AY24 ACADEMIC BULLETIN ARCHIVES

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<u>Philosophy & Governance Approach</u>

SIT's Education Philosophy

SIT aims to produce graduates that are highly valued by industry and imbued with SITizen-DNA.

The desirable SITizen-DNA of our graduates consists of the following traits:

<u>Thinking Tinkerer</u> – SIT will provide strong theoretical foundations to complement the demonstrated practical abilities of SIT learners. Learners will also be encouraged to explore and experiment in order to improve products, processes, services, procedures and systems;

<u>Able to Learn, Unlearn and Relearn</u> – SIT graduates will ensure that their skills stay relevant by constantly learning and relearning so as to adapt to rapid changes in the dynamic twenty-first century industry;

<u>Catalyst for Transformation</u> – SIT learners will be taught skills and techniques in innovation and value creation, and given the opportunity to exercise them in real-world environments; and

<u>Grounded in the Community</u> – SIT graduates will seek to serve their employers, neighbours and the larger community by applying the skills that they have acquired at SIT.

SIT offers programmes and which are developed through extensive consultations with industry. SIT's curriculum and applied learning pedagogy are tailored to provide the specific skills, knowledge and experience needed by industry. Industry is also directly involved in providing applied learning platforms for learners through Work-Learn Integration component (Integrated Work-Study Programme (IWSP)/Integrated Workplace Learning/Workforce Essentials), industry/capstone projects and applied research. SIT graduates will thus be sought after for their relevance, knowledge, and specialised and adaptive skills.

SIT's concept of applied learning includes the following features:

(a) Learner-centred, faculty-guided and complemented by a corps of Professional Officers as first-line mentors;

(b) Reinforcing understanding through doing;

(c) Scaffolding of applied learning from within classroom to real-world aspects;

(d) Assessment whereby learners demonstrate the application of skills and knowledge they have mastered;

(e) Close collaboration with industry partners (via industry/capstone projects, IWSP); and

(f) Learning environment to support skills mastery.

In addition, SIT wants to create a distinctive experience for its learners which prepares them for a career in a globally competitive marketplace and to be a lifelong learner. SIT provides learners with a holistic educational experience beyond academic pursuits by developing non-academic programmes for students to build skills and networks for a successful working life. These learning experiences could come from a wide variety of student clubs or community projects. Beyond activities in Singapore, SIT also provides opportunities for learners to develop a regional and global mindset with various overseas experiences.

SIT aims to build a strong support system for learners during their studies. These support systems range from providing job opportunities on campus, to providing counselling and financial support for those who require them. SIT also strives to provide high-quality learning opportunities and social spaces that support group and individual learning.

This exceptional student life in SIT is the beginning of a positive lifelong relationship with SIT to becoming a SITizen.

All information is accurate as of 21 March 2025. SIT reserves the right to update the information as required.

Academic Governance

Academic governance provides regulation over the university's academic policies and frameworks relating to the execution of programmes and courses. It guides the university in its decisions, definitions of roles and relationships of decision-making bodies, and specifications of delegations for academic quality and continuous improvement for the programmes and courses offered. The academic governance framework is developed based on the following principles.

Alignment with University's Mission and Vision, and Goals

Ensuring the university's mission and goals are aligned through consistency in the design and delivery of a wide range of academic programmes.

Accountability and Shared Governance

Decision-making involves collaboration amongst academic staff, students, and administrators. This form of shared governance fosters inclusivity, transparency, and the incorporation of diverse perspectives in the decision-making process. Transparency builds trust, facilitates effective communication, and ensures accountability for the fulfilment of educational goals.

Quality Assurance

Ensuring rigorous standards for the design of academic programmes, courses, and assessments as the quality of education is crucial for the institution's reputation and the success of its graduates in their respective fields.

Academic Rigour

Maintaining high academic standards. This is essential for the development of critical thinking skills, intellectual growth, and the preparation of students for future challenges.

Continuous Improvement

Committing to ongoing assessment and improvement of academic programmes and policies. This helps in ensuring that the university remains responsive to changing educational needs, technological advancements, and societal developments.

These principles collectively establish a robust framework for academic governance, guiding the university in its commitment to excellence, innovation, and the holistic development of its academic community.

Academic Governance Structure

Academic governance, management and excellence is the responsibility of the Deputy President (Academic) & Provost, who acts as the Chief Academic Officer of SIT.

Academic committees are formed to assist the Provost in the deliberation and execution of various academic decisions.

SIT's Board of Studies (BOS) is the highest decision-making committee for academic policies, programme and course offerings, and related matters. It has the oversight and authority for:

(a) Governance of, and the committee(s) to approve academic programmes, modules, competency units and other components of a programme.

(b) Governance of, and the committee(s) to endorse academic results and recommend for conferment of degrees and graduate diplomas, and award of certificates.

(c) Governance of, and the committee(s) to oversee academic quality and standards.

(d) Establishing committees, where appropriate, to take on specific roles and responsibility for certain academic activities, such as the review and/or approval of educational strategies and policies.

A set of committees was formed to undertake roles in various academic aspects as delegated by BOS. The committee chairpersons who are also members of BOS will facilitate the communication of decisions to the respective committees.

Diagram A shows a representation of BOS and its key committees.

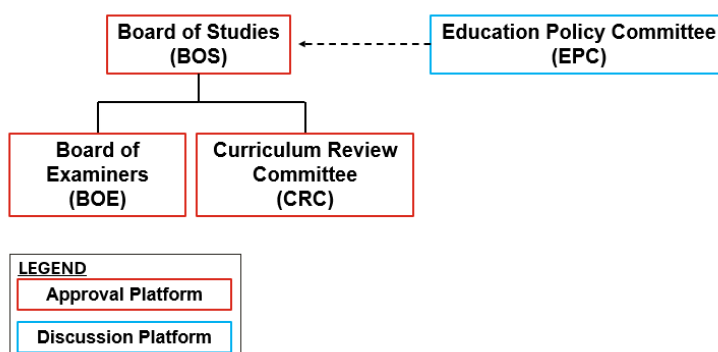Diagram A: BOS and its key committees

A summary of the prevailing academic aspects and governance areas, and the relevant approving authority is provided in Table 1. BOS and EPC may appoint sub-committees, task forces and work groups to undertake research, review, and implementation of all areas within their purview.

Table 1. Academic aspects and governance areas, and approving authorities

Academic Aspects	Governance Areas	Review and discussion	Approving Authority
Academic and Education Policies	(a) Policies that govern SIT programme and course offerings (b) Policies that govern academic activities and matters relating to the holistic development and learning in SIT	Education Policy Committee (EPC)	Board of Studies (BOS)
Programmes and Qualifications	(a) New programme proposals, considering (i) the alignment to SIT's strategic aims, (ii) sufficient current and future industry demand and student supply, and (iii) market competitiveness (b) Programme Aims/Statements, Educational Objectives and Learning Outcomes (c) Programme design, structure, rigour and any deviation from prevailing SIT's framework and policies (d) Official names of programmes (for display on parchments and transcripts) (e) Affiliated offerings, e.g., programme specialisations, minor programmes, stackable programmes (f) Compliance with regulatory and accreditation requirements where relevant (g) Programme delivery/pathway (h) Collaborative Partners and SIT's role in the collaboration (if any) (i) Programme review and changes	Education Policy Committee (EPC)	Board of Studies (BOS)
Results	(a) Ratification of academic results (b) Students' programme completion status for the award of relevant qualifications/ certificates (c) Related policies pertaining to academic results	Respective cluster management	Board of Examiners (BOE)
Programme Components	(a) Modules and Competency Units (b) Curriculum-related matters including learning objectives, lesson design, assessment components and objectives	Respective cluster management	Curriculum Review Committee (CRC)

All information is accurate as of 20 March 2025. SIT reserves the right to update the information as required.

Overarching Policies

Admissions

SIT adopts an inclusive and fair approach in assessing applicants. In selecting the right fit of learners, SIT practises a holistic, inclusive and aptitude-based admissions approach that takes into consideration the academic proficiency and beyond-academic experiences/achievements of applicants, including prior skills and competencies.

Merit-based: SIT's admissions approach is based on the principle of meritocracy. However, this is not confined solely to an academic perspective. SIT duly takes into consideration other areas like passion, aptitude, relevant work experience and other achievements related to the proposed programme of study, to assess suitability for admission.

Broad-based: In alignment with the university's commitment to broaden access to education, SIT accepts applicants from different academic pathways.

The general admissions framework at SIT is a 2-tier system, where applicants are shortlisted using a minimum academic threshold, after which they are assessed for their interest, aptitude, and fit. Applicants will then be admitted based on overall relative standing, consisting of both their academic and beyond-academic merit, as well as their assessment evaluations.

Apart from offering programmes for undergraduates, postgraduates and skill upgraders in traditional formats, SIT also offers programmes through other delivery modes such as the stackable micro-credential and work-learn pathways.

Fresh School Leavers

Undergraduate Admissions
Fresh school leavers who have completed a formal Year-12 educational qualification are welcome to apply for an undergraduate degree at SIT.

Fresh school leavers who wish to pursue a degree via the Competency-based Stackable Micro-credential (CSM) Pathway would need to fulfil additional requirements stipulated for the respective programme, pertaining to any prevailing requirements which may include minimum age and employment status.

Beyond academic achievements, SIT will consider evidence of demonstrated passion and aptitude of the applicants.

Adult Learners

In support of lifelong and workplace learning, SIT welcomes adult learners to upskill and reskill through its suite of industry-focused programmes, both at the undergraduate and postgraduate levels.

International Applicants

Undergraduate Admissions
SIT welcomes international applicants alongside local applicants to apply for undergraduate admissions.

Postgraduate Admissions
International applicants to the postgraduate programmes are reviewed based on their Bachelor's degree or equivalent qualification, and their work experience.

Former Autonomous University Students

The Ministry of Education (MOE) stipulates that Singapore Citizens (SCs), Singapore Permanent Residents (SPRs), and International Students (IS) who have received Tuition Grant (TG) for studies in degree programmes at the local autonomous universities (AUs) will be eligible for TG up to the total credits required for graduation at SIT less the percentage of semesters or trimesters of TG received at their previous university. Learners who have already fully utilised their TG for studies in degree programmes at the AUs will have to pay non-subsidised fees for the entire programme duration at SIT. Applicants who had previously studied in the local AUs, including former SIT students should be made aware of the financial implications prior to their acceptance of admission to SIT.

Applicants with Special Educational Needs

SIT adopts an inclusive and fair approach in assessing applicants, without denying an opportunity to an applicant due to his/her special education needs. Applicants are encouraged to disclose at the onset any special need or learning assistance they may require, to facilitate the necessary advisory and learning arrangements to be discussed to support their education at SIT.

Applicants with Medical Conditions

SIT adopts an inclusive and fair approach in assessing applicants, without denying an opportunity to an applicant due to his/her medical conditions. Notwithstanding, all admitted learners are required to undergo a medical examination prior to the commencement of their studies at SIT, and should be certified physically and mentally fit for the programme by the examining medical doctor.

Incoming students with any of the stipulated medical conditions listed in their pre-enrolment medical examination forms should inform their doctor accordingly during the

medical examination. The respective medical examinations take place during the matriculation stage.

Those who are not eligible to pursue the programme of study due to statutory requirements for the profession will be invited for an engagement session to explore a switch to other programmes or to consider other plans for their education and upskilling.

Applicants with Criminal Records

SIT believes in giving second chances. Ex-offenders applying for admissions to SIT will similarly be assessed based on merits and without bias. Applicants will be asked to declare any criminal antecedents. Such information is handled with strict confidence, and is intended for SIT to extend support to the learners as necessary.

Other Admissions-related Considerations (Mainly Applicable to Undergraduate Programmes)

Minimum Age for University Admissions

The minimum age for undergraduate admissions to university set by the Ministry of Education is 18 years. Under-aged students may be admitted if they either possess the acceptable pre-university qualification (polytechnic diploma, A-level, or IB diploma, or equivalent), or have completed a minimum of 12 years of formal education, subject to approval.

National Service (NS)-liable Applicants

SIT will reserve places for Singapore Citizens and Singapore Permanent Residents who are National Service (NS)-liable males, and are successful in their admissions application, until they complete their full-time National Service.

Returning National Servicemen who wish to apply for a change of programme from one which they have already been accepted into may submit a fresh application in the subsequent admissions application exercise during their National Service period. If the new application is successful, the new programme offer will supersede the reserved programme. If the new application is unsuccessful, the applicant will retain his place in the reserved programme.

Deferment Policy

SIT's deferment policy caters primarily to NS-liable applicants for their completion of National Service.

In exceptional circumstances, an accepted applicant may write to the Admissions and Financial Aid Division to formally request for deferment to the following year, citing valid reasons and supported by official documentary proof (e.g., doctor's letter). All requests for deferment will be reviewed on a case-by-case basis.

