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UTB ASSESSMENT POLICY

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UTB ASSESSMENT POLICY

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Chairman BOG

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Goal: To ensure that assessment is explicit, valid, and reliable.

1. INTRODUCTION

The purposes of assessment are to help staff and students monitor and improve learning, to provide a measure of student achievement and to help assure academic quality and standards.

The policy encourages a number of assessment methods.

- Formative assessment is designed to help learners learn more effectively through giving them feedback on their performance indicating how it can be improved.
- Summative assessment is used to indicate the extent of learner's success in meeting the intended learning outcomes of a unit of study or programme.

A singular assessment task may incorporate several functions. An implicit element of any form of assessment is feedback to the learners regarding his/her learning. Feedback provides information about any difference between the intended learning outcome and what has been achieved and enables the learner to identify any action required to manage this difference. Throughout the strategy the term 'assessment' includes peer and self-assessment.

Forms of assessment that may be appropriate for different learning outcomes include but are not limited to:

- Tests, examinations, short written pieces (e.g. press releases) that elicit knowledge, understanding and the ability describe accurately;
- Essays, examinations and other kinds of writing (e.g. briefing notes for ministers, employers etc) that require students to produce evidence and make reasoned argument on the basis of it;
- Essays and examinations that require students to analyse a problem, diagnose the nature of a substance or complaint, plan investigation or propose solutions;
- Oral and other non-written forms of presentation of arguments or results (oral or poster presentations, websites) – including presentations with a role-play element, such as a presentation to a non-technical audience;
- Role-plays to explore and test decision-making or group-work skills, or diagnostic ability in medicine or chemistry;

- Performance: making prototypes, works of art; writing computer programmes, poems; presenting music, drama;
- Practical tasks: laboratory-based tasks; diagnostic tasks in chemistry; research projects;
- Reports of practical tasks or visits/placements: research reports, laboratory reports, reflexive accounts of placements etc;
- Plans for practical tasks or situations: proposals for research or social intervention/action or placement activity, plans for works of art or prototypes.

2. PRINCIPLES OF STUDENT ASSESSMENT

2.1 Assessment plays an essential role in shaping student learning

Assessment practices should promote student engagement. Good assessment practices support student learning and judge levels of performance.

2.2 Assessment is an integral component of course and program design

Assessment tasks should be aligned with the objectives and teaching and learning arrangements of the course.

- Assessment across the courses within a program should be coordinated to:
 - a. Ensure coverage and opportunities for students to achieve the learning outcomes for the program
 - b. Ensure coverage, development and achievement of the program's Graduate Qualities
 - c. Spread assessment load and intensity across the study period
 - d. Provide a variety of types of assessment.

2.3 The design of assessment tasks has a significant impact on student learning

Assessment design should provide students with the stimulus to learn in depth, apply their developing skills and knowledge in new situations, and challenge and change their ways of thinking and doing.

2.4 Assessment tasks should be diverse

Assessment practices should be inclusive and support equity and disability principles, catering for both individual and group diversity. All assessment models have limitations. A variety of assessment techniques should be used to minimise disadvantage. Inclusive language must be used to avoid gender, racial, cultural or other language bias.

2.5 Assessment should be used for both formative and summative purposes

Formative assessment helps students and staff to identify strengths, weaknesses, and ways to improve and enhance learning attainment. Summative assessment provides information to judge the extent to which a student has achieved objectives relevant to the Graduate Qualities in a course or program.

2.6 Good assessment requires clear articulation of purpose, requirements, standards and criteria

Assessment works best when students have a clear understanding of assessment expectations. Assessment criteria must be clear and explicit so that students know what is expected of them for each assessment task.

2.7 Good assessment practice gives students timely feedback on their learning

Quality feedback is clear and constructive, and enables students to make sensible judgements about modifying aspects of their academic performance to meet course objectives. Feedback should enable students to understand their level of development of the required skills, their mastery of the understandings embedded in the assessment activity, and how their performance in each domain could be improved in subsequent learning activities.

2.8 Assessment methods should be valid, reliable and consistent

- Quality assurance of assessment is an integral component of assessment design. Assessment methods and judgements must be valid and reliable, and regularly subjected to peer review, discussion and consensus. The setting and marking of assessment tasks should be subject to moderation processes to improve their validity and reliability. External benchmarking should be included where appropriate. **Assessment will be valid** (assessment tasks will assess what is intended to be assessed and be fit for purpose). All modules have learning outcomes, which are what

the assessment is to test. These learning outcomes cover knowledge/ understanding, cognitive skills, practical skills and personal/transferable skills. The Assessment for each module must cover all these objectives, and it must be clear what a given assessment task covers and that it is appropriately designed to do so.

