and any necessary consideration of other material, the documents and comments will immediately be

returned to the Registrar. Should no infringement be found to have occurred, the script or other assessment record shall be automatically included amongst those scripts to be sent to the External Examiner.

Following the discussion or investigation as appropriate the relevant Programme Leader may decide on one or more of the following:

- To dismiss the case
- To invoke student support mechanisms such as counselling, training or mentoring
- To withdraw services from the student for a period not exceeding five days pending further investigation where the good of the College or the students so warrant. Such withdrawal of services may include denial of all access to the College's physical and electronic resources and those of its partners and collaborators.
- To refer the matter to the Registrar for consideration of the withdrawal of services from the student for a period exceeding five days and for the establishment of an Investigation and Disciplinary Committee to investigate the allegation and to determine any penalty. Such withdrawal of services may include denial of all access to the College's physical and electronic resources and those of its partners and collaborators.
- In cases where the alleged breach of regulations relates to an allegation of plagiarism or other attempt to gain an unfair assessment advantage the action to be taken may, in the case of serious offences include failure of the subject, without right to be reassessed, failure in year or assessments, restriction of final classification, or termination of studies.
- Gross plagiarism, use of unauthorized materials in assessments and all second offences will be considered serious offences.

Decision of a Programme Leader

When deciding on one of the above-mentioned responses, the Programme Leader shall take into account whether or not any breach of Regulations is wilful or deliberate or is a first or repeat offence. The Programme Leader may also consider the extent of any harm caused, any remorse demonstrated by the student and other matters that may be relevant to the circumstances of the case.

Where the behaviour is not considered to be wilful or deliberate, the provision of support to assist the student to avoid any future recurrence of inappropriate behaviour may be a more appropriate response than disciplinary measures. Where a student refuses to co-operate fully with the supports made available by the College, or where those supports prove not to be effective, the matter shall be referred to the Registrar. In certain circumstances, it may also be necessary to withdraw services from the student pending the establishment of an Investigation and Disciplinary Committee to investigate the allegation and to determine any penalty.

The Programme Leader shall complete a report on the designated form, which shall include his or her decision regarding the appropriate action, and shall forward the form to the Registrar and, if it involves a member of staff, to the HR Manager.

The Registrar will inform the student in writing by registered post to the student's notified home address and/or electronically, that a breach of the Student Regulations has been alleged and of the decision of the Programme Leader regarding the matter. In addition, a copy of any material that may substantiate the allegation shall be sent to the student by registered post and/or electronically.

Where a student wishes to appeal the decision of a Programme Leader, a full meeting of the Investigation and Disciplinary Committee will be convened to hear the case. A student appealing the decision of a Programme Leader must appeal in writing to the Registrar within 10 days of the date of posting of the letter or sending of the electronic communication advising of the decision of the Programme Leader.

Investigation and Disciplinary Committee

Where a matter is referred to the Accreditation and Compliance Manager either directly by a Programme Lead or on appeal, the student will be informed in writing by the Accreditation and Compliance Manager that a breach of the regulations/codes of practice is alleged and that a meeting of the Investigation and Disciplinary Committee is to be convened. The student shall be advised that she/he may provide a written statement to the Investigation and Disciplinary Committee. This statement may include reference to mitigating circumstances should any exist. The student will be notified of her/his right to attend this hearing. Where an alleged breach of regulations would also be a criminal offence the Gardaí may be advised of the allegation at such time as is considered appropriate by the College.

The Accreditation and Compliance Manager or their nominee is the convener and chairperson of the Investigation and Disciplinary Committee. The Investigation and Disciplinary Committee will be composed of three members of staff, one of whom must be a Programme Lead and one of whom must be a student representative. The Accreditation and Compliance Manager will endeavour to ensure that there is an appropriate balance of male and female members on the Investigation and Disciplinary Committee. The Accreditation and Compliance Manager shall annually appoint a panel of persons to serve on Investigation and Disciplinary Committees as required. The members of the committee shall be persons unconnected with the matter involved in the alleged incident. Each Committee shall appoint a member to act as secretary at the outset of the meeting.

