

KIBOGORA POLYTECHNIC

RULES AND REGULATIONS

Part 2 - ACADEMIC REGULATIONS

Introduction

1. These regulations are approved by the Council and may only be amended by the Council
2. The regulations are binding on all staff and students of the Institution. The power to waive the regulations in exceptional circumstances is vested in the Vice Chancellor. The Vice Chancellor must declare to the Council any waivers in writing and for a limited period.

Awards

3. The authority, nature, purpose and organisation of the Institution is defined in Part 1 of these Rules and Regulations
4. The Institution will only make awards which it is approved to make. Under the Ministerial Order 07/2015 published in the Official Gazette n° 3 of 19/01/2015 these include the awards of Certificate of Higher Education, Diploma of Higher Education, Advanced Diploma of Higher Education, Bachelor of Arts, Bachelor of Science, Bachelor of Education, and Bachelors' Degrees with Honours.
5. Each programme is composed of modules with defined credit values. Each programme will contain sufficient credits for the target award. For a fulltime programme these are spread evenly over a standard duration (30 week study) as shown in the Qualifications Framework (table1).
6. Table 1 - Qualifications Framework

Target Award	Minimum Credits for award	Level	Standard duration (full-time) in years
Certificate	120	120 at L1	1
Diploma	240	At least 120 at L2	2
Advanced Diploma	300	At least 60 at L3	2.5
Advanced Dip (GN/MW)	360	At least 60 at L4	3
Bachelors (ordinary)	360	At least 60 at L4	3
Bachelors (Honours)	480	At least 120 at L5	4

7 These regulations apply to all programmes in the Framework.

Awards may be classified according to the Programme Specification. The requirements for each class are specified in the Quality Assurance Manual.

8. Where programmes need to vary these regulations or require additional regulations, these will be included in the approved and published Programme Documents. With the exception of variations specifically approved at programme validation, however, in the event of any conflict these Regulations shall have precedence over the Programme Document, and any updated General Academic Regulations published by HEC will have precedence over these regulations.

9 Student may be awarded only one qualification following completion of a programme of study. In programmes whose validated Programme Specification stipulates that intermediate awards may be made at stages during the programme, each lower award shall be considered as voided by the achievement of a higher one.

Years, Sessions, Quarters and Terms

10. Students register for each academic level on either a full-time or part-time basis. The Institution offers four modes of study with 120 credits or more available each year – Daytime, Weekend, Evening and Holiday.

Exceptions may include students registered for modules on a credit accumulation basis, students repeating modules, those on exchange visits, students who may have taken an approved interruption of studies. A full-time student is one who takes 120 credits or more of modules (see below), according to the requirements of the programme. Each credit consists of ten notional hours of learning. A part-time student has permission to cover the same ground over a longer period and so to take fewer credits in a given year.

11 The academic year when the institution is "in session" for students is divided into four quarters, each notionally comprising eleven weeks of learning, teaching and assessment – normally ten weeks of teaching, and one week of assessment. 40 credits are studied in each quarter. This model applies to daytime, weekend or evening students.

Holiday students have classes scheduled intensively in school holiday periods but both contact and learning hours for each credit are identical to other modes.

The **Academic Calendar** specifies the dates for each year.

12 The above model does not apply to part-time programmes provided as part of the institution continuing education activity, or to other programmes with internship or clinical year requirements. If some elements must be undertaken outside the teaching quarters then this shall be specified in the validated Programme Specification and scheduled in the Academic Calendar.

Transfer

13 Where programmes are available in various modes, students may be permitted to transfer between modes within the institution at an appropriate point in the programme as specified by the Faculty managing the programme.

14 Students who have accumulated credit at one or more approved institutions within Rwanda or outside may apply to have this credit taken into account when joining a programme at the Institution. The determination of the amount of credit to be awarded, the point of the programme which the student should join and/or the modules to be taken or excused will lie with the Deputy Vice Chancellor, acting on the advice of the Dean managing the programme. The credit given cannot exceed 50% of the total credit for the award.

Admission

15 To be admitted to lectures, placements/internships or other teaching/learning activities of the institution or to examinations or other assessments, students must be registered on the appropriate programme.

16 To be admitted to the first year of an undergraduate programme it is necessary to have a Rwandan National Examination Certificate with two principal passes permitting entry to higher education. (Any higher thresholds specified in the current edition of the *National Student Admission Policy* will be applied.) Equivalent qualifications certified by the HEC are also acceptable. Applicants must also demonstrate sufficient competence in English to study at Higher Education level 1. Individual programmes may set requirements above the minimum level, or specify subjects which are required for admission.

17 The Institution adopts the *National Policy on Equality and Diversity of Opportunity* on student admissions. Students who declare disabilities will be enrolled if the Institution can make reasonable adjustments to allow the students to complete all the work in the programme (including placement modules) and attempt the assessments.

18 Students must register individually for each level during the registration period at the beginning of each level before the beginning of teaching. The dates between which students may register shall be advertised by the Academic Registrar on the Academic Calendar. Procedures for registration, documents to be produced, entry requirements and fee levels shall normally be published by the institution at least six months before the beginning of the registration period.

19 Every student will be issued with an identity card bearing their full name, number, photograph and signature which must be carried at all times and may be checked at any time for authorisation to enter the campuses, attend lectures, borrow books, use computers and sit examinations. Identity cards are the property of the institution and may be recalled in the event of financial or disciplinary irregularities by students, or withdrawal.

20 Late applications to register should be exceptional. They should be addressed in writing to the Academic Registrar, stating the reasons for the lateness, within fifteen days of the end of the Registration Period. The Academic Registrar will decide on the case with the advice of the Faculty responsible for the programme on which registration is sought.

21 All students are required to supply the Academic Registrar with an address, phone number and email address for the receipt of the Institution's accounts and correspondence. Any change of these data must be notified within seven days of the change. Official correspondence sent to the address provided by the student will be deemed to have been received by him or her.

22 The names under which students are registered will be used on all Institution documents. Any request for change of name must be supported by legal documentation.

23 A student's registration may be withdrawn at any time during the academic year by the Deputy Vice Chancellor on the grounds of a serious omission or false declaration at registration or an absence without permission or justification of more than a month during the academic year. Such exclusion shall last for a period of three years.

24 Registration may be withdrawn by the Deputy Vice Chancellor and students excluded from the Institution on disciplinary grounds (see *Student Guide to Orientation & Conduct*)

Suspension of registration

25 Students may make a written request to their Dean to suspend their registration for the whole or the remainder of an academic level, producing evidence of circumstances that make it impossible for them to continue with their studies but which do not preclude them from coming back in the following year. Such requests will be granted automatically, on provision of medical evidence, in cases of serious or debilitating illness, or handicap which may require time to overcome, or requests for maternity leave, or the death or illness of a close relative or dependant. Other kinds of reasons may also be given, and the decision will be

taken by the Dean on the strength of the evidence that a period of suspension is needed and the likelihood of the student being able to return to his or her studies at the equivalent point in the next year.