- **Assessment will be reliable** (assessment processes and procedures will be accurate, consistent and trustworthy and their broad outcomes will have the full confidence of all parties). Internal and external moderation are important here.
- **Assessment will be explicit** (assessment tasks, processes and procedures will be accessible, clearly explained to and understood by all stakeholders including prospective and current students, funding agents, academic and related staff, professional bodies and employers).

2.9 Good assessment practices should promote ethical academic conduct

Ethical academic conduct is both a staff and student responsibility. Good assessment design can educate students about academic integrity, and minimise academic misconduct.

3. REQUIREMENTS FOR MODULE DELIVERY AND ASSESSMENT

3.1 When planning teaching, learning and assessment activities, academic staff must take into consideration the total time that students will need to allocate to all major and related tasks required to engage with the course content and successfully achieve the desired course outcomes. This includes attendance at all face to face delivery components, participation in group activities, completion of assessment tasks, and self-directed, independent course related reading, research and reflection. In total, the time students need to spend on all activities should not exceed credit hours allocated for the module.

3.2 Mapping assessment load and intensity across a program is essential. Unless a specific variation is approved by departments, the director of academics and quality will monitor due dates for assessment tasks to ensure students are not unreasonably overloaded at any one time during a study period.

3.3 For the purpose of this policy, assessment tasks that contribute to the final grade in the course are divided as follows:

- a. Continuous assessment tasks** occur within regularly scheduled class time and do not require any additional preparation time beyond normal expectations for class

participation. A course may include a number of these tasks during the study period. Collectively these are known as ‘a set of continuous assessment tasks’.

- b. An assessment point** occurs when students are asked to submit work at a specified point of time in the course, including end-of-course examinations where used. Tasks associated with assessment points require students to work beyond their regular contact and preparation time.
- c. Additional assessment requirements** (assessment hurdles) are conditions for passing a course or assessment task other than the overall mark. They include, but are not limited to, achieving a specified outcome in a particular aspect of the course, or specified attendance requirements.

4. TESTS AND EXAMINATIONS

During their courses, students are to sit regular tests and examinations. Further information is provided in the Examination Regulations.

4.1 Continuous Assessment Tests (CAT)

A minimum number of three progress tests (CAT) in each module shall be administered to students in the course of one academic semester. In special cases, this number may be changed with the written approval of the Director of Academic Affairs.

4.2 Final Examination

Students shall sit a final examination in each module. The Academic Director may waive or change such an examination where and when he/she deems it necessary.

4.3 Weight of CAT, and Examinations

The weight of tests and final examinations in relation to the final general average mark shall be as follows:

- Progress Test (CAT): = 60/100 marks

- Examination = 40/100 marks

4.4 Class work

Class work includes all the assessment activities carried out throughout the trimester and may be evaluated in the form of a remark on the report.

4.5 Assignments/Projects

All work assigned by a lecturer must be completed conscientiously and in time. The lecturer may mark certain assignments as a progress test.

5. REQUIREMENT TO BE FULFILLED IN ORDER TO PASS A COURSE

5.1 In order for a student to proceed to the following year or phase of the course a student must pass all the modules above 50% and having completed the stipulated credits. However, in some cases a students may be allowed to proceed to the next level if he/she has failed less than six modules in a year i.e. two modules per trimester. A students with 49% in one or two modules will be considered for a pass at the end of the year.

5.2 The case of final year students- in order for the student to graduate- the final academic report must show that the student passed in all modules and has a total of 480 credits.

5.3 Requirement for HRM and TTM

The Hotel Management Course shall be conducted in five levels corresponding to three years:

Level I: Year 1

Level II: Year 2

Level III: Year 3, 1st TRIMESTER

Level IV: Year 3, 2nd TRIMESTER

Level V: Year 4

After each level, an appropriate certificate of completion may be issued on request.

LEVEL I

The requirement for a student to proceed to LEVEL II of the course is that s/he must pass in all modules offered at level I with a total of 120 credits.

LEVEL II

The requirement for a student to successfully complete the course is that s/he must pass in all modules offered at level II with 240 credits i.e. 120 + 120 credits.

LEVEL III & IV

The requirement for a student to successfully complete the course is that s/he must pass in all the modules offered at level III & IV.(60 + 60 credits) to make a total of 360 credits.

LEVEL V

The requirement for a student to successfully complete the courses at level V is that s/he must pass in all the modules offered at level III & IV. In addition to the above, the student must complete the industrial attachment at level IV. A total of 480 credits covered.

6. MISSING TEST AND EXAMINATION WITHOUT A GOOD CAUSE

Any student who fails to attend any test or examination without a good cause shall get a zero score in that test or examination.

7. MISSING TESTS AND EXAMINATIONS WITH A GOOD CAUSE

A student who misses a test with a good cause may be allowed to sit a catch-up test or special examination.