Financial Considerations

SIT is committed to an admissions policy that strives to ensure students are not denied admissions because of financial difficulties. The Admissions and Financial Aid Division administers various financial assistance schemes to help meet the educational expenses of as many eligible students (Singapore Citizens and Singapore Permanent Residents) as possible.

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Teaching and Learning

SIT aspires to foster an enabling culture for learners and staff. It attaches the highest importance to ensuring high quality applied learning experiences and outcomes for all SIT learners, and to support academic staff to achieve these educational goals.

The following principles aim to guide excellence in teaching and learning practices, while recognising that effective teaching and learning involves a partnership between learners and the university:

(a) Prioritising an active, authentic, and collaborative learning environment.

(b) Enhancing learner engagement and applied learning through effective curriculum design, pedagogical approach, and criterion-based assessment strategies.

(c) Emphasising the importance, relevance, and integration of theory and knowledge with professional practice to develop keen insight into real-world industry needs.

(d) Encouraging the spirit of critical inquiry and creative innovations informed by industry trends and applied research.

(e) Upkeeping SIT's pedagogical models in a sustainable manner through continuous improvement, professional development of academic staff, and critical reflection informed by a range of evaluation approaches.

(f) Providing learning experiences that foster the development of SITizen-DNA.

(g) Preparing learners through holistic education with the necessary skills and personal qualities to excel as industry professionals, guided by the Industry-Ready Skills Framework.

(h) Integrating social context in teaching and learning elements, activities, and projects within its academic programmes.

SIT Teaching Criteria Framework

The introduction of the SIT teaching criteria framework in this document forms the foundation of the teaching aspect within the faculty's academic portfolio. It guides developmental and evaluative discussions and career planning related to teaching and learning.

To uphold a high standard of teaching, the criteria embedded in the framework are derived from the following principles:

(a) Design and planning of effective and appropriate learning activities.

(b) Design and development of authentic assessment, and giving timely and

constructive feedback to learners on their work.

(c) Provision of effective learning environments, support system and guidance.

(d) Development and adoption of innovative teaching methods to drive deep, applied, and personalised learning (e.g. blended learning, tech-enabled pedagogy).

(e) Proactive evaluation of practice and continuing professional development.

(f) Integration of scholarly research and professional activities with teaching and in support of learning.

Responsibility and Accountability

Good teaching requires multiple levels of accountability to ensure the quality of SIT's educational offerings. Responsibilities and accountability at distinct levels are as follows:

University Level

In ensuring the quality of its educational programmes, the responsibilities at University level include:

(a) Allocating resources such as manpower, learning spaces, facilities, technology, and materials to facilitate the effective delivery of modules/CUs through blended learning, with careful consideration given to learner needs and programme requirements.

(b) Establishing procedures to provide guidance on the quality of module/CU delivery, criterion-based assessment methods, technology adoption and learning outcome attainment, ensuring consistency and effectiveness across all modules/CUs.

(c) Providing academic guidance, counselling, career mentoring and support.

(d) Upskilling the digital competencies of learners and academic staff to foster innovation, enhance productivity and adapt to changes in the rapidly evolving digital landscape.

(e) Encouraging learners to give back to the community through social innovation and community projects.

(f) Providing learners with interdisciplinary perspectives and fundamental skills in preparation for specialised studies through university-level requirements.

Cluster Level

In ensuring the quality of its educational programmes, the responsibilities at Academic

Cluster level include:

(a) Encouraging and providing opportunities for the professional growth of academic staff, ensuring they become well-equipped and effective educators.

(b) Following established SIT procedures for approving any new programmes.

(c) Promoting quality assurance processes to ensure that:

  (i) The programmes deliver effective programme learning outcomes to impart the SITizen-DNA.

  (ii) The programmes adhere to the principles of good teaching and learning outlined in this policy section.

  (iii) The programmes and components are systematically reviewed and followed up.

  (iv) All criterion-based assessment requirements are in accordance with SIT's Assessment Policy.

(d) Facilitating the exchange of information regarding best practices in teaching and assessment among colleagues, as described previously.

(e) Promoting learner equity/parity in academic matters.

Programme Level

In ensuring the quality and efficiency of its educational programmes, the responsibilities at Programme level include:

(a) Upholding the academic integrity and rigour of the programme.

(b) Providing clear programme and module goals and outcomes.

(c) Overseeing the delivery of programme planning and scheduling, programme evaluations, grades, assessments, and training materials.

(d) Monitoring and ensuring the completion of common modules that are part of the university-level requirements within the programme.

(e) Ensuring that module/CU learning outcomes are aligned and mapped to programme learning outcomes.

(f) Preparation, distribution, and record-keeping of module/CU profile for each module/CU.

(g) Ensuring that module/CU material meets the appropriate standard for its level and the programme it offers.

(h) Providing opportunities for learners to develop the professional attributes and SITizen-DNA relevant to the subject.

(i) Providing opportunities for learners to practice self-directed and lifelong learning.

(j) Promoting a culture of regular communication and consistent process between faculty members and associate faculty teaching in the same programme, thereby ensuring consistency in meeting programme learning outcomes, content delivery, assessment, and other quality control matters.

(k) Maintaining assessment rigour, for example, ensuring that all examinations and tests meet the stated learning outcomes of the modules/CUs, are appropriate to the level of the programme, and have been reviewed and approved within the Programme/Cluster. The purpose is to ensure that all assessments are clearly set out, free from error and of a duration appropriate to the demands of the assessment's content.

(l) Maintaining and ensuring good and consistent assessment processes such as:

   (i) Ensuring appropriate variation in assessment tasks in successive unit instances to avoid the potential for academic misconduct by learners;
   (ii) Submitting all examinations and in-session tests to the delegated authority for review and approval;
   (iii) Ensuring that assessment results are kept so that they can be included in periodic IT backup exercises.

(m) Monitoring and communicating Teaching and Module feedback and ensuring feedback is reviewed and addressed as appropriate.

(n) Following quality assurance processes for the annual planning and internal review of the degree programme, culminating in its external audit and accreditation.

(o) Synergising with various departments to access resources.

(p) Connecting with industry professionals for advice on educational programme development, Work-Learn Integration and graduates' career opportunities, where appropriate and relevant.

Module/CU Level

In ensuring the quality of teaching and learning in each module/CU, the responsibilities at module/CU level include:

(a) Designing modules/CUs in close consultation with the Programme Leader (PL), and with inputs from, but not limited to, the module/CU instructors, learning designers, librarians, AP Admin team, professional officers, and leads of closely related modules/CUs.

(b) Preparing learning resources in alignment with the required learning outcomes. These would include those utilised in both in-person sessions and online learning via the Learning Management System, along with other educational technology tools.

(c) Ensuring that the content delivery and assessments follow closely to the required outcomes of the module/CU as approved and documented under the respective module/CU profile, managing resources, and coordinating efforts from all module/CU instructors, including associate faculty, professional officers, and guest speakers.

(d) Enabling learners to navigate the module/CU smoothly and have easy access to needed information. This includes, but is not limited to, communicating to learners on matters concerning the module/CU, including module/CU learning outcomes, timetable matters, learning activities and resources for both in-person sessions and online learning, assessment tasks and rubrics, and expectations on learners' responsibilities.

(e) Encouraging learners to provide feedback through the Early Learning Insight Survey (ELIS) by midpoint of the module/CU and consider early feedback for improvement in the subsequent delivery of the module/CU contents.

(f) Ensuring assessment rigour through pre- and post-assessment moderation, which may include:

   (i) Vetting assessment tasks, test and examination papers, rubrics and marking schemes to ensure correctness and alignment to learning outcomes;
   (ii) Ensuring consistency across markers when using rubrics and marking schemes; and
   (iii) Checking of marks to ensure accuracy in marking and transcription.

(g) Ensuring effective feedback on learner assessment tasks is returned promptly.

(h) Reviewing the module/CU at the end of the trimester based on inputs from the Module and Teaching Feedback as well as feedback from other teaching instructors and proposing any changes to the Programme Leader (PL) for the next module/CU planning cycle.

(i) Maintaining all documentation related to the module/CU for external accreditation and internal review processes.

Module/CU Profiles

Module/CU Profiles must be developed for each module/CU offered by the programme. The module/CU profiles capture the key aspects and design of the module/CU and serve proper documentation purposes. The module/CU profile includes the following:

(a) Intended learning outcomes of the module/CU, academic content (a description

of the module/CU), delivery mode and timetable of activities and module/CU resources (including lists of required readings).

(b) Details of assessment weightages and due dates.

(c) Expectations of learners in areas such as workload requirements, participation requirements, university-level requirements and transferrable skills, and any work placement information.

(d) ML's reflection and review of previous runs.

The module/CU profiles must be distributed to learners prior to first week of the session or, where criterion-based assessment methods and practices are finalised after consultation with learners enrolled in the module/CU, no later than the end of the first week of a formal session.

After distribution of the module/CU Profiles to learners, any changes to the module/CU Profiles will need approval from the Programme Leader (PL).

All information is accurate as of 21 March 2025. SIT reserves the right to update the information as required.

Assessment

Assessment is an ongoing process with the key aim of understanding and improving learner learning. The following principles of assessment at SIT are outlined (not listed in order of priority):

Criterion-referenced: Criterion referencing is critical to SIT's emphasis on competency-based education. It ensures that learners are assessed based on their ability to meet specific pre-determined learning outcomes, competencies and performance standards, rather than being compared and evaluated in relation to their peers' performance.

Relevant and Authentic: Academic assessment should focus on evaluating industry-relevant knowledge, competencies, skills, and, where applicable, behaviours, attitudes and transferable skills. When designing assessment tasks, it is important to ensure that they address the attributes learners need to cultivate and develop.

Fit for Purpose: Well-designed assessment tasks, combined with timely and constructive feedback, can drive active learning rather than simply being a measure of learner's achievement.

Valid: Validity ensures that assessment tasks and criteria effectively measure the learner's attainment of the intended and communicated learning outcomes at an appropriate level. A valid assessment should assess what it claims to assess, as intended.

Reliable: Reliable assessment uses consistent methods and procedures to ensure the competency standards are interpreted and applied correctly. This means that different assessors, using the same assessment criteria and marking rubrics, would arrive at the same evaluations and results.

Transparent: The module profile clearly defines and communicates to the learners an explicit and logical relationship among assessment tasks, learning outcomes, and the criteria used as the basis of assessment.

Efficient and Manageable: Assessment is conducted within the available resource provisions and educational technology, making it achievable for both academic staff and learners with reasonable effort.

Fair and Equitable: The content, format and conduct of assessment are designed to ensure that no individual or group of learners are unfairly advantaged or disadvantaged. Varied assessment modes may be considered. The weightage of assessment items should reflect the amount of work required to prepare for and complete the assessment. Appropriate assessment accommodations should be made for learners with special needs or medical conditions to ensure that all learners have equitable opportunities to succeed.

Assessment Strategy

Assessment strategy should include formative and summative assessments to promote deep learning and measure competency, knowledge and attitudes.

Assessments should be continuous and spread out across the Trimester, rather than concentrated (in weight and/or in time) at the end of the module.

An early assessment, either formative or summative, should be scheduled to provide learners with early feedback, allowing them to apply it towards the subsequent related assessment.
Where possible, assessments should be integrated across modules, either within the same Trimester or across related modules over different Trimesters.

Assessments in weeks 14/15 are not restricted to traditional examinations. They may include alternative assessments, such as assignments, projects and practical examinations.

Assessment Outcomes/Aims

In addition to Module Learning Outcomes (MLOs)/competencies, assessments must be mapped to programme-level outcomes.

Assessments should, where feasible, include evaluations of professional skills and competencies to prepare learners for professional readiness.

Assessment Weightage

SIT has shifted away from relying on a single high-weightage examination at the end of the Trimester. Except for capstone modules and Integrated Work Study Programme (IWSP) modules, no individual assessment item in a module/competency unit (CU) should exceed 35% weightage.

Integrated, authentic assessments that require continuous effort over an extended period (e.g., project-based) may account for up to 50% of the total weight, with scaffolded feedback provided throughout the process. Such heavily weighted assessments should be reviewed and approved by the Director(s) of Programmes (DoP).

Weightage of assessment should align with the format of assessment and intended learning outcomes. To avoid grade inflation, the weightage of items such as in-class participation, online participation, lab participation, and peer evaluation should be kept minimal. Attendance alone should not contribute to the assessment mark, although it may serve as a hurdle requirement. Where feasible, summative assessments should consider the demands (including weighting and scheduling) of assessments in parallel modules/CUs within the programme.

Group marks should not constitute more than 50% of the total marks in a module. For assessments that include group work, there should be an individual evaluation component (e.g., peer evaluation or individual questioning).

Any deviations from the above clauses must be approved by the DoP.

Assessment weightage must not be changed after it has been communicated to the learners.