26 In the case of a suspension that starts after the beginning of an academic year, any passing grades already earned in that level will be retained on the student's record and the student will not be required to redo these assignments/ examinations but will rejoin the programme at an appropriate point to be agreed with the Head of Department.

27 Normally only one such period of suspension shall be granted and for a maximum of one year. The exceptions are requests for maternity leave, debilitating illness/handicap where medical evidence suggests that the student will be able to return to study within a further year,

28 Repeated suspension shall not be granted for chronic, on-going medical conditions. Instead the Head of Department shall consult with the student and a competent medical officer or other disability officer to see what help the Institution can offer that will help to overcome the effect of the condition insofar as ability to study is concerned.

29 No student may suspend studies for more than two years, nor may there be more than one period of suspension at any given level. Instead, students should re-apply for admission with transferred credit, under whatever admission rules are in force at the time.

Programmes of Study

30 A programme 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 an Assessment Board in order to be eligible for the award of a qualification. Certain programmes may also include internship/clinical training and other elements which a student must complete to the satisfaction of the Assessment Board.

31 Details of the programmes and modules available to students, the programme requirements, methods of tuition and assessment shall be published annually.

32 All modules and programmes of study must be approved by Senate before they are advertised and before any students may be admitted. The specific requirements approved by Senate are detailed in a Programme Specification Form which has been scrutinised and approved by a Validation Panel chaired by the Deputy Vice Chancellor or his/ her representative. For form and further detail see the **Quality Assurance Manual**

33 Programme requirements must include, as appropriate, the code/reference, title, level and credit value of the modules to be completed, clearly indicating which modules are compulsory or optional, together with any information on other additional course elements which may be required for the award.

34 Modules shall be credit-rated, normally in multiples of 10 credits, where a credit is defined as ten hours of notional student learning effort.

35 The following skills modules, on which a pass is compulsory for progression/ graduation, may be included in all full-time undergraduate programmes: English language according to need as measured by an initial proficiency test; information and communication technology; communication and study skills; Kinyarwanda. These modules may not bear a credit rating and may be additional to the programme's academic modules. If so, it is required that they be passed but they do not contribute to honours classification.

36 Where programme requirements include a substantial period of internship/ industrial placement/clinical study, achieving a pass on this will be a requirement for progression/graduation. The Programme Specification will declare whether this period is graded and counts towards award classification.

Modules

37 A module is a coherent and identifiable unit of learning and teaching with defined learning outcomes. Modules provided for undergraduate programmes of study which are available on a full-time basis will normally be taught within a single quarter.

38 There shall be a module description (see annex B) for every module approved by the Senate, which includes the following: Faculty/Department, title, code/reference number of the module, its level and credit value, co-requisites, pre-requisites or prohibited combinations, the member(s) of staff responsible for the module, whether it is taught in quarter 1 or 2, the learning outcomes, a brief description of the content, the learning and teaching strategy, key resources and the forms of assessment. Where modules, for sound academic reasons, require inputs outside the normal quarter period (e.g. field courses, placements) this shall be specified on the module description. This document shall have been scrutinised and approved at Faculty level and shall have been available to the Validation Panel which advised on the approval of the Programme.

39 Module descriptions may include pre-requisite and/or co-requisite modules. A pre-requisite is a module for which a student must have obtained credit before undertaking another specified module or modules. A co-requisite is a module which a student must take in conjunction with another module or modules within a single level..

40 All modules must be defined by level and credit value. The level of a module is an indicator of the relative demand, complexity, depth of study and learner autonomy involved in the module. Level descriptors are given in the HEC *Qualifications Framework*.

41 Only one level may be assigned to a module, although there may be occasions when it may be possible for some or all of the content to be delivered in common for modules at different levels. In these instances, the modules will be clearly differentiated by separate learning outcomes and assessment and will be identified by separate module code numbers. Up to 20 credits per level may have been delivered along with modules at a higher or lower level to facilitate programme options with small cohort sizes.

Assessment

42 Assessment is an essential part of the learning process of the student in that it provides:

- a. a means of feedback to tutors and students;
- b. a diagnosis of student potential;
- c. a method of evaluating student progress and potential problems; and
- d. a summative measure of achievement of the intended learning outcomes. The form(s) of assessment for any module shall be appropriate for this purpose.

Assessment strategies are approved as part of the programme validation process in relation to their ability to demonstrate that learning outcomes have been achieved. Programme Specifications identify the learning outcomes of the programme and those modules which deliver and assess those learning outcomes. Module descriptors identify module learning outcomes and their means of assessment and are made available to students

43 Taught modules are typically assessed by coursework – assessments carried out during the teaching weeks, where grades and feedback are provided before the final examination – and by a final assessment, normally an examination, at the end of the quarter. Alternative assessments are made for project and placement/ internship/ workplace learning modules and the assessment strategy is specified in the module description.

44 Students will normally receive feedback on their provisional grade (final grades are determined by the Assessment Board) and performance on coursework within three weeks of the due date or at least a week before the next piece of assessed work on the same module, whichever is earlier. The Director of Quality will monitor the timeliness and quality of feedback to students.

45 No member of academic staff shall mark coursework, examine orally or invigilate or mark examination scripts produced by students with whom he or she has a close relationship, nor shall he or she be a member of an Assessment Board considering such students. (Where this bars a Dean or a Programme Leader from a particular Board, a substitute shall be appointed by the Dean or Deputy Vice Chancellor, as appropriate.) Members of staff are required to excuse themselves if they feel their impartiality might be brought seriously into question with regard to any particular student.

46 A ten-credit module may typically be assessed by one two-hour examination and by a number of Continuous Assessment Tests (CATS) or a substantial piece of coursework (e.g. a 3,000-word essay) or an assessed oral presentation. A twenty-credit module may typically be assessed by a three-hour examination and combinations of coursework. Other assessments should be of equivalent burden and are described in the *Guide to Assessment*. The assessment burden for modules of other lengths shall be in proportion to their size.

47 The grade for a module is made up of the grades for individual assignments, weighted as approved in the Programme Specification. All assignment, module and programme marks shall be presented as percentage scores. Coursework may typically make up 60% of the module score and final examination 40%.

48 Marks of 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, that the proposed assessments are in line with regulations, pitched at the appropriate standard, and assess all the learning outcomes of the module. All assignments at HE Level 4 or higher or leading to a specifically validated exit award, and carrying a mark of more than twenty per cent of the module score, shall be moderated by an external examiner. Faculties will publish their internal verification/ marking/ moderation processes.