Only the following occurrences shall constitute good cause:

- Illness
- Death of a close relative i.e. spouse, child, parents, guardian, siblings, grandparents, parents-in-law, brothers and sisters-in law.
- Illness of the student's child resulting in hospitalization.

The following procedures will be followed:

- The student will apply for a catch-up test or examination to the lecturer in charge of the subject through the students' Head of Department giving reasons why he/she missed the test. The application shall be made in writing within two (2) days of the incident.
- The application to sit a catch-up test /examination shall be subject to joint approval of the Head of Department and the Lecturer concerned. The catch-up test/examination shall be administered within five (10) working days from the date of the approval or according to the ad hoc time table.
- A student whose application is rejected shall be entitled for appeal to the DVC-A.

8. CHEATING IN TEST AND EXAMINATIONS

Cheating in a test, assignment/project and examination shall result in immediate discontinuation from the course. However, depending on the nature of malpractices and circumstances under which it occurred the disciplinary committee will investigate and make recommendations either for repeat module, suspension or expulsion.

9. SUPPLEMENTARY EXAMINATION

A student failing any academic phase will be allowed to sit supplementary examinations as follows:

- (I) Catch – up CAT for those who missed with good reasons
- (II) Final examination at the end of each trimester for those who failed and special exam for those who missed exams for good reasons. Those who failed the first time, the exam will be marked out of a maximum of 24/40 marks (60%).

9.1 Eligibility for Supplementary Examinations

9.1.1 A student shall only be eligible to sit supplementary examinations if s/he has passed in at least half of the number of modules in which he/she was examined. Such supplementary examinations shall only be in the modules the student has failed.

9.1.2 On a supplementary examination, the highest mark that a student is awarded is the pass mark i.e. 24/40 whereas a student is awarded all the marks s/he gets on a special examination.

9.2 Procedure for Sitting Supplementary Examinations

9.2.1 The students will register for supplementary examinations i.e. they must submit an application for supplementary examinations in the prescribed form within 2 days after being notified provisional examination results.

9.2.2 The respective Head of Department, upon receipt of the application(s) makes the necessary arrangements, i.e. coordination with the Examinations Office for time tabling, organizing the necessary materials and equipment, planning for the marking, etc.

9.2.3 The Head of Department will notify the candidate(s) of the examination date plus other requirements and details, at least seven (7) days prior to the actual examination date. Normally, the provisional examination time table is displayed at least two weeks before the commencement of examination period (see Examination Regulations for more details).

9.2.4 The candidate(s) will be required to report to their respective Heads of Departments at least a day prior to the examination for briefing.

9.2.5 Each candidate will make arrangements for, as well as meet his/her own transport and accommodation costs.

9.3 General Rules on Supplementary Examinations

9.3.1 Failures will be allowed to re-sit only the final examination, not CAT.

9.3.2 Candidates will be required to re-sit all modules failed without exception. Candidates will not re-sit subjects passed.

9.3.3 Failures will be allowed to re-sit only once.

9.3.4 Exam content must be different but the standards tested will be the same.

9.4 Conditions to be fulfilled for a Student to be allowed to sit Supplementary Examinations

9.4.1 For a student to be allowed to sit supplementary examinations, he/she must fulfil the following requirements:

9.4.2 He/she must have passed in at least half of the number of modules in which he/she was examined.

9.4.3 In practical subject, the students must have obtained an average of at least 50% from all the mid-term and terminal tests in each and every practical subject prior to the final examination.

9.4.4 Timing

Supplementary and special examinations will be administered before the beginning of the following academic trimester for both continuing and final-year students.

9.5 Requirements to be Fulfilled in order for a Student to Pass After Re-Sitting Examinations

9.5.1 For a student to pass after re-sitting an examination, he/she must fulfil all the current criteria outlined in the Academic Rules and Regulations i.e. rules pertaining to:

- Number of modules passed
- Practical subjects
- General Vertical Average

9.5.2 In arriving at the final mark after re-sitting

- The previous final examination results will be disregarded in the computation of averages and instead the result of the supplementary examinations will be used.
- The weighting of progress, terminal and final examination, etc. will remain the same as that currently outlined in the Academic Rules and Regulations.

10. REPEATING THE COURSE

A student who has failed a supplementary examination may apply to repeat the year or phase in which he/she has failed annual or final examination. Such a student will meet the full cost of the course for that year or phase. A student who has failed must submit an application through the respective Head of Department.

- Unless a specific variation is approved by school and division boards, the following requirements apply:
 - a. There will be no more than three assessment points in any course, plus the option of one set of continuous assessment activities. The length, depth and complexity of each assessment task should reflect the unit value of the course.
 - b. Where an assessment based on group work exceeds 30% of the total marks available for a course, individual contributions will also be assessed.
 - c. Where participation is assessed it should be clear how it is related to course objectives and on what criteria it will be judged. In undergraduate courses the percentage weighting given to participation in class or by designated online activities will be no more than 10% and will count as one assessment point.