Format of Assessment

Assessors must ensure that learners are well-acquainted with the format, platform or tools required for assessments, particularly online ones, to maintain the assessment's validity. To help learners become familiar with these requirements, trial or mock sessions may be conducted. The assessment format must be clearly communicated to learners through the module/CU profile and the Learning Management System within the first two weeks of the module. For any alternative assessments or changes in the assessment mode, this information must be provided to learners at least two weeks prior to the assessment.

Coordination of Assessment

To manage learner assessment load, Programme Leaders (PLs) should designate an academic staff member to coordinate the timing of assessments across the modules in a trimester.

Information Pertaining to Assessment

Assessment information, such as the weightage of tasks, should be listed in module documents and followed as outlined. Any changes after the first week of the Trimester require formal approval from the Programme Learner (PL). Learners must be given sufficient notice before the assessment.

Academic staff should inform learners about the acceptable use of Artificial Intelligence (AI) tools. They should also emphasise the importance of clearly declaring any AI assistance used in the learners' assignments, as this declaration maintains transparency and upholds academic integrity.

Where more than one instructor is involved in providing information to learners about assessment requirements, consistent information must be provided.

Assessment Marking

Anonymous marking is undertaken where appropriate and feasible.

When there is a likelihood of conflict of interest (e.g., a family member or close associate is enrolled in a module in the programme), the academic staff member shall not participate in marking assessments or determining the final grade. The academic staff member must inform their reporting officer of the potential conflict at the earliest opportunity, so that alternative arrangements for assessment can be made.

Reliable assessment employs consistent methods and procedures to ensure that competency standards are interpreted and applied uniformly. This ensures that different assessors will produce consistent evaluations and results using the same assessment criteria and marking rubrics.

Adjustments to Assessments

Reasonable adjustments or changes to assessments may be made in certain circumstances (e.g. due to medical conditions or special education needs) to ensure equitable participation for all learners. The changes may involve adjustments to the assessment format or the assessment duration. Proposed changes by the Module Lead (ML) must be formally approved by the Programme Leader (PL).

Adjustments must retain the essential Module Learning Outcomes (MLOs)/competencies assessed for the module/CU and programme.

Feedback on Assessments

SIT recognises that timely feedback for assessment tasks enhances future learning and improves learner's performance. Ideally, feedback should be provided within 10 working days. This ensures that learners receive feedback in time to prepare effectively for their next assessment task.

Feedback should be provided for all Continuous Assessment (CA) tasks and, where possible, faculty should offer feedback on learning points from examinations. Feedback can be delivered in various forms (e.g., written, verbal) and from multiple sources (e.g., self, peer, tutor).

Record-Keeping of Assessments

To maintain assessment integrity and improve feedback quality, all assessments and their evaluations must be clearly documented and retained for five years. For assessments like presentations or oral exams, it is recommended to assign two markers, record the session, or keep detailed records of performance based on established criteria and standards.

All information is accurate as of 20 March 2025. SIT reserves the right to update the information as required.

Programme Information

Undergraduate (SIT and Joint Degree Programmes)

This section of the Academic Bulletin provides additional information for learners who are enrolled in an undergraduate degree programme conferred (or jointly conferred) by SIT (or by SIT and its Overseas University (OU) partners). For learners who are enrolled in a programme that is delivered via the Competency-based Stackable Micro-credential pathway, please refer to the information under the section Undergraduate Programmes (via Competency-based Stackable Micro-credential pathway)".

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.

Graduation Requirements

An undergraduate programme leading to the award of a bachelor's degree typically requires completion of a minimum of 180 or 240 credits, unless otherwise specified.

Different programmes and/or cohorts of learners may have a different minimum credit to fulfil for their respective programmes. To complete the requirements for an undergraduate programme within the normal candidature period, learners are advised to follow the trimester-based academic load specified in their respective programme's Curriculum Structure. If there is any deviation, learners should seek advice from their respective Programme Leader and/or OU Degree Programme Director.

Each programme's Curriculum Structure is available under the Curriculum Structure section in the Student Intranet (SIT log-in credentials are required).

Each undergraduate programme conferred by SIT or jointly conferred by SIT with its OU partners would consist of the following components:

1. **University-level Requirements** aim to help learners develop critical competencies to meet the challenges of our rapidly evolving economy whilst remaining grounded in our community. These include the credit-bearing mandatory university-level modules within the programme's Curriculum Structure and a set of non-credit-bearing requirements comprising micro-modules on topics that lie outside the formal curriculum. The university-level requirements for different cohorts of learners are summarised in the table below.

Learner cohorts	Credit-bearing requirements	Non-credit bearing requirements
For all undergraduate learners who join SIT from AY2024/25 and onwards	To complete the following compulsory University-level	To complete the following compulsory## micro-

	modules (unless otherwise specified): • UCS1001 Critical Thinking and Communicating • UDC1001 Digital Competency Essentials • UDE2222 Design Innovation • USI2001 Social Innovation Project In addition to the list of modules above, to complete IWSP (Career Skills) module as pre-requisite for IWSP (Work Attachment)*. *Not applicable for programmes under Health and Social Sciences (HSS) cluster.	modules within the first trimester: • SIT Student Honour Code, • Respect and Consent, and • Campus Health & Safety: Our Responsibility In addition to the list of micro-modules above, to complete: • A minimum of two micro-modules in each year of study beyond the first year; and • Complete the micro-module "Introduction to Sustainability" as a pre-requisite to the university-level module USI2001 Social Innovation Project. ## Learners who did not complete these compulsory micro-modules within the first trimester will not be able to access their academic results at the end of the trimester.
For all undergraduate learners who joined SIT in AY2022/23 and AY2023/24, and learners of the five Pilot Programmes# who joined SIT in AY2021/22 # The five Pilot Programmes (AY2021/22 intake) are: • Bachelor of Engineering with Honours in Pharmaceutical Engineering, • Bachelor of Science with Honours in Digital Communications and Integrated Media,	To complete the following compulsory University-level modules (unless otherwise specified): • UCS1001 Critical Thinking and Communicating • UDC1001 Digital Competency Essentials • UDE1001 Introduction to Design Innovation • UDE2001 Interdisciplinary Design Innovation • USI2001 Social Innovation Project	To complete the following compulsory## micro-modules within the first trimester: • SIT Student Honour Code, • Respect and Consent; and • Campus Health & Safety: Our Responsibility In addition to the list of micro-modules above, to complete: • A minimum of two micro-modules in each year of study

• Bachelor of Engineering with Honours in Robotics Systems, • Bachelor of Science with Honours in Speech and Language Therapy, and • Bachelor of Science with Honours in Physiotherapy	In addition to the list of modules above, to complete IWSP (Career Skills) module as a pre-requisite for IWSP (Work Attachment) *. *Not applicable for programmes under Health and Social Sciences (HSS) cluster.	beyond the first year; *and* • Complete the micro-module "Introduction to Sustainability" as a pre-requisite to the university-level module USI2001 Social Innovation Project. ## Learners who did not complete these compulsory micro-modules within the first trimester will not be able to access their academic results at the end of the trimester.
All undergraduate learners who joined SIT in AY2021/22, excluding the five Pilot Programmes# # The five Pilot Programmes (AY2021/22 intake) are: • Bachelor of Engineering with Honours in Pharmaceutical Engineering, • Bachelor of Science with Honours in Digital Communications and Integrated Media, • Bachelor of Engineering with Honours in Robotics Systems, • Bachelor of Science with Honours in Speech and Language Therapy, and • Bachelor of Science with Honours in Physiotherapy	Not applicable	To complete the following compulsory## micro-modules within the first trimester: • SIT Student Honour Code, • Respect and Consent, *and* • Campus Health & Safety: Our Responsibility ## Learners who did not complete these compulsory micro-modules within the first trimester will not be able to access their academic results at the end of the trimester.
All undergraduate learners who joined SIT before AY2021/22	Not applicable	Not applicable

2. **Core, Specialisation and Elective Modules** are credit-bearing modules which provide the necessary knowledge and competencies in a professional discipline, or in a specific area of specialisation within a discipline of the undergraduate programme. Some programmes may incorporate **Unrestricted Elective Modules**

in the curriculum. Learners may utilise this space to explore subjects that are beyond their discipline.

3. **Work-Learn Integration** acts as a platform for the application of theory and/or exposure to real-world situations in the relevant discipline. This may be fulfilled through the Integrated Work Study Programme (IWSP) (and other modules embedded with Integrated Workplace Learning, if applicable) or the Clinical Practice Education (CPE), depending on the individual programme's requirements.

4. **Capstone Project** is the culmination and integrative experience of a learner's educational programme. This may include a design project, research project and/or honour thesis.

All learners must complete the stipulated credit requirements, non-credit bearing requirements, and attain a CGPA of **at least 2.00** at the end of the final trimester of study to meet the Graduation Requirements for their respective programmes.

Learners are assigned an Academic Advisor/Mentor/Tutor to guide them in their course of study at SIT. Learners are encouraged to approach their Academic Advisors/Mentors/Tutors should they face any issues in their studies or require any academic advice on curriculum-related matters.

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.

Integrated Work Study Programme (IWSP)/Clinical Practice Education (CPE)

The Integrated Work Study Programme (IWSP) is an integral and compulsory applied learning component, which provides learners with the opportunity to integrate what they have learnt in the classroom with what is practised in the real world, and vice versa. To complement the IWSP, Integrated Workplace Learning modules are introduced for learners enrolled in programmes delivered via the Term-In Term-Out (TITO) pathway (for more information, please refer to the respective programmes' Curriculum Structures in the Student Intranet (SIT log-in credentials are required)). Learners enrolled in a programme under the Health and Social Sciences (HSS) cluster will undertake an equivalent programme known as Clinical Practice Education (CPE) or by means of Clinical Placements within selected modules. Both IWSP and CPE are guided by SIT's Work-Learn Integration (WLI) policy.

The IWSP comprises two integrative parts: (a) work and (b) study. The work component refers to a work attachment that learners undergo in various organisations, whereas the study component refers to the integration of knowledge and practice, as well as the development and application of innovation skills. The study component also includes the ongoing development of career skills. Some programmes may have an additional part known as the Innovation Project to provide learners with early exposure to the industry. The IWSP is a key learning platform that contributes to the inculcation of the SITizen-DNA in every learner.

The CPE/Clinical Placements are vital components of programmes under HSS cluster. Undergraduate learners are placed in different healthcare settings, so that they can put what they have learnt in the classroom into practice and develop professional knowledge and clinical competency.

Learners can either source for their own companies/positions or select from the list of companies/positions provided by SIT. The self-sourced company/position should be programme-specific and must be approved by the respective Programme Leader or Module Lead. Self-sourcing of companies is not applicable to learners in HSS programmes as clinical placements will be allocated to them.

Each learner will be assigned an Academic Supervisor who is a faculty member or a Professional Officer. The Academic Supervisor will supervise, coach and mentor the learner during the IWSP. A Work Supervisor from the IWSP Employer will also be assigned. Learners in HSS programmes will be assigned a clinical educator from healthcare settings for their CPE/clinical placements.

The IWSP/CPE requirements for different cohorts of learners are summarised in the table below. For learners enrolled in SIT-University of Glasgow Bachelor of Science with Honours in Nursing, please refer to the CPE requirements in Additional information for learners of the programmes which can be found in the Student Intranet (SIT log-in credentials are required).

Further details on IWSP are available in the Student Intranet (SIT log-in credentials are required).

Learner Cohort	IWSP requirements	CPE requirements
All undergraduate learners who joined SIT from AY2022/23 and onwards and learners of the five Pilot Programmes# who joined SIT in AY2021/22 # The five Pilot Programmes (AY2021/22 intake) are: • Bachelor of Engineering with Honours in Pharmaceutical Engineering, • Bachelor of Science with Honours in Digital Communications and Integrated Media, • Bachelor of Engineering with Honours in Robotics Systems,	The curriculum structure for a 180-credit programme is inclusive of a 20-credit IWSP to be taken over two consecutive trimesters. For a 240-credit programme, the curriculum structure is inclusive of a 30-credit IWSP to be taken over three consecutive trimesters, unless otherwise specified. Generally, the start of IWSP coincides with the start of a trimester and ends in Week 14 of the ending trimester. The IWSP consists of two or three components: • IWSP (Career Skills) [0 credits] • IWSP (Work Attachment) [20 or 30 credits] IWSP (Career Skills) is a pre-requisite	HSS programmes' CPE carries 30 credits, unless otherwise specified.