Projects

49, Undergraduate projects (dissertations, theses) must be submitted by the time specified, which will be no less than four weeks before the end of the academic year.

50 The undergraduate Project shall consist of original research, investigation, compilation or experimentation, making some contribution to knowledge in the relevant discipline. Unless otherwise stated in the Programme Specification, all Projects and Dissertations shall be the student's individual and original work

51 Undergraduate students shall be assigned their supervisor for the Project at the beginning of their final level or the end of the preceding one. Undergraduate students are expected to have approval for a plan of work from their supervisor within two months of the start of the level, and to have fully paid the credits of the dissertation

52 Where it is appropriate to the discipline or field of study and specified in the Programme Document, a construction or performance may stand in place of a Project or Dissertation but must be accompanied by a reflexive written account which demonstrates that the work meets the criteria for the award, of a length specified in the validated Programme Specification.

53 The maximum length for projects and dissertations on taught programmes shall be as follows unless otherwise stated in the Programme Specification:

Arts/Humanities/Social Sciences Undergraduate Projects: 12,000 words

Science/Engineering/Mathematics Undergraduate Projects: 6,000 words

54 Students will normally be required to make an oral defence of their Project or Dissertation. The defence shall not normally extend beyond half an hour for undergraduate Projects.

55 The panel of examiners shall normally be the supervisor and another senior member of the relevant discipline. The examiner who is not a supervisor of the project shall be the Chair of the panel of examiners. Where there is substantial and irreconcilable disagreement between examiners, the view of the Chair shall prevail.

56 Examinations shall be postponed if the candidate's absence from them is authorised. Where students fail to attend to defend the Project, Dissertation or Thesis without authorisation, and retrospective authorisation is not granted, they shall be given one more opportunity to do so, not earlier than two weeks from the date of the examination or later than two months from it. Those failing to attend on the second occasion shall be deemed to have failed.

The Conduct of Examinations

57. Proposed examination papers must be moderated internally and approved by the HoD. The place and time period shall be prominently advertised at least two weeks before the beginning of the first examination.

58 The Module leader shall be the Chief Invigilator for examinations of his or her module (or a substitute nominated by the Dean if he or she is unable to be present), supported by other academics as invigilators. There shall be one invigilator for every thirty students, and minimum of two invigilators for every examination room. The examination officer is in charge of coordinating the proceedings of examination.

59 When attending examinations, students must display their student identity cards at all times. Students must be financial good standing to attend an exam.

60 Except where specified in the Module Description, students may not bring into the examination room any books, papers, calculators with text facility or mobile telephones.

61 Talking among candidates, looking at each other's work or any unauthorised material shall not be permitted in examinations and shall be grounds for exclusion from the examination by the Chief Invigilator, who also has the power to initiate disciplinary proceedings for cheating (see below).

62 At the beginning of an examination the Chief Invigilator shall remind students of the length of the examination, warn them that they may not talk to each other or look at each other's work during the examination and tell them when they may start. Students shall be told how long remains at the end of each hour and 30 minutes and ten minutes before the end of the examination. When the Chief Invigilator announces the end of the examination, all writing must cease.

63 Students may not enter an examination after it has started except with the permission of an invigilator.

64 Any student needing to leave the examination room during an examination for an unavoidable reason with permission and with the intention of returning must be accompanied by an invigilator.

Cheating

65 Cheating of any variety is a serious disciplinary offence and may render the student liable to failing an assignment or examination, failing a module, failing a Level or temporary or permanent exclusion from the Institution. 'Cheating', here, includes (but is not confined to) plagiarism and 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 (though discussion of their content is permitted), the fabrication of laboratory, practical or observation data, 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, and the impersonation of a candidate by another in an examination. Unsuccessful attempts to cheat are regarded as seriously as successful ones.

66 Students who help or conspire or collude with someone to cheat shall be held equally guilty and shall receive the same penalty.

67 Where a member of staff detects or suspects cheating on the part of a student, the Head of Department responsible for the Programme must be notified in writing as quickly as possible and in all cases within seven days of the cheating being detected, and evidence must be provided to support the charge.

68 If the Head of Department is satisfied there is a case to answer, he or she shall send copies of the evidence to the Dean, the Deputy Vice Chancellor and the student within three working days of its receipt. The evidence shall be copied to the student with a covering letter including an explanation of the procedures to be followed. The student shall then have five working days to submit a defence or justification in writing.

69 A Committee made up of the Dean (or nominee), the originator of the charge, the Head of Department and another senior academic of the Faculty shall consider the evidence and the student's reply, decide whether it appears that cheating has occurred and recommend a penalty, which shall be confirmed by the Deputy Vice Chancellor. The Committee may also refer grave cases to be dealt with under the Disciplinary Regulations.

70 If the student wishes to appeal against the penalty, he or she shall have a right to a hearing by the Deputy Vice Chancellor and the Committee and may bring a friend to support him or her. He or she shall be warned, however, that if the verdict is confirmed by this hearing then the recommended penalty may be increased. Appeals must be lodged within five working days of the Committee determination.

71 If the student makes such an appeal and then fails to attend the hearing, it shall be held in his or her absence, the evidence reviewed and the penalty reconfirmed or varied.

72 The normal penalty for a student's first offence shall be substituting a mark of zero for the assignment or examination (at Level 1) or failure of the module (at Level 2), though in either case a higher penalty may be imposed at the discretion of the committee and the Deputy Vice Chancellor if the offence appears grave. Cheating at Level 3 or higher, and second/subsequent offences, shall always be punished by temporary or permanent exclusion from the Institution, according to the gravity of the offence. The penalty for any proven attempt to harass or corrupt a lecturer in order to gain advantage shall always be permanent exclusion.

73 When plagiarism is proven for any component of a Project on an undergraduate degree, or the dissertation of a higher degree that has been submitted for summative assessment, the student shall fail that assignment without possibility of resubmission. Undergraduate final-year students may be awarded an ordinary degree.

74 Where plagiarism or other cheating is discovered in a project, dissertation or thesis after the award of a degree, a hearing analogous to an appeal hearing shall be held to consider it in the same way as if it had been discovered before the award. Every reasonable effort must be made to contact the student, but if these efforts are unsuccessful during a six-month period, the hearing shall be held in his or her absence. If

the charge is proven, the degree will be withdrawn. In this case the student has a right of appeal to a hearing chaired by the Vice Chancellor, provided they lodge the appeal within five working days.

