



MUHABURA INTEGRATED POLYTECHNIC COLLEGE

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LEARNING, TEACHING AND ASSESSMENT POLICY

STRIVING FOR EXCELLENCE COLOSSIANS 3:23

ABBREVIATIONS

MIPC: Muhabura Integrated Polytechnic College

ICT: Information and Communication Technology

CAT: Continuous Assessment Test

HEC: High Education Council

HoD: Head of Department

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Introduction

Muhabura Integrated Polytechnic College (MIPC) is an institution opened in 2014 by Anglican Church of Rwanda, Diocese of SHYIRA. The idea of creating such kind of Institution is triggered by following objectives

1. To provide technical and professional programs for students who wish to develop competencies in specific career areas or to upgrade their skills.
2. To support economic development by providing job-specific programs for business, industry, hotels, and other organizations.
3. To provide developmental education courses for students who need basic academic skills.

Motto

“Striving for excellence...”

And whatever you do, do it heartily as to the Lord and not to men. Colossians 3:23

Vision

To be the Premier Source for education, workforce training, partnerships and economic development.

Mission

To provide innovative educational environments, opportunities, and experiences that enable individuals, communities, and the region to grow, thrive, and prosper.

Philosophy

We act to foster inclusion education and promote excellence in all that we do. We commit to approach all decisions with integrity, kindness and generosity both on and off campus.

Values

1. Commitment
2. Respect
3. Excellence
4. Accountability
5. Diversity

Goals

1. Ensure the students access and increase enrollment facilities.
2. Inspiring students' success and enabling to achieve their life skills for the labor market and entrepreneurial skills.
3. Ensure high quality programs and services.
4. Sustain environmental relationship in education.
5. Reinforce continuing education and community service.
6. To develop and implement a student welfare policy.
7. To develop and enhance library services.
8. To generate income and develop projects to support smooth learning of the college.
9. To promote a culture of entrepreneurial and business, technical skills among students.
10. Ensure students access to ICT services

OVERVIEW

The Academic Teaching, Learning and assessment Policy of the MIPC is a set of rules adopted by the Board of Directors of the College having the aim of defining and determining, the organization of teaching and learning programs, the evaluation modalities, the standards governing the research projects and the internship project, modalities of promotion, discontinuation, repeating, failure and reorientation of the students as well as the categories of certificates and diplomas to be awarded by the MIPC.

CHAPTER I: PRINCIPLES OF LEARNING AND TEACHING

1.1. The College will:

- sustain a community of inquiry that exemplifies freedom of thought, freedom of expression, and mutual respect;
- maintain academic standards;
- offer an inclusive and stimulating environment for learning and teaching, that recognizes diversity;
- undertake student-focused teaching;
- maximize opportunities for students to enroll in, transition through, and successfully complete College studies;
- provide opportunities for students to participate in the functioning of the College at various levels and to offer feedback regarding learning and teaching;
- communicate to students the actions taken as a consequence of their feedback;
- support continuous review and improvement of all aspects of teaching; and
- Integrate learning technologies into educational settings to increase student access and participation, and enhance student engagement.

1.2. Graduate Attributes

1.2.1. Programs, courses, College teaching and the learning experience will be informed by the Graduate Attributes, a combination of Graduate Qualities and Technical Skills, expressed through Program Learning Outcomes.

1.2.2. The College community, both students and staff, shares responsibility for fostering and realizing the Graduate Attributes.

1.3. Graduate Qualities

1.3.1 The Graduate Qualities are themes that the College community values, and therefore seek to foster through all of its programs and the student's broader experience at the College.

1.3.2 The College provides opportunities for students to be:

- Creative and critical thinkers, generating original ideas and concepts, and appreciating innovation in technology and entrepreneurship;
- Empowered, having both the capacity and confidence to pursue the attainment of full potential;

- Engaged, contributing positively to diverse communities through service and leadership;
- Ethical, acting with integrity in intellectual, professional and community pursuits;
- Knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives; and
- Sustainability-focused, responding to ecological, social and economic imperatives.

1.4 Generic Skills

1.4.1. Generic Skills are transferable skills that are valued by the College as being important outcomes of a college education. These skills are those identified as important by employers, government and the higher education sector.