Learner Cohort	IWSP requirements	CPE requirements
• Bachelor of Science with Honours in Speech and Language Therapy, and • Bachelor of Science with Honours in Physiotherapy	requirement for IWSP (Work Attachment). Learners must complete and pass IWSP (Career Skills) before they are allowed to embark on the work attachment. Learners who possess prior relevant work experience may apply for fulfilment of the work attachment component of their IWSP. These learners will still be required to undergo the study component of their IWSP. For more information, please refer to the Fulfilment of IWSP Work Component page in the Student Intranet (SIT log-in credentials are required). Some programmes may have an additional component titled IWSP (Innovation Project). This will be indicated in the programme's Curriculum Structure if included.	
All undergraduate learners who joined SIT in AY2021/22, **excluding** the five Pilot Programmes#, and those who joined SIT before AY2021/22 # The five Pilot Programmes (AY2021/22 intake) are: • Bachelor of Engineering with Honours in Pharmaceutical Engineering, • Bachelor of Science with Honours in Digital Communications and Integrated Media, • Bachelor of Engineering with Honours in Robotics Systems, • Bachelor of Science with Honours in Speech and Language Therapy, and • Bachelor of Science with Honours in Physiotherapy	The curriculum structure for a 180-credit programme is inclusive of a 20-credit IWSP to be taken over two consecutive trimesters. For a 240-credit programme, the curriculum structure is inclusive of a 30-credit IWSP to be taken over three consecutive trimesters. Generally, the start of IWSP coincides with the start of a trimester and ends in Week 14 of the ending trimester.	HSS programmes' CPE/clinical placements can vary between 20 and 40 credits.

All information is accurate as of 20 March 2025. SIT reserves the right to update the information as required.

Classification of Undergraduate Learners According to Year of Study

> ***"Classification of Learners According to Year of Study" is not applicable to learners enrolled in SIT-University of Glasgow Bachelor of Science with Honours in Nursing.***

For administrative purposes, learners are classified as Year 1 to Year 4 according to the credits earned. While re-classification is normally done at the end of an academic year, this may be done at the end of the first trimester where appropriate. Learners placed on Academic Warning and Academic Probation will not be re-classified until they are restored to Good Academic Standing. The table below shows the classification based on an average of 60 credits per year.

Total Credits Requirement of Programme	Year of Study	Credits Per Year	For a learner who has earned (credits)
180 Credits	First Year	60	40 and below
	Second Year	60	41 to 105
	Third Year	60	106 and above
240 Credits	First Year	60	40 and below
	Second Year	60	41 to 105
	Third Year	60	106 to 160
	Fourth Year	60	161 and above

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.

Academic Standing and Progression

Learners need to maintain a minimum CGPA of 2.00 in any trimester to be in Good Standing.

Learners with unsatisfactory progress will be given the Academic Standing Status as shown in the following table.

Academic Standing	Description
Academic Warning	CGPA falls below 2.00 for any given study trimester. An academic warning letter will be issued.
Academic Probation	CGPA falls below 2.00 for two consecutive study

	trimesters following the issuance of an academic warning letter. An academic probation letter will be issued.
Academic Termination	CGPA falls below 2.00 for the third consecutive study trimester, or at the end of the final trimester of study. A letter of termination will be issued. or Learners from the following programmes who fail the same CPE/Clinical Placement module on their second attempt will be issued a letter of termination. • Bachelor of Science with Honours in Occupational Therapy (AY2018/19 cohort onwards) • Bachelor of Science with Honours in Physiotherapy (AY2018/19 cohort onwards) • Bachelor of Science with Honours in Diagnostic Radiography (AY2018/19 cohort onwards) • Bachelor of Science with Honours in Radiation Therapy (AY2018/19 cohort onwards) • Bachelor of Science with Honours in Dietetics and Nutrition (AY2019/20 cohort onwards) • Bachelor of Science with Honours in Speech and Language Therapy (AY2020/21 cohort onwards) • Bachelor of Science in Nursing [Integrated with Master of Science in Nursing] (AY2024/25 cohort onwards)

The learner's academic standing in a trimester will remain and be carried forward to the next trimester if the learner:

- has not enrolled in any programme components (e.g., on LOA, or taking a trimester break); or
- does not have any components with results that affect the overall degree/graduate diploma CGPA computation in that trimester.

Learners may appeal against Academic Termination only once during their period of candidature. This appeal must be submitted to the Registrar's Office (email to Registrar@SingaporeTech.edu.sg) in writing by Monday of Week 2 of the trimester following the Academic Termination. All appeals will be reviewed by SIT or SIT with its OU partner (for a learner in a joint SIT-OU programme). The appellant will be informed of the outcome as soon as the review is completed. The decision (or joint decision in the case of a learner in a joint SIT-OU programme) will be final, and no further appeal will be entertained.

Additional requirements for learners enrolled in SIT-Newcastle University Bachelor of Engineering with Honours Programmes are provided in the relevant document

containing [additional information for learners of these programmes](#) in the Student Intranet (SIT log-in credentials are required).

All information is accurate as of 30 April 2025. SIT reserves the right to update the information as required.

Provost's List

Undergraduates with outstanding academic performance and good conduct will be placed on the Provost's List at the end of each academic year. To be eligible, undergraduates must have a minimum Year GPA (YGPA) of 4.50, be within the top 2% of the cohort, and attain a minimum of 40 credits (including at least 25 credits from letter-graded modules or competency units) in the academic year.

Components with grades without a grade point and notations, i.e., PASS, D^, FAIL, IC^, EX, TC, IP, ABS, or W will not be included in the YGPA computation.

Undergraduates with disciplinary records or who are involved in ongoing disciplinary investigations within the same academic year of consideration will not be eligible. In addition, undergraduates with two or more disciplinary records within the same programme candidature will not be eligible.

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.

Classification of Degree

Learners will be eligible for conferment of the relevant undergraduate degree upon completion of the prescribed requirements for the degree programmes.

The classification of degree awarded will be based on the CGPA attained at the final trimester of their programme, as shown in the table below, unless otherwise stated.

Degree Classification	CGPA Requirement
Honours with Highest Distinction	4.50 ≤ CGPA ≤ 5.00
Honours with Distinction	4.00 ≤ CGPA < 4.50
Honours with Merit	3.50 ≤ CGPA < 4.00
Honours	3.00 ≤ CGPA < 3.50
Pass	2.00 ≤ CGPA < 3.00

Special graduation requirements for specific programmes in addition to those mentioned above are provided in the Student Intranet. The applicable programmes are:

- SIT-Newcastle University Bachelor of Engineering with Honours Programmes
- SIT-University of Glasgow Bachelor of Engineering with Honours Programmes

- SIT-University of Glasgow Bachelor of Science with Honours in Computing Science
- SIT-University of Glasgow Bachelor of Science with Honours in Nursing

The requirements can be found in the respective documents containing additional information for learners of these programmes in the Student Intranet (SIT log-in credentials are required).

Learners in the integrated Bachelor of Science in Nursing – Master of Science in Nursing programme are required to complete the undergraduate requirements and attain a CGPA of at least 3.20 to progress into the master's programme. Otherwise, they may exit the programme with a Pass degree in Bachelor of Science in Nursing (upon meeting the stipulated completion requirements).

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.

Integrated Work Study Programme (IWSP)/Clinical Practice Education (CPE)

The Integrated Work Study Programme (IWSP) is an integral and compulsory applied learning component, which provides learners with the opportunity to integrate what they have learnt in the classroom with what is practised in the real world, and vice versa. To complement the IWSP, Integrated Workplace Learning modules are introduced for learners enrolled in programmes delivered via the Term-In Term-Out (TITO) pathway (for more information, please refer to the respective programmes' Curriculum Structures in the Student Intranet (SIT log-in credentials are required)). Learners enrolled in a programme under Health and Social Sciences (HSS) cluster will undertake an equivalent programme known as Clinical Practice Education (CPE) or by means of Clinical Placements within selected modules. Both IWSP and CPE are guided by SIT's Work-Learn Integration (WLI) policy.

The IWSP comprises two integrative parts: (a) work and (b) study. The work component refers to a work attachment that learners undergo in various organisations, whereas the study component refers to the integration of knowledge and practice, as well as the development and application of innovation skills. The study component also includes the ongoing development of career skills. Some programmes may have an additional part known as the Innovation Project to provide learners with early exposure to the industry. The IWSP is a key learning platform that contributes to the inculcation of the SITizen-DNA in every learner.

The CPE/Clinical Placements are vital components of programmes under HSS cluster. Undergraduate learners are placed in different healthcare settings, so that they can put what they have learnt in the classroom into practice and develop professional knowledge and clinical competency.

Learners can either source for their own companies/positions or select from the list of companies/positions provided by SIT. The self-sourced company/position should be programme-specific and must be approved by the respective Programme Leader or Module Lead. Self-sourcing of companies is not applicable to learners in HSS programmes as clinical placements will be allocated to them.

Each learner will be assigned an Academic Supervisor who is a faculty member or a Professional Officer. The Academic Supervisor will supervise, coach and mentor the learner during the IWSP. A Work Supervisor from the IWSP Employer will also be assigned. Learners in HSS programmes will be assigned a clinical educator from healthcare settings for their CPE/clinical placements.

The IWSP/CPE requirements for different cohorts of learners are summarised in the table below. For learners enrolled in SIT-University of Glasgow Bachelor of Science with Honours in Nursing, please refer to the CPE requirements in Additional information for learners of the programmes which can be found in the Student Intranet (SIT log-in credentials are required).

Further details on IWSP are available in the Student Intranet (SIT log-in credentials are required).

Learner Cohort	IWSP requirements	CPE requirements
All undergraduate learners who joined SIT from AY2022/23 and onwards and learners of the five Pilot Programmes# who joined SIT in AY2021/22 # The five Pilot Programmes (AY2021/22 intake) are: • Bachelor of Engineering with Honours in Pharmaceutical Engineering, • Bachelor of Science with Honours in Digital Communications and Integrated Media, • Bachelor of Engineering with Honours in Robotics Systems, • Bachelor of Science with Honours in Speech and Language Therapy, and • Bachelor of Science with Honours in Physiotherapy	The curriculum structure for a 180-credit programme is inclusive of a 20-credit IWSP to be taken over two consecutive trimesters. For a 240-credit programme, the curriculum structure is inclusive of a 30-credit IWSP to be taken over three consecutive trimesters, unless otherwise specified. Generally, the start of IWSP coincides with the start of a trimester and ends in Week 14 of the ending trimester. The IWSP consists of two or three components: • IWSP (Career Skills) [0 credits] • IWSP (Work Attachment) [20 or 30 credits] IWSP (Career Skills) is a pre-requisite requirement for IWSP (Work Attachment). Learners must complete and pass	HSS programmes' CPE carries 30 credits, unless otherwise specified.

Learner Cohort	IWSP requirements	CPE requirements
	IWSP (Career Skills) before they are allowed to embark on the work attachment. Learners who possess prior relevant work experience may apply for fulfilment of the work attachment component of their IWSP. These learners will still be required to undergo the study component of their IWSP. For more information, please refer to the Fulfilment of IWSP Work Component page in the Student Intranet (SIT log-in credentials are required). Some programmes may have an additional component titled IWSP (Innovation Project). This will be indicated in the programme's Curriculum Structure if included.	
All undergraduate learners who joined SIT in AY2021/22, **excluding** the five Pilot Programmes#, and those who joined SIT before AY2021/22 # The five Pilot Programmes (AY2021/22 intake) are: • Bachelor of Engineering with Honours in Pharmaceutical Engineering, • Bachelor of Science with Honours in Digital Communications and Integrated Media, • Bachelor of Engineering with Honours in Robotics Systems, • Bachelor of Science with Honours in Speech and Language Therapy, and • Bachelor of Science with Honours in Physiotherapy	The curriculum structure for a 180-credit programme is inclusive of a 20-credit IWSP to be taken over two consecutive trimesters. For a 240-credit programme, the curriculum structure is inclusive of a 30-credit IWSP to be taken over three consecutive trimesters. Generally, the start of IWSP coincides with the start of a trimester and ends in Week 14 of the ending trimester.	HSS programmes' CPE/clinical placements can vary between 20 and 40 credits.

All information is accurate as of 21 March 2025. SIT reserves the right to update the information as required.

Undergraduate Programmes (via Competency-based Stackable Micro-Credential Pathway)

This section of the Academic Bulletin provides additional information specifically for learners who are enrolled in a SIT undergraduate programme delivered via the **Competency-based Stackable Micro-credential** pathway.

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.

Graduation Requirements

An undergraduate programme leading to the award of a bachelor's degree typically requires completion of a minimum of 180 or 240 credits. Different programmes and/or cohorts of learners may have a different minimum credit to fulfil for their respective programmes. The Curriculum Structures of the undergraduate programmes delivered via the Competency-based Stackable Micro-credential pathway may be found in the links below:

Curriculum Structure of Bachelor of Science with Honours in Applied Computing

Curriculum Structure of Bachelor of Engineering with Honours in Electrical and Electronic Engineering

Curriculum Structure of Bachelor of Engineering with Honours in Infrastructure and Systems Engineering

To complete the requirements for an undergraduate programme within the normal candidature period, learners are advised to follow the trimester-based academic load specified in their respective programme's Curriculum Structure.