At a meeting of the Investigation and Disciplinary Committee the student shall have the right to be accompanied by another person. The student shall have the right to submit oral or written evidence to the meeting. To assist in establishing the facts, the Investigation and Disciplinary Committee may request to hear evidence from third parties. Should the Investigation and Disciplinary Committee choose to do so, the student must be advised in writing prior to the meeting of the Committee. The student may be present for this presentation and may ask questions of the third party to assist in establishing the facts.

All proceedings and papers shall be confidential to those attending. Should the student choose not to attend the meeting the Investigation and Disciplinary Committee shall make a decision based on the information available to it at the time.

Following the meeting, the Investigation and Disciplinary Committee will prepare a report outlining the circumstances of the case and may, where appropriate, impose an appropriate penalty. This report will be available to the student but shall be treated as confidential. If the Investigation and Disciplinary Committee determines that any alleged breach of the Regulations is not upheld, it may recommend that any suspended services be restored. If the allegation is upheld, either by the admission of the student or following investigation, the Investigation and Disciplinary Committee will decide on the degree of damage caused to the College community or specific members of that community, by the student's actions and decide any appropriate penalty or support.

Possible responses include:

- The provision of various supports
- The dismissal of the case
- The suspension of various services for a period of time
- The formal recording of the offence on the student's academic record
- The restriction from attending classes and presenting for examinations for a period of time
- Permanent expulsion from the College
- Being obliged to make good any damage to property
- Being obliged to make good any damage to the College's good name through a public apology
- Being obliged to apologize to any member of the student or staff body specifically aggrieved by the student's actions
- A combination of any of the above
- Where an alleged breach of regulations involves plagiarism or other attempt to gain an unfair assessment advantage the penalties may also include those outlined above

Where the behaviour is considered to be wilful or deliberate, disciplinary measures may be appropriate. Where the behaviour is not considered to be wilful or deliberate, the provision of support to assist the student to avoid any future recurrence of inappropriate behaviour may be a more appropriate response than disciplinary measures. Where a student refuses to cooperate fully with the supports made available by the College, or where those supports prove not to be effective, it may be necessary to withdraw services from the student on a temporary or permanent basis.

Appeal of Decision

A student affected by a decision of the Investigation and Disciplinary Committee to impose a penalty, may exercise the option of appealing a decision to the Accreditation and Compliance Manager. An appeal may be made to the Accreditation and Compliance Manager within 10 working days from the date the decision is issued. The date of issue is defined as either: the day on which the decision is posted by registered post to the student's address as appears on the College's register of students, or the date on which the said decision is handed to or sent electronically to the student.

An appeal may be made on the following grounds:

- Severity of the penalty imposed, where extenuating circumstances exist.
- The finding of guilt, provided that the appeal includes new evidence that was not available to the Investigation and Disciplinary Committee during its deliberations.

Disciplinary Appeal Committee

The Accreditation and Compliance Manager shall convene the Disciplinary Appeal Committee to hear appeals of decisions of the Investigation and Disciplinary Committee.

- The Disciplinary Appeal Committee shall be composed of an uneven number of senior staff nominated by the College Registrar, who shall also nominate the Chairperson. Members of the Disciplinary Appeal Committee shall normally be members of the Academic Council. Both genders will be represented on the Committee.
- No person who has participated in the decision being appealed against or who has any involvement in the case shall sit on the Disciplinary Appeal Committee.
- A separate member of staff may be appointed as a non-voting secretary to the Disciplinary Appeal Committee.
- Decisions of the Disciplinary Appeal Committee shall be taken by simple majority.

- A record, written or otherwise, of the proceedings shall be made.
- A copy of the appellant's grounds of appeal including the appellant's submission, if any, shall be provided to the Committee.
- A copy of the relevant record of the Investigation and Disciplinary Committee shall be obtained from the said Committee.
- The appellant or the appellant's representative and the Registrar may make oral submissions to the Disciplinary Appeal Committee.
- Where, in the opinion of the Disciplinary Appeal Committee, the requirements of justice so dictate, the Committee may consider evidence which was not tendered at the hearing before the Investigation and Disciplinary Committee. This provision, to adduce such fresh evidence, must be notified to the student and to the Accreditation and Compliance Manager in sufficient time to enable the relevant party(s) to consider properly the said fresh evidence and subsequently to respond adequately at the hearing of the appeal. 10 working days is regarded as sufficient notice.