These requirements apply to courses where assessment is principally text-based. In courses where assessment is of a different kind, the requirements should be adjusted, but aim to be equivalent in complexity and workload. This requires being aware of the workload involved

(eg in group work, or the creation and development of a performance) and the degree of intellectual independence and creativity required.

11. COMMUNICATION OF ASSESSMENT REQUIREMENTS TO STUDENTS

The course outline explains the expectations of each assessment task, its relationship to the program Graduate Qualities, and the criteria and standards by which performance will be judged.

12. FEEDBACK TO STUDENTS

Feedback is one of the most important aspects of the learning process. It enables students to make timely and informed judgements about their performance, so that subsequent assessment can be undertaken with improved likelihood of success. Feedback can be provided in a variety of ways, including:

- a. Model answers to questions
- b. Verbal comments to individuals and/or a class
- c. Comments on presentations and participation in class discussions
- d. Preliminary discussion about an assessment task
- e. Written feedback on drafts of an assessment task
- f. Written comments on feedback forms

12.1 Each student who has contributed to a group assessment task will receive individual feedback.

12.2 Feedback on assessment tasks for students will normally be provided within ten working days, but no longer than 15 working days following the deadline for submission of the assessment task.

12.3 Where a subsequent assessment task builds on earlier assessment tasks, the earlier assessment task will be returned at least ten working days before the deadline for submission of the later assessment task (or equivalent for intensive teaching).

12.4 Feedback for summative assessment will be provided via website and posted in class, and will include as a minimum:

- a. an indication of the Graduate Qualities being assessed by the task
- b. marks or grades, and/or
- c. Comments in response to key components of the task or a summary comment.

12.5 In the case of summative examinations, students have the right to sight their examination scripts, but are not entitled to either the original or a copy. This will be arranged on a case by case basis.

12.6 Students seeking individual feedback about a summative examination must contact their course coordinator within ten working days following the finalisation of results for that study period.

12.7 Students undertaking practice based learning activities should receive regular and constructive feedback about their performance, either from the course coordinator, designated University placement supervisor and/or the supervising professional in the workplace.

13. MANAGEMENT OF ASSESSMENT

13.1 The university will take reasonable steps to protect students' personal information against loss, unauthorised access, use, modification or disclosure, and misuse. This includes assessment processes, submission of assessment tasks including cover sheets, and providing results and feedback to students.

13.2 Requirements for assessment task cover sheets:

- a. Assessment tasks submitted in hard-copy must include a signed and completed cover sheet.
- b. For group assessment tasks submitted in hard-copy, each member of the group must sign the cover sheet.

13.3 Distribution of marked assessments:

- a. Course coordinators will determine how marked assessment tasks are returned to students.
- b. Acceptable means by which marked assessment tasks can be returned to students include:
 - i) Collection during class, only by the student
 - ii) Collection from the school or a staff member upon presentation of their student ID card
 - iii) Collection from course coordinator, lecturer or tutor by prior arrangement
 - iv) Test /exam results may be displayed publicly if *only* the student ID and result are displayed. A student's name and ID must not be visibly linked.

- c. Marked assessment tasks must not be left unattended for collection.
- d. Students must retain a copy of all work submitted until the final grades are released.

14. COURSE OUTLINE

14.1 The course outline is required for all modules and it must be consistent with the course description as approved in the program development process. It must be made available to students before the first day of teaching in the course.

14.2 The course outline must contain the following information if applicable to that course:

- a. Administrative arrangements that will support the delivery of the course, including the name and email address of the course coordinator and other staff.
- b. An anticipated response time for student enquiries
- c. The assessment schedule
- d. The weighting of each assessment task towards the final course grade
- e. Details about the format and requirements of each assessment task, and its relationship to the course aims and objectives.
- f. Specific information about assessment tasks that require recording of student participants. This should include advice that students must not reproduce, disclose or publish the recordings or related material in the public domain.
- g. The referencing style to be used, for example Harvard style or APA style.
- h. Arrangements and timelines for submitting assessment tasks and an anticipated timeline for returning and providing feedback on assessment tasks
- i. Distribution of marked assessment tasks to students
- j. University practice for penalising late submissions, such as:
 - (i) Refusing to accept a late submission, or
 - (ii) Applying other penalties, or
 - (iii) Accepting the late submission if student can provide evidence of unexpected or exceptional circumstances.
- k. a broad marking scheme for each assessment task, and the criteria and standards by which performance will be judged

- I. Information about the examination including:
 - (i) the content and skills to be assessed
 - (ii) the standard against which work will be assessed
 - (iii) the duration of the examination
 - (iv) whether the examination is closed book, open book, or part open book

14.3 Once the course outline has been made available to students, the contents must not be changed unless this is necessary for integrity in assessment, or due to unforeseen factors such as staff illness. Course coordinators are responsible for discussing proposed changes with students, and must attempt to minimise disruption or disadvantage arising from the changes.