1.4.2. Students will be supported to develop the following generic skills:

- Communication
- Collaboration
- Problem solving
- Organization
- Applying technologies
- Information literacy

1.5. Program Learning Outcomes

Program Learning Outcomes are the specific learning outcomes that are identified, mapped, taught, practiced and assessed within each MIPC program. They incorporate the Graduate Qualities and Generic Skills interpreting them in relation to the disciplinary and interdisciplinary studies that inform the program.

1.6. Key elements of excellent learning and teaching

Excellent learning and teaching practices in the College are characterized and sustained by:

1.6.1 Students who:

- are challenged through discipline theories and contexts and encouraged to be critical thinkers, independent learners, and effective communicators;
- see links between their studies and the region, global society and the workplace;
- adapt to the complexity and ambiguity of intellectual endeavors;
- engage respectfully with the viewpoints and arguments of others;

- are reflective, creative and open-minded;
- engage with learning technologies;
- comply with relevant legal, ethical and policy responsibilities; and
- Strive to be engaged learners.

1.6.2 Lecturers and tutors who:

- take a scholarly approach to their teaching;
- display expert knowledge of and enthusiasm for their discipline;
- plan, design, manage, deliver, reflect upon and improve their teaching and curricula to enhance student learning;
- engage with current research and creative outputs to inform their teaching;
- respect contributions from, and encourage participation by, all students;
- provide advice to students regarding their academic work and academic choices;
- provide fair, critical, helpful and timely feedback on student work;
- make use of appropriate technologies and media to support and enhance learning, teaching, assessment, and evaluation;
- comply with relevant legal, ethical and policy responsibilities; and
- Strive to be excellent teachers.

1.6.3. Teaching which:

- engages students, fosters their curiosity, facilitates their learning and is student-focused;
- recognizes students' existing knowledge and experience;
- enables students to become independent and life-long learners;
- provides a range of suitable learning experiences, including collaborative learning, where knowledge can be tested and explored; and
- Respects and supports the development of students as individuals.

1.6.4 Curricula which:

- contribute to students' development of the Graduate Attributes;
- demonstrate sound design principles, aligning learning outcomes, learning and teaching activities and assessment tasks;
- are responsive to discipline, professional and employer needs and priorities;
- have regional, national and global relevance;

- equip students for lifelong learning;
- embed opportunities for work-integrated learning, service learning, and global experience programs;
- incorporate rigorous review and improvement to deliver rich technology-mediated learning experiences;
- are supported and enhanced by the use of appropriate educational technologies; and
- Incorporate rigorous review and improvement.

1.6.5 Learning environments which:

- provide infrastructure and services for both physical and virtual learning spaces, that meet the needs of students and staff;
- are designed to address reasonable student expectations of support, flexibility, accessibility, and effectiveness;
- are free from harassment and discrimination;
- include learning spaces conducive to student engagement and collaboration; and
- Are academically vibrant.

1.6.6 Institutional support which:

- enables staff to access relevant professional development opportunities in many contexts;
- encourages innovation and best practice;
- fosters outstanding teaching practices;
- promotes the strategic development and management of eLearning;
- provides assistance for student learning; and
- Encourages and celebrates student academic achievement.

CHAPTER II: ATTENDANCE AT ACADEMIC ACTIVITIES

2.1. Attendance to academic activities

Attendance to academic activities including lectures, practical exercises, supervised learning activities, practical exercises, seminars, and examinations is compulsory. The student cannot enter the classroom 15 minutes after the lecturer has started unless s/he gets the lecturer's authorization. The same applies for getting outside the classroom whatever the reasons.

2.2. Absence to the lectures

Any request for absence to the lectures, practical work, supervised activities, seminars, and CATs must be addressed to the Head of Department who informs the lecturer. Student may make a written request to the head of the department with a copy to the lecturer to be absent from teaching session or one, producing evidence of circumstances that make impossible for them to attend.

2.3. Absence to the exam

Any request for absence to the exam must be addressed to the Head of Department and copy to the Vice Principal Academics and Training. Students shall make a written request to the head of the department to be absent from teaching session or one or more examinations, producing evidence of circumstances that make impossible for them to attend.