75Where draft project or dissertation work is submitted to a supervisor purely for comment, rather than for the award of marks or credit, and plagiarism or another form of cheating is detected, no technical offence has been committed because there is no attempt to obtain grades or credit dishonestly. However, the supervisor shall warn the candidate.

76A record of any proven charges of cheating, attempted cheating or collusion in cheating, and the penalty awarded, shall be held on the student's file and the record shall be produced to the Committee in any further cases involving the same student.

77Any member of staff proved to be complicit in a student's cheating shall be liable to summary dismissal and may be liable to criminal proceedings.

Authorised absence/late submission of assignments, and mitigation of results

78Due dates for in-course assignments, the proposed content and timetable of the module and its required learning outcomes will be given in writing at the beginning of each module. Examination dates for modules will be announced at least two weeks in advance.

79Attendance at lectures, seminars, practical sessions etc is obligatory. Attendance will be monitored as agreed by the Faculty. Students who attend less than 80 per cent of sessions without adequate explanation may fail the module. Submission of coursework by the due date and attendance at examinations and in-course tests is obligatory. Non-submission or non-attendance will lead to a mark of zero for the assignment, test or examination unless adequately justified.

80Students may make a written request to the Dean to be absent from teaching sessions or one or more examinations, producing evidence of circumstances that make it impossible for them to attend. In cases of 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, such requests will be granted automatically, on provision of medical evidence. Other kinds of reasons may also be given, and the decision will be taken by the Deans and the heads of academic departments, on the strength of the evidence that the absence is unavoidable and not likely to recur.

81An application may also be made after failure to attend an examination (but within 5 working days of it), and must additionally explain, with evidence, why it was not possible to make the application before the date of the examination. Applications later than this will be exceptional and must be made to the Dean.

82Students may decide not to apply for leave of absence but may instead apply to the Dean for mitigation of results, before an examination or within five working days after it, on strong and compelling evidence that they were not able to perform at their normal level by reason of a medical condition, an accident or another unforeseen event or circumstance. The Dean will determine whether the application is to be accepted, and Assessment Board will determine whether the student appears to have performed at a lower standard than would be expected in the light of his or her other marks.

83Where a student fails an examination because of authorised absence or performs badly in it with agreed mitigation, the original mark will be set aside and he or she shall take the special examination and shall be eligible for the full range of marks. Otherwise the mark attainable is capped at the pass mark.

84Students must be in financial good standing to sit exams. Students who reinstate their financial good standing will be eligible for special exams but must pay the specified additional fee.

85Students may make a written request to the Head of Department to submit coursework late, producing evidence of circumstances that make it impossible for them to hand it in on time. In cases of debilitating illness or handicap which may require time to overcome, the illness or death of a close relative or

dependent, in the late stages of pregnancy or after recently giving birth, such requests will be granted automatically, on provision of medical evidence. Other kinds of reasons may also be given, and the decision will be taken by the Head of Department on the strength of the evidence that the absence is unavoidable and not likely to recur. (In cases likely to recur, a period of suspension may be more appropriate.) Such applications must normally be made before the due date for the work.

86 Extensions may be for no longer than a month, or up to one week before the module examination – whichever is shorter. Where a student is likely to need an extension longer than this, the application must go to the Dean.

87 Where a student decided not to apply for late submission, but his or her performance is materially affected by circumstances which might have formed the basis of such an application, he or she may apply to the Dean, with evidence, for mitigation of result. If this is granted, the student will be allowed to resubmit or take the test again, within one month of the application. Whatever mark is achieved at the second take will stand as the student's mark for the assignment. In other cases the mark is capped at the pass mark. In no circumstances will the original mark be adjusted in mitigation.

88 Failure to pass modules because coursework with mitigation or exceptional extension is still outstanding on the date for the special examination has not yet been reached, shall not preclude students from progressing between levels.

89 Where repeated applications for late submission, absence from examination or mitigation are based on a chronic, on-going medical condition, they shall not normally be allowed. Instead, the Dean shall consult with the student and the Institution's medical officer or other disability officer to see what help the Institution can offer that will help to overcome the effect of the condition insofar as ability to study and deliver coursework is concerned.

Appeals

90 Students may appeal against a grade on the grounds of factual error in the marker's comments, demonstrable bias, or maladministration of the process. Such an appeal shall be lodged in writing with the Head of Department responsible for the Programme within one week of the mark being published, stating the grounds for the appeal (which must be supported by evidence). The appeal shall be considered by a committee consisting of the Head, the module leader (or another academic member of the programme team if the module 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.

91 Student may also seek a re-mark if they believe poor academic judgment has been made. In these circumstances a re-marking fee is payable (see Re-marking Policy). The policy states the procedure and process. The re-mark is binding on all parties.

Progression

92 Module leaders are responsible for timely delivery of the list of module grades to Head of Department, and Head of Department are responsible for presenting the grades for all the modules in a programme to the Assessment Board (see QA Manual).

93 Marks awarded for each module will be provisional until confirmed by the relevant Assessment Board and by Senate.

94 A module is passed if its specified learning outcomes have been achieved. The assessment of each module shall generate a single mark between 0 and 100% expressing the extent to which the learning outcomes have been achieved. The pass mark for all levels shall be 50% on undergraduate programmes. The pass mark for Health Sciences Clinical Placements shall be 60%.

95 Students are required to pass both coursework and examination components. Students who have failed one component with a mark between 40% and 50% but achieved a grade of at least 55% overall may be allowed to pass the module.

96 Candidates who fail a module may be permitted to retake the module but the grade awarded will be capped at the pass mark unless mitigation has been allowed. Only one such attempt shall be permitted except under special circumstances approved by the Deputy Vice Chancellor.

97 The minimum credits for progression between levels 1-3 on all programmes shall normally be 100 credits at each level. Students allowed to progress shall retake any failed modules during the next year. At minimum students should in addition have reached the level of a pass on the test of language competency to progress from level 1 to 2.

98 Exceptionally a student who is otherwise qualified to progress but has failed a language test may be permitted to progress to level 2. No student will be permitted to progress from level 2 to 3 until they have passed the language test. Programmes may at approval set additional requirements for progression.

99 Part-time students shall be permitted to progress to a pattern of study in the next year which includes some modules from the next level when they have achieved at least 80 credits at the previous level, but they must include all the as yet unpassed modules from the lower level. Part-time students should always take academic advice before committing themselves to a new year's module choices.

100 The minimum credits for progression from level 3 to level 4, or level 4 to level 5, for full-time students will be 40 credits on all programmes. Students allowed to progress shall retake any failed modules during the next quarter. At validation, programmes may set additional requirements for progression.

101 Students who are not allowed to progress to the next level will be allowed to register as a part-time student and repeat the modules they have failed, but a bare pass will be the maximum grade they can achieve. The student's transcripts will show the module as being failed at the first attempt and retrieved when repeated.