SIT undergraduate degree programmes which are delivered via the Competency-based Stackable Micro-credential pathway comprise the following programme components:

(a)   **University-level requirements**

Learner cohorts	Credit-bearing requirements	Non-credit bearing requirements
Learners who are enrolled in the Bachelor of Science	Not applicable	To complete the following micro-modules within the first trimester:

with Honours in Applied Computing [via Competency-based Stackable Micro-credential pathway]		• Respect and Consent • SIT Student Honour Code • Campus Health and Safety: Our Responsibility
Learners who are enrolled in the Bachelor of Engineering with Honours Programmes [via Competency-based Stackable Micro-credential pathway]: • Bachelor of Engineering with Honours in Electrical and Electronic Engineering • Bachelor of Engineering with Honours in Infrastructure and Systems Engineering	To complete the following compulsory University-level modules: • Critical Thinking and Communicating • Digital Competency Essentials • Design Innovation • Social Innovation Project	To complete the following micro-modules within the first trimester: • Respect and Consent • SIT Student Honour Code • Campus Health and Safety: Our Responsibility In addition to the list of micro-modules above, to complete: • "Introduction to Sustainability" as a pre-requisite to the university-level module Social Innovation Project.

(b)   **Core, Specialised and Elective** micro-credentials and/or modules are credit-bearing programme components that provide the necessary knowledge and competencies in a professional discipline, or in a specific area of specialisation within a discipline of the undergraduate programme. Some programmes may incorporate **Unrestricted Electives** in the curriculum. Learners may utilise this space to explore subjects that are beyond their discipline.

(c)   **Workforce Essentials** comprises two competency units. Further details on Workforce Essentials are provided in the Workforce Essentials section.

(d)   **Capstone Project** allows learners to demonstrate the integration of their learning across the various micro-credentials and/or modules. Learners can only sign up for the Capstone Project upon completing at least 72 credits of the required micro-credentials. They will have a maximum duration of three trimesters to complete the Capstone Project.

The typical workload for each trimester will be one micro-credential, excluding any micro-credential carried forward from the previous trimester. Learners may take on a

larger workload in a trimester after consultation with their Programme Leaders. Learners may undertake modules to fulfil University-level requirements, Workforce Essentials, Capstone Project and/or other required modules concurrently with the micro-credential(s) or as individual programme components in a trimester.

To meet the Graduation Requirements for the respective undergraduate degree programmes, the learner must:

(a) demonstrate competency in all the competency units within all the micro-credentials and pass all required modules (if applicable) to obtain the total stipulated credits for the programme;
(b) complete the stipulated non-credit bearing requirements; and
(c) attain a minimum CGPA of 2.00 at the end of the final trimester of study.

A team of qualified success coaches, alongside SIT instructors, provide dedicated support to learners throughout their learning journey. These coaches work closely with each learner to develop personalised academic goal-setting plans tailored to their individual needs. The success coaches also work closely with programme instructors to monitor and pace learners, providing encouragement and celebrating with learners as they journey through different milestones. Learners are strongly encouraged to partner with their assigned success coach as they navigate towards their academic success.

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.

Workforce Essentials

Workforce Essentials (WFE) is compulsory and forms part of the graduating requirements for a learner who wishes to pursue a degree. It is guided by SIT's Work-Learn Integration (WLI) policy.

The two objectives of the WFE are:

- Identify and address skills gaps in work and career; and
- Immerse in the work environment of the specific industry.

WFE comprises two competency units:

- Career Catalyst; and
- Relevant Industry Work Experience.

Learners can embark on WFE upon enrolling into the degree and have up to two trimesters and three attempts to demonstrate the competencies and pass a competency unit. Learners can apply for a Recognition of Prior Learning of either of the competency units of WFE if they satisfy the necessary criteria.

All information is accurate as of 20 March 2025. SIT reserves the right to update the information as required.

Academic Standing and Progression

Learners need to maintain a minimum CGPA of 2.00 in any trimester to be in Good Standing.

Learners with unsatisfactory progress will be placed on the Academic Standing as shown in the following table:

Academic Standing	Description
Academic Warning	CGPA falls below 2.00 for any given study trimester. An academic warning letter will be issued.
Academic Probation	CGPA falls below 2.00 for two consecutive study trimesters following the issuance of an academic warning letter. An academic probation letter will be issued.
Academic Termination	CGPA falls below 2.00 for the third consecutive study trimester, or at the end of the final trimester of study. A letter of termination will be issued.

The learner's academic standing in a trimester will remain and be carried forward to the next trimester if the learner:

- has not enrolled in any programme components (e.g., on LOA, or taking a trimester break); or
- does not have any components with results that affect the overall degree/graduate diploma CGPA computation in that trimester.

Learners may appeal against Academic Termination only once during their period of candidature. This appeal must be submitted to the Registrar's Office (email to Registrar@SingaporeTech.edu.sg) in writing by Monday of Week 2 of the trimester following the Academic Termination. All appeals will be reviewed by SIT or SIT with its OU partner (for a learner in a joint SIT-OU programme). The appellant will be informed of the outcome as soon as the review is completed. The decision (or joint decision in the case of a learner in a joint SIT-OU programme) will be final, and no further appeal will be entertained.

All information is accurate as of 30 April 2025. SIT reserves the right to update the information as required.

Provost's List

Undergraduates with outstanding academic performance and good conduct will be placed on the Provost's List at the end of each academic year. To be eligible,

undergraduates must have a minimum Year GPA (YGPA) of 4.50, be within the top 2% of the cohort, and attain a minimum of 40 credits (including at least 25 credits from letter-graded modules or competency units) in the academic year.

Components with grades without a grade point and notations, i.e., PASS, D^, FAIL, IC^, EX, TC, IP, ABS, or W will not be included in the YGPA computation.

Undergraduates with disciplinary records or who are involved in ongoing disciplinary investigations within the same academic year of consideration will not be eligible. In addition, undergraduates with two or more disciplinary records within the same programme candidature will not be eligible.

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.

Classification of Degree

Learners will be eligible for conferment of the relevant undergraduate degree upon completion of the prescribed requirements for the degree programmes.

The classification of degree awarded will be based on the CGPA attained as at the final trimester of their programme in accordance with the table below, unless otherwise stated:

Degree Classification	CGPA Requirement
Honours with Highest Distinction	4.50 ≤ CGPA ≤ 5.00
Honours with Distinction	4.00 ≤ CGPA < 4.50
Honours with Merit	3.50 ≤ CGPA < 4.00
Honours	3.00 ≤ CGPA < 3.50
Pass	2.00 ≤ CGPA < 3.00

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.

Master's by Coursework

This section of the Academic Bulletin provides additional information for learners who are enrolled in a **Master's by Coursework** programme at SIT.

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.

Graduation Requirements

Learners enrolled in a Master's by Coursework programme must pass all specified assessments and requirements prescribed for the programme and obtain a total of 60 credits with a minimum CGPA of 2.50 at the end of the final study trimester to be awarded the relevant qualification.

The programme may comprise the following components:

a. **Discipline modules or competency units** which cover the core learning objectives or competencies in the discipline that learners undertake.

b. **Unrestricted Electives** which allow learners to explore any subjects outside the programme's core discipline. Learners are required to fulfil 12 credits for unrestricted electives unless stated otherwise and may enrol in Level 3000/4000 modules to satisfy the unrestricted electives requirements with approval from the Programme Leader.

c. **Thesis or Project** which allows learners to demonstrate integration of knowledge and culmination of skills obtained within and/or across various modules and/or competency units. For programmes with an integrative thesis or project component, learners may replace this by undertaking discipline modules and/or competency units, unless otherwise specified.

There is also a set of non-credit-bearing requirements comprising micro-modules on topics that lie outside the formal curriculum, which learners are required to complete as part of the graduation requirements. Learners may be required to pass certain non-credit-bearing requirements before they are allowed to take the related credit-bearing modules.

For more information on the programmes' curriculum structure, which includes the list of modules to be taken and the duration of the programmes, learners may refer to the relevant Curriculum Structure document in the Student Intranet (SIT log-in credentials are required).

Learners who closely follow the recommended academic workload per trimester should be able to complete the postgraduate by coursework requirements within the normal candidature period of 6 trimesters (2 years).

Learners who exceed the normal candidature period of study may be granted an additional 6 trimesters (2 years) to complete the programme.

Learners may be assigned an academic advisor/mentor to guide them in their course of study at SIT. Learners are encouraged to approach their academic advisors/mentors should they face any issues in their studies.

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.

Academic Standing and Progression

Learners need to maintain a minimum CGPA of 2.50 in any trimester to be in Good Standing with satisfactory progress.

Learners with unsatisfactory progress will be given the following Academic Standing shown in following table.

Academic Status	Description
Academic Warning	CGPA falls below 2.50 for any given study trimester. An academic warning letter will be issued.
Academic Termination	CGPA falls below 2.50 for the consecutive study trimester, or at the end of the final trimester of study. A letter of termination will be issued.

Learners may appeal against Academic Termination only once during their period of candidature. This appeal must be submitted to the Registrar's Office (email to Registrar@SingaporeTech.edu.sg) in writing by Monday of Week 2 of the trimester following the Academic Termination. All appeals will be reviewed by SIT. The appellant will be informed of the outcome as soon as the review is completed. The decision will be final, and no further appeal will be entertained.

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.

Postgraduate by Research

This section of the Academic Bulletin provides information for learners who are enrolled in the **Industrial Master's (IM) or Industrial Doctorate (ID)** programme at SIT. The objective of these programmes is to equip professionals with applied research skills and industrial management knowledge and, in turn, contribute to innovative advances in their organisations' business, practice and processes. The programme combines applied research with academic modules.

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.

Graduation Requirements

Learners enrolled in SIT's IM and ID programmes are required to complete a stipulated number of academic modules. Each module is assigned a certain number of credits (CR), typically 6.

There is also a set of non-credit-bearing requirements for all postgraduate programmes, comprising micro-modules on topics that lie outside the formal curriculum which learners are required to complete. Learners may be required to pass certain non-credit-bearing requirements before they are allowed to take related credit-bearing modules.

In addition to fulfilling the credit-bearing and non-credit-bearing module requirements, learners are required to complete one or more research projects culminating in a Master's Thesis or a Doctoral Thesis respectively.

The requirements for the IM and ID programmes are summarised in the table below. For more information on the programmes' curriculum structure, which includes the list of modules to be taken and the duration of the programmes, learners may refer to the Curriculum Structure in the Student Intranet (SIT log-in credentials are required).

Qualifications	Programme Requirements
Master of Engineering (MEng) Master of Clinical Research in Health Sciences (MClinRes Health Sciences)	18 credits (3 modules, i.e., 1 research core and 2 specialisation modules) + 3 non-credit-bearing modules +

	Industry Research Project(s) and Master's Thesis
Doctor of Engineering (DEng) Doctor of Clinical Research in Health Sciences (DClinRes Health Sciences)	36 credits (6 modules, i.e., 1 research core, 2 technology management core, and 3 specialisation modules) + 3 non-credit bearing modules + Industry Research Project(s) and Doctoral Thesis

Learners may be assigned an academic advisor/mentor to guide them in their course of study at SIT. Learners are encouraged to approach their academic advisors/mentors should they face any issues in their studies.

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.

Conferment of Degree

Learners who have completed and passed their industry research project, theses, and all credit-bearing and non-credit-bearing modules will be put up for approval for their degrees to be conferred. The requirements for completion of the IM and ID programmes are summarised below.

Qualifications	Award Requirements
Master of Engineering (MEng) Master of Clinical Research in Health Sciences (MClinRes Health Sciences)	(a) Obtained a minimum B- grade for each of the three academic modules (total 18 credits) (b) Completed Industry Research Project (c) Passed Master's Thesis (d) Completed non-credit bearing modules
Doctor of Engineering (DEng) Doctor of Clinical Research in Health Sciences (DClinRes Health Sciences)	(a) Obtained a minimum B grade for each of the six academic modules (total 36 credits) (b) Completed Industry Research Project (c) Passed Doctoral Thesis (d) Completed non-credit bearing modules

For IM programmes, learners are required to complete the core and non-credit-bearing modules by the first year of studies and pass their mid-point progress examination.

For ID programmes, learners must complete at least one core module and two specialisation modules and pass the mid-point progress examination within the first two years of the candidature. Should the learner be assessed to be unsuitable for the

Doctorate pathway, the learner could exit with an IM qualification provided that the stipulated requirements are met.

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.

Change of Programme between IM and ID Programmes

Learners who wish to upgrade from an IM to an ID Programme must inform the Thesis Committee (TC) of their intentions before the mid-point progress examination. Before submitting the application form, the learner should have sought recommendation from his or her faculty supervisor on this upgrade. The application will be assessed based on the following:

(a)   Learner's academic performance and capacity;
(b)   Expandability of Project scope;
(c)   Recommendation from TC; and
(d)   Company's support and fund supporter's (e.g., ESG/EDB) approval (where applicable).