2.4. Absence for medical reasons

Absence for medical reasons must be reported within one week to the Head of Department who informs the Dean and concerned lecturers. The absence will have to be justified by a medical certificate issued by a competent doctor or any other justifications from a relevant authority.

2.5. The modalities for controlling attendance

The modalities for controlling attendance are defined by the Directorate of Quality Assurance, are approved by the Academic Senate and implemented by lecturers.

2.6. The right to sit for the module examinations

A student, whose unjustified absences from a module/module component exceeds 15%, shall be denied the right to sit for the module examinations. At the end of the module, the lecturers shall inform the Head of the concerned Department in writing and submit a copy to the Vice Principal Academics and Training. The latter in consultation with the Vice Principal Academics and Training shall take appropriate action.

The non-participation in an examination or any other form of evaluation of knowledge is penalized and awarded with "zero (0)".

CHAPITRE III: TEACHING AND RESEARCH PROGRAMMES

3.1. Introduction

A program of study consists of a set of modules which together have a defined set of learning outcomes which a student must complete to the satisfaction of a Board of Examiners in order to be eligible for the award of a qualification. Modules are coherent and identifiable units of learning and teaching with defined learning outcomes. They shall be credit-rated, in multiples of 10, where a credit defined as ten hours of notional student effort. The module must have 10, 15 and 20 credits (See national qualification framework by HEC).

3.2. Module content

At the beginning of every module, a module team shall provide to students as well as to the department detailed module outline (syllabuses) which should contain daily teaching plan with subject headings and subheadings, resources, the assessment plan and teaching and learning outcomes and strategies, and the weighting of various activities of the module.

3.3. The module teaching

The teaching programmes of each Faculty, the department shall be set up by the Faculty Council, submitted to the Management Council and pre-approved by the Academic Senate. They should draw on learning outcomes and include the indicative content, teaching and assessment strategies, and key resources of each module.

3.4. Practical activities

Practical activities must be carried out in their entirety according to the modalities laid down by the departments. The modalities for Internship are laid down by the Academic Senate and are implemented by the Departments.

Each lecturer has, in his/her field, the right and the duty to carry out research, consultancy and community service.

Principal shall ensure that all academic programmes are respected. He/she is assisted by the Vice Principal Academics and Training.

3.5. Module code

Each module on any teaching programme is shown by a 3-letters code and 3-digits. The first number or digit shows the level of study, second digit semester and last module number.

3.6. Module weight

Each module is weighted as for its importance in the whole program. Modules are valued in terms of credits. One credit is defined 10 hours of lecture, laboratory sessions, seminars, practical planned activities, and supervised workings. One academic hour of learning effort is defined as being 50 minutes.

3.7. Knowledge and skills

The student's programme comprises theoretical lectures, laboratory sessions, practical work, supervised work, seminars, internship, research projects, dissertation, etc, to which he/she is registered in a department of a faculty at the beginning of the academic year. MIPC can organize training module to which a student can be registered without necessarily undergoing the examinations or get an academic award.

3.8. The duration of academic year

The academic year counts twelve months distributed in two semesters. The length of each semester is published by the MIPC Academic senate

3.9. Certificates

MIPC can issue specialized certificates in certain fields. It also issues the certificates sanctioning special training organized in the form of modules. The minimum conditions for obtaining each degree or diploma are laid down by the Board of Directors of the College upon the recommendation of the Academic Senate.

CHAPTER IV: RESEARCH PROJECTS

4.1. Introduction

The research projects defined as original personal research that results in an ordered presentation of the results of research, compilation or experimentation that make a real or potential contribution to the identification and the solution of a problem for the benefits of the society. Such work is supervised by an academician/specialist. The supervisors are approved by the Faculty Council.

4.2 Research proposal

The student in accordance with his/her supervisor submits his/her research proposal to the Department during the year that proceeds the year of completion. The research project shall conform to the research field of the supervisor.

4.3. The topic and the supervisor

The topic and the supervisor are examined by the Department and are approved by the Senate or by a committee appointed by the latter; at least one month after the beginning of the academic year where the student is registered in the year of completion. The opportunity of a co-supervisor is jointly proposed by the supervisor and the student.

The supervisor guides the student in his/her research field of specialization. He/she is accountable for the scientific value of the research project.