15. MODERATION

15.1 Purpose

Course assessment methods are approved and reviewed as part of the University's program approval process. This Section describes the principles and procedures for moderation of course assessment.

Moderation of assessment includes assessment design and approaches to marking, as well as processes associated with the review of judgments made about students' results or grades and feedback. It is important that moderation incorporates valid and fair assessment tasks as well as valid and reliable judgments about the quality of students' work.

15.1.1 Moderation processes result in high quality assessment practices.

15.1.2 Practices to ensure consistency in judgments made about student achievement within and across courses, including the use of:

- (i) Examination papers must be moderated by an expert in the subject area whether internally or externally and where possible both.
- (ii) Marking guides to promote shared understandings about expectations and performance in assessment.
- (iii) Second marking where a second marker assesses a representative sample of marked work.

16. RE-MARKING

16.1 Purpose

This Section explains how a student can request a re-mark or re-submission for assessment tasks that occur during the study period, prior to the final summative assessment. Students who consider that unexpected or exceptional circumstances have affected their final summative assessment may be eligible for secondary assessment. Re-marking is where a second assessor marks an assessment task, without the student undertaking any further work.

16.1.1 The second assessor must have expertise in the area of the assessment task. The same range of marks which were used on the original assessment task are available for re-marking. The second mark stands, whether it is higher or lower. No further re-marking will be permitted.

- Only a student can initiate a re-mark. A student can request a re-mark when they consider that an assessment task has been unfairly or inappropriately marked.
- A student must request a re-mark from the course coordinator within five working days of the assessment task being returned.
- The course coordinator will notify the student within five working days that:
 - a. a second assessor will re-mark the assessment task or
 - b. The request is denied.

16.1.2 If the module coordinator denies the request for a re-mark, the student may request that the head of school review the module coordinator's decision. The student must submit their written request to the head of department within five working days of receiving the module coordinator's decision. The request must explain the grounds on which it is sought.

16.1.3 The head of school will respond to a student's request by:

- a. Approving or denying a re-mark, and notifying the student and the module coordinator of their decision in writing within five working days of receiving the request.
- b. Affirming that the original mark will stand, when a re-mark is not approved.
- c. Arranging for the assessment task to be re-marked when the re-mark is approved.

- d. Appointing a second assessor. The second assessor must have expertise in the area of the assessment.
- e. Notify the student in writing of the outcome of the re-mark within ten working days of the re-mark occurring.

17. EXAMINATION PROCEDURES

17.1 General procedures

17.1.1 Students will receive advance notification of scheduled examinations. All students are required to sit their examination at the scheduled date, time, and location.

17.1.2 Students are responsible for knowing their examination times and location. It is recommended that students arrive at least 15 minutes prior to the published start time.

17.1.3 Students who arrive up to 30 minutes after the published start time will be permitted to enter the examination room, but will not be allowed any additional time to complete the examination.

17.1.4 Students who arrive more than 30 minutes after the published start time will not be permitted to enter the examination room and will receive a zero mark for that examination.

17.1.5 All students must display on their desk:

- a. their student identification card, or
- b. Examination clearance card

If a student does not provide acceptable photographic identification, the invigilator will compare the student's likeness with University records in order to verify the student's identity.

17.1.6 Unless it is permitted in the course outline or in an agreed variation, a student must not take items into the examination room that could provide an advantage to them or any student.

Examples include but are not limited to:

- books, including dictionaries
- calculators
- mobile telephones or other electronic devices

- notes or other documents
- Personal items
- Examinations answer booklets, attendance slips or any paper.

Exceptions to examination procedures may only be made with the prior approval of the Director: Student and Academic Services.

18. PROCEDURES DURING THE EXAMINATION

18.1 Every student must complete the attendance list provided. No student may commence writing answers until instructed by an invigilator. All students must stop writing when instructed by an invigilator. At the end of the examination all students must remain seated until all examination booklets have been collected.

18.2 Students are not permitted to communicate with other students during the examination.

19. LEAVING THE EXAMINATION ROOM

19.1 Students are not permitted to leave the examination room in the first 30 minutes after the starting time, or during the last ten minutes of any examination.

19.2 After the first 30 minutes of the examination have lapsed, a student can request to leave the examination room for a short break. Approval must be given by an invigilator. The student will be supervised during their break.

19.3 Students intending to permanently leave the examination room must hand all examination booklets to the invigilator who will endorse the booklets as correctly identifying the student.

19.4 Students must not remove any examination booklets, scrap paper or attendance slips from the examination room.

20. BREACHES OF EXAMINATION PROCEDURES

20.1 Breaches of examination procedures will be regarded as misconduct even if it cannot be demonstrated that a student gained an advantage as a result of the breach.