ID learners may also apply to switch to an IM programme. The application will be assessed based on the following:

(a)   Recommendation from TC; and
(b)   Requests by learner/company.

The application form for the above can be obtained from the Academic Programmes Administration (APA) Division (email to Ppr@SingaporeTech.edu.sg).

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.

Milestones, Roles and Responsibilities of Learners

Learners' progress will be formally monitored at three points, known as milestones. The defined milestones are Milestone 1 (Early Candidature), Milestone 2 (Mid-Candidature) and Milestone 3 (Thesis Examination).

The Roles and Responsibilities of the Learner are to:

(a)   Discuss with the Faculty Supervisor on the modules to be enrolled and indicate on a Study Plan form;
(b)   Work with Programme Administrator to enrol modules;
(c)   Seek feedback on academic progress with the faculty and industry supervisors on a trimester basis;
(d)   Prepare for Thesis Committee (TC) Academic Progress Meeting every trimester to discuss research project matters.

For further details regarding the thesis committee formation, the programme milestones and thesis examinations and defence, please refer to the Examination and Thesis Procedures on the Student Intranet (SIT log-in credentials are required).

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.

Other Matters

Code of Conduct for IM/ID Learners

Learners are responsible for their conduct during their candidature in SIT:

(a)   Making satisfactory progress in the research project and any programme of work agreed with the Supervisor(s);
(b)   Submitting written work in an agreed time before meetings with the Supervisor(s);
(c)   Making a record of supervisory meetings as required by the Supervisor(s);
(d)   Raising any problems with the Supervisor(s) and providing adequate explanation of any failure to attend meetings or to meet other commitments, so that appropriate guidance may be offered;
(e)   Preparing the Mid-Point progress report and the progress reports on the research project every trimester;
(f)   Drawing to the attention of the Supervisor(s) any circumstances that might require the mode of study to be modified or institutional registration to be extended, suspended or withdrawn;
(g)   Facilities made available by the institution;
(h)   Undertaking research training including transferable skills training and maintaining a record of that training;
(i)   Submitting for a research degree within the milestones provided;
(j)   Maintaining contact with his/her Supervisor(s) while pursuing his/her research up to and including submission; and
(k)   Submitting a thesis to his/her Supervisor(s) for comment prior to being submitted.

Assistance in Teaching

Learners may be engaged, at request of their Faculty Supervisors (and with concurrence by the learners), to teach SIT undergraduate modules. Any requests to engage learners' assistance to teach will have to be endorsed by the respective Programme Leaders. The number of teaching hours allowed per learner is capped at 10 hours per trimester. There will not be any remuneration for these teaching duties.

International Students on Research Scholarship who are newly enrolled in AY2024 onwards must fulfil the requirements of the Graduate Assistantship Programme on the Student Intranet (SIT log-in credentials are required).

Learners are advised to contact the Academic Programmes Administration (APA) Division (email to Ppr@SingaporeTech.edu.sg) for queries on matters concerning teaching duties.

All information is accurate as of 25 September 2024. SIT reserves the right to update the information as required.

Specialist & Graduate Certificate

This section of the Academic Bulletin provides additional information for learners who are enrolled in a **Specialist Certificate or a Graduate Certificate** programme at SIT.

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.

Graduation Requirements

A Specialist Certificate or a Graduate Certificate programme comprises 18 credits worth of modules or competency units. For Specialist Certificates, the modules or competency units are predominantly at the undergraduate level. For graduate certificates, the modules or competency units are predominantly at the postgraduate level. The typical workload consists of 2 to 6 modules or competency units taken over 1 trimester, though some programmes arrange for them to be taken over 2 or 3 trimesters. Each programme allows learners to develop a new skill to perform a new job function recognised and valued by the relevant industries.

To be awarded a Specialist Certificate or a Graduate Certificate, the learner must:

(a) Complete all 18 credits specified for the certificate programme; and
(b) Attain a minimum Cumulative Grade Point Average (CGPA) of 2.00 at the end of the final trimester of study.

Learners who closely follow the recommended academic workload per trimester should be able to complete the Graduate Certificate requirements over the recommended duration of their candidature.

Learners who exceed their recommended duration of study may be granted an additional period equivalent to the recommended duration of the programme to complete it.

Learners are encouraged to approach their instructors should they face any issues in their studies.

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.

Recognition of Prior Learning

In addition to the clauses stated in the "Recognition of Prior Learning" section under "Academic Matters", credit-bearing modules, competency units or courses with results **achieved while pursuing a previously earned certificate at SIT** may be recognised with full grades transfer if the components are mapped towards the requirements of the current programme. The credits recognised will be included in the CGPA computation of the current programme, and there is a 50% cap on the credits that may be recognised for such programme components.

Credit-bearing programme components obtained from a Specialist Certificate or a Graduate Certificate could be recognised and stacked towards an undergraduate or postgraduate degree or a graduate diploma offered by SIT, if the components' learning outcomes are relevant, meet part of the programme's requirements and are approved by the respective Programme Leader.

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.

Graduate Diploma

This section of the Academic Bulletin provides additional information for learners who are enrolled in a **Graduate Diploma** programme at SIT.

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.

Graduation Requirements

Learners enrolled in a Graduate Diploma programme must pass all specified assessments and requirements prescribed for the programme and obtain a total of 48 credits, with a minimum CGPA of 2.00 at the end of the final study trimester to be awarded the relevant qualification.

The programme may comprise the following components:

(a) **Discipline modules or competency units** which cover the core learning objectives or competencies in the discipline that learners undertake.

(b) **Unrestricted Electives** which allow learners to explore any subjects outside the programme's core discipline. Learners are required to fulfil 12 credits for unrestricted electives unless stated otherwise and may enrol in level 3000/4000 modules to satisfy the unrestricted electives requirements with approval from the Programme Leader.

There is also a set of non-credit-bearing requirements, comprising micro-modules on topics that lie outside the formal curriculum, which learners are required to complete as part of the graduation requirements. Learners may be required to pass certain non-credit-bearing requirements before they are allowed to take the related credit-bearing modules.

For more information on the programmes' curriculum structure, which includes the list of modules to be taken and the duration of the programmes, learners may refer to the relevant Curriculum Structure document in the Student Intranet (SIT log-in credentials are required).

Learners who closely follow the recommended academic workload per trimester should be able to complete the Graduate Diploma requirements within the normal candidature period of 6 trimesters (2 years).

Learners who exceed the normal candidature period of study may be granted an additional 6 trimesters (2 years) to complete the programme.

Learners may be assigned an academic advisor or a mentor to guide them in their course of study at SIT. Learners are encouraged to approach their academic advisors or mentors should they face any issues in their studies.

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.

Academic Standing and Progression

Learners need to maintain a minimum CGPA of 2.00 in any trimester to be in Good Standing with satisfactory progress.

Learners with unsatisfactory progress will be given the Academic Standing shown in following table.

Academic Standing	Description
Academic Warning	CGPA falls below 2.00 for any given study trimester. An academic warning letter will be issued.
Academic Termination	CGPA falls below 2.00 for the consecutive study trimester, or at the end of the final trimester of study. A letter of termination will be issued.

Learners may appeal against Academic Termination only once during their period of candidature. This appeal must be submitted to the Registrar's Office (email to Registrar@SingaporeTech.edu.sg) in writing by Monday of Week 2 of the trimester following the Academic Termination. All appeals will be reviewed by SIT. The appellant will be informed of the outcome as soon as the review is completed. The decision will be final, and no further appeal will be entertained.

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.

Academic Matters

Academic Calendar

Each Academic Year typically starts in late August or early September and ends in August of the following year, and comprises three trimesters.

View the academic calendar for undergraduate programmes.

View the academic calendar for postgraduate programmes.

General Information about our Programmes

Components of a Programme of Study

A programme component may either be a module or a competency unit that a learner undertakes to fulfil the requirements of a programme of study. A programme component may also refer to a micro-credential, which is an 18-credit coherent block of learning and may be competency-based or non-competency-based. Competency-based micro-credentials comprise competency units, while non-competency-based micro-credentials comprise modules.

A credit is a unit measure of a learner's workload in each module or competency unit where one credit equates to 25 notional hours of contact time, projects, practical work, self-study, continual assessments (CA) and/or examination. For competency units, one credit can be associated with 6 to 8 hours of learning content. Learners undertaking competency units will need to accord additional practice time to demonstrate the required competencies through one or more assessments.

Generally, each module is given a code that identifies it with the programme. The following figure shows an example of a Module Code, and the table below it provides descriptions of the digit representing the level of module.

ABC1234

Module Number

Level of Module (e.g. Year 1 level)

Code associated with Programme/Discipline
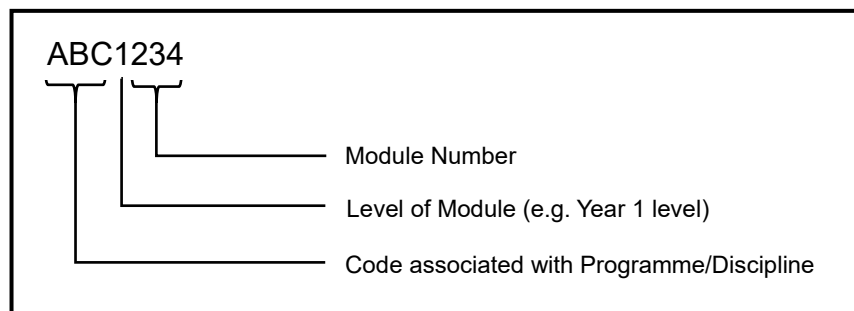
Module Level Codes	Description
Level 1	Introductory level core modules at undergraduate level.
Level 2	Intermediate level core modules at undergraduate level.
Level 3/4	Discipline elective modules within a domain major, unrestricted elective module outside of a domain major or deep and specific discipline elective modules within a specialisation track of a major.
Level 6	Postgraduate master's level modules that cover advanced topics.
Level 8	Postgraduate doctoral level modules that cover advanced topics.

Competency units are coded in the form "ABCWXYZ**C**", where:
(a) "ABC" is a 3-letter prefix that denotes the academic cluster;
(b) "W" is a number indicating the competency level;
(c) "XYZ" is the competency unit number, with the first digit "X" denoting the programme/discipline; and
(d) "**C**" denotes that this is a competency-based module.

The table below provides descriptions of the digits representing the competency level.

Competency Level	Description
Level 1	Introductory level competency units.
Level 2	Intermediate level competency units.
Level 3	Specific competencies within a specialisation track of a major.
Level 4	Deep and specific competencies within a specialisation track of a major.
Level 6	Postgraduate master's level competency units which typically cover advanced topics in their respective domains.
Level 8	Postgraduate doctoral level competency units which typically cover advanced topics in their respective domains. These competency units could be offered specially for doctoral candidates.

Certain modules or competency units may have specific pre-requisites, co-requisites and preclusions criteria. A **pre-requisite** refers to the base of knowledge on which the subject matter of a particular module will be built. Before taking a module or competency unit, learners should complete any pre-requisite module(s) or competency unit(s) listed. A **co-requisite** is a requirement where modules or competency units may be taken at the same time or completed before the start of the specified module or competency unit. **Preclusions** are modules or competency units

that have similar emphases and should not be taken together under the same programme.

Learners who have queries concerning pre-requisites and/or co-requisites or wish to apply for a waiver from these requirements should consult their Programme Leaders and/or OU Degree Programme Directors before registering for the module or competency unit.

Some programme components may be offered by SIT as credit-bearing standalone courses. These courses are suitable for learners who prefer an alternative learning pathway rather than enrolling in a full degree or graduate diploma programme at the onset of their studies. Credits obtained upon completion of such standalone courses may be recognised as fulfilling the requirements of a degree or a graduate diploma that a learner may later pursue, subject to certain conditions and the prevailing credit recognition policy. Learners interested in credit recognition may refer to the Recognition of Prior Learning section or contact their Programme Leaders for more information.

Academic Workload

The academic workload of a learner per trimester is determined based on the total credits of programme components in which the learner is enrolled for that trimester of study.

The maximum academic workload per trimester allowed is 30 credits. Learners who undertake competency-based micro-credentials may use this maximum workload of 30 credits per trimester as a guide when planning their academic progression in consultation with their Programme Leaders and/or OU Degree Programme Directors. For other learners, special approval by their respective Programme Leaders and/or OU Degree Programme Directors would be required if they wish to read or repeat modules or competency units beyond the maximum workload in any trimester.

Candidature

The normal candidature of a degree programme or graduate diploma is the duration that learners are typically expected to take to complete that programme.

A programme's maximum candidature is the maximum duration that learners are allowed to take to complete that programme. The maximum candidature is set as six trimesters (two years) in addition to the normal candidature for degree and graduate diploma programmes.

Learners who take longer than the normal candidature period for their enrolled programmes should note that there may be implications on the tuition fees charged. Further details are available in the Academic Workload and Maximum Candidature page in the Student Intranet (SIT log-in credentials are required).