4.5. Research project structure

The content of the research project or research work is presented according to the basic structure adopted by the Academic Senate.

4.6. Approval of research project

The student is only allowed to defend his/her research project after the approval of the supervisor.

4.7. Research project presentation

The research projects are defended in front of a restricted committee set by the Department.

4.8. Research project submission

The initial submission of the research project is done with written permission from his /her supervisor. The student submits his/her research project in three copies to the Department.

The Head of Department appoints a board of examiners in charge of assessing the research project. They have one week for assessing the work.

4.9. Panel members

The board is composed at least of three members including the supervisor of the research project. If the supervisor or co-supervisor is present in the panel, this must consist of four members, and the latter should not evaluate the report or the oral presentation.

4.10. The role of the principal examiner

The role of the principal examiner is to make a fair and justified evaluation of the work, which he/she presents in written form at the Department before the oral presentation. The department has five days to organize the presentation or to refuse the work. The principal examiner must be specialized and competent in the domain of the research topic.

4.11. Submission of final copy

After corrections, on the authorization of the principal examiner and the supervisor, the student shall submit one copy to the Department who should submit it into the Library of the College.

4.12. The delay of research project presentation

The student who has not been able to present his research project within the academic calendar is given an opportunity to present in the additional period of one month. At the end of this period, the student must proceed to a new registration or a written exemption granted by the Vice Principal of Academics and Training. The registration period shall not go beyond two months or else the student will repeat the module.

The student not having presented his/her research report the following academic year without genuine reasons shall be deemed to have failed the research and should repeat the module entirely.

CHAPTER V: ASSESSMENT AND EXAMINATION PROCEDURES

5.1. Assessments and examinations

Assessments and examinations 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 verify. These learning outcomes cover knowledge/ understanding, cognitive skills, practical skills and personal/transferable skills. The Assessments for each module must cover all these learning outcomes, and it must be clear what a given assessment task covers, and that it is appropriately designed to do so. The marking system is based on the continuous assessment principles.

5.2. Continuous assessment

Continuous assessment refers to a set of assessments which are spread over the span of a module. However, at the end of every module, there shall be an examination on the remaining part of the module not assessed in previous exercises; and this takes place during the examination period scheduled at the end of each trimester.

5.3. Modules assessment

Modules are assessed by module work- assignments carried out during the teaching and learning process, where grades and feedback are provided before examination; and by a final assignment or examination at the end of the trimester.

5.4. Students feedback

Students will normally receive feedback on their continuous assessment tests before the commencement of the exams period. The publication of continuous assessment results should not go beyond the revision week.

5.5. The final examination

shall cover the remaining part of the taught module. This examination must normally take place at the end of the trimester in which the module is taught.

5.6. The method for assessing the students' work

The method for assessing the students' work, progress, knowledge, understanding, and skills shall be the responsibilities of the module leader and the lecturers' team of the module to be assessed.

5.7. METHODS OF ASSESSMENT

5.7.1. The methods of assessing the work, progress, knowledge, understanding, skills, and the attitudes of the students must be in conformity with the relevant policies of the College.

5.7.2. The HoD must coordinate the assessment in order to ensure an equitable distribution of the work of the student over the academic year.

5.7.2. Before being done by students, the exams shall be moderated at the Department level. The examination control is ensured by the examination officer under the supervision of the Dean and Vice Principal Academics and Training.

5.7.3. Before sitting for an examination, students shall present their ID card and financial clearances slip.

5.7.4. At the beginning of the exam, the student shall sign on the attendance sheet. And on the submission of the examination booklet, the student shall re-sign the attendance sheet.

5.7.5. Students shall not be allowed entering an examination room fifteen minutes after the distribution of exam to students.

5.7.6. Except where specified on the examination sheet, students shall not bring into the examination room any book, paper, and calculator with text option, mobile telephone or any other electronic devices.

5.7.7. Talking among candidates or looking at each other's work or any other attempt to cheat shall not be permitted in examinations and shall be grounds for exclusion from the examination by the invigilator, who also has the power to initiate disciplinary proceedings for cheating.

5.7.8. A part of a research project, the oral examination shall be done in the presence of at least two examiners and in the premises by the MIPC. Any person wishing to attend the examination of a student may be authorized on request addressed to the HoD. This person shall not be allowed to ask question or mark.