102 However, students who repeat the entire year will not have their achievable grade capped in this way and all the module grades will be those obtained during the repeat year. No module may be retaken or repeated more than once.

103 Students who fail retaken modules, shall not be allowed to progress and shall be deemed to have failed that Level of their studies. They may be awarded whatever subsidiary qualification they have earned by the credits they have accumulated. Exceptionally they may be readmitted to repeat the level.

104 Where a student fails to meet professional requirements other than academic failure as identified in programme specifications for professionally accredited programmes, the Faculty will normally be expected to make a provision for a further opportunity to satisfy the programme requirements equivalent to that required for academic components of the programme.

105 Where a student's performance in relation to professional requirements, other than academic failure, is considered irredeemable following a further opportunity to satisfy the programme requirements, but their academic performance merits it, the student shall be eligible for the award of an alternative academic qualification, which will not provide professional status, if it is documented and approved in the Programme Specification.

KIBOGORA POLYTECHNIC QUALITY ASSURANCE MANUAL

1. This Manual must be read in conjunction with the Academic Regulations. Both documents are approved by Senate and may only be amended by Senate.
2. This Manual contains procedures which are binding on all staff of the institution. The power to vary these procedures in exceptional circumstances is vested in the Vice Chancellor. The Vice Chancellor must declare to the Senate any variations, in writing, and for a limited period. The Deputy Vice Chancellor will compile a report to each Senate of any regulations and procedures which have not been followed.
3. The authority nature, purpose and organisation of the Institution are defined in the **Governance Manual**. The nature and structure of awards, the admission and assessment of students, are defined in the **Academic Regulations** and the purpose of this manual is to define how those policies and standards are assured in respect of the Approval, Monitoring and Review of programmes and the conduct of Assessment Boards.
4. The Institution's quality strategy seeks to establish and assure appropriate standards for its awards and to enhance the student learning experience. It is evidenced through a variety of mechanisms and processes at all levels within the institution. Although special circumstances may apply to specific programmes, these underlying principles apply to all programmes of study.
5. The Institution's **quality strategy** has four major objectives:
 - To ensure the integrity of the academic awards of the Institution;
 - To enable Senate to execute responsibility for the academic standards of the Institution's awards;
 - To enhance the student experience in the context of the achievement of the Institution's mission and its educational objectives;
 - To enable and support staff in the delivery of the highest quality provision;In achieving these objectives the Institution will:
 - utilise rigorous and effective quality mechanisms that locate responsibility at an appropriate level within the Institution;
 - review the Institution's procedures to ensure efficient and effective processes and;
 - ensure the engagement of staff with quality improvement.

QUALITY ASSURANCE STRUCTURES

6. The Vice Chancellor, as the institution's Chief Executive, is assisted by the Senior Management Committee. The principal organs of the Institution are the Council and the Senate. The Quality Committee, which reports to the Senate, and is chaired by the Deputy Vice Chancellor, has delegated responsibility for academic quality assurance. The Institution's academic structure is based upon Faculties, which may be composed of Departments. Deans of Faculty are responsible for academic leadership and management in their faculty. They report to the Deputy Vice Chancellor and sit on both the Senior Management Committee and the Senate. The Director of Quality Assurance and Research ensures compliance with the Regulations and procedures and leads the Quality Office.

PROCEDURES FOR THE VALIDATION OF MODULES AND PROGRAMMES

7. The **Procedures for the Validation of Modules and Programmes** issued by HEC are included in this manual. Where there is any conflict the HEC procedures (including any revisions issued by HEC) will take precedence.
8. All new taught programmes must be validated, using an approval process set out by the Institution before being submitted to the Minister of Education for approval. Validation or revalidation of programmes involves four stages:

8.1 Programme teams fill in a Programme Proposal Form (Appendix A), with the advice of Quality Office. Programmes are 'costed' in terms of staff input by the Programme Team; Finance later translate this into a staff cost in terms of salaries/money. The Programme Proposal Forms are approved within Faculty, and the Dean 'signs them off' as fitting within the Faculty Plan. The forms are also scrutinised by the Deputy Vice Chancellor to ensure they conform to the Institution's overall strategy for taught programmes, and the Director Administration and Finance to confirm resources. Permission is given to proceed.

8.2 Programme teams fill in a Module Descriptor Form (Appendix B) for each module on their proposed programme. These are discussed with Quality Office, considered by the Faculty in conjunction with the Programme Proposal Forms, and given preliminary approval.

8.3. Programme teams fill in a Programme Specification Form. This is considered at a Institution-level Validation Panel attended or advised by an external adviser¹ (nominated by the Dean and approved by the Quality Office), and the module descriptions for the programme and the c.v.s of staff are also made available to the meeting. The Panel considers whether the programme is likely to meet the quality threshold of the Institution and international norms for equivalent qualifications elsewhere. The Panel recommends to the Quality Committee and Senate whether the programme be validated, with or without conditions, which the Faculty must meet within six months.

8.4 If provisional approval is given, Senate receives a summary report of the programme and the proceedings and gives final approval for submission to the HEC.

8.5 [Validation of single modules involves only Stages 8.2 and 8.4 above but also DirectorAdmin & Finance approval at Stage 8.2]

9. The Quality Committee receives the reports from Validation Panels and, later, annual monitoring reports from Faculties. Membership is the Deputy Vice Chancellor (Chair), Director of Academic Quality, Research & Consultancy (DAQ-RC), other central staff who may be deemed relevant, and one representative from each Faculty. This Committee will receive a shortened Programme Description and reports from the Validation Panel and the module meetings. After discussion an abstract of these will be passed to Senate for approval.

10. The Quality Office holds the definitive versions and the amendment history of all Programme Specifications and Module Descriptors.

Amendment of programmes

11. Changes which do not alter the basic nature of the programme, either singly or incrementally, can be approved through the Minor Change Process. Changes CANNOT be made retrospectively. The Minor Change Process is managed by Quality Office. All changes must be approved by the Dean before they are submitted to Quality Office.

12. Changes which do not materially affect the learning outcomes or assessment of a module, for example booklist updates, do not require external approval. Changes which materially alter the size, learning outcomes or assessment of a module; or which modules a programme contains, must receive the approval of the external examiner for the programme. The Quality Office will confirm to the Faculty that the change has been approved.

13. Changes to the title, awards, learning outcomes or structure of the programme require revalidation. Changes to more than one third of the validated modules will also require a revalidation.