Learners who are unable to complete their programme requirements by the end of their maximum candidatures will have their candidatures terminated. Learners who require an extension beyond their maximum candidature can appeal for a candidature extension. Each appeal for a candidature extension will be considered on a case-by-case basis.

Additional trimesters taken by learners to repeat an assessment, re-attempt a competency and/or repeat a module/competency unit will also count towards the candidature period. The same will apply to make-up assessments.

The normal and maximum candidatures for different programmes, unless otherwise specified, are summarised in the table below.

Type of Programme	Credits	Normal Candidature (trimesters)	Maximum Candidature (trimesters)
Undergraduate	180	8	14
	240	11	17
Master's By Coursework	60	6	12
Postgraduate By Research – Master's Degree	18 (+ Research Component)	6	12
Postgraduate By Research – Doctoral Degree	36 (+ Research Component)	12	18
Graduate Diploma	48	6	12

Recognition of Prior Learning

This section is not applicable to learners enrolled in SIT-University of Glasgow Bachelor of Science with Honours in Nursing.

Learners who have taken relevant modules within or outside of SIT's degree programmes may seek credit recognition for those modules as partial fulfilment of the current programme's requirements.

Credit exemption may be granted for learners with recognised modules/course completed before enrolment into the current programme. The application for credit exemption is opened **once** for all learners during matriculation.

During their course of study at SIT, learners may apply for credit transfer. Learners taking industry certification-based modules and/or any other modules pre-approved for credit recognition by the respective Programme Leader and/or OU Degree Programme Director (e.g., modules taken while on a student exchange programme) should follow the instructions provided by their respective Academic Programme Administrator/Programme Leader and/or OU Degree Programme Director for the credit transfer application.

Reversal of exemption and/or credit transfer will **not** be permitted once the application is approved.

Credit-bearing modules/courses with results **awarded by SIT** will be recognised with full grade and credit transfer if the modules are mapped towards the graduation requirements of the current programme. The grades and credits of the recognised modules/courses will be included in the CGPA computation of the current programme and there is no cap on the number of SIT credits that may be recognised, unless otherwise specified.

Credit-bearing modules/courses with results **awarded by other institutions** will be recognised with credit transfer but without grade transfer if the modules/courses are mapped towards the graduation requirements of the current SIT programme. The grades and credits of the recognised modules/courses will **not** be included in the CGPA computation of the current programme, and there is a 50% cap on the credits that may be recognised.

The table below summarises the treatments for module/course credits awarded by SIT, or by other institutions if SIT approves the credit transfer application.

Credit Awarding Authority	Grade Transfer and count towards CGPA	Cap on Credits Recognised as Percentage of Current Programme's Requirement
Credits from modules with results awarded by SIT	Yes	No Cap (unless otherwise specified)
Credits from modules with results awarded by other institutions	No	50%

Credits awarded within five years prior to enrolment into the current SIT programme will be considered for credit recognition to ensure currency of the subject matter within

the programme. This 5-year limit is measured from the completion date of the module/course, or the programme in which the module/course is part of, whichever is the latest. In addition, SIT will also adopt prevailing requirements imposed by the relevant accreditation bodies regarding the recognition period.

Notwithstanding the paragraph above, credits earned more than five years prior to enrolment into the current programme may be considered on a case by-case basis. This will depend on factors such as evidence to support that the learner's prior experience and learning remain relevant and current in the context of the nature of the subject matter and industry.

For non-competency-based programmes, the window period for learners to apply for transfer of credits will be published under the Announcements in the Student Intranet Homepage (SIT log-in credentials are required). Learners may submit their applications in IN4SIT during this window period. The IN4SIT Transfer of Credits Student User Guide is available in the Student Intranet. (SIT log-in credentials are required).

Certain modules, such as the SIT University-level modules (i.e., modules indicated as "University" type in respective programme's Curriculum Structure) and Capstone project for undergraduate programmes are generally **not eligible** for credit exemption, unless there are exceptional circumstances approved by the learner's Programme Leader.

For Programmes Delivered via the Competency-based Stackable Micro-credential Pathway

Learners who plan to enrol into a programme delivered via the Competency-based Stackable Micro-credential pathway can seek recognition of prior learning for credit recognition at the following levels:

   (a) Micro-credential
   (b) Competency unit within a micro-credential
   (c) Component of Workforce Essentials

Credit recognition is granted only for verifiable learning. Credit recognition may also be considered on a case-by-case basis depending on the content of study. The credit recognition will take into consideration the relevance of the module, number of hours undertaken by learner, learning outcomes, etc.

If a learner is unable to present verifiable evidence of their learning, the learner may be required to attempt an alternative test recommended by SIT.

A learner may still be granted recognition of prior learning and subsequent credit recognition for competencies that cannot be directly mapped to the programme, if the competencies are assessed to be highly relevant to the learner's degree by the Programme Leader.

Learners are encouraged to consult their respective Programme Leader before applying or if they have any queries about the recognition of prior learning.

Module and Micro-credential Enrolment

Module Enrolment

Newly matriculated learners and existing learners from selected programmes will be enrolled for modules before the start of the first trimester, or the next trimester of study, respectively.

Learners who are required to register for the next trimester's modules must do so during the designated window period, typically between Week 11 and Week 13 of each trimester. Information and updates on module enrolment are published on Announcements in the Student Intranet Homepage (SIT log-in credentials are required) and made available via emails from the Registrar's Office or respective programme administrators. Learners are advised to check their emails and announcements in the Student Intranet for regular updates during the module enrolment period.

Learners returning to studies from a Leave of Absence (LOA) are to approach their Academic Advisors/Mentors for guidance before proceeding with module enrolment.

Enrolment for SIT modules will be done through the Course Management menu in IN4SIT. The IN4SIT Module Registration Guide is available in the Student Intranet (SIT log-in credentials are required).

Further information will be made available in the Module Registration section in the Student Intranet (SIT log-in credentials are required) and via emails from SIT Registrar's Office or respective programme administrators.

Module enrolment is on a first-come, first-served basis.

Certain programmes and modules allow a Wait List option. Learners may opt to be placed on a Wait List for a module that has reached its maximum enrolment capacity. Learners should contact the Academic Programmes Administration (APA) Division (email to ACDPRG@SingaporeTech.edu.sg) to check if the module(s) that they wish to enrol for has/have a Wait List option. There is no guarantee that vacancies will be created for learners in the waitlist as it depends on the availability of venues and additional resources to conduct extra classes.

Enrolment into Micro-credentials

Specific enrolment periods will be assigned to learners for the enrolment into the micro-credentials. This will happen before the start of the trimester.

Learners will be informed on the enrolment periods through their SIT emails from the Academic Programmes Administration (APA) and/or their respective programme administrators. Once enrolled into a micro-credential, learners will be pre-enrolled into the micro-credential's relevant competency units.

Learners resuming their studies after LOA are strongly encouraged to approach their success coaches for guidance before enrolling into micro-credentials.

Consequences of Not Enrolling for Modules/Competency Units

With the exception of Postgraduate by Research programmes, all learners are required to be enrolled for at least one module or competency unit in any study trimester. Learners who are not enrolled for any modules or competency units during a study trimester are required to apply for LOA within 2 weeks from the start of the trimester to retain their SIT learner status.

LOA taken will be counted towards the candidature period. Learners who fail to apply for LOA will be subject to administrative withdrawal.

Learners who do not have any modules to enrol in a study trimester will be placed on a special break term, which will be counted towards the candidature period.

For a trimester which is an academic break in their programme, learners may choose to either take a break or enrol for modules outside of their programme offered during the break. Learners who choose to take up modules during the break will proceed with module enrolment following the normal process.

Learners' Responsibility

Learners are to take full responsibility for the completeness and accuracy of the modules, micro-credentials and/or competency units enrolled during the stipulated enrolment window period. Learners are required to check their timetables to ensure that details are in order. Should there be any discrepancy, learners should report to Academic Programmes Administration (APA) (email to ACDPRG@SingaporeTech.edu.sg) immediately before the window period closes.

While striving to provide accurate and updated information, SIT reserves the right to amend the schedules and/or class venues, where applicable and necessary. Learners are expected to check their SIT emails regularly, as any updates will be made known to them via their SIT email accounts.

SIT does not condone the following acts and will not hesitate to take the necessary disciplinary actions against such conduct:

(a) Learners who apply for modules or competency units they do not need and subsequently trade the allocation for personal gains.
(b) Learners who use unauthorised technology to gain an advantage over other learners in securing enrolment.
(c) Learners who do not follow the proper instructions and, regardless of their intentions, overload the enrolment system and cause major disruption to the enrolment exercise.

Assessments, Grading and Repeat Attempt

Assessments and Examinations

Learners' performance in a module or competency unit is measured through continual assessments, such as assignments, quizzes and/or tests, and in some cases, a final assessment which may take the form of an examination at the end of the trimester.

All final assessments and examinations (if any) will take place in Week 14 of each trimester, unless otherwise specified. In some instances, the final assessment/examination may be scheduled in Week 7.

The timetable for final assessments/examinations that are scheduled during the recess week (Week 7) will be posted in IN4SIT (SIT log-in credentials are required), or made available via email to learners, by Week 4. For those scheduled in the Final Assessment Week (Week 14), the timetable will be posted in IN4SIT (SIT log-in credentials are required) or made available via email by Week 9 of the trimester. If final assessments are scheduled outside of either Week 7 or Week 14, the programme administrator will inform learners accordingly. It is important for learners to note their own final assessments/examinations schedule as no concession will be made for learners who did not attend an assessment if they overlooked the schedule.

Learners who are absent with valid reasons (e.g., submission of medical certificate or documentary proof) for their assessment/examination (including repeat assessment/examination, if relevant) will be allowed to take the make-up assessment/examination within the same trimester with approval from the respective Module Lead/Programme Leader/OU Degree Programme Director. Such learners who were unable to take the make-up assessment/examination within the same trimester will be allowed to take the make-up assessment/examination in the subsequent trimester as stipulated by the Module Lead/Programme Leader/OU Degree Programme Director. No administrative fee will be charged for make-up assessments/examinations.

Further details, including the examination rules and regulations and to seek for due consideration in assessment grading in case of an unforeseen situation, such as an illness or personal or family issues during an assessment, can be found under Examination Matters in the Student Intranet (SIT log-in credentials are required).

Learners are reminded that any act that compromises academic integrity is considered Academic Misconduct and will not be tolerated. Learners are therefore required to comply with SIT's Academic Integrity Policy, which can be found in the Student Intranet (SIT log-in credentials are required).

Instances of academic misconduct may include, but are not limited to:

(a) Cheating in and/or violation of rules governing an examination, test, assessment, project and/or quiz;,
(b) Having in possession any unauthorised materials or devices during an examination, test, assessment and/or quiz;
(c) Using unauthorised devices, gadgets, materials or technology to complete an assessment or project;
(d) Plagiarising the work of another person and presenting that "work" as one's own (i.e. failing to give appropriate citation and/or acknowledgement; paraphrasing too close to the original source, including minor copying of material) and ghost-writing;
(e) Colluding with other learners on an assessment which is meant to be completed individually;
(f) Impersonating another learner with the intent of providing academic advantage or disadvantage to that learner;
(g) Fabricating, falsifying or making up data, information, or citations;
(h) Any sabotaging act that prevents other learners from completing/submitting their work;
(i) Giving or receiving unauthorised assistance in academic work or assignments to or from other students; and
(j) Providing false claims to lecturers/staff concerning a submitted work and/or submission of work.

Further details and examples are provided in the Academic Integrity Policy, which can be found in the Student Intranet (SIT log-in credentials are required).

Regarding the use of Artificial Intelligence (AI) tools, learners are expected to seek clarification from their instructors on the appropriate ways to use such tools in their studies. Learners are cautioned against any misuse that may compromise academic integrity, particularly in the works submitted for grading purposes.

Learners found guilty of committing an act of academic misconduct will be dealt with according to SIT's Student Disciplinary Policy. The Student Disciplinary Policy is available in the Student Intranet (SIT log-in credentials are required).

SIT Grading System

SIT adopts a 5-point Grade Point Average (GPA) letter-grading system for modules and competency units. Each letter grade is associated with a grade point as shown in the tables below.

Modules taken from AY2021/22 onwards and Competency Units		
Grade	**Descriptor**	**Grade Point**
A+	Excellent attainment of learning outcomes or competencies.	5.00
A		5.00
A-		4.50
B+	Very Good attainment of learning outcomes or competencies.	4.00
B		3.50
B-		3.00
C+	Good attainment of learning outcomes or competencies.	2.50
C		2.00
D+	Adequate attainment of learning outcomes.	1.50
D		1.00
F	Failed to attain learning outcomes.	0.00
IC	Incomplete attainment of competencies.	

Note: IC grade is applicable to competency units only. D+, D and F grades are applicable to modules only. Correspondingly in the descriptors, "learning outcomes" are relevant to modules while "competencies" are relevant to competency units.