5.7.9. After each final exam, the lecturer submits both results and booklets to head of the department. Students with complaints have the right to check their examination papers with the Dean who will handle the case.

5.8. NUMBER AND TYPES OF EXAMS

5.8.1. The number and the frequency of the assessments must comprise all the component of the module by respecting the relation credits - award.

5.8.2. The grade for a module is made up of the grades for individual assignments, weighted as approved in the Programme Specification. All assignments', modules and programmes' marks shall be presented in the form of a percentage. Module Assignments shall make up 30% and CATs shall normally make up 30% of the module score and final assessment 40%.

5.8.3 A ten-credit module shall normally be assessed by two-hour examination and substantial element of module work. A fifteen or twenty-credit module shall normally be assessed by a three-hour examination and two substantial elements of the module.

5.8.4 Internship permanently supervised by MIPC Lecturer: assessment of the work progressively with its advancement as well as the internship report according to the weightings fixed by the College.

5.8.5 The internship is jointly supervised (an MIPC's lecturer and a person from the outside of MIPC): assessment of the work progressively with its advancement as well as the internship report, teachers of Department allotting 50%, the company where the internship took place, 50%.

5.8.6 The assessment of the internship report and the presentation is done in the following way: on the basis of a pre-established form, the content and the physical presentation of 50% and the oral presentation on 50%.

5.9. OFFENCES DURING THE ASSESSMENT

5.9.1 Any attempt to obtain copies of unseen examinations or tests beforehand is penalized with a trimester exclusion from the College.

5.9.2 Cheating and the attempt to cheat during an examination with justified evidence are penalized with a trimester exclusion from the College. Unsuccessful attempts to cheat are regarded as seriously successful ones.

5.9.3 Cheating', here, includes but not limited to plagiarism, the fabrication of laboratory, practical or observation data, the impersonation of a candidate by another in an examination, passing off another's work as the student's own, collusion between students in the production of submissions which are required to be individually authored, any attempt to obtain copies of unseen examinations or tests beforehand or to influence their contents or the marks given to submissions by threat or inducement. Unsuccessful attempts to cheat are regarded as seriously successful ones.

5.9.4 The offenses with tangible proofs noted during the correction of the examinations are penalized with a dismissal from the College for a given period.

5.9.5 The penalty for any proven attempt to harass or corrupt a lecturer in order to gain advantage shall always be excluded for a specific period determined by MIPC management.

5.9.6 Students who help or conspire or collude with someone to cheat shall be held equally guilty and shall receive a penalty related to their offense.

5.9.7 The examiner or the invigilator having noted the offense occurring, forthwith, he/she then submits a suitable filled in form to the Head of Department with a copy to the student accused of having cheated or attempted to cheat and to the Dean of Faculty. If possible, a tangible proof shall be given.

5.9.8 The student accused of having cheated or attempted to cheat can present in writing his/her justification to accept or refute the accusations to the Head of Department in the two days which follow the reception of the copy of the report established by lecturer concerned.

5.9.9 The Head of the department examines the case and submits the report to the faculty Dean along with a recommendation to the Academic Senate.

5.9.10 Any lecturer or any other MIPC employee, who will be guilty of smuggling the examinations regardless of the case, will be dismissed from his/her job immediately without warning and will be taken to court for prosecution.

5. 10. OBLIGATIONS OF THE LECTURER

5.10.1 At the beginning of each module, the lecturer must give to the students and submit to the Head of Department detailed module/component syllabus that include the plan of assessment and the weighting of each assessment. He/she is held moreover to give the entirety of the contents of the module work and resource list and to respect the timetable established by Faculty.

5.10.2. The hours of assessment and invigilation of the examinations are considered as part and parcel of the hours of teaching allocated to the module/coursework and are in the workload of the lecturer.

5.10.3. The marking time is part of the workload of the lecturer.

5.11. INVIGILATION OF THE EXAMINATIONS

The invigilation of the examinations must be in accordance with the policy of the College regarding the organization of exams.

CHAPTER VI: MARKING

6.1. ALLOTMENT OF MARKS

6.1.1. Marks from all assignments contributing more than ten per cent to the module score shall be moderated internally, by second marking by another academic or by marking of a sample of scripts to assure the validity of the standard.