The Disciplinary Appeal Committee may:

- Allow the appeal
- Decrease or increase the penalty or vary the nature of the penalty or support.
- Dismiss the appeal

The determination of the Disciplinary Appeal Committee shall be given in writing and a copy thereof forwarded to the student concerned by registered post to the student's home address appearing on the College register of students, or by electronic means.

Student Grievance Policy

Student dissatisfaction or concern may arise in relation to perceived problems with College staff, services or facilities, or in relation to the conduct of other students. In the event of the complaint being against a member of staff, the line manager of that staff member shall consider whether to address the matter formally or informally.

Informal Resolution

Problems are best resolved locally, at the point where the issue arises. For this reason, every effort should be made to resolve a problem by communicating directly with the student or staff member involved and attempting to resolve the matter appropriately. Giving a person the opportunity to consider and respond to a concern often helps ease tension, resolve the matter, and avoid the need for escalation.

If speaking directly with the person concerned does not resolve the situation, the student should raise the issue informally with a Lecturer or Tutor (other than the staff member involved if the issue is with a member of staff). If the student is not satisfied with the conclusion of the discussion or with the outcome of any subsequent action, they may choose to initiate a formal Notification of Concern procedure as outlined below.

A student should only pursue the formal process if informal efforts to resolve the matter with a Lecturer, Tutor, or Programme Leader have been unsuccessful, or, in the case of a staff member, if their line manager determines that the informal route is inappropriate.

Formal Resolution

If a problem cannot be resolved informally and the student wishes to pursue the matter, they must submit a letter of concern to the Student Support Officer. This letter must be received within 30 days of the incident or matter of concern. The Student Support Officer will, where

practicable, acknowledge receipt of such a letter in writing within five working days and subsequently arrange to meet with or otherwise engage with the student to discuss the problem.

The Accreditation and Compliance Manager will decide whether to seek to resolve the matter formally or informally. If the Accreditation and Compliance Manager decides to have the matter addressed formally, the Programme Leader or his/her nominee will conduct a full and fair investigation into the problem and, as soon as possible thereafter, provide a written response to the student and all others concerned to detail the findings of the investigation and any proposed remedy. This response will be copied to the Accreditation and Compliance Manager.

Appeal

In the event that a student is not satisfied with the outcome of the above process, they may appeal to the College Accreditation and Compliance Manager. Any such appeal must be made in writing within ten working days of the decision of the Programme Leader, and clearly set out the grounds on which the appeal is based.

The Accreditation and Compliance Manager will decide whether to review the investigation and decision of the Programme Leader or whether to carry out a fresh investigation. If the Registrar decides to have the matter re-investigated the Accreditation and Compliance Manager or his/her nominee will conduct a full and fair investigation into the problem. As soon as possible after either a review or re-investigation, the Accreditation and Compliance Manager will provide a written response to the student to detail the findings of the appeal and any proposed remedy. This response will not be sent until the matter has been discussed with the Programme Leader involved.

External Complaints

If a student is not satisfied after completing the College's internal grievance process, they may submit a complaint to Setanta College's accrediting body:

Distance Education Accrediting Commission (DEAC)

1101 17th Street NW, Suite 808

Washington, D.C. 20036

Tel: (202) 234-5100

Website: www.deac.org

Student Records and Transcripts

Records for all students are maintained indefinitely. Transcripts are kept permanently. Students may inspect and review their educational records. To do so, a student should submit a written request identifying the specific information to be reviewed. If, upon review, a student believes that their records contain inaccuracies or misleading information, they may request that corrections be made. If a difference of opinion remains after review, the student may request a meeting to resolve the matter.

Individuals are entitled only to their own personal data and not to information relating to others (unless the information is also about them or they are acting on behalf of someone). To ensure compliance, Setanta takes reasonable steps to verify that the information requested falls within the definition of personal data. Individuals can make a subject access request verbally or in writing to any staff member of Setanta College. Setanta College encourages the submission of requests in writing, to the Data Protection Controller atadmin@setantacollege.com, to ensure it

is wholly understood what is being requested at what specific time and date. Subject access requests are to be processed free of charge and to be completed by law within thirty days of the individuals request.