Modules up to AY2020/21		
Grade	**Descriptor**	**Grade Point**
A+	Excellent attainment of most learning outcomes.	5.00
A		5.00
A-		4.50
B+	Good attainment of most learning outcomes.	4.00
B		3.50
B-		3.00
C+	Satisfactory attainment of most learning outcomes.	2.50
C		2.00
D	Limited attainment of most learning outcomes.	1.50
E	Inadequate attainment of most learning outcomes.	1.00
F	Failed to attain learning outcomes.	0.00

Some results may be awarded in the form of a non-letter grade or a grade with a notation. These non-letter grades and notations are shown in the table below.

Grade	**Descriptor**
PASS	Attained learning outcomes or competencies
D^	Basic attainment of learning outcomes
FAIL	Failed to attain learning outcomes
IC^	Incomplete attainment of competencies
IP	In Progress
EX	Exempted
TC	Credit Transfer from other programmes/ universities
ABS	Absent with valid reason
W	Withdrawn from module after Add/Drop period
R(grade)	Repeated attempt
#	Credit Transfer of equivalent module within SIT
*	Combined Results Pass[1]

Note: [1]Combined Results pass is only applicable to SIT-Massey University Bachelor of Food Technology and Bachelor of Food Technology with Honours.

Programme components with F, Fail, IC, IC^, IP, ABS or W grade do not earn credits towards the graduation requirements.

The passing grade for all letter-graded modules is D (grade point 1.00) unless otherwise specified. Exceptions may apply to selected modules under SIT-Overseas University (OU) joint programmes due to specific requirements of the programme. Additional information for learners of joint SIT-OU programmes can be found in the Student Intranet (SIT log-in credentials are required).

To pass a competency unit, a minimum grade of C (grade point 2.00) is required.

For research programmes, the minimum module grade which Industrial Master's (IM) learners must obtain is B- (grade point 3.00). For Industrial Doctorate (ID) programmes, a minimum module grade of B (grade point 3.50) is required.

The graduation requirement for each programme is specified under each programme-specific information section.

Grade Point Average (GPA) represents the average grade of a group of letter-graded components attempted by a learner. Depending on the programme, a learner's GPA may be computed based on the letter-graded components taken over a trimester (Trimester Grade Point Average), candidature (Cumulative Grade Point Average) or academic year (Year Grade Point Average).

Trimester Grade Point Average (TGPA) represents the grade point average of all **letter-graded** programme components$^\mu$ attempted by a learner in any trimester. The computation of TGPA is as follows:

$$\frac{\sum_{X=1}^{n}[\text{Grade Point for Component X} \times \text{Credits for Component X}]}{\text{Total Component Credits assigned in the trimester}}$$

Cumulative Grade Point Average (CGPA) represents the grade point average of all **letter-graded** programme components$^\mu$ attempted by a learner. The computation of CGPA is as follows:

$$\frac{\sum_{X=1}^{n}[\text{Grade Point for Component X} \times \text{Credits for Component X}]}{\text{Total credits}^\sigma \text{ assigned to the Components}}$$

Year Grade Point Average (YGPA) represents the grade point average of all **letter-graded** programme components$^\mu$ (including failed modules or incomplete competency units) attempted by a learner in any academic year. The computation of YGPA is as follows:

$$\frac{\sum_{X=1}^{n}[\text{Grade Point for Component X} \times \text{Credits for Component X}]}{\text{Total credits}^\sigma \text{ assigned in the academic year}}$$

Notes:

$^\mu$ only letter-graded programme components will be included in the computation of all GPA. Components awarded with Pass/D^/Fail/IC^, as well as those with IP, EX, ABS, TC or W are not included in the computation of the TGPA, CGPA and YGPA.

$^\sigma$ Refers to programme component credits of the best attempt credits, i.e., excludes programme component credits from repeat attempts.

A repeat grade will have its grade point capped, as summarised in the tables below:

Undergraduate Level Programmes:		
Undergraduate and Specialist Certificate	**Capped Grade Point following Repeat Assessment for a Module with F grade**	**Capped Grade Point for Repeat Module or Re-attempted Competency Unit**
	1.00	2.00

Postgraduate Level Programmes	
Programme	**Capped Grade Point**
Master's by Coursework, Postgraduate/Graduate Diploma and Postgraduate/Graduate Certificate	2.50
Postgraduate by Research – Master's Degree	3.00
Postgraduate by Research – Doctoral Degree	3.50

The grades for all attempts taken by learners and their Cumulative Grade Point Average (CGPA) received at the end of each trimester will be shown on their transcripts. Learners in a programme delivered via the Competency-based Stackable Micro-credential pathway will receive a transcript showing all attempts of competency units and their CGPA for each completed micro-credential.

The repeat grade obtained will be shown in parenthesis with a prefix 'R'. For example, R(B) means that the learner attained a B grade from the repeat attempt and the grade point is to be capped accordingly. Only the best attempt grade of a module will be computed in CGPA and YGPA. Illustrations of the CGPA computation with a repeat attempt and grade point capping per programme are shown below.

AY & Trimester	Module	Credits	Grade	Grade Point
AY20xx Trimester 1	ABC1000	3	EX	NA
	ABC1002	3	B	3.50
	ABC1003	4	F	0
	ABC1004	3	A-	4.50
	ABC1005	3	ABS	NA
CGPA at end of AY20xx Trimester 1	$\frac{(3.5 \times 3 + 0 \times 4 + 4.5 \times 3)}{(3 + 4 + 3)} = 2.40$			

AY & Trimester	Module	Credits	Grade	Grade Point
AY20xx Trimester 2	ABC1003	4	R(B)	2.00
	ABC1006	4	A-	4.50
	ABC1005	3	C	2.00
	ABC1008	3	B	3.50
CGPA at end of AY20xx Trimester 2	$\dfrac{(3.5 \times 3 + 4.5 \times 3 + 2.0 \times 4 + 4.5 \times 4 + 2.0 \times 3 + 3.5 \times 3)}{(3 + 3 + 4 + 4 + 3 + 3)} = 3.33$			

Repeat Attempt

Repeat Assessment

For selected non-competency based modules, repeat assessment within the study trimester may be permitted for learners with approval from the Programme Leaders.

For competency units, learners will have three opportunities to demonstrate the required competencies in each competency unit. This may be done across two trimesters. If a learner has not demonstrated the required competencies in a competency unit within the first trimester and extends to the second trimester, the competency unit will be reflected with an "In Progress" (IP) grade for the first trimester. Learners who are unable to demonstrate the competency within the two trimesters will be awarded an "Incomplete" (IC) grade for the competency unit. The learner will have to repeat the affected competency unit in the trimester that the competency unit is next offered. More information regarding enrolment is available under the Module and Micro-credential Enrolment section.

After the release of results, learners of **undergraduate** or **specialist certificate** programmes who have obtained an F or IP grade for any module/competency unit which is part of the programme requirements will be required to repeat the assessment, depending on the requirements of the failed/"in progress" module/competency unit and the decision of the Programme Leaders and/or OU Degree Programme Director, unless otherwise specified. Exceptions apply to selected SIT-Overseas University programmes due to specific requirements of the programme. Additional information for learners of these programmes can be found in the Student Intranet (SIT log-in credentials are required).

For **postgraduate programmes**, learners who have obtained the following grades may apply for repeat assessment for the affected modules. The application will be subjected to the respective Programme Leader's approval. Alternatively, such learners may choose to repeat the affected modules (further details in the Repeat Module and Re-Attempt of a Competency Unit sub-section below).

Postgraduate Programmes	Module Grade eligible for Repeat Assessment/Repeat Module
Master's by Coursework, Postgraduate/Graduate Diploma and Postgraduate/Graduate Certificate	C and below
Postgraduate by Research – Master's Degree	C+ and below
Postgraduate by Research – Doctoral Degree	B- and below

If the learner fared poorly across multiple assessments, the learner may be asked to repeat the entire module/competency unit.

An administrative fee of $81.75 (inclusive of 9% GST) per module is applicable for repeat assessments.

Learners who are unable to attain the minimum grade required to clear the module/competency unit and/or specific programme requirements following repeat assessment attempts will be required to repeat the module or re-attempt the competency unit on the Programme Leader's discretion.

More information regarding enrolment is available under the Module and Micro-credential Enrolment section.

The grade point for a module/competency unit following a repeat assessment attempt administered after results release will be capped as specified under the SIT Grading System section.

Repeat Module or Re-attempt of a Competency Unit

Learners of undergraduate programmes who have obtained an F, D, D+ or IC grade for any module/competency unit programme requirements may choose to repeat/re-attempt the entire module/competency unit with approval from the respective Programme Leader and/or OU Degree Programme Director. If such module/competency unit is part of a micro-credential, the learner may register for the same micro-credential in the trimester it is next offered to repeat or re-attempt the affected module/competency unit. The grades and credits of the modules/competency units that learners had passed in that micro-credential will be carried over.

For the postgraduate programmes, learners who obtained the grades listed in the table in the Repeat Assessment sub-section may choose to repeat the affected modules with approval from their Programme Leaders.

In the case of repeating/re-attempting a module or competency unit, learners will be billed according to the prevailing credit charging.

The grade point for the repeat module/competency unit will be capped as specified under the SIT Grading System section.

Leave of Absence and Withdrawal

Leave of Absence

Learners who require a temporary break from their programmes can apply for Leave of Absence (LOA), subject to the maximum candidature of their programme. With effect from Academic Year 2024/25, all LOAs (including those due to personal or medical reasons) will count towards the learners' candidature period in a programme. LOAs due to medical reasons applied before 2 September 2024 will not count towards the candidature period.

Learners may apply for a maximum of three trimesters of absence in each LOA application. Applications **must** be made by the end of Week 2 of the affected trimester, otherwise tuition

fees for the trimester will be charged. Applications received after Week 7 will only be processed after the release of results for that trimester. Further details on Academic Penalty and Fees for Undergraduate / Postgraduate Programmes are available in the Student Intranet (SIT log-in credentials are required).

First-year and re-admitted learners may not take Leave of Absence during their first trimester of study, unless they have an unforeseen medical reason.

Learners pursuing any degree via the Competency-Based Stackable Micro-Credential pathway, Graduate Certificate and Specialist Certificate programmes may email their LOA applications to the Registrar's Office (email to Registrar@SingaporeTech.edu.sg) before the start of the first affected trimester.

For other learners, please refer to LOA application procedures and guidelines in the Student Intranet (SIT log-in credentials are required).

Withdrawal from Programme

Learners who do not wish to continue their studies at SIT may submit an application to withdraw from their programme. Learners enrolled in a degree or graduate diploma programme may do so via IN4SIT (SIT log-in credentials are required). Learners enrolled in a degree programme delivered via the Competency-based Stackable Micro-credential pathway or micro-credential may contact the Registrar's Office (email to Registar@SingaporeTech.edu.sg) by the end of Week 2 of the trimester, if they wish to withdraw from the programme.

Applications must be made by the end of Week 2 of the affected trimester, otherwise trimester fees will be charged. Learners who apply for Programme Withdrawal from SIT after Friday of Week 13 will be subject to grading for enrolled modules/competency units.

SIT reserves the right to administratively withdraw any learners from their programme if they are absent from classes without prior approval for an extended period and are uncontactable.

Additional information about withdrawal procedures and guidelines is available in the Student Intranet (SIT log-in credentials are required).

The impact of withdrawals on trimester fees and module grading is available under the Module Registration section in the Student Intranet (SIT log-in credentials are required). Learners are advised to read this before applying for withdrawal.

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.

Conferment and Graduation

Conferment of SIT Qualifications

SIT will confer the relevant qualifications on learners who fulfil the requirements of their programmes, in accordance with the SINGAPORE INSTITUTE OF TECHNOLOGY ACT 2014.

SIT maintains the quality of awards through stringent checks before conferment of such qualifications.

To be eligible to graduate, learners must have completed the requirements for their enrolled programmes. Accordingly, the learners' results and completion status must have been approved by the SIT Board of Examiners (BOE) or the SIT-Overseas University Joint BOE.

Learners with ongoing disciplinary investigations or proceedings will have their degree or graduate diploma conferment, or certificates withheld until the resolution of the disciplinary investigations or proceedings.

Rescission of Degrees, Graduate Diplomas and Certificates

The authority for rescission of a degree, graduate diploma or certificate is the same authority for the conferment of that same qualification. Learners who are found guilty of disciplinary misconduct may have their degrees, graduate diplomas or certificates withheld, or rescinded, on the recommendation from the SIT Board of Discipline (BOD).

Posthumous Conferment of Award of SIT Qualification

BOE may recommend the conferment of award of a qualification posthumously, should the learner pass away during their candidature.

Graduation

SIT may hold graduation ceremonies on a periodic basis for individuals who have been conferred degrees and graduate diplomas.

All information is accurate as of 19 August 2024. SIT reserves the right to update the information as required.