6.1.2. Module leaders are responsible for delivering the list of module's grades to the Head of Department, and Heads of Departments are responsible for presenting the grades for all the modules in a programme to the Faculty Council. The module leader calculates the total marks by taking into account all the marks for continuous assessments and their weighting. The module leader shall submit the results in any case not later than a week before the deliberation.

6.1.3. The publication of the results is done immediately after their deliberation

6.1.4. When a lecturer did not hand over his/her marks in time, the Dean of Faculty convenes the concerned lecturer for explanation and informs the Secretary of the Academic Senate.

6.1.5. No one can modify the marks submitted to the secretariat of the Department whatever the reason.

6.2. REVIEW OF MARKS

6.2.1. A student can claim the revision of marks obtained into a final exam.

6.2.2. The procedures for the revision of marks are the following:

6.2.2.1 The student addresses a written request and justified to the Dean and a copy to the Head of Department and to the lecturer not later than 3 working days after the deliberation.

6.2.2.2 The appeal shall be considered by a committee consisting of the Dean, the Programme Leader (or another academic member of the program team if the Programme Leader is the marker) and one other academic member of staff with relevant knowledge from outside the team, and this committee shall change or confirm the grade. When the Dean is responsible for the module component, he/she is represented by someone else.

6.2.2.3 The commission appreciates the reasons given by the student and if it finds them relevant, it proceeds to the re-examination of the examination booklet.

6.2.2.4 This commission examines and submits the results to the Dean who convenes a meeting for discussing the case.

6.3 CALCULATION OF MARKS

6.3.1. The grade for a module is made up of the grades for individual assignments, weighted as approved in the Program Specification. All assignments, module and program marks shall be presented as percentage scores.

6.3.2. The general average is made at the end of the learning level. To calculate the general average, one adds all the credits-marks obtained by a student and divides by the total number of credits.

6.3.3. For the modules whose student obtained the exemption of examination, the marks obtained before are included in the calculation of the general average. The minimum marks for exemption from a module are 50%.

6.4 A grade is decreed for each year of studies to any student who obtained one of the following general averages:

- **First Class (A):** will be awarded to a candidate who has obtained a general cumulative average of at least 80 per cent and above.
- **Second Class Upper Division (B):** will be awarded to a candidate who has obtained a general cumulative average of at least 70 per cent up to lower than 79%.
- **Second Class Honours, Lower Division (C):** will be awarded to a candidate who has obtained a general cumulative average of at least 60 per cent up to lower than 70%.
- **Pass (D):** will be awarded to a candidate who has obtained a general cumulative average of at least 50 per cent up to lower than 60%.
- **Fail (F):** will be awarded to a candidate who has obtained a general cumulative average of lower than 50 per cent.

CHAPTER VII: CONDITIONS OF PROMOTION, PROGRESS, REPEATING, FAILING AND REORIENTATION AND SUSPENSION.

7.1. GENERAL CONDITIONS FOR PROGRESSION

7.1.1. To progress from:

- **Year 1 to Year 2:** a student must have been awarded 120 credits in total at this Level.
- **Year 2 to Year 3:** a student must have been awarded 240 credits in total.

7.1.2. The student allowed to progress shall retake any failed modules during the next semester, or next time the module is offered.

7.1.3. Any candidate who fails to attend a required examination or fails to complete other assessed work by the stated deadline shall be deemed to have failed and shall be awarded a zero mark for that examination or assessment unless mitigation or leave of absence has been allowed in light of the students' circumstances. A student should justify his absence to the Dean of the Faculty within seven (7) days after the examination date provided, he/she was eligible to sit for the exam.

7.1.4. The pass mark for each module shall be 50%.

7.1.5. Where stated in the validated Programme Specification, certain modules may be designated '**core**', and progression to the next level will not be permitted until these modules have been passed. In some modules, the nature of the module will be such that retrieval of failure can only be by means of repeating the module (e.g. laboratory-based modules). Such modules should be designated as '**repeat only**' in published module descriptions. A student who fails the internship shall automatically repeat it. A student fails the internship when he/she has obtained less than 60%.

7.2. A commission is appointed by the Academic Senate in order to analyze claims from students as far as examination Faculty Council decisions are concerned.