Each student's file contains records, including a transcript of grades earned. The first copy of the official transcript is provided at no charge. Transcripts will only be released to the student upon receipt of a written request bearing the student's live signature. No transcript will be issued until all tuition and other fees due the institution are paid current.

Students must contact the Student Services Office to request a Transcript Request Form.

Student Identity Verification

Setanta College has established processes to ensure that the student who registers in a programme is the same student who participates in and completes the course or programme and receives the academic credit. To verify identity, students are required to provide a copy of a driver's licence or passport, which is securely kept on file. These documents are reviewed by the Registrar to confirm the student's identity.

Identity verification begins at the time of application for admission when each applicant is required to submit a government-issued photo ID. Each student is then issued a unique and secure username and password that is required to log into the course management system and access any of Setanta College's systems.

Students are responsible for maintaining current and accurate contact information, including email address(es) and phone number(s) within their student accounts. These details, along with student IDs, are used as the primary means of identification and for communication purposes.

Student Support

Academic Services

Earning a degree helps students develop the knowledge and skills that enhance professional opportunities after graduation. At Setanta College, the Academic Services and Student Support departments work together to provide students with the tools, guidance, and resources they need to succeed, both while attending and post-graduation.

We offer a variety of services, including:

- Serving as the representative office of the Head of Student Services for the Institution in assisting students in the steps and milestones required to achieve degree completion
- Maintaining records for Setanta College of all enrolled, attending and graduate students
- Working with the President in preparing and enhancing the programme for the benefit of the students
- Student Accounts is available to help students address any questions related to fees related to enrollment at Setanta College
- Student support staff or Professors assigned by your academic department will provide advising for the students

Student Services

Setanta College office of Student Services is the central point of contact for assisting students with enrollment and course registration, new student orientation, updated textbook list, and guidance on the various policies and procedures.

The Student Services Officer (SSO) is a member of the student services team and supports the team and other college departments to deliver the college mission and vision. The SSO is responsible for leading the day-to-day wellbeing and communications with students such that they have a positive experience with Setanta College.

Disability Services

Setanta College is committed to implementing a policy of equal opportunities for students with disabilities. "Disability" is understood to mean: "a substantial restriction in the capacity of the person to carry on a profession, business or occupation in the State or to participate in social or cultural life in the State by reason of an enduring physical, sensory, mental health or intellectual impairment." (Irish Disability Act, 2005).

The college will ensure, through the availability of student support services, that no student is disadvantaged by reason of having a disability, within reason and budgetary limitations. The College welcomes applications from students with disabilities and will take every reasonable action, within budgetary limitations, to ensure that specific requirements are met and that all students are able to participate as fully as is practicable in the academic and social life of the College. The College encourages students to disclose their disabilities during the application process or following admission to the college. This is done by notifying the college administration staff.

All students are encouraged to disclose their disabilities, as non-disclosure will severely limit ability to access appropriate procedures, accommodations and supports. The College will ensure that all facilities are accessible to all students insofar as is possible. This includes physical accessibility to and within the buildings, as well as access to information.

Career Services

One of the most valuable services provided by Setanta College is career assistance for students and graduates. The purpose of this service is to advise students concerning their careers and to assist every graduate in obtaining employment in the field in which the student has received training.

Students work directly with the Director of Career Services who will assist students with resume development, interview preparation and job search assistance. While Setanta College offers assistance to its alumni with managing his/her job search efforts, it does not and cannot guarantee job placement or employment or salary ranges to expect after graduation.

Technical Support

The Office for Information Technologies at Setanta College maintains a computing help desk that may be contacted for assistance with any academic computing problems. They can be contacted online at IT@setantacollege.com.

Academic Calendar and Holidays

- New Student Orientation September 2, 2025
- New Students Start (BS C Certificates) September 2, 2025
- New Masters Students Start September 30, 2025
- New Student Orientation December 2, 2025
- New Students Start (BS C Certificates) December 2, 2025
- Christmas Holiday December 22-30, 2025
- New Year's Holiday January 1, 2026
- Graduation February 7, 2026
- New Student Orientation March 2, 2026
- New Students Start (BS C Certificates) March 2, 2026
- New Masters Students Start March 31, 2026
- Easter Monday April 6, 2026