20.2 Any student disrupting an examination may be dismissed from the examination room at the discretion of the chief invigilator. The chief invigilator will document the incident and provide a report to the head of disciplinary committee within five working days of the

incident.

20.3 If a breach does not disrupt the examination, or the chief invigilator allows the student to remain in the examination room, an invigilator will advise the student that the breach has been detected and will be reported.

20.4 If the head of disciplinary committee considers that the breach constitutes academic misconduct, they will investigate the incident and make recommendations to VC/DVC-A.

20.5 If the academic integrity officer considers that the breach does not constitute academic misconduct, they will provide academic counselling to the student.

21. DEFERRED ASSESSMENT OR EXAMINATION

Deferred assessment is granted to students who have been unable to undertake the final assessment/examination.

21.1 Students may apply for deferred assessment if they can demonstrate, with supporting documents, that they were unable to sit the final examination or submit the final assessment by the due date due to unexpected or exceptional circumstances. The documents must demonstrate that the unexpected or exceptional circumstances prevented the student from sitting the final exam or submitting the final assessment.

21.2 Deferred assessments may be granted only once for each course, unless determined by the Director: Student and Academic Services.

21.3 Students must lodge an application for deferred assessment not later than five working days after the scheduled examination date or deadline for submission of the final assessment. The application must be accompanied by supporting documents demonstrating that the unexpected or exceptional circumstances prevented the student from sitting the final examination or submitting the final assessment.

21.4 Medical circumstances: Medical circumstances include any of the following, which occurred during preparation for a final examination or before the deadline for submission of the final assessment, or during the final assessment:

- an unexpected illness
- a re-occurrence of a chronic illness
- an accident
- Supporting documents for medical circumstances must be either a form certifying that the student was unfit to participate on medical grounds, a

medical certificate, or a letter on letterhead signed by a medical practitioner, health practitioner or approved specialist. Documents completed by other health professionals will not be accepted. Medical certificates are legal documents. Supporting documents signed by a relative or friend of the student will not be accepted.

21.5 Compassionate circumstances: Compassionate circumstances include hardship or trauma which occurred during preparation for a final examination or before the deadline to submit the final assessment, for example:

- a death or serious illness of a close family member
- a severe disruption to domestic arrangements
- being a victim of crime
- an accident

A letter from a person qualified to assess and support the application, eg a counsellor. A certificate from a funeral director or death notice. Supporting documents signed by a relative or friend of the student will not be accepted.

21.6 Special circumstances

- religious observance e.g. Christian or Islam religious holidays
- community service, for example: Omuganda
- a summons to appear in court
- a minor vehicle accident that occurred on the day of the examination

Employment related circumstances such as a move at short notice. Changed employment circumstances that are within the student's control, or holiday arrangements, are not special circumstances.

Evidence may include: a letter confirming changed employment circumstances, a copy of an accident report or a court summons. Supporting documents signed by a relative or friend of the student will not be accepted.

22. DETERMINATION AND APPROVAL OF RESULTS

22.1 The module lecturer recommends the final mark and grade for each student after taking into account any claims. Recommended marks and grades must be entered in the student record system via the grade roster by the examination officers. Final grades must be approved

by the academic senate and published to students before the commencement of the next academic year.

22.2 The academic senate will review the recommended marks and grades, grade distribution reports and any other relevant documents, and moderate where applicable. The final results are approved for publication on the University website.

23. FINAL GRADES

23.1 Final grades may not be released by any other means. Students who do not have access to electronic communication will receive their results at the university notice board.

23.2 After grades have been finalised, they can only be altered with the approval of the academic senate or director of examination on advice from the module coordinator.

23.3 An **Incomplete ('I') notation** indicates that the marking of the final assessment has been delayed beyond the published deadline for finalising results in that study period. It may only be used in one of the following circumstances:

- a. the teaching period for the course extends beyond the deadline for finalising results,
- b. extenuating circumstances mean that the lecturer has not been able to complete the assessment of a student's work by the deadline for finalising results,
- c. the student's grade requires clarification because it was queried during moderation,
- d. The student is engaged in research work which extends beyond the deadline for finalising results.

A student who is eligible for a conceded pass (CP) must meet the following criteria:

- a. The mark for the course must be in the range of 48-49%.

The school board or delegated committee must agree that awarding a CP will assist the student to meet the graduate outcomes for the program.