7.2.1. This commission is composed of the following:

- The Director of Quality Assurance;
- Dean of students;
- Two lecturers per each Department;
- Any other person the Academic Senate may deem appropriate and invited.

7.2.2. As for this committee, it may obtain information from the office of the Dean of Faculty, the Head of Department or from any other person. It is presided over by the Director of Quality Assurance and meets when the quorum is 3/5.

7.2.2.1 The decision of the Appeal Committee is kept secret. It is taken by a simple majority vote. In the case of parity, the Chair of the Committee shall have a casting vote.

7.2.2.2 Claims are done within ten (10) working days from the day of publication of the results of the first sitting or the supplementary examinations and payment of required fee for finalists. After the allocated time, revision of the decision is not admissible.

7.2.2.3 Students who fallaciously claim shall be penalized and be awarded the previous mark.

7.2.2.4 Decisions of the appeal committee are submitted to the Academic Senate for final decision and approval.

7.3. Special examination shall be allowed to a candidate who has genuine reasons plus evidence. A student is deemed to have missed examinations in case of sickness, bereavement or incapacity to perform duties normally. (Permission must be sought prior to the above-mentioned event). Only one special examination session shall be permitted except under special circumstances approved by the Deputy Principal Academic.

7.4. The student retakes all module components where he/she has obtained a grade less than 50%. Any failed module shall be retaken as a whole and the student will pay the amount set by the College per retaken module. The examination to be repeated covers the entire module.

7.5. The students whose absences in first examinations session are justified are automatically admitted to special examination sessions and are deliberated according to the criteria regarding the first examination session.

7.6. A student whose absence in first and 2nd examination sessions is justified is authorized to repeat.

7.7. The cases of suspension and reintegration of the studies are under the Vice Principal Academics and Training authority after the favorable opinion of Faculties. No suspension can be granted beyond two months after the beginning of the semester, except due to a long and justified illness.

7.8. Any student who, for an exceptional reason for long hospitalization, debilitating illness or handicap which may require time to overcome, in the late stages of pregnancy or after recently giving birth, or because of the illness of a dependent or the death of a close relative, is allowed to suspend his/her academic year, is authorized to take again his/her studies the following academic year.

7.9. No suspension of studies can be authorized beyond two successive trimesters in the same academic year. At the end of this period, the student is again subjected to current admission procedure.

7.10. The Academic Senate can decide to reintegrate or not the students to whom the application of the civil and penal laws caused the stopping of the studies provided the evidence attesting of their innocence is presented.

7.11. A part-time student who becomes full-time student shall be exempted all the modules for which he/she holds a certificate testifying having passed the modules.

7.12. Authorized by the Deputy Principal Academic, a student recommended to repeat the level or failed may enroll, more than once, in another option, Department or faculty. Re-registration is not considered as a failure, and it gives right to exemption from modules passed by the student passed if they are cross-cutting.

7.13. All allegations of misconduct, indiscipline or criminal behavior shall be reported in the first instance to the Vice Principal Academics and Training with a copy to DQA and Principal. It shall be his or her duty to decide, in consultation with the Dean of Students and the Dean of the Faculty; whether the case initially presented insufficient to call for further investigation and/or the use of disciplinary procedures. A special committee will be set up to further investigate the foundation of the reported case and proposal of sanctions for possible action by Academic Senate.

7.14. Once the report of deliberation of Faculties is ready, the Academic Senate authorizes the services of the Academic Registrar to establish the Academic transcript. This academic transcript is signed by the Vice Principal Academics and Training and carries the seal of the College.

CHAPTER VIII: CERTIFICATES AND DEGREES

8.1. A certificate is an official document which attests that a student has followed a module or a series of modules that constitutes a training fixed by the College.

8.2. The degrees are conferred by MIPC on the basis of a decision taken by Academic Senate and approved by the Board of Directors.

8.3. The certificates and the Degrees carry obligatory the seal of MIPC and the signatures of the Principal and the Vice Principal Academics and Training.

CHAPTER X: TRANSITIONAL AND FINAL PROVISIONS

These Academic Regulations are effective from the day of adoption by the Board of Directors.

The Rt. Rev. Dr Mugisha M. Samuel

President of BoD

April 25th 2022