¹ Where the Ministry/HEC approval stage will include external consideration, attendance of external advisers is not obligatory

ASSESSMENT BOARD PROCEDURES

16 At the end of each level an Assessment Board will be held to consider student grades and determine whether students may proceed to a higher level or to an award. The Board is normally held at the institution level for all Faculties. Each faculty is expected to have had a preparatory Board to organise the marks, resolve differences and (for final awards) consider External Examiners' comments.

The Board shall be chaired by the Deputy Vice Chancellor and consist of all members of staff on permanent contracts, plus all Heads of Department, plus such appropriately qualified staff members on temporary contracts as shall be nominated by the Heads, plus the Director of Academic Quality, Research and Consultancy and the Academic Registrar. Properly appointed External Examiners may attend the Assessment Board. The Board shall consider student progression at the end of each Level and shall take note of the progress of part-time students within levels.

17 The quorum for such meetings is three quarters of the potential full attendance.

18 In cases of dispute, decisions shall be taken by an absolute majority of those present. In the case of a tied vote the outcome most favourable to the student shall be taken.

19 The details of the Board's deliberations are confidential and shall not be conveyed to any student or other person outside the Board, except in the Board's confidential minutes.

20 The Minutes of the Board shall be passed to the Deputy Vice Chancellor for onward transmission to and ratification by Senate. Awards are confirmed by the Council.

Timetable and Process

21. The Head of Department will set down a timetable which identifies when assessment and moderation must be completed so that papers can be prepared. All tutors must comply with this timetable. There will normally be a Departmental Assessment Board, which considers assessment in each quarter, and makes interim progression recommendations, and an Institutional Assessment Board, which considers the results of any retakes or approved special examinations and approves final progression recommendations.

22. The Head of Department will circulate to lecturer by email the spreadsheets on which module marks must be entered. Lecturers must not reorder these sheets and will return completed sheets to the department Office. The office will print a hard copy which must be signed by the lecturer and counter-signed by the moderator. The department Office will stamp the mark sheets once they are signed, file them and retain the documents for FIVE years.

23. Marks, progression and final award classification proposals will be compiled by the Head of Department for presentation to the institutional assessment Board.

24. Where plagiarism is reported, the Head of Department will investigate in accordance with the Academic Regulations

25. The Board will minute the receipt and approval of all marks. In line with Qualifications Framework, all modules at a level should be assessed to a broadly comparable standard. The KP Assessment Framework is the reference document for grading standards. The profile of module marks (mean and deviation) will be reviewed to confirm that this principle has been applied. Where the marks for a module suggest this principle may not have been applied (with too high, too low or unusually distributed marks), the entire module marksheet may be withdrawn for reconsideration and resubmission. If the assessment board expresses concern about the mark profile of a module, the module marksheet may be withdrawn for reconsideration and resubmission. The Board will not alter individual marks.

26. Exceptional cases will be considered. All decisions should be made in accord with the Academic Regulations. Where there are exceptional circumstances for viring the regulations, the reasons must be reported to and approved by Senate. If Senate does not approve the virement, the decisions will be referred back to the Board for correction.

Final Awards

The Assessment Board determines and minutes the final classifications (for approval by Senate and ratification by Council) in line with the following regulations. Council has no power to change any Assessment Board decisions but may refer any matters back to Senate if the Regulations have not been observed.

27. For the purposes of calculating an award below honours Level on undergraduate programmes a minimum mark of 50 per cent must be achieved in each module. Awards below Honours level may be made with Distinction if a mark of 80% or over is attained on at least half the modules and the average exceeds 75%.

28. Wherever Levels are mentioned below, credit at a higher level may be substituted for a credit requirement at a lower level.

Honours Degree Classification

29. **First Class Honours (1st)** will be awarded to a candidate who has achieved a mark of at least 80 per cent in more than half the modules at Levels 4 and 5, including the Project, and no marks lower than 70%

30. **Second Class Honours, Upper Division (2i)** will be awarded to a candidate who has achieved a mark of at least 70 per cent in more than half the modules at Levels 4 and 5, including the Project, and no marks lower than 60%.

31. **Second Class Honours, Lower Division (2ii)** will be awarded to a candidate who has achieved a mark of at least 60 per cent in more than half the modules at Levels 4 and 5, including the Project, and no marks lower than 50%.

32. **Third Class Honours (3)** will be awarded to a candidate who achieves a minimum mark of 50 percent in all modules at Levels 4 and 5, including the Project. A candidate may also be considered for the award of a 3rd Class Honours Degree with marginal fails (a mark between 45% and 49%) in up to 20 credits of modules at these levels, provided he or she has achieved at least 50 per cent for the Project/Dissertation.

External Examiners

33. External Examiners are a key part of the assurance process to ensure the comparability of the standard of all awards of the Institution with other universities. External Examiners are involved in the processes of external verification and moderation. Each External Examiner will:

- (i) have appropriate responsibility for a specified programme (or programmes) and for designated modules;
- (ii) will scrutinise assessment requirements (including examination questions) and will look at selected pieces of assessed work at level 4 and above;
- (iii) attend where possible those Assessment Boards responsible for making final awards.

The responsibilities and duties of External Examiners are provided in detail to External Examiners in a Manual

34. Nominations for External Examiners are made by Deans, who are required to demonstrate that the External Examiner has the appropriate standing, expertise and experience to compare standards for

the programme; to ensure impartiality there should be no recent connection with the Faculty and no reciprocal arrangement with the External Examiner's faculty; where there is insufficient national provision to make this possible, a case must be made to the Quality Office.

35. Where the proposal clearly meets the above criteria then the appointment will be formally made by Quality Office. All proposals will be submitted to the Quality Committee to establish whether a sufficient case has been made to recommend approval. Normally an External Examiner will be appointed for a four-year period. Quality Committee also has the power to terminate appointments in case of non-performance of the External Examiner.

36. External Examiners receive a briefing pack on their role and responsibilities. As part of their contract with the Institution, External Examiners must report annually on a range of issues related to the standard of the programme(s) for which they are responsible. External Examiners are advised that if they are unable to fulfil their responsibilities or fail to submit their annual report they will forfeit their fee and their appointment will be terminated.

37. External Examiner reports are reviewed at the Faculty level and the Dean is responsible for ensuring that responses to issues are sent to individual external examiners within an appropriate timescales. Where a report identifies an "essential" concern (or where Quality Office or the Chair of Quality Committee finds it necessary to categorise a comment elsewhere in the report as "essential"), the Dean is required to send an immediate written response (ie within 2 weeks) to the External Examiner and to copy that at the same time to Quality Office. "Advisable" and "desirable" recommendations must also be responded to by the Dean but this might take place less immediately.

38. As part of the Annual Monitoring Process the head of department is required to comment on the views expressed, recommendations made and good practice identified by the External Examiner in his/her report, and on any actions taken.

39. Annually the Quality Office prepares a report for the Quality Committee identifying the "essential" concerns and responses to them, plus generic issues arising from other recommendations and good practice. If there are any recommendations to terminate an External Examiner full explanation will be provided.

Annual Monitoring Process

40. Every operating programme is reviewed annually, as part of the Institution's annual monitoring process. The purpose of the process is:

- To evaluate and improve programme quality
- To ensure the best possible student experience within the resource available
- To ensure that appropriate action is taken to remedy any identified shortcomings
- To identify and disseminate good practice
- To build up information needed for the programme review process and for external (HEC) reviews and audits

41. For every operating module Quality Office will conduct a student evaluation and feedback – students taking the module will under confidential conditions evaluate the module and provide feedback on aspects for enhancement. The evaluation may be paper-based or electronic. The class representatives will collect paper-based feedback and forward it directly to the Quality Office. Individual responses are maintained strictly confidential by Quality Office, who will analyse the responses and provide aggregate feedback and copies of all comments to the tutor, programme leader and the Dean. Ratings below 80% satisfaction on teaching require an action plan to be formulated by the Department which will be monitored by Quality Office. Good practice can be evidenced from modules with high ratings.

42. The Head of Department will incorporate this information in the annual monitoring report, along with student achievement and progression statistics, withdrawals, external examiner comments and proposed action plan to address enhancements.

43. At each level (department; Faculty; Institution) an action plan is produced for those matters which can be addressed at that level. Any issues which are beyond the remit at that level are referred up (eg by a Faculty to Quality Committee or Senate).

Quinquennial Programme Review

44. The primary purpose of Programme Review is to confirm the good standing of programmes and is conducted by Quality Office. The focus of the event will be upon the review and re-approval of existing programmes. Programme Review takes place as a faculty based event approximately every 5 years, according to a schedule approved by Quality Committee. The process is conducted by a panel comprising the Director of Academic Quality Research & Consultancy, an independent member of academic staff and an external adviser, and includes scrutiny of documentation, meetings with staff and meetings with students. Quality Office will present a report on the outcomes of the Programme Review process to Quality Committee.

45. The documentation requirements comprise a set of standard documentation which is circulated to Panel members approximately 8 weeks prior to the event. In addition, an evidence base of review documentation and Manuals will be made available for checking by the Panel members approximately 10 weeks prior to the Review event.

46. The Panel will recommend to Quality Committee and Senate whether the programmes should be reapproved, with or without conditions, which the Faculty must meet within six months.

APPENDIX A: PROGRAMME PROPOSAL FORM

1. PROGRAMME DETAILS 1 Programme Title		
2 Exit Awards		
3 Modes of Attendance <i>(please tick)</i>	Part-time	Full-time
	Distance Learning	Work-based Learning
4 Resource group: (See Notes of Guidance)	Other (please specify)	Short course
	1	5
	2	6
	3	Other (write in)
	4	
5 First year of programme presentation	Current Session (short courses only)	
2. PROGRAMME FUNDING AND ADMINISTRATION 1 Programme Organiser/Leader:		
2 Programme Development Team		
Name	Faculty	
	(Chair)	
	(Library Representative)	
	(CIT Centre Representative)	
3 Faculty/ School/Centre administratively responsible for the programme		

5. Expected student numbers	First year FT	First year PT	Second year FT	Second Year PT
Level 1				
Level 2				
Level 3				
Level 4				
Level 5				
TOTAL				

6 WILL THE PROGRAMME BE RESOURCED FROM THE EXISTING RESOURCES OF THE CONTRIBUTING FACULTY(S), SCHOOL(S), CENTRE(S)?	
YES	NO
If 'No' please indicate the resource requirements, including the proposed source of funding.	

7 STAFFING (numbers of staff at each grade – or estimate)

Year				SOURCE OF FUNDS
Academic Staffing				
Full professors				
Associate professors				
Senior lecturers				
Lecturers				
Assistant lecturers				
Tutorial assistants				
(Other – e.g. short-term expatriate)				

Support Staff				
Technical & Other Staff				
Equipment				
Library				
Other				

Note: you do not have to fill in the last three rows, but make a note in Q8 of any unusually high or low demands – otherwise you will be credited with the programme average for the number of students.

8 General accommodation requirements

(Please give details of the classroom and laboratory space required to deliver the programme and whether the space is currently available)

3. PROGRAMME BACKGROUND, RATIONALE AND INDICATIVE CONTENTS

(See Notes of Guidance)

4. UNIT APPROVAL

Faculties/Schools/Centres contributing to Programme (this table should be signed by the Deans/Heads of all Units contributing to the programme to confirm agreement with the proposal). Faculty	Dean /Deputy Vice Chancellor	
1	Signature	
	Print Name	
2	Signature	
	Print Name	
3	Signature	
	Print Name	
4	Signature	
	Print Name	

Seen and noted Library	Signature	
	Print Name	
ICT	Signature	
	Print Name	
Quality Office	Signature	
	Print Name	

5. CENTRAL AUTHORISATION

Estminated cost in FRw Staffing - total
Equipment
Library
Other
Overall total

Resource Confirmation _____ **Date:** _____

DVC

Approved _____ **Date:** _____

APPENDIX B: MODULE DESCRIPTION FORM

1. **Module Code:** _____ **Faculty:** _____
 2. **Module Title:** _____
 3. **Level: Quarter: Credits:** _____
 4. **First year of presentation:** _____ **Administering Faculty:** _____
 5. **Pre-requisite or co-requisite modules, excluded combinations**

6 Allocation of study and teaching hours See Notes of Guidance

Total student hours _____ s	Student hour	Staff hours
Lectures		
Seminars/workshops		
Practical classes/laboratory		
Structured exercises		
Set reading etc.		
Self-directed study		
Assignments – preparation and writing		
Examination – revision and attendance		
Other:		

6.1 Brief description of aims and content (not more than five lines)

6.2 Learning Outcomes

Knowledge and Understanding

Having successfully completed the module, students should be able to demonstrate knowledge and understanding of:

Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

General transferable skills

Having successfully completed the module, students should be able to:

7. Indicative Content

8. Learning and Teaching Strategy

9 Assessment Strategy

10 Assessment Pattern

Component	Weighting (%)	Learning objectives covered
In-course assessment:		
Final assessment		

11 Strategy for feedback and student support during module

12 Indicative Resources

Core Text (include number in library or URL) (inc ISBN)

Background Texts (include number in library or URL) (inc ISBN)

Journals

Key websites and on-line resources

Teaching/Technical Assistance

Laboratory space and equipment

Computer requirements

Others

13: Please add anything else you think is important

14: Teaching Team

4. UNIT APPROVAL

Deans and Heads of all Departments contributing to the programme to confirm agreement. Department	Dean/Head of Department	Date
1	Signature	
	Print Name	
2	Signature	
	Print Name	
3	Signature	
	Print Name	
4	Signature	
	Print Name	
Seen and agreed Library	Signature	
	Print Name	
ICT	Signature	
	Print Name	
Quality Office	Signature	
Print Name		

APPENDIX C: PROGRAMME SPECIFICATION FORM

1. PROGRAMME DETAILS

1 Programme Title			
2 Exit Awards			
3 Modes of Attendance <i>(please tick)</i>	Part-time		Full-time
	Distance Learning	Work-based Learning	
	Other (please specify)	Short course	
	1	5	
	2	6	
	3	Other (write in)	
4 Resource group: (See Notes of Guidance)	4		
	5 First year of presentation		Current Session (short courses only)

1 Programme Organiser/Leader:

2 Programme Development Team	
Name	Faculty

3 Faculty/ School/Centre administratively responsible for the programme

2. PROGRAMME FUNDING AND NEED FOR RESOURCES (changes since Programme Proposal Form)

Student numbers: Intake per year _____ into Level ____

Eventual population, all years: _____

3 PROGRAMME AIMS AND RATIONALE (See Notes of Guidance)

4.1 PROGRAMME LEARNING OUTCOMES (include modules not bearing credit)

Knowledge and Understanding

At the end of the programme students should be able to demonstrate knowledge and understanding of:

Cognitive/Intellectual skills/Application of Knowledge

At the end of the programme students should be able to:

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

At the end of the programme students should be able to:

General transferable skills

At the end of the programme students should be able to:

Specific learning outcomes for u/g Levels 1-4 should be included in the Appendix to this Document

4 PROGRAMME STRUCTURE (include modules not bearing credit)
(please also give the same information in the table on the next page)

Add rows to either table as required.

9. STRATEGY FOR STUDENT SUPPORT

10. PROGRAMME-SPECIFIC NEED FOR RESOURCES AND UNUSUAL DEMANDS ON INSTITUTIONAL RESOURCES

11. STRATEGIES FOR CONTINUOUS ENHANCEMENT AND FUTURE DEVELOPMENT

12. STAFF DEVELOPMENT PRIORITIES

13. ANY OTHER ESSENTIAL INFORMATION

PROVISIONAL APPROVAL

Members of Approval Panel Role/location	Date
Signature	
Members of Approval Panel Role/location	Date
1 Chair (VRAC)	Signature
	Print Name
2	Signature
	Print Name
3	Signature
	Print Name
4	Signature
	Print Name
5	Signature
Print Name	
6	Signature
Print Name	
7	Signature
Print Name	
8	Signature
Print Name	
Seen and noted Library	Signature
	Print Name
ICT	Signature
	Print Name
Quality Office	Signature
	Print Name
VRAF	Signature
Print Name	

APPENDIX: LEARNING OUTCOMES FOR EACH LEVEL

Level 1

Knowledge and Understanding

At the end of the programme students should be able to demonstrate knowledge and understanding of:

Cognitive/Intellectual skills/Application of Knowledge

At the end of the programme students should be able to:

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

At the end of the programme students should be able to:

General transferable skills

At the end of the programme students should be able to:

Level 2

Knowledge and Understanding

At the end of the programme students should be able to demonstrate knowledge and understanding of:

Cognitive/Intellectual skills/Application of Knowledge

At the end of the programme students should be able to

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

At the end of the programme students should be able to:

General transferable skills

At the end of the programme students should be able to:

Level 3

Knowledge and Understanding

At the end of the programme students should be able to demonstrate knowledge and understanding of:

Cognitive/Intellectual skills/Application of Knowledge

At the end of the programme students should be able to:

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

At the end of the programme students should be able to:

General transferable skills

At the end of the programme students should be able to:

Level 4

Knowledge and Understanding

At the end of the programme students should be able to demonstrate knowledge and understanding of:

Cognitive/Intellectual skills/Application of Knowledge

At the end of the programme students should be able to:

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

At the end of the programme students should be able to:

General transferable skills

At the end of the programme students should be able to

KIBOGORA POLYTECHNIC Annual Monitoring Form

Reports should be succinct and EVALUATIVE, and not more than 6 sides when completed.

Program Title _____
 Program Leader's Name _____
 Faculty _____

1. Progress on achieving actions/outcomes identified in previous year's report.
Please attach last year's updated Action Plan.

If this is the first year of operation please list the recommendations made by the audit/approval panel and your response to them.

2. Changes to the program. *Have any changes been made to the program during the year (eg content, delivery, assessment? Rationale for changes?What and when approved?)*

Note: *In sections 3-7, please identify both strengths and areas for improvement. Actions taken/planned should be identified also on the attached action grid*

3. Program Statistics - report each mode (day/evening/weekend) separately

MODE	Registered Students	Progressed	Withdrawn	Completed
Year 1				
Year 2				
Year 3				
Year 4				

MODE	Registered Students	Progressed	Withdrawn	Completed
Year 1				
Year 2				
Year 3				
Year 4				

Referring to the statistical data, please comment on the patterns in recruitment, entry profile, progression, withdrawal and completion rates (including comment on students entering with advanced standing). Any changes from previous years?

Actions taken:

Actions planned:

4. Student Feedback: *What were the outcomes of evaluative questionnaires and of any other feedback methods used (eg staff-student liaison meetings) ? What were the main issues raised by students?*

Actions taken:

Actions planned:

5. Program Team Feedback: *What are the views of the program team on the way the program has operated this year (eg teaching and learning, placement, assessment, student support)?*

Actions taken:

Actions planned:

6. External Examiners'/ Reviewers' Comments/Reports: *What comments (if any) were made by External Examiners and Reviewers? What action was taken or not taken in response? Reasons should be given for any action not taken*

Actions taken:

Actions planned:

7. Learning resources: *how successful were a) physical/material resources and b) human resources deployed to support student learning? Please consider library, IT, teaching accommodation, specialist facilities and staffing, including placement situations.*

Actions taken:

Actions planned:

Report completed by: _____ **Date:** _____

ACTION PLAN FORM

(NB: Actions listed below should be in line with those identified in the body of the report. More than 6 issues may be identified)

	Issue	Activity	Activity Lead (eg Head of Dept)	Target	Date Target to be achieved	Update (as actions are completed)
1.						
2.						
3.						
4.						
5.						
6.						

Associated Documents

Rules & Regulations

External Examiners Manual

Academic Calendar

National Framework for Equality & Diversity

Student Guide to Orientation & Conduct

Student Support & Guidance Policy

Finance & Administration Regulations

Programme Design Manual