24. GRADING SCHEMES

Final grades

GRADE	NOTATION	MARK	DESCRIPTOR	GRADE POINT
GREAT DISTINCTION	GD	80-100	Outstanding performance on all learning outcomes.	A
DISTINCTION	D	70-79	Excellent performance on all learning outcomes.	B
CREDIT	C	60-69	High performance on all learning outcomes, OR excellent performance on the majority of the learning outcomes.	C
PASS	P	50-59	Satisfactory performance on the majority of learning outcomes.	D
FAIL	F	BELOW 49	Unsatisfactory performance on the majority of learning outcomes.	E
			Met specified assessment criteria to required standard.	
			Failed to meet specified assessment criteria to required standard.	
			Satisfactory performance on a supplementary assessment	
			Unsatisfactory performance on a supplementary assessment	

Final grades for honours programs

HONORS GRADE	NOTIONAL MARK	STANDARD OF WORK	GRADE POINT AVERAGE RANGE
FIRST CLASS HONORS	80-100%	Work of exceptional quality showing clear understanding of subject matter and appreciation of issues; well formulated; arguments sustained; figures and diagrams where relevant; appropriate literature referenced; strong evidence of creative ability and originality; high level of intellectual work.	A
SECOND CLASS HONORS UPPER DIVISION	70-79	Work of high quality showing strong grasp of subject matter and appreciation of dominant issues though not necessarily of the finer points; arguments clearly developed; relevant literature referenced; evidence of creative ability and solid intellectual work.	B
SECOND CLASS HONORS LOWER DIVISION	60-69	Work of solid quality showing competent understanding of subject matter and appreciation of main issues though possibly with some lapses and inadequacies and with clearly identifiable deficiencies in logic,	C

		presentation or originality; some evidence of creative ability; well prepared and presented.	
THIRD CLASS HONORS	50-59	Adequate report, reasonable quality but showing a minimal understanding of the research area with major deficiencies in content or experimental rigour; little evidence of creative ability or original thought. Sufficient to merit only a pass mark.	D

25. ACADEMIC INTEGRITY

This Section explains the UTB approach to promoting academic integrity and managing academic misconduct among students.

25.1 Academic integrity

UTB is committed to fostering and preserving the scholarly values of curiosity, experimentation, critical appraisal and integrity. Students are expected to demonstrate high standards of academic integrity. Failure to demonstrate these high standards may constitute academic misconduct.

Academic integrity cases will be managed through an educative process for students. The course outline includes information about academic integrity and may provide specific examples of conduct that constitutes academic misconduct.

25.2 Academic misconduct

For the purpose of this policy, academic misconduct means:

- (i) plagiarism
- (ii) breaches of the examination procedures
- (iii) presenting data that has been copied, falsified or in any way obtained improperly

- (iv) including material in individual work that has involved significant assistance from another person, unless this is specifically allowed in the course outline
- (v) providing assistance to a student in the presentation of individual work, unless this is specifically allowed in the course outline
- (vi) falsifying or misrepresenting academic records, or any other documents, and
- (vii) Any other actions that contravene the principles of academic integrity.

Plagiarism means:

- a. Directly copying any material from electronic or print resources without acknowledging the source
- b. Closely paraphrasing sentences or whole passages without referencing the original work
- c. Submitting another student's work in whole or in part, unless this is specifically allowed in the course outline
- d. Using another person's ideas, work or research data without acknowledgment
- e. Appropriating or imitating another's ideas unless this is specifically allowed in the course outline.

26. THE ROLE OF ACADEMIC INTEGRITY OFFICERS

The heads of departments (HoDs) serve as academic integrity officer. They manage cases of academic misconduct. Their role enables:

- a. Consistent interpretation and implementation of policy
- b. Streamlined management of reportable instances of academic misconduct, up to the level of formal committees
- c. Consistent judgments to be made on cases of academic misconduct
- d. Consistent outcomes when academic misconduct is proven,

26.1 Initial inquiry

Where a staff member suspects that a student has committed academic misconduct as defined the staff member will discuss the issue with the head of department. If the the head of department believes the issue warrants further investigation, he/she will notify the student of their concerns in writing within five working days, and request that the student attend a meeting to discuss the issue. The meeting should occur within 20 working days of the initial notification. If the student does not respond to the meeting request or refuses to participate, the head of department will decide an outcome. The student may be assisted at the meeting by: a student representative

26.2 Formal inquiry

The head of disciplinary committee must convene a formal inquiry after receiving a recommendation from the HoD:

In this case, the following actions will occur:

- (i) The head of disciplinary will meet with the student.
- (ii) The student will be allowed to resubmit the assessment.
- (iii) The matter will be referred back to the academic integrity officer for implementation.

The formal inquiry may proceed even if all members are not in attendance, provided there is a quorum of three which must include the chair.

- In the interest of natural justice, a copy of the documentation that is provided to the formal inquiry committee must also be provided to the student who is the subject of the inquiry.
- The academic staff member who initiated the case may present their concerns to the inquiry.
- The HoD will provide the student with a copy of this policy, and information about the alleged misconduct in writing. This correspondence will invite the student to present information about the allegation to the committee. The student may attend the committee or present information via teleconference.
- The student may be assisted by the student representative:
- The formal inquiry may proceed whether or not the student responds or attends.

The formal inquiry may conclude that:

The student's actions do not constitute academic misconduct, and no further action will be taken. The student's actions constitute academic misconduct that warrants an outcome equal to or less or more serious than failure in the assessment component of the course. Failure in the course and suspension from the course for a period not exceeding one trimester, or

- Suspension from the University for a period not exceeding one years, or
- Expulsion from the University, and
- Referral to police in cases of fraud.

The chair will communicate the outcome of the inquiry to the following people in writing, within five working days:

- The student.
- The relevant HoD
- DVCs
- VC

26.3 Appeals

The student has the right of appeal against the decision of the formal inquiry committee. The student may appeal in writing to the VC: within 20 working days of being notified of the outcome of the formal inquiry. The VC will gather relevant documentation, including the appeal and records of any prior inquiries involving the student, and in consultation with the dean of students and DVCs makes final decision about the case. No further appeal. Students may continue their program of study while awaiting the outcome of an internal appeal, unless the University considers it inappropriate.

27. RECORDING INFORMATION ABOUT ACADEMIC MISCONDUCT

The University will store data about academic misconduct and breaches of examination procedures in a central database. The data will be stored for a minimum period of five years from the date of the last incident recorded.

All HoDs will have access to student data in the central database, for consideration when determining whether that student's actions constitute academic misconduct, and determining the appropriate outcome.

28. DEFINITION OF TERMS

Assessment

A measure of a student's skill and knowledge based on judgments about the extent to which a student has achieved course objectives and demonstrated Graduate Qualities. Assessment tasks can take a variety of forms.

Continuous assessment tasks

These occur within scheduled class time and do not require additional preparation time beyond normal class participation. A course may contain multiple continuous assessment tasks during a study period. Collectively these are known as a set of continuous assessment tasks.

Formative assessment

Formative assessment helps students and staff to identify strengths, weaknesses and ways to improve and enhance learning. Formative assessment provides students with feedback about the quality of their work and opportunities to improve it.

Summative assessment

Summative assessment provides information to judge the extent to which a student has achieved course and program objectives. Summative assessment is used to determine final grades. Final summative assessment occurs at the end of a study period.

Assessment period

Each study period comprises a teaching period and an assessment period. The assessment period occurs after the teaching period is complete. Final summative assessment occurs in the assessment period, including examinations.

Examination

A form of assessment where a student is required to undertake a specified academic task within a specified period of time, normally between one and three hours. The location of the examination and access to external assistance is regulated.

- a. Closed book examinations do not allow students to bring any materials into the examination room.
- b. Open book examinations allow students to bring all relevant materials into the examination room.
- c. Part-open book examinations allow students to bring materials into the examination room, as specified by the Course Coordinator and in the Course Outline.

Full-time study load

A student undertaking at least 60% of a full-time load for the academic year will be full-time for that year.

Grade

A qualitative descriptor used to signify a range of percentage marks or the status of a result where percentage marks are not applicable. Grades indicate the level of performance in a course against specified criteria and standards. Grades are awarded in all courses.

Invigilator/Chief invigilator

A staff member responsible for supervising examinations.

Notation

An abbreviated form for recording a grade (eg 'HD' for High Distinction) or grade action (eg 'I' for Incomplete).

Principles of natural justice

Principles as identified by the Human Rights and Equal Opportunity Commission:

- The person who is the subject of concern must know all the allegations in relation to their behaviour.
- They must have full opportunity to put their case forward.
- All parties to the complaint must have the right to be heard.
- All relevant evidence and submissions must be considered.

- Matters that are not relevant must not be taken into account.
- The person who makes the allegation must not determine the outcome.
- The decision maker must be fair and just.

Part-time study load

A student undertaking less than the load for full-time status. See definition of full-time study load.

Program director

An academic staff member who is responsible for providing academic leadership of a program.

Secondary assessment/examination

Secondary assessments may take the form of:

- d. Supplementary assessment, including examination
- e. Special consideration.

Special consideration

A form of secondary assessment that enables students to improve their final grade for a course, where completion of their final assessment was affected by unexpected or exceptional circumstances.

Study period

The period of time during which all aspects of course delivery occur, including induction and orientation, reading, preparation, contact hours and assessment. Secondary assessment may be scheduled outside the study period.

Supplementary assessment

Supplementary assessment or examination may be used as secondary assessment to offer students an opportunity to gain a supplementary pass (SP) in a course approved for supplementary assessment.

Teaching period

The period during which teaching activities such as lectures, tutorials, practical, workshops and placements are scheduled during a study period. This is represented by the start and end dates of scheduled classes.

Last Reviewed July 2016

By

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